

2023

**The Prof. Huang Kun-huei Education
Foundation**

2023 Conference on Education Policy

Prompting Lifelong Education & Building Up
Learning Society-Challenges and Strategies of
Sustainable Development in Taiwan

Intro: Greetings & Congratulation

First and foremost, I am deeply honored to attend the 2023 Education Policy Conference hosted by The Prof. Huang Kun-huei Education Foundation today and to have the privilege of delivering a presentation at this prestigious gathering. I extend my heartfelt greetings to Prof. Huang Kun-huei, along with my utmost respect and congratulations.

Furthermore, I would like to express my profound admiration and gratitude to Prof. Huang, with whom I have had the

privilege of working closely and discussing lifelong education promotion over the years. We have shared many moments and dedicated ourselves to this cause, and I hold Prof. Huang in high esteem and deep appreciation for our enduring partnership.

Slide1.

As everyone is well aware, today's theme is "Prompting Lifelong Education & Building Up Learning Society - Challenges and Strategies of Sustainable Development in Taiwan." I would like to take this opportunity to address the topic of "Global Trends and Issues of Lifelong Learning Future Society" during my presentation.

Slide 2.

I am Professor Choi un Shil, from the Republic of Korea. Currently, I have the privilege of serving as the Founding Chair at The Future Planet Foundation, a recently established organization dedicated to pioneering new approaches to education and talent development for shaping the future world.

Additionally, I hold the position of the 6th Chair at the Korea Foundation for Community Education, founded by Chairman Jung Joo-young of the Hyundai Group Korea. I also serve as

an Emeritus Professor at Ajou University and hold the position of Chaired Professor at Seowon University.

On the international front, I have had the distinct honor of serving as the Former Vice-Chair and Advisory Board Chair of the UNESCO Institute for Lifelong Learning (UIL), focusing on global lifelong education matters.

Slide 3.

In connection with the theme, I would like to open my presentation today by highlighting the significant agenda and essential action declarations of the 7th International Conference on Adult Education, commonly known as CONFINTEA VII, which leads the way in global trends and developments in adult and lifelong education. CONFINTEA is a prestigious worldwide conference with a rich history and tradition, organized by UNESCO every 12 years, dedicated to the promotion of adult education and learning.

Slide 4.

CONFINTEA, which stands for the International Conference on Adult Education, has been held every 12 years since its inaugural session in 1949 in Elsinore, Denmark. The 7th installment of CONFINTEA took place in Marrakech, Morocco, in 2022. This

conference brought together thousands of adult education experts from over 140 countries to engage in a profound and vibrant discourse. The primary focus was on shaping the future of adult education for the next 12 years, in response to the evolving global landscape. It aimed to discuss the efforts and actions that UNESCO member countries, numbering 195, should undertake to meet the challenges of the new era.

Slide 5.

CONFINTEA holds particular significance as it gathers stakeholders and top leaders from various countries to engage in discussions on crucial topics such as human rights, social justice, shared values, sustainability of humanity and the planet, inclusive societies, and communication in the age of artificial intelligence.

Slide 6

Another noteworthy aspect of CONFINTEA VII was the series of regional preparatory conferences held before the main conference, representing the five continents: 1) Africa, 2) Arab States, 3) Asia-Pacific, 4) Europe and North America, and 5) Latin America and the Caribbean. During these conferences, stakeholders and experts from each region discussed recent concerns in adult education, identified key areas of focus, and deliberated on policy recommendations and suggestions to be presented at the main

conference. They also examined the drafting of the Marrakech Declaration and Action Plan, with many of the discussions' outcomes substantially influencing the core content of the Marrakech Declaration.

Slide 7.

CONFINTEA VII revolved around the crucial discussions centered on the transformational power of adult learning and education, under the theme "Harnessing the transformational power of adult learning and education."

