

voices rising

International Council for
Adult Education

ICAE Electronic Bulletin



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VOICES RISING N°495 – AUGUST 2016

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2016 High-Level Political Forum on Sustainable Development (HLPF 2016)

Ensuring that No One is Left Behind

By **María Graciela Cuervo**, ICAE Secretariat



From 11-20 July 2016, the 2016 meeting of the High-Level Political Forum on Sustainable Development (HLPF) took place at UN Headquarters in New York. Under the auspices of the UN Economic and Social Council (ECOSOC), the meeting focused on the theme of “Ensuring that no one is left behind.” It was attended by nearly 1500 Member States, Major Groups and other stakeholders (MGoS), and intergovernmental and UN organizations. In addition to the official program, 37 side events were organized.

According to the Rio+20 outcome document and G. A. Resolution 67/290, the HLPF has the mandate to follow-up and review the [2030 Agenda for Sustainable Development and the Sustainable Development Goals](#) (SDGs). Since this was the first meeting after the adoption of the SDGs, 22 countries offered voluntary reviews to the implementation of the goals, focusing mostly on how countries are preparing for and managing their transition towards the implementation of the 2030 Agenda.

There was sufficient space for civil society participation during the 2 weeks of the meeting, through the Major Groups and Other Stakeholders mechanism. From the newly established Educational and Academic entities Stakeholder Group (EASG), there were a few representatives from ICAE, the Global Campaign for Education, and Education International. The EASG organized a successful side event on Inclusive and Equitable Education with special focus on gender equality and persons with disabilities

Even though there was sufficient space, and many representatives attended from civil society organizations, not much advocacy took place, mostly due to the working and negotiation modalities of the meeting. During the first week, a brief plenary was followed by official moderated dialogues and side events. Then, on the HLPF Ministerial Segment, which convened the second week from 18-20 July, heads of government and UN Secretary-General Ban Ki-moon shared the main messages from first HLPF week and on topics related to the meeting's theme of "ensuring that no one is left behind". The following sessions focused on the first round of Voluntary National Reviews (VNRs).

After each panel of the VNRs civil society had just one chance to react in a 3 minutes intervention, which remains a very narrow scope of participation, and certainly not enough time to share different points of views or topics that might have been left behind by the usually over-optimist national reports. During the first week side events, colleagues from the **Women's Major Group** and the **Reflection Group** presented alternative reports from almost all of the 22 countries that provided VNRs, identifying structural obstacles and challenges to the implementation of the SDGs¹. These reports also showed the scarce participation of civil society in the processes of planning and implementation of the 2030 Agenda at country level.

In terms of education, while some countries mentioned its importance and/or expressed their strong support in their VNRs, none of them described their implementation strategy in terms of SDG4 and targets. Furthermore, none of the countries mentioned the [Education 2030 Framework for Action](#) that is expected to drive education implementation in the SDG era².

The HLPF concluded with a Ministerial Declaration, focusing on the meeting's theme of "Ensuring that no one is left behind". The declaration was adopted, after discussions related to the mention of the Paris Agreement on climate change, which for Nicaragua is not being able to limit warming to 1.5°C as expected. The inclusion of an explicit reference to occupied territories was also discussed, as requested by the Arab States; however it came about to a reference on the difficulties that undertake territories in conflict situation.

Inclusive and Equitable Education at 2016 HLPF

By ICAE Secretariat



On Monday the 11th of July, the Education and Academia Stakeholder Group and the Stakeholder Group for Persons with Disabilities, in partnership with the Global Education Monitoring Report, organized a side event on '**Leaving no one behind**' at the core of Sustainable Development Goal 4 through its emphasis on equitable and inclusive education.

The event took place in the framework of 2016 High-level Political Forum on Sustainable Development, the first since the adoption of the Sustainable Development Goals. The Forum, which adopted a Ministerial Declaration on the theme "Implementing the post-2015 development agenda: moving from commitments to results", emphasized that for ensuring that no one is left behind they envision a world with universal literacy and with equitable and universal access to quality education at all levels³.

¹ For more information, including ICAE's contribution to "Spotlight on Sustainable Development 2016", the report of the Reflection Group on the 2030 Agenda for Sustainable Development, go to: <https://www.2030spotlight.org>

² As reported by Anjela Taneja, Head of Policy for the Global Campaign for Education and is part of the Education and Academic Stakeholder Group. July 15, 2016

³ Ministerial Declaration of the 2016 High-level Political Forum on Sustainable Development, par. 6



For this vision to become a reality structural changes need to happen and public policies need to be revised to promote equity, inclusion and to overcome multiple forms of discrimination in and through education. To discuss these changes and its impact on the achievement of other human rights, and the SDGs were the main objective of the side event.

