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ICAE Members UPDATE - June 2023

Dear ICAE members,

Our ICAE Newsletter includes a variety of updates and events for you. **This issue focuses especially on the CONFINTEA VII Follow-up as well as on the forthcoming High Level Political Forum.**

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We hope you will enjoy the read :)

Your ICAE Team

1. Reflections by ICAE EC Members on CONFINTEA VII - Regional Follow up Meetings

During the past few months, the UNESCO Institute for Lifelong Learning (UIL) has already organized several regional follow-up meetings on CONFINTEA VII, building upon the significant platform it provided in 2022 for policymakers, educators, and practitioners to shape the future of adult education.

In this newsletter, you will find contributions from ICAE Vice-Presidents and Executive Committee members, offering personal accounts, reflections and outlooks from the Confintea VII follow-up meetings and activities.

Report of the Regional CONFINTEA VII follow-up conference for North America

On June 2, 2023, ICAE members in Canada and the US participated in a 2-hour virtual follow-up conference to CONFINTEA VII. The event was a partnership between the UNESCO Institute for Lifelong Learning (UIL), the Canadian Commission for UNESCO, and ICAE. Facilitated by Daniel Baril, Executive Director of the L'Institut de coopération pour l'éducation des adultes (ICÉA) in Montreal and Chair of the UIL Governing Board, the agenda included background on CONFINTEA VII in Morocco and the resulting [Marrakech Framework for Action \(MFA\)](#) and presentations about several ALE initiatives in Alberta, Québec and Nova Scotia. This portion of the program focused on Canadian initiatives because the US is not a UNESCO member state, although there is now a recent report out of Paris that the US would be rejoining UNESCO in July.

Tom Sork, ICAE VP for North America, emphasized the central role of civil society organizations in ALE provision and the need to ensure that this sector is included in UIL and government discussions about policy, funding priorities, and all aspects of implementing and monitoring the MFA.

Nicolas Jonas from UIL summarized the main outcomes of CONFINTEA VII and reported on progress toward developing a new process for monitoring

actions and outcomes related to the MFA. Referred to in the programme as a “new generation” of the Global Report on Adult Learning and Education (GRALE), this process envisions a more robust data collection process that will require a good deal of “capacity building” globally to prepare data collection and reporting systems that capture the diversity of ALE policies, provision and outcomes. Mr. Jonas indicated that GRALE 6 would be released in 2026 and GRALE 7 in 2030, the target year for achieving the UN’s Sustainable Development Goals (SDGs) from the [2030 Agenda](#).

Although the concept note for the event focused on developing “feasible action points to implement and meet the commitments made in the MFA,” there was no time allotted for discussion. However, following the event, the Canadian Commission for UNESCO circulated to attendees a link to a UIL follow-up survey asking for “your country’s plans for the implementation of the Marrakech Framework for Action” including to:

- improve adult learning and education system organization (to include policy, legislation, governance, human and financial resources as well as research),
- enhance participation and inclusion in adult learning and education, and
- improve adult learning and education quality in relation to:
 - Teachers' competencies and professional development.
 - Relevant curricula and learning materials that incorporate developing fields of learning such as education for climate action and for citizenship.
 - Addressing the digital gap and ensure an inclusive digital transition.
 - Evaluation to guide policies and practice to further promote inclusion, quality, and relevance of ALE.

This event was a promising start, but only that on the way to more robust, inclusive discussions about country, regional and global responses to commitments made in the MFA.

Tom Sork
ICAE Vice-President for North America

Caribbean Reflections on the CONFINTEA VII

The CONFINTEA VII Follow-up meeting for the Caribbean Region was held over 2 days, June 1 and 2. Prior to the meeting I wrote to the UNESCO

Kingston office to secure the participation of my organization the Jamaican Council for Adult Education (JACAE). I was later contacted by Susanna Hess-Kalcher, the DVV Regional Director for Central America and the Caribbean to say she was asked to make a presentation about stakeholder's perspective on the MFA in the Caribbean. I shared with her the major area of concern from our perspective.

Three days before the actual meeting I was contacted by Jonas to seek my participation as a speaker to which I consented. I was able to consent because JACAE had already held a forum to discuss the Marakech Framework from a Jamaican and Caribbean perspective. This would provide the basis for my contribution at the meeting. I later became aware that I was slated to moderate the programme for day 1 when I was sent a draft of the programme. The day before the meetings I wrote to Jonas requesting the final draft of the programme as a way of confirming what was expected of me. That was sent to me on the morning of Day 1 of the meeting and the time for the meeting was clearly stated (10:00 – 12:00 GMT-4).

