

# voicesrising

North America

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## IN THIS ISSUE

Adult Learning in North America: a Real Advance however one-dimensional

Quebec - Lifelong Learning, a social challenge

Développer une vision à long terme du travail de l'ICÉA

Raising a Voice: Adult Learning and Education in the U.S.—and a Postscript of Hope

ProLiteracy: The US is facing an increasing demand for Adult Literacy

Honorary degree for Paul Bélanger

Sommet sur l'enseignement supérieur: reconnaître la mission d'éducation des adultes des universités

ICAE Regional Members

The National Reading Campaign

Le site Web de la SQAF 2013 est en ligne!

"Building Sustainable Futures through Learning and Partnerships"

Multimedia

ICAE invites to participate and advocate in the post-2015 process

## Adult Learning in North America: a Real Advance however one-dimensional



The situation, in USA and Canada, of adult learning and of related policies is contradictory. We observe a significant development in relation to work or in relation to the formal economy, but this progress remains limited to this area of human activity.

### 1. Progress in work related adult learning

In relation to both the economic critical situation and the ongoing demographic change, we observe in North America a growing development in work related education and training. The most spectacular advance takes place at post-secondary level where, through new policies opening the door of community colleges to the part-time participation of adults in the evening and during the weekend. The situation has evolved to the point where now in urban community colleges part-time adult students outnumber the traditional full time young student population. While, currently, 5.5 million young students are enrolled full-time in American community colleges, the enrolment of part-time student is now reaching 7.5 million, which makes nearly 60% of the total student population. A federal American policies adopted by the Obama administration has facilitated this transformation through grants and loans, with the objective to raise the level of qualification of the active population. With this transformation, slightly more than two college participants out of five are now first generation post-secondary students. A similar trend toward part-time attendance among adult population could be observed in Canada within English-speaking community colleges and French-speaking universities.

Participation of employees in education and training at workplace is also increasing through fiscal measures and, in some regions, through direct support or levy system. Of course international data show an even stronger participation in training within industry in Northern Europe, but this phenomenon in North America is growing, leading in the same direction.

A third contributing sector of this North America trend is the increasing interest for workplace basic education in order to raise the level of literacy and numeracy skills of the active population. These men and women have, of course, attended more than eight years of schooling in the first part of their life and have then learnt these competencies. However, since then, they have worked in taylorist mode of production; such repetitive work did not give them opportunities to practice these essential skills. Today, in order to occupy the new more sophisticated work posts and thus to protect their right to work in the evolving North American work context struggling to recover their competitiveness, they need to re-actualize these essential skills.

By Fabrizio Roberto & Marcela Mazzei

ICAE Secretariat

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Such steps forward in the general economy of adult learning in North America are real and important for the economic future of this continent. However, a huge challenge remains in relation to workplace learning: to ensure that all women and men and at all qualification levels could participate in this movement. If an important breakthrough has been made, part-time workers and the less qualified employees still tend to participate significantly less than their colleagues in this new general trend among the active population.

## 2. Popular and socio-cultural adult education remains marginal in spite of the social demand

Today in North America, according to life expectancy, life beyond 18 years old will last 570,000 hours. During this adult life span, people will work something like 90,000 hours but they will allocate much more hours for free time activities, in fact more than 200,000 hours\*. A new space has then been created for lifelong learning in other fields of interest than work. A new frontier has now been opened. With such opportunities, one could expect to see in North America go new step forward in adult learning like in other parts of the world. In fact, participation in popular or community education is significantly supported by public fund in many countries, such as community education in the UK, the folkhighschools in Germany, social education in Japan and the study circles in Nordic countries. Such voluntary and non-work-related learning activities are meeting daily concerns and interest of adults: health, environment, arts and culture, local history, international development, second or third language, parental skills, etc.

However, In North America, such support did exist in some states in the past, but, except to a certain point for family literacy, it has practically disappeared in adult learning publically supported provision over the two last decades. In Quebec Canada for example, popular education in public education services did stop in 1984. The provision of socio-cultural education on this continent is now operating only as self-financing services. People who can afford participate. In non-work-related adult learning, the law of the market is now prevailing. Lifelong learning has become one-dimensional, unless you have personal resources to pay for these activities now treated as a 'luxury'. We are entering a period in the history of North America, where though free time has become predominant in peoples' life course, this potential is being wasted. This new open space for personal and community development is de facto reserved to the wealthy.

## 3. Lifelong Learning remains life-short.

Similarly and consequently, at the end of one's active life in the formal economy, his or her ongoing participation to adult learning is almost completely self-financed. Here again, only those will be able to participate who can pay for this privatized domain of lifelong learning. Those, who could not afford it since they live below or near to the poverty line, remain isolated from the selective learning society of today. Provision of adult learning opportunities for seniors, with few exceptions, is driven here again by the law of the market. Of course 3rdage universities are doing significant work, but the fees required from participants tend to make them selective if not exclusive.

Moreover, this discrimination based on age is operating not only through structured adult education provision, but also through the ongoing transformation of the informal learning environment. Indeed, we are estimating that half of people over 65 years old don't have resources to pay for multi-channels television at home and for Internet connection; neither can they afford to buy books and daily newspapers. These people have lots of free time but very little freedom to join, at this 'free' period of their life, the knowledge intensive North American society.

## Conclusion: A one-dimensional policy environment

In brief, in the North America of today, lifelong learning, though expanding at work place (which is good news), falls short of being education for all in all domains at all ages. The right to learn throughout life and in all areas of life is silently thwarted, with huge socio-cultural and political consequences and demonstrated economic impact, like in health or community self-development. Education is not lifelong neither life-large!