With the presence of the governments of Bolivia and Serbia, international networks – ICAE, EI, GCE, International Disability Alliance – and UNESCO's GEM-Report, the side event had a lively panel that focused on the inter-sectoral approaches needed to promote inclusive education policies that guarantee gender equality and the fulfillment of the right to education for children, youth and adults living with disabilities.

GCE's President Camilla Croso set the tone of the discussion with her introductory words. She reminded us that the SDGs are based on human rights and inclusion, but current trends in many countries are going in the opposite way, creating incredible regression around the world.

59 million primary school-aged children out of school globally and around 100 million children who do not complete primary education.

An estimated 90% of children with disabilities in the developing world do not attend school.

757 million adults worldwide, including 115 million young people who cannot read or write a simple sentence, two thirds of whom are women.

Only 69% of countries were projected to achieve gender parity in access at the primary level by 2015 and 48% at the secondary level.

These are only a few of many concerning facts to be addressed in the implementation of the sustainable development agenda. An inter-sectoral approach is needed to promote dialogue and coordination, in tune with the recognition of the indivisibility and interdependence of all human rights that are reflected across the 17 SDGs.

Nonetheless, efforts are being made to ensure equity in and through education and the overcoming of multiple forms of discrimination, and it is our goal to promote structural changes and public policies that address the challenge of equity and inclusion in education, in particular of women and girls and persons with disabilities. Also, the importance of political will and investment in education.



Gilber Mamani, representative of the Permanent Mission of the Plurinational State of Bolivia to the United Nations shared the GA Resolution (A/RES/69/327), coordinated by Bolivia, on Promoting Inclusive and Accountable Public Service for sustainable development. This important resolution, among others, calls for renewed efforts to enhance equality and promotes diversity and inclusion in the access to public services especially for people with disabilities, the elderly, women, youth, children and other disadvantaged groups. It also stresses the need for public institutions, the judiciary and the legal systems take into account gender issues and to continue to promote the full participation of women in these institutions. The resolution also encourages all States, observers and relevant institutions of the United Nations to further strengthen their cooperation, in order to promote good governance at all levels ensuring efficiency, accountability, and transparency.

Mr. Mamani, also shared recent developments in Bolivian Education Law No. 70 '*Avelino Siñani y Elizardo Pérez*', which highlights that education is decolonizing, liberating, revolutionary, anti-imperialist, anti-patriarchy and promotes transformation of economic and social structures. Moreover, the law explicitly promotes a society without patriarchy, founded on gender equality, undifferentiated roles, non-violence and the full enjoyment of human rights.



H. E. Ambassador Dragan Županjevac, Ministry of Foreign Affairs of Serbia, reflected on the importance of inclusive education for the new agenda, especially adult education, education for women and for people with disabilities. Mr. Županjevac stressed that we should bear in mind that education and learning do not stop at the age of 18 or after finishing the university level, but continue to be necessary all lifelong. Serbia has adopted the SDGs agenda and has committed to inclusive and quality education, knowing that it will be difficult to reach it by 2030, but with the firm decision to strive to these goals. Serbia has also made very concrete steps to include people with disabilities and there are several measures aiming to achieve gender equality and equal access to education, and is very proud that the law on adult education is adopted.



Nora Fyles, UNGEI Secretariat, spoke on behalf of the **GEM Report**, presenting GEMR data that show that there are major inequalities still remaining in education. The most disadvantaged children continue to be the last to benefit, for instance an estimated 90% of children with disabilities in the developing world do not attend school.

In terms of gender equality, while globally there may seem to be equal numbers of boys and girls in school, globally 62 million girls remain out of school. 100 million young women living in low and lower middle income countries are unable to read a single sentence showing that despite recent advances in girls' education, a

generation of young women has been left behind.

GEMR is also learning about two new areas that are also core to ensuring no one is left behind: language of instruction and refugee status. 40% of the population does not receive education in a language they understand, which explains vast education disparities. Forcibly displaced populations often miss out on basic rights. Refugee children are five times more likely to be out of school than non-refugees.

