



# ICAE ACADEMY OF LIFELONG LEARNING ADVOCACY III

## Central ideas of the proposal

### General Objectives

To build the skills of educators and social movement activists in supporting adult learning for change, and to consolidate ICAE as a global network committed to that end, through an annual residential programme on advocacy for adult learning.

### Specific Objectives

1. To generate a broader vision on adult education within the framework of human rights and active citizenship, developing linkages with the most important globalization issues that are currently affecting the world.
2. To support the emergence of a new leadership for the global network of adult educators committed and trained to work as a global team, to secure the regeneration of ICAE, in particular, and the movements for lifelong learning in general.
3. To follow-up and facilitate the exchange between participants to promote the continuity of the learning process by sharing their own experience after IALLA course.

### Principles

The definition of the contents should take into account the new learning needs emerging from the current global context.

At a time in which the current globalizing model is characterized by economic uncertainty, population displacement, war, the advance of fundamentalisms, the difficulties regarding multilateralism, and the greater interdependence in relation to all global policies unequally affecting the countries of the world, there is a pressing need to rethink deeply and critically the educational proposals at formal and informal levels, at all ages.

There is also a need to have an ethical approach within the framework of Human Rights and to develop teamwork capacity and skills at global level, instead of repeating what has been done for the past decades, which fostered competitiveness and individual work, and which does not allow to generate responses to extremely complex situations like the ones we are living.

Today it is no longer possible to think of a super team of a sole country, able to account for global situations. Today it is necessary to cultivate international teamwork, which

would be able to recognize differences and generate synergies among this diversity of visions and skills, and which would have the capacity of generating new solutions and the subsequent advocacy for promoting change in the public policies at all levels.

We must generate an agile and proactive attitude in the participants, taking into account the unprecedented changing global times, whether participating in a campaign, whether promoting a research and other activities which could be fostered from global to local levels.

The education currently imparted is notoriously outdated so as to respond to these new situations.

## Outcomes

- To train 40 new leaders in global teamwork and advocacy on lifelong learning and adult learning.
- To develop a shared understanding of a common broader vision on adult education.
- To learn about different contexts and strategies for advocacy, and to relate them to participants' own advocacy for adult learners.
- Practical proposals for advocacy work on behalf of adult learners with concrete objectives and a clear sense of who is to influence and how.
- Sensitize participants to commonalities and diversity in their experience so that they can work in groups and teams, at global level, in making the case for the popular learning dimension for social action.
- Develop skills in marshalling arguments for evidence-based advocacy.
- Develop capacity to work together and to enjoy teamwork.
- Acknowledge and acquire the capacity to work in civil society organizations, in networks (and network building) to promote work in a global network, and at different levels.
- Make them start doing positive exercises regarding learning from diversity, and from cross-cultural experience.
- Identify strategies to influence policy and policy makers, using old skills in new ways.

## Content

The course will be structured to provide a coherent learning process.

The curriculum's development process is a challenging balance among core and solid contents, teamwork, and the search for opportunities aimed at innovative projects. Our challenge is how to provide a critical analysis/understanding while avoiding a feeling of powerlessness (links between personal and common projects).

The **first module**, will be mainly focused on the concept of civil society and main actors, state, and rights; globalization and resistance; civil society engagement with UN process; new movements of the civil society such as women's movement, peace movements, and environmental movements; World Social Forum and Perspectives of the global movement; the action of civil society as an educational process.

The **second module**, will focus on the global governance complex and its actors; UN summits and conferences, participation of civil society in the UN environment; the role of regional and global networks in the present context; the state of the matter regarding the preparatory process towards CONFINTEA VI in Brazil, the follow up of EFA Global Monitoring Report and the Millennium Development Goals process; the right to education and lifelong learning; the right to quality public services for all women and men; the global advocacy landscape over the last 10 years: contextualization of the MDG process; the UN Reform process.

The **third module** will work mainly on the implications of shifting terrains and emerging issues arising from global geopolitics to advocacy on adult education: globalization & war/linking the local with the global, the intersection of religion, politics & struggles for economic justice, gender, race & class identity issues; collective construction of a new thinking on advocacy for adult education; strategic advocacy planning; looking at three-level objectives of advocacy and of different actors; assessing our organization's capacity for advocacy at national, regional and international spheres; techniques in identifying an advocacy issue and in formulating a policy solution to advocate on; steps in formulating an advocacy agenda at global sphere and national sphere.

## **Methodology**

- To develop a format that would allow the harmonization of pedagogical progression and the learning process.
- To alternate complementary methodological proposals such as lectures, courses, workshops.
- To combine conceptual inputs of theoretical analysis with practical experiences, especially those of participants and the host country: "learning from diversity".
- To foresee the presence of someone attentive to group dynamics, and to work with the participants; group dynamics is part of the learning process.
- To provide the possibility of living together with several senior education leaders and thinkers, with an appropriate regional balance.

## **Resource Persons**

**Paul Bélanger** - Content Coordinator. He is President of the International Council for Adult Education, Former Director of the UNESCO Institute for Education (UIE), Professor at Université du Québec, Montréal, and Director of the Research Center on Lifelong Learning (CIRDEP).

**Sergio Haddad** - Convenor of the first module. He is Secretary General of Acao Educativa, Member of ICAE Executive Council and Member of the International Secretariat of the International Council of the World Social Forum.

**Celita Eccher** - Convenor of the second module. She is the Secretary General of ICAE, Regional Coordinator of DAWN for Latin America, and Former General Coordinator of REPEM.

**Josefa Francisco** - Convenor of the third module. She is the Regional Coordinator of DAWN/South East Asia (Development Alternatives with Women for a New Era).

### **Professors' Profile:**

Two kinds of professors: professors facilitating learning, and special invitees for the conferences, seeking a regional balance.

The professors facilitating learning shall contribute with specific contents and a political approach to the issue.

The lecturers should have achieved international recognition.

For the specific work on advocacy at different levels, we thought of representatives of different global networks and national members.

### **Participants' Selection Process**

- The selection process will be conducted by the Selection Committee. This Committee may be comprised by 3 experts coming from different regions, in addition to ICAE Secretary-General.
- Make a Call for Applications.
- Receive the applications according to previously established criteria.
- The Selection Committee opens the evaluation period and selects the participants.

### **Identified criteria for the selection of participants:**

- ability to communicate effectively in English since no translation will be available
- process skills
- new leadership in adult learning
- networking skills
- gender balance
- a balance of representation

**Duration:** 3 weeks: September 24 – October 12, 2007

**Venue:** Hostería del Lago, Montevideo, Uruguay

**Cost:** US\$ 2,000 (covering lodging, board and tuition costs) **plus airfare cost**

*Note:* A limited number of scholarships (either full or partial) are available for applicants from developing countries.

**Deadline:** Deadline to submit application form is: *June 30, 2007*