

# voices rising

ICAE Electronic Bulletin



## VR 499

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**[WWW.ICAE.GLOBAL](http://WWW.ICAE.GLOBAL)**

**ICAE Secretary General, Katarina Popović has been conferred Honorary Fellowship 2017 by UNESCO Institute for Lifelong Learning (UIL)**



Each year the UNESCO Institute for Lifelong Learning (UIL) recognizes individuals who have made an extraordinary contribution to international lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education.

The award ceremony took place during a two-day consultative meeting at the UIL on May 16, 2017, in Hamburg.

The meeting itself was organized to guide preparations for this year's Mid-Term Review (MTR) of the Sixth International Conference on Adult Education (CONFINTEA VI).

ICAE congratulates Katarina Popovic (who joined two ICAE Executive Committee members who received the distinction in 2016—Alan Tucket and Shirley Walters) as well as all other six distinguished scholars and practitioners, who have worked locally and globally contributing to adult education and lifelong learning.



## 18 months of implementing SDG4—ED 2030—a global civil society view

On the 8th and 9th May, ICAE participated in the 8th Global Meeting of the Collective Consultation of NGOs on Education 2030 (CCNGO/ED2030) in Siem Reap, Cambodia.



The global meeting gathered international, regional and national NGOs from across the world to discuss and reflect on where civil society stands after 18 months of adoption of the global education agenda, on activities undertaken, key challenges encountered, opportunities identified and on the way forward. The focus of the meeting was to discuss and agree with the over hundred participants on the role and engagement of civil society organisation in supporting the implementation of SDG4-Education 2030 at the national, regional and global level, and to agree on key strategies and actions.



ICAE Secretary General, Katarina Popovic and Ricarda Motschilnig, ICAE Policy Officer, participated at the meeting, as well as many ICAE members from all regions.

### Virtual seminar on "Skills and competencies."

In 2017 the International Council for Adult Education (ICAE) and DVV International continued to build global dialogue, support an exchange of ideas and critical reflection on highly relevant topics in adult education and development. This included a virtual seminar discussing "Skills and



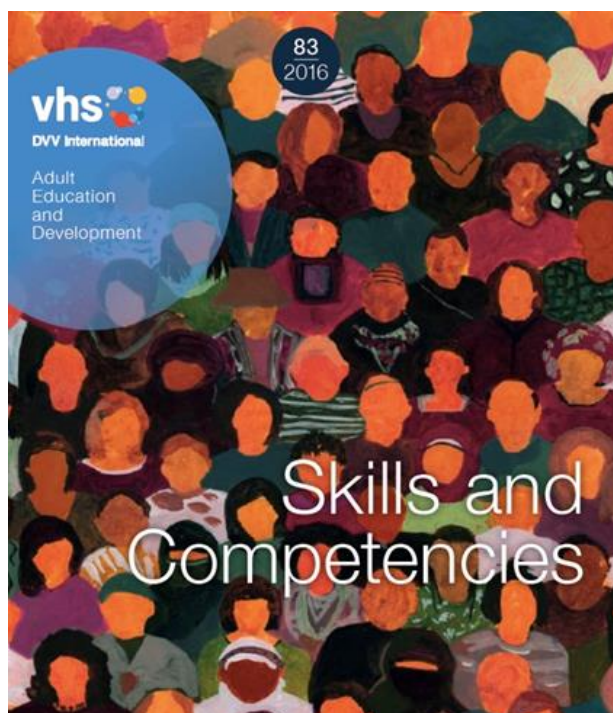


Competencies," following the latest edition of DVV International's journal Adult Education and Development (AED) with the same topic.

This online forum provided a learning space and learning time to debate and reflect the concept of adult education and development against the background of an uncertain world and growing challenges and have garnered opinions from around the world.

The following articles of the AED journal were this years' starting point of the seminar:

- The 5 skills it takes to build another possible world—Learning from and for the World Social Forum, by Alessio Surian, University of Padova, Italy
- Enhancing competencies in the Arab world: issues to be considered, by Rabab Tamish, Bethlehem University, Palestine
- The New Skills Agenda for Europe—By Dana Bachmann and Paul Holdsworth, European Commission
- Soft skills in non-formal education: building capacities of the youth, by Priti Sharma, PRIA International Academy, New Delhi, India



Through the wide thinking of the 34 contributions from diverse contexts, we were presented with a broad range of informed opinion, theoretical understandings, practical challenges to confront and expand our thinking about skills and competencies.

For the first time, this year's edition of the virtual seminar included an online live discussion in the format of a webinar, where over 70 registered participants debated lively with Paul Holdsworth, team leader in the Vocational Education and

Training, Apprenticeships and Adult Education Unit in the European



Commission and Shermaine Barrett, board member of ICAE and AED about the “New skills Agenda in Europe”. As this format proved very successful, we plan to expand this form of exchange in the coming years of the ICAE virtual seminar.

