

# CONFINTEA VI Follow-up Communication Strategy

(As of 1 June 2010)

## **Rationale**

As highlighted in the CONFINTEA VI Follow-up Strategy, **advocacy** needs to play a crucial role in the CONFINTEA VI follow-up process if the shift from rhetoric to action is to be realised. To ensure greater visibility of the key issues and commitments in the *Belém Framework for Action*, it is essential to develop a concerted and comprehensive communication strategy.

Such a communication strategy needs to address and involve all relevant stakeholders, in particular Member States, but also UN (including UNESCO itself) and cooperation agencies, national and international civil society, academics, learners and the general public,. A special focus needs to be laid on (developing relationships with different channels of) media. The members of the CONFINTEA Advisory Group need to act as agents in the communication process.

The overall aim of the communication strategy is to maintain the momentum created by CONFINTEA VI in order to encourage and support Member States and all other key stakeholders in implementing the commitments made in the *Belém Framework for Action*. It will need to consider the various ways of reaching the non-adult education sector/stakeholders.

At a more **general level**, the communication strategy will take up and use as an underlying recurrent message the CONFINTEA principles, i.e. that adult literacy and adult education are:

- an essential element of the right to education;
- a key component of lifelong learning frameworks, in which literacy is the foundation;
- a transversal and crucial factor for human and societal development;
- a tool for achieving other rights and development goals.

More **specifically**, and with a view to implementing the commitments of the *Belém Framework for Action*, the communication strategy needs to concentrate on:

- making the case for adult literacy and adult education within sector-wide comprehensive lifelong learning frameworks and development plans;
- pushing forward the integration of adult literacy and adult education into national and international EFA and MDGs agendas; and
- showcasing innovative policies and effective practice.

In translating the above statements to readily-understood messages, it is important to consider the wide range of audiences, especially those beyond the community of adult educators within and outside of governments. The communication strategy must be flexible and reviewed regularly in accordance with emerging needs, challenges and opportunities.

Once the concept paper by UNESCO's DG on the "new humanism" is available, the CONFINTEA communication strategy should seek to align itself where applicable.

Overall, the communication strategy should focus both on the current agendas and their upcoming closing dates, as well as on the post-2015 period and related approaches.

## Communicating to key stakeholders and partners: messages and tools

To be effective, key messages need to be tailor-made and packaged according to the interests and needs of the respective stakeholders. The following table provides an overview of the range of audiences to be targeted, and indicates the particular messages and instruments to be used:

Who? (Stakeholder)	What? (Key messages & arguments)	How? (Tools & Instruments)
Governments of UNESCO Member States → focus on policy makers: 1) within <u>education ministries</u> and 2) in <u>other sectors</u>	<ul style="list-style-type: none"> <li>• Social and economic benefits of adult literacy and adult education/learning</li> <li>• Adult learning as an investment in development</li> <li>• Adult learning as a tool for empowerment and democratic participation</li> <li>• The importance of adult learning for certain themes (climate change; health)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide evidence from effective policy and practice (LLL/UII data base)</li> <li>• Regular information updates (post-CONFINTEA bulletin; UII newsletter)</li> <li>• Monitoring and reporting process</li> <li>• Produce popular version of <i>Belém Framework</i></li> <li>• Produce one-pagers with concise information and clear messages on the importance of AE for certain areas</li> </ul>
UN and cooperation agencies	<ul style="list-style-type: none"> <li>• Conducive nature of adult literacy and learning for children and school learning</li> <li>• Gains of adult literacy and adult education for development</li> </ul>	<ul style="list-style-type: none"> <li>• Post-CONFINTEA Bulletin</li> <li>• Members of the CONFINTEA Advisory Group</li> <li>• One-pagers with concise information and clear messages on the importance of AE for certain areas, in particular overall development/MDGs</li> <li>• MDG summit September 2010???</li> </ul>
Civil society organisations	<ul style="list-style-type: none"> <li>• Commitments made by governments to implement the <i>Belém Framework</i></li> <li>• Contribution to the attainment of other rights and development goals</li> </ul>	<ul style="list-style-type: none"> <li>• Share information through CONFINTEA website</li> <li>• Post-CONFINTEA Bulletin</li> <li>• Using ICAE's newsletter as multiplying channel</li> <li>• Using original ExBd list of invitees to CONFINTEA VI</li> <li>• At national level: through FOs and regional CS associations</li> </ul>
Trade unions and private sector	<ul style="list-style-type: none"> <li>• Social and economic benefits of adult literacy and adult education/learning</li> <li>• The importance of adult learning for employment</li> </ul>	<ul style="list-style-type: none"> <li>• Popular version of <i>Belém Framework</i></li> <li>• One-pagers with concise information and clear messages on the importance of AE for certain areas</li> <li>• Through World Federation of Trade Unions</li> <li>• At national level: through FOs</li> </ul>
Learners Associations	<ul style="list-style-type: none"> <li>• Personal growth and joy through adult learning</li> <li>• Self-confidence</li> <li>• Support to children and to family income</li> <li>• Building capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Representative of global network in CONFINTEA Advisory Group</li> <li>• Popular version of <i>Belém Framework</i></li> <li>• Revitalise Adult Learners Week network and use other learners' networks</li> </ul>
UNESCO HQ, regional, cluster and field offices	<ul style="list-style-type: none"> <li>• UNESCO to regain status as leading intellectual agency in adult education</li> <li>• Comprehensive support to Member States</li> <li>• Adult learning as key component of the learning continuum</li> </ul>	<ul style="list-style-type: none"> <li>• "Mobilisation" letter to UNESCO Offices encouraging involvement and indicating examples of country action, signed by the ADG/ED</li> <li>• If possible: Organising a meeting with UNESCO Regional, Cluster and field offices</li> <li>• Adult education to become a theme/feature on UNESCO homepage</li> <li>• Regular information about follow-up through C/5 reporting</li> </ul>

