M. Buckner opened the meeting by reviewing the agenda and asking participants to introduce themselves. She introduced the topic of our first presentation and the presenters.

Randall Lazaro, from the Education Services, Veterans Benefits Administration led an excellent discussion on a variety of topics to address how higher education institutions might help veterans make the transition from military service to enrollment and successful completion of higher education degree. He talked, at length, about the Post 911 Bill and changes that took effect January 2011. As of January 4, 2011 eligible institutions now include all vocational education schools and those that offer certificates, and degrees. To receive veterans’ benefits, students do not need to be enrolled in a degree granting institution. R. Lazaro reminded everyone that the school calendar runs from August 1 through July 31. As of August 1, 2011, “Break Pay” will no longer be available for veterans enrolled in educational programs, i.e.; they will no longer receive a Housing Allowance during holidays and breaks. He also described a new program, Veterans Success Program that is being piloted at three institutions – San Diego, Cleveland, and Florida State. Under this program, campuses have requested and obtained a Veterans Administration staff member to be located on campus to assist with and serve veterans at the institutions. Other institutions can request a VA representative for their campus and each request will be evaluated on the merit of the request and number of veterans served by the institution. For more information about the Post 911 Bill and veterans’ benefits, visit the GI Bill website - [http://www.gibill.va.gov/](http://www.gibill.va.gov/). M. Lakin added that ACE has been leading a national dialogue among higher education officials to address of the topic of serving veterans. She reported that ACE will have a “Higher Education Tool Kit” addressing these issues available for higher education institutions in the fall of 2011. For information on ACE activities in this area visit - [http://www.acenet.edu/Content/NavigatonMenu/ProgramsServices/MilitaryPrograms/serving/index.htm](http://www.acenet.edu/Content/NavigatonMenu/ProgramsServices/MilitaryPrograms/serving/index.htm).

Marianne Talbot, President and Founder of the National Rehabilitation and Rediscovery Foundation offered a presentation entitled, “Helping veterans make the transition from military service to the private sector.” The focus was on the excellent educational program and services offered by her organization. One model program she described is housed on the Virginia Tech/ National Capital Region campus and is designed to correspond with the academic semester calendar. The special attention she and her programs provide to disabled veterans represent best practices in the field. Her presentation highlighted the need for institutions establishing programs to serve and ensure the academic success of disabled veterans to
consider many aspects beyond admission, e.g., providing staff and faculty development, establishing external and community support networks, identifying local champions to support veterans, and helping institutions and their students and faculty understand that (disabled) veterans need to be accepted and perceived as part of the diversity experience on a campus. (See attached presentation outline.)

A panel consisting of Marcie Boucouvalas, John Henschke, Paul Kruchoski, and Emily Spencer led a discussion providing an update report on the 2009 UNESCO CONFINTÉA VI held in Brazil. An overview of the history of CONFINTÉA and the U.S. role was presented and each member described their experience while attending the international conference. M. Boucouvalas highlighted the worldwide adult learner movement (See attached presentation PowerPoint). She distributed handouts from the United Nations and the UNESCO Institute for Lifelong Learning dealing with follow-up strategies and efforts. To obtain copies visit:

(http://uil.unesco.org/fileadmin/keydocuments/AdultEducation/en/confinteavi_follow-up_news_1_eng.pdf)

