

voices rising

International Council for
Adult Education

ICAE Electronic Bulletin



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IX ICAE World Assembly

<http://www.waam2015.org/en>

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IX ICAE World Assembly



GLOBAL COMMITMENTS LOCAL PRACTICES

Adult learning and education
to create the world we want

<http://www.waam2015.org/en>

The World Assembly of the International Council of Adult Education will take place from June 11 to 13 2015 and will be followed on Sunday, June 14 by the Annual General Meeting of the Council. An overview of the program is listed below. The Assembly's sessions will create a connection between the international movement for adult education and the concerns of social movements and organizations in Quebec and Canada.

The Assembly will provide many forums for discussion and interaction, particularly through concurrent plenary sessions and group meetings, as well as thematic discussions and complementary events on issues relating to the Education Post-2015 agenda and its implementation.

The official opening on Thursday evening will highlight the cooperation between the women's movement and that of adult education in the context of combating exclusion. On Friday morning, there will be a discussion of the Education Post-2015

agenda as it faces the challenges of climate change. In the afternoon, there will be dozens of workshops organized by organizations here and abroad allowing discussion and interaction on the concerns of these groups, in the context of the Assembly's themes for the event and the Education Post-2015 targets.

The final day, Saturday June 13, begins with a plenary entitled Voices in Dialogue, which aims to create an intergenerational dialogue on global issues concerning the development of the right to education and lifelong learning.

When and where

From June 11 to 13, 2015 on the campus of the University of Montreal, 3200 Jean-Brillant.

Official Opening

The official opening will take place on Thursday, June 11 at 6 p.m. at the Place Laurentienne, 3200 rue Jean-Brillant. It will be followed by a first plenary on the issue of Aboriginal and excluded women and the importance of women's role in popular education.

Language

Plenary activities will be translated into three languages: English, Spanish and French. Some of the workshops and activities will have simultaneous translation services and most will offer English-language whisper translation.

Program

<http://www.waam2015.org/en/program>

All workshops: ICAE and self-organized activities

<http://www.waam2015.org/en/workshops>

Importance de la tenue d'une Assemblée mondiale à Montréal - Pierre Doray



une dépense et où les ressources se voient coupées. Cette Assemblée sera une opportunité pour analyser la situation et proposer des alternatives.

Dans une entrevue vidéo réalisée au cours du mois de juin, Pierre Doray, président de l'ICÉA et professeur de sociologie à l'UQAM, parle de l'importance de la tenue de l'Assemblée mondiale du Conseil international pour l'éducation des adultes à Montréal. Pour lui, il s'agit d'un événement qui permettra aux artisans de l'éducation des adultes, que ce soit ceux du Québec ou ceux d'autres pays, d'échanger et de discuter sur leurs pratiques et leurs orientations, ainsi que de comparer les situations, en particulier dans le contexte actuel inquiétant où l'éducation est vue comme

<http://www.waam2015.org/>



"Experiences from the organization of the World Assembly in Sweden 2011" Britten Mansonn-Wallin & Mats Ehn

Britten Mansonn-Wallin, Secretary-General of the Swedish National Council of Adult Education

Mats Ehn, Secretary of FOLAC (Folkbildning Learning for Active Citizenship – international mission for 151 Swedish folk high schools)

The decision to host WAAM was taken by the National Council of Adult Education together with its three member organisations. It was important to have broad based decision on hosting.

Mats was project leader, from beginning. The organizing was facilitated through cooperation of ICAE secretariat and international organising committee; there were frequent Skype meetings

WAAM also took place at the same time as other European, Nordic and national events; there were more than 800 delegates from 80 countries present. There was cooperation with local and government organisations and civil society organisations which helped with financing.

WAAM had 4 themes:

- * right to education for adults;
- * adult education and sustainable development,
- * adult education and decent work;
- * Nordic tradition of folkbildning,

And these themes will be reflected at the Montreal WAAM.

