

voices rising

International Council for
Adult Education

ICAE Electronic Bulletin



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IX ICAE World Assembly

<http://www.waam2015.org/en>

IN THIS ISSUE N°477 – DECEMBER 2014

- IX ICAE World Assembly
- Member States Set Modalities for Post-2015 Negotiations
- Civil Society participation on Post-2015 Negotiations
- On the Eve of EFA and MDG - Shaping the Post 2015 Education and Development Agendas: Contributions to the Debate and a Collection of Documents
- COP 20 / Summit of the peoples
- Revising the 1976 Recommendation on the Development of Adult Education: Comments requested from Member States
- World Forum 2015



GLOBAL COMMITMENTS – LOCAL PRACTICES

Adult learning and education
to create the world we want

Dear colleagues, members and partners

We are writing to secure your participation and support for the IX World Assembly of the International Council for Adult Education that will take place in Montreal, from June 11 to 14, 2015. As you know ICAE meets every four years to review the successes and challenges affecting adult learning and education, to share good practice and to identify strategic priorities, locally, regionally and globally for the next four years. ICAE holds its General Assembly at the end of the World Assembly, at which its Executive is elected, and its strategic priorities are agreed.

The 2015 Assembly meets at a critical time, and we need to secure representation from members across the globe to respond to the challenges we face. We will meet a month after the World Education Forum in Korea, and three months before the UN agrees new development goals for 2015-2030, including a commitment which we expect to 'quality, inclusive education and lifelong learning'.

We also meet at a time when we can see the collective failure to achieve the Education for All goals set in 2000, when hundreds of millions of young people and adults continue to be denied the human right to education. We will

address how best civil society can mobilise locally, nationally and globally, to secure adult learning and education to create the world we want.

More details of the event are attached to this letter.

There are three key ways you can help make the Assembly an exceptional success:

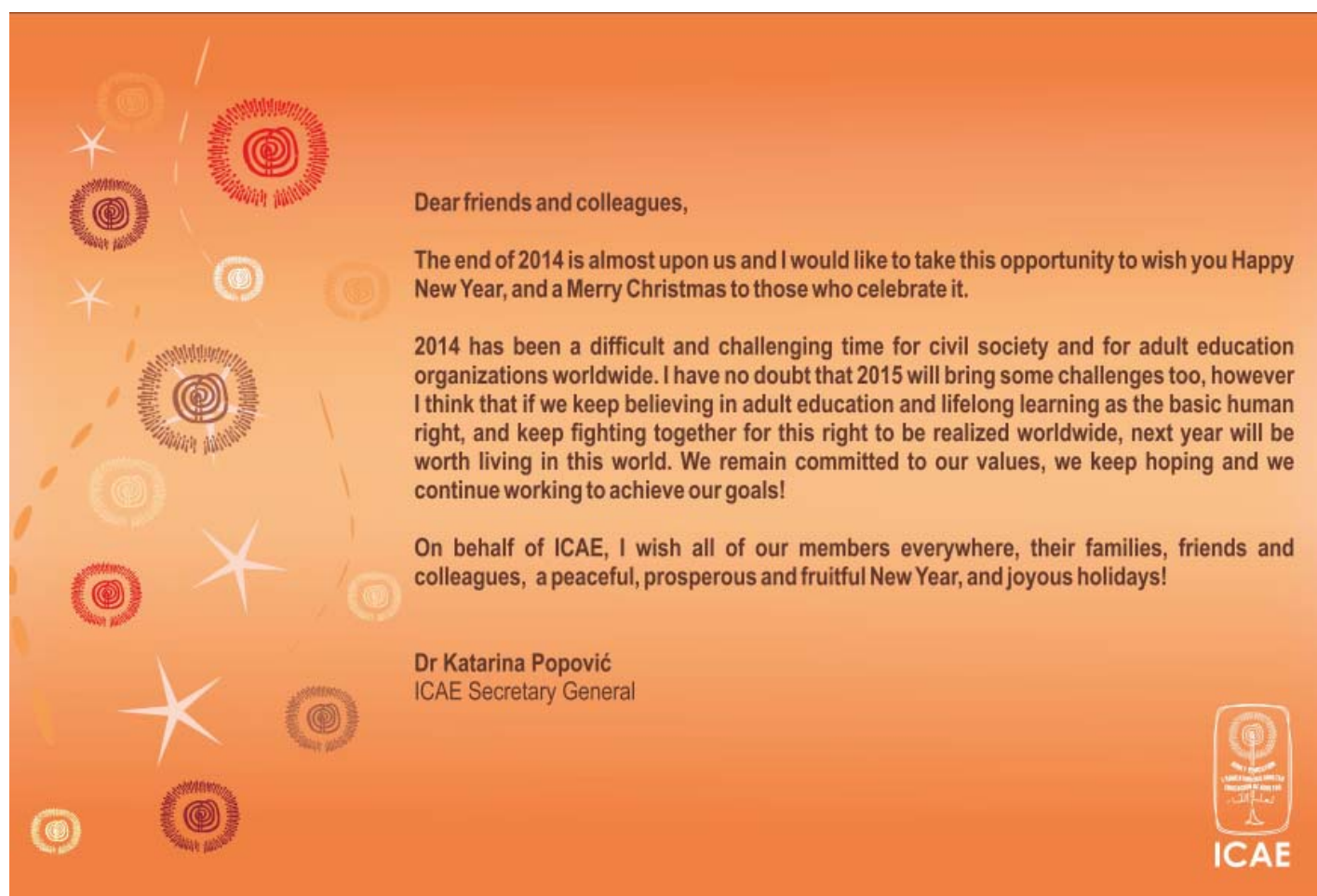
- Sending representatives/ delegates from your constituencies.
- Helping secure globally representative participation in the assembly workshops and panels by funding delegate(s) from member organizations that will otherwise be unable to participate,
- Registering an activity in the 2 days program of the World Assembly.