Monitoring of the SDGs is key to guarantee no one is left behind in the next 15 years, however it is difficult to identify and gather relevant data about vulnerable groups. Moreover, many of the ways that inequalities are being measured is by outcomes, which do not pay attention to the roots of inequalities, such as different forms of discrimination. Ms. Fyles, stressed "we need to dig deeper, using more observation based measures of discrimination". The GEM Report will be looking deeper into ways of monitoring progress in closing education gaps in its next Report, due out this September.

Colin Allen, Chair of the International Disability Alliance and Diane Richler, past President of Inclusion International, gave a presentation on "Including Learners with Disabilities".

Firstly, Colin Allen focused on the fundamental right to education, which is also included in the Convention on the Rights of Persons with Disabilities, article 24. "As a fundamental right, no one should be excluded from education, yet 90% of children with disabilities in developing countries can't exercise this right".

To assure no one is left behind and with a view to realize the right to education without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system and lifelong learning at all levels. Allen called for transformational - not just incremental - change to ensure that education is inclusive.

Then, Diane Richler's presentation expressed how the right to inclusive education leads to better education for all, learners with and without disabilities. The full compliance of this right calls for a transformation in existing education systems to support inclusion. Ms Richler, talked about a general misconception about inclusive education, where it is assumed that is only about fitting learners into existing systems, as opposed to modifying schools and teaching methods to accommodate learning needs and styles of all.

Paradigm shift for inclusive education systems will allow students with disabilities to attend regular schools and classrooms with their non-disabled siblings and peers, with the supports they require to succeed. This entails improving and further developing

teachers' capacities; no longer draining resources from the regular system by creating special programs, nor putting the financial burden on families, who, in many countries, bear the cost of care-giving required for a child who is not in school.



ICAE's Secretary General, Katarina Popović, gave concluding remarks adding the youth and adult education dimension. Adult literacy, although it is widely recognized as one of the most serious unfinished tasks of the MDGs, it is still weakly addressed by SDG4 target 4.6 that only aims to ensure that "a substantial proportion" of adults achieve literacy and numeracy. 800 million illiterate adults left out of education is a critical challenge for Inclusive Education that must be fully addressed if we want to achieve sustainable development.

Another important issue is multiple discrimination – combination of characteristics that make it difficult for a person to have equal access and equal chances in the education -, such as older persons with disabilities, illiterate women, older migrants etc. Since the multiple discrimination happens more in the out-of-school realm, it is very dangerous that non-formal and informal education is not considered in the global agenda. Ignoring this kind of learning, supportive learning environments, and life wide learning means increasing the possibility for multiple discriminations.

The sustainable development agenda should have a holistic character and avoid false dichotomies and false prioritization in the implementation, such as: children vs. adult education, youth vs. older persons, etc. SDGs must be inclusive and holistic in their basic approach, *"if it is not for everyone, it will not work for anyone"*.



1st Global Capacity Building Workshop on GCED

By ICAE Secretariat



From 19 June to 2 July 2016 UNESCO APCEIU¹ organized the 1st Global Capacity Building Workshop on Global Citizenship Education (GCED). During 2 weeks 27 participants from 24 different countries learn about various topics ranging from peace education, human rights education, sustainable development education, and cultural diversity to prevention of violent extremism.

Among the participants there were teacher educators, teacher's education policy experts and experts on curriculum development at national level. ICAE's María Graciela Cuervo, was one of the chosen participants, and in her words "this was an amazing experience to learn more about the concept of GCED itself, but also to exchange with people from around the world about its implementation both at school

curricular level and in non-formal education".

The course content was defined to expand the participants' understanding and knowledge of the key concepts and principles of GCED, and strengthen the participants' practical skills to design and implement GCED training programs tailored to their respective context. Ultimately, it aims to establish a network for promotion of GCED.

GCED is one of the burning issues of the current international education context, which was pointed out on World Education Forum' Incheon Declaration and the Sustainable Development Goals for the next 15 years. Its importance in the framework of holistic education approach, was recognized by ICAE in its strategic planning 2016-2019. It is also very close to ICAE's mission, "to promote learning and education for adults and young people in pursuit of social justice within the framework of human right in all its dimensions, to secure the healthy, sustainable and democratic development of individuals, communities and societies". Thus, ICAE is committed to follow-up the workshops expectations by designing and promoting specific capacity-building opportunities on GCED for youth and adults.



