

Evaluating Activity Report

Post CONFINTEA VII - Marrakech Framework for Action event

**August 11,2023
Beirut Unesco office**

1. Target group and number of participants

The number of participants were around 45 persons (Male and Female) coming from different NGO's members in the Arab Network Popular Education and governmental institutions. The event was under the patronage and presence of His Excellency, Dr. Hector Al-Hajjar, the Minister of Social Affairs in Lebanon. Mr. Fadi Yarak, the Senior Education Advisor for the Arab States at UNESCO. Ms. Elsy Wakil: Secretary-General of the Arab House for Adult Education and Development (AHAED). Dr. Hilda Al-Khoury, the Director of Guidance and Counseling and was representing the Minister of Education and Higher Education. Dr. Neamat Geagea, the Director of the National Program for Adult Education at the Ministry of Social Affairs. Ms. Nahed Soussan, the director of GIS School - Katermaya. Manal Hadifa, the head of the Arab International Education Structure. Mr. Amin Saleh, a financial and economic researcher. NGO's representatives: Al Moassat – Nuwat – Newroz Foundation – Akarem – Moubadarat & Kararat- Koun Ijabi – Cross Art Cultural – and many others. (List of names is attached).

2. Course contents and learning objectives

The program of the meeting included several presentations made by the authorities concerned with Adult Education, and those involved in it, which included the following:

- 1-Open speeches from the ministries represented and Unesco Beirut Office and AHAED.
- 2- Introduction Of Marrakech Framework for action.
- 2- The six tracks of the Marrakech Framework for Action were presented by the participating entities.
- 3- Discussions and interventions for all parties participating in the meeting to activate the Marrakech Framework for Action.
- 4 . A vision to activate the Marrakech Framework for Action in the Arab region.
- 5- recommendations on how to implement MFA.

Objectives:

- Introduction to Marrakech Framework for action.
- Advocating the MFA and making sure that it is on the governmental agenda.
- AHAED's members and governmental representatives aiming to implement and cooperate toward MFA within their activities.

3. Changes

The program of the meeting was implemented as planned, as the presenters committed themselves to their work papers related to the six tracks of the Marrakech Framework for Action.

4. Contents and methods

Several methods were used, Power point presentation of the MFA and several speeches were presenting and a dialogue sessions including questions and answers on the relating

subject. Clarifying the Marrakesh Framework and its main axes that were previously mentioned, as well as presenting the challenges facing Adult Education programs in Lebanon and the Arab world, which resulted in a session of dialogue, discussion and interaction among the target audience; To reach proposals to activate the Marrakesh Framework in the Arab region.

The Arab House for Adult Education and Development (AHAED), organized a meeting to discuss the Marrakech Framework for Action of the Seventh International Conference on Adult Education (CONFINTEA VII). The event was held under the patronage of His Excellency, Dr. Hector Al-Hajjar, the Minister of Social Affairs, on Thursday, August 10, 2023, at the UNESCO Regional Office in Beirut. The meeting was attended by various Educators, experts, Institutions and policy makers.

The meeting commenced with an opening session, which was initiated by Mr. Fadi Yarak, the Senior Education Advisor for the Arab States at UNESCO. In his speech, he emphasized the need to refer to the Global Education Report and the importance of translating plans into concrete actions. He stressed the significance of active collaboration and solidarity among all parties to achieve more productive education, focusing on cooperation for the common goal.

Ms. Elsy Wakil: Secretary-General of the Arab House for Adult Education and Development (AHAED), delivered a speech introducing AHAED's role and vision. She highlighted the collaborative efforts with international and regional organizations and the coordination meetings that resulted from these collaborations. She underscored the need to activate AHAED's initiatives to elevate adult learning and the importance of strategic partnerships with governmental and non-governmental organizations, as well as UNESCO and civil society.

Dr. Hilda Al-Khoury, the Director of Guidance and Counseling and was representing the Minister of Education and Higher Education, took the floor and stressed the importance of continuous adult education. She emphasized the need for familiarity with artificial intelligence and the development of flexible curricula to keep pace with technological advancements. She highlighted the necessity of governmental bodies, ministries, civil society organizations, social partners, and international agencies to contribute collectively to the success of adult learning by supporting the Marrakech Framework. This collaboration would facilitate the exchange of successes, experiences, and challenges faced in adult learning within the Arab society. She further emphasized the importance of creating a roadmap to enhance lifelong learning for adults, ensuring their well-being and prosperous living while facing the challenges of the future.

