

GEO/ICAE

**VOICES RISING**

YEAR VI - Nº 253.1 SPECIAL ISSUE / WSF 2008

February 22, 2008

World  
Social  
Forum

another world is possible



## World Social Forum Global Mobilisation Day

*This **VOICES RISING** edition focusses on the various youth and adult education/lifelong learning-related activities that were organised during the **World Social Forum Global Mobilisation Day** last 26 January 2008. The staff members of the ICAE Secretariat are pleased to inform its members that the ICAE Call for Action was a resounding success by the numbers of support and responses the Secretariat received during the preparatory phase and following the conclusion of the event. This edition includes a report prepared by the ICAE Secretariat and select reports and communications received by the Secretariat.*

### 1] ICAE NEWS RELEASE on its participation in the WSF Global Mobilisation Day

*MONTEVIDEO, URUGUAY – A month-long activity of and efforts toward global convergence and mobilisation greeted the New Year of Staff members of the International Council for Adult Education as the Secretariat Headquarters geared up for its participation in the World Social Forum Global Mobilisation Day.*

On the occasion of the World Social Forum (WSF) Global Mobilisation Day held last 26 January 2008, the International Council for Adult Education (ICAE) launched a global electronic campaign eliciting the support and strengthened commitments of various stakeholders and actors in the field of education and development towards the promotion, advancement and fulfilment of education for all as a universal human right.

Preparation for the ICAE's campaign took one month of mobilisation through the world-wide web (including the web space facilitated by the WSF) as members of its staff circulated the **ICAE Call for Action** en masse, encouraging concerned individuals to send the Call for Action to their networks and relevant policy making bodies and authorities. An overwhelming response was received at the time of preparations as intents and commitments toward supporting the ICAE action in its dissemination flooded in. From the dissemination of ICAE's Call for Action in various list serves and electronic bulletins; to its circulation on the day of the WSF

Global Mobilisation Day, the **ICAE Call for Action** successfully achieved its objective – to recharge and regenerate commitments toward the fulfillment of education as an important feature in the diverse calls for humane, engendered and sustainable social change and justice.

During the day of WSF-related polycentric actions, a total of 500 individual and personalised calls for action were electronically sent by the ICAE Secretariat Headquarters alone. Recipients of the ICAE's call for action included directors, consultants and programme staff members of the UNESCO Headquarters; UNESCO Education Institutes and Centres; UNESCO Regional and Cluster Offices; UNESCO-National Commissions worldwide and development partners and agencies.

Noteworthy to mention are the efforts of some of the ICAE's partners who, upon their own initiative, took the action a step further by integrating the ICAE Call for Action in their own local activities. Among these include the public reading of the ICAE statement in Pakistan facilitated by the organisation, Grass-root Organization for Human Development (GODH). The Centre for Rights and Development (CEFEAD) in Seychelles' presentation of the ICAE Call for Action to its counterpart in the country's Ministry for Education. Further, in Israel, the ICAE Call for Action (**available in English, French and Spanish**) was translated by the Israel Adult Education Association (IAEA) **to Hebrew** and shared by its President, Dr Eitan Israeli, to an audience that included the Chairman of the Education Committee of the Israeli Parliament. Finally, the challenges posed by the limits of available communication infrastructure did not deter the National Adult Education Association of Uganda, with Manjanja Zaaly'embikke taking the extra mile by making use of the option of cybercafés for the dissemination of the ICAE Call for Action.

Whether it is through a convergence in virtual space or the actual merging of local and global activities, the World Social Forum has proven once again its relevance as a forum for an envisioning process of social change. More significantly, the solidarities and bridges created between and amongst concerned individuals on this occasion once again prove to leaders across the world that various members of civil society is ready towards mobilising for social justice and substantive changes to take place.

Through the solidarities and collective work of ICAE members, the message being set forth by the ICAE Call for Action was effectively disseminated and validated by various developing agencies working for social change. Further, a similar view on the promotion of education as a universal human right is shared by the World Multilateral Service or the EIWB (UN-Specialized Institutions and Council of Europe) in Brussels. In concluding, quoting the EIWB Secretary General, Mr Maurien Faure -- education is the way that most surely and durably leads to human development.