J. Henschke provided a detailed presentation of the Belem Framework for Action and called for COLLO support of a national week recognizing adult education. (See attached presentation PowerPoint) E. Spencer described the critical role she played while helping the US prepare for the CONFINTÉA. She led efforts to prepare for the conference and to gather information from governmental and nongovernmental sources. Because of her experiences, she noted a need exists for greater communication and data collection between the State Department and nongovernmental organizations. She reported this would greatly improve the U.S. report for the next CONFINTÉA in 10 years. Since the CONFINTÉA, E. Spencer has moved to another position within the Department of State. P. Kruchoski, (replacing E. Spencer) is now involved in CONFINTÉA follow up activities. He reported from the State Department perspective: (1) Education is one of the U.S.’s top foreign policy priorities and the US is committed to providing educational opportunities over the complete lifecycle; (2) An overarching objective is to expand the availability and use of Open Educational Resources (OERs) to improve the quality of education, especially for adults who cannot afford expensive textbooks, to be used as a tool to address specific problems like adult literacy on an affordable scale, and to allow easy portability and localization to reduce costs for local and community organizations working in non-formal and informal educational settings; (3) The US is a strong supporter of the UN Literacy Decade supporting a number of literacy programs; (4) The US will announce in 2011 an initiative with UNESCO on closing the gender gap in education including primary education and an adult education component; (5) The State Department is working with the Department of Education to advance the adult education agenda domestically. As additional information, P. Kruchoski noted that domestically the US recognizes that a “one size fits all” approach will not work to improve education for all and thus funds a variety of different programs. The Department of Education works through grants and special programs aimed at Adult Education and Literacy, Higher Education, and Vocational Education. These programs create opportunities for non-formal and informal learning covering the complete educational lifecycle and they create opportunities for adults to gain the skills they need by re-entering the formal educational system. Programs are primarily in the form of grants to local education agencies, community based organizations, libraries, higher learning institutions, and other organizations. In FY 2010, the Education Department allocated over $628 million in adult education funds to states. A portion of the money was allocated for adult literacy and civics education. The Education Department also runs the Even Start family Literacy program for Indian Tribes and tribal organizations designed to provide greater opportunity for disadvantaged groups.

The meeting was adjourned at 3:00 p.m.

Respectively submitted by Thomas F. Kowalik, Secretary
Helping veterans make the transition from military service to the private sector

January 24, 2011

Panel Presentation: Issues and problems, the role higher education institutions, community and adult education groups might play

Marianne Talbot, Ph.D.
Introduction

- National Rehabilitation & Rediscovery Foundation
  - Mission
  - Services
  - Programs
Potential Issues

- Ways of being in the military versus in society at-large
- Supports to assist with re-defining self
Possible roles of community and higher education institutions

- Provide education and training to faculty and staff regarding potential issues and needs of veterans, particularly those with disabilities

- Develop and offer courses related to veteran transition issues through degree, non-degree and certificate programs
The Hope Project

The Hope Project is a program designed to provide veterans and civilians with traumatic brain injuries (TBI) and their families with a comprehensive, community-integrated curriculum to increase independence and self-sufficiency within a learning environment. The program focuses on the transition from post-acute rehabilitation to long-term community living.
The Need

- TBI - Signature wound of the war in Iraq and Afghanistan

- Lack of programs focusing on the transition from post-acute rehabilitation to community re-entry (within veteran and civilian systems of care)
Curriculum

Program Location: Virginia Tech, National Capital Region

Fall Semester
Module I - self care, self reliance, and compensatory strategy development
Module II - daily routine development

Spring Semester
Module III - health, socialization, and leisure education
Module IV - meaningful and productive focus

Summer Semester
Module V - support team development
Module VI - practicum and mentoring opportunities
Adjunct Services

Virginia Tech – National Capital Region
Adult Learning and Human Resource Development (ALHRD) Program

- Program Evaluation
- Collaborative Projects

Marriage and Family Therapy Program

- Individual, Couples, and Family Therapy Services
- Family Support Group
- Interns
Funding & Partnerships

Funding

- Virginia General Assembly
- Warren G. Stambaugh Memorial Foundation
- Rehabilitative Services Incentive Fund

In-Kind Contributions & Partnerships

- Virginia Tech
- Arlington and Fairfax Counties
Adult Education--A Global Field and Profession

Contributions of UNESCO

Marcie Boucouvalas

Coalition of Lifelong Learning Organization (COLLO)

January 24, 2011
Adult Education: A Global Field and Profession

Two Major International Bodies as Catalysts

**UNESCO**: Governmental
(United Nations Education, Scientific, and Cultural Organization)

**ICAE**: Non-Governmental
(International Council for Adult & Continuing Education)
Non-Governmental: ICAE
8th World Assembly: Sweden, 14-17 June 2011

A Forum (Celebrates role of adult education in creating just and equitable societies)

Approximately Every 4-7 Years

- The first: 1976 in Dar es Salaam, Tanzania,
- 2nd 1982 Paris, France
- 3rd 1985 Buenos Aires Argentina
- 4th 1990 Bangkok, Thailand
- 5th 1994 Cairo, Egypt
- 6th 2001 Ochos Rios, Jamaica
- 7th 2007 Nairobi, Kenya
- 8th 2011 Malmo, Sweden
FOCUS: UNESCO

United Nations Educational, Scientific, & Cultural Organization

Founded 16 November 1945
Specialized Agency of the United Nations

“Since Wars begin in the minds of men (sic), it is in the minds of men that peace must be constructed”
UNESCO’s 5 Program Areas

Natural Science (Clean Water, Desertification, etc.)