When I entered the Zoom room at 9:40 thinking I was 20 mins early I noted that the meeting was in progress. I quickly reached out to the Kingston Office only to be told that the meeting had started 1 hour earlier. I believe this resulted from the difference in times among Caribbean Countries. I was however given the opportunity to take over the moderation on the meeting. I also made my presentation which was well received.

It is important to note that the other two speakers who were scheduled to present on the status of things in their countries did not show.

Despite the obvious lack of proper organization, the discussion that filled the time slots of those absentee presenters was robust and engaging.

I did not participate in the activities of Day 2.

Shermaine Barrett

ICAE Vice-President for the Caribbean Region

Post Confintea VII main activities and challenges in the Arab region

As post Confintea VII activity, a special meeting was held in Lebanon in December 2022. The meeting got together experts and civil society activists in adult education from Yemen, Morocco, Iraq, Lebanon, Egypt, Palestine, Sudan

and Jordan. It was organized by AHAED, The UNESCO, DVV, the UNESCO Institute for Lifelong Learning. The main objective of the event was to discuss the outlines of a strategic plan that may activate the Marrakesh Framework for Action aiming to implement the principles of partnerships and interconnections in the field of Adult Learning and Education. As a follow up, other virtual and in person meetings were organized by AHAED to present the Marrakesh framework for Action and discuss ways as how to implement it across the Arab regions. During the meetings, participants debated some challenges such as the funding of adult education activities and how to sustain them in collaboration with the CSOs and Governmental Departments. As a recommendation from AHAED and partners, more advocacy from the CSOs is badly needed to get the Governments and donors heavily involved in promoting quality adult education. In addition, setting up partnerships, networks and special committees has been strongly suggested by many of the experts and CSOs activists so as to enlist Governments to adopt their public policies in terms of promoting adult education. To implement the Framework on the ground, the following have been proposed:

1. Holding regular follow up meetings
2. Capacity building for adult education facilitators
3. Revisiting the concepts and terminology in terms of adult learning and education
4. Establishing special committees to share experiences and Best Practices

The Arab Network for Literacy and Adult Education also hosted a number of virtual and in person activities across the Arab region. The network presented the Marrakesh Framework at the Arab League and worked closely with the UNESCO, Egypt, the Egyptian Literacy and Adult Education Agency and other NGOs to raise awareness regarding the importance of promoting adult education. Furthermore, the network delivered presentations at the COP 27 and contributed to advocating for quality adult learning and empowering the capacities of women in the field of adult education.

Elarbi Imad

ICAE Special Advisor for the Arab Region

Latin American developments on CONFINTEA VII

It seems that Latin America will be one of the last regions to hold its CONFINTEA follow-up meeting. Nonetheless, the Latin American Platform of Networks in Youth and Adult Education (which includes CEAAL, ALER, REPEM, Fé y Alegria, CLADE and ICAE) continues with its series of events

which seek to highlight both the recommendations of the Marrakech Framework of Action and good practices of ALE in the region.

In March the DVVI Office in Bogotá organised the VI Andean Meeting on Youth and Adult education in which CLADE and ICAE participated, discussing the need to make the challenges faced by adult education in the region more visible and to consider the implementation of the Marrakech Framework of Action in the Region.

On 26th April the Platform organised an online discussion on Public Policy in Youth and Adult Education in Latin America and the Caribbean at which Chile presented its current experience. That was followed on 15th June by a Virtual Dialogue in which five inspiring experiences of inclusive public policy in youth and adult education were presented, with cases from Argentina, Peru, Ecuador, Brazil and Chile. This will be followed on 21st June by the launching of the REPEM (Popular Education Network among Women in Latin America and the Caribbean) Campaign for Non-sexist and Integral Education. Then on 28th June, the UNESCO Chair in youth and adult education will hold an Inter/national Dialogue on Adult Learning and Education whose focus will be the implementation of the Marrakech Framework of Action as public policy. A brief presentation of the MAM will be followed by comments from the representatives of the Brazilian Ministry of Education, the State forums of EJA and from the Regional Platform (CEAAL and CLADE).

Finally it is important to announce that CEAAL, an important partner of ICAE in the Region, has just published a book “Educational Justice for Young People and Adults: Challenges for Latin America and the Caribbean” (*Justiça educativa para personas jóvenes y adultas: desafíos para América Latina y el Caribe*), which sets out to respond to the questions posed by the contemporary context of crisis and the priorities and recommendations included in the MAM, examining the multifaceted Latin American and Caribbean context and the diverse dimensions of the contemporary civilizational crisis.

