

voices rising

International Council for
Adult Education

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VOICES RISING N°486 – August 2015

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FfD3 conference in Addis Ababa¹ – bursted bubble?

Civil society had the big hopes in the 3rd Financing for Development conference in Addis Ababa. The whole world did. The moment of truth, the momentum, the most decisive kick-off step for the Post 2015 agenda. The Civil Society Forum, held before the main conference, increased the hope that a new future of development cooperation is possible and the implementation of Post 2015 agenda can be secured². Education community in Addis Ababa was small, but determined to make contribution and to help shaping the new agenda. The preparatory process was long and inclusive enough, participation of high-level political representatives, relevant institutional stakeholders, NGOs and business sector entities secured, rhetoric became more and more promising...

¹ <http://www.un.org/esa/ffd/ffd3/>

² <https://csoforffd.files.wordpress.com/2015/07/addis-ababa-cso-ffd-forum-declaration-12-july-20151.pdf>



The scope of the Conference was set out in GA resolutions 68/204 and 68/279³, and focused on:

- assessing the progress made in the implementation after the first two FfD conferences, identifying obstacles and constraints encountered in the achievement of the goals and objectives agreed therein, as well as actions and initiatives to overcome these constraints;
- addressing new and emerging issues, including in the context of the recent multilateral efforts to promote international development cooperation;
- reinvigorating and strengthening the financing for development follow-up process.

It is also mentioned that the Conference will address the need to support the United Nations development agenda beyond 2015 and the synergies between financing objectives across the three dimensions of sustainable development.

But the bubble has burst, and the conference failed to make the historic shift to the new global financial regulation, new architecture of global governance, and to enable the real *Transformation of Our World*⁴. The process wasn't inclusive and democratic – there are reports about 'behind-closed-doors process', about blackmailing⁵, 'bad faith and dirty politics'...⁶ The Conference resulted in an outcome⁷ document that was supposed to be negotiated, but it

³ http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/68/204&Lang=E

⁴ <https://sustainabledevelopment.un.org/content/documents/7891Transforming%20Our%20World.pdf>

⁵ "G77 ministers were furious, describing the proceedings as 'bullying', 'blackmail' and 'a new wave of colonialism under UN auspices'" – L. Shore at <http://www.lrb.co.uk/blog/2015/08/20/luke-shore/in-addis-ababa/>

⁶ "...negotiations that have occurred in bad faith. A problematic lack of transparency marked the nature of discussions as behind-the-scenes deliberations persisted throughout the FfD negotiations. Some observers have commented that the atmosphere in Addis Ababa has been akin to a 'Green Room' style of discussions, where private discussions take place in small groups without any semblance of openness or transparency" – R.Sengupta and B.Muchhala at <https://csoforffd.wordpress.com/blogs-op-ed/outcome-document-adopted-without-intergovernmental-tax-body-or-new-financial-commitments/>

seems that it was imposed, and there are no reasons to believe that between 2 and 3 trillion dollars per year⁸ (roughly 15% of annual global savings, or 4% of world GDP), needed for the implementation of the SDG agenda will be secured, and for the education goal, according to UNESCO, there is an annual financing gap of 22 billion dollars until 2030⁹. Plenty of researches and numerous data did show that the world have enough resources¹⁰, but what was missing was the political will. The conference in Addis Ababa was supposed to provide the political will. It did exactly the opposite – through the games of political power it showed that the ground on what our unbalanced, unjust world is based on, will not change.

Where do we read this message, since the documents sound great, there are plenty of promises and to do's...? Well, promises are far away from commitments, and we got yet another international agreement, consisting of good intentions but little action¹¹, without a transparent, ambitious and binding agreement on how to finance the ambitious agenda that the world has been developing in the last few years, with various players and participants and through numerous consultations.

Plenty of deep analysis of the conference outcomes are possible, but even reviewing the main issues discussed reveal the cause for the disappointment. There are a few 'elephants remaining' in the room, which overshadow most of other outcomes.