The conference delved into topics such as the right to lifelong learning, the new social contract towards lifelong learning, and how to reimagine this concept. Building upon these discussions, it was a momentous occasion where a commitment to expanding lifelong learning opportunities for all and ensuring the right to education throughout one's lifetime, rather than limiting it to formal schooling, was declared worldwide.

Slide 8.

To strongly advocate and emphasize the right to learn for people worldwide, in other words, the right to lifelong learning, CONFINTEA VII participants stressed the urgent need for international commitments, solidarity, cooperation, and action, rather than mere rhetoric, in support of the new Adult Learning

and Education (ALE). Furthermore, recognizing the importance of reimagining ALE and fostering new perspectives, participants acknowledged and declared the following key elements as crucial for the world-wide development of ALE and lifelong learning through establishing frameworks and governance arrangements as follows.

- 1) Redesigning the ALE
- 2) Ensuring the quality of learning,
- 3) Increasing funding and promoting inclusion,
- 4) Expanding learning domains.

These aspects were deeply and comprehensively discussed, and concrete proposals were incorporated into the Marrakech Declaration and Action Plan.

Slide 9.

The first key of the Recommendations for Transformative ALE within the MFA (Marrakech Framework for Action) encompasses the following eight recommendations and practical strategies regarding "Establishing frameworks and governance arrangements":

- 1) Realization of a Renewed Social Contract
- 2) Assurance of Strengthening Human Rights
- 3) Guarantee of the Right to Lifelong Learning
- 4) Cultivation of a Culture of Lifelong Learning

- 5) Emphasis on Continuing Professional Education (CPE)
- 6) Implementation of Intergovernmental Dialogue
- 7) Recognition of the Importance of Multi-Sectoral Platforms to Support ALE
- 8) Emphasis on Collaborative Actions involving Ministries, Civil Society Organizations, the Private Sector, Youth, Universities, and ALE Providers, as well as the strengthening of partnerships and networks.
- 9) These are the central principles that guide the establishment of frameworks and governance arrangements in the pursuit of transformative Adult Learning and Education.

Slide 10.

The second key declaration of the Action Recommendations for Transformative ALE (Adult Learning and Education) within the MFA (Marrakech Framework for Action) revolves around "Redesigning Systems for ALE" and strongly recommends the following critical issues:

- **Ensuring Equitable Access**
- **Recognizing Diverse Learning Pathways**
- **Adapting the Digital Transformation**
- **Promoting Quality Assurance Mechanisms**
- **Enhancing Recognition and Validation of Learning Outcomes**

- **Fostering Innovative Approaches and Pedagogies**
- **Supporting Teachers and Facilitators**
- **Strengthening Assessment and Certification**
- **Ensuring Gender Equality and Equity**
- **Expanding Outreach to Vulnerable and Marginalized Groups**
- **Enhancing Research, Data, and Monitoring**
- **Mobilizing Resources for ALE**
- **Promoting International Cooperation and Solidarity**

These recommendations underscore the importance of redesigning ALE systems to meet the evolving needs of learners and society.

Slide 11

To facilitate the utilization and active engagement in education and learning for various settings such as Universities, Libraries, Museums, Workplace, Public Space, Art and Cultural Institutions, Sport and Recreation, Peer Groups, Families.

And more we need to promote the development of learning cities and encourage local stakeholders' involvement and commit establishing flexible learning pathways.

We should actively pursue the realistic implementation and utilization of Recognition of Prior Learning (RPL), Validation, and Accreditation of Nonformal and Informal Learning.

Also need to strive for diverse policy support and efforts aimed at learning opportunities for disadvantaged and underrepresented groups, including individuals with disabilities and Indigenous communities.

Enable individuals to choose their learning trajectories according to their talents and interests through Flexible Learning Pathways are also crucial.

Slide 12.