**Paul Bélanger**

*\*<sup>1</sup> We calculate during the week 12 hours for daily necessity (sleeping, eating, transport), 8 hours of work and 4 hours of free time during 5 days, and 24 hours of free time during the weekend.*



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## Quebec - Lifelong Learning, a social challenge



By **Ronald Cameron**, director of ICÉA

**The *Institut de coopération pour l'éducation des adultes* (ICÉA - Cooperation Institute for Adult Education) is already in the process to be the host of the next World Assembly of the International Council for Adult Education (ICAE) in 2015. Although the deadline is 30 months away, ICÉA has already begun to welcome the delegations of ICAE members from 75 countries. The current phase is primarily internal to allow ICÉA to reinforce their technical infrastructures. However, the political discussion during the ICAE Strategic Seminar last October in Morocco has already developed some answers for this important gathering.**

### Post -2015 Agenda

Indeed, the World Assembly will happen in a critical period for the international Lifelong Learning (LLL) movement. It will take place at the beginning of a new period for global development goals. Next year probably, International Institutions will conclude their discussion on the post-2015 Agenda on Millennium and Sustainable Development Goals. However, everything will still remain to be done. Given the discussion about these objectives and their relation with the global climate justice challenges, obviously environmental education will be among the most serious concerns.

### CONFINTEA VI

In addition, the World Assembly will be in the middle of the process of achieving its goals for the next UNESCO's International Conference on Adult Education (CONFINTEA VII). Indeed, the 2009 CONFINTEA VI main concern has been to "move from words to actions".

During the next World Assembly in 2015, a new balance sheet of the 2009 Belem's Declaration should occur. The first evaluation process took place last year and concluded in 2012 seemed to be a general repetition for a mid-term balance sheet. Little time was allowed for consultations, especially in the Canadian context where the education jurisdiction belongs to the provinces. We believe that the assessment made in Canada is basic and could involve a consultation process conducted by the various provincial governments for the benefit of the quality of the report.

### Towards CONFINTEA VII

However, in 2015, the project of holding a seventh CONFINTEA will be in parallel with the results reached since 2009, but also into the light of the post-2015 development goal definitions. The last CONFINTEA VI has focused more on monitoring than on indicators and targets. It is, therefore, crucial to make a critical assessment and strategic effectiveness of the proposals and on the results.

Furthermore, what summarizes the Right to Education and to LLL for the International Institutions? For UN, it's the accessibility of elementary school in the world, and for UNESCO it's literacy. We cannot reduce the issues of the Right to Education For All to their simplest expression, despite the importance of the goals. The adult education movement must demonstrate the broadening of the issues and the diversity of adult educational needs. The right to LLL must also be translated in increased legal obligations.

### Preparing the mobilization, now!

The context of state disengagement and the growing pressure on education from private sectors makes the promotion of the Right to LLL a struggle against the current. Paradoxically, demographic, technological, environmental changes, combined with economic and social pressures require strong actions in favour of accessibility to adult education and continuous training. However, nowadays we find the forces acting for LLL being dispersed, and a huge need for promoting adult education and continuous training.

In this way, we have set a *Rendez-vous* quite simple but complex: to re-mobilize the Quebec adult education networks and partners in an event, next May 2013, 31st, to define the paths to start working to make LLL a priority in Quebec.

The extensive social mobilization, initiated by the student movement on issues of accessibility to higher education in 2012, has had many impacts, including a change of government. It opens a social debate on the higher education mission. The issues in adult education must now be discussed in this context. In a way, the challenge remains the same, but the student movement it's about promoting a vision of education that goes beyond the traditional responsibilities of the State and that seeks to meet the needs of the entire population.

## Développer une vision à long terme du travail de l'ICÉA



**Montréal, le 26 octobre 2012** – L'Institut de coopération pour l'éducation des adultes (ICÉA) a tenu, le mercredi 24 octobre dernier, l'assemblée générale de sa 66e année d'existence. Plus de 60 personnes représentant des

membres individuels et corporatifs se sont réunies au centre Saint-Pierre à Montréal pour cette occasion. Préoccupée par le développement d'une vision à long terme de l'action de l'ICÉA, l'Assemblée a pris acte des progrès de l'organisation sur les plans politique et financier et a adopté un plan d'action 2012-2013 centré sur la mobilisation des membres et des partenaires pour faire de l'éducation et de la formation des adultes une priorité au Québec.

Rappelons qu'en 2015 se tiendra, au Québec, l'Assemblée mondiale du Conseil international pour l'éducation des adultes (CIÉA). C'est dans cette perspective que les membres de l'ICÉA ont adopté le plan d'action 2012-2013 dont l'objectif principal est de relancer la mobilisation des membres et des partenaires pour faire de l'éducation et de la formation des adultes une priorité au Québec.



Pour atteindre cet objectif, plusieurs activités sont à l'ordre du jour. À ce titre, une importante réflexion sur l'éducation et la formation des adultes a été lancée à cette assemblée. Cette réflexion mènera l'ICÉA, ses membres et ses partenaires, les 30 et 31 mai prochain, à un important Rendez-vous vers un Québec apprenant <http://www.icea.qc.ca/site/rdv2013>. D'ailleurs, à la suite de cette AGA, les membres et les partenaires ont participé à une première activité dont l'objectif était d'expérimenter les questions qui seront au cœur de cette réflexion et qui se poursuivra dans les prochains mois.