*The International Council for Adult Education (ICAE) is a member of the International Council of the World Social Forum. It is a global network that works toward the promotion of the right to learn, literacy, youth and adult education and lifelong learning.*

Contact: ICAE Secretariat Headquarters  
[secretariat@icae.org.uy](mailto:secretariat@icae.org.uy)  
[www.icae.org.uy](http://www.icae.org.uy)

--

## **2] ICAE Call for Action/Statement [26 January 2008]**

**It is people's dignity, initiative and actions that hold the key to the future!**

Another world free from starvation, discrimination and environmental degradation is possible. However, this vital goal is absolutely unattainable without the exercise by each and all citizens of their right to learn and increase their capacity for action throughout their lifetimes.



Our collective future will remain at risk in as long as we fail to achieve, in all continents, the full implementation of every child's right to basic education. We can no longer tolerate the blatant disregard for and violation of the universal right of girls and boys to continued and undisrupted education. This is a violation reflected in the increasing costs of primary education borne by parents, as well as in the fate of 80 million children who are without access to even one year of schooling. While the goal of realizing the universal right to education is far from its reach, we find hope in the limited but significant progress made in the recent years concerning primary education. This reveals that another state of education in the world is possible!

The local and global challenges that we are confronted with cannot be adequately tackled without guaranteeing and promoting the right of youth and adults -- women and men -- to learn and practice the many skills of creative and productive citizenship. In this light, we are disconcerted with the fact that 750 million adults are deprived of their fundamental right to literacy (the majority of whom are women). Further, we condemn the blatant disregard for the Education for All goals two and three, by various governments and international cooperation agencies the world over.

In view of the Millennium Development Goals, we take the position that universal lifelong learning should not be its result, rather a prerequisite towards its achievement!

We, the members and networks of the International Council for Adult Education, call upon all governments and all international cooperation agencies to act -- to act concretely; to revive and reinforce the priority over children's education; and to radically challenge and alter the current laissez-faire on adult literacy.

On this Global Day of Action, we also draw the attention of parliamentarians worldwide to take stock of the plight of the girls and boys around them and listen to the voices of the children who are silently screaming the words "Do not forget... we are lending you this planet in which we will have tomorrow to live and to survive in"!

On the 26th of January 2008, we call upon decision-makers worldwide to take a pause, peer through their windows and envision another world that benefits humanity -- both women and men.

We invite all citizens in all continents to do the same and imagine the possibility of a new future -- to dream of a dynamic and learning society -- to put their imaginations to test and take concerted action working towards an inter-learning planet.

It is people's dignity, initiative and actions that hold the key to the future. This is why education is and must be, in all instances, an absolute priority!

***This Global Call for Action is supported by various member organisations within the following national, regional and global networks:***

- \* Association Algerienne d' Alphanbetisation
- \* Bunyad Foundation, Pakistan
- \* Catalan Association for Education, Training and Research (ACEFIR, Spain)
- \* Centre for Rights and Development (CEFRAD, Seychelles)
- \* Centre for Rights and Development in Seychelles
- \* Chair of Family, Gender and Rights of the School of Law in the National University of Cordoba, Argentina (Catedra de Familia y Opcional Generos, Derechos y Familias de la Facultad de Derecho de las Universidad Nacional)
- \* European Association of Adult Education (EAEA)
- \* Gender Department of the Institute of Compared Social and Criminal Studies (Area Genero del Instituto de Estudios Comparados Penales y Sociales)
- \* Grass-root Organization for Human Development (GODH)
- \* Israel Adult Education Association (IAEA)
- \* Latin American Council of Adult Education (CEAAL)



- \* Lutte contre la Puvrete
- \* Members of the ICAE and Gender Offices in Paraguay and Colombia
- \* Mission d'Évangélisation aux Groupes Marginalisés (MGM) in Democratic Republic of Congo
- \* National Adult Education Association of Uganda
- \* Network of Women in Development of the 'Las Americas' School (Red Mujeres y Desarrollo del Colegio de las Americas, COLAM) of the Interamerican University Organisation (OUI)
- \* Ontario Literacy Coalition (OLC)
- \* Pan African Association for Literacy and Adult Education (PAALAE)
- \* Pakistan Education Watch
- \* Partnership and New Business Unit, School of Global Studies Social Science & Planning Design & Social Context Portfolio, RMIT University
- \* Red de Educacion Popular entre Mujeres in Colombia (REPEM)

### 3] Some Reports on Education-Related Local Activities during the World Social Forum (GODH, Pakistan; REPEM, Colombia; and Mission d'Évangélisation aux Groupes Marginalisés, RD Congo – in French)