The third key declaration of the Action Recommendations for Transformative ALE (Adult Learning and Education) within the MFA (Marrakech Framework for Action) focuses on "Ensuring Quality of Learning" and strongly recommends the following four critical issues:

- **Acknowledging the Key Role of**
- **Teachers, Educators, Volunteer Tutors, and Other Professionals in ALE.**
- **Promoting the Professionalization of Educators and Enhancing their Qualifications, including Upskilling and Re-Skilling, Pre-service and In-service Training, and**

Continuing Education, with Collaborations with Universities and Research Institutes.

- **Emphasizing Non-discriminatory and Gender-responsive Curricula and Learning Materials.**
- **Addressing Emerging Fields of Learning such as Global Citizenship Education, Education for Sustainable Development, Education for Health and Well-being, Socio-emotional Skills, Transversal and Critical-thinking Skills, and Digital Skills.**

Slide 13

The fourth key declaration of the Action Recommendations for Transformative ALE (Adult Learning and Education) within the MFA (Marrakech Framework for Action) pertains to "Increasing Funding" and strongly recommends the following six critical issues:

- **Emphasizing the Importance of Contributions from a Wide Diversity of Stakeholders, including Various Ministries, Employers, Other Private Actors, Local Governments, and Learners.**
- **Implementing Blended Financing and Targeted Measures to support Women and Vulnerable or Marginalized Groups.**

- **Raising Public Funding for ALE and Recognizing the Role of International Cooperation in Financing for the realization of ALE.**
- **Recognizing the Potential Contribution of ALE to Advancing all 17 Sustainable Development Goals (SDGs), and Calling on Existing Global Funds for ALE.**
- **Specifically the Global Partnership for Education and Education Cannot Wait, as well as Commitments Related to Official Development Assistance (ODA).**
- **Stressing the Key Role of Teachers, Educators, Volunteer Tutors, and Other Professionals in ALE.**

Slide 14

The fifth key declaration of the MFA Recommendations for Transformative ALE (Adult Learning and Education) is "Promoting Inclusion" as the following six critical issues:

- **Prioritizing Diversity, including linguistic diversity, and emphasizing inclusion, accessibility, and equity.**
- **Providing educational accommodations and active support for marginalized, disadvantaged, under-represented, and vulnerable groups.**

- **Ensuring equity, inclusion, and responsibilities towards Indigenous peoples.**
- **Re-affirming education as a human right, recognizing it as an enabler of empowerment and active global citizenship.**
- **Promoting outreach and guidance systems to raise awareness of learning opportunities, expand participation, and enhance learner motivation.**
- **Implementing gender-sensitive information systems for ALE.**

Slide 15.

Sixth key declaration of the MFA pertains to "Expanding Learning Domains" and strongly recommends the following six critical issues:

- **Recognizing Literacy as a continuum of learning and Competency as a foundation for ALE.**
- **Acknowledging the Workplace as an important learning site and advocating for investment in ALE in the workplace.**
- **Recognizing the Urgency and centrality of climate action for sustainability and promoting initiatives to protect and preserve the environment.**

- **Acknowledging the Powerful role of technology in ALE, with an emphasis on reducing the digital gap and promoting digital literacy and skills.**
- **Promoting blended learning as an effective means of reaching out to marginalized people and communities.**
- **Ensuring Equity and inclusion, while also addressing privacy and ethics concerns in relation to the use of technology for learning.**

Slide 16.

In the era of Post COVID-19 pandemic, learning for individual well-being and public health-including for older adults are more crucial. In theses context, we need to share the critical points as follows.

- **Highlight the importance of media and information literacy.**
- **Emphasizing the importance of learning for individual well-being and public health, including for older adults, in the post-COVID-19 pandemic era.**
- **Highlighting the significance of media and information literacy. Promoting the development of capacities to critically evaluate information, make**

informed decisions, and actively contribute to their local communities and public debates.