Indeed, every contribution will be welcomed and we will assure special visibility to the members that will join us in this endeavor and help us to ensure participation of all the diversity represented by ICAE. Do get in touch with us to discuss how you can support the Assembly by contacting secretariat@icae.org.uy

I look forward to seeing you in Montreal, if not before...

Katarina Popovic

ICAE Secretary General



Member States Set Modalities for Post-2015 Negotiations

By ICAE Secretariat

On December 15, 2014, UN Members States have informally agreed on the modalities for the intergovernmental negotiations on the post-2015 development agenda. After a series of consultations between November and December 2014, the draft decision notes that the negotiation process will be in accordance with UNGA rules of procedures and establishes practices, and open, transparent and inclusive.

The consultation process to agree on the modalities of negotiation was lead by co-facilitators H.E. Mr. Macharia Kamau, Permanent Representative of Kenya and H.E. Mr. David Donoghue, Permanent Representative of Ireland. Co-facilitators assured that the process would engage with relevant stakeholders, including Major Groups, civil society, scientific and knowledge institutions, parliaments, local authorities and the private sector. In this sense, draft resolution refers to the Open Working Groups as a good practice, and expects the futures negotiations to build on it.

Co-facilitators, took note of the Secretary-General's Synthesis report of the Secretary-General on the post-2015 development agenda [*"The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet"*](#); but the report doesn't seem to be a main input, since it is only "note" it.

Finally, the decision also provides a provisional indicative road map, outlining negotiating sessions:

19-21 January 2015	Stocktaking
17-20 February 2015	Declaration
23-27 March 2015	SDGs and targets
20-24 April 2015	Means of Implementation and Global Partnership for SD
18-22 May 2015	Follow up and review
22-25 June 2015	Intergovernmental negotiations on the outcome document
20-24 July 2015	Intergovernmental negotiations on the outcome document.
27-31 July 2015	Intergovernmental negotiations on the outcome document.

It is important to note that the negotiations usually move at a fast pace, and co-facilitators have already mentioned the importance of engaging early, it gets more and more difficult as the process move forward. Also, in a recent meeting with civil society, co-facilitators mentioned, there is an appetite among member states to have a look at indicators, and with the support of the UN Commission of Statistics, they hope to have indicators ready for the March session.

Civil Society participation on Post-2015 Negotiations

By ICAE Secretariat

The UN Department of Economic and Social Affairs (DESA) and the UN Non-Governmental Liaison Service (UN-NGLS) established a [Post-2015 Stakeholder Steering Committee](#) with NGO representatives who will engage in planning for a preparatory forum for intergovernmental negotiations on the post-2015 development agenda.

After an open call to attract a broad and diverse coalition of stakeholders to participate in the preparatory forum, as well as the intergovernmental negotiations, the 16-member Steering Committee was designated on 30 November 2014.

Among other tasks, the committee will provide guidance on the inclusion of stakeholders in the forum and the first negotiating session (19-21 January 2015), to ensure transparency. The preparatory forum is scheduled for 16 January 2015, aiming to bring together stakeholders to share their positions and prioritize for the post-2015 development agenda negotiations, while learning how they can effectively engage in the process going forward.



