"Education is the most powerful weapon which you can use to change the world"

Nelson Mandela
University of the Witwatersrand
2003

ICAE mourns the passing of Nelson Mandela and joins thousands of people around the world in this feeling of tremendous loss of a man who fought endlessly for human rights. He has been an inspiration and role model for so many and his memory will surely continue inspiring thousands more.

“No one is born hating another person because of the colour of his skin, or his background or his religion. People learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite”. NM.
The Education Goal We Need, for the World We Want

ICAЕ Proposal for the Post 2015 Sustainable Development Agenda

Discussions on the post-2015 development agenda are now well underway, and while education receives some prominence, there needs to be a firmer commitment to education, as a fundamental human right, and recognition that education is an indispensable requirement for realizing other human rights. Education should be acknowledged as a core enabler of sustainable development, essential to addressing current and future global challenges, and the achievement of all other development goals. As such, in the post-2015 agenda, the goals and objectives in education must be based on a holistic vision of education, encompassing all forms of education and training, formal and non-formal.

ICAЕ believes that lifelong learning is the education paradigm of the XXI century. Assuming this paradigm, implies a shift in education systems, where literacy and the education of young people and adults is fully integrated for all.

In the context of the construction of a new development agenda post-2015, the United Nation General Secretary envisons an agenda where education and lifelong learning are guaranteed. We welcome paragraph 86 of his report: A life of Dignity for All, however we understand this paragraph should undertake minor, yet important, changes:

[par. 86] Provide quality education and lifelong learning for all. Young people and adults should be able to receive high-quality education and learning: from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocation education, citizenship education and training for a healthy life and sustainable life.

ICAЕ proposes that the States manage their educational systems focusing on the “lifelong learning approach” as a condition to attain inclusive and fair societies. For this purpose, they must establish public institutions, which watch over the implementation of educational programs that are able to respond to the comprehensive needs of the whole population no matter the social origin, ethnicity, gender or age. These programs must be implemented in every level of formal education and encourage the non-formal community education that is carried out by Civil Society Organizations.

Adopting these conditions, the following targets must be achieved:

- A world free of illiteracy by 2030;
- By 2050, free and universal access to 12 years of school education is assured for all.
- States and international donor organizations must allocate adequate resources to achieve these targets.
- Reduce the participation and achievement gap in adult learning between the most affluent 20% and the poorest 40%.
- Fit for purpose education (formal, non-formal, informal) for all workers in the informal economy.

At the same time, and in order to make sure these targets meet the universal goal of quality education for all, the following is also mandatory:

- Guaranteeing gender equality in the provision of educational services.
- Including every person in the educational systems without discrimination; especially those with special learning needs and those who, due to any social, cultural, ethical condition, or due to any reason related to gender or age, or related to the place of residence, need to learn particular contents, need particular methodologies or particular pedagogical materials that respect their culture or their original languages.
- Training teachers to build their capacities so as to be able to take on the challenge (in a professional, social, cultural and pedagogical level) required by the development of lifelong learning education as a new educational paradigm.
- Establishing, at the international and national level, citizen participation systems (accountability). In this way, every citizen and their representatives would have access to information about the targets, their achievement, financing and evaluation. To achieve that, quality disaggregatable data needs to be available, nationally and internationally, to identify under-represented groups. Thus, in each country it would be possible to monitor the human right to education and the universal, free and quality services established to assure it.
- Ensuring young and adult people education aimed to develop their whole potential as human beings to fully exercise their citizenship and their working life. Universalizing access to educational services must not lead to their poverty and neither to the restriction to ICT, participation or empowerment.

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http://educationpost2015.icae.wordpress.com/

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Extract from the SDC Education Network Statement, September 2013.
http://www.sdc-education.net/en/Board/Agenda_post_2015/Swiss_petition
US is holding WTO talks to ransom, say campaigners

- Civil society supports G33 ‘right to food’ stance and condemns rich country tactics
- Calls for least developed countries package to be passed immediately

Campaign groups from over 30 countries have condemned the tactics of the US and other rich countries at the WTO talks in Bali this week, accusing them of holding the summit to ransom by opposing a fairer deal on agriculture for developing countries.

Campaigners from India, Europe, the US and several African and Asian countries have come out in support of the G33 group of developing countries’ efforts to prioritise food security at the talks. Rich country negotiators have blamed the impasse at the summit on India, but the campaign groups have backed India’s insistence on protecting its right to subsidise grain farmers and to hold stocks of food in order to combat hunger.

The network of campaigners also pointed to the hypocrisy of rich countries in blocking proposal by Argentina for the reduction of rich country export subsidies. They also criticised the position of WTO director general Roberto Azevedo yesterday in declaring that the ‘Bali package’ would have to be passed as a whole. They are calling for the package of measures for ‘Least Developed Countries’ to be passed separately to prevent it being used as a bargaining chip for other issues like trade facilitation, which rich countries are determined to agree.

Anuradha Talwar from the Right to Food campaign in India said:

“"The world is being fed the idea that India is standing alone in holding up these talks. That's not the case. India has support from many countries and from anti-poverty and human rights campaigners here, including the United Nations Special Rapporteur on the Right to Food.

