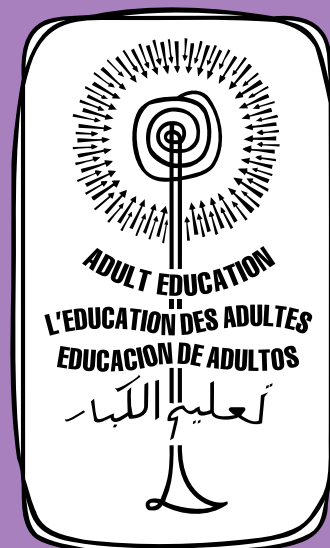


2002 WINTER

# ICAE News

NEWSLETTER OF THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION



ICAE Action Plan, 2001–2003

## ICAE Releases Plan of Action



ICAE president Paul Bélanger speaking at the Sixth World Assembly. Read about the World Assembly beginning on page 3. (Photo: Jack Pearpoint)

The International Council for Adult Education is pleased to announce the release of its new, two-year Action Plan (2001–2003). Based on recommendations and input from ICAE member organizations and other participants at the Sixth World Assembly

proposals that emerged from each World Assembly workshop, input from regional caucuses that met during the General Assembly, ongoing discussions and debates taking place within the council, and decisions of the Executive Committee. It also evaluated

in Ocho Rios, Jamaica, the plan defines the ICAE's strategic priorities, objectives, and actions — and their expected results — for the next two years.

In drafting the Action Plan, the Montevideo-based Secretary General Task Force (see page 2 for more information on the task force) analyzed the recommendations and

actions and initiatives already implemented in 2000 and the first half of 2001.

The Action Plan focuses on achieving concrete results in each of the council's priority areas, and promotes the creation and cooperation of international working teams to carry out the projects. While facilitating successful implementation of the proposals, international cooperation and collaboration between member organizations and networks will at the same time strengthen the ICAE's organizational structure and global network.

The Action Plan is an important, but only initial, phase. The ICAE expects that each of the identified projects will be further developed with clear deadlines, indicators for evaluation, and mobilization of funds required to complete planned activities. The plan is a working tool, a document in progress. As such, it should be evaluated annually and adjusted to reflect advances, potential, and challenges related to its implementation.

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# International Council for Adult Education



## Mission Statement

The ICAE is a global partnership of adult educators and their organizations, or others who use adult learning as a principal means for their work, and of adult learners and others who support these aims. The ICAE promotes adult and lifelong learning as a necessary component for people to live in independent, sustainable, democratic and participatory societies. Adult and lifelong learning are deeply linked to social, economic and political justice; equality of gender relations; the universal right to learn; living in harmony with the environment; respect for human rights and cultural diversity; peace and the active involvement of women and men in decisions affecting their lives.

## Executive Committee 2001–2003

<i>President:</i>	Paul Bélanger
<i>Treasurer:</i>	Celita Eccher
<i>Vice-Presidents:</i>	
Africa:	Babacar Diop Buuba
Arab Region:	Ghada Al Jabi
Asia/South Pacific:	Maria Lourdes Almazan-Khan
Caribbean:	Wilma McClenan
Europe:	János Tóth
Latin America:	Carlos Zarco Mera
North America:	Tom Heaney

## ICAE News

*ICAE News* is the newsletter of the ICAE. It is posted free to all members.

This issue has been prepared by Eva Kupidura. Editing by Susan Goldberg, go!communications. Design and layout by BG Communications.

## ICAE News

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The ICAE gratefully acknowledges the generous support of SIDA, CIDA, DANIDA, and the Norwegian Ministry of Foreign Affairs.

## News in Brief

### ICAE Membership Desk

The ICAE's objectives have always been: to enhance the capacities of regional and national NGO adult education structures; to respond to member needs; to communicate; and to use global interventions to strengthen local demands. In order to strengthen its ability to serve its members, the ICAE will add a "Members" section on the its Web site. The new section will feature: a members' directory and profiles, links to members' Web sites, reports on activities and projects, and news and announcements in the adult education movement.

Some features and services, including a full directory of ICAE member organizations, and links to their e-mail addresses and Web sites, are already in place.

The ICAE will continue to disseminate its newsletter, *ICAE News*, and its international journal on adult education, *Convergence*, free of charge to its members. A printed version of the members' directory will also be made available. The Secretariat also maintains a database with complete information about its members and other organizations concerned with literacy and adult learning.

In keeping with its plan to strengthen opportunities for collaborative initiatives with its members, the ICAE Secretariat will be available for consultative support to facilitate the exchange of information among members and to act as an information clearinghouse. It will continue to use electronic mail to communicate with its members and will encourage them to use it in providing input and feedback on the council's work and strategic plan.