The biggest 'elephants' are related to the financial regulation of the future agenda. The developed countries didn't want to commit to meaningful reforms of the international tax systems, closing tax loopholes and scrapping harmful tax incentives and tax practices. A shocking example is Africa, which has experienced an explosion of capital flight. Since the implementation of the SDGs will require fundamental changes in fiscal policy, tax regulation and global governance of financing, the fact that the idea of a global taxation body, placed in UN structures, is refused¹², is

⁷ http://www.un.org/esa/ffd/wp-content/uploads/2015/08/AAAA_Outcome.pdf

⁸ or even more: "Ambassador Macharia Kamau of Kenya, one of the co-facilitators of the intergovernmental consultative process, told reporters the implementation of the agenda could cost a staggering 3.5 trillion to 5.0 trillion dollars per year" - <http://www.ipsnews.net/2015/08/u-n-targets-trillions-of-dollars-to-implement-sustainable-development-agenda/>

⁹ <http://unesdoc.unesco.org/images/0023/002321/232197E.pdf>

¹⁰ For example: Action Aid. (2014). The Elephant in the Room How to Finance our Future.

¹¹ Action Aid. (2014). The Elephant in the Room How to Finance our Future, p.14.

¹² „The hallmark failure of the 3rd FfD conference is the missed opportunity to create an intergovernmental tax body, despite the persistent push into the 11th hour by a critical mass of developed countries led by India and Brazil” – B.Muchhala at <http://www.ipsnews.net/2015/07/opinion-third-ffd-conference-fails-to-finance-development-part-one/>

indirect shot in the implementation of SDGs, since goals without sufficient means are meaningless – only a list of nice wishes and good intentions.

The same applies to the discussion on debt relief and debt restructuring. The practice of imposing loans with strict conditions, dictated by developed nations, is jeopardizing the implementation of the new agenda, especially in the developing world, which often loses more in outward illicit financial flows than it gains in international aid. Developing countries are repaying huge amounts of money in loans and many countries spend more each year to service debt payments than they did on health and education. Countries like Argentina gave plenty of arguments proving that the current debt structure and loan conditions are increasing the crisis and the poverty, and are very likely to hinder the implementation of the ambitious development agenda. Still, there was no resonance for this argumentation amongst the most powerful negotiators in Addis Ababa.¹³

The agreement, the *Addis Ababa Action Agenda*, promoted as a ground-breaking one¹⁴, is vague and by far not sufficient to trigger the substantial change needed – not for poverty reduction, not for climate change, not for massive gender injustice (clearly showed in the Women's Working Group reaction on the FfD3 outcome document¹⁵), not for health and education...



Education was one of the issues discussed, of course – not one of the most important. “In the approximately 200 side events attached to the FFD in Addis, education and skills development were not that visible. There were over 6,000 participants in the conference, but very few of these had education as their principal focus”.¹⁶ But what was worrying is the concept and paradigm of education that was very obvious whenever learning or education were discussed. There were also a few ‘elephants in the room’ in this field.

The fact that SDG 4 as “...lifelong learning for all” was widely accepted and formally adopted in Incheon¹⁷ is completely ignored and the whole LLL is reduce to education, while ‘for all’ is reduced to children and to school. A huge step backwards – the whole universe of learning for all was reduced to the school as the XVI-century invention

¹³ „...the Addis Ababa outcome on Financing for Development (FfD) explicitly ignores a landmark initiative in the U.N. itself to establish an international statutory legal framework for debt restructuring” – B.Muchhala at

¹⁴ <http://www.ipsnews.net/2015/07/opinion-addis-outcome-will-impact-heavily-on-post-2015-agenda-part-2/>

¹⁵ <http://www.un.org/sustainabledevelopment/blog/2015/07/countries-adopt-addis-ababa-action-agenda/>

¹⁶ <https://csoforffd.wordpress.com/other-cso-inputs-to-ffd/position-papers/womens-working-group-on-ffd3/>