What was achieved? On one level, it has not been very successful: adult education and learning still not visible on a global level; without the voice of ICAE it would be totally silent. Now we are heard at global meetings but we are not strong in the educational sector nor in the civil society sector.

When we look at our national level, lifelong learning is still a strong sector. By hosting the conference, we used the global meeting to strengthen the lifelong learning sector in Sweden.

We published a book: good examples and best practices from folkbildning as an adult education activity.

The Government decrees in 2013 and 2014 for folkbildning in Sweden contain chapters dealing with international perspectives. That chapter would not be there without WAAM 2011.

2015 is crucial year for global development. The Post-2015 agenda is to be adopted by the UN in September; the climate summit will take place in Paris before year's end. The WAAM 2015 in Montreal is grand opportunity to show the relationship between adult education and the global crises we are facing. It is important that we seize this opportunity.

For the future, it is vital to prioritise the work of ICAE because we are capable doing everything that interests us.

We are looking forward with great hope to WAAM2015. <http://www.waam2015.org/en/news/experiences-organization-world-assembly-sweden-2011-britten-mansson-wallin-mats-ehn>

Links between Adult education (WAAM, Montreal) & Climate change Conference (Paris)



Patrick Bonin, Climate and Energy Campaign chief, Greenpeace Canada talks to ICAE - Ronald Cameron - about why should Climate change Conference in Paris (November 2015) concerns be shared during the Adult education international assembly (WAAM2015, Montreal).

<http://www.waam2015.org/en/news/links-between-adult-education-waam-montreal-climate-change-conference-paris>

"The ICAE and civil society, key assets for adult education" - Arne Carlsen

In the recent CONFINTEA VI Bulletin (#10) of UNESCO's Institute for Lifelong Learning, Arne Carlsen, Director of the Institute, addressed the upcoming World Assembly of the ICAE.



The international adult learning and education community is looking forward to the Ninth World Assembly of the International Council of Adult Education (ICAE), which will take place in Montreal (Quebec, Canada) from 11 to 14 June 2015.

ICAE has always been a key partner for UNESCO due to the great strengths of civil society organizations and non-governmental partners in the area of adult learning and education. The CONFINTEA process, in particular, can benefit from the commitment of ICAE and its regional branches, and from the specific contributions of its representatives before, during and after the international conferences.

ICAE is actively involved in debates on the Post-2015 Development Agenda and in the activities of the UNESCO Institute for Lifelong Learning (UIL). UIL and ICAE share the objective of positioning youth and adult learning and education at the heart of the sustainable development agenda. Indeed, UIL is organizing two sessions at the upcoming World Education Forum (WEF) in Incheon, Republic of Korea, from 19 to 22 May 2015, and has invited ICAE to be on the panel of the session on Youth and Adult Literacy. The Draft Framework for Action of the WEF highlights under the title Education 2030: Towards inclusive and equitable quality education and lifelong learning for all the need "to provide young people and adults throughout the life-course with the flexible skills and competencies they need to live and work in a more sustainable, interdependent, knowledge-based and technology-driven world".

I am therefore confident that the function and role of adult learning and education for sustainable development will be recognized in the new development goals. I am equally confident that the new Recommendation on Adult Learning and Education will be adopted by UNESCO's General Conference this autumn, thus ensuring international commitment to improved learning conditions for adults worldwide.

Hence the World Assembly will initiate a series of discussions on the Post-2015 Agenda. I have little doubt that these will contribute to the final versions of policy documents and thereby help to achieve excellent results in the 2015–2030 periods.

I wish the International Council of Adult Education a very successful assembly.

[Confintea_bulletin10_sp.pdf](http://www.waam2015.org/sites/default/files/confintea_bulletin10_sp_0.pdf) http://www.waam2015.org/sites/default/files/confintea_bulletin10_sp_0.pdf

Voices in dialogue

Voices in dialogue is a virtual space made available to encourage exchanges, communications and discussions before the World Assembly. You can now contribute to the World Assembly, using the option Share a resource.

