



Agreement on ICAE Strategies and Plans 2007-2010: Review of Workshops/Commissions sustainable recommendations

I - Addressing Stigma and Sexuality: Challenges for Adult Education amidst the HIV Pandemic

Carol Medel Añonuevo, EUROPE
Chola Mtonga, AFRICA
Margarete Wambete, AFRICA
Prakash Bhattarai, ASIA
Diarra Cheick Mahamadou, AFRICA
Usa Duongsaa, ASIA
Alejandra Scampini, LATIN AMERICA

Sexuality and stigmatization of HIV/AIDS

Discussions in the commission were held in 3 phases:

Description of the context linked to HIV/AIDS

Some examples of programs and approaches used in the fight against HIV/AIDS

Debates and recommendation proposals addressed at ICAE

1. Context description:

HIV/AIDS was considered a pandemic that has a widely negative impact on development issues. Special emphasis was put on the evolution of HIV/AIDS and the mentalities prevailing in the world. The most affected group (ages between 15 and 50 years) is also the most active in terms of development, hence its widely negative impact on development.

Gender was at the centre of two presentations, and the following observations were made:

Non-satisfaction in terms of expectations linked to the gender approach and concept. Women continue to be the most severely affected group, and there is a shortfall in terms of actions and steps regarding violence against women.

Persisting stigmatization/ discrimination, especially against those people living with HIV/AIDS (PVVIH).

Lack of effective and efficient involvement of those people living with HIV/AIDS in their activities in terms of the fight against said pandemic.

Limited consideration of the interlinking among gender, poverty, race, religions and education.

2. Program and approach used in the fight against HIV/AIDS

Asian Pacific Program

The working commission on active learning, with the support of ASPBAE, regrouped the stakeholders of HIV/AIDS education and prevention. Its objectives are:

1) To learn from each other

2) To integrate the HIV/AIDS element in the education sector and viceversa. Taking into account that stigmatization and discrimination prove to be two key elements in both groups, the PVVIH organized one workshop on « HIV/AIDS – The role of the education sector in the fight against stigmatization and discrimination», where the following questions were raised:

Which is the true nature of the stigmas linked to HIV/AIDS, taking into account the medical and social dimensions?

Why is said stigma so solid and hard to eradicate in both cases, whether from a medical or social point of view?

How can you aim at HIV/AIDS from education? What else can be done?

How can you fight against HIV/AIDS stigmatization from education?

The Pamoja example in Africa

The STAR approach was present through PAMOJA, which is the fusion of Reflect (a participatory approach on community development) and Stepping Stone (a participatory approach on the fight against HIV/AIDS).

The fusion consisted of identifying, regrouping and structuring the strengths within each approach and naming the resulting unit STAR: Stepping Stone and Reflect. The key element developed during the STAR session is the power analysis in terms of sexuality and the importance of communication in that field. The education pair is used in a cross-cut approach from the circles up to the community level.

3. Recommendations proposal to ICAE

HIV/AIDS deserves greater attention from ICAE, and the fight against this scourge should become a priority issue in the network.

The fight against HIV/AIDS should not stop at prevention, but should rather aim at including the promotion of care and becoming in charge of those infected or affected by HIV/AIDS

A gender approach would be necessary, with special emphasis on women and on those factors rendering them more vulnerable. More attention should be paid to male partners and their notions of masculinity, since it affects HIV prevention.

It is essential to achieve greater involvement of those people living with HIV/AIDS as equal partners in the fight against the scourge, especially in the fight against stigmatization.

ICAE should take into account the strategies, approaches and programs already developed in the different parts of the world.

In its prevention work, as well as when it comes to caring and becoming in charge of those living with HIV/AIDS, ICAE should clearly state the interrelations between gender, poverty, race and other factors.

In its actions, ICAE should take into account cultural specificity and the specific needs of both youth and adults.

II. Environment, Ecology and Sustainable Development

Moema Viezzer, LATIN AMERICA

Darlene Clover, NORTH AMERICA

Rosemary Enie, AFRICA

Yvonne Underhill, SOUTH PACIFIC

Nilo Sergio M..Diniz, Latin America

Britten Mansson-Wallin, EUROPE

The workshop had participants from Asia, Africa, Europe, South America, North America and the South Pacific.

Recommendations:

1) That ICAE works to implement the Treaty on Environmental Education for Sustainable Societies and Global Responsibility. The principles, values and guidelines of the Treaty are used to underpin Environmental Adult Education (EAE), in dialog with Education for Sustainable Development (ESD).