L'Assemblée a également permis l'élection de deux nouveaux membres au conseil d'administration, soit Mme Caroline Senneville de la Fédération nationale des enseignants et enseignantes du Québec (FNEEQ) et M. Philippe Gagnon, de la Commission de la construction du Québec (CCQ).

Enfin, comme c'est la coutume à l'ICÉA, la présidente du syndicat s'est adressée à l'assemblée en invoquant le désir d'aller de l'avant dans le respect des valeurs de l'Institut malgré les contraintes financières auxquelles ses membres sont confrontés.

Pour conclure, Mme Léa Cousineau, présidente de l'ICÉA, a souligné l'importante contribution de l'équipe de travail et des instances de l'Institut (conseil d'administration et comité exécutif).

Plan d'action 2012-2013: <http://www.icea.qc.ca/actualites/plan-daction-2012-2013>

Bulletin de l'ICÉA - Vers un québec apprenant: [http://www.icea.qc.ca/site/sites/default/files/bulletinicea\\_no2\\_oct2012\\_rv2013.pdf](http://www.icea.qc.ca/site/sites/default/files/bulletinicea_no2_oct2012_rv2013.pdf)



Source: <http://www.icea.qc.ca/site/actualites/developper-une-vision-a-long-terme-du-travail-de-lice>

# Raising a Voice: Adult Learning and Education in the U.S.—and a Postscript of Hope

By **Bob Hill**

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International Council for Adult Education

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## Living the questions

We in the U.S. live at the edge of radical possibilities, but few seem to actually see the openings available for profound change, or perhaps have become simply too paralyzed to act. After all, the U.S. government in the post 9-11 world has placed “national security” above “liberty” and taken unprecedented measures to monitor citizens’ activities—including warrantless (without court approved) surveillance. It is estimated that 500,000 citizens may be on the U.S. government observation list. Has a miasma settled over us that has produced quiescence, or worse, hopelessness?

We are surrounded by the seemingly immovable forces of a panopticon (Foucault’s notion of an instrument of discipline), of colonization of our lifeworlds, of systemic injustice, of crushing inequalities, of hyper consumerism and commercialization, of greed, power and violence against people, animals and the Planet. I contemplate, who are raising voices of resistance, of rage, of revolutionary change at this time? Who dares to confront the political and the powerful, and when they do, what are the consequences? I don’t want this essay to be a litany of the evils of our times, but a few examples may help my argument to be more robust. Given the reality of the U.S. lifeworld, if “the job of adult educators is to help learners look critically at their beliefs and behaviors not only as these appear at the moment but in the context of their history and the consequences of learners’ lives (*italics added*)” (Mezirow, 1991, p. 197), I ponder, ‘Where is the soul and conscience of our field today?’

## Addiction to—or indifference toward—violence

As I pen these notes, a city in Connecticut is burying 20 beautiful children (and more than a half dozen heroic teachers ) as a result of the systemic violence that stalks our communities —a result of a culture of aggression and the fetishization of guns. The U.S. has the highest gun ownership rate in the world - an average of 88 per 100 people. In the U.S., each year there are typically 30,000 U.S. deaths due to firearms. Statistics from 2007 suggest that every day about 266 people in the U.S. were shot; every day, 82 (one third of them) died. A Pew Foundation study has shown that one in every 31 adults, or 7.3 million people in the U.S., are in prison, on parole or probation; one in 11 African-Americans (9.2 percent) are under correctional control; one in 27 Latinos (3.7 percent); and one in 45 white people (2.2 percent). Our solution to violence is simply incarceration. The U.S. has the highest reported imprisonment rate in the world.

I can’t help but speculate on the role that the U.S. military industrial complex plays in numbing our senses to violence. Senseless carnage spills from U.S. streets to alley-ways in places like Gaza and neighborhoods in Afghanistan where we kill noncombatants (violence “softened” by the term, “collateral damage”—the death of innocent people incidental to the intended target) in the “war on terror” and the “war on drugs.” Both “wars” provide pretexts for immoral behaviors in the government-industry-private sector cabal of weapons manufacture, purchase, distribution and immense profiteering. We support other nation-states’ comparable behavior as well. Who can forget the recent media images of Jihad Misharawi, a BBC journalist living in Gaza, carrying the limp body of his 11-month old son, Omar, through al-Shifa hospital in Gaza City? during several days a ferocious Israeli assault that felled citizens of Gaza (as well a Hamas militants). The behavior met a tepid U.S. response when President Obama asking Israel to “make every effort to avoid civilian casualties.” We are all complicit in the death of Omar, however, the incident passed without an utterance from the communities of adult educators as far as I know. Why can not most of us see Omar’s blood on our hands as we wrap Holiday presents, decorate our homes, bake cookies, and when at the computer keyboard, putting finishing touches to an erudite paper or a presentation to deliver before a learned society?

## The rich get fatter—the lower and middle class grow more lean

As I type this essay, U.S. political “leaders” are in combat over which social class will have their taxes raised (the “haves” or the “have nots”) and which social programs will simultaneously be eliminated before a January 2013 deadline. Income inequalities in the U.S. are now at levels not seen since the Great Depression, driven by an enormous redistribution of wealth upward from the poor and middle class to the most wealthy, fueled in part by politicians (from both parties) who give “the market” and the wealthy more liberties and freedoms (and fewer restraints) than are offered to average citizens, producing a “fatter rich and a leaner middle” class. Recently U.S. officials walked away from leveling criminal charges against Europe’s biggest bank—a financial institution that allegedly allowed itself to be used to launder billions of dollars on behalf of drug cartels and organizations named on the U.S. terrorist list—saying that the bank was too big to prosecute. Washington’s elected officials, lobbyists and Wall Street elites are orchestrating changes that are transferring wealth from the 99% to the 1%. In Washington, DC, the head of the hydra, the ratio of income of the top 5% to the bottom 20% is 54:1! It seems odd that ordinary folks are held accountable to the “rule of law” while “big money” and the privileged are given exemptions to it. Often in the U.S., “the law” simply



shrugs—indifferent to criminal deeds of those “connected” to the system—unless you are poor, a documented or undocumented immigrant, a person of color, or one counted among the “less useful.”