Social & Human Science (Human Rights—Universal Declaration of Human Rights (UDHR) most translated document in world), social transformation, sport, etc.)

Culture (World Heritage Sites, Dialogue among Civilizations, 2010 International Year of Rapprochement among Cultures)

Communication & Information (Access, capacity building, freedom of expression, media development, World Summit on Information Society: 2005 & follow up 2010)

Education (Lifelong, Life-wide, Life-deep)
UNESCO Contributions to Adult Learning Movement

Resource Material (Books, Commissioned Reports, Documentation Centers)
Campaigns (International Day of, Year of, Decade of ….) e.g., 2011-Year of Forests
International Assemblies & Conferences gathering governmental officials & civil society (OUR FOCUS: CONFINTEA VI)
UNESCO Directed Energies to 4 Education Assemblies 2008-2009

Aim
To move from fragmented approach to education to more holistic vision of lifelong learning & education; recognizing formal, non formal, & informal processes; understanding self, others, and the world

Broader perspective on the meaning of learning & recognizing connection with the world of work
Four UNESCO Assemblies


World Conference on Sustainable Development: Moving into the Second Half of the UN Decade (31 March-2 April 2009 Bonn, Germany)

2nd World Conference on Higher Education; Theme: “The New Dynamics of Higher Education and Research for Societal Change and Development” (5-8 July 2009, Paris, France)

6th International Conference on Adult Education (CONFINTÉA VI); Theme: “Living and Learning for a Viable Future: The power of adult learning” (1-4 December 2009, Belem, Brazil)
All Assemblies Embraced:

Universal Declaration of Human Rights (UDHR): Adopted by UN 1948
(Most translated document in the world)

Millennium Development Goals (MDGs)
Adopted by UN 2000 8 goals to pledge by 2015
Millennium Development Goals

- Eradicate Extreme Poverty & Hunger
- Achieve Universal Primary Education
- Promote Gender Equality & Empower Women
- Reduce Child Mortality
- Improve Maternal Health
- Combat HIV/AIDS, Malaria, & other diseases
- Ensure Environmental Sustainability
- Develop a Global Partnership for Development
CONFINTEA VI

Preceded by:
1949: Elsinore, Denmark
1960: Montreal, Canada
1972: Tokyo, Japan (ICAЕ born)
1985: Paris, France
1997: Hamburg, Germany
2009: Belem, Brazil
Trajectory to CONFINTAEA VI

Each nation submits a national report on the state of adult education.

All nations in each region gather in a Regional Assembly & via discussions and dialogue produce a Regional Report.

All gather at International Assembly to debate, dialogue, & produce consensually agreed upon final report.

(BELEM Framework for Action)
FOLLOW-UP

Each country developing a Post-CONFINTA strategy

To assist countries: CONFINTA Advisory Group follow-up strategy--developed guidelines & schedule (see handout)

UNESCO Institute for Lifelong Learning (UIL) to publish (twice yearly) follow-up news bulletin (1st just published—handout)
International Expert Meeting

25-27 January 2011

Hamburg, Germany at UIL with UNESCO Institute for Statistics

Small group of experts & researchers in non formal adult education from all regions (government & civil society)

Finalize tools for monitoring Belem framework

- Strategy & monitoring matrix
- Core set of indicators (for diverse contexts)
- Areas of possible research to generate information for monitoring process
Focus on the Belem Framework

With John Henschke ...
UNESCO CONFINTEA VI
(6th World Conference in Adult Education)
Belem, Para, Brazil December 1-4, 2009
“Belem Framework for Action”