2) That ICAE makes visible the interconnection between Environmental Adult Education and the several key issues in Adult Education:

- for peace and human rights
- for equitable gender relations
- for living together in socio-cultural diversity
- for sustainable production and consumption as a way of achieving sustainable livelihoods
- as part of health education (especially prevention)
- as a tool to support the self determination of indigenous peoples.
- as content and method of learning about, through and with nature.

3) That ICAE promotes initiatives which link environmental issues with social, political, economic and cultural issues, acknowledging the relations between humanity and the rest of nature and between nations and power blocks around the world.

4) That ICAE recognizes the intergenerational and interdisciplinary nature of Environmental Adult Education and promotes the development and dissemination of good EAE practices within formal, non-formal, informal and educommunication processes.

5) That ICAE recognizes that all we are learners and encourages interface between different social actors such as: schools, universities, civil society organizations, media, industry, private sector, government, national and international organizations (e.g. UNESCO, UNEP) dealing with public policy, and strategic groups such as women, youth, first nations and vulnerable social groups (e.g. small farmers, migrants).

To progress the above recommendations we recommend that ICAE:

6) Participates as a co-organizer of the Second International Journey on Environmental Education for Sustainable Societies and Global Responsibility in the context of Rio 92 +15.

7) CONFINTEA VI 2009: ICAE should work with UNESCO to promote the inclusion of the Treaty on Environmental Education for Sustainable Societies and Global Responsibility and the Earth Charter as permanent references and draws on examples existing around the world to create strategies and initiatives of inclusive, sustainable EAE / ESD.

III. Full and Active Citizenship and Adult Education: The Contribution of AE to Increasing Citizens' Participation in Governance and Democratization.

Bernie Lovegrove, SOUTH PACIFIC

Jerald Joseph, ASIA

Kumi Naidoo, AFRICA

Pedro Pontual, LATIN AMERICA

Ximena Machicao, LATIN AMERICA

Bernie Brady, EUROPE

John Ryan, EUROPE

Julia Preece, EUROPE

Recommendations for ICAE keeping in mind CONFINTEA 'Grounded like a Tree: Rooted in Local Experience'

1. Advocacy

- ICAE to advocate for AE to be enshrined as a basic right in national constitutions, as is the case in South Africa
- ICAE to be pro-active and engage power brokers to help keep governments accountable to what they have already agreed to regarding education and to advocate for what else they need to do
- ICAE to emphasize the importance of AE as a tool for emancipation – for all people to be full & active citizens
- ICAE to promote support for citizens participation at local level
- ICAE to prioritize AE advocacy for the poorest, especially for women and girls

2. Network building

- ICAE & its members to reinforce the links with grounded social movements. Grounded in the sense of working not just with the leadership but with the people
- ICAE to help develop a network of learners
- ICAE & its members to make contact with AE practitioners & utilize them more effectively

3. Materials Development and Dissemination

- ICAE to promote the development and dissemination of powerful learning materials including methods, concepts, grounded experiences and best practices in education for active citizenship.

4. Training & Capacity Building

- ICAE to support & coordinate with skilled training organizations to run workshops for government ministries and also NGOs on active citizenship in governance

IV. Migration and Cultural Diversity

Sue Waddington, EUROPE

Eeva-Inkeri Sirelius, EUROPE

Rob Mark, EUROPE

Sofia Valdivielso, EUROPE

Marcela Ballara, LATIN AMERICA

Portia Mbude, AFRICA

William Gois, ASIA

Mamadou Mané, AFRICA

175 million women and men are migrants – a diverse population seeking better lives.

Migrants (documented and undocumented) contribute the economy of the host country through their labour, and to the home country through remittances.

Despite this they suffer from exploitation, racism, discrimination and marginalization.

Adult Education can make a difference by.

- providing language learning opportunities
- Empowering migrants with human rights education
- Recognizing and valuing migrants skills and qualification
- "Solidarity education, which enables people of different cultures to work and live together

ICAE should support these approaches and migrants rights to learn by:

- Working NGOs and governments to press for the implementation of commitments already made.
- Demonstrating that adult education can make a significant contribution to social migration in a world of mobility and migration.