Photos by APCEIU

¹ UNESCO's Asia Pacific Centre of Education for Intercultural Understanding (APCEIU)

ICAE at the WSF 2016

Education Zone – WSF 2016



ICAE will be participating in the following panels: "Struggles in continuing and popular education" and "Critical thinking and social transformation" at the Education Zone - WSF 2016

"One child, one teacher, one book, and one pen, can change the world."
Malala Yousafzai

August 9 – 14, 2016 in Montreal

EDUCATION SPACE committee PRELIMINARY PROGRAM

Wednesday, August 10th

- 9:00-11:30 a.m. – **Strengthening international solidarity in and with the world of education**

- **Mona Bernadel**, UNNOH (Haiti), - **Souleymande Badiel**, F-SYNTER (Burkina Faso), - **Florian Lascroux**, Comité Syndical Francophone de l'Éducation et de la Formation

- 9:00-10:30 a.m. – **Struggles in continuing and popular education**

- **Sergio Haddad** (Brazil), - **Daniel Baril** (QC)

- 10:30-11:30 a.m. – **Critical thinking and social transformation**

- **Immanuel Wallerstein** (U.S.A.), - **Shirley Waters**, ICAE (South Africa)

- 1:00-3:30 p.m. – **Citizen movements and parent mobilization in education**

- **Pascale Grignon**-Je protège mon école publique (QC), - **Monty Neill**, FairTest (États-Unis)

- 1:00-3:30 p.m. – **Education for and by Aboriginals**

- **Ida Faries** and **Ulaaya Pilurtoot**, teachers from the Association des employés du Nord Québécois, - **Lilia Abarca**, teacher (Mexico)

- 1:00-3:30 p.m. – **Profit vs social responsibility in research**

- **Florence Piron** (QC), - **Jean-Paul Lainée** (France), - **Laurent Diez**, SNPTES (France), - **Maryse Poisson**, GRIP-PIRG (QC)

- 1:00-3:30 p.m. – **Philanthrocapitalism in education**

- **Curtis Riep** (Canada), - **Prachi Srivastava** (Canada), - **Antonio Olmedo** (Espagne), - **Mar Candela** (IE)

Thursday, August 11th

- 9:00-11h30 a.m. – **Labour struggles in education**

- **Chicago Teachers Union** (U.S.A), - **Wilbert Frank**, UNNOEH (Haiti), - **Nicole Lefebvre**, FNEEQ (QC), - **Sylvie Thérberge**, FSE (QC), - **Sylvain Mallette**, FAE (QC), - **Stéphane Enjalran**, SUD Éducation (France)

- 10:00-11:30 a.m. – **Feminist Perspectives on equality in the education community: Progress and resistance**

- **Diane Courchesne** (CSQ, QC), - **Caroline Quesnel**, FNEEQ (QC), - **Marie Pelchat**, FAE (QC), - **Ève-Marie Lampron**, Réseau québécois en études féministes, RéQUEF (QC)

- 1:00-3:30 p.m. – **Student mobilization: local to global**

- **Aintzane Lorca** (Chile), - **Union nationale lycéenne** (France), - **Quebec students' associations**

- 1:00-3:30 p.m. – **Alternatives to conventional education**

- **Clermont Gauthier** (QC), - **Abdeljalil Akkari** (Switzerland), - **Edgar Morin** (France)

1:00-3:30 p.m.

Preparatory workshop for the Estates General on Higher Education

- 4:00-6:00 p.m. – **Dictée Paul-Gérin Lajoie**

Exchange between **Paul Gérin-Lajoie** et **Edgar Morin**

Friday, August 12th

- 9:00-11:30 a.m.– **Response to the privatization/commodification of education and knowledge**

- **Nico Hirtt** (Belgium), - **Angelo Gavrielatos** (Education International), - **GEW** (German education labour union), - **Alec Larose** and **Éric Martin** (QC)

- 10:00-11:30 a.m. – **Education in conflict situations**

- **Irakiens and Syriens refugees in Quebec**, - **Refat Sabbah**, Teacher Creativity Center (Palestine), - **Denis Kosseim**, Cégep teacher (QC)

- 1:30-3:30 p.m. – **Resistance to management abuses in education**

- **Chicago Teachers Union**, - **Monty Neill**, FairTest (U.S.A), - **Fédération syndicale unitaire** (France), - **Jacques Tondreau**, CSQ (QC), - **Jean Bernatchez**, UQAR (QC), - **Marie Blais**, syndicat chargé-es de cours de l'UQAM (QC)

Saturday, August 13th

- 9:00 a.m.-1:00 p.m. – **Initiatives marketplace**

In parallel, WSF CHILDREN'S FORUM – ages 5 to 11 – thematic program – UQAM

Register online: www.fsm2016.org/participer/forum-enfants/

Logistics

Where does the WSF take place?