*LAHORE, PAKISTAN – On the occasion of the WSF Global Mobilisation Day and in response to the ICAE Call for Action, the Grass-root Organization for Human Development (GODH) in Pakistan organised two activities in the Lahore Public School around the focal issue of education, human rights and development.*

Attended by approximately 97 students and faculty members, the first activity sought to raise the awareness of children on their educational and human rights, as well, to encourage them towards asserting for access to quality education. Opened by Shazia Manzoor, a school teacher who discussed the importance of education in life and contextualised the low literacy rates and standard of living in Pakistan, her speech was followed by the recitation of verses from the Quran, led by Ahsan Altaf and the recitation

of a naat by a group of children. This particular activity ushered in formal presentations from Massoma, a student from the 10th grade; Ms Naseema Malik, education coordinator and a GODH programme manager.

Quoting the famous cliché, 'ignorance is a curse' – Massoma asserted the important role of parents toward facilitating the education of their children, but, also stressed the importance of commitment amongst children to strive hard in their academic performance. In agreeing with Massoma, GODH's programme manager stressed that education is 'not only about gaining a degree, rather, its primary function is to identify one's basic rights and fight for them'. Disconcerted over the high numbers of drop outs amongst children of uneducated parents, he asserted that it is the 'moral responsibility of all to struggle against ignorance' and work towards a better state of education in society. As Ms Malik asserts, 'only a well educated society is capable of bringing forth positive changes' in society.

Following a lunch break, the gathering opened the floor for a second activity that was attended by 31 representatives from various NGOs and civil society. The activity – a plenary discussion, was opened by a recitation of verses from the Quran and Mr Faisal's brief sharing on the purpose and intents of the WSF Global Mobilisation Day. The main speaker in the activity was GODH's Director, Mr Nazir Ahmad Ghazi. In his speech, he emphatically illustrated the links between human rights and Islam and pointed out that 'in Islam, there is

no concept of discrimination among individuals, every individual has rights.' Mr Ahmad Ghazi declared that while the UN Declaration for human rights only surfaced 60 years ago, it is a concept that has existed within Islam for over 1400 years now. He posits that today's poor state of human rights is linked to the 'unequal distribution of power amongst nations'. In his speech, Mr Ghazi stressed the importance of the fulfilment of the right to education for all and voiced out his concern on the tendency to prioritise participation in the labour market over education by uneducated parents for their children.

In the discussion that followed Mr Ghazi's presentation, diverse forms of structural injustice that impinge upon access to human rights and education were surfaced and established by the collective. Among these include unequal distribution of wealth; economic factors; number of members within a household; and increasing costs in primary and higher education. Taking stock of today's trends, many participants also raised concerns and uncertainty about the feasibility of meeting the Millenium Development Goals (MDGs).

*'GODH is a pioneering organization in Pakistan instrumental in elevating educational and health issues of nomadic classes into the mainstream development sector. It runs community based centres in different communities across Pakistan and works with gypsy communities in the country.'*

**\* This news release is drawn from a report prepared by GODH and is available in its original form in ICAE's Action Space at the World Social Forum webpage: See [www.wsf2008.net](http://www.wsf2008.net) \***

# # #

## COLOMBIA: EDUCATION TENT



*Through the collaborative efforts of three development organisations in Colombia, namely, the Red de Educación Popular entre Mujeres (Popular Education Network among Women), Viva la Ciudadanía, Movilización por la Educación (Education Mobilization), Organización Nacional Indígena de Colombia (National Indigenous Organization of Colombia), an education tent was set up to signal the organisations' commitment towards the fulfilment of education and their solidarity with the World Social Forum's global call for action last 26 January 2008.*

The education tent was a free space that brought together a wide array of educational posters, brochures, flyers, books and other printed and audio-visual materials. It successfully brought together diverse participants to its various activities which bear

testament to the importance of the discussions and debates around the issue of education, as well, the commitments of various organisations and concerned individuals towards advancing education as a crucial feature in human life.

Supported by colleagues from the Commission on Women's Affairs of the District Association of Educators (ADE) and the Integral Education Foundation (FUNDEIN) of Fusagasuga, the education tent was meant to additionally provide a venue for three rountable discussions and a workshop on gender and education. These discussions were divided into three core topics which tackled the issues of education; education and cultural diversity; and a review of the Ten Year National Education Plan.