Apart from these audiences, media need to be specifically involved in the communication strategy as a means, a key partner and a target group:

Who? (Stakeholder)	What? (Key messages & arguments)	How? (Tools & Instruments)
Media ( <u>Key player!</u> )	<ul style="list-style-type: none"> <li>• Social and economic benefits of adult literacy and adult education/learning</li> <li>• Adult learning as an investment in development (with a human interest angle)</li> <li>• Adult learning as a political tool</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate regular news to network of key journalists/PR contacts</li> <li>• Media event for the launch of <i>GRALE</i></li> <li>• Commission articles reflecting research and good practice</li> <li>• Popular version of <i>Belém Framework</i></li> <li>• One-pagers with concise information and clear messages on the importance of AE for certain areas</li> <li>• Identify and win Celebrity as Ambassador</li> </ul>

### ***Building blocks in implementing the Communication Strategy***

A mix of established tools and instruments will be used in the Communication Strategy.

**1) The CONFINTEA website:** Access to background information and documents of CONFINTEA VI, including presentations and material from plenary sessions (webcasts as appropriate and available) and workshops; access to an overview of adult education in Member States; display of news on key events and access to compilations of good practice (data base).

**2) The post-CONFINTEA bulletin:** Pulling together news and features and thus documenting and helping to monitor progress on a regular basis (possibly bi-annually), with systematic despatch to: UNESCO National Commissions, Permanent Delegations to UNESCO, UNESCO Field/cluster and Regional Offices and HQ, CONFINTEA VI participants, UIL's network of partner organizations (including academics and experts); in English, French and Spanish.

**3) Media events and press conferences:** Using occasions such as the publication of the next edition of *GRALE*.

**4) General dissemination of information:** Using all available channels, including announcements, CONFINTEA VI-related publications, such as the *Final Report* and the *Belém Framework for Action*; addressed to CONFINTEA VI participants, Member States and other stakeholders.

**5) Social Media:** preparing an article on CONFINTEA VI for Wikipedia, selecting elements from the video recordings of CONFINTEA and pre-prepared videos for YouTube.

**6) Involving celebrities:** Playing a supportive role, e.g. UNESCO Special Envoys such as Princess Laurentien of the Netherlands in the area of literacy.

**7) UIL Database on lifelong learning:** To document and highlight effective practice (launch in autumn 2010).

**8) The constitution of a Network** of key journalists and PR contacts in UNESCO offices and partner organizations to support and drive this strategy forward is proposed.

### ***Attention to further steps in the follow-up process***

The communication strategy will need to be framed alongside other factors, such as:

- giving input to important stakeholder meetings such as the MDG Summit in September 2010 and/or inter-ministerial meetings at national level;
- monitoring developments in adult education in Member States for gathering and disseminating relevant and interesting information, e.g. on policy, investment, statistics and good practice;
- research, helping to show the importance of adult education;
- preparation of the first post-CONFINTEA VI issue of the *Global Report on Adult Learning and Education (GRALE)*;
- integrating adult education in ongoing mobilisation campaigns, such as the *EFA Global Monitoring Report* and the Global Campaign for Education; and
- strengthening collaboration with organisations and institutes that have an impact on national education plans.

### ***Upcoming meetings/events to be tapped for advocacy***

- E-9 Ministerial Review Meeting, Abuja, Nigeria 21–24 June 2010
- MDG Summit, 20-22 September 2010
- UNESCO Executive Board Meetings, UNESCO General Conference, October 2011
- 1<sup>st</sup> International Conference on Language, Education and the MDGs, Bangkok, 9 – 11 November 2010