Dr. Hector Al-Hajjar, Minister of social affairs, delivered a speech in which he emphasized the necessity of collaborative efforts among ministries. He discussed how the meeting revolved around implementing the six pathways within the framework: governance, adult learning systems, financing, quality, inclusion, and expanding learning opportunities. He highlighted that inclusive education aims to achieve a qualitative leap and institute policy reforms. This is intended to break the cycle of deprivation, increase adult learning opportunities, improve its quality, enhance participation and accountability, and develop policies favoring the poor in education. He stressed the importance of raising awareness, advocating for education, motivating acceptance, and promoting learning opportunities. He also underscored the role of the state in monitoring available resources and involving partners from the private sector, civil society, and local authorities in a decentralized activation. He

stated that what Lebanon largely needs is planning and utilizing accumulated expertise to overcome the challenges faced by the majority of the Lebanese people.

the first session of the meeting commenced with the title: "Presentation of the Marrakech Framework." Dr. Neamat Geagea, the Director of the National Program for Adult Education at the Ministry of Social Affairs, presented the Marrakech Framework, emphasizing the need to reshape strategies for adult education and learning. She stressed equitable access to digital learning environments and providing adults with skills and competencies during the seventh industrial revolution for their adaptation. She pointed out the importance of supporting curricula with innovative training methods, increasing public funding, and coordinating national strategies.

The second session, was followed by Dr. Hilda Al-Khoury, the Director of Guidance and Counseling at the General Directorate of Education. She presented a paper titled "Quality in Adult Learning and Education under the Marrakech Framework." She introduced a roadmap that starts with adopting a study, progressing to a quality project, followed by assessment, and culminating in benefitting from the work.

Dr. Zahi Azar, the Secretary-General of the Arab Network for Popular Education and the President of the Arab Campaign for Education for All, addressed the gathering. In his presentation titled "Any Renaissance in Adult Learning/Education?", he highlighted that the most meaningful contribution to the conference lies in critically examining its outcomes. He noted that some beneficiaries might not be adept at discussing these outcomes, underscoring the urgency of involving educated and semi-educated individuals to facilitate discussions without their cultural and personal interests veering into elitism.

He introduced four key concepts: Firstly, he spoke of the "revolution of understanding reality." Secondly, he stressed the necessity for collaborative partnerships encompassing vision, planning, and execution. He emphasized that the state plays a pivotal role in disseminating harmony and cooperation, making questioning, planning, and sharing fundamental to the success of adult learning. He underlined the significance of introducing new terminology beyond authoritarianism, favoring terms like "learning" over "education."

The third session began, initiated by Ms. Nahed Soussan, the director of GIS School - Katermaya. She spoke about inclusion, diversity, and expanding learning opportunities within the Marrakech Framework. Then, Ms. Manal Hadifa, the head of the Arab International Education Structure, delivered a speech about adult education systems under the Marrakech Framework. The third session concluded with a speech by Mr. Amin Saleh, a financial and economic researcher. He discussed financing in adult learning within the Marrakech Framework, presenting several statistics in this context. He emphasized the necessity of adopting social policies and activating the principles of fairness and inclusivity in education.

5. Critical evaluation and overall assessment of impacts

The meeting was prepared successfully and effectively for the participation of all invitees, whether by giving a speech, presenting achievements, seeking to establish partnerships with AHAED, or supporting the cause of Adult Education with the resources and capabilities they possess.

The meeting was based on participatory, dialogue, discussion and interaction between the participants, as well as presenting new ideas and procedures that can be implemented on the

ground. In addition to all the experts who presented rich working papers on Adult Education especially from the Ministry of Social affairs and Ministry of Education and higher Education, papers from civil society organizations were very rich because they contained the context of Adult Education in Lebanon on the one hand, and on the other hand, how did this relate to the Marrakesh framework. Descriptive analytical presentations were presented that included challenges and recommendations for each of the framework axes.

the attendees presenting their contributions and engaging in discussions, leading to the following recommendations:

Firstly: Working towards popularizing a culture of sports education for older adults.

Secondly: Enforcing laws in state facilities and amending personal status laws.

Thirdly: Establishing an initiative for teaching the Arabic language to older adults.

Fourthly: Popularizing the cultural heritage of environments in adult learning.

Fifthly: The importance of distinguishing between the terms "voluntary" and "volunteer."

Lastly: Adopting the phrase "specialized civil society" instead of "civil society."

These recommendations were further elaborated in a roadmap for implementing the Marrakech Framework and its follow-up mechanisms, encompassing 17 points that outline procedural steps in the form of activities to be carried out by AHAED.