



Campana  
Latinoamericana  
por el Derecho  
a la Educacion



## ROAD TO CONFINTEA VII PROPOSALS FOR THE MARRAKESH FRAMEWORK FOR ACTION, MOROCCO

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This document summarizes the main recommendations made by the Platform of Regional Networks for Youth and Adult Education in Latin America and the Caribbean towards CONFINTEA VII, composed of [ALER](#), [CEAAL](#), [CLADE](#), [Fe y Alegria](#), [ICAE](#) and [REPEM](#). The proposal highlights key points to be considered in the elaboration of the Marrakesh Framework for Action, to be adopted in June, and is the result of the systematization of a series of debates, regional meetings and open working groups conducted with the broad participation of educators, students and representatives of social organizations in the region.

### 1. The meaning of Y&AE in current times

We require that in the context of the current crisis of civilization and of syndemia as a biological, economic and social phenomenon, a Youth and Adult Education (Y&AE) promoting citizenship and popular education, in, of and for life, transformative, oriented to the protection of health, decent work, food security, welfare, and the production, appropriation and use of knowledge by the population, be conceived and put into practice. An inclusive Y&AE, in harmony with nature, anti-patriarchal, decolonizing and anti-racist, which contributes to the development of humanity; a Y&AE based on solidarity, dialogue, respect for diversity, which contributes to the transformation of people and the construction of a just and democratic society, with the full exercise of rights by all.

### 2. Y&AE as a fundamental right throughout life

Comprehend Y&AE as a fundamental human right throughout life, demandable, inalienable, indivisible and self-determined, to grow in dignity and exercise of rights. To guarantee a Y&AE that responds to changing contexts and diverse expectations, with alternative modalities, from literacy to postgraduate training, where universities take an active part. Y&AE is a catalyst for the entire range of human rights, gender equality and the entire 2030 Agenda, and should therefore be valued and recognized as such.

### 3. Institutional and new democratic management for Y&AE

The meaning of Y&AE that we propose requires a new institutional framework - the comprehensive management of education systems in countries with a diversity of learning spaces beyond the school, in formal and non-formal spaces. It requires intersectoral public policies and inter-ministerial coordination, in alliance with international organizations, local government, social movements and civil society. It should respond to the expectations of educational, social, productive and participants' organizations; promote the constitution of networks of popular educators and Y&AE and facilitate the participation of society.

#### **4. Public and fair funding for Y&AE**

Y&AE and its transformation in the proposed horizon require that States guarantee domestic and public funding for Y&AE, dedicating sufficient and protected resources to this educational modality. In this sense, progress towards progressive fiscal policies in all countries and the definition of the necessary budget for Y&AE are indispensable, as well as transparency in the use of resources. There is an urgent need for solidarity-based international cooperation that also contributes to the education of young people and adults.

#### **5. Inclusion and diversities in Y&AE**

Y&AE must be inclusive and must guarantee the right to education for all people on a permanent basis, so that they can satisfy their educational needs in accordance with their diversities and realities. It must contribute to overcoming the educational disadvantages that women have endured for centuries at all levels and in all educational modalities, as well as impoverished, racialized and discriminated populations. It should be shaped as an education appropriate for the contexts, communities, cultures, territories and populations with specific diversities and needs: women, youth, older adults, LGTBIQ+ population; afro-descendants, indigenous, rural peasants; people with disabilities, people deprived of liberty, in process of resocialization, migrants and refugees, taking into account the intersectionality of their needs and their cultural diversity.

#### **6. Intracultural, intercultural, and quality Y&AE**

Y&AE should have an intracultural, intercultural and community orientation in which its formative processes value and strengthen the identities, cosmovision, knowledge and wisdom of Indigenous peoples and Afro-descendant communities, as well as the interrelation and coexistence with other cultures on equal terms, within the framework of epistemic justice and inter-science dialogue. It should foster coexistence and solidarity among peoples, cooperation and collective construction of social projects and processes, autonomy and self-determination of peoples and nations. It is essential to provide Y&AE with new contents and pedagogical practices that allow it to confront successfully the current civilizational retrogression, which implies differentiated and flexible curricula for the diversity of populations, educational materials, as well as the physical conditions required for the development of quality learning.

#### **7. Productive and technical Y&AE**

Responding to one of the main expectations of young people and adults, education for this population should be productive, technical, territorial and diversified, oriented towards material and intellectual production, to creative and imaginative work, to the dynamization of popular, solidarity and regional economies; projecting technical-humanistic high schools articulated with tertiary education, in a harmonious relationship with nature and life systems. Likewise, it should have flexible and adaptable formats that allow students to reconcile the educational processes with their other work and family activities.

## **8. Y&AE and the right to ICT**

The right to the use of ICTs and to universal and free connectivity in Y&AE must be guaranteed, adapting it to popular education methodologies, eliminating barriers that increase socio-educational, cultural and communicational inequalities, overcoming its instrumental use and the overvaluation of virtual education with respect to face-to-face education and the interaction between students, teachers-students and between educational communities and society in general; virtual education must be understood as complementary to face-to-face processes and as a factor of enrichment of individual and collective learning. Guaranteeing digital rights and developing free platforms and software as a policy for Y&AE are strategies to guarantee opportunities and to limit the reach of technological corporations and the advance of privatizing tendencies of knowledge.

## **9- Recognition and training of educators**

Y&AE educators should be recognized with decent working conditions, fair salaries and career plans. Likewise, priority should be given to their training and professionalization, in partnership with universities, other higher education institutions and civil society organizations. Therefore, the training of educators with reflective capacity and permanent updating, who promote paradigm shifts, who, based on their training and practice, educate for critical citizenship, who integrate the ethics of personal care as well as care for others and for nature, and who also promote coexistence based on the common good and Good Living.

## **10. Data production, follow-up, monitoring and evaluation for Y&AE.**

For the advancement of public Y&AE policies, it is vital to produce quality data, comprehensive and reliable diagnoses, enrollment data disaggregated by gender, ethnicity, race, regionality, among other categories, as well as qualitative information that allows us to understand educational paths and their challenges. Likewise, information on financing and investment data should be made available in an accessible and transparent manner. Prioritize research and systematization of experiences for the follow-up and evaluation of national policies, as well as international agreements; documenting experiences, accountability, knowing the reality, sharing lessons learned, and introducing improvements in practices. To count on different mechanisms, such as regional and/or national observatories of Y&AE, alliances with specialized organizations, commitment of the State, support from international cooperation and universities. To generate an articulation of all the actors involved in CONFINTEA VII as a means of advancing towards the adoption of specific binding legal instruments and mechanisms to monitor the fulfillment of the right to Y&AE, such as the appointment of a special rapporteur. This implies configuring a social and pedagogical movement for Y&AE for social justice and the full exercise of democratic citizenship, with local, national and global expressions.