Contribute to the virtual forum by submitting a paper or a research, uploading an article on your local situation, sharing an interview with learners, making a video or sending a photo. Link it with the WA themes.

Expanding the Concept of Lifelong Learning Beyond the Campus: The Experience of the McGill Community for Lifelong Learning within the Wider Quebec Community

<http://waam2015.org/en/resources/expanding-concept-lifelong-learning-beyond-campus-experience-mcgill-community-lifelong>

Action research to improve youth and adult literacy. Empowering learners in a multilingual world

<http://waam2015.org/en/resources/action-research-improve-youth-and-adult-literacy-empowering-learners-multilingual-world>

Dignité: El derecho humano a la educación en Haití

<http://waam2015.org/es/recursos/dignit%C3%A9-el-derecho-humano-la-educaci%C3%B3n-en-hait%C3%AD>

Educación de jóvenes con rezago educativo en América Latina: una deuda pendiente

<http://waam2015.org/es/recursos/educaci%C3%B3n-de-j%C3%B3venes-con-rezago-educativo-en-am%C3%A9rica-latina-una-deuda-pendiente>

More: <http://waam2015.org/en/paroles-crois%C3%A9es>

Remember that during the assembly we will be using 2 twitter accounts: @ICAE2011 and @WAAM2015. We encourage you to start following. The hashtag we will be using is #WAAM2015.



ICAE REPORT 2011 – 2014

Four years of advocacy and network building: A collective action

Read more here:

<http://www.icae2.org/index.php/en/news-2/364-icae-report-2011-2014>

Warm words, weak outcomes: Are we about to fail adults a second time?

By **Alan Tuckett**, President of the International Council for Adult Education and Professor of Education, University of Wolverhampton.



The World Education Forum in Incheon is now behind us, and the Addis Ababa event on financing the Sustainable Development Goals ahead. This blog celebrates the vision for adult education that was championed at Incheon, but warns that it will never be achieved without dramatic change at the Financing for Development Conference coming up at Addis.

The 2015 Global Monitoring Report has some key lessons for us. It is at once an impressive and depressing read – at least for adult educators. It points to a dramatic failure to make significant progress on adult literacy since 2000.

Read more here: <https://efareport.wordpress.com/2015/05/28/warm-words-weak-outcomes-are-we-about-to-fail-adults-a-second-time/>

2015 NGO Forum Declaration

Towards the right to inclusive quality public education and lifelong learning beyond 2015
Korea-Incheon, May 2015

Read more here: http://www.icae2.org/images/files/final_ngo_declaration_eng.pdf

ASPBAE Secretary-General, Maria Khan, blogs on her reflections of the WEF 2015

Reflections on the outcomes of the World Education Forum 2015

A blog by ASPBAE Secretary-General, Maria Khan



At the end of three days of the WEF 2015 – culminating a more than 12-month process of regional and global consultations, mobilising a wide breadth of education stakeholders including civil society – the assembly agreed the Incheon Declaration, “Education 2030: Towards inclusive and equitable quality education and lifelong learning for all”. Consensus around this Declaration is significant as: (1) it represents agreement on the essential elements of a Framework for Action (FFA) codifying the new agenda for education, ‘Education 2030’, and the means to pursue this; (2) it holds the solid political weight of the broad education constituency having been forged with and in the high-level presence of more than 130 Ministers of

Education, the heads of the co-convening agencies including the Secretary General of the UN, and a well-organised contingent of civil society; (3) it rallied agreement on a strong document – one worth the support offered it by the NGO Forum, with its over 250 civil society representatives, on the eve of the WEF 2015.