V. Adult Literacy for Empowerment: Defining the policy agenda for ICAE

Maria Khan, ASIA

Kazi Rafiqul Alam, ASIA

Gorgui Sow, AFRICA

Ghada Al Jabi, ARAB REGION

Dipti Bhog, ASIA

Eileen Antone, NORTH AMERICA

David Archer, EUROPE

Carol Medel Añonuevo, EUROPE

Raúl Valdés Coterá, LATIN AMERICA

Jennifer Chiwela, AFRICA

Recommendations

- ICAE to continue strategic priority to adult literacy;
 - Adult Literacy is a concern of both developed and developing countries
 - It is impossible to achieve MDGs without adult literacy and adult education
- ICAE to assist in strengthening the capacity of UNESCO to advance quality/empowering adult literacy

- In EFA and MDG processes
- Within the UN system
- Attention to education and literacy for young adults
- Build a sense of urgency through campaigns to hold governments in the North and South accountable to deliver on their commitments to adult literacy in all international conventions, protocols, treaties; monitor impact of CSO advocacy and campaigns towards greater effectiveness
- Provide a space for shared learning on good practice, innovative approaches to adult literacy – to enhance the practice in different regions and as a means to strengthen our advocacy work. ICAE to lead in global networking on adult literacy to strengthen national, regional and national organizations
- ICAE advocacy to challenge poverty alleviation programs for poor illiterate women – so these genuinely support women’s empowerment and learning
- ICAE advocate specifically with the World Bank to prioritize adult literacy
- Build on the work on “International Benchmarks on Quality Adult Literacy” and similar work of UIL – as these provide very concrete policy recommendations
- Advocate for AL policies geared to holistic human resource development towards lifelong learning; backed by sufficient resources

VI. Adult Education and Solidarity Economy / Social Economy

Iliana Pereira, LATIN AMERICA
Jeanine Anderson, NORTH AMERICA
Carolina Reintjes, EUROPE
Rabia Abdelkrim, AFRICA
Alicia Canapale, LATIN AMERICA

Recommendations

1. Move ICAE and its members network to do work to build economic alternatives and models based on the full recognition of real economic activities of woman.
2. To promote an education to solidarity consumption that would de-colonize the dominant economical view.
3. Collect lessons learnt and knowledge in those spaces where solidarity economy practices take place.

VII. Conflict Resolutions, Peace and Human Rights

Fanny Gomez, LATIN AMERICA
Budd L. Hall, NORTH AMERICA
Laura Badillo Ramírez, EUROPE
Maigenet Shifferraw, NORTHAMERICA
Chico Whitaker, LATIN AMERICA
David Silvera, ISRAEL
Djingarey Maiga Diarra, AFRICA
Carmen Sonia Moya, LATIN AMERICA

Recommendations

- That ICAE Assembly incorporates conflict resolution, construction of peace and human rights as a strategic working priority within a ***Peace Education*** program.
- That Adult Education contributes towards peace education

Recommendations

This program should:

- a. Contribute towards the creation of a culture of peace, tolerance and mutual respect based on the recognition of the multiple identities and diversities that people have.
- b. Build capacity for:
 - Understanding and exercising citizens' rights, including the right to peace and to fight for the assurance thereof
 - Saying NO to the culture of WAR and promoting a culture of PEACE
 - Exercising the right to active neutrality and pacific resistance to violent entities and war
 - Articulating with both people and organizations that fight for the assurance of human rights and peace.
 - Knowing, analyzing and disseminating the conflicts that humanity suffers from the point of view of the positions and interests of those involved therein.

Recommendations

- That ICAE adopts approaches to generate discussion on adult education in terms of understanding and addressing conflicts that include emotions, attitudes and values.
- That ICAE contributes through its actions to a cultural turn when addressing conflicts and peace resolution, starting from personal changes expressed collectively. For example, personal actions in consensus building. (Practice in the International Committee of the World Social Forum).

VIII. Adult Learners' Movement and Mobilization

Magdalene Gathoni Motsi, AFRICA

Salum Mjangila, Tanzania

Jack Shaka, Kenya

Baryayebwa Herbert, Uganda

Susan Nielsen, NORTH AMERICA

Paballo Mokenela, AFRICA

Introduction

The commission held a session on Thursday 18 January 2007 in the Simba Hall at Hotel Panafric. There were about 40 participants. The commission was convened and coordinated by Magdalene Gathoni of the Kenya Adult Learners Association (KALA) working closely with Ismail Kasiita of the Uganda Literacy and Adult Learners Association (ULALA).

