voices rising

ICAE

Celebrating ICAE’s 40th. anniversary

1973-2013

Part I
The International Council for Adult Education is a young forty, full of energy, and in its prime! It was created in the year I began full-time work in adult education, and Roby Kidd, who was the main force behind its creation spoke inspiringly at a conference I attended. It has had its triumphs and its challenges, just like the field of adult education more widely – but never, I think, has it been as vibrant as these last years. With the development of the World Social Forum, the introduction of an annual International Academy of Adult Learning Advocacy, with vibrant partnerships in civil society and with co-ordinated lobbying relating to the post 2015 process. There has never been a greater need for a rights based organisation defending adult learning, and insisting that learning is life-deep and life-wide as well as life-long. We believe that ‘another world is possible’, and to use the title of our 8th world assembly, we are working to create ‘a world worth living in’. We are blessed with creative, passionate and hard working staff, dynamic members, and a cause worth working for. 

Alan Tuckett
ICAE President

I hope that in 2023, when we will celebrate the 50th anniversary of our movement, ICAE will be even stronger and even more present in the different regions of the world as well as within the various social movements doing advocacy for the right to learn. This right we fight for since forty years is the right of all women and men to empower themselves all along their life and their right to conceive and build together another possible world. The right we advocate is the right of each and all citizens to imagine and create the right to question and analyse. Let us remember what we said in the declaration that ICAE proposed with success to CONFNTEA IV in 1985:

If we want the peoples of the world to be self-sufficient in food production and other essential human needs, they must have the right to learn.

If women and men are to enjoy better health, they must have the right to learn.

If we are to avoid war, we must learn to live in peace, and learn to understand one another.

Paul Bélanger
Former ICAE President

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'Learn' is the key word.

There can be no human development without the right to learn.

There will be no breakthroughs in agriculture and industry (...) without the right to learn.

Without this right there will be no improvements in the standard of living for workers in our cities and villages. (..)

But the right to learn is not only an instrument of economic development; it must be recognised as one of the fundamental rights. The act of learning, lying as it does at the heart of all educational activity, changes human beings from objects at the mercy of events to subjects who create their own history.

Yes, during these years, ICAE and its regional associations have made a difference. Still so much remains to be made. Let us mobilize ourselves for the crucial next ten years.
Celita Eccher
ICAE Secretary General

I have an advantage over the rest. As I work at ICAE Secretariat, I am able to read all the contributions before their publication but then, the problem is that I have nothing left to say! And this is the case, for sure. I believe that the contributions amazingly complement each other.

You can find stories, facts, incredible people working close with ICAE and also new generations. Therefore, the point is: what can I add and avoid being repetitive?

While thinking about how I found ICAE, I was suddenly filled with joy:

The first time was in Argentina, with the return of democracy in the Southern Cone countries; time of joy and hope, time of reunion, I cannot recall another moment as unique and unforgettable.

At that moment, with the help from the Women’s Programme and the Popular Education Network of Women from Latin America and the Caribbean (REPEM), I had the opportunity to attend the ICAE World Assembly in 1985, in Buenos Aires.

The Assembly was opened by Alfonsin, the first democratically elected president after the dreadful dictatorships in the South Cone.

I recall so many people in that Assembly that did so much for ICAE, among them: Budd Hall, former ICAE Secretary General, or Pancho Vio former Secretary General of the Latin American Council for Adult Education (CEAAL). And so many others; I remember that somebody would tell me who was who there. Everything was new and thrilling; we had been able to overcome solitude after working in isolation for the past 13 years.
I also recall my first Mexican friend from CEAAL, Silvia Van Dyck who further visited Uruguay for an exchange of experiences. **Those were times where freedom, democracy and education were recovered, all together.**

The first time I attended an ICAE Executive Committee was in 1994, as a representative of CEAAL. It was in South Africa, after the end of the Apartheid; Mandela was President at that time.

Those were moments that I shall never forget. It was incredible to visit Africa for the first time, in such a special moment, to be able to share the joy, the challenges, the start of such a long journey ....

Once again we could breathe air of freedom, of democracy; the first black President elected after the end of the hideous apartheid. **Once again, I could feel the newly recovered freedom jointly with democracy and education...**

In my country we use to say: **"It's good to have lived it, to be able to transmit it".**

Then I had to assume more and more responsibilities and it has been exciting to challenge obstacles, with some many endearing people committed with our mission. Finally, far from being original, I would like to share with you a warm hug, to reinforce our hopes.