The Incheon Declaration is strong on a number of counts –

- It did not regress on its strong human rights perspective and degree of ambition in its targets – as called for by the NGO Forum participants.
- Its sections on education access were reinforced from the earlier draft with agreed commitment to ensure the provision of 12 years of publicly funded, free, equitable, and quality primary and secondary education, 9 years of which will be compulsory – to align fully with SDG Target 4.1. Support for at least one year of free and compulsory pre primary education was retained adding reference to all children having access to early childhood development, care and education. Additional commitment was also made to ‘meaningful education and training opportunities’ for out-of-school youth and children while enabling re-entry to the formal system.
- Commitment to equity was strengthened with a stronger emphasis on gender equality: a full paragraph was added in the Declaration to emphasise this.
- Despite the ongoing push for narrow conceptions of education quality, focused on standardised testing, the Declaration retained a comprehensive and broad notion of education quality – involving inputs, processes, and outcomes with the means to measure progress. References to education for sustainable development (ESD) and global citizenship education (GCED) were retained, both recognised as essential elements to education quality. The section on education quality was also enhanced with a reference to ‘empowered’, ‘well-trained’, professionally-qualified’ teachers and educators – underlining the dimension of quality non-formal education as an imperative as well.
- Quality lifelong learning remained prominent in the Declaration – covering adult literacy, adult education and training, non-formal and informal education, life skills, TVET, and higher education.
- There is strong recognition that the fundamental responsibility for implementing the agenda lies with governments, with strong adherence to accountability, transparency, participatory governance, and the right to participation of all stakeholders.
- The Declaration also reaffirmed recognition of UNESCO as the UN specialised agency for education to continue its mandated role to lead and coordinate the new education agenda, and to function as the focal point for education (SDG 4 and all other references to education in the other SDGs), and within the overall (yet to be defined) SDG coordination architecture. It was also recommended that the Global Partnership for Education (GPE) be part of the future global coordination mechanism that is set up – offering a greater chance for this financing mechanism to be more fully aligned to the agreed full education 2030 agenda, thus representing an improvement from its current practice.

- Notwithstanding clear 'wins' for civil society in the final version of the Incheon Declaration, its most uneven sections are those related to education financing:

- The benchmark for domestic resource mobilisation of 'at least' 4-6% of GDP, or 15-20% of public expenditures to education was reinstated, strengthening the financing target. This however falls short of the agreed benchmark by Asia Pacific governments during the Regional Consultation on the post-2015 education agenda which committed to allocations of 6% of GDP and 20% of public expenditures to education. CSOs in the Asia Pacific can pursue this more ambitious target in the roll-out processes of the new agenda in 2016, onwards.
- Additional references to innovating financing or 'potential new resources' were added, framed within support for the right to education. Civil society needs to be vigilant however that these be more squarely directed at support for 'public education', especially in a climate of increasing education privatisation and commercialisation of education.
- More explicit commitment for education aid to 'prioritise neglected sub-sectors and low income countries' was added to the Incheon Declaration, along with commitment to aid harmonisation and effectiveness. This is positive. It is however a cause of grave concern that donors have so far failed to commit to stem the decline in aid to basic education, agree a clear target for education aid i.e. doubling of aid to basic education or 10% of ODA to basic education, or to reaffirm the Dakar pledge that no country with credible plans should fail for want of resources.
- There is more explicit language calling for the Third International Conference on Financing for Development, or FfD, (July, Addis Ababa) to support SDG 4. This is overall positive since the current draft outcome document of the FfD Conference falls short of committing financing support for the full SDG 4 agenda and ignores adult literacy and adult education (para 67). Civil society however preferred a more specific call in the Declaration for the FfD to finance the education goal and all of its targets with specific minimum benchmarks for domestic financing and external support.
- Although the Incheon Declaration did not refer specifically to it, the Framework for Action discussed in the WEF 2015 underscored the importance of widening the tax base as a critical means to generate the resources needed to meet the expanded and ambitious education agenda. This involves a more purposive attention to tax justice – ending harmful tax incentives and preventing tax evasion. Calls during the WEF 2015 to "follow the money" and chase the world's billionaires to contribute to setting up a Global Fund for Education to fill the financing gap were challenged by civil society. Civil society argued that aggressive tax avoidance of the private sector (through tax havens etc.) has denied countries much needed public funds for education. Tax justice offers a better and more correct approach to mobilising the necessary funds for quality public education.

