



## “Development and Status on Learning and Adult Education”

# Peru prepares for the VI International Conference on Adult Education (2009)

As part of the preparations for the Sixth International Conference on Adult Education (CONFINTEA), the Ministry of Education, the Peruvian National Commission for UNESCO, and the UNESCO Representative in Peru partnered with the Convenio Andres Bello to organize a national workshop titled “Development and Status on Learning and Adult Education.”

María Isabel Miyán de Chiabra, Secretary General of the Peruvian National Commission, conducted the workshop whose purpose was to review and improve the country report concerning the ALE (Adult Learning and Education) situation and efforts. The paper will be presented during the 6th CONFINTEA taking place in Brazil in 2009. The conference proposes to renew the international push for adult learning and education.

Attending the national event was Dr. Víctor Raúl Díaz Chávez (Ministry of Education Vice Minister of

Institutional Management), Dr. Idel Vexler Talledo (Ministry of Education Vice Minister of Pedagogical Management), and Katherine Muller-Marin, UNESCO's Representative in Peru, plus more than 50 representatives from different directorates of the Ministry of Education, academic institutions, other ministries, international organisms, and civil society organizations.

Dr. Díaz explained how important CONFINTEA is and the commitments pledged by the country, stressing Peru's literacy and higher technical education progress. During her presentation, Mrs. Muller-Marin presented UNESCO's aims for the World Conference, placing emphasis on efforts to meet EFA (Education For All) goals.

Closing the event was Dr. Vexler, who spoke on the workshop's meaning, quality of the participants, and ALE challenges that still lie before Peru, which the government is currently working to overcome.



Photo: Katherine Müller-Marín UNESCO Representative in Peru, and Víctor Raúl Díaz Chávez, Vice-Minister for Institutional Management and Executive Director of the Peruvian National Commission for UNESCO, discuss the next steps.



Photo: Katherine Müller-Marín, Idel Vexler, and María Isabel Miyán, are happy with the partnership





## Some conclusions from the Report on the Status and Development of Adult Learning and Education

The NatComm sent to UNESCO Director General, via the headquarters of the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany, the report on the Status and Development of Adult Learning and Education in Peru in order to contribute to the ongoing process of reflection and assessment on the matter in Latin America, the Caribbean, and the world in general.

Expressed in the report are Peru's expectations concerning the CONFINTEA VI and adult learning and education (ALE), with the following being one of them:

"That during the CONFINTEA VI, the 2000 – 2010 Regional Framework for Action on Adult and Youth Education in Latin America and the Caribbean is ratified and broadened. This framework declares literacy to be a human right that is a continual process, that cannot be decontextualized, and that does not come about in a vacuum but is an essential component of people's basic education. It furthermore recognizes that literacy is encompassed within an education whose purpose is for people to have basic reading, writing, and math skills and to cultivate values that will assist them in overcoming problems that crop up during everyday life. Likewise, it sees the importance of guaranteeing the needed budget and the creation of literate, specialized settings, and educational situations that will contribute to lowering the poverty level and achieving equality between the sexes, peace, democracy, and sustainable development in the different sociolinguistic contexts of Peru."

The report also included certain guidelines that Peru presented in the context of the CONFINTEA, and these should be seen as means of directing adult education programs, which must:

- Take into account human rights, interculturality, gender equity, occupational health and safety, and citizenship approaches
- Promote personal growth, production, and initiative capacity building
- Respond to a modular, interdisciplinary, and flexible system
- Promote incorporation of ICT's
- Promote intersectoral articulation
- Be spread throughout the different levels of government: local, sub-national, and national
- Strengthen educational community programs

"It is further acknowledged that "the law provides for different stakeholder participation (civil society, NGO's, and others), but we consider its implementation requires the strengthening of multisectoral action and the opening of forums for dialoguing on the issue to reach consensus and to assume commitments for incorporating ALE in institutional agendas..." and that "... in order to be able to identify how efficient and effective adult learning and education programs/ projects are and, as a result, to determine, objectively, innovative and successful experiences, it is necessary that there be in place a flexible monitoring and evaluation system where not only quantitative indicators are laid out, but qualitative ones, as well."

Within the context of elderly education, the report cited different recommendations, the following two being the most important:

- Education must be able to help overcome social prejudices against the elderly and favor their complete social integration and participation.
- Education must promote a culture of respect and appreciation of the elderly, a situation that must begin very early in childhood when a person begins constructing life goals for attaining an active elderly lifestyle that implies participating in the family and the society, all of which will strengthen intergenerational relations that are based upon self-respect and independence.

*"UNESCO is actively engaged in encouraging countries to adopt policies that explicitly tackle literacy and build on the valuable work often led by civil society. Several initiatives, including UNESCO's Literacy Initiative for Empowerment (LIFE), a series of six high-level regional conferences on literacy in 2007-2008, and the forthcoming Sixth International Conference on Adult Education (CONFINTEA VI) to be held in Belém, Brazil, in May 2009, point to renewed momentum. But this is just the cusp of change. It is essential for countries to show greater leadership and to increase spending on literacy, and for donors to give it a higher profile in their aid portfolio. There is an urgent need to scale up youth and adult learning programmes, to improve their quality, and to develop a rich literate environment where individuals of all ages are encouraged to sustain and use their newly acquired skills. The challenge ahead is our collective responsibility".*

*Message from Mr Koichiro Matsuura, Director-General of UNESCO on the occasion of International Literacy Day, September 8, 2008.*

