

Aprendizajes y sinergias desde IALLA

Ampliar la presencia y lucha de mujeres y hombres que asegure la educación como un derecho y el aprendizaje a lo largo de toda la vida en todos los países, es el objetivo de IALLA (ICAE Academy of Lifelong Learning Advocacy).

Es un esfuerzo grande del ICAE en la organización, convocatoria, desarrollo y financiamiento, que permite la continuidad de estos talleres, y sobre todo, la posterior aplicación y seguimiento en muchos países. Así este VII IALLA, del 1º al 12 de septiembre, se está llevando a cabo en Madaba, en Jordania, en el centro del mundo árabe, receptores de muchos refugiados de Palestina y un número creciente de personas refugiadas de todas las edades procedentes de Siria, vecino con gran inestabilidad por la reciente masacre y por los intereses políticos que se sobreponen a la vida de los ciudadanos.

En este VII IALLA somos 28 participantes de 26 países del mundo Árabe, Asia, América Latina y Europa. Con un equipo pequeño de facilitadores coordinados por Celita Eccher, somos 20 mujeres y 8 hombres trabajando en educación con jóvenes y adultos, desde organizaciones de sociedad civil, universidades, redes y algunas fundaciones, con experiencias muy diversas, interesados en mejorar nuestras prácticas y lograr intervenciones más exitosas en la promoción y defensa por el derecho a la educación y aprendizaje durante toda la vida para todas las personas. Las lecturas que nos enviaron, previas al inicio de este taller, fueron muy bien seleccionadas y están disponibles también para compañeras y compañeros de CEAAL (ver anexo 1 con links). Así se presentan artículos conceptuales analíticos y de discusión sobre sociedad civil- estado - mercado, educación, aprendizaje a lo largo de toda la vida, educación como derecho, foro social, otro mundo es posible, post 2015, educación en el mundo en crisis, importancia y acciones de "Advocacy" (defensa, lucha, promoción, empuje).

Como ustedes saben, el 8 de septiembre, día mundial de la alfabetización es una fecha especial para unir esfuerzos y repensar lo que significa el trabajo en educación de adultos más que celebrar lo que hemos caminado.

Entender alfabetización como leer, escribir y hacer cuentas es una visión muy reducida, con metas fáciles de alcanzar pero con muchas consecuencias como son la pobreza creciente, los niveles de insatisfacción y conflicto, falta de sostenibilidad, las brechas de género, intergeneracionales, entre ricos y pobres cada vez más grandes. El rubro de habilidades para el trabajo también se ha agregado. Pero educación es mucho más que eso: es un derecho humano en el que los gobiernos deben invertir y asegurar la gratuidad, alcance, permanencia y calidad para el desarrollo integral, cognitivo, artístico, social, político. La propuesta desde la educación popular y educación de adultos y en la que estamos comprometidos y se ha ido permeando con UNESCO, es pensar en Educación y Aprendizaje para toda la vida, como elemento fundamental para el desarrollo integral de las personas, con una visión liberadora de los pueblos.

El 8 de septiembre en Ammán, tuvimos una reunión de presentación de la síntesis conceptual del segundo reporte del GRALE (Global Report on Adult Learning and Education), con la representante de UNESCO (Carol Medel), del gobierno de Jordania (representantes de Ministerios de Educación y de Mujeres), el Presidente de ICAE: Alan Tuckett, el Presidente de ACEA: Refaat Sabbah por los países árabes (y facilitador en IALLA), con la participación de Katrin Denys, Directora regional de DVV International, anfitriona y coorganizadora de IALLA.

Se resaltan algunos aspectos críticos incluso con algunos datos del mundo árabe. Aún cuando se presentan algunos avances principalmente en cobertura, no ha sido el alcance esperado. En Jordania la alfabetización alcanza a más del 94% de las personas, pero entre analfabetas hay más mujeres que hombres y mucho que trabajar ante diferentes formas de discriminación. En otros países árabes el porcentaje de personas analfabetas es mayor y esto es aún mucho mayor en Africa. Pero aún en países desarrollados hay analfabetismo, diversas formas de pobreza que afecta a miles de millones de personas, muchas formas de discriminación y grandes retos para la vida con sustentabilidad que nos afecta y compete a todos.