***If you couldn't follow the seminar this time, you can read up the whole discussion on the dedicated ICAE Website <http://virtualseminar.icae.global>.***



### **Preparation of the Major Groups and other Stakeholders for HLPF 2017**

As ICAE will actively contribute to ECOSOC High-Level Political Forum 2017 (HLPF) on the topic “Eradicating poverty and promoting prosperity in a changing world”, it is important to coordinate

activities with other Major Groups and other Stakeholders (MGoS). It is essential to make plans for common actions in improving the monitoring of the implementation of the Sustainable Development Goals (SDGs) at national, regional and global level.



In this regard, representatives of ICAE and CLADE (Latin American Campaign for the Right to Education) took part in the Expert

Meeting of “Enhancing MGoS Engagement in National Level Reviews” in Bogota, Colombia, 25 -26 March 2017, organized by UN DESA (UN Division for Sustainable Development), where they have acted as the representatives of Academia and Education Stakeholder Group.

The meeting provided an opportunity for MGoS, along with other invited experts and member states, to discuss how to ensure their effective participation and contribution the process of voluntary national reviews at the national level.



In particular, the Expert Group Meeting provided an opportunity to discuss strategies and approaches for operationalizing the participation of national SDG implementation committees, partnering up with governments and providing expertise when requested.

**Education and Academia Stakeholder Group (EASG),  
new advocate in the UN policy space**



Major Groups and other stakeholders (MGoS) are the main channel for civil society engagement in the UN sustainable development agenda. Although Member States ultimately decide upon the modalities of participation of MgoS, civil society was recognized as the partner at the first UN Conference on Environment and Development in 1992 (known as the Earth Summit) and its participation was formalized by creating 9 “Major Groups” that represented different sectors of society, as the main channels through which broad participation would be facilitated in UN activities related to sustainable development.

After the Rio+20 Conference in 2012, participation of civil society was extended to Major Groups and Other Stakeholders. The Education and Academia Stakeholder Group (EASG) was formally set up in 2016, in the aftermath of the adoption of the 2030 Agenda for Sustainable Development. It brings together human rights-based education civil society organisations as well as academia organisations and networks that work on the right to education, which self-organise to engage with the monitoring and review of



the implementation of Agenda 2030, the Sustainable Development Goals (SDGs) and of SDG 4 in particular.

The primary role of the EASG is to ensure and facilitate meaningful participation of human rights-based education and academia organisations and networks in UN policy spaces, including the follow-up and review of the SDGs.

The EASG seeks to influence policy by ensuring effective participation in UN processes, including SDG implementation mechanisms and spaces at global, regional and national levels. Such participation is brought about through

coordinated advocacy at all levels; developing informed research-based advocacy messages, materials, and analysis; and engaging in communications and media work to raise awareness of critical educational issues—including both progress made and eventual drawbacks—in order to hold governments to account and push for the realisation of human rights.

There are currently four Organising Partners (OPs) for the EASG, which have been primarily responsible for its establishment, namely the Global Campaign for Education (GCE), International Council for Adult Education (ICAE), Education International (EI) and the European Students' Union (ESU).

## Joining the EASG

The EASG is open to all interested organisations working for the full realisation of the right to free, inclusive quality education for all, for a human rights perspective of education, for economic, social and environmental justice and dignity for all and which are committed towards the implementation of the full SDG Agenda, and in particular of SDG4.

***For further information please visit <http://www.educationacademia.org>***





## ICAE exchanges ideas and strategies with partners and members from the Nordic countries on Adult Education on the global level

The Nordic Folk High School Council organized a roundtable discussion on April 19, 2017, in Copenhagen, on the topic “Nordic popular education and the global quest for lifelong learning for all”.



The Nordic Folk High School Council invited representatives from the Nordic study circle organisations to a round table discussion on the role of the Nordic organisations and countries when it comes to the right to education for adults at the global level. With the

help of Katarina Popovic, Secretary General of the ICAE, participants took stock of the actual global situation for adult education and the ongoing policy debates. Together they explored the possibilities and wishes to contribute to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG 4).

ICAE Secretary General, Katarina Popovic spoke on the subject of “The struggle for adult education at the global level—recent tendencies and development” and exchanged with the representatives of Nordic organisations possible steps in promoting more important role of adult education in the development cooperation of their respective countries.

Watch the interview Katarina Popović gave on this occasion, to the [Adult Education and Development Journal of DVV International here](#).