The WSF will take place in downtown Montréal, on the campuses of the **Université du Québec à Montréal**, McGill University and the CEGEP du Vieux Montréal.

Accommodations

For accommodations, we recommend that you use the WSF service to reserve hotel rooms, given the good rates that they have managed to obtain. www.fsm2016.org/en/participer/hebergement/

Registration

Register as soon as possible to help make organizing the forum easier.

Please register on-line on the WSF site: www.fsm2016.org/en/participer/sinscrire/

To find out more

EDUCATION ZONE

www.fsm2016.org/groupes/espaceeducation-fsm-2016/

Education Zone – WSF 2016

Tuesday, August 9th

WSF kick-off march - leaving Square Victoria at 4 p.m. - arriving Quartier des spectacles at 6 p.m.

Opening night entertainment

Education space

SCHEDULE OF EVENTS UQAM PAVILIONS

Convergences meetings every day

4:00-6:00 pm

Keynotes conferences every day at 6:00 p.m.

The Keynote conference of EDUCATION ZONE

Wednesday, August 10th

Quality education for everyone everywhere: taking it from dream to reality

- Aminata Traoré (Mali), - Mamadou Ndoye (Senegal), - Sergio Haddad (Brazil), - Edgar Morin (France)

Solidarity “apero” every day

8:30 p.m. – Cultural entertainments

Thursday, August 11th Samian

Friday, August 12th Thomas Hellman

Paving the way to CONFITEA VI+ 6

ICAE International Council for
Adult Education



www.icae2.org

For more than 60 years CONFITEA (the International Conference on Adult Education) has been recognized as the most influential space in the international arena of adult education.

These conferences held every 12 years under the auspices of UNESCO, are the main forum for debate and definition of the broad guidelines and global policies of adult education for the period between one conference and the next.

The last conference, CONFITEA VI, was held in the city Belem, Brazil, in December 2009. With the participation of over 1,000 Member States and hundreds of representatives of civil society. The Belem Framework for Action (BFA) was adopted there. Based on the Hamburg Declaration and Agenda for the Future of 1997, the BFA records the commitments of Member States and presents a strategic guide for the global development of literacy and adult education from the perspective of lifelong learning.

Next year, 2017, the international midterm review of CONFITEA VI will be held under the auspices of the UNESCO Institute for Lifelong Learning (UIL). ICAE with its members and the global community of education will promote a strong presence of civil society to provide critical analyses, evaluations, and our own perspectives of progress and setbacks.

We must also take this opportunity to position youth and adult learning and education in relation to the Sustainable Development Agenda and the SDGs, and find ways to articulate the fulfilment of the Belem Framework for Action and the Education 2030 Framework for Action adopted in November 2015 under UNESCO Conference.

As part of this process, ICAE invites you to follow the new section on CONFITEA VI+6 on our website [www.icae2.org], where we will be sharing news, articles and key information on the preparatory process of CONFITEA at national, regional international.



Civil Society Voices

Shermaine Barret, ICAE Vicepresident for the Caribbean Region, shares her thoughts on the importance of Caribbean participation in the CONFITEA Brasil+6 and the fulfilment of ALE commitments from CONFITEA VI and from the Sustainable Development Goals.

"There is no development, real development if the entire society is not coming with us. Everybody won't move at the same pace, same rate, but I believe we should all move... ALE offers that opportunity to all sorts of people"

Contact us:

International Council for Adult Education - ICAE

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www.facebook.com/ICAefbk/

Twitter: @icae2011 / ICAE - YouTube

Listen to her comments here!

www.youtube.com/watch?v=lxBu0NEKUQQ

Follow up of CONFITEA

<http://www.icae2.org/index.php/en/our-work-2/confintea-related-articles>

DAWN's WSF workshop "Democracies and the rupture of social contracts in a fierce world".



August 10, 2016

13:00 - 15:30

University of Quebec in Montreal. Pavillon SH (Local SH 2580).

200, rue Sherbrooke Ouest

Montreal, QC, Canada This activity aims to discuss and analyze the breaking of social contracts in the current fierce world, as well as the fragility of our democracies in the current context. We will highlight intersecting forms of social injustice and what it will take for social movements and civil society to resist and transcend the overwhelming forces of globalization that threaten our victories in terms of rights.

