

Voices rising

International Council for
Adult Education

ICAE Electronic Bulletin



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IX ICAE World Assembly

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



Registration

IN THIS ISSUE N°479 – FEBRUARY 2015

- Registration opening at the IX ICAE World Assembly
- Voices in dialogue
- ICAE's Strategic Seminar and Executive Committee Meeting
- Alan Tuckett's speech at CMA (COMITÉ MONDIAL POUR LES APPRENTISSAGES TOUT AU LONG DE LA VIE)
- ICAE Regional and National members activities
- Call for submissions, issue 82: Education for Global Citizenship



GLOBAL COMMITMENTS – LOCAL PRACTICES

Adult learning and education
to create the world we want



Registration

Registration opening at the World Assembly

The online registration and registration fees were agreed to be launched in order to allow the widest possible participation.

The delegations that come from member organizations of the International Council from the South or that have a support status will be eligible for free registration. Special arrangements will also be made to encourage local participation of social networks and organizations that work in adult education.

Registration: <http://inscription.aqifga.com/formulaire/formulaireICEA.php?l=en>

Source: <http://www.waam2015.org/en/news/belgrade-2015-%E2%80%93-constructive-meeting-world-assembly>

Voices in dialogue

ICAE and ICÉA are happy to announce the launching of *“Voices in dialogue”*, a virtual space to encourage exchanges, communications and discussions before the IX ICAE World Assembly.

Through an easy and friendly web interface, linked to the official website of the World Assembly, you can share documents, articles, videos and photos linked with the [World Assembly themes](#). Your input will be part of a virtual forum that will foster debate and collaboration, a space to know more about local experiences and campaigns on youth and adult education and learning.

Join us!

[Share a resource!](#)



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ICAE's Strategic Seminar and Executive Committee Meeting

Belgrade, Serbia | 1-4 February 2015

On 1-2 February 2015, the International Council for Adult Education (ICAE) held a Strategic Seminar to analyze the current context for advocacy work at global level, and identify main issues around adult learning and education which will be considered in ICAE's upcoming General Assembly. The seminar took place in Belgrade, Serbia, with the support of local partners: Adult Education Society and the Department of Adult Education, Faculty of Philosophy at the University of Belgrade.

The meeting gathered representatives of civil society, activists and adult educators from around the world, together with ICAE Executive Committee. The inputs of the expert guests allowed a better understanding of the fast changes and challenges in the global arena regarding sustainable development and education. Two key spaces discussed were the upcoming World Education Forum in Incheon, Korea (May 2015) and, the current phase of negotiations for the Sustainable Development Goals – to be approved in the Development Summit at the UNGA in September 2015.

The seminar had a double function, while looking at the external challenges and the role of ICAE advocating for youth and adult learning and education, there was also a presentation and group work on the preliminary results of the Evaluation of ICAE's achievements in recent years. External evaluators presented their preliminary results, based on surveys and interviews with members, staff, donors, allies, etc... and the analysis of key documents. The results were turned into a set of recommendations on three areas: philosophy and mission, activities and visibility, and management and sustainability. The final results of the evaluation will be shared during the second trimester of 2015.

Some of the overall challenges and conclusions of the seminar were related to:

- i. the role of civil society and the development of cooperation has changed, with a growing private sector;
- ii. changes in the development cooperation paradigm, the role of the traditional players is changing, and new actors are emerging;
- iii. human rights continue to be our framework for action, but it came up the need of reinvent the adult education approach, given the changing context;
- iv. related with the previous challenge, there is a dilemma between adult education and technological development. We need to manage to stay in touch with all learners by using traditional ways and being innovative at the same time;

v. taking into account the catalyst effect of adult education in realizing all human rights and achieving sustainable development, we discussed the importance of maintaining a holistic approach, but it is a challenge to be transversal and at the same time to remain focused;

vi. the political role of adult education and the civil society, and its engagement with social movements.

These challenges will be further discussed at IX ICAE World Assembly in Montréal in June 2015.

Right after the Strategic Seminar, ICAE's Executive Committee met to reflect on the results of the seminar, the recommendations and challenges presented, and to plan for ICAE World Assembly and General Assembly.

