

Theme 1

Adult Education as a Right and a Profession – Follow-up to International Agreements as the MDG's, the EFA goals, and the CONFINTEA Agenda

The process of monitoring the outcomes of CONFINTEA has started, now we are looking out for the results of the end of decade assessments on whether we are on track achieving all of the EFA goals. The results of the MDG Summit last autumn could have been much better for youth and adult learning.

The next major point in time is the year **2015**. Then we will have reached the

- **End of MDG**
- **End of EFA**
- **Midterm of CONFINTEA**

These three processes will be key elements of the ICAE advocacy work in the next years to come. Whether the results and outcomes are anywhere close to the objectives and aims that were expected at the start have to be closely monitored.

However, we should be aware that in between there are two other important dates that we should pay attention to:

- **2012 End of UNLD** – the United Nations Literacy Decade
- **2014 End of DESD** – the Decade of Education for Sustainable Development

It is only too obvious that these two processes are of great importance for the work of ICAE as well. Especially ESD is to be mainstreamed and to be woven into all our policies and activities, and at the time it is the bridge to the thematic area dealing with climate change and environmental education.

In all these processes **UNESCO** plays a key role. There are many singled out and specialized Institutes, Headquarter Units, or Regional Offices that share in the implementation. It is important for ICAE to be present in as many as possible of the related organizational tasks and advisory boards, either itself or via its regional or national members. The CONFINTEA Advisory Board at UIL is one of them, but how to come closer to the work and vocation related UNEVOC, or EFA related efforts like the GMR needs to be further explored.

Additionally, ICAE is aware and searching for ways to get and stay involved in those important areas for youth and adults education and training within lifelong learning where skills training or health education are featured more strongly, like in the agendas of **FAO, ILO or WHO**.

The World Assembly itself should have **one introductory** pointing to the interrelationship and the full realization of EFA and CONFINTEA with the MDGs.

In subsequent streams there could be **three workshops**:

1. MDGs, EFA goals, CONFINTEA agenda: What do they have in common for education as a human right, and the right to learn?
2. CONFINTEA VI: Literacy, migration, financing, poverty as ICAEs four priorities – what are options for implementation and active monitoring?
3. EFA Goals 3 + 4 + 5 +6: How can ICAE get better involved monitoring youth and skills, literacy and continuing education, gender equality and quality?

It will be most important that the presenters, the workshops and the reporters will be in a position to come up with important and interesting findings which can inform the **thematic assemblies** and be incorporated in a **declaration** of the World Assembly which can lead the ICAE and its membership through the next years to come towards 2015. In such documents the relationship to the processes of the MDG, EFA, and CONFINTEA should be clearly earmarked.