Presentations

The commissioned received brief presentations from the following:

Magdalene Gathoni of the Kenya Adult Learners Association (KALA),
Susan Nielsen, of the Toronto Adult Students Association (TASA),
Patricia Bradly of the Ontario Literacy Commission,
Paballo Mokenela of the National University of Lesotho Adult Education Department,
Robert Martin of the Mouvement d'Etudiants au Quebec,
Ismail Kasiita of Uganda Literacy and Adult Learners' Association, and
Anthony Okech of Makerere University Institute of Adult and Continuing Education, Uganda

Key Recommendations

The Learners' Commission strongly commended ICAE for having included a commission on learners' movement and mobilisation. This was the first time it was done and the learners felt that it was a launch of a new era with great promised for the future.

The commission recommend that:

1. ICAE should continue to give learner participation an important position in all its activities

2. Learners' movements in those countries where they have developed autonomy and self-reliance should support learners movements in the countries where they are still weak
3. ICAE members should work together and support NIACE in developing and creating an international learners' forum
4. Develop a strategic plan in partnership with ICAE to create an international communication network for emerging adult learners groups, forums and organisations

IX. Adult Education: Organization and Financing

Heribert Hinzen, EUROPE
Agneta Lind, EUROPE
Yoko Arai, ASIA
Roberto Bissio, LATIN AMERICA
Robert Jjuuko, AFRICA
Edicio de la Torre, ASIA
Janos Toth, EUROPE
Alejandra Scampini, LATIN AMERICA

PROPOSALS FROM: ORGANIZATION AND FINANCE COMMISSION

The commission for organization and financing of Adult Education was composed of the following presenters:

Heribert Hinzen – Europe, Agneta Lind – Europe, Yoko Arai – Asia, Roberto Bissio – Latin Amer, Robert Jjuuko- Africa, Edicio Del Torre- Asia, Janos Toth – Europe, Alejandra Scampini-L America.

The deliberations in the commission resulted in the following proposals:

1. Governments to support Policy Legislation in Adult Education. Redefining the field of adult learning\ life long learning, Adult education, Adult Literacy is crucial to translate what is meant by Adult Education on a global level.
2. The Reality of AE is that this is not a government priority Aid money is not reliable to pay for educators' salaries therefore, need to put synergies together to confront government. For financing of Adult Education. Furthermore there is a need to explore sources of funding available and to challenge debt sustainability to prioritize social responsibilities. Therefore Government and International Donors need to put rigorous attention to this. There is a drastic need to interact with the Finance Ministry – to lobby for Access to funding for Adult Education_ learning. There is a drastic need to interact with the Finance Ministry – to lobby for access to funding for Adult Education learning
3. Capacity Building Programs are crucial to develop support of both full time \ part time adult educators.
4. To attain MDGs, it is imperative to focus on Poverty Eradication, and incorporate the women` rights agenda in adult education
5. Government, Private sector and Civil society have to work together. There was a Strong argument put commitment towards interlinking - cross cut adult education issues with Government issues such as Budgets formulation, governance, etc.

Reporter – Portia Mbude - Mutshekwane

X. Gender, Poverty and Education (GEO/GCAP-Feminist Task Force)

Ana Agostino, LATIN AMERICA
Rosa Lizarde, NORTH AMERICA
Lysa John, ASIA
Elizabeth Eilor, AFRICA
Fatima Pandy, AFRICA
Sofia Valdivielso, EUROPE
Eliane Cavalleiro, LATIN AMERICA

Principles and Analytical Framework

In its work on Adult Education and Lifelong Learning, ICAE should be guided by the promotion of the respect to equality, poverty eradication, gender justice, recognition of the particular needs and contributions of indigenous peoples, lesbians and gays, bisexual and transgender people, people with disabilities, migrants, women, youth, ethnic minorities, among the historically disadvantaged groups.

A gender and race analysis should be part of all activities and spaces.

It should define a broader perspective of gender and of poverty.

In this last case, the problems posed by wealth should be a critical consideration when working towards poverty eradication.

2. Undertake a research project to locate the role of AE and Learning within the reality of growing poverty in the context of globalization (in the North and in the South). In relation to this: make available best practices on AE, gender and poverty looking at what was successful and what did not work to be able to draw lessons from.

3. ICAE to work with the causes of poverty and not its manifestations. Among the causes: racism, neoliberal economic model, gender inequality, discrimination.

4. ICAE to do an evaluation of its global advocacy work.

Nairobi, 19 January 2007