### Membership Dues

ICAE members in good standing have full voting privileges in the council's General Assembly, which is held every three years during the Council's World Assembly. The membership fee has not changed in many years. The ICAE would like to call on its members not to hesitate in renewing their commitment for 2001. For more information on membership, log on at the ICAE's Web site at [www.web.net/icae](http://www.web.net/icae).

### Task Force to Move Forward ICAE Network

At its first meeting, in Ocho Rios on August 13, 2001, the newly elected Executive Committee decided to establish an interim Secretary-General Task Force with a mandate to oversee the programs and set ICAE networks in motion on the main recommendations from the World and General assemblies. Celita Eccher, Cecilia Fernandez, Maria Bonino, and Alejandra Scampini make up the task force, which is based in Montevideo, Uruguay.

The task force collected and examined proposals coming out of the Jamaica meetings, linked them with the appropriate networks and people and, within the framework agreed upon by the EC, shaped them into an Action Plan with a series of feasible projects with objectives, critical paths, and financial plans (see page 1 for more information on the plan).

The ICAE wishes all our  
colleagues and friends a peaceful,  
healthy, and joyful new year.

# World Assembly Sets Agenda for Action

From August 9 to 12, 2001, in Ocho Rios, Jamaica, the International Council for Adult Education and its partner organizations in the Caribbean held the Sixth World Assembly on Adult Education, followed by the General Assembly of ICAE member organizations. The World Assembly was organized under the theme *Creativity and Democratic Governance — Adult Learning: A Strategic Choice*. About 300 participants from 52 countries attended, and represented ICAE regional and national member organizations, adult learning and education specialists, practitioners, adult learners, other NGOs from all regions, universities, UNESCO and other agencies, government representatives, and funding agencies.

The Assembly was organized to provide a forum for ICAE members, partners, and other groups to debate and discuss new directions in adult and lifelong learning

*“Democratic governance does require — indeed demands — creativity and cannot be disconnected from the full participation of the citizenry.”*

through panel presentations, action-oriented workshops, regional caucuses, and many informal gatherings and discussions. In all events, participants focused on developing recommendations for future ICAE actions. These debates were succinctly and poignantly summarized at the World Assembly’s conclusion in the

*Ocho Rios Declaration: Adult Learning: A Key to Democratic Citizenship and Global Action*, which was adopted by all

participants and issued in English, French, and Spanish.

In the declaration, World Assembly participants affirmed the vital importance of adult learning while emphasizing that the domination of the culture of globalization exacerbates diverse forms of discrimination. The ICAE, together with its regional bodies, national associa-

tions, and networks, affirmed its support of “voiceless”

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*Adult Learners Week Workshop. (Photo: Julie Mooney)*

## General Assembly Elects New EC

On August 12, following the World Assembly, 44 regional and national ICAE member organizations met at the General Assembly of membership. In regional caucuses and plenary discussions, the General Assembly defined further ICAE priorities and actions, developed regional input and recommendations for the Action Plan, and elected a new executive committee.

### ICAE Executive Committee

President: Paul Bélanger (Canada)  
 Treasurer: Celita Eccher (Uruguay)  
 Vice-Presidents:  
 Africa: Babacar Diop Buuba (Senegal)



*(Photo: Jack Pearpoint)*

Arab Region: Ghada Al Jabi (Syria)  
 Asia/South Pacific: Maria Lourdes Almazan-Khan (India, Philippines)  
 Caribbean: Vilma McClenan (Jamaica)  
 Europe: János Sz. Tóth (Hungary)

Latin America: Carlos Zarco Mera (México)  
 North America: Tom Heaney (USA)

At the first EC meeting, on August 13, 2001, the committee created a special Secretary-General Task Force with a mandate to set ICAE networks in motion on the main recommendations from World and General assemblies (for more information on the task force, see page 2). The ICAE Secretariat continues to operate with two full-time staff to serve members and provide information, communications, and administrative functions. ☺

people in finding a voice, and its commitment to “being self-critical in our own practice.” To this end, the declaration includes a series of commitments and proposals for ICAE action, and a call for support and partnership to the international community, UNESCO, governments, multi-lateral and bilateral agencies, social movements, and non-government bodies in working towards the same goal.

In addition to featuring a special panel on the Caribbean, the World Assembly contributed to strengthening the Caribbean Regional Council for Adult Education (CARCAE) and the Jamaican Adult Education Association (JACAE).