¹⁷ K.King, NORRAG, at: <https://norrang.wordpress.com/2015/07/23/what-happened-to-education-in-the-financing-for-development-conference-13-16-july-2015-addis-ababa/>

¹⁷ <http://en.unesco.org/world-education-forum-2015/incheon-declaration>

of J.A. Comenius. At least, that is the only thing worth of financing... Non-formal education of children and youth, family literacy, literate environment – it is skipped, and secondary education became the priority. Adult education didn't have a chance, nor did literacy. In the political capital of African continent, literacy was taken off the agenda. Even the education community had a reductive, old-fashioned approach to education. No adults, no non-formal learning, lifelong and lifewide are history, self-organized learning too. The outcome document contains “no reference to adult literacy, numeracy or adult education, and there is no mention of global citizenship education (GCED), or education for sustainable development (ESD).”¹⁸ Children should go to school and have good teachers – that's the main agenda that has to be financed. And, of course, education and training for productive employment and decent work, STEM and VET...

Not to be omitted is the ‘elephant’ of private education, as Social Watch clearly showed¹⁹, especially the role of the private sector in education delivery, which came together with ‘innovative financing’, ‘blended financing’, ‘multi-stakeholder partnerships’...

Literacy is probably the biggest educational ‘elephant’ – 800 million illiterate adults around the globe, and around 3 billion functionally illiterate are left to the civil society enthusiasm. Somehow, the big changes announced, and the most ambitious goals world ever agreed about, will be achieved without these few billion people. No one will be left behind, except them.

Can quality education of children, which we aspire to achieve, be reached while ignoring education of their parents, their environment, the communities... The world will have next chance: In 2030 children we are investing in now will be grown enough to create the new, more clever, consistent, truly inclusive and transformative agenda, and to shape the new world. The only question is: will there be a world by that time?



¹⁸ ¹⁸ K.King, NORRAG, at: <https://norrang.wordpress.com/2015/07/23/what-happened-to-education-in-the-financing-for-development-conference-13-16-july-2015-addis-ababa/>

¹⁹ The elephant in the classroom: the World Bank and private education providers – at <http://www.socialwatch.org/node/17009>



Transforming Our World: The 2030 Agenda for Sustainable Development

Response from the International Council for Adult Education

August 14, 2015

After a long process of negotiation since the 2012 Conference for Sustainable Development – Rio +20, the Outcome Document for the upcoming UN Summit to adopt the post-2015 development agenda, was agreed by consensus at UN headquarters in New York on August 1st, 2015.

This final text, titled [Transforming Our World: The 2030 Agenda for Sustainable Development](#), presents a political declaration and a set of 17 Sustainable Development Goals (SDGs) and 169 targets in the search to overcome poverty and for a sustainable future for all mankind. As opposed to the Millennium Development Goals, the former international development framework, the SDGs were built in an open debate with the participation of not only UN agencies and governments, but also civil society and other stakeholders.

ICAE has been participating actively in the process, especially through initial negotiations of the Open Working Group for the SDGs, and the parallel Education for All debates, pushing for the human right to education within a lifelong learning perspective, and the recognition of youth and adult education in the agenda. We are pleased to see that our efforts and the global education community's work are reflected in the agenda, remarkably in Goal 4: *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*.

However we are deeply disappointed and concerned by the last minute weakening of targets 4.4 and 4.6 on youth and adult literacy and education, stating that governments' commitment by 2030 is only to "substantially increase" the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship; and to ensure that all youth, but again only a "substantial proportion of adults" achieve literacy and numeracy. This comes as a surprise, not only because these targets weren't openly discussed in the last two rounds of governmental negotiations, but also considering the outcome document of the recent World Education Forum in Incheon, Korea in May 2015. In the [Incheon Declaration](#) world governments committed *"to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education"*, and further committed *"to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities"*. Unfortunately, the Addis Ababa Financing for Development conference failed to agree resourcing for adult literacy or wider adult education.