## Linking environmental bankruptcy to unrestrained capitalism

I was recently asked to write a piece for the American Association for Adult and Continuing Education’s journal, *Adult Learning* on “Green Jobs.” I could not touch upon the topic without addressing Climate Change. In fact, as I write this note, it’s nearly the beginning of winter and on the table beside my computer is a bouquet of roses from my garden, and today a hummingbird—typically a migrant to Central or South America in winter—came foraging among the flowers that would, in a usual year be spent, but which splash bright red and yellow colors in the garden this afternoon. The daffodils are poking their heads above the soil as though it was March, not December. I suspect “winter” will arrive eventually, but in so doing, it will add a record number of warm days this year to those of recent past “winters.”

The more prosaic response to environmental adult education posits that “conservation and environmental enhancement can occur simultaneously with economic development. Recent environmental discourse in the U.S. is about creating jobs through energy efficiency and investments in behaviors that improve the environment while concurrently generating revenue” (Hill, in press). The problem is, as Chris Williams (2012) has clearly shown, adult education’s role in the U.S. has been for middle and upper-middle class people; folks who can afford organic vegetables, free-ranging chickens, and beef raised on the open prairie (at tax payers expense) without feeder-lot chemistry. He tells us bluntly, “The majority of solutions on offer, from driving a hybrid, to recycling plastic, to using efficient light bulbs, focus on individual lifestyle choices of mostly privileged people. Yet the scale of the crisis requires a far deeper and fundamental transformation (audio).” I argue that technologic and market solutions to environmental problems are not bad, but that unrestrained free-market actors are driving a steak into the hearts of these potentially helpful solutions. In the end, systems,

based on unlimited profit, plundering the Earth’s resources, speculation, greed, and toxic assets, [are] the root of our ecological and economic crises—and must be the focus of deep green adult education efforts....Current economic, political, and social systems are not ecologically sustainable. Capitalism’s ultimate goal is the generation of wealth at the hands of the few by the hands of the many. Its axis mundi is the Board Room (and State House) where schemes play out to maximize profit” (Hill, in press).

## Where is the soul of the field of adult education in the U.S.?

Adult education programs in the U.S. are typically shrinking at best and disappearing at worst. Between these extremes, some programs finesse a dance that produces system players in a neoliberal market economy. Faculty, wring their hands, ask how to define adult education in meaningful ways—a perennial activity from our founding. What is I typically not heard is the question, “Do we dare perturb the educational industrial complex rather than participate in our indoctrination as “good” corporate/system players at our universities’ hands?” Given the reality of the U.S. lifeworld, fleetingly described above, if “the job of adult educators is to help learners look critically at their beliefs and behaviors not only as these appear at the moment but in the context of their history and the consequences of learners’ lives (italics added)” (Mezirow, 1991, p. 197), where is the soul and conscience of our field today?

## Glimmers of hope

In the three (of many possible) scenarios portrayed above (violence, upward redistribution of wealth, and the linkage of eco-catastrophe with hyper-capitalism), the majority of formal adult educators in the U.S. would have to employ microscopes to find our soul. Perhaps a statement on the more *formal* aspects of adult education in the U.S. is illustrated in a study of the 2008 *U.S. National Report on the Development and State of the Art of Adult Learning and Education* (ALE) prepared by the U.S. Commission for UNESCO and the U.S. Department of Education as a preparatory document for CONFINTEA VI, the 6<sup>th</sup> International Conference on Adult Education. The analysis of this formal *National Report* focuses on three arenas: the Participatory Process employed to gather data for the *U.S. National Report*, the report’s Content, and the Education Policies underpinning it. Sadly and despite guidance by UNESCO to engage a full conversation on the state of adult learning and education, the U.S. National Commission neglected the participatory process. As Hill et al. (2008) wrote,

Instead of employing participatory mechanisms to build consensus and to craft a comprehensive policy document, the U.S. National Report borrowed from three existing reports previously prepared by and for national agencies....The subject matter of the U.S. National Report is fully inadequate. Adult education, a bright and vibrant field in the United States, is reduced to two sub-fields, adult basic education and English language acquisition for non-native speakers.

In the end it is an economic, neoliberal document designed to remediate perceived deficient low-wage workers. Other human values are displaced in favor of an ideology of workforce education. But all is not unpromising. Pockets of youth and adult educators in the U.S. are unfettering their dreams and unchaining their behaviors. By applying Foley’s (1999) admonition to explore social movement learning, probing the ways that dominant discourses are displaced in informal and nonformal venues by emancipatory ones, they are opening escape hatches into education for uncompromising social transformation.