Jamaica’s prime minister opened the World Assembly, and the country’s minister of education attended. As he welcomed the participants to Jamaica and the Caribbean, the Right Honourable P.J. Patterson, Prime Minister of Jamaica, emphasized the challenges posed by the theme of the Assembly and “its timeliness and its multiple-layered connotation. Democratic governance does require — indeed demands — creativity and cannot be disconnected from the full participation of the citizenry,” he said. “Hence the importance of adult learning.” The ICAE, he continued,



At the opening ceremonies: from left to right, ICAE President Paul Bélanger, the Right Honourable P.J. Patterson, Prime Minister of Jamaica (third); Senator the Honourable Burchell Whiteman, Minister of Education, Youth and Culture (fifth).

“made a strategic choice in taking a holistic approach to democratic governance.”

Other speakers addressing the World Assembly at the opening ceremony included Senator the Honourable Burchell Whiteman, Minister of Education, Youth and Culture; ICAE president Paul Bélanger; Lascelles Lewis, chairman of JACAE; and Magdalena Motsi, who represented adult learners.



Work in progress on the World Assembly mural. (Photo: Julie Mooney)

In his address to the World Assembly on behalf of funding agencies, Hans Persson of SIDA concluded that the assembly showed ICAE’s potential and value. Funders have supported ICAE, he said, “based on a conviction that there is a need for [it]. If it did not exist already, it would have to be invented.”

The World Assembly included three panel presentations. *Policy Advocacy: the Right to Learn of All Women and Men*, featured presentations by Maria-Lourdes Almazan Khan (Asia/South Pacific), Sérgio Haddad (Latin America), Sara Hlupekile Longwe (Africa), Adama Ouane (UNESCO Institute for Education), and Alan Tuckett (Europe). The panel, moderated by Vilma McClenan (Caribbean), presented a variety of perspectives and reflections on various efforts that brought about (or not) educational policy.

The second panel, *Globalization and Self-Governance: the Collective Action of Citizens*, included presentations by Seham Negm (Arab Region), Émile Olivier (Canada), Aïcha Barki (Algeria), Rosa Maria Alfaro Moreno (Peru), and Bernard Normand (Canada), and was moderated by Rex Milton Nettleford, vice-chancellor of the University of the West Indies. The panelists presented a range of responses to the issue of global democracy from the adult learning movement.

A special plenary on *Adult Learning in the Caribbean at the Beginning of the New Century* focused on the host region. Presenters Lawrence Carrington, Angela Ramsey, Vilma McClenan and moderator Claudia Harvey (UNESCO) provided a retrospective look at the beginnings of and work in adult education and focused on various adult-education initiatives and activities.

At the centre of the World Assembly were 11 workshops that dealt with different areas of adult education and learning. Each workshop defined main issues and tasks ahead, examined and summarized main perspectives, developed a list of general recommendations and approaches, and formulated specific recommendation for the ICAE and its future actions. The World Assembly workshops were as follows:

- Making a Case for Adult Learners: Guidebook on Policy Advocacy

- Policy Advocacy for Adult Literacy
- Adult Learning Documentation and Information: Building the Network
- Primary Health Care Reform in the Americas: Implications for Human Resources Development and Lifelong Learning
- Lifelong Learning and Adult Education Policy
- Adult Education in Prison
- Adult Learners Week/Learning Festivals Workshop
- Adult Learning: A Tool for the Empowerment of People Facing the Rapid Transformations of Work
- Global Citizenship and Gender Justice
- Peace Education and the Resolution of Violent Conflict
- Globalization and Social Movements Learning: Seattle, Porto Alegre, Québec and Beyond

Copies of the all workshop reports are available from the ICAE Web site ([www.web.net/icae](http://www.web.net/icae)).



World Assembly workshop: Adult Learning Documentation and Information. (Photo: Eva Kupidura)

María Bonino, a Latin American sociologist and researcher, facilitated a task force meeting on the *State of the Art of Adult Education* to establish meaningful indicators to assist in evaluating progress made towards achieving CONFINTEA V objectives. The task force recommended the formation of an ICAE Working Group to independently monitor progress towards the achievement of the CONFINTEA objectives and to develop a report.

Michael Schwartz, an artist from the Tucson Arts Brigade (a community arts organization) coordinated another forum for expression of adult education creativity with a participatory mural project. Developed from ideas gathered from the participants and with their direct participation during the World Assembly, the mural covers a broad spectrum of images and ideas within the field of adult education and lifelong learning: women, literacy, education and peace, globalization, community, health, gender, domestic

violence, lesbian and gay issues, participatory action, environment, industrialism, music, critical reflection, magic moments, local governance, communication, civic dialogue, human rights, study circles, and multilingualism. It is colourful and strong, a vivid example of arts for education, change, collaboration, and reflection.

The declaration, concrete proposals from the workshops and regions, renewed support of the ICAE membership, the exhibition, and the mural are all testimonies to the success of the World Assembly. The future holds the hope and expectation of common work and close cooperation. The ICAE extends its warm thanks to our host organizations in the Caribbean, JACAE, CARCAE, and JAMAL; to the Jamaican government; to our funders; and, foremost, to ICAE members and adult educators who came from all over the world and joined together.