Adult literacy, skills for life and work and the promotion of lifelong learning opportunities are integral to the SDG 4 as it has been agreed. Moreover, there is wide recognition of the key role of youth and adult education to the achievement of all Sustainable Development Goals. However, over the past two decades, youth and adult literacy rates haven't increased as expected. Still, 781 million adults and 126 million youth worldwide lacked basic reading and writing skills in 2012, with women accounting for more than 60 per cent of both the illiterate adult and youth populations. This shouldn't remain as an educational deficit among the adult population for the next 15 years and the generations to come. Therefore, we need to redouble our efforts so that the next sustainable development and education frameworks uphold the full exercise of the human right to education for all youth and adults.

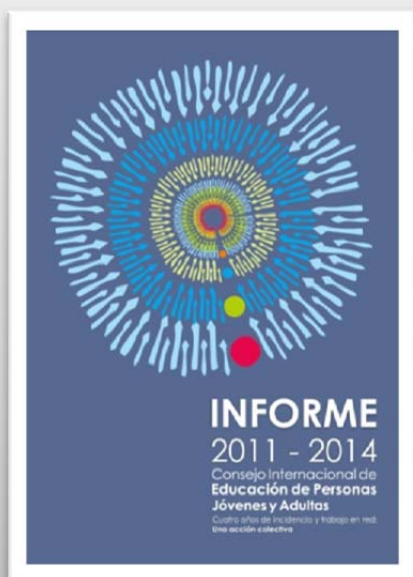
Moving forward, we have ahead the implementation of the Sustainable Development Goals, in which fundamental responsibility relies on governments, and coherence with previous commitments is essential. We also have ahead the adoption of the Incheon Framework for Action, which should respect the *holistic, ambitious and aspirational* vision of the Education 2030 agenda, and its wording should maintain the commitment *to ensure that all youth and*

adults achieve relevant and recognized literacy and numeracy and acquire the skills that enables them to lead healthy and fulfilled lives.

We call on our government(s) that after the adoption of the Sustainable Development Agenda and Education 2030 they establish legal and policy frameworks that truly *'leave no one behind'*, and to uphold the full exercise of the human right to education for all, children, youth and adults. Without significant investment, by national governments and development partners alike, and backed by appropriate monitoring and accountability, even the modest educational targets for adults will not be achieved, with the result that 'hundreds of millions will be left behind.'

Español: <http://www.icae2.org/index.php/es/novedades/401-transformar-nuestro-mundo>

Français: <http://www.icae2.org/index.php/fr/nouvelles/402-transformer-notre-monde>



Informe del ICAE 2011-2014

Cuatro años de incidencia y trabajo en red: Una acción colectiva

<http://www.icae2.org/index.php/es/novedades/396-informe-del-icae-2011-2014>

ICAE RAPPORT 2011 – 2014

Quatre ans de plaidoyer et de réseautage: Une action collective

<http://www.icae2.org/index.php/fr/nouvelles/395-icae-rapport-2011-2014>

ICAE REPORT 2011 – 2014

Four years of advocacy and network building: A collective action

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

From the ICAE's history



Budd Hall's generous gift of fabric from the first World Assembly of ICAE triggered the production of an exhibition drawing on the history for the Association that proved to be an additional contribution at our 9th Assembly in Montreal this year.

There are eight years to go before our fiftieth anniversary - it would be good if we could build a collective history through blogs, pictures, artefacts and songs reflecting our challenges and achievements together, to make this the first of many such aids to memory making.

Alan Tuckett

Former ICAE President

From the ICAE's history



When the International Council for Adult Education was founded on February 14, 1973, one of the founding Vice-Presidents was Paul J. Mhaiki of Tanzania. Paul had been the Director of the Institute of Adult Education, Kivukoni College and then Director of Literacy and Adult Education at UNESCO in Paris. Budd Hall, the first full-time employee of the ICAE had spent five years in Tanzania at the Institute of Adult Education. Mwalimu Julius K. Nyerere was the President of Tanzania and was a strong supporter of adult education as a tool for the transition to Ujamaa, sometimes referred to as African socialism. Dr. J. Roby Kidd, the founding Secretary-General of the ICAE decided to organise the first World Assembly on Adult Education and Development in Dar es Salaam in June of 1976.