La ubicación de contexto y la relación con cultura es fundamental en el trabajo educativo. Así visitamos la ciudadela de Ammán, civilización que se remonta a la edad del hierro (4000 años A.C.), con una zona arqueológica con columnas, pisos y paredes de templos, casas, cisternas, donde incluso el Rey David estuvo y ahora está el Museo Arqueológico Nacional muy pequeño pero muy interesante. En Madaba, sede de nuestro taller visitamos los mosaicos con mapas ancestrales de Asia del este. En el día libre, unos fueron a la maravillosa ciudad de Petra excavada en las rocas, cruce de caminos desde inicios de la civilización en estas tierras. Otros fuimos al Mar Muerto con paradas en el camino para conocer sitios históricos como el Monte Nebo -lugar donde murió Moisés- y desde donde se aprecia una vista espectacular e impresionante de Tierra Santa: Belén, Jerusalem, Ramala, lago de Tiberíades y otros lugares más pequeños. La cercanía con la que están unos de otros, en una región desértica y pequeña (que parece ser como la quinta parte de la ciudad de México), nos impresiona sobre todo por ser los actuales asentamientos de israelitas y palestinos, dos países vecinos en conflicto. También paramos en Bethania, camino al Río Jordán, al lugar donde Jesús fue bautizado por Juan el Bautista. Con muchos significados bíblicos e históricos. Desde la parte jordana llegamos al río y estuvimos a menos de un metro de distancia de la rivera israelita, donde largas filas de mujeres y hombres estaban siendo bautizados por sacerdotes de diferentes iglesias cristianas. Volvimos a nuestro taller en territorio mayoritariamente musulmán, con un enfoque más comprensivo de la cultura de esta parte del mundo.

La intersectorialidad se subrayó con la película "Yesterday". Con ejercicios y guías enriquecimos enfoques de "Advocacy" desde aspectos que van de cómo organizar una campaña, medios de comunicación formales y no formales (redes sociales), cómo alcanzar a ministros de educación, cómo y cuándo llamar a la acción, redes.

Con mucha claridad se presentó una tabla comparativa entre aspectos positivos y negativos de la Agenda 2015 y Educación, que implica respuesta pronta de todas nuestras organizaciones y redes ante los gobiernos, panel de alto nivel, Naciones Unidas a diferentes niveles que también se anexa y a la que, junto con el GRALE y las otras lecturas, queremos invitar a todas las organizaciones de CEAAL que la conozcan y analicen.

Saludos desde Jordania y mucho éxito en los trabajos locales, nacionales y regionales de CEAAL.

Teresa Zorrilla

Con gran cariño y admiración por sus trabajos, y ya que mi vuelo de regreso hace escala en Nueva York, haré mi mejor esfuerzo en las reuniones de sociedad civil y grupos por educación y derechos humanos de mujeres; niñas, niños; jóvenes y adultos.

Anexo 1.

1. Sociedad civil

SOCIEDAD CIVIL AL CRUCE DE CAMINOS

<http://www.pria.org/docs/Global-Synthesis.pdf>

EL ROL FUTURO DE SOCIEDAD CIVIL

http://www3.weforum.org/docs/WEF_FutureRoleCivilSociety_Report_2013.pdf

ESTADO DE SOCIEDAD CIVIL en 2013

http://socs.civicus.org/wp-content/uploads/2013/04/2013StateofCivilSocietyReport_full.pdf

2. Derechos Humanos

Red Internacional por los Derechos Económicos, Sociales y culturales

www.escr-net.org

Human Right Watch

www.hrw.org

3. Educación como Derecho Humano

Right to Education Project www.right-to-education.org/

Special Rapporteur on the right to education

<http://www.ohchr.org/EN/issues/Education/SREducation/Pages/SREducationindex.asp>

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4. Otro futuro es posible –nuevos paradigmas

http://www.grap.org.br/wp-content/uploads/2012/06/Another-Future-is-Possible_english_web1.pdf

GRALE 2012: Global Report on Adult Learning and Education. Rethinking Literacy.

<http://www.uil.unesco.org/home/> (under “key publications”)

Desarrollo sustentable: <http://sustainabledevelopment.un.org/futurewewant.html>

Report of the UN Secretary-General to the General Assembly released 26 July 2013 http://www.un.org/ga/search/view_doc.asp?symbol=A/68/202

Intercambios virtuales de ICAE:

1. Educación en un mundo en crisis: limitaciones y posibilidades con una visión de Rio +20 (2011-2012)

Español: http://www.icae2.org/files/30_intercambiovirtual_es.pdf

2. Agenda internacional en educación post 2015 (2012)

Español: <http://www.icae2.org/files/Post%202015%20Virtual%20Exchange%20Esp.pdf>

3. Agenda educación post 2015: acciones de advocacy

Español: http://www.icae2.org/files/30_All_ICAEsvirtual_esp.pdf

Anexo 2.