- **Recognizing the 2030 Agenda for Sustainable Development as a roadmap, encompassing quality education and lifelong learning (SDG 4), poverty reduction (SDG 1), health and well-being (SDG 3), gender equality (SDG 5), reduced inequalities (SDG 10), employment and decent jobs (SDG 8), inclusive, safe, resilient, and sustainable cities (SDG 11), peaceful, inclusive, violence-free societies (SDG 16), and climate action (SDG 13) within the context of human rights.**

Slide 17.

One of the significant lessons from CONFINTEA VII is the active participation and role of Civil Society Organizations (CSOs). CSOs, led by organizations like the International Council for Adult Education (ICAE), held a CSO Forum even before the main conference began, where they played a pivotal role in shaping and discussing the core elements of the Marrakech Declaration. Remarkably, many of their recommendations and action plans were incorporated into the Marrakech Declaration, highlighting the impressive achievements resulting from their proactive involvement.

Slide 18

During the CSO Forum, under the slogan "Because the Future Cannot Wait," a concentrated discussion took place on "The way forward CSO envisioning implementation and monitoring of MFA."

CSOs harnessed forward-looking imagination and ideas to earnestly deliberate on how educators worldwide can carry forward the profound intent of the Marrakech Declaration and put it into practice.

Slide 19.

Another historic event during CONFINTEA VII was the commemoration of the launch of GRALE V (Global Report on Adult Learning and Education) and "Making Lifelong Learning A Reality: A Handbook."

Slide 20.

The main content of the recently published GRALE V (Fifth Global Report on Adult Learning and Education) continues the legacy of the declaration from CONFINTEA VI (sixth), held in Belém, Brazil. It discusses how member countries worldwide are inheriting and

advancing the values and contributions of Adult Learning and Education (ALE).

Furthermore, it explores the direction for the redesign and revitalization of ALE in the future. The report acknowledges significant progress and improvements but points out the continued inadequacy in investments in ALE and the evaluation and monitoring of tangible outcomes.

It serves as a significant document for discussing how member countries can increase substantial public investments in ALE moving forward.

Slide 21

GRALE 5, which has been recently published, proposes practical strategies within the context of Adult Learning and Education (ALE) for member countries worldwide to actively participate in a more inclusive and equitable manner in the post-COVID-19 and post-pandemic era. It specifically addresses issues related to civic education and global citizenship education, offering concrete measures to enhance engagement and equity in ALE.

Slide 22.

The second book launched at the CONFINTEA VII, "Making Lifelong Learning A Reality: A Handbook," is a practical guide aimed at Adult Learning and Education (ALE) practitioners and advocates.

Slide 23

This book is structured around the following seven key elements: Creating, Designing, and Case Study.

- **Effective Lifelong Learning Policy**
- **Defining Key factor**
- **Integrated Approach**
- **Sustainable Development**
- **Why LLL**
- **Building a rationale for LLL**
- **Essential Further Reading**

Certainly, here are the seven key elements from "Making Lifelong Learning A Reality: A Handbook" rephrased in sentence form:

- **"Effective Lifelong Learning Policy" explores the development of policies that promote lifelong learning.**
- **"Defining Key Factors" examines the identification and understanding of critical factors in lifelong learning.**

- **"Integrated Approach" discusses the importance of an integrated approach to lifelong learning initiatives.**
- **"Sustainable Development" focuses on how lifelong learning contributes to sustainable development.**
- **"Why LLL" delves into the reasons and benefits of lifelong learning.**
- **"Building a Rationale for LLL" involves constructing a strong justification for lifelong learning initiatives.**
- **"Essential Further Reading" provides recommended resources for those seeking to delve deeper into lifelong learning.**

Slide 24.

In the handbook, the importance of practical activities for realizing a lifelong learning society is emphasized through a process that includes:

- **Designing,**
- **Implementation,**
- **Strategies for Lifelong Learning (LLL) Policy,**
- **Case Study,**
- **Learning City Approach,**
- **Designing, and**
- **Implementation Strategy.**

These elements highlight the significance of action and execution in achieving a lifelong learning society.