Alan Tuckett's speech at CMA (COMITÉ MONDIAL POUR LES APPRENTISSAGES TOUT AU LONG DE LA VIE)

World Forum 2015

LIFELONG LEARNING FOR ALL

A challenge to face, a willingness to share



At first sight it might seem that things are looking up for the education of adults. As we near the end of four years of intensive debate on future global priorities for education, and for the wider development priorities facing the international community, we can take pleasure in the acceptance of lifelong learning as a priority, even if the formulation of that commitment differed between that agreed at the Education For All (EFA) meeting in Muscat and the UN's Open Working Group on the Sustainable Development Goals proposal. The recognition of the role of lifelong learning in economic and social development is acknowledged in the European Community's lifelong learning memorandum; OECD has introduced a major reporting mechanism on adult skills through the publication of its PIAAC survey; and UNESCO has embarked on reworking its lifelong learning strategy, building on the Faure and Delors reports, as well as the conclusions of the CONFINTEA conferences in Hamburg in 1997 and Belem in 2009.

However, a second glance shows a much less rosy picture. Despite 25 years of international targets to reduce the numbers of adults without literacy skills, there are still well over 750 million adults without even basic literacy. Such progress as has been made was overwhelmingly made in the years 1990-2000, with a reduction in the numbers without literacy of just 2% in the fifteen years of the new millennium.

Literacy for women, in particular, is of key importance. Women without literacy now comprise 64% of that 750 million, a percentage that is exactly the same as that noted at Jomtien in 1990 when EFA was first adopted. Yet women's literacy is a key to effective development. As we recognised at the last CMA conference in Marrakech, 'women who are literate are less likely to be trafficked, less likely to contract HIV/AIDS, and less likely to lose children through death in childbirth...(and) literacy improves health, financial capability, parenting skills, and social inclusion.' Women have much to offer in securing literacy for their children, too, through family and inter-generational learning.

The challenge is formidable, particularly when we recognise, as the Muscat agreement does, the importance of contexts – legal, economic, social and cultural – in determining the nature of literacy in different places.

Of course there are good news stories, in China and India, in the Arab states, in Cape Verde and Senegal, but there is little prospect of achieving universal literacy for adults by 2030. Yet the rhetoric of the Sustainable Development Goal debates speaks of 'no one left behind', and countries ritually endorse the existing international commitment to

education as a universal human right. But how can we argue that poverty is to be eradicated, and that no one should be left behind without guaranteeing access to literacy for all?

The Muscat Global EFA meeting's overall goal for education was to "ensure equitable and inclusive quality education and lifelong learning for all by 2030". Yet in the subsidiary targets agreed the call was for universal literacy for young people, and an increase of a yet to be decided percentage in adult literacy. But doesn't all mean all?

Still, the Muscat agreement is significantly stronger than that adopted by the Open Working Group, which is to be the basis of negotiations between states over this year. OWG Goal 4 is: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', and 'promoting' is a good deal less of a commitment than 'ensuring'!

To add to this the UN General Secretary's September letter which synthesised SDG developments to date, argues that 'all children and adolescents have a right to education' and that 'it is essential that young people receive relevant skills and high-quality education and life-long learning, from early childhood to post-primary schooling, including life skills and vocational education and training, as well as science, sports and culture.' Well, yes, education for children is vital, but a commitment to lifelong learning does not stop with labour market entry for young people.

What after all, are our responsibilities to the millions who have not benefited from education – either because they had no chance to go to school, or because the schooling they had failed to equip them with even the most basic skills?

The 2000 EFA goals recognised the importance of learning beyond school. Goal 3 called for 'ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.' Yet year in year out the EFA Global Monitoring Report ignored developments affecting adults' learning needs when reporting on this goal. Of course a major reason for this is that there is little or no reliable data available, and the report of the EFA Technical Advisory Group on Measurement suggests it will not be much easier in 2015-2030. And lack of data leads to invisibility. There is still a dearth of data, which is why ICAE is calling for significant expansion in the use of general household surveys to capture adult participation, and priority to be given to developing skills in analysing and disaggregating the findings of surveys. But there must, too, be a challenge to UNESCO to ensure that its Bureau of Statistics works actively to improve data about wider adult learning, along the lines of the existing EU surveys.

Invisibility so often leads to exclusion. Formal education is easier to measure than non-formal and informal learning, so it receives more attention. People in the waged and tax paying labour market are easier to count, and their educational needs easier to measure than people – frankly the vast majority of adults (and particularly women) in sub-Saharan Africa or rural South Asia – who work in subsistence or marginal economic activity. As a result post-school policies all too often exclude the bulk of the poorest adults in the population, and their learning needs are not effectively addressed in either the post 2015 education or SDG proposals..

One final comment on the debates surrounding the SDGs. It is that adult education is a key catalyst in achieving sustainable development, improved gender equality, the successful implementation of improved sanitation and clean water policies, just as much as it is critical for securing improved skills for the economic workforce. Perhaps most important, it is a pre-condition for achieving informed global citizens.