In his speech at the closing ceremony, Senator Burchell Whiteman, Minister of Education, Youth and Culture of Jamaica, commended the ICAE and its members for the World Assembly. He emphasized the importance of the level and quality of advocacy demonstrated in Ocho Rios. In his words, ICAE was successful because “organizations such as all of those represented here are the best advocates for the voiceless to the extent that they are also a part of the process of that empowerment. You are the experts in process, in methods, in evaluation. You have the confidence of the institutions and the individuals who are most directly affected by those processes. You therefore are critical partners in the enterprise.”

*ICAE materials and texts from the World Assembly, including the Ocho Rios Declaration in English, French, and Spanish; reports from all workshops; and a full list of participants, are available on the ICAE Web site ([www.web.net/icae](http://www.web.net/icae)). A special, double issue of *Convergence* includes selected presentations and speeches from the World Assembly. Complete proceedings of the World Assembly are being printed.*

## ALADIN

The Adult Learning Documentation and Information Network (ALADIN) is a global network of more than 90 adult education and learning documentation centres and information services in all ICAE regions. For more information, and to access its database of member centres and services, visit the ALADIN Web site at [www.unesco.org/education/aladin](http://www.unesco.org/education/aladin).

*Continued from page 1*

Below is a summary of the plan's key areas and objectives.

## 1. FOLLOW-UP TO THE WORLD ASSEMBLY

### 1.1 Develop and implement a Revised Plan of Action

## 2. ENHANCING ADVOCACY AND POLICY CAPACITIES

### 2.1 World Shadow Report

**Objectives:** To draw the attention and action of decision-makers and public opinion on the right of men and women to learn by assessing the implementation of commitments made at CONFINTEA and other UN summits. To develop a long-term, transnational working group for collecting and disseminating data and further training in various regions. To build both the ICAE's capacity and expertise and its network to monitor adult education at global levels.

**Activities:**

- Carry out 20 national case studies to elaborate upon, from the civil society, the shadow report on the implementation of CONFINTEA V and other UN summit commitments
- Produce a report (150–200 pages) in English, Spanish, and French
- Hold 20 national meetings, coordinated by national focal points, to disseminate results and methodology of the follow-up
- Hold an open virtual seminar for disseminating the information and conclusions of the Shadow Report (including case studies), aimed at ICAE membership, the UNESCO General Assembly, and CONFINTEA+6.

### 2.2 Gender and Education Office (GEO)

**Objectives:** To broaden the GEO network, with more members in all regions through concrete projects. To consolidate GEO, favouring a global vision as it relates to an interregional exchange. To further develop the Gender and Educational Watch initiative by developing country studies using previously developed indicators, and by mainstreaming gender in the ICAE's Shadow Report.

**Activities:**

- Organize meetings in the EAEA Assembly and in eastern Europe with those women interested in participating in GEO and EAEA activities
- Jointly with experts from Brazil and new members of GEO in Mozambique, develop a project on education in AIDS prevention for the Portuguese-speaking countries
- Prepare for and participate actively in the World Social Forum
- Identify and select new countries of interest for the Gender and Educational Watch project.

### 2.3 Literacy and Basic Skills Education

**Objectives:** To document and exchange information on good practices in literacy and post-literacy work. To plan and strategize on adult literacy advocacy for CONFINTEA+6. To develop capacity-building and networking initiatives for post-Dakar EFA advocacy action. To develop and disseminate materials in support of the advocacy campaigns.

**Activities:**

- Organize an international workshop on Innovations and Good Practice in Adult Literacy and identify case studies
- Develop and pilot benchmarks and indices for monitoring adult literacy in order to optimize lobbying at CONFINTEA+6
- Publish the research on innovations and good practice on adult literacy, and launch this publication at CONFINTEA+6
- Organize a Leadership Advocacy Training workshop on national, regional, and global advocacy work on literacy.

### 2.4 Action and Monitoring Specific Tools

**Objectives:** To develop capacity-building within the ICAE's membership for more efficient advocacy work at all levels. To produce a global advocacy tool, useful and efficient in all regions, for promoting adult and lifelong learning.

**Activities:**

- Create a task force on behalf of the ICAE
- Produce a practical guide for action and policy development.

## 3. STRENGTHENING CAPACITIES AND BUILDING NETWORKS

### 3.1 Support to Regional Structures and Membership

**Objectives:** To have a strong and representative association to promote adult learning in Africa and the Arab region. To develop a proposal for training new regional leaders, capable of acting on the ICAE's behalf at the international level. To strengthen the communication and action-oriented structures of the regional member organizations.