The way we use the term 'social contract' is embedded in the political economy of power and inequality at multiple levels and in varied forms. For DAWN, a social contract is a collective agreement that is built on and imbued with power. The fracturing of existing social contracts can come from many sources: social movements, technological changes, institutional and cultural transformations, and of course economic and ecological pressures. Our reading of recent history uses this open and flexible meaning of social contracts to analyze what is and what ought to be from the perspective of social justice and human rights.

The early twenty-first century has been marked globally by the war on terror and the financial and economic crisis. Beneath these headlines, however, lie other phenomena of no less importance – climate change and a host of related ecological crises, as well as a backlash against advances towards social justice and human rights for all. Even deeper beneath the surface lies the drastic transformation of the world of work towards flexibility and precariousness that shapes what is possible and probable by way of social policies. A 'fierce new world' has been born – full of shaken premises, complicated contradictions, serious fractures, severe backlash, broken promises and uncertain outcomes for the world's peoples.

We believe this year WSF is an ideal space to have this discussion with social movements, considering in the backdrop our feminist concerns in this fierce new world.

<https://www.dawnnet.org/>

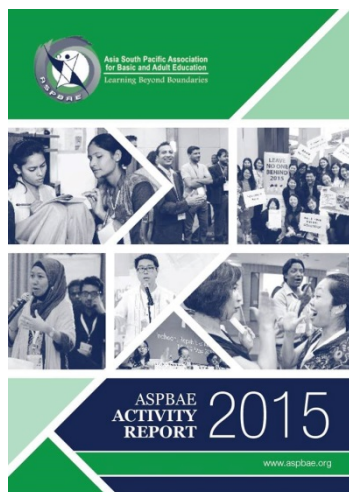


Montreal

9-14 August 2016

<https://fsm2016.org/>

ASPBAE is pleased to release a soft copy of its Activity Report 2015.



2015 was an important period for education and development. In this year, the international community forged agreement on a new education and development agenda which will have a deep bearing on education and development policies for years to come. In this context, the AR 2015 focuses on ASPBAE's role in the processes shaping the new education agenda, on the initiatives around strengthening CSO capacities to advance SDG4-Education 2030 and the right to education and lifelong learning, on reinforcing and deepening ongoing partnerships and forging new ones, and on continuing to build an institutionally robust ASPBAE as it prepares for its 7th General Assembly in 2016.

You can access the full version of the Activity Report on ASPBAE's website by clicking on the following link - http://www.aspbae.org/userfiles/july16/ASPBAE_Activity_Report_2015.pdf

Women march on

Popular Education South Africa



Sixty years ago, on 9 August 1956, 20 000 women from all walks of life, marched together to the Union Buildings in Pretoria from Johannesburg in protest against a new law that would require black African women to carry passes. The pass laws prescribed who could enter, live and work in certain areas. Usually it meant that black African men and women had to carry a pass on them at all times and could be picked up and thrown in jail if they did not have a pass. (Read more on the 1956 March here: <http://www.sahistory.org.za/dated-event/south-africa-celebrates-first-national-womens-day>). The march was a significant event which showed women across all apartheid race classifications, in solidarity with black African women. It demonstrated women's collective power and determination to resist injustices together. After 1994, the 9th of August became National Women's Day, a national day to celebrate women's contributions to the social, cultural, economic, political, spiritual life of the country. So what are women 'marching' for 60 years on?

Read more here: <http://www.populareducation.co.za/content/women-march-0>

A New Skills Agenda for Europe

Working Together to Strengthen Human Capital, Employability and Competitiveness

The New Skills Agenda is a major initiative as part of the European Commission Work Programme 2016. It supports a shared commitment and works towards a common vision about the strategic importance of skills for sustaining jobs, growth and competitiveness. This Skills Agenda strengthens and, in some cases, streamlines existing initiatives to better assist Member States in their national reforms as well as to trigger a change of mindset in both individuals and organisations. It seeks a shared commitment to reform in a number of areas where Union action brings most added value. It is centred around three key work strands:

1. Improving the quality and relevance of skills formation
2. Making skills and qualifications more visible and comparable
3. Improving skills intelligence and information for better career choices

Read more : <http://www.aontas.com/newsandevents/latestnews/2016/07/19/a-new-skills-agenda-for-europe/>

Sobre Buena Educación



Campaña
Latinoamericana
por el Derecho
a la Educación

¿Cómo debe ser una buena educación?: te invitamos a este debate sobre las calidades educativas, desde la perspectiva una educación emancipadora y garante de derechos

La Campaña Latinoamericana por el Derecho a la Educación (CLADE) y el Consejo de Educación Popular de América Latina y el Caribe (CEAAL)

quieren aportar al diálogo y a la reflexión sobre el sentido político y pedagógico de la educación, indagando y debatiendo sobre conceptos de calidades educativas, desde la mirada de que toda práctica educacional, para que promueva la realización de la educación como un derecho humano, debe ser transformadora, emancipadora y garante de derechos.