Despite the humidity and cold temperature on that day, the weather conditions did not dampen the high spirits of the organisers of the event, neither did it manage to prevent the organisers from accomplishing the



goals they have set out for themselves. All scheduled activities were carried out as planned and the type of discussions that took place contributed towards clarifying the issue of education at this historic juncture; brought to the fore critical perspectives toward promoting the fulfilment of the right to education for all in the context of Colombia; as well, discussed way in which the challenges in attaining the right to education for all may be overcome.

\* This news release is translated by the ICAE Secretariat. It is drawn from a report shared by the organizers and is available in its original form in ICAE's Action Space at the World Social Forum webpage:

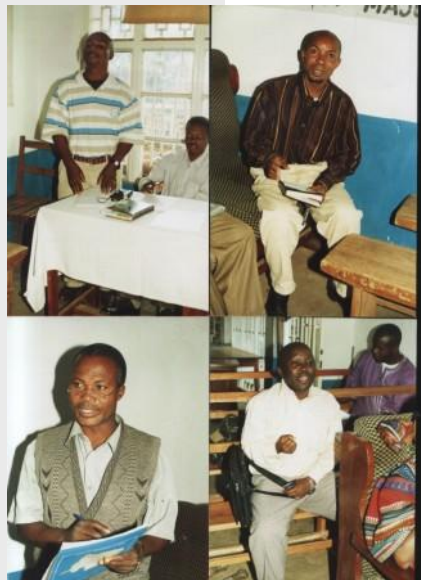
See [www.wsf2008.net](http://www.wsf2008.net) \*

# # #

## Rapport synthèse de la conférence –débat sur la journée du forum social de l'action mondiale du 26 janvier 2008

*Thème: La problématique sur la recrudescence des enfants de la rue en RDCongo en général et au Sud-Kivu en particulier.*

Sous-thème : Les enfants de la rue et l'avenir de la RDCongo –cas de la ville de Bukavu.



### Exposé par le professeur Kajange Nenga SILVAIN

#### I. Introduction;

"Plus d'un adulte sur quatre ne sait ni lire ni écrire; les deux tiers sont des femmes. "

Il est important si nous voulons que notre mouvement soit représentatif de ceux qui vivent dans la pauvreté et qui luttent contre les inégalités et que le mouvement soit aussi important, puissant et diversifié que possible. Nous souhaitons cette année toucher les groupes des enfants de la rue. Nous vous remercions à l'avance de faire tout ce que vous pourrez pour établir de contacts avec le plus grand nombre possible afin qu'à l'issue de ces assises nos résolutions puissent trouver place dans les différents programmes de nos partenaires affiliés à ce mouvement.

1) Définition des concepts; "Enfants de la rue "

Ce concept revêt plusieurs dénominations en RDCongo avec des sens divergents; A Kinshasa, on parle de "SHEGE", au Katanga des "Moineaux " à Bukavu de "Mayibobo" etc...

Quand au sens, on trouve des Mayibobo, Shege et Moineaux de 40 ans, Ces derniers continuent à se considérer comme des enfants, parce qu'ils ont perdu tous les sens de responsabilité, leur statut social et n'ont pas été préparés à la vie socio-économique.



## 2) Problématique.

L'aspect de ce phénomène "Enfant de la rue" en RD Congo suscite plusieurs questions, notamment ;

- Pourquoi les enfants de la rue
- Comment l'itinéraire de la famille à la rue sans transition
- Qu'allons-nous faire pour les faire sortir de goulfe.

La telle problématique serait une thèse à défendre si une fois on aurait suffisamment de temps et des moyens, mais néanmoins, elle sera développée dans la durée de deux heures nous imparties. Toutefois nous tâcherons d'esquisser les grandes lignes avant de nous enrichir dans le débat, qui ne sera que complémentaire des uns et des autres.

## 3) Les enfants de la rue

Notre souci, dans ce paragraphe est de présenter les quelques causes qui poussent les enfants d'abandonner leurs familles. Il s'agit de;

- La pauvreté dans les familles
- La croyance à la superstition, nombreux des cas des enfants chassés de leurs familles, sans preuves, les accusent des sorciers
- La guerre qui emportent les parents...
- Les enfants issues de la violence sexuelle faites par les armées étrangères "rwandais" sont considérés étant des vipères à abandonner
- La prime scolaire qui pèse lourdement sur les parents font que certains enfants restent à la maison, puis attirés par d'autres qui chôment, pendant que d'autres sont à l'école. Les premiers révoltés contre leurs familles respectives "l'accroissement d'analphabètes".