See the complete document here: <http://www.icae2.org/?q=en/node/1686>

# ProLiteracy: The US is facing an increasing demand for Adult Literacy

Submitted to ICAE 12-18-12

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## 1. *Can you please provide a brief introduction to your Organization's scope and activities?*

ProLiteracy works with local and national organizations to help adults gain the reading, writing, math, technology, and life skills they need to reach personal goals and be effective members of their families, their communities, and their society. ProLiteracy advocates on behalf of adult learners and the programs that serve them, provides in-person and online professional development and credentialing, provides information and referral services, offers capacity building expertise through grants and conferences, and publishes materials used in adult literacy and basic education instruction. ProLiteracy works with 50 non-governmental organizations in 34 developing countries and has more than 1,100 member programs in the United States.

For more information, visit [www.proliteracy.org/](http://www.proliteracy.org/).

**There are nearly 800 million people worldwide who cannot read or write.**

**Help us solve the adult literacy crisis.**



## 2. *In relation to the role of education in a climate-changing world, which are the main challenges your region is facing?*

- **The Economy.** One of the biggest challenges that the United States is facing is the slow recovery of the economy which has resulted in high levels of unemployment and increasing numbers of adults who are seeking education as a way to improve their chances of finding a job, keeping a job, or getting a better job. However, the number of individuals on waiting lists for adult literacy and basic education services doubled from about 80,000 in 2008 to 160,000 in 2010. Financially challenged programs are finding it difficult to meet the need.
- **Access to Technology.** Many programs can't take advantage of technology because of limited resources or the lack of professional development to help their instructors learn how to use it.
- **Immigration.** In 2010, 13% of the U.S. population had been born outside the country. Of foreign born adults age 25 or older, 32% do not have a high school degree (compared to 11% of native born adults). Their need for basic education as well as English language instruction puts an especially large demand on service providers. The situation is compounded by a lack of alignment among immigration policies, funding, and the needs of this population.
- **Political Impasse.** The Adult Education and Family Literacy Act of 1998 expired in 2003 although Congress continued to fund it. Today, almost 10 years later, the U.S. House and Senate still have not been able to come to agreement on what changes they want to make in order to reauthorize this legislation which establishes the structure, purpose, and goals for federally funded adult literacy and basic education programs.

## 3. *What kinds of activities is your organization planning for 2013-2014?*

- Pilot new approaches and synthesize learnings from a number of grant-funded initiatives related to digital literacy, broadband access, career exploration, and community leadership development.
- Host the 2013 U. S. Conference on Adult Literacy (USCAL) in Washington, DC, in partnership with 28 national and regional organizations.
- Create instructional materials and professional development to support learner success on the 2014 GED® test which will only be administered online.
- Work through public/private partnerships on projects such as 1) the development of a national agenda that addresses the need for adult literacy services, identifies key stakeholders, and articulates a series of action steps to help public libraries, frontline librarians, and policy makers develop and advocate for accessible, effective, and innovative adult literacy programs, services, and resources; and 2) expand research on what women with low literacy need when it comes to financial literacy.



- Engage corporations and foundations in the adult literacy issue as an important part of their social responsibility agenda. Example: work with Pitney Bowes, Inc., to utilize ProLiteracy's international methodology to create a model program for workforce education that prepares low-income immigrants to develop and operate small business enterprises, pairing literacy and English language instruction with workforce skills.

**4. Which in your opinion are the main, strongest strategic lines to be followed to ensure the best opportunities for the people to gain access to quality lifelong learning opportunities and EFA?**

- Work through coalitions to advocate for investments in adult education as a distinct educational sector and ensure that the funds are accessible to publicly-funded and community-based agencies.
- Integrate adult literacy into related policy areas such as health, labor, corrections, and housing.
- Build public/private partnerships and collaborations to expand the resources available for adult basic education and transitions to post-secondary education or training.
- Articulate and fund a research agenda to test, document, and disseminate best practices.
- Invest in 21st century technologies and professional development on the use of technology.

**5. What is one of the key difficulties that your country and the region are facing right now regarding adult education and sustainable development and how in your opinion can regional NGOs reinforce literacy programs?**

Need for a More Highly Educated Workforce. It is estimated that by 2016 about 45% of jobs will require a postsecondary credential or college degree, up from 25 percent today. NGOs need to develop and disseminate models and promising practices that illustrate how adult education and literacy programs, employers, and postsecondary institutions can work together to identify employment needs, train effective teachers, promote contextualized instruction, create certificate and/or degree programs to meet those needs, and provide the support necessary for adults to persist in these programs.



<http://www.proliteracy.org/>

<http://www.facebook.com/ProLitWorld>

**NEWS: Onondaga County Public Library, ProLiteracy, and American Library Association Partner to Create Community of Practice:** <http://www.proliteracy.org/news/articles/2012/12/21/onondaga-county-public-library-proliteracy-and-american-library-association-partner-to-create-community-of-practice>

## Honorary degree for Paul Bélanger

Dear ICAE friends,

A few time ago we helped nominate Paul Belanger, ICAE former President, for an honorary degree at St Francis Xavier University in Nova Scotia, Canada. Now, we have been informed that he was awarded such degree last week. Another great Canadian adult education professor and former Secretary General of ICAE, Budd Hall, also received an honorary degree from that University in 2011. It is really important to see that adult education is being recognized at Canadian universities.

Please join us in congratulating Paul for this well-deserved honorary degree. We would like to share with you his speech below, in English and French.

With best wishes,

Marcela Hernández  
ICAE

### Français

Chers amis, chères amies de l'ICAE,

Il ya quelques temps nous avons aidé à nommer Paul Bélanger, ancien président de l'ICAE, pour un doctorat honorifique à l'Université St. Francis Xavier, en Nouvelle-Écosse, Canada. Maintenant, nous avons été informés qu'il a reçu le doctorat honorifique la semaine dernière. Un autre grand professeur canadien d'éducation des adultes et ancien secrétaire général de l'ICAE, Budd Hall, a reçu un doctorat honoris causa également de cette université en 2011. Il est vraiment important de voir que l'éducation des adultes est reconnue dans les universités canadiennes.