**A luta continua.**


### Two moments in the History of ICAE

**Budd L Hall**

*Former ICAE Secretary General*

While the ‘official’ birthday of ICAE is said to be February 14, 1973, a date known as St Valentine’s Day in Canada where the founder, **Dr. J Roby Kidd** was living, the ‘real’ birth date of ICAE might well have been June, 1976 with Dar es Salaam, Tanzania as the birthplace.

**First World Assembly of Adult Education: Voice of the Global South**

Dar es Salaam was the home of the first World Assembly of Adult Education, the first International Conference on Adult Education and Development. Dr. Malcolm Adesheshiah of India was the President, Dr. J Roby Kidd of Canada the Secretary-General and Budd Hall was the Conference Secretary. The Dar es Salaam conference brought together nearly 700 adult educators from around 100 countries. Paul J. Mhaiki, the former head of adult education in UNESCO headquarters in Paris and an early supporter of the late Julius Nyerere’s leadership in the Tanzanian Independence movement, was out host. President Nyerere gave the opening keynote address. Others offering plenary thoughts included Lucile Mair of Jamaica, Magid Rahmema of Iran, Paulo Freire of Brazil. The Dar es Salaam declaration and the proceedings of the conference were published in *Adult Learning: A Design for Action* by Pergamon and edited by J Roby Kidd and Budd Hall. It is fair to say that the Dar es Salaam conference put the concept and practice of **adult education onto the global development agenda** in a major way and highlighted the remarkable contributions that were to come from the majority world. Never before had so many voices from the Global South made themselves heard.

**Adult Education and Liberation**

**Zimbabwe 1989**

The passing of Madiba, our beloved Nelson Mandela, brought to my mind memories of the **conference on adult education and liberation** that ICAE organized in Harare in 1989. Under the leadership of Paulo Wangoola, the Secretary-General of the African Association for Literacy and Adult Education and ICAE’s President Dame Nita Barrow, the idea was to bring together the adult educators from the liberation movements working in exile at the time from South Africa and Namibia with adult educators working underground within South Africa and Namibia itself under the leadership of the
African National Congress (ANC) and the South West African People’s Organization (SWAPO). Zimbabwe had gained its political freedom under the leadership of President Mugabe and was one of the only places where South Africans could travel to at the time. One of the key organizers of the educators from within South Africa was Shirley Walters, an ANC activist who led the complex negotiations for identifying the appropriate delegates from the then outlawed ANC. Darlene Clover was the conference organizer. The conference gave ICAE members tremendous insights into the stage of the liberation movement inside South Africa itself, was an important opportunity for educators working in exile and those working in clandestine manners inside South Africa to be together. The conference ended with the collective voice of the delegates calling to “Free Nelson Mandela”

Dr. Heribert Hinzen
http://www.iiz-dvv.de/index.php?article_id=195&clang=1

¿Qué vincula a Julius K. Nyerere con el ICAE?
Dr. Heribert Hinzen

Julius Nyerere, lifelong learning and education
http://infed.org/mobi/julius-nyerere-lifelong-learning-and-education/

Nélida Céspedes
CEAAL Secretary General and member of the Executive Committee of ICAE

Dear colleagues of ICAE,

A new anniversary and a new opportunity to recognize the good progress made and the challenges ahead. Thinking about ICAE suggested the following to me:

ADVOCACY. In ICAE there is a commitment to advocacy that goes beyond a lobbyist perspective and its concern has always been focused on political action, political change, i.e., linked to the issue of power.

The set of proposals for the Education of youth and adults has been performed as part of a requirement to education in which people are empowered to decide on their present and their future, in which the right to education and lifelong education constitute a fundamental key to open doors towards participatory democracy.

COMMITMENT. Linked to the advocacy strategy we have seen in the team of ICAE and its members of the executive in different parts of the world, a permanent commitment to continue to bet on the right to education within a framework of a new development model that humanize us, that join us, facing models that homogenize us, which do not allow gender equity and equality, which exacerbate injustice, impoverish, and prey on the environment.

ARTICULATION. ICAE is primarily a network that articulates, convenes senses, feelings, views of change, wills, transforming programs, based on a dynamic born between

Long live ICAE and its struggle and that the commitment to the right to education in and to just and democratic societies be strengthen!
organizations that brings the benefit of cooperation at higher levels. The slogan could be, "Together we can do more and better": this is what characterizes ICAE and therefore generates a greater impact. We can articulate more among us, yes, we can articulate better with the social movement and grassroots organizations, of course yes, but the way forward is already a big step and a reason to celebrate in this anniversary.