## 4) Historique des enfants de la rue

Le phénomène enfant de la rue va de pair avec la crise économique au Congo Démocratique et la perte d'emplois par plusieurs parents. Ces enfants fussent-ils à un nombre important, on les trouvait dans les cités universitaires, camps militaires pour servir les étudiants et militaires, dans les marchés, ainsi qu'aux lieux publics, etc...

La crise qui n'a épargné aucun secteur économique du Congo Démocratique, a obligé les enfants antérieurs ajoutés aux nouveaux cas devenus exagérés de se rechercher de nouveaux refuges. Actuellement les rues sont encombrées, les marchés, les églises, etc...- Des pick pocket "partout". Ils sont pour la plupart utilisés pour des fins politiques "book émissaires"

## 5) Reflexion sur l'avenir des nos enfants

Nul n'ignore, aujourd'hui que le phénomène enfant de la rue constitue une bombe de retardement en RD Congo. Ils n'ont ni éducation ni culture "bonne mœurs". Ils sont quasi inconscients. c-à-dire une matière brute. La mesure d'isolement et de relégation entreprise par le gouvernement par la force de la police, accouche toujours d'une souris. Le cas le plus récent est celui de la relégation de Kanyamakasese qui ne produit aucun résultat escompté. Les arrestations et puis les acheminement vers les lieux de détention "prison, cachots, etc..." n'entravent point la montée en puissance des enfants de la rue. Les églises collectent l'argent, vivres et autre, pas de changement, les ONGs créent des centres d'encadrement mais souvent les enfants y sont déserteurs.

Que devons-nous faire de ces adultes sans éducation de base, mais qui sont toutefois nos frères et sœurs, humains avec qui nous partageons le même espace géographique et respirons le même air.

Après débat houlé et délibération, quelques résolutions ont été prises ;

1. Former les formateurs pour une éducation saine des adultes.
2. Créer les centres à travers le pays, les centres de récupération, de rééducation et d'apprentissage des métiers pour ces abandonnés et autres.



3. Impliquer les gouvernements "national et provinciaux " dans le renforcement de prise en charge ainsi qu'à la recherche –action dans l'insertion psycho-social de ces enfants de la rue.
4. Impliquer les parents proches et lointains dans la prise en charge pour la réintégration psycho-social.

\* Fait à Bukavu, ce 26 janvier 2008; Apres fin à 14h22' Pour la MGM;  
Jean-Marie Kamalebo Watongoka – Rapportuer \*

#### 4] Select communications and solidarity messages received by the ICAE Secretariat

**Israel Adult Education Association (IAEA) – Dr David Silvera; 01/02/08:**



*'As it was a Sabbath in Israel – a day of rest, we began our campaign on Sunday – 27/1/08. On this day, in the city of Modiin, we held a ceremony declaring the city as a "Learning City" - the first in Israel .Many dignitaries were present. Among them included the Chairman of the education committee if Keenest (Israeli Parliament), MP's, the Mayor of the City, counsel members and representatives of the Ministry of Education, in particular, the Adult Education section. Of course – Board members of the IAEA also attended. We translated into Hebrew the Call for Action and the declaration sent by ICAE. The Declaration was included in the official folders of all guests who attended the ceremony – including journalists. In his speech, our President, Dr. Eitan*

*Israeli, read the call for action publicly. The translated declaration is published in our website: [www.adultlearning.org.il](http://www.adultlearning.org.il) and was sent to all our private and institutional members. We would like to thank you for involving us in this important issue the fulfilment of education for all as a universal human right. Thank you. (P.S. Please send our greetings to Celita Eccher and Paul Belanger. I also hope that we will be able to take part and contribute to the IALLA project in the future.)*



**National Council of Churches in Australia (NCCA) – John Henderson (General Secretary); 01/02/08:**  
*Dear Paul Belanger & Celita Eccher, I write to acknowledge your recent email addressed to the President and the General Secretary of the National Council of Churches in Australia, concerning the Global Call for Action. The National Council of Churches in Australia has been involved in social justice issues for many years, and internationally we work in partnership with a range of Christian organisations. Mostly this takes place in the*

*name of the Churches through Christian World Service, our International Aid and Development arm. Thank you for the reminder of the importance of education in the work of social justice. We will keep this in mind.*