Sabemos que el derecho a la educación es objeto de una fuerte disputa polisémica por sus sentidos y, durante las últimas décadas, venimos reflexionando desde distintos espacios de diálogo e incidencia de América Latina y el Caribe, sobre el sentido fundamental del derecho humano a la educación, como perspectiva ética, política y pedagógica.

Los sentidos que plantea Paulo Freire, y que mantienen su vigencia, nos señalan la importancia de la educación para la liberación personal y colectiva; que parte de la vida de los actores sociales en toda su complejidad y diversidad geográfica, etaria, cultural, de género; una educación cuyos conocimientos parten de la vida misma, para volver a ella transformándola, en un proceso sin fin; el valor del pensamiento crítico para el análisis sustantivo de las realidades y su transformación; así como, la práctica de valores como la democracia, la participación y el cuidado de sí y por el otro, a través de una educación en y para la solidaridad.

Sin lugar a dudas esto supone una educación que se liga a la defensa de los derechos humanos, al ejercicio de la ciudadanía, al respeto por las diferencias, y asumida desde la interculturalidad, lo que implica el diálogo de saberes y su confrontación, abriendo un camino para construir nuestra propia identidad en diálogo con lo diferente. También se liga a una educación que plantea otro tipo de relación entre el ser humano y la naturaleza, como hermandad, y no sobreexplotación, no expropiación de nuestros territorios y el agua.

Lo que se resalta es la pluralidad de enfoques, y por tanto de sentidos que se da a calidades educativas actualmente. Se trata, en efecto, de conceptos íntimamente ligados a las visiones y a los proyectos políticos presentes o en incubación en nuestras sociedades. Sin lugar a dudas, la educación como derecho humano fundamental se contrapone a las perspectivas de una educación funcional al mercado. Esa perspectiva se ha relacionado a mediciones y estandarizaciones, que van a contracorriente de la educación como un derecho humano fundamental a lo largo de la vida, que permita y promueva la transformación personal y colectiva, reconociendo la pluralidad, la singularidad de cada persona y la multiplicidad de contextos en la que se insertan.

Por ello, compartimos con ustedes en esta página, un conjunto de artículos y entrevistas, que buscan ofrecer miradas más amplias y abarcadoras que coloquen en el centro de la discusión el sentido de la educación como un derecho humano. Soportan esta perspectivas variadas reflexiones, así como lo señalado en la declaración de derechos humanos, que brinda un marco conceptual para fijar las obligaciones de los gobiernos sobre el derecho a la educación, especialmente la de generar una educación disponible, accesible, aceptable, y adaptable, de acuerdo a la Observación general número 13 del Comité de los Derechos Económicos, Sociales y Culturales de Naciones Unidas.

La calidad de la educación se ha convertido en lugar común. Todos los organismos de cualquier parte del mundo y de cualquier identidad están reclamando educación de calidad, pero la evidencia bibliográfica muestra que no se está hablando de la misma calidad ni de la misma educación. En este contexto, conviene mostrar las diferencias de visiones y reconocer que la diversidad de perspectivas es enriquecedora, pero no todas contribuyen a la realización de la educación como un derecho humano. Por eso la necesidad del debate. No solo para hacer saber, sino para hacer pensar, reflexionar, y contrastar. En este sentido, en las publicaciones de esta página, se perfilan perspectivas que obligan a contar con otros parámetros más allá de los expresados en puntajes y pruebas estandarizadas, para definir qué es una educación de calidad. El propósito es incentivar el debate sobre lo que puede considerarse educación de calidad o educación con calidad, ligada al derecho a una educación transformadora, emancipadora, o buena educación. Los artículos y entrevistas que compartimos representan paradigmas vigentes de una educación con miras a personas y sociedades, justas, democráticas y solidarias.

Desde CLADE y CEAAL le damos seguimiento a este debate. ¡Acompáñanos y participa!