**EDUCATION.** ICAE and its members commit for this right on every continent. The points we raised at the CONFINTEA VI are still valid and we must remain committed to them.

1. Youth and Adult Education is a fundamental human right.
2. Youth and Adult Education is crucial to overcoming poverty and to address the global food, energy, environmental and financial crises.
3. Youth and Adult Education, including literacy, must be clearly prioritized in international frameworks and national government policies.
4. Literacy policies must be clearly articulated within a framework of lifelong learning and linked to other intersectoral actions and policies.
5. The right to education and lifelong learning of migrant and refugee men and women must be recognized.
6. ACTION is needed now: it is necessary to have legal and policy frameworks as well as adequate governance structures and mechanisms to ensure the right to youth and adult education for all.
7. States must demonstrate a clear political will and allocate the resources necessary for the full realization of the right to Youth and Adult Education.

Long live ICAE and its struggle and that the commitment to the right to education in and to just and democratic societies be strengthen!


**Sérgio Haddad**

*Director of Acao Educativa and member of the Executive Committee of ICAE*

These forty years ICAE has remained in time as an entity that announces and denounces.

It conformed itself as a **global entity**, announcing that times of globalization would come and that it was therefore necessary to work at the global level to do advocacy. Not only with international organizations, those representing governments in the world, but also in the civil society, making alliances with global entities and networks aimed at raising awareness about the human right to education.

The fact of working in the global plan with the International Agencies announced that civil society wanted to influence the fates defined by the interests of the States, but denounced, at the same time, that their structures needed to be improved, that internal democracy was necessary, with greater participation of southern countries and those that had less economic power. It also denounced the influence of private interests and that human rights are not negotiable under any circumstances.

In the field of Adult Education, ICAE, by announcing its existence as an international entity that was born to proclaim the value and meaning of a **human right**, also denounced those who considered this right as a minor right, disrespecting its sense and its value.

When passing over the years by the various ways of saying and understanding what was Adult Education, ICAE placed itself as an international actor that reflects upon its contents, approaches reality and seeks to give meaning to what it does, from **continuous education**, through **functional education**, to **popular education** and coming to **lifelong education**.

Whatever its name, **Adult Education** for its time is one that makes sense to **empower the disempowered**, giving voice to those who are not allowed to participate, democratizing life, recognizing in the difference a universal value, building social
justice, working with extremely difficult subjects, those who are left behind, for not finding powerful people the value that
deserve their attention.

ICAE denounced that Adult Education is not just a problem to be addressed within the field of education, with public
policies and methods of learning, as many of their ideologists want, hiding -often without realizing- the true meaning
moving societies. When joining the theme of education to economic aspects, to other social issues, to cultural aspects, and
more recently the environmental subject, ICAE announces that the right to education cannot be accomplished without
realising, at the same time, other human rights: the right to life, work, social participation, health, respect for
differences and many others that humanity is recognizing as part of its legacy in the world. There is no educational
justice without social justice! - denounces ICAE.

mensagem-de-sergio-haddad

Waking Up to Women’s Education
Sara Hlupekile Longwe
Former member of the Executive Committee of ICAE

One day, about fifteen years ago, I realized that I was an
adult educator. I had spent a large part of my life as a
women's rights activist, and also - to keep body and soul
together - I had become involved in advising development
agencies in Zambia and elsewhere on how to recognize and
address gender issues in development programmes.

I had even developed my own approach to this work, which
others began to call the Longwe Framework. This framework
did not see women’s development as something given to
women by other people - usually men who claimed to know
what was good for them. Instead it saw women’s development
as an empowerment process of recognizing and overcoming
various practices of gender discrimination in order to achieve gender justice and to get their fair
share.

So I was a bit surprised one day in 1997 to get an e-mail from somebody at the UNESCO
Institute for Adult Education, on behalf of ICAE, asking me to be a member of the Women's
Caucus involved in organizing CONFINTEA V. She viewed me as a women's adult educator, and
had even been using some of my ideas for engendering adult education programmes.

You see, when I was a young woman, Adult Education in Zambia meant bringing back adults
into the classroom to receive the schooling from which they had been excluded during colonial times, in order to belatedly
enable them to obtain school certificates in order to qualify for white collar jobs. Often it entailed evening classes for large
adults sitting in small desks and reading school books intended for small children.