S'il vous plaît joindre à nous pour féliciter Paul pour ce doctorat honorifique bien mérité. Nous aimerions partager avec vous son discours ci-dessous, en anglais et en français.

Cordialement,

Marcela Hernández  
ICAE

1. French version: Link to <http://www.nouvelles.uqam.ca/2012/2421-paul-belanger-doctorat-honorifique-universite-st-francis-xavier>

2. *His speech to convocation.*

## **Intervention**

*Paul Bélanger*

*I am deeply honoured to receive a doctorate honoris causa from St Francis Xavier University because of what your institution came to represent in the World today*

*Right at the onset of SFX existence, with the Antigonish movement, your university has embedded its research and education activities in the demand and experience of grass root collectivities. And today, with the Coady institute and the department of adult education, St Francis Xavier University is reinventing the contribution of higher education to the development of strong, creative and sustainable communities. To the point where your university has become a world reference for community based development and alternative international development patterns.*



*In that regards, the collaboration between the Coady institute and the department of adult education, between in international development and adult learning is far for being accidental. The synergy developed at SFX between endogenous development and adult education has deep meaning and consequences. It is clear: we cannot transform societies without strengthening endogenous local economies, and that such achievement is only possible if local women and men can improve their own initiative capacity. There are no resilient communities possible without space and resources for citizens' empowerment. The future of society as well as the future of one's biography are never sheer fatality. Another world is possible, yet only through citizen-driven development where women and men could construct sustainable and democratic societies.*

*Here at SFX, you have invested in creative synergies between empowering popular education and another future for our planet. You constantly re-imagine and reinvent the dynamics of adult learning and popular education. In doing so, you are revealing to each citizen the potential of their life not yet lived.*

*In the current context of Canada, such role played by the University of SFX at world level is extremely significant. Firstly, through your concrete contribution with the thousand development educators and community developers coming here to improve their expertise and empower themselves. I personally met some of these women and men in Africa and Asia and I can testify for the importance of their training at SFX in their community based actions and in their life. Secondly, we need to be reminded, in Canada, of the role our country, via SFX, has played in the past and should go on playing at world level. In the current context we observe oblivion of the historical role that Canada has played for peace and endogenous development. Here, you stand firm and resist. You keep your engagement alive. In the Canadian society of today where a short-sighted vision of national interest tends to prevail, you sustain your commitment for the citizens empowering around the world, and you do it as a university through education and research.*

*I am very lucky to be personally honoured with achievements in the field of international development and education, when those achievements are in fact the outcome of longstanding collective work in Canadian civil society.*

*I would like to thank you for keeping alive this commitment of Canadian institutions and citizens for the development of democratic and hence sustainable societies.*

*I am proud to be here today at this unique and globally engaged university.*

More: <http://www.nouvelles.uqam.ca/2012/2421-paul-belanger-doctorat-honorifique-universite-st-francis-xavier>



Nous sommes fiers de notre «Président Paul», comme on l'a appelé affectueusement alors qu'il était président de l'ICAE.

Paul est quelqu'un aimable par beaucoup de choses, de leur bonheur, de leur lutte infatigable pour un monde meilleur, pour sa cohérence dans ses idéaux et l'action et pour leur engagement généreux à la cause du droit à l'éducation pour tous et toutes.

Par chance, ce doctorat honoris causa, a coïncidé avec le premier numéro de Voices Rising sur l'Amérique du Nord (le dernière en 2012) de manière à mettre en évidence chaque région du ICAE et de partager leurs tâches et leurs rêves.

Ainsi, aujourd'hui, nous célébrons deux fois cet numéro parce que un natif de cette région a reçu cette récompense bien méritée.

Viva, Paul Viva

Celita Eccher  
Secrétaire Général

Traduit par Google

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We are so proud of our "President Paul" as we lovingly called him while he was acting President of ICAE. Paul is a lovable person for many reasons, his joy, his tireless struggle for a better world, consistency in his ideals and actions and his generous commitment to the cause of the right to education for all. Just by chance, this honorary degree awarded by St. Francis Xavier University coincides with the first issue of Voices Rising on the North American Region (the last of the year 2012) in an attempt to highlight each region and share their activities and also their dreams.

Thus, today we double celebrate this issue because a native from this region has received this well-deserved award.

Viva Paul Viva

Celita Eccher  
Secretary General

.....



Qué bueno es estar orgullosos de nuestro "Paul President" como cariñosamente lo llamábamos mientras ejerció la presidencia del ICAE.

Paul es de esas personas queribles por muchas cosas, por su alegría, por su infatigable lucha por un mundo mejor, por su coherencia en sus ideales y en la acción y por su generosa dedicación a la causa del derecho a la educación para todas y todos.


Quiso la casualidad que este Honorary degree, coincidiera con el primer número de la región Norte América que culmina el año 2012 en una forma de destacar cada región del ICAE y compartir sus quehaceres, y también sus sueños.

Es así que hoy celebramos doblemente esta edición pues un nativo de la región, también ha sido justamente premiado.

Viva, Paul Viva

Celita Eccher  
Secretaria General ICAE





Dear Paul,

Congratulations to a well-deserved recognition! We are proud of our long association with you and ICAE.