Mwalimu Nyerere was the key note speaker and became the first Honourary President of the ICAE. Paul Mhaiki chaired the national organising committee. Budd Hall was the Conference Secretary.

Tanzania has a tradition of creating commemorative fabrics, colourful fabrics that are used for dresses and shirts. Paul J. Mhaiki had the idea of having the Chinese fabric factory, Friendship Textiles, print cloth with the ICAE logo and the words "Elimu Haina Mwisho" or Learning Never Ends on the fabric. Many shirts and dresses were made of this fabric.

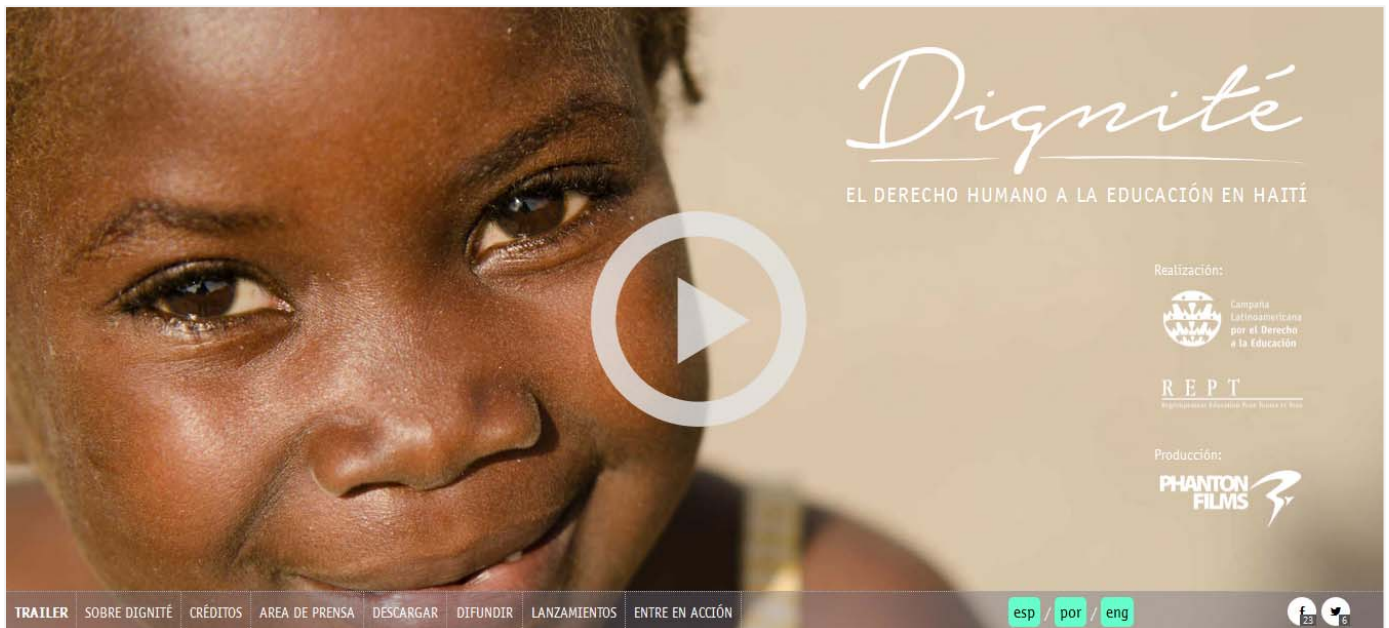
Budd Hall has kept a small piece of this commemorative fabric in his personal collection. He is proud to present this gift on behalf of all of the former workers at ICAE to our new Secretary - General.