As we noted in Marrakech:

Anxiety generated by intensified global competition can be seen in rich and developing countries alike, and in too many countries this has led to a narrowing of educational goals to economic instrumentalism, to grow the economy, and to prepare citizens for their role as consumers.

The multiple and intersecting economic, environmental and social crises which confront us globally, nationally and locally have the effect of reinforcing and increasing inequality and marginalisation. They call for informed decision

making by adults able to understand, adapt to and to help to shape effective responses. That is a powerful and challenging agenda for adult education for the years ahead, and needs to be reflected in the agreements we make in Incheon at the World Education Forum, and at the UN General Assembly when the SDGs are finally agreed this September. For that to happen, it is critically important that the efforts of governments, international agencies and civil society combine in advocating for a broad, inclusive equitable definition of 'lifelong learning for all'.

Inevitably, the debates surrounding global development goals focus attention on the global south, but challenges abound in the countries of the industrial north, as well. Demographic change presents learning challenges at different points in the life cycle. In their proposals for a lifelong learning strategy Schuller and Watson highlight four stages in the post-school population – at least in industrialised countries. The first, from school leaving to about age 25 involves more and more complex routes into the labour market; the second, 25-50 when adults juggle work, family responsibilities, social and civic tasks – and when time to study can be hard to find; 50-75 (where life chances are perhaps most sharply differentiated between the affluent and people in poverty), when adults often have more time, effectively sustain civil society organisation, undertake considerable responsibilities as carers, and seek new roles beyond their main working lives; and 75 plus, when the balance of activities are increasingly domestic. For each of these groups they argue, there is an adult learning curriculum, but for us at this conference there is a particular need to recognise the importance of older people's appetite for learning opportunities - as the growth of universities of the third age, or educational initiatives like Learning for the Fourth Age highlight.

Alongside demographic change, people live, increasingly, in urban settings. The growth of the learning cities movement – where UNESCO has taken an important role – reflects the challenge in securing co-operation across the many domains of public life where learning can be enriched, and also the increasing belief that the co-operation needed to create learning societies can be better secured and sustained at a more local level. Of course, increased urbanisation leaves rural communities more isolated, at risk of skills depletion, and often harder to reach and serve.

Migration within and between countries and cultures throws up its own challenges, to create and sustain societies that benefit from the richness their increasing diversity brings, with respect for difference, mutual trust and understanding. Just how far we have to go to achieve such understanding is evident day after day in the news bulletins of the world. But there is no more important task for us as educators than to contribute to addressing the challenge. It is, after all a central pillar of the vision of a learning society that Jacques Delors and his commission elaborated in *The Treasure Within*. He argued that the four pillars of a learning society are learning to know, and learning to do – which are the central planks of our current education systems – but also learning to be (or perhaps to become) and especially to learn to live together.

Surely our task in this conference, and after it, is to ensure that each of Delors' pillars is addressed in our lifelong learning systems, and that they are accessible to all. And that all means all!

Moon, Ban-Ki (2014) *The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet*, New York, UN <http://www.un.org/en/development/desa/publications/synthesis-report.html>

Nash, I., and Tuckett, A., (2014) *'Seriously Useless Learning'* Leicester, NIACE

Schuller, T., and Watson, D. (2009) *'Learning Through Life'* Leicester, NIACE

Tuckett, A., (2013) *'Towards a lifelong learning target for 2015'*, *International Review of Education*, vol. 89 no.3, Sep 2013, Springer, Hamburg

UNESCO *'2014 GEM Final Statement: The Muscat Agreement'* (2014) www.uis.unesco.org/Education/Documents/muscat-agreement-2014.pdf accessed 29 January 2015

UNESCO EFA Global Monitoring Report (2012) *'Youth and Skills: Putting Education to Work'* Paris, UNESCO

UN Open Working Group proposal for sustainable development goals (2014)

<https://sustainabledevelopment.un.org/focussdqs.html> accessed 26 Jan 2015

More information about conference here: http://www.cma-lifelonglearning.org/III/?page_id=2329