Warmest,

Gigi Francisco, in behalf of DAWN and Miriam College  
[gigi.francisco@gmail.com](mailto:gigi.francisco@gmail.com)



Hello Marcela,

Thanks for the news. I just wish Paul the best. "Good one Paul!"  
Chola Mtonga  
IALLA



Dear Marcela,

Thanks for sharing the great news.

I would like to join the rest of the IALLA and ICAE fraternity to congratulate him on this achievement. It is a deserving merit for Paul Belanger, given the contribution he has made to adult education in Canada and globally.

Best regards,

Maria Nandago <[nandagom@yahoo.co.uk](mailto:nandagom@yahoo.co.uk)  
IALLA Cohort 1




Dear Marcela

Greetings from GODH

It's really a great news. Many congratulation to the ICAE former President Mr. Paul.


Regards

Nazir Ahmed Ghazi [godhlahore@gmail.com](mailto:godhlahore@gmail.com)  
IALLA



Dear Paul,


Congratulations Paul for another recognition of your work in adult education!!  
Sara Longwe < [longwe5000@gmail.com](mailto:longwe5000@gmail.com)



Dear Paul,

Congratulation Paul for this and all the recognition you've got in Adult Education. Do you remember when you told us "you will see"? Yes, I/we have seen. That's great Feliz navidad

Sofía Esther Valdivielso Gómez




Dear Paul and friends at ICAE,

Congratulations, Paul, for this honorary degree to recognise your work and expertise. In a sense, it is also a validation of the significance of the work of the entire adult education community, and in this way, you have done us proud.

Warm regards,

Raquel D Castillo (Ms.)  
Advocacy and Campaigns Adviser  
Asia South Pacific Association for Basic and Adult Education (ASPBAE)




Felicitaciones Paul!!!

Merecido reconocimiento a tu labor por la educación a lo largo de toda tu vida!!!

Un abrazo enorme

Alicia Canapale - Uruguay




La Coalition Congolaise pour l'Education des Adultes COCEDA en sigle a le reel plaisir de se joindre aux autres membres de l'ICAE pour felicité le président honoraire Paul Belanger qui a reçu ce dauctorat.

Ceci, nous croyons que tout cela n'est pas un jeu d' hasard mais une longue lutte menée par lui en faveur de l'éducation des adultes.

Pour la COCEDA


Pierre Muzinga Ngolera  
Coordonnateur National



Félicitation honorable professeur, c'est le mouvement de l'éducation en général et de l'éducation des adultes en particulier qui est honoré. Nous sommes fiers de toutes les actions menées au sein du secteur. En tant qu'ialliste, nous vous remercions de tous les soins apportés à la réussite des différentes sessions lors de votre magistère.

Vive ICAE


Diadhiou Ousmane



Congratulations for Paul, for this unique honorary degree in recognition of his active involmte in the promotion of adult education not only in Canada but in the world. VIVA Paul! VIVA adult education.

Thank you


Valerio Ussene, IALLA I graduate, Mozambique



Chère Paul la suisse et moi-même sont après les Quebecois les premiers à se réjouir de ce nouveau titre, que tu as merité-  
Bravo et j'espère à bientôt


Bonne fêtes

Dr. André Schläfli  
Direktor SVEB



Congratulations to Paul - absolutely proper recognition for our most distinguished colleague


Alan Tuckett



Dear Paul,

I congratulate you on your honorary degree and wish you all the happiness in the future!

Gayane Ghukasyan  
Armenia



Dear Paul

Such a well-deserved honor. Congratulations.

Cheers

Robbie and colleagues from ASPBAE

Bravo Paul! Great recognition of the LLL movement and your personal contribution to moving the agenda forward over the years.

Best wishes,  
Gina Chiwela

Dear Marcela, Dear Paul, Dear all

I am very glad to hear this good news.  
I could recover a hope for adult education movements and universities.  
Thank you for Paul and ICAE Secretariat,

Sincerely Yours,

Yoko Arai - IALLA

Bonjour à tous

Effectivement, nous ne pouvons que féliciter chaleureusement ces deux éminents professeurs pour l'ensemble de leurs travaux.

Il me semble toutefois que la meilleure félicitation que nous pourrions donner, c'est de continuer sans répit à implanter et dispenser les programmes d'éducation des adultes là où nous nous trouvons.

Amicalement à tous

Gabriel RASAMOELY  
ASFOMER/TAFATAO  
MADAGASCAR

Congratulations to Paul, he deserves this HD and we all are very proud of him  
Cheers  
Gorgui Sow

VIVA!!!!!!!!!!!!!!!!!!!!!!  
Sergio Haddad

¡WONDERFUL, CONGRATULATIONS TO PAUL, AND HIS CONTRIBUTION TO THE ADULT EDUCATION!!

Nélida Céspedes  
CEAAL

Many thanks for this information. I wish to Paul more success after this new grade.

Good luck Paul  
Patrice Florvilus - Haïti - IALLA Francophone

That is a very big achievement for adult learners world over and it is an encouragement for others to spearhead adult learning projects.





Congratulations Paul!

Bernah Namutebi - IALLA IV



Congratulations Paul. This lifetime achievement of our own - we the men and women who proudly believe in our calling as development /adult educators - is a source of deep encouragement and inspiration!

Wishing you a continued and pleasant celebration of your well-deserved award.

Robert Jjuuko - Uganda - IALLA



Congratulations Paul! All the Best!

Rosita Bacchus - Toronto, Canada - Frontier College



Congratulations to Paul, When Passion does the work, good things happen !!!!!!!  
Best regards,

Sandra Amankwaa



Querido Paul

My congratulation for this Honorary Degree and the recognition of all the work you done in adult education. !!!!