Viva ICAE Viva!



Katarina Popovic - ICAE Secretary General and Eva Piorkowski - She was working at ICAE for 12 years from 1990 to 2002.

Eva (Kupidura) was in charge of the J. Robby Kidd Resource Centre and then the Informations and Communication Program.



DIGNITÉ

El derecho humano a la educación en Haití

Realización: CLADE – REPT

Producción: Phantom Films

Fuente: <http://campanaderechoeducacion.org/dignite/>

Se realizará en Chile el Seminario Internacional “Educación Pública y Privatización”

La CLADE participará en el encuentro, que se realizará en septiembre, y se enmarca en el actual proceso de reforma educativa que vive el país y en las intensas movilizaciones sociales contra el actual modelo educativo

26 de agosto de 2015

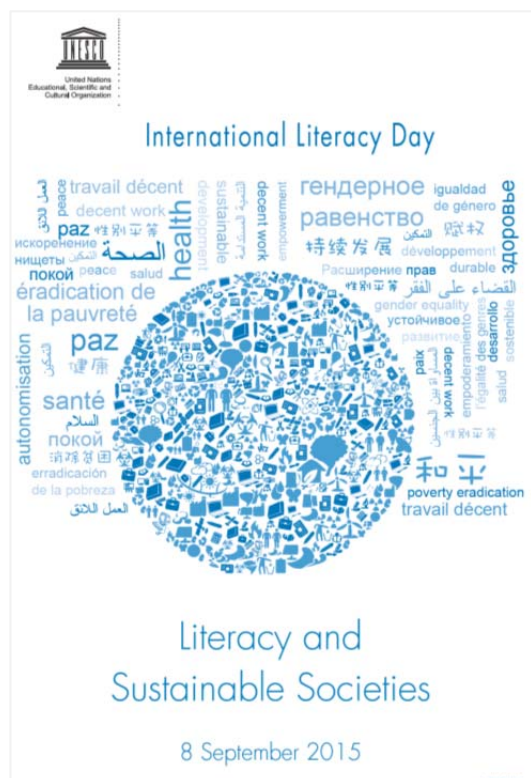
La Casa Central de la Universidad de Chile recibirá en los días 1 y 2 de septiembre el **Seminario Internacional “Educación Pública y Privatización”**, una iniciativa de la Facultad de Ciencias Sociales, la Facultad de Filosofía y Humanidades y la Vicerrectoría de Extensión y Comunicaciones, de la Universidad de Chile, con la colaboración de: Observatorio Chileno de Políticas Educativas (OPECH), Foro por el Derecho a la Educación, Red Estrado, Grupo de Estudios Trasas de la Universidad Católica de Valparaíso, Departamento de Educación de la Universidad de Santiago de Chile y Embajada de Francia Institut Francais Chile.

Este encuentro se enmarca en el proceso de reforma educativa que vive el país y en las intensas movilizaciones sociales contra el actual modelo educativo chileno, que se han producido durante la última década. En efecto, la privatización de la educación en Chile es un fenómeno que es necesario examinar en una perspectiva comparada. En la región persisten políticas mercantilizantes, particularmente en lo educativo. La privatización es un proceso heterogéneo que incluye la presencia de escuelas privadas, financiamiento público a las mismas, negocios asociados a la educación, formas de gestión educativa mercantil, y la presencia de grupos de poder económico en la toma de decisiones respecto a la educación pública, entre otros aspectos necesarios a estudiar...