**GCAP – RD Congo – Aristide WILONDJA MWILI (Coordonnateur National de LUNACOP);** 31/01/08: *Merci pour cette exhortation combien intéressante qui, comme nous le pensons, sera une porte de consolidation de notre partenariat avec ICAE . Ce jour même, c'est-à-dire le 26 janvier, un grand débat de sensibilisation a eu lieu sur la radio nationale pour interpeller le gouvernement sur sa promesse de rendre gratuit l'enseignement de base ( école primaire ) , et ce , conformément aux articles 43 et 44 de notre constitution. Nous pensons que nous ne nous lasserons jamais dans la lutte pour l'atteinte des OMD. Salutations cordiales.*

**World Multilateral Service (UN-Specialized Institutions and Council of Europe) – E.I.W.B. – Marien FAURE (Secretary General);** 28/01/08: *Ayant eu l'occasion, il y a quelques années, de rencontrer Monsieur Belanger, alors Directeur de l'Institut de Hambourg, je suis heureux de constater qu'il demeure toujours aussi actif sur le front de l'éducation des plus jeunes comme des adultes. J'ai été vivement intéressé par le contenu de cet Appel, étant intimement persuadé que la voie de l'éducation est celle conduisant le plus sûrement et le plus durablement au développement humain. Croyez bien que je m'efforcerai à chaque occasion de réserver tout l'écho nécessaire à votre initiative. Pour votre information, sachez également que la Communauté française de Belgique a entrepris un « combat » quelque peu similaire, prolongeant en quelque sorte la reconnaissance du droit à l'éducation en tant que droit humain universel, celui pour la préservation du rôle traditionnellement dévolu à l'autorité publique, gardienne de la nature de « bien public » de l'éducation dans le contexte actuel de la mondialisation. Permettez-moi de joindre à ma correspondance quelques éléments conduisant notre réflexion et que nous souhaiterions partager avec des praticiens amicaux et éclairés tels que vous. Vos réactions sont donc les bienvenues. Vous réitérant toutes mes félicitations pour l'opportunité et la pertinence de votre Appel, je vous pris d'agréer, Chère Madame, cher Monsieur, l'expression de mes sentiments les plus cordiaux \*\*\* Some years ago, I had the opportunity to meet Mr. Belanger who was, in those days, Director of the Hamburg Institute, and I am glad to know that he is still very active in the struggle for youth and adult education. I am very interested in the content of the Call, being immediately persuaded that education is the way that most surely and durably leads to human development. I assure you that, in every occasion, I will try hard to support your initiative in any way I can .I would also like to inform you that the French Community of Belgium has started a somewhat similar "struggle", extending in a certain way the acknowledgment of the right to education as a universal human right, for the preservation of the role traditionally assigned to the public authority, custodian of the nature of education as "common welfare" within the current context of globalization. Let me add to my correspondence some elements that lead our thought and that we would like to share with friendly and enlightened practitioners like you. We would really appreciate, then, to have your feedback. I reiterate my congratulations for this opportunity and the pertinence of your Call*

**(Translated by ICAE Secretariat: A copy of the EIWBs Declaration, in French, is available upon request; Synthesised version is found towards the end of this bulletin).**

**Pakistan Education Watch (PEW) – Abida Mahmood (General Secretary);** 20/02/08 *On this Global Day of Action, we should draw the attention of parliamentarians worldwide to feel the plight of the girls and boys around us and listen to the voices of the children who are silently screaming the words "Do not forget... we are lending you this planet in which we will have tomorrow to live and to survive in"! On the 26th of January 2008, we should call upon decision-makers worldwide to take a pause, peer through their windows and envision another world that benefits humanity -- both women and men. We invite all citizens in all continents to do the same and imagine the possibility of a new future -- to dream of a dynamic and learning society -- to put their imaginations to test and take concerted action working towards an inter-learning planet. It is people's dignity, initiative and actions that hold the key to the future. This is why education is and must be, in all instances, an absolute priority! Please circulate, take action and do whatever you can in your capacity, every little helps.*



(PEW is a network of voluntary people and institutions committed to the cause of 'Quality Education For All' in Pakistan. It believes that education is the basic human right of all citizens- men, women, children, youth and adults. Education being the foundation of sustainable development and improvement of quality of life of all people must be promoted through formal and non-formal channel and methods. Pakistan Education Watch aims to mobilize all sections of the society to realize the urgency of eradicating illiteracy.)