There is much that civil society can celebrate – having been actively involved in shaping this global consensus. The process, however, is not over.

The Framework for Action (FFA), Education 2030 will be adopted and launched at a special high-level meeting in November 2015 alongside the 38th UNESCO General Conference. This final FFA document will be aligned to: (1) the agreements codified in the Incheon Declaration; (2) and the final outcomes of the Third International Conference on Financing for Development (July, Addis Ababa) and the UN Summit adopting the post-2015 agenda (Sept., New York).

Further on, it is envisaged that the wider set of thematic indicators by which progress on the agreed education goal and targets will be tracked will also be approved in the high-level meeting in November, while the global indicators for all the SDGs of which education is part, will be agreed in March 2016.

These define the spaces for continued advocacy and lobbying that education campaigners need to occupy with the same determination, competence, and organisation they have successfully mustered to carry on the fight to secure the right to education and lifelong learning for all.

Source: ASPBAE

<https://aspbaewef2015.wordpress.com/2015/05/28/aspbae-secretary-general-maria-khan-blogs-on-her-reflections-of-the-wef-2015/>

Declaración de Incheón expresa compromiso con la educación pública, gratuita y de calidad, con equidad e inclusión hasta el 2030

La CLADE celebra la aprobación de este documento, que también reconoce el papel central de las y los docentes y de la participación de la sociedad civil, y además asume compromisos con el financiamiento público del derecho a humano a la educación

22 de mayo de 2015



En el cierre del Foro Mundial sobre la Educación, que tuvo lugar en Incheón, República de Corea, del 19 al 21 de mayo, la sociedad civil celebró la Declaración de Incheón aprobada por representantes de los gobiernos de 155 países, la cual expresa importantes avances para la educación hasta el 2030 y retoma la perspectiva de la educación como un derecho humano.

El contenido de la declaración acoge las demandas de las coaliciones y redes de la sociedad civil que integran la Campaña Mundial por la Educación (CME) y la Campaña

Latinoamericana por el Derecho a la Educación (CLADE), así como los elementos centrales de la Declaración del Foro de ONGs, evento realizado en preparación al Foro Mundial sobre la Educación, los días 18 y 19 de mayo.

Esto incluye la defensa de una educación pública y gratuita, la importancia de la formación y valorización docente, la centralidad de la equidad y la inclusión, la calidad de la educación, el reconocimiento de la participación de la sociedad civil, y además compromisos con el financiamiento del derecho humano a la educación.

La sociedad civil fue representada en el grupo de redacción de la Declaración Final por Camilla Croso, presidenta de la CME y coordinadora de la CLADE, María Khan, Secretaria-General de la Asociación para la Educación Básica y Adulta de Pacífico Sur y Asia (ASPBAE) y miembro del comité directivo de la CME, y Dennis Sinyolo, de la Internacional de la Educación.

"Celebremos la Declaración de Incheón, pues representa una conquista significativa y es fruto de una lucha colectiva. Sabemos que todavía hay mucho por hacer en 2015, tanto en la definición de los Objetivos de Desarrollo Sostenible (ODS) como en la aprobación de marcos de financiación y acción para la agenda de educación hasta el 2030. Dejaremos Incheón con energía para seguir luchando ante la actual coyuntura por la realización del derecho humano a la educación", afirma Camilla Croso. Los elementos principales de la declaración política incluyen:

- 12 años de educación primaria y secundaria pública, gratuita, con equidad y calidad, de los cuales al menos 9 años serán obligatorios.
- Al menos un año de educación pre-primaria gratuita y obligatoria y la garantía de que todas las niñas y niños tengan acceso a educación y cuidado en el desarrollo de la primera infancia.
- El compromiso de hacerle frente a todas las formas de exclusión, marginalización, disparidades e desigualdades en el acceso a la educación, la participación y los resultados de aprendizaje.
- El reconocimiento de la importancia de la igualdad de género para la realización del derecho humano a la educación, incluyendo el compromiso con el apoyo de políticas, planificaciones y ambientes de aprendizaje que respeten la perspectiva de género.
- El compromiso con una educación de calidad y la mejoría de los resultados de aprendizaje, incluyendo la garantía de docentes y educadoras/es empoderadas/os, debidamente seleccionadas/os, bien formadas/os, profesionalmente calificadas/os, motivadas/os y apoyadas/os.
- El compromiso con la garantía de oportunidades de aprendizaje con calidad a lo largo de toda la vida.

- Recomendaciones en respuesta a la crisis y la garantía de que la educación se realice en ambientes con apoyo y seguridad. - La afirmación de que la responsabilidad fundamental por la implementación de esta agenda recae sobre los Estados.

- El compromiso urgente con el gasto de al menos del 4 al 6% del Producto Interno Bruto y/o la asignación de al menos del 15 al 20% del presupuesto público total en educación.

Próximos pasos - La CLADE y la CME seguirán coordinando acciones de incidencia por la aprobación de una agenda de educación hasta el 2030 fundamentada en los derechos humanos, y con este objetivo participarán en los debates de la Conferencia sobre el Financiamiento del Desarrollo (Addis Ababa, julio), la Cumbre de las Naciones Unidas sobre el Desarrollo Sostenible (Nueva York, septiembre) - cuando se adoptarán los nuevos Objetivos de Desarrollo Sostenible (ODS), inclusive el Objetivo 4, que se refiere al derecho humano a la educación - y la Conferencia General de la Unesco (París, noviembre), la cual adoptará el Marco de Acción para la agenda de educación hasta el 2030.

Source: <http://www.campanaderechoeducacion.org/v2/es/noticias/515-declaracion-de-incheon-expresa-compromiso-con-la-educacion-publica-gratuita-y-de-calidad-con-equidad-e-inclusion.html>



A Requiem for Martha

Not-so-random Reflections

Dr Martha Farrell, Director PRIA, was killed in a terrorist attack in Kabul on May 13, 2015; she was conducting a training programme on gender mainstreaming for Afghan practitioners.



While conducting the first ever participatory evaluation of an educational project in 1981, I met Martha at Abner Memorial School in Delhi. By asking simple questions about the methodology, she helped me elaborate, in practice, the participatory processes of data-collection and analysis required in any evaluation.

We met again two years later after PRIA was formally established, and the first Training of Trainers (TOT) programme was launched in July 1984. Martha was a 'trainee' in the first batch. During the first and second phase of TOT, she enquired how participatory learning methodology can explore gender issues. My fellow trainer (Late) Dr. Om Shrivastava and I agreed to explore this further with her, in advance of third phase of TOT.

In the process, we developed a personal friendship and love, which resulted in our marriage in 1987. She was then Joint Director of Ankur, an NGO working for women's literacy and empowerment in Delhi. While PRIA (and I) continued to conduct TOTs (and other capacity building programmes) with some gender considerations, Martha actually practiced the participatory learning methodology in her work (amongst Muslim girls and women in Jama Masjid and poor women of the resettlement colony of Nand Nagri).

During the days when PRIA office was operating from Sainik Farms, Martha supported PRIA (and me) by looking after the informal organisation so integral in hosting international workshops, during 1986-89 period. She was expecting our first child—son Suheil—in 1988 when the construction of PRIA educational centre began on the land allotted at Tughlakabad Institutional Area. She ensured that construction happened within the quality, cost and time agreed upon, without official knowledge of any one in PRIA.