Comparative chart of the main reports on the Agenda post -2015 and Education

	Positive	Negative
HLP - A new global partnership eradicate poverty and transform economies through sustainable development (May 2013)	<p>The report mentions <i>“education is a fundamental right”</i> (p. 36)</p> <p>The report refers to Education as a catalyst for other goals: <i>“Education can help us reach many goals, by raising awareness and thus leading to mass movements for recycling and renewable energy, or a demand for better governance and an end to corruption”.</i></p> <p>The report identifies equity as a guiding principle and states <i>equity must be a core principle of education</i> (p. 37). Besides, inequalities appear in the narrative of the report as a major issue.</p> <p>Inclusion of the Example of a Multistakeholder Partnership in Practice: Delivering Quality Education on the Global Partnership for Education and its initiative to directing funds to a single local group in a</p>	<p>Human Rights approach is poor in the report and their indivisibility and their accountability are invisible.</p> <p>The report is silent about universal accessibility of lifelong education and the vision of education remains one-dimensional. The Report fails to acknowledge that lifelong learning needs to be “life large”, dealing with all aspects of our life and “life-deep” in order for people to empower themselves and enhance their autonomy and creativity.</p> <p>Limited and functional understanding of women’s education: When the report does talk about quality education and lifelong learning, these are seen to be important for adult women only to have the required skills needed for work.</p> <p>The Report omits the literacy issue and fails to mention adult literacy.</p>

<p>Goal 3- Provide quality education and lifelong learning</p>	<p>country.</p> <p>GOALS and TARGETS</p> <p>The inclusion of a standalone education goal in the report of the High Level Panel is a welcome development. Moreover, ICAE welcomes the inclusion of <i>a lifelong learning</i>. This is an improvement to the current education Millennium Development Goals (MDGs), which are focused on universal primary education and gender equity.</p> <p>Pre-primary education in the targets is a welcomed move.</p>	<p>The report is thin on looking at causes and factors behind poverty and hunger, as well as violence and inequities, even the eradication of extreme poverty and hunger are set as key goals.</p> <p>The document also lacks reference to sexual education</p> <p>Teacher issues are not been adequately addressed in the report</p> <p>GOALS and TARGETS</p> <p><u>Absence of universality:</u> The Goal omits any commitment to make provision <i>'for all'</i>.</p> <p>Omission of the obligation to provide <u>free quality education</u>.</p> <p>Indicators are related to "<u>reading, writing and counting</u>", although the statement of the education goal is wider than the previous one (in MDGs).</p> <p><u>Youth and adult education are lagged behind</u> in this approach, and essentially reduced to the generation of vocational and technical skills needed to work, leaving aside the whole question of citizenship training and to participate in democracy, the original meaning of the Human Right to Education. Therefore, the targets do not go far enough in addressing the needs of young people and adults. For example, while the inclusion of pre-primary education is a welcome move, this excludes the education of the youngest children (0-3). In addition, the target does not require governments to provide universal access and completion of pre-primary education.</p> <p><u>Gender justice</u> in basic education is silenced also in the targets, and the HLP does not include eliminating inequalities in education by 2030.</p> <p>Finally, it's remarkable that a specific <i>inequality</i> goal has been not included, despite the fact that <i>inequality</i>, was one of the major thematic consultations in the build-up to the report.</p>
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	Positive	Negative
<p>Sustainable Development Solutions Network-SDSN: An Action Agenda for Sustainable Development (June 2013)</p> <p>Goal3: Ensure effective learning for all children and youth for life and livelihood</p>	<p><i>“All girls, boys and young people have the right to education” (P.12).</i></p> <p><i>“Life –cycle” approach focusing on education needs of individuals at each stage of their lives, is mentioned in the report.</i></p> <p><i>“The learning framework encompasses literacy and numeracy as well as physical wellbeing, social and cognitive skills, problem solving and learning abilities, culture and the arts, critical thinking and science and technology”.</i></p> <p><i>Need to have trained and qualified teachers is mentioned in the report</i></p> <p>Value of promoting adult literacy for empowerment is acknowledged.</p> <p>GOALS and TARGETS</p> <p>Inclusion of a Goal on education: Goal3: <i>Ensure effective learning for all children and youth for life and livelihood. All girls and boys complete affordable and high quality early childhood development programs, and primary and secondary education to prepare them for the challenges of modern life and decent livelihood. All youth and adults have access to continuous lifelong learning to acquire functional literacy, numeracy, and skills to earn a living through decent employment or self-employment).</i></p> <p>It’s important the specification of high quality education as well as the mention to continuous lifelong learning.</p>	<p>The five shifts proposed for the coming fifteen-year period (2015-2030) lack reference to education.</p> <p>The report does not refer to other levels of education beyond primary, secondary education and early childhood. Post-secondary education is not mentioned and gender justice in basic education is silenced.</p> <p>The “life cycle” approach lacks a deeper explanation on concepts and contents. It is suggested that this concept be changed to Lifelong Learning as it has been agreed by UNESCO and EFA as well as is part of the stand-alone goal on education in the HLP Report.</p> <p>The report mentions that countries need to ensure affordable education for all. In our opinion it would be better to say “free education” so as to imply the states responsibility to assure the right to quality education for all. The expression “affordable education” could be understood as “cheap education for those who cannot pay for expensive education”.</p> <p>GOALS and TARGETS</p> <p>The proposed goals and, especially, the targets do not match with the statements and narrative about education. The goal is based on literacy, numeracy and skills to work. But in the text above we read that <u>education is much more than that</u> and learning must go much further so as people from all ages acquire knowledge and develop full cognitive, artistic, social and other skills.</p> <p>Besides, affordable education is mentioned again. As we already noted, it would be better to say “free education”</p> <p>No reference to Education as a</p>