On April 20th, ICAE Secretary General took part in the Danish Adult Education Association (DAEA) General Assembly with the introductory presentation on the main topic of the meeting “International perspectives on adult education—is there a place for freedom?”





## ICAE Vice President, Seham Negm at the Arab Forum for Women Empowerment

The Women and Society Association and Partners of the Arab Initiative for the Social and Economic Empowerment of Women organized the second annual forum for women illiterate liberators, on March 13, 2017, in Cairo, Egypt.



The forum was held with the participation of governmental and non-governmental bodies and both Arab and international organizations. Seham Negm, Vice-President of ICAE and founder of the Arab Prize for Women Liberated for literacy, the Chairperson of the Women and Society Association—

The Initiative founder, introduced the objectives and programs of the initiative.

She highlighted the importance of developing adult education programs through three axes: Empowerment mechanisms within the framework of building and developing partnerships to create lifelong learning communities and achieve sustainable development.

The general objective of the forum was to motivate the vital and active forces of society to participate in the issues of awareness-building, literacy, learning programs, economic and social empowerment of women and girls. The end of the forum was dedicated to launching a social and cultural platform for 2018 whose main goal will be to motivate the vital and



active forces of society to participate in the issues of awareness-building, literacy, learning programs, economic and social empowerment of women and girls.

### **ICAE at the UNESCO Week for Peace and Sustainable Development: The Role of Education**

President of ICAE, Sandra Morrison attended the “UNESCO Week for Peace and Sustainable Development: The Role of Education” held in Ottawa between the 6th-10th March.

UNESCO and the Canadian Commission for UNESCO jointly organized the week bringing together two programs held back-to-back:

***The Review Forum for the UNESCO Global Action Programme (GAP) and The Third UNESCO Forum on Global Citizenship Education (GCED): The Role of Teachers.***



UNESCO Global Action Programme (GAP) was first launched in 2014 as the official follow-up to the United Nations Decade of ESD (2005–2014) with the aim to scaling ESD approaches. The Review Forum provided the opportunity to take stock of progress achieved since its launch and examine the way

forward with a focus on pedagogical approach. Soo-Hyang Choi, Director of UNESCO’s Division for Inclusion, Peace and Sustainable Development, said: “The preparation of the post-GAP period has already started. We have launched a consultation process, which will continue at this meeting.”



Algonquin Elder Claudette Commanda opened the meeting by offering a welcome to the traditional territory. She and Christina Cameron, President of the Canadian Commission for UNESCO, highlighted the role of indigenous

**“Education is the most efficient tool to achieve the 17 Sustainable Development Goals. This gathering is an opportunity to collectively roll up our sleeves and find innovation.” Christina Cameron**

A new publication, "[Education for Sustainable Development Goals: Learning](#)

With teachers as the central theme of the Third UNESCO GCED Forum, the focus has been to draw attention to educators' fundamental role in improving learning about, and for, global citizenship.





The event also included the active participation of teachers from UNESCO's [Associated Schools Network](#) (ASPnet) along with 50 youth delegates selected by the [Mahatma Gandhi Institute for Peace and Sustainable Development](#) (MGIEP).

The conference provided space to share and discuss trends and innovation in pedagogical approaches in ESD and GCED, as well as exchange good practices in advancing GCED and ESD in a global context with a range of workshops and presentations. It has been designed to maximize opportunities for interaction, networking and free debates and discussions among all participants.

### Shape the Future of Lifelong Learning—UIL Call for Applications



The [UNESCO Institute for Lifelong Learning](#) (UIL) is inviting applications to its CONFINTEA (International Conference on Adult Education) Research Scholarship and CONFINTEA Fellowship programs. Successful candidates will have the chance either to

develop research which will inform policy and practice in the Member States or to develop national strategies to shape adult learning and education in their home countries. They will benefit from the expertise and resources of UIL and its external partners. Health insurance, accommodation, and related travel costs will be arranged, in addition to a lump sum to cover living and miscellaneous expenses.

### CONFINTEA Research Scholarship—Applications by 31 May 2017

Six researchers from the UNESCO Member States and/or Associate Member States will be selected to conduct research at UIL throughout September 2017. The CONFINTEA Scholars will be encouraged to use data from the third [Global Report on Adult Learning and Education](#) (GRALE III) in developing their own



research projects in the areas within UIL's mandate. Read more about the documents required and how to apply.

**CONFINTEA Fellowship Programme—Applications by 15 June 2017**

Ten CONFINTEA Fellowships will be offered to government officials and key representatives of civil society organizations in the UNESCO Member States in November 2017. Fellows are expected to develop a national strategy in support of further implementing the Belém Framework for Action (BFA), in order to improve conditions for adult learning and education in their countries. [Read more about the documents required and how to apply.](#)



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