ICAE REGIONAL AND NATIONAL MEMBERS ACTIVITIES

- EAEA / Health is the theme of the EAEA Grundtvig Award 2015 <http://www.eaea.org/en/home/news/health-is-the-theme-of-the-eaea-grundtvig-award-2015.html>
- REPEM / MAS ALLA DE BEIJING +20: NUEVOS RETOS Y PERSPECTIVAS DE LAS MUJERES. Asamblea General Ordinaria y Seminario Internacional. La Habana, Cuba del 13 al 16 de febrero de 2015. <http://www.repem.org/>
- The ASPBAE Executive Council and staff are currently in Vientiane to take stock of the achievements and challenges of 2014 and to plan ASPBAE'S work in 2015. The meeting is being held from 9-11 February.
- <https://www.facebook.com/597530156983962/photos/a.711426362261007.1073741842.597530156983962/809000242503618/?type=1&theater>
- CEAAL / La Carta N°535 <http://www.ceaal.org/v2/archivos/publicaciones/carta/carta-535.html>
- CLADE en acción: conoce nuestro informe 2010-2014 <http://www.campanaderechoeducacion.org/v2/es/noticias/483-clade-en-accion-conoce-nuestro-informe-2010-2014-.html>

OTHER NEWS

- Breaking news! The launch of the next Education for All Global Monitoring Report will be 9 April 2015. Here's a sneak peak at the cover: <http://bit.ly/1cahLjG>
- WSF 2015 Opening of the process of agglutination of activities <https://fsm2015.org/en/dossier/2015/02/06/opening-process-agglutination-activities>

MULTIMEDIA

WEB-EDU.TV.- Basic education and training of the pastoral nomadic populations in cross border areas
<https://www.youtube.com/watch?v=0s4O4IfDsWo&feature=youtu.be>

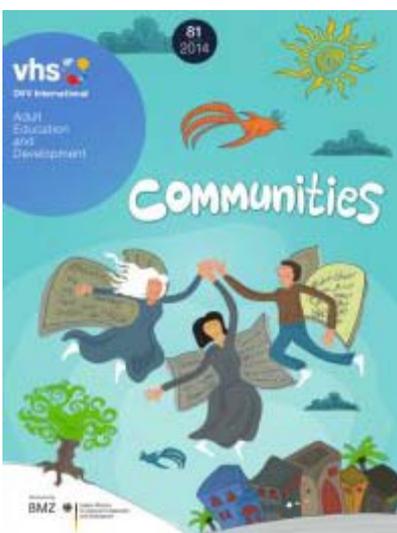
Education de base et formation des populations pastorales en zone transfrontalière
<http://www.web-edu.tv/spip.php?article84>

A new research and advocacy tool for education in Africa – get connected!

[Web-edu.tv](http://www.web-edu.tv) is a platform for sharing experiences and accessing scientific films on line. It is fed by discussion forums meant to stimulate debate and advocate for education policy post-2015.

Read more [here](http://www.web-edu.tv/) : <http://www.web-edu.tv/>

Call for submissions, issue 82: Education for Global Citizenship



In issue 81 we looked at the building blocks of human society when we tackled the issue of communities and learning. Now we shift our focus to the world arena, which also includes the local one. We live in a global world, where events far away affect our daily lives. We, in turn, also affect world events. How to combine the local and the global? UNESCO suggests we develop education for global citizenship. The aim is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become contributors to a more just, peaceful, tolerant, inclusive secure and sustainable world.

Education in a globalized world is increasingly putting emphasis on the importance of values, attitudes and communication skills as a critical complement to cognitive knowledge and skills. Education is relevant to understand and resolve social, political, cultural and global issues. This includes the role of education in supporting peace, human rights, democracy, equity, acceptance of diversity, and sustainable development.

What could education for global citizenship look like? How does it relate to other transformative perspectives?

We invite you to propose articles, topics, themes and project examples for issue 82 of Adult Education and Development.

Please send your suggestions to the Editor, Johanni Larjanko (johanni.larjanko@gmail.com) and the Managing Editor, Ruth Sarrazin (sarrazin@dvv-international.de).

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



The banner features the ICAE logo on the left, a central graphic of a stylized tree with arrows pointing upwards, and the text 'Education Post 2015' on the right. The background is divided into horizontal bands of red, blue, green, and yellow. The ICAE logo consists of the letters 'ICAE' in a bold, sans-serif font. The central graphic is a stylized tree with a circular top and a vertical stem, with several arrows pointing upwards from the base. The text 'Education Post 2015' is written in a large, bold, sans-serif font. The background is divided into horizontal bands of red, blue, green, and yellow. The ICAE logo is on the left, the central graphic is in the middle, and the text 'Education Post 2015' is on the right. The background is divided into horizontal bands of red, blue, green, and yellow. The ICAE logo is on the left, the central graphic is in the middle, and the text 'Education Post 2015' is on the right. The background is divided into horizontal bands of red, blue, green, and yellow.

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