During the International Literacy Year conference in Bangkok in January 1990, Martha had her first international exposure amongst fellow literacy workers; her resolve to work for women's literacy and empowerment after that became stronger. She left her full-time job at Ankur that year to look after my ailing father and our young son. But she was determined to pursue her avocation all along. During our sabbatical visit to Institute of Development Research in Boston and Highlander Centre in Tennessee in 1991, Martha learnt, respectively, the use of a laptop (Toshiba) and of informal conversations in workshops to put participants at ease.

Ever since, Martha supported PRIA to become a place of warm welcome and comfort for all staff and visitors, so that learning could take place in a caring and safe environment. It was much later that I understood the practical manifestations of Martha's efforts in making PRIA a place where every new person felt welcome and at ease. Many of the warm messages for Martha have particularly acknowledged this contribution of her to our life and work at PRIA.

However, not many may understand the professional contributions of Martha to the development of PRIA. When PRIA launched its MIND Fellowship programme during 1994-96, to catalyse new grassroots initiatives in India, Martha anchored its knowledge and learning component, mostly operating from home (while looking after our second child—daughter Tariqa). The personal and professional network of Regional Support Organisations (RSOs) gained rootedness because of her efforts in convening and facilitating annual retreats during that period. She made sure that the male RSO leaders paid attention to gender issues, and that the MIND Fellows had a critical understanding of gender relations.

Martha formally joined PRIA in 1996, at the invitation of then Chair of the PRIA Board, (Late) Prem Chadha. She began her formal stint in PRIA by organising its knowledge resources into a systematic manner. She recognised the importance of a strong and technology-enabled project management system in PRIA by 1997, and set about building one. These two sets of systems became foundational as she began to undertake several practical steps to improve the work culture of PRIA (and its various partners). The essence of that work culture was valuing the knowledge of each staff and dignity of their work, irrespective of their roles and designations.

Martha's crusade for gender mainstreaming in organisations began in 1998 when the Vishakha Guidelines for the prevention of sexual harassment at workplaces were formulated by the Supreme Court of India. She ensured that PRIA developed a mechanism towards this end—a Board-mandated Committee on Gender Awareness and Mainstreaming in PRIA (CGAMP) was established. It was through her sustained efforts that the policy of 'zero tolerance' in this regard was enforced in all workshops, meetings and offices of PRIA and its close partners.

Till then, much of the focus of gender mainstreaming initiatives in development was around programmes and projects in the field. Martha began to champion, through her actions and writings, the focus on making gender mainstreaming an integral part of all organisations—business, government, civil society. She developed the methodology of participatory gender audits, which was applied to PRIA and all its partners by 2000. Her sustained efforts in preventing and addressing sexual harassment at workplaces culminated, in 2013, in her PhD and the first Indian book on this topic.

It was Martha's practical approach towards integrating gender in everyday work and life that began to make inroads in all of PRIA's programmes by early 2000. She added learning, literacy and political leadership to the training of elected women panchayat leaders. She ensured that organisations of the urban poor were creating spaces for women's leadership. She demonstrated, through practical steps, how participatory methodologies can empower women and girls. It was her strong belief that boys and men have to change if women's empowerment and gender equality has to be ensured.

Martha was instrumental in bringing focus on gender issues in the research and education programmes of a global network —Citizenship DRC. She included gender sensitive curriculum and pedagogy in the design of PRIA's capacity-building programmes and open distance learning courses. In the past 2-3 months, she was aggressively working for gender mainstreaming in participatory research methodology and decentralised district planning approach of the government's development schemes.

Martha has been the conscience of PRIA, both before and during her formal association with PRIA. She was fiercely loyal to PRIA, its values and resources. She regularly reminded us all to 'walk the talk' and practice those values in everyday work and life. She challenged and questioned me whenever she sensed a possible compromise to those values. She always acted to protect PRIA's interests. With Martha around, I was confident that we will do no wrong, that the credibility of PRIA and its leadership will be protected and enhanced.

How do we sustain Martha's intellect, conscience and loyalty in PRIA in the journey ahead?

Rajesh Tandon - Founder-President, PRIA, New Delhi

Source: **PRIA** communications@pria.org