		<p>Human Right</p> <p>The approach on "effective learning" needs more explanation and not to be excessively focused on its measurability and immediacy.</p> <p>Disaggregated targets and indicators for addressing inequalities and non-discrimination in education, in access to education and in the quality of education should be developed.</p>
	Positive	Negative
<p>UN Global Compact - Corporate Sustainability and the United Nations Post-2015 Development Agenda (June 2013)</p> <p><i>Goal 2: Quality education for all</i></p>	<p>A post-2015 agenda should achieve current MDGs commitments in social priority areas of health, women's empowerment and education.</p> <p>Business leaders feel strongly that that the post-2015 agenda needs to strongly address education.</p> <p>Attention needed to the provision of teachers, curricula and materials including, as possible, computers and Internet access.</p> <p>The report mentions that education should prepare people for their futures as citizens, employees and entrepreneurs. As part of preparing for the future, sustainable development should also be incorporated into curricula at all levels.</p> <p>There is attention to women's empowerment and gender equality, but in a rather instrumentalist sense: full incorporation of women's capacities into labour forces would add percentage points to most national growth rates – double digits in some cases.</p> <p>GOALS and TARGETS</p> <p><i>Goal 2: Quality education for all, targets include:</i></p> <ul style="list-style-type: none"> • <i>Every child completes primary education with basic literacy and numeracy, in schools with grade divisions, books, light, meals and sanitation.</i> • <i>All secondary schools to facilitate computing skills, and a 50 per cent</i> 	<p>No Human Right's approach for education, it is only considered in terms of gender equity.</p> <p>The attention to education is seen as a mean to "better-paying and more productive jobs, without which an economy cannot grow and people will not prosper."</p> <p>Benefits of gender equity are linked to children and family well-being and social development of families, communities and nations. There should be a careful look to this approach, since could reinforce traditional gender role of women within society. Besides, the link of women's empowerment to grater national growth may be rather instrumentalist.</p> <p>GOALS and TARGETS</p> <p>No mention to the life-long learning</p> <p>Narrow, measurable targets.</p> <p>Education for skill development for the labor market, and "special emphasis on business schools".</p>