**Activities:**

- Undertake special concrete initiatives to strengthen the Pan African Association for Literacy and Adult Education (PAALAE)
- Support a special project for the internal leadership capacities of the new Arab Literacy and Adult Education Network: organize a training session
- Elaborate an ICAE project for training of new leaders
- Integrate into the ICAE's collective action new networks relying on adult learning in their areas of intervention
- Support horizontal and solidarity cooperation and exchange between members, allowing people to work in

other membership organizations to learn and share expertise.

### 3.2 Peace and Human Rights Education Program

**Objective:** To promote the development of a vision on education for peace and human rights at all levels. To support further activities of adult educators involved in conflict resolution, exchanging lessons, and building a body of expertise for the use of the ICAE as a whole. To produce adult learning materials on peace and conflict resolution.

**Activities:**

- Publish a sourcebook on peace and conflict resolution and training programs
- Publish a book on peace and conflict resolution.

### 3.3 Support to Adult Learner's Week Initiatives

**Objective:** To promote the United Nations' ALW campaign in all regions.

**Activities:**

- Promote the ALW in all countries through our bulletin and with a special issue of *Convergence*
- Monitor the implementation of CONFINTEA recommendations on ALW in the ICAE's Shadow Report.

### 3.4 Project on the Educational and Transformative Capacity of Workspaces

**Objective:** To identify the transformative capacities of workspaces and processes as learning sites in the full development of persons, their organizations, and their communities.

**Activities:**

- Build a specific task force to undertake the project
- Monitor the commitments consigned in the chapter on work in CONFINTEA Agenda for the Future and publish it in the ICAE's Shadow Report
- Identify and promote four innovative practices in vocation adult education programs in the regions.

### 3.5 Training of Adult Educators

**Objective:** To promote international cooperation among organizations involved in training of adult-education specialists.

**Activities:**

- Support networking initiatives
- Create an inventory of organizations and experts in the subject and promote a space for discussion.

### 3.6 Right to Learn of Prisoners

**Objective and activity:** To cooperate with an ongoing project monitoring prisoners' education.

### 3.7 Adult learning and Globalization

**Objective:** To highlight the key role of alternative adult education in the new global social agenda.

**Activities:**

- Hold a workshop on "A new education for another possible world" in the World Social Forum 2002, Porto Alegre
- Create a publication on globalization and social movements.

## 4. GLOBAL COMMUNICATION AND INFORMATION

### 4.1 Further Develop and Consolidate the ICAE's Web Site and Virtual Communications Capabilities

**Objectives and activities:** To translate ICAE documents into Spanish, French, and summaries in Arabic. To make available regular updates and key documents as they are published. To provide regular, updated membership information.

### 4.2 Publications

**Objective:** To support the systematization and documentation of theory and practice in adult learning. To facilitate the exchange and dissemination of information on the ICAE's work and activities, its member associations, and thematic networks.

**Activities:**

- Reorganize *Convergence* as determined in Ocho Rios
- Publish the Annual Report, *ICAE News*, brochures, pamphlets and other materials.


### 4.3 Membership Desk

**Objective:** To further develop electronic communication among the membership. To generate a more active and participatory membership.

**Activities:**

- Set up a membership desk giving individualized services
- Update and enlarge the ICAE's membership
- Create an electronic directory of all ICAE members, with e-mail addresses, in order to send them interesting news and communicate project proposals so that they can participate in these projects according to their specific interests
- Create an agile virtual system that allows for Special Reports.

### 4.4 Support to ALADIN-UNESCO

**Objective and activities:** To strengthen cooperation and links between the ICAE and the Adult Learning Documentation and Information Network (ALADIN) in relation to the development of a comprehensive training approach. 

# Memorandum on Lifelong Learning in Europe

In one of its most important recent interventions, the European Association for the Education of Adults (EAEA), an ICAE regional member, has been organizing an NGO response to and improvement of the Memorandum on Lifelong Learning.

Released in October 2000, the memorandum is a key policy document from the European Commission. It has been subject to intensive debate, and equally intensive scrutiny, by European NGOs. Together with several other networks, EAEA has been engaged in a broad consultation process to maximize NGO and civil society influence and participation in the memorandum's development.

Taking into account the scale of current economic and social changes, the rapid evolution of a knowledge-driven economy, and the demographic pressures of an aging European population, the memorandum is an attempt to answer a demand for a new approach to education and training, based on the concept of lifelong learning. It includes six key messages:

- new basic skills for all
- more investment in human resources
- innovation in teaching and learning
- valuing learning
- rethinking guidance and counselling
- bringing learning closer to home.

Non-governmental input and proposals on each of these messages was submitted to the Commission in June 2001. Civil society consultation concluded in September 2001 with a conference called Making Lifelong Learning a Reality — Consultation of Civil Society.