"These countries have nothing to be ashamed of by saying that the 'right to food' trumps the desire of rich countries to iron out so-called trade distortions. It is the US and its allies that are blocking a deal here by refusing to agree the G33's modest proposal.""

Arjun Karki, International Co-ordinator, LDC Watch:

“The pre-negotiated proposal on the table for Least Developed Countries is extremely modest with non-binding commitments costing rich countries virtually nothing and which is a long overdue ‘early harvest’. The least they can do is to pass the LDC package immediately and match their rhetoric with action of genuinely assisting the most poorest and vulnerable LDCs. It is unconscionable that this package be used as a bargaining chip to throw out the G33’s demand for food security.”

To speak to One World Is Not For Sale contact Nick Dearden: nick.dearden@wdm.org.uk ++44 7932 35 464

Via PACTRADE.
**Adult learning benefits societies**

"You can’t learn if you are afraid; you can’t learn if you are deprived; you can’t learn if you are hungry", concluded Sturla Bjerkaker, treasurer of International Council of Adult Education (ICAE) at the workshop *Lifelong Learning in Development Cooperation - An Unfinished Agenda*, organized by EAEA and dvv-international at the European Development Days (EDD) on the 26 of November 2013.

**Uwe Gartenschlaeger**, Vice-President of EAEA, said the shift in focus from the Millennium Development Goal of universal primary education for all to a cradle-to-grave education cycle had given adult educators an opportunity to shape the future.

With those remarks, delegates entered into a debate on development strategies and identifying synergies needed for tackling the global challenges facing education and development.

**Community involvement crucial**

The primary concern that emerged was that lifelong learning in the post-2015 development agenda will need to put the learner’s wishes and needs at the heart of the process. Engaging learners’ voices is vital to ensuring sustained participation and involvement.

"Community involvement is needed for learning. If you are surrounded by a safe culture and a safe community which supports you, you will not be afraid of taking the opportunity of education as an adult", said Sturla Bjerkaker.

**Adult education - a good tool for development**

**Gina Ebner**, Secretary General of EAEA, reminded that European lifelong learning policies provide a foundation for development around the world and must be tailored to the needs of individual countries. In discussing the key lessons of the European lifelong learning process for development cooperation, delegates concluded that raising levels of investment is crucial to ensure the sustainability of projects, so that people continue to learn throughout adulthood."We need to look at what makes adult education a good tool for the transformation of society in a positive dimension", said **Balázs Németh**.

Oportunidad: CLADE contrata para apoyo a sus programas y procesos

La CLADE abrió convocatoria para un cupo de secretaria/o institucional y otro para servicios de comunicación. Las y los interesadas/os pueden enviar su candidatura hasta el 20 de diciembre.

La Campaña Latinoamericana por el Derecho a la Educación (CLADE) abrió convocatoria para un cupo de secretaria/o institucional y otro para servicios de comunicación, conforme documentos disponibles abajo. Ambos apoyarán los programas y procesos vigentes, orientados hacia la defensa y la promoción del derecho humano a la educación de todas y todos, sin discriminación y con el Estado como garante de este derecho.

Las y los interesadas/os pueden enviar su candidatura hasta el 20 de diciembre.

Más informaciones en las convocatorias a continuación:

Oficial de Comunicación

Secretaria/o Institucional

Adult Learners’ Week - Awards 2014

The Adult Learners’ Week Awards are your opportunity to celebrate the outstanding learning achievements of individuals, projects, employers and Apprentices that inspire you.

This year there are a range of new award categories for you to choose from, maximising the opportunities for your nominations to be recognised.

For individuals

- **Individual award**
  The individual award recognises the outstanding achievements of adults of all ages who have undertaken learning of all kinds. This could be learning for personal or professional development, learning with or for family and community, or simply learning for fun. We’re seeking individuals who have made a significant difference to their lives through learning, and would motivate others to do the same.

- **Apprentice award**
  The Apprentice award recognises the valuable contribution that Apprentices make to the economy, celebrating the training and skills they have developed, and the impact they have had on business. We are seeking Apprentices who have been on a transformational learning journey as a result of the training undertaken and the support received from their employer.

For organisations

- **Project award**
  The project award recognises projects that have made a positive difference to learners' development. We are seeking nominations from projects that have helped learners to completely transform their lives-and for many-the lives of those around them. Award winning projects need to demonstrate that the learners have made significant progress by providing a statement from a learner and it is the outcome of the provision which is key to the eligibility for the award.
Employer award

The employer award recognises investment in outstanding staff training and development. We are seeking nominations from organisations that have used workplace learning to develop and utilise the skills of their workforce to improve productivity, raise morale and enhance their business. Successful nominations will clearly demonstrate the impact of this learning on employees.