	<p><i>availability of digital facilities among primary schools without them.</i></p> <ul style="list-style-type: none"> • <i>Increase the percentage of young adults with the skills needed for work.</i> • <i>Achieve parity in enrollment and educational opportunities at primary, secondary and tertiary levels for girls and women.</i> • <i>Curricula at primary level and at all levels above to include sustainable development concepts, with special emphasis on business schools.</i> 	
	Positive	Negative
<p>United Nations Development Group-UNDG The Global Conversation Begins (March 2013)</p> <p>(In this case, it was difficult to do the same comparison as in other reports, since this one is a 72 pages report with a summary of what was brought in all different consultations: online, thematic, national, etc.)</p>	<p>Recognition of omitted issues in the MDGs <i>“Universal Primary Education was selected from the six interlinked goals in the Education for All agenda; as a result, by dint of omission, the goals on early childhood education or skills training for young people were de-emphasized.”</i></p> <p><i>A good education appears among the top priorities for people in nearly all countries.</i> All countries grapple with issues of equity and quality in their education systems. This might be part of the explanation.</p> <p>An investment in quality education has been reiterated by civil society in the global thematic consultation on Education as well as during regional education discussions in the Arab states and Latin American and Caribbean regions.</p> <p><i>Beyond school enrolment, are children learning? Measurable indicators don’t tell the whole story.</i> <i>“A focus is also needed on what children and young people learn and whether it equips them functionally for life and work.”</i></p> <p>Consultation on Education echoed discussions on the quality of education. They raised questions about the kind of society we want, as this determines education and its content. Here the consultations draw attention to the need for life-long learning and strengthening curriculum areas such as global citizenship, education for sustainable development and comprehensive sexuality education to better prepare children and young people for future productive roles in society.</p>	<p>While we are certain Adult Education was brought up in the majority of UNDG consultations, it was not mentioned once in this report.</p>

	Positive	Negative
OWG Interim report	<p>Poverty eradication remains the overarching objective. To tackle poverty other dimensions need to be addressed including universal access to basic services like education (among others).</p> <p>Education is absolutely central to any sustainable development agenda. It is not only an essential investment but also an important basis for human enrichment through life-long learning.</p> <p>Gender equality in education is an important objective in its own, with multiple social, economic and environmental benefits.</p> <p>Continued attention is needed in many countries to raising adult literacy and in all countries to lifelong learning to facilitate adjustment to changing labour market conditions.</p>	<p>Although the report mentions human rights and rights based approach as enablers and drivers for sustainable development, there is an overall absence of human rights language in the report.</p> <p>Business sector is considered the main driver of global economic growth and job creation, and also a major source of the technologies needed to address global problems.</p> <p>There is a call for a multistakeholder partnership to mobilize international efforts and resources; however there is no mention to accountability of these stakeholders.</p> <p>New agenda should also aim to address quality reflected in learning outcome, which will need to be more widely and effectively measured.</p> <p>It is recognized that there should be greater emphasis on secondary school, and “even” tertiary attainment, but it is also stated that this “may be choose” by countries to be set in relevant targets.</p> <p>Adult literacy and lifelong learning to facilitate adjustment to changing labour market conditions.</p> <p>No goals were proposed.</p>
	Positive	Negative
SG’s Report A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015	<p>The report calls to finish the unfinished work of the MDGs .</p> <p>Education, among others, is recognized as a human right, and the foundation for a decent life. (par. 11)</p> <p>For the construction of SDGs, SG proposes: a sustainable development agenda to take root, four building blocks need to be agreed upon: a far-reaching vision of the future firmly anchored in human rights and universally accepted values and principles, including those encapsulated in the Charter, the Universal Declaration of Human Rights and the Millennium</p>	<p>Not critical enough on the MDGs, more focus on completing them than in the proposal for new SDGs.</p> <p>Although its approach to education is wider than the others, there is no explicit mention to Adult Education. Also, the report is focus on primary school, and not on any other modality of education.</p> <p>Recognition to sexual and reproductive health, and reproductive rights, but not to sexual rights.</p>

<p>(July 2013)</p>	<p>Declaration [...] (par. 75)</p> <p>SG calls to renew efforts to achieve the target of universal primary education by 2015. It also calls for improvement in the quality of education and to provide life-long learning opportunities, especially for girls and women, ethnic minorities, people with disabilities, children in conflict areas, rural areas and urban slums.</p> <p>The right to primary education of women and girls remains unmet, and this is recognized to be a challenge to achieve gender equality.</p> <p>Calls to ensure women sexual and reproductive health and reproductive rights, and to promote sexual and reproductive education.</p> <p>Young people 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 vocational education and training.” (par. 86)</p> <p>The transformative actions of the post-2015 development agenda should be supported by multi-stakeholder partnerships that respond to the sustainable development agenda. Such partnerships can channel commitments and actions from a wider set of actors, and their success depends on assigning roles, responsibilities and clear accountability.</p>	
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