This broad mobilization of education NGOs in Europe, and a well-organized consultation process, has improved and broadened the memorandum, which was adopted by the European Commission in November 2001.

Multilingual versions of the memorandum, related

documents, and the full NGO report can be found online at [europa.eu.int/comm/education/lifel/index.html](http://europa.eu.int/comm/education/lifel/index.html). The EAEA Web site ([www.eaea.org](http://www.eaea.org)) also includes extensive documentation related to the development of the memorandum.

## Hungary as a learning country

As part of its 2001 annual assembly (December 6–7), the Hungarian Folk High School Society organized a national conference on the Hungarian Parliament's adult learning law and on the Commission on Lifelong Learning's document, *Making a European Area of Lifelong Learning a Reality*.

The majority of the participants concluded that the new law, which interprets adult learning in a comprehensive way, is a significant step forward. Because it focuses only on out-of-school training, however, it does not fulfill the requirements of lifelong learning.

Government representatives suggested that further time and work were necessary to achieve the recommendations outlined in the Commission on Lifelong Learning's document. The ministerial commissioner said that the proposals made by the Hungarian Folk High School Society in the preparatory work substantially contributed to drafting a law.

The Hungarian Folk High School Society was instrumental in setting up a Memorandum Task Force, with representatives from all sectors of adult training. The task force will function on a voluntary, arm's-length basis, and will follow the implementation of the Commission's action plan in Hungary.

The Task Force identified three important initial actions: the communication of the idea of lifelong learning (first in the framework of the Adult Learning Week Hungary in 2002); professional preparatory work on the parliamentary resolution on lifelong learning; and developing inter-sectoral networking among adult learning organizations.

## ICAE Web Site Goes Trilingual

The ICAE is pleased to announce that its Web site ([www.web.net/icae](http://www.web.net/icae)) is now available in three of the council's four languages. While some gaps remain, visitors to the site will now be able to get most information in English, French, or Spanish.

Two ICAE members, Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM) in Uruguay, and the Association nationale d'alphabetization et de formation des adultes (ANAFa) in Senegal, provided translation into

Spanish and French, respectively.

The Web site and e-mail communication have become an invaluable main means for distributing information to ICAE members and the global adult education community. This development, therefore, reflects the ICAE's mandate to facilitate the exchange and dissemination of information on its own and members' work and activities and to further develop electronic communication among its membership.

The ICAE will continue to update the site on a regular basis, and to ex-

pand and improve content, graphics, and usability. In the near future, we will update a selection of current documents in adult education and learning, and expand our selection of links to adult education resources. We have added a "Members" section to the site (see page 2 of this newsletter for more details). We also hope to present a new and updated site design.

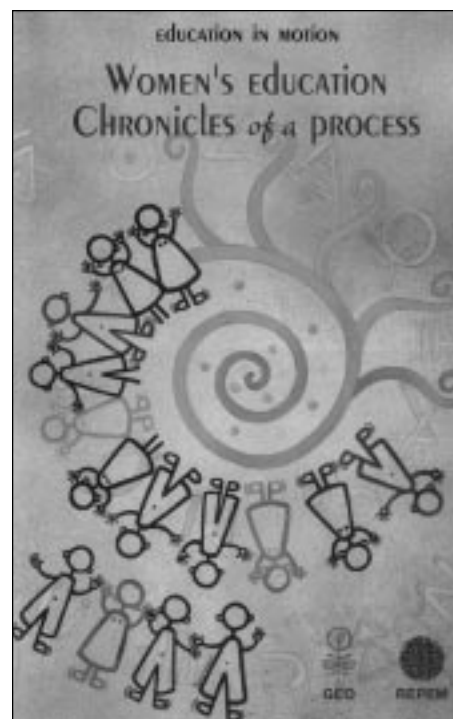
Please visit the ICAE site often for new information on the council, its members, and our activities!

# GEO Releases Women's Education: Chronicles of a Process

The ICAE's Gender and Education Office (GEO) and Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM) have recently published *Women's Education: Chronicles of a Process*. Authors Maria Bonino, Sofia Valdivielso, Carolyn Medel-Añonuevo, and Alejandra Scampini trace the path of women's movement around issues of gender and education at global and local levels. The book reviews the role of gender at conferences on adult education until CONFINTEA V, and outlines the achievements of women's

movement in terms of commitments to adult education and gender. The authors also elaborate on GEO and REPEM experiences related to the monitoring of commitments.