**Centre for Rights and Development (CEFRAD) – Mathew A Servina (President):** *Warm island greetings to the ICAE President and Secretary General. Our Centre is fully committed to this fundamental right. Last week, we shared your call for action with our counterpart in the Ministry of Education – National Institute for Education (NIE). Best Regards.*

**Partnerships & New Business Unit, School of Global Social Science and Planning Design and Social Context Portfolio, RMIT University – Mary Serafim (Administrative Officer):** *It is our pleasure to assist you in such a worthy cause. I wish you all the success. On behalf of Pascal Observatory, we would be delighted to continue further collaborations with you. Kind regards.*

**Ontario Literacy Coalition (OLC) – Lesley;** 14/02/08: *The OLC will be sending this out to all our members immediately through a special email bulletin. We will also include it in 2 weeks time in our regular scheduled e-bulletin communique. Thank you for supporting education for all.*

**European Association for the Education of Adults (EAEA) – Janos SZ Toth;** 14/02/08: *Happy New Year! We will circulate the ICAE Call for Action as widely possible within the EAEA network. In Hungary, it will be published in our newsletter and posted on our website.*

## 5] Communauté Française De Belgique: L'état, Regulateur Des Services Educatifs

Dans de nombreux pays, particulièrement du Sud, l'on constate la multiplication d'initiatives commerciales dans le secteur de l'éducation.

Dans bien des cas, ces « entreprises » ne sont soumises à aucun contrôle des autorités. Souvent, elles ne répondent à aucun critère de qualité, quant aux titres des enseignants ou aux programmes.

Ce mouvement qui touche aujourd'hui tous les niveaux, fait peser sur l'éducation la menace d'une dégradation accélérée ou d'une accentuation de l'inégalité.

Parce que ces initiatives commerciales donnent l'apparence de l'élargissement de l'offre éducative, les Etats ont permis qu'elles se développent librement et n'ont pas arrêté les mesures réglementaires garantissant la qualité et l'équité de l'éducation. Celle-ci risque donc de perdre son caractère de « bien public » .

A l'inverse, plusieurs Etats ont adopté des législations qui, tout en permettant le développement d'initiatives privées, prescrivent à l'ensemble des opérateurs éducatifs des conditions d'exercice de leurs activités assurant que celles-ci répondent à des critères de qualité et d'insertion dans le contexte social et culturel.


L'initiative de la « Communauté Française de Belgique » vise à :

- 1° sensibiliser les Etats quant à l'importance de mettre en place des mécanismes nationaux d'agrément et d'évaluation et, ainsi, exercer pleinement leur fonction de « régulateur » ;
- 2° établir un relevé des « bonnes pratiques » afin de les partager ;
- 3° analyser la possibilité d'adoption de critères communs soit sur une base régionale soit à un niveau international ;
- 4° inviter les coopérations internationales à accompagner les Etats dans la mise en place de services de qualification ;
- 5° faire adopter par la Conférence du BIE une recommandation en ce sens.



La récente table-ronde des Ministres de l'Education d'octobre 2007(en marge de la Conférence Générale de l'Unesco) a invité l'Unesco à « approfondir la réflexion quant aux rapports entre l'Etat et les différents opérateurs de l'Education... » Les documents préparatoires de la Conférence du BIE font état d'un atelier consacré à « Politique publique : démontrer le rôle des gouvernements dans le développement et la mise en application des principes de l'éducation inclusive ». Ou encore : « Accentuer l'éducation comme un bien public basé sur la mission irremplaçable du gouvernement... » Le 23 mai, le gouvernement de la Communauté française de Belgique organise à Bruxelles, un séminaire international relatif à cette problématique. La rencontre de Bruxelles pourrait permettre l'adoption d'une « plate-forme » qui pourrait contribuer aux travaux de la Conférence Internationale du « Bureau International de l'Education », en novembre à Genève.

Contact:  
Roger Dehaybe (Expert gouvernemental)  
[dehaybe.eurl@yahoo.fr](mailto:dehaybe.eurl@yahoo.fr)

 Please don't print this e-mail unless you really need to. Thank you.



ICAE

Av. 18 de Julio 2095/301. 11200 Montevideo - Uruguay  
Tel/fax: 005982 4097982 [secretariat@icae.org.uy](mailto:secretariat@icae.org.uy) [www.icae.org.uy](http://www.icae.org.uy)