Timothy Ireland
ICAE Vice-President for Latin America

Updates from the European Nordic countries

The Swedish members set up a webinar about the results of Confintea VII in the autumn 2022. Participants were a representative from the Swedish Unesco

commission, the moderator from Studieförbunden i samverkan and myself.

We also participated in a meeting organised by the Swedish Unesco commission – about Transforming Education Summit – trying to add Confintea VII as a topic.

Representatives of popular education ALE in the Nordic countries were informed about Confintea VII during a videomeeting in 2022, and at the physical meeting that I have already written to you about.

The Swedish government changed after the elections in September 2022, and we have heard very little about Confintea VII follow-up from the new Education minister.

I believe that the situation in the other Nordic countries is similar to our's, that is low activity in the government. Perhaps with the exception of Finland, where the ALE organisations have had excellent connections with the ministry. That might change, however, as they announced a new government yesterday as a result of recent elections.

**ICAE Executive Committee Member
Cecilia Palm**

2. High Level Political Forum 2023

ICAE is proud to announce its continued active participation in the High-Level Political Forum (HLPF) 2023, as we have been in previous years.

The [High-level Political Forum on Sustainable Development \(HLPF\)](#) will be held from **Monday, 10 July, to Wednesday, 19 July 2023**, under the auspices of the [Economic and Social Council](#). The HLPF is the main United Nations platform on sustainable development and it has a central role in the follow-up and review of the 2030 Agenda for Sustainable Development and the [Sustainable Development Goals \(SDGs\)](#) at the global level.

This years theme will be "**Accelerating the recovery from the coronavirus disease (COVID-19) and the full implementation of the 2030 Agenda for Sustainable Development at all levels**". The HLPF in 2023 will review in-depth Goals 6 on clean water and sanitation, 7 on affordable and clean energy, 9 on industry, innovation and infrastructure, 11 on sustainable cities and

communities, and 17 on partnerships for the Goals. SDG4 on Quality Education is reviewed every 4 years and is not under review this year, but education has several interlinks with the entire agenda, so it is still very important to address and contribute to the forum.

Registration and meeting in NY: The registration for the HLPF 2023 will close on June 25th, 2023. Please confirm your attendance by replying to this email. This will enable us to coordinate actions and meet you in person in NY :)

Voluntary National Reviews

As part of its follow-up and review mechanisms, the 2030 Agenda for Sustainable Development encourages member States to conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven (paragraph 79). The [VNR countries](#) are expected to submit comprehensive written reports that will be made available in the VNR database. Following 41 countries will present their VNRs at the HLPF 2023:

[Bahrain](#), [Barbados](#), [Belgium](#), [Bosnia and Herzegovina](#), [Brunei Darussalam](#), [Burkina Faso](#), [Cambodia](#), [Canada](#), [Central African Republic](#), [Comoros](#), [Chile](#), [Croatia](#), [Democratic Republic of the Congo](#), [European Union](#), [Fiji](#), [France](#), [Guyana](#), [Iceland](#), [Ireland](#), [Kuwait](#), [Liechtenstein](#), [Lithuania](#), [Maldives](#), [Mongolia](#), [Poland](#), [Portugal](#), [Romania](#), [Rwanda](#), [Saudi Arabia](#), [Singapore](#), [Slovakia](#), [St Kitts & Nevis](#), [Syrian Arab Republic](#), [Tajikistan](#), [Timor-Leste](#), [Turkmenistan](#), [United Republic of Tanzania](#), [Uzbekistan](#), [Venezuela](#), [Vietnam](#), [Zambia](#)

For more details, please [click here](#).

EASG – HLPF 2023 Side event "Unmasking Transformative Education: A Critical Journey towards SDG 4"

**Tuesday 11th July at 13:15-14:30 NY Time,
Conference Room C**

Save the date! We are excited to invite you to the EASG - HLPF 2023 Side Event, titled "Unmasking Transformative Education: A Critical Journey towards SDG 4". Join us on Tuesday, July 11th, from 13:15 to 14:30 NY Time.

This engaging event will delve into the crucial role of transformative education in achieving Sustainable Development Goal 4. Stay tuned for more details, including esteemed speakers and registration information. Get ready for an insightful discussion and meaningful exploration of education's transformative power. More information will follow soon!

Please do not hesitate to contact us at anytime in case you do have any further questions.

Your ICAE Team

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