*Women's Education is available for \$12 CDN or \$7 US (outside Canada), plus shipping and handling. For more information, or to order, please contact the ICAE Secretariat (tel. (416) 588-1211; fax (416) 588-5725; e-mail [icae@icae.ca](mailto:icae@icae.ca)) or REPEM at [repem@repem.org.uy](mailto:repem@repem.org.uy) (payment in US funds only).*



## Another World is Possible: World Social Forum, Porto Alegre, 2002

The Second World Social Forum will take place in Porto Alegre, Brazil, from January 31 to February 5, 2002. The WSF is designed as a global, open meeting space for reflection, debate, proposal formulation, the free exchange of experience, and action planning for civil society in opposition to neo-liberalism and the domination of global capital.

Following the first WSF (also held in Porto Alegre, from January 25 to 30, 2001), and the progression of anti-globalization debate and action around the world, alternatives proposed at the 2002 WSF will be a civil society response to counteract the process of capital-driven globalization, focusing on globalization that *“observes universal human rights for men and women throughout all nations and protects the environment, backed by international democratic systems and institutions serving social justice, equality and the sovereignty of the people”* (World Social Forum).

The conference will cover a broad and comprehensive spectrum of issues.

More than 800 workshops and other events will be organized around four main themes:

- **Production of Wealth and Social Reproduction** will centre on issues related to world trade, transnational corporations, financial capital control, external debt, labour relations, economy in solidarity, and social responsibility.
- **Access to Wealth and Sustainability** will debate strategies to counter poverty, issues of knowledge and intellectual property, sustainable environment, agrarian reform, indigenous nations, cities and urban population, and food security.
- **Civil Society and the Public Action** will discuss discrimination and intolerance, equality and diversity, democratizing communication and media, cultural production and identity, migrations, and violence.
- **Political Power and Ethics in the New Society** will raise issues of participatory democracy, sovereignty, nation and state, world

power and international organizations, conflict resolution, peace and militarization, human rights, and universal principles and values.

The ICAE will organize a workshop/panel under the title “New Education for Another Possible World.” Led by ICAE President Paul Bélanger, the panel will discuss and present innovative educational initiatives and experiences, such as the Adult Learners’ Week, that reflect new trends, perspectives, and developments in adult education and learning. The ICAE’s Gender and Education Office will organize a workshop on “The Intersectionality of the agendas: linkages between the World Conference Against Racism, Financing for Development and the World Summit on Sustainable Development.”

*For detailed information about the World Social Forum in English, French, Spanish, and Portuguese, and a comprehensive collection of documents and articles, visit <http://www.forumsocialmundial.org.br/>.*

# Seminar on Equality, Justice and Equity Sets Stage for Anti-Racism Conference

“Equality, Justice and Equity ... Women for Lives Free of Racism and Racial Discrimination: Education for Non-Discrimination” was the title of a seminar that took place in Guatemala, August 6–8, 2001. The seminar, organized jointly by the ICAE’s Gender and Education Office (GEO/ICAE), Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM) and Guatemalan women’s organization Tierra Viva, was part of the preparatory process towards the World Conference Against Racism and Xenophobia that took place in September 2001 in Durban, South Africa.

The Guatemala Declaration (reproduced below), issued by the participants of the meeting, highlights women’s education as crucial and strategic in the prevention of racism, xenophobia, and related intolerance, and as crucial to women’s rights and well-being.

## Guatemala Declaration

*On behalf of GEO/ICAE, REPEM, TIERRA VIVA and the organizations and persons meeting for the Seminar on Equality, Justice and Equity ... Women for Lives Free of Racism and Discrimination, we declare the following:*

### CONSIDERING:

1. THAT at the opening of the 21<sup>st</sup> century and within the complex framework of globalisation, women and girls continue to live under discriminatory systems based on ethnicity, gender and class. These forms of multiple discrimination manifest themselves in many spheres: education, culture, work, health, citizenship, family and political life. They particularly affect indigenous women, women of African descent, women with diverse sexual identities and women uprooted from their national and cultural contexts.
2. AND that racism and discrimination in the world today is a direct consequence of histories of colonialism and slavery,

3. AND that these forms of multiple discriminations are a violation of human rights, a violation of the principles of human equality and equity, and a violation of the fundamental liberties of all persons. In particular, they are a violation of the rights to education of women and girls.
4. AND that the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, from 31 August to 7 September 2001, is an opportunity for establishing measures that contribute to overcoming structural and historical problems that particularly affect women and girls,

### WE DEMAND:

1. That states and governments ratify and implement existing conventions and international and regional treaties that condemn all forms of racism and discrimination. Furthermore, states should ratify and implement all treaties and

conventions adopted at United Nations conferences on gender and equity, education and other relevant topics such as the CEDAW [Convention on the Elimination of All Forms of Discrimination against Women] and the International Convention on the Protection of Migrant Workers and their Families.