Leer más aquí: <http://www.campanaderechoeducacion.org/v2/es/noticias.html>

INTERNATIONAL LITERACY DAY 2015

Literacy and Sustainable Societies



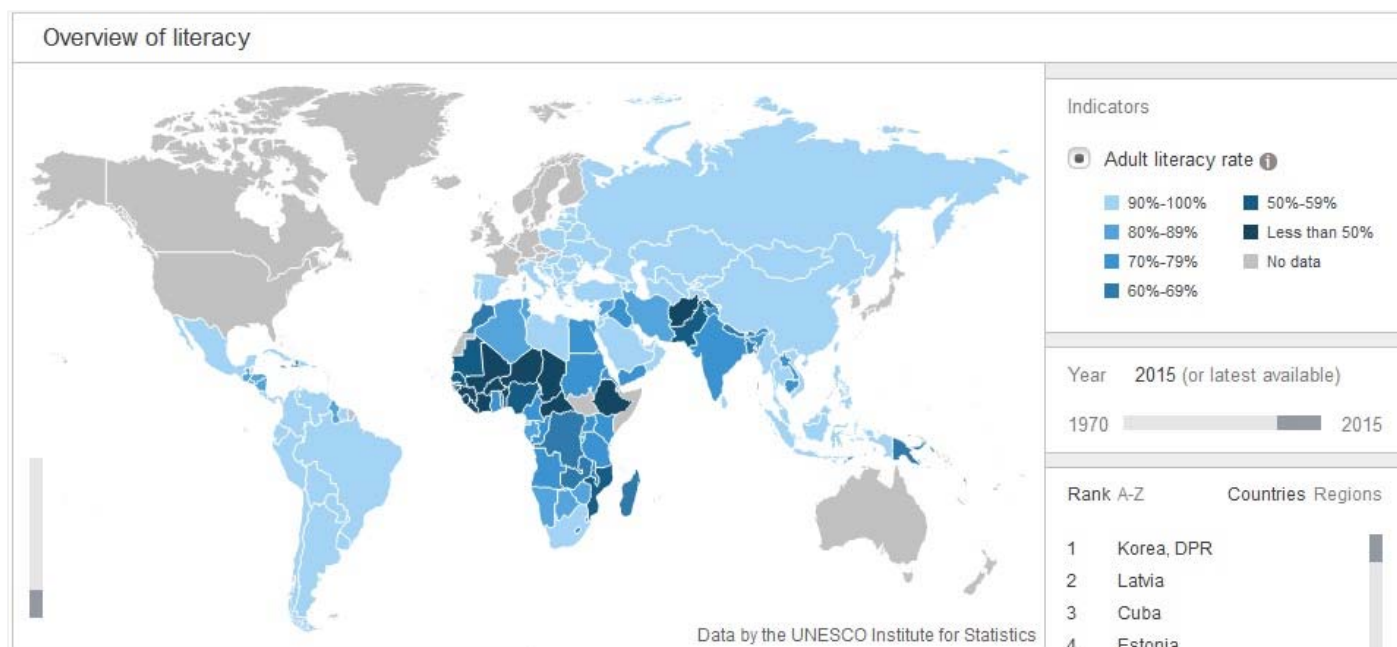
The theme of International Literacy Day 2015 is Literacy and Sustainable Societies. Literacy is a key driver for sustainable development. Literacy skills are the prerequisite for the learning of a broader set of knowledge, skills, attitudes and values, required for creating sustainable societies. At the same time, progress in areas of sustainable development, such as health and agriculture, serves as an enabling factor in the promotion of literacy and literate environments.

This year's celebration of International Literacy Day, therefore, will be dedicated to exploring critical links and synergy between literacy and the future Sustainable Development Goals which will be adopted during the 70th session of the United Nations General Assembly in September 2015.

As in previous years, International Literacy Day 2015 will be celebrated worldwide, bringing together governments, multi-and bi-lateral organizations, NGOs, the private sectors, communities, teachers, learners and experts.

A main global celebration will take place at UNESCO Headquarters, where a two-day event on Literacy and Sustainable Societies (8-9

September 2015) will be organized to prepare the ground for renewed literacy efforts by countries and partners in the post-2015 era. On 8 September, 2015 a ceremony will be held to award the 2015 UNESCO International Literacy Prizes



<http://tellmaps.com/uis/literacy/>

Source: <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/literacy-day/>