ICAE wants to highlight, that the President of the Global Campaign for Education (GCE), Camilla Croso, has been nominated and accepted as part of the Steering Committee. This is great news for the education community, and we call for an active participation and involvement from our members [by sharing with us](#) your positions and recommendations to the post-2015 development agenda.

As much as we gained in the Open Working Group negotiations, we need to continue pushing for the human right to education to be included in the SDGs, through life and for all, with explicit reference to the right to learn of youth and adults beyond their need of employability or any other instrumentalist perspective.

On the Eve of EFA and MDG - Shaping the Post 2015 Education and Development Agendas: Contributions to the Debate and a Collection of Documents



During recent years a number of highly interesting and important documents have been produced on the eve of the EFA and MDG deadline in 2015. They speak to the 'unfinished' work around international commitments made within these two policy frameworks, and offer what is now more popularly branded as a 'Post - 2015 agenda'.

Many organizations and institutions have been involved in the process of developing these documents: UN Agencies, Governments, Inter-Governmental, Civil Society, a really wide diversity of other stakeholders, all coming with special ideas and interests. Those of us who have been around a little longer, and were in April of the year 2000 in Dakar for the World Education Forum on "Education for All" will remember the rich debates with an outcome document emerging which was quite acceptable: It covered early childhood, schooling, youth, skills, literacy, continuing education, gender, and quality. Unfortunately, the Millennium Development Goals

which were agreed a few months soon after in September 2000 by the UN Summit, reduced this much richer EFA agenda to only one specific education goal – which in the implementation was narrowly oriented towards primary schooling only.

This was especially manifested later in the priorities Governments and Donors pursued: Hardly any financial or other support outside schooling became available. A good number of evaluations and reports later showed that this was not good enough to really develop a human rights oriented education and learning agenda that is available for all children, youth and adult lifelong, and everywhere. Additionally, with such a reduced view on education there was hardly any impact on the achievements of all the other MDGs related to the reduction of poverty, or the health and nutrition sector. This became more and more obvious after a decade of implementation. From 2012 onwards the number of events, working groups, websites, and documents appraising the achievements of the EFA and MDG processes over more than a decade scaled up widely and intensively-offering lessons and pointers for the priorities to be pursued, post 2015. These processes have continued now through 2014, culminating so far in consensus built around two very important documents codifying the proposed agenda for education up to 2030:

- The Muscat Agreement as the final statement of the Global Education for All Meeting in May
- The Proposal of the Open Working Group for Sustainable Development Goals in July Fortunately, there is already a high level of coherence between the Muscat Agreement, and the Education Goal for the SDGs. To quote the overarching goal in the words from Muscat:
- “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”

However, we are still half a year away from the next World Education Forum in May 2015 in Korea, and one year away from the UN Summit which will agree on the new set of SDGs.

This means there is still a lot of work ahead of us to engage further in the process. A major event of civil society preparing for this is just around the corner with the ASPBAE “Festival of Learning: Asia Pacific Civil Society Defining the Education for the Future” in Indonesia in November.

This collection is thus meant to serve several purposes: It should

- Provide guidance on the process and results so far.
- Help in further advocacy work to come now and later.
- Document the diversity of arguments and positions.
- Support policy and stakeholder analysis for the future. The preparation of this collection was a joint venture done in the context of three organizations that were involved in the process throughout the last fifteen years: The International Council for Adult Education (ICAE), a global network of civil society in existence from 1973; the Asia South Pacific Association for Basic and Adult Education (ASPBAE), celebrating its 50th birthday this year; and DVV International, whose parent body started in 1953. There is no doubt that they will go forward together in this process.

DVV International publishes, together with ICAE, the yearbook “Adult Education and Development” in English, French, and Spanish. The issue for 2013 was titled “Post 2015”; printed copies, and the e-version is still available from DVV International. This volume was the basis for a virtual seminar organized by ICAE in 2014. The many contributions from all over the world to this seminar are compiled here, offering rich input to ongoing advocacy efforts and to sharpening our arguments for the ongoing debates. ICAE developed and made available a series of six advocacy guides on “Post 2015 Education”; they are also featured here. This selection is being released in the English language as most of the documents featured here were produced originally in English. Additionally, it should also be noted that the distribution envisaged will be focused mainly in the Asia Pacific region as this effort is financed from support DVV International is receiving from the German Federal Ministry for Economic Cooperation and Development (BMZ) for the Regional Office for South and Southeast Asia. We trust that the e-version on CD will help to disseminate the collection further. We hope this offers a worthy contribution to our ongoing work and we thank everybody for their timely contribution and support in this initiative. María Cecilia Fernández, Deputy Secretary General, ICAE, Montevideo, Uruguay Heribert Hinzen, Regional Director South and Southeast Asia, DVV International, Vientiane, Lao PDR Maria Lourdes Almazan Khan, Secretary General, ASPBAE, Mumbai, India.