These awards are for individuals, projects, employers and Apprentices based in England only. For Adult Learners’ Week in Wales please visit the NIACE Dysgu Cymru website

Source: http://www.alw.org.uk/awards/2014

ICAE Secretary General 2014

ICAE SECRETARY GENERAL

The International Council for Adult Education is seeking to appoint a new Secretary General to follow Celita Eccher, who retires in June 2014 following a distinguished twelve years in the post. We seek an experienced educator and advocate, with flair, passion, diplomatic and organisational skills, a great communicator, with a strong commitment to social justice, to lead the global network of NGOs in adult education. For more information contact information@icae.org.uy, from 10 November and put Gen Sec in the subject box. Completed applications need be sent to icaepresident@gmail.com by 6pm UK time on 31 January, 2014.

Characteristics of the candidate we want

1. Qualifications
   a. University degree or equivalent (Essential)
   b. Fluent in languages, English plus at least one more official UN language (Essential)
   c. Degree/Post graduate degree in adult education, management and administration, economy, human science and/or politics (preferred)

2. Experiences and background relevant for the position
   A blend of experiences from amongst the following:
   a. Relevant experience in education preferably in non-formal education/adult education (from provider, university, NGO or similar)
   b. Advocacy and funding experience.
   c. Work experience for several years in – or for - more than one country/continent.
   d. Experience working in (international) NGOs, or (preferably) networks
   e. Engagement with social movements and experience in networking
   f. Management/leadership experience, including financial management.

3. Essential personal and social skills
   a. Skills in team working, networking, cooperation, cross cultural skills, “getting things done”
   b. Advocacy and funding skills
   c. Excellent communication skills, including ICT and social media
   d. Willingness to travel extensively

4. Employment base.
   Whilst there is an expectation that the appointed person would spend a transitional period in the office in Montevideo, the Gen Sec post can be based elsewhere.
   a. Our preference is for the candidate to come from “the global South”
   Someone who can work either from Montevideo, from a regional member, or able to negotiate with an already existing NGO to act as a host organization
Accountability and responsibility

The Secretary General is the lead officer of ICAE and is:

- responsible for the employment and effective deployment of ICAE staff, to achieve the strategic goals agreed at the three/four yearly General Assembly
- responsible as the accounting officer for the proper and efficient management of its finances, including effective strategies for fundraising
- responsible for maintaining effective communications and co-operation with ICAE’s seven regions, its organizational and individual members, and with the Gender Education Office network ICAE supports
- responsible for leading ICAE’s advocacy work, including through securing and maintaining effective partnerships with other bodies to secure the best interests of youth and adult learning and to influence
- responsible for securing the design and delivery of an annual International Academy for Lifelong Learning Advocates,
- responsible for organizing and servicing ICAE General Assemblies, and meetings of the Executive and its task groups.
- The General Secretary will report to the Executive on a regular and timely basis, and be line managed on their behalf by the President.

Remuneration

The postholder will be paid at a spot point on a scale beginning at $55,000 US a year, subject to negotiation and depending on experience.

Timetable

- Completed applications should be submitted to icaepresident@gmail.com by 31 Jan 2014, by letter, attaching a curriculum vitae and the names of 3 referees
- Interviews will be held in mid March with short-listed candidates, and a recommendation for appointment will be made then. Exact details of date and venue will be circulated later.
- 1 June 2014 New General Secretary starts, overlapping for up to one month with the outgoing General Secretary.

ICAE Secretary General working globally

The International Council for Adult Education (ICAE) is a global network created in 1973, which is committed to securing education as a human right for all adults. It recognizes the importance of formal, non-formal and informal learning, and the value of learning throughout the life span. ICAE recognizes the key role adult learning plays in the achievement of a wide range of social policy outcomes.

ICAE is formally registered in Uruguay as a not for profit organization. It is composed of non-governmental organizations, regional, national and sectoral networks in more than 75 (or is it 100plus?) countries. ICAE is an NGO which enjoys formal associate status with UNESCO and consultative status with the United Nations Economic and Social Council (ECOSOC). It is a strategic network that promotes adult learning as a tool for active citizenship and informed participation of people.

Our Secretary General, Celita Eccher is stepping down after 12 years of distinguished leadership, and we are searching for her successor.

ICAE has an Executive Committee elected by the General Assembly, which meets every four year, and a Secretariat situated in Montevideo, Uruguay with 4-5 full-time equivalent employed staff.

ICAE pursues its goal of securing education as a human right for all adults through:
• Active advocacy in the UN system, and through regions, members and networks seeks to influence policy and practice nationally and locally;
• Training emerging leaders in adult and youth education through its annual International Academy for Lifelong Learning Advocacy;
• Work programmes – monitoring progress in achieving the agreements governments made at CONFINTEA VI and through Education for All and the MDGs; decent learning for decent work; folkbildung and popular education; education for sustainable development in a climate changing world; and through GEO – its Gender Education Office – work to secure gender parity and to overcome exclusion and discrimination against marginalized groups;
• Active participation in wider social movements, and through partnership.
• Shaping ICAE’s future direction along with the Board, strategic planning, fund raising, membership enhancement, providing direction to the communication work.

ICAE is an organization based on solidarity.

Our new Secretary General should have experience and higher education in (adult) education, policy and advocacy work, **fluent in at least one language additional to English**, cross cultural competence and skills in organizing team work and events; but above all with a passionate commitment to social justice through adult learning and education.

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