But ICAE was talking to me about a very different form of adult education. An education not designed to understand the
world as you find it and to know your place within it, but rather to change your position within it. And not merely to
change your position, but to change the world so that we can all fit better within it. This more radical and change-
oriented concept of education, of course, is particularly important for women, who are born into a world where they are
subordinated, and traditional schooling is calculated to accommodate them within the given patriarchal system.

So there you are! I accidently discovered myself to be an exponent of a new sort of women’s education. Before long I even
became a member of the ICAE Board, and used my position as Chair of FEMNET (the African Women's Communication
Development Network) to link ICAE and FEMNET into some joint programmes, such as the 'Learning Gender Justice'
campaign. My work with ICAE also led me to work within the World Social Forum to conscientise others to demand their
governments for gender accountability on usage of state resources.

I was discovered to be a women’s adult educator. And I still am!
ICAE@40 year’s anniversary: Congratulations!
Heribert Hinzen
dvv international

It is definitely a great achievement of ICAE that in cooperation with other stakeholders the most advanced and most recent position in the post-2015 debates for new global education and development frameworks we do advocate for “quality education, and lifelong learning for all”! Therefore, here is my big thank you to those who struggled towards this, especially current President Alan Tuckett, Celita Eccher as Secretary General, the Executive Committee, the Secretariat staff, and all members, partners, and friends.

40 years are a long time. Only few people are around today who can span the period from the foundation of ICAE, through its growth, struggles, including quite some turbulences, and can celebrate with us today. Let me try to throw some light on several contexts, events and persons, and how I see it in the light of my own biography which somehow emerged in parallel.

The story is told that four men (!) were together at the Third UNESCO World Conference on Adult Education, in brief CONFINTEA III, in Tokyo in the year 1972, highly concerned professionals, advocating for change. They were Roby Kidd from Canada, Paul Mhaiki from Tanzania, Paul Bertelson from Denmark, and Helmut Dolf from Germany. They agreed to work towards creating a non-governmental body who could represent the adult education sector in all the global arenas. The idea grew quickly and the International Council for Adult Education was born a year later in 1973. Paolo Freire and Julius Nyerere became Presidents or Honorary President in the early period. However, it took some time till women like Dame Nita Barrow from Barbados and Lalita Ramdas from India became Presidents.

I was lucky to meet most of those in different situations: I did my doctorate with a study on Adult Education in Tanzania, in 1975 there was a major UNESCO conference on Structures of Adult Education in Africa in Nairobi, where Roby, John Lowe from OECD, and Budd Hall, who soon later started serving as a longstanding Secretary General of ICAE, were present. I still remember to write a report on this conference for the DVV journal Adult Education and Development. At that time I was a part-timer and trainer at the VHS, local centers for adult education within the DVV framework, in Germany. Soon in 1977, then I started to work full-time for the international Institute of DVV headed by Jakob Horn, and where Helmut Dolf served as Director. Ever since I stayed with DVV as coordinator of projects in Sierra Leone and Hungary, being Director of the Institute for longer periods, and now moved on as regional director for South and Southeast Asia.

Throughout this period DVV was a strong supporter of ICAE, even in the most critical times through helping evaluations to come up with forward looking results, searching and providing funds, support participants to come to the World Assemblies, join in writing documents and declarations, strengthen the regional arms of ICAE like ASPBAE, CEAAL, and EAEA through a variety of measures. I shared my period as ICEA Vice President also while Paul Belanger was President, after his great work for UIL towards CONFINTEA V in Hamburg.

Now we are together in publishing the yearbook on adult education, and serving on its editorial board. Just last week we (ICAE, ASPBAE, DVV, PRIA and others) were co-partners in the PASCALL Hongkong event on “Learning Cities Together”. The main organizer was Chris Duke who joined ICAE as an Associate Secretary General in the 1980s while being Secretary General of ASPBAE. As back-to-back-event we celebrated ASPBAE@50, and several of those who served ICAE earlier and do it now, like Lawrence Tsui Po Fung, Kim Shinil, Rajesh Tandon, Maria Khan, and Robbie Guevara, were there.

May these few lines help to understand that ICAE has a past and a presence, and it is our great chance, opportunity and obligation to continuing to create together a common future in the world we want.

Cheers and happy birthday!

To be continued in Part II