Harnessing the power and potential of adult learning and education for a viable future
Preamble
144 Member States of UNESCO represented

- Civil Society Organizations
- Social Partners
- United Nation Agencies
- Intergovernmental Agencies
- Private Sector
The Fundamental Role of Adult Learning and Education

• We Reiterate This Agenda to Move It Forward With Urgency and Dispatch

• It Was Laid Down During (CONFINTEA I-V)
We Endorse the Definition of Adult Education

• First Adopted in Nairobi – 1976
• Further Developed in Hamburg – 1997
• “The Entire Body of Ongoing Learning Processes”
We Affirm that Literacy is the Most Significant Foundation

• Upon Which to Build
  • Comprehensive
  • Inclusive
  • Integrated Learning
    • Lifelong and
    • Life-Wide

For All Young People and Adults
The Education of Young People and Adults

• Enables Individuals, Especially Women
• To Cope With Multiple Crises
  - Social
  - Economic
  - Political, and
  - Climate Change
We Therefore Adopt This

• Belem Framework for Action
• To Guide Us into Our Adult Education Future
Towards Lifelong Learning
It Is Critical in Addressing Global Issues and Challenges

We Reaffirm the Six Pillars of Learning
- To Know
- To Do
- To Be
- To Live Together
- To Change
- To Develop Sustainability
Adult Learning and Education

• Represent a Significant Component of the Lifelong Learning Process, and

• Cover a Broad Range of Content
  • General Issues
  • Family Literacy
  • Citizenship
  • Vocational Matters
  • Family Education
  • Many Other Areas
Lifelong Learning Addresses Global Issues and Challenges

• Adult Learning & Education Equip Us With Necessary
  • Knowledge       • Capabilities      • Skills
  • Competences     • Values

• To Exercise and Advance Our Rights
• To Take Control of Our Destinies
• To Build and Achieve
  • Equity          • Inclusion          • Alleviating Poverty
  • Tolerance       • Sustainability     • A Knowledge-Based Society
Recommendations
The Right to Education for All is Conditioned by Considerations of:

- Adult Literacy
- Policy  -Governance  -Financing
- Participation  -Inclusion  -Equity
Adult Literacy
Adult Literacy is an Indispensable Foundation

- Enabling All to Engage in Learning at Each Stage of Life
- An Essential Prerequisite for Development of Empowerment
  - Personal
  - Social
  - Economic
  - Political
- Building People’s Capabilities to Cope with the Evolving Challenges and Complexities of
  - Life
  - Culture
  - Economy
  - Society
Policies and Legislative Measures for Adult Education Need to Be

- Within a Lifelong and Life-Wide Learning Perspective
  - Comprehensive
  - Inclusive
  - Integrated
- Based on Approaches
  - Sector-Wide
  - Inter-Sectoral
- Covering and Linking All Components of
  - Learning
  - Education
Governance
Good Governance Facilitates Implementation of

• Adult Learning and Educational Policy in Ways which Are
  • Effective  • Transparent  • Accountable  • Equitable

• Representation by and Participation of All Stakeholders Are Indispensable
  • Advantaged Adults  • Most Disadvantaged Adults
Financing
Adult Learning and Education Represent a Valuable Investment

This Brings Social Benefits by Creating a Society that is More

- Democratic
- Peaceful
- Inclusive
- Productive
- Healthy
- Sustainable
Participation, Inclusion and Equity
Participation, Incursion and Equity

- Age
- Migrant Status
- Disability
- Displacement
- Sexual Identity
- Gender
- Language
- Rurality
- Imprisonment
- Ethnicity
- Religion
- Poverty
- Sexual Orientation
Quality in Learning and Education

- It is a Concept and Practice Which Is
  - Holistic
  - Multidimensional

- It Demands
  - Constant Attention
  - Continuous Development
Fostering a Culture of Quality in Adult Learning Requires Relevant
-Content
-Modes of Delivery
-Learner-Centered Need Assessment
-Acquisition of Multiple Competencies and Knowledge
-Professionalization of Adult Educators
-Enrichment of Learning Environments
-Empowerment of Individuals and Communities
As a Result of this Adult Education Conference Session, AAACE will ____________

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