Read more here: <http://es.scribd.com/doc/249613376/Advocacy-Book-2014-101114-pdf>

COP 20 / SUMMIT OF THE PEOPLES

LATIN AMERICA AND THE CARIBBEAN POPULAR EDUCATION COUNCIL

By **Nélida Céspedes**

CEAAL Secretary General and

ICAE Vice President for Latin America



The COP 20, UN Conference of the Parties to the Framework Convention on Climate Change, is taking place in Lima. So far, there is more rhetoric than action, since reducing the emission of greenhouse gases would imply that capitalist firms should abandon profit for the defense of life and care of nature. We should keep in mind that the US did not sign the Kyoto Protocol, but some optimists say that this time the US and China would undertake the agreements because what is at stake is human life and the planet as a whole.

The Summit of the Peoples began yesterday with a massive participation of peasant organizations, unions and indigenous peoples with only one voice: "Let's change the system, not the climate"



Several institutions of civil society, grassroots organizations, social movements from Peru and from other parts of the world are participating in various self-managed activities.

The CEAAL has been present in the: a) Workshop of proposals from civil society towards CP 20; b) Actions with women and peoples of Cajamarca; c) The Challenges of a Civilizing Alternative: for Good Living and Socialism of the 21st Century, Conversation with Francois Houtart; c) March of the Peoples; d) The Education we Need for the World we Want: Popular Education, Workshop of CEAAL.

10th December: March of the Summit of the Peoples



Change the system, not the climate! was called out by thousands of social organizations and movements that came together from different parts of the country and other continents. Workers from the countryside and urban areas, indigenous people, teachers, environmental movements, women's movements and popular educators of CEAAL marched to the Plaza San Martín. Amid bands, mystics, we shared different testimonies from communities that are stripped of their territories, the indiscriminate use of water by mining companies, companies that alter natural crops, and all the problems of climate change which are mainly caused by companies that are praying natural assets. As part

of the celebration of human rights the voice was also raised in defense of people persecuted for preserving nature. This movement has great determination and hope; we, as popular educators, point out that there will be Social and Environmental Justice with Popular Education and a vigorous movement of popular educators.

11th December: Workshop: The Education we Need for the World we Want: Popular Education

This workshop was attended by over 70 popular leaders, teachers, students delegates of the Hugo Echegaray Leaders program developed by the Institute Bartolomé de las Casas in different regions of the country.

Marco Arana, recognized social leader of the rural self-defense groups (Rondas Campesinas) of Cajamarca, and Nélida Céspedes, Secretary General of CEAAL, participated as speakers.



Marco Arana shared a valuable reflection on Environmental Citizenship noting that there are several perspectives on this issue: primarily, the Eco-conservationist one, which states that nature must be untouched; the one on eco-efficiency, which reduces the whole problem to technological alternatives; and the one on eco-policy, raised mainly by Leonardo Boff, who says that solutions are not solved only in the field of science but in the field of power, and this is why proposals and struggles around environmental justice rise, and from this perspective environmental citizenship is understood, articulated to the political environmentalism in which major changes occur in

the political and cultural order.

Nélida Céspedes noted the importance of Popular Education under these circumstances. If there is a political environmentalism linked to power, Popular Education mainly promotes the development of political persons, with voice, decision making capacity with the ability to make proposals in the face of all the various problems citizens are experiencing. She explained that the system's crisis is also a crisis of education, its approaches regarding access and relevance, an education that is detached from life and reproduces exclusion and inequality, presenting critical indexes of educational inequality in Latin America.

She pointed out that one of the main challenges is to promote the right to an education that, first of all, contributes to remove the colonial, patriarchal and capitalist conceptual matrices, and to be able to imagine and think about other human and environmental relationships.

Therefore, PE processes are political, because they create power and build power, because they make us develop capabilities to being able to build what is new and develop it from formal and informal education. It helps us to remember that this will be possible if it is accompanied by a vigorous Movement of popular educators promoters of an ethics for life, with social and environmental justice.