2. That education be used to combat the forms of multiple discrimination that limit women’s access and high educational achievement throughout their lifetimes. Education in this context includes formal and non-formal education, adult education, vocational training and citizenship and other forms of lifelong learning.
3. That states and governments recognise that education is a means for promoting new democratic practices based on respect for differences and capable of ensuring effective equity and equality of opportunities for girls and women.
4. That states and governments transform systems of teacher training that promote the development of personal autonomy, professional dignity and participation in the practice of non-discrimination in education.
5. That states and governments include in their educational curricula content designed to prevent and eradicate racism and discrimination while at the same time creating a culture of recognition and respect for differences.

## Guatemala Declaration

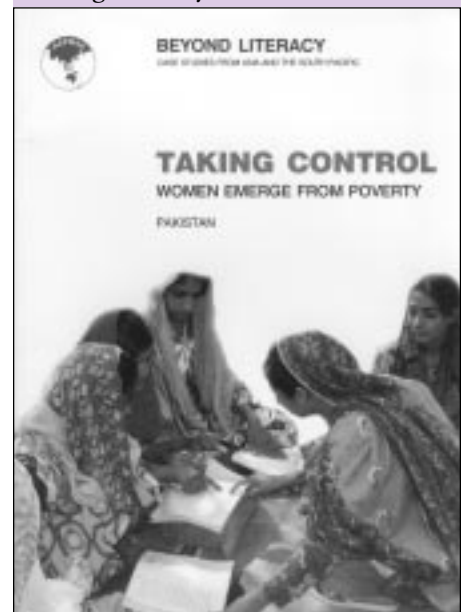
6. That states and governments develop new frameworks for multicultural and intercultural education with gender justice that is available to all persons living in their territories irrespective of their nationality or place of origin.
7. That states and governments recognise prior learning and educational qualifications, establishing agreements for the con-validation of school experience, professional degrees and other educational credentials. Special attention should be given to women and girls in situations of migration and displacement due to natural disasters, war and internal conflicts.
8. That states and governments protect, through legal norms and public policies, the rights of their citizens to enjoy lifestyles that express diverse cultural paradigms, changing identities, different sexual orientations and varying personal histories. This protection entails as a priority positive changes in relevant legal norms in educational policies and in policies that apply to the mass media.
9. That states and governments protect, through legal norms and public policies, the multiple forms of expressing and living human sexuality, particularly those sexual options that are frequently discriminated, such as lesbianism in the case of women.
10. That states and governments organise systems of education that promote positive encounters, solidarity, friendship and understanding among different groups so as to overcome the tendencies to separate groups that are socially distant due to cultural and gender identities, economic position, religious and political convictions and lifestyles.
11. That states and governments guarantee equality and justice in the working conditions and opportunities for teachers and other educational agents without discrimination based on gender, lifestyle, sexual orientation, HIV/AIDS status, physical disability and cultural symbolism.
12. That states, governments and civil society consider stimulating the media to provide information and images of diverse lifestyles in ways that avoid programming and discriminating against and devaluing different groups, options and identities.
13. The intervention of states and governments in cases where evidence demonstrates that the life situation of women is the result of coercion (physical, economic and social), rather than through free choice, as in the case of forced prostitution and servitude, child pornography, trafficking in women and girls and forced maternity.
14. That states and governments adopt the terms "indigenous peoples" and "afro-descendants" in the language of the conference.
15. That states and governments define racism and racial discrimination as crimes against humanity.
16. That states and governments recognise the need for reparations due to colonisation and slavery.
17. That states and governments, the UN system and agencies of international co-operation designate a percentage of their budgets for implementation of the Plan of Action of the conference.

Guatemala, August 8, 2001.

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Tout ce qui monte, converge. • Everything that rises must converge.



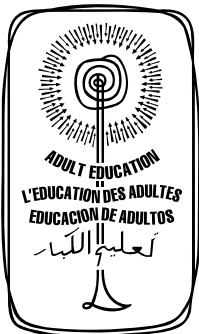
## Convergence Special Sixth World Assembly Double Issue

The latest *Convergence* is a special double issue devoted to the ICAE's Sixth World Assembly on Adult Education (Ocho Rios, Jamaica, August 9–12, 2001). The issue presents new directions in adult education and learning that emerged from the assembly and that are being introduced into the council's work. With an introduction from ICAE president Paul Bélanger, the issue also includes the opening and closing keynote addresses delivered by the Rt. Hon. P.J. Patterson, Prime Minister of Jamaica, and the Hon. Senator Burchell Whiteman, Minister of Education, Youth and Culture, Jamaica, respectively. Also featured are the Ocho Rios Declaration, a selection of panel presentations, complete reports and proposals from two series of action-oriented workshops, an article about the creation of a World Assembly participatory mural, and poetry.

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