Más información : <http://www.debatebuenaeducacion.org/index.php/sobre>

REPEM – LA RED VA/ Derechos económicos y autonomía económica



LA RED VA..., enriquece el debate que quiere provocar en el tema de los derechos económicos y la autonomía económica de las mujeres, con las reflexiones, los aportes, la experticia de nuestra compañera de REPEM Colombia **Fanny Gómez**. Feminista, maestra de la vida, irradia con su sabiduría, el quehacer de la red. Nos acerca desde la memoria histórica lo que fue la **Iniciativa Feminista de Cartagena**, evento clave en la visibilización regional del tema de la financiación para el desarrollo, como integrante de la Corporación

Centro de Apoyo Popular CENTRAP organización afiliada a REPEM. Nos comparte su lectura crítica a partir de la experiencia alrededor del tema de la economía del cuidado y la incidencia política de las mujeres en la construcción de políticas económicas para las mujeres. También nos habla del programa de Género y Economía; así mismo, nos entrega información importante sobre el debate actual entre las economistas feministas, aquellas que optan por el enfoque de la conciliación y las que se orientan por la ruptura.

<http://repemlac.wix.com/red-va-julio#!la-entrevista-2/v7cfo>

New UIL Policy Brief on Large-scale Literacy Campaigns and Programmes

Dear All,

UIL Policy Brief 5 'Making Large-Scale Literacy Campaigns and Programmes Work is now available here: <http://unesdoc.unesco.org/images/0024/002451/245161E.pdf>

The policy brief draws important lessons from a recent analysis of adult literacy campaigns and programmes around the world from 2000 to 2014 <http://unesdoc.unesco.org/images/0023/002341/234154e.pdf> and provides a set of recommendations for policymakers.

La Note d'orientation n° 5 de l'UIL « Réussir les programmes et campagnes d'alphabétisation à grande échelle » est maintenant disponible en français: <http://unesdoc.unesco.org/images/0024/002451/245161f.pdf>

Las Notas sobre Política del UIL 5 « Hacer funcionar las campañas y programas de alfabetización en gran escala » ya están disponibles en español: <http://unesdoc.unesco.org/images/0024/002451/245161S.pdf>

UIL Policy Brief 5 'Making Large-Scale Literacy Campaigns and Programmes Work is now available in Arabic: <http://unesdoc.unesco.org/images/0024/002451/245161A.pdf>

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August 11: how to link to the World Education Forum at Montreal World Social Forum

9 - 14 August, at the World Social Forum

The World Education Forum (WEF) will continue the debate that began in January 2016 in Porto Alegre, with the activity:

"The neoliberal challenges to popular education: social participation and human rights"

The activity will take place on August 11th, 13h00 -15h30 (Montreal time): Link: <https://fsm2016.org/activites/los-desafios-de-la-educacion-popular-ante-la-ofensiva-neoliberal-participacion-social-y-derechos-humanos-os-desafios-da-educacao-popular-ante-a-ofensiva-neoliberal-a-participacao-social-e-direitos/>

WEF and FSM Extendido (1) are making available the event through Skype: <https://join.skype.com/IXWEfSShBvh>

The activity will be organized in three moments:

1. It will begin with a brief speech by the invited speakers, sharing views and reflections from different points of view; Invited speakers include

- **Albert Sansano** – (Confederación STEs-Intersindical) País Valencià – Spain
- **Alessio Surian** - (UNIPD – UPU) Italy
- **Milène R. E. Lokrou** Présidente de AELIÉS Canadá
- **Sheila Ceccon** – (IPF e CEAAL) Brasil
- Representative of indigenous peoples
- Representative organizations working in the field of education in Canada
- Representative of the canadian youth

2. Following these speeches both face-to-face and on-line participants will be invited to answer the following questions:

What is your personal or organizational perspective on popular education?

What intervention possibilities are actually relevant, through education?

What education is needed to make another world possible?

3. Participants' answers will be shared.

In this perspective, on behalf of the Executive Secretariat of the WEF International Council, I would like to invite you to participate in the activity and to contribute to the document that will be produced by answering the proposed questions

Please mail your answers to: secifme@forummundialeducacao.org

Through the ALMANAQUEFME we are going to share the outcomes of the activity <http://almanaquefme.org>

Here is a list of the WSF activities: <http://openfsm.net/projects/extensionfsm2016/extension16-elargissement-internet-activites-montreal>

Albert Sansano Estradera

Conferderación STEs – Intersindical

Secretaria Executiva do Conselho Internacional do

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