ICAE REGIONAL AND NATIONAL MEMBERS ACTIVITIES

- **NEW / ICAE ADVOCACY GUIDE VI** <http://www.icae2.org/index.php/en/news-2/211-new-icae-advocacy-guide-vi-eng-esp-fra>
- **EAEA & dvv international workshop: "Adult education and the post-2015 process"** <http://www.eaea.org/en/home/events/eaea-dvv-international-workshop-adult-education-and-the-post-2015-process.html>
- **La Carta del CEAAL N° 534** <http://www.ceaal.org/v2/archivos/publicaciones/carta/carta-534.html>
- **The EAEA Grundtvig Award 2014 brochure is available now! You can download the brochure or order a printed copy on the EAEA website** <http://www.eaea.org/en/eaea/eaea-grundtvig-award/eaea-grundtvig-award-2014.html>
- **Winter edition of the e-Novičke – online bulletin edited by the Slovenian Institute for Adult Education** <http://arhiv.acs.si/e-novicke/2014/Winter.pdf>
- **AONTAS / The Adult Learners' Festival will be kicking off on Monday 23rd February** <http://www.adultlearnersfestival.com/yourarea/holdanevent>
- **L'AGEEFEP, la FAEUQEP et le MQAF participeront à l'assemblée mondiale du Conseil international de l'éducation des adultes** <http://faeuqep.qc.ca/lageefep-la-faeuqep-et-le-mqaf-participeront-a-lassemblee-mondiale-du-conseil-international-de-leducation-des-adultes/>

OTHER NEWS

- **Lifelong learning as a public good – 5th Festival of Non-formal Education in Belarus** http://www.iiz-dvv.de/index.php?article_id=1571&clang=1
- **La Plataforma de Acción de Beijing cumple 20 años** <http://beijing20.unwomen.org/es>

MULTIMEDIA

Camilla Croso and Roberto Bissio's virtual interventions on the eight edition of the IALLA course, Jordan, October 2014.

Click here to watch the videos: <https://educationpost2015icae.wordpress.com/>

Revising the 1976 Recommendation on the Development of Adult Education: Comments requested from Member States

The revision of the 1976 Recommendation on the Development of Adult Education, which was requested by the Belém Framework for Action is proceeding as foreseen by UNESCO's rules and regulations. The new draft prepared with the help of international experts and in consultation with a range of key stakeholders was sent by UNESCO's Director General to Member States in September 2014, together with a preliminary report on the revision process (see also Bulletin No. 8).

To mobilize the relevant authorities in Member States to review and suggest improvements to the first draft text, UNESCO's Assistant Director General for Education sent a letter to all National Commissions in December 2014. In this, he emphasized that the revision process takes place at a critical moment in the international debate on education and development beyond 2015 and that adult learning and education represents a promising response to the challenge of building more equitable and sustainable societies. Consolidated comments and observations from Member States should reach UIL no later than on 10 January 2015. NB: The first contributions with comments were recently submitted by Côte d'Ivoire, Denmark and Ireland.

Read more here: <http://uil.unesco.org/home/programme-areas/adult-learning-and-education/confintea-portal/news-target/revising-the-1976-recommendation-on-the-development-of-adult-education-comments-requested-from-member-states/7eb2828290143547e15df825cc38bd7b/>

World Forum 2015

LIFELONG LEARNING FOR ALL

A challenge to face, a willingness to share

UNESCO – Paris, 5-6 February 2015

125 Avenue de Suffren – Mo Ségur

Create the conditions of possibility to enable each one to learn through out their entire life

This great idea, a condition for equity, peace and progress, is consensual. However, reality is far from ideal. Where do the gaps come from? Which are the brakes and the success factors; which are the preconditions? Where are the key levers? Who can do what for whom? Which are the great roads for exchanging experiences and reflections in order to invigorate our actions towards a shared objective, in the joyful union of our complementarities?

We have chosen four that will result in four major roundtables:

Ensuring access and achievement conditions for all to basic knowledge from early childhood until the end of life.

Recognizing and developing the role of enterprises in lifelong learning.

Promoting health throughout the lifespan.

Creating knowledge from multiculturalism

REGISTRATION: <http://www.cma-lifelonglearning.org/doc/BULLETIN%20D%20INSCRIPTION%20V%20Forum.docx>

LEAFLET: <http://www.cma-lifelonglearning.org/doc/CMA%20e%20Forum%20Plaque%20anglais%20V%20BAT%20.pdf>

Read more here:

http://www.wcfel.org/III/?page_id=2329&utm_content=buffer92e60&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

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ICAE BLOG: <http://educationpost2015icae.wordpress.com/>

Education Post 2015 ICAE

The education we need for the world we want



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