A big Hug!!!!

Marcela Ballara



Congratulations Paul!

Sakeba Khatun



Wonderful news and many congratulations to Paul on his achievements. Paul's receipt of such an honour is a wonderful personal achievement but also a victory for us all trying to make adult learning visible. Thank you to Paul for working so hard for so many years and so many people.

Dr Janine Eldred  
Senior Research Fellow  
NIACE



Dear Paul,

This is great news indeed!!! Many congratulations to you!!! We wish you a very happy time and a long journey with adult education.

K.M. Nabiul Alam  
Bangladesh



Congratulations Paul!

Steven Le Roux - South Africa



Great news.....Many many congratulations to Paul, ICAE family and adult education cause lovers.

Best regards,

Bilal Aziz IALLA  
Pakistan



Yes. All the best to Paul and Budd and surtout St. Francis Xavier for continued commitment to the education and empowerment of adults and those who work with communities.

Salma Maoulidi - IALLA



Wonderful news. Well deserved. Viva Paul, viva! Best wishes for festive season.

Shirley Walters



Mille merci Marcela pour partager cette information qui me réjouit énormément. Toutes mes félicitations à Paul et à Budd Hall pour ces titres qui sont, en plus d'une reconnaissance bien méritée pour votre travail, un signal fort pour les Etats et les gouvernement qui n'intègrent pas encore ou pas beaucoup l'éducation des adultes/populaire/tout au long de la vie/informelle/non formelle. Bravo pour les honneurs reçus et merci pour votre exemple pour nous tous!

Luisa Cruz Hefti - IALLA Francophone



Marcella,  
The Adult and Non Formal Education Association in Ethiopia (ANFEAE) would like to extend its conglatory meesage to Paul through your good office.  
Congradualtions Paul you desreve it.  
seleshi legesse  
ANFEAE



Toutes nos félicitations cher ami et frère Paul, nous sommes très heureux pour toi et sommes fiers de cette reconnaissance que tu mérites amplement  
Aicha Barki



Congratulations! This is great!  
Sturla

## Sommet sur l'enseignement supérieur: reconnaître la mission d'éducation des adultes des universités

L'éducation des adultes est une partie intégrante des universités. Plus de 40 % des étudiantes et des étudiants universitaires répondent à la définition d'un étudiant adulte, soit, selon un critère basé sur l'âge, toute personne qui est inscrite au baccalauréat et qui est âgée de 25 ans ou plus ainsi que toute personne qui est inscrite à la maîtrise ou au doctorat et qui est âgée de 30 ans ou plus.

En outre, dans les universités québécoises, l'institutionnalisation de l'éducation des adultes prend des formes diversifiées. Sur le plan organisationnel, cette institutionnalisation de l'éducation des adultes dans les universités québécoises emprunte principalement la forme de la création d'unités administratives dédiées à cette fonction ou, dans le cas de l'Université de Montréal, elle donne lieu à la création d'une

Faculté de l'éducation permanente. Sur le plan des activités d'apprentissage et des programmes de formation, l'institutionnalisation de l'éducation des adultes dans les universités se réalise selon une grande diversité de modalités : formation diplômante ou non créditée, études de premier cycle ou de cycle supérieur, formation courte ou longue, formation sur mesure ou non, formation à distance, hybride ou en présentiel, formation liée à des domaines professionnels ou autres.

Par ailleurs, les étudiantes et les étudiants adultes font face à des obstacles particuliers : difficulté à se faire reconnaître des acquis, devoir suivre des cours préalables, horaire de cours mal adapté à la disponibilité d'un adulte devant concilier famille, travail et études, rigidité des formules d'enseignement, manque d'encadrement, contenus de formation non pertinent pour l'emploi. Ces multiples obstacles constituent autant de contraintes à la persévérance de ces adultes à l'enseignement universitaire. Sur le plan financier, l'ICÉA estime que le trois quarts des étudiantes et des étudiants adultes à l'université ont de revenus inférieurs à 40 000 \$, ce qui, lorsque l'on soustrait les dépenses liées à la vie courante, accentue le défi financier de la poursuite d'études universitaires.

Nous sommes toutes et tous en accord avec l'idée que l'enseignement universitaire est un levier de mobilité sociale pour les jeunes générations. On entend plus rarement le même constat concernant la population adulte. Or, une politique d'égalité des chances et de justice sociale doit reconnaître que l'enseignement universitaire contribue à la mobilité sociale des adultes qui, sans diplôme d'étude universitaire, souhaitent améliorer leur sort économique ou élargir leur connaissance et leur compétence. Une véritable société du savoir mettra les universités au service de toute la population. Pour reprendre le titre du cahier thématique, l'ICÉA est d'accord pour un enseignement supérieur pour toutes et tous.

Le mémoire de l'ICÉA peut être téléchargé à partir du lien ci-dessous.

See the document here: [http://www.icea.qc.ca/site/sites/default/files/sommet\\_enseignement\\_supérieur\\_memoire\\_icea.pdf](http://www.icea.qc.ca/site/sites/default/files/sommet_enseignement_supérieur_memoire_icea.pdf)

Source: <http://www.icea.qc.ca/site/actualites/sommet-sur-l'enseignement-sup%C3%A9rieur-reconna%C3%AAtre-la-mission-d%E2%80%99C3%A9ducation-des-adultes-des>

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Denis Sylvain, President

**Réseau pour le développement de l'alphabétisme et des compétences (former Fédération canadienne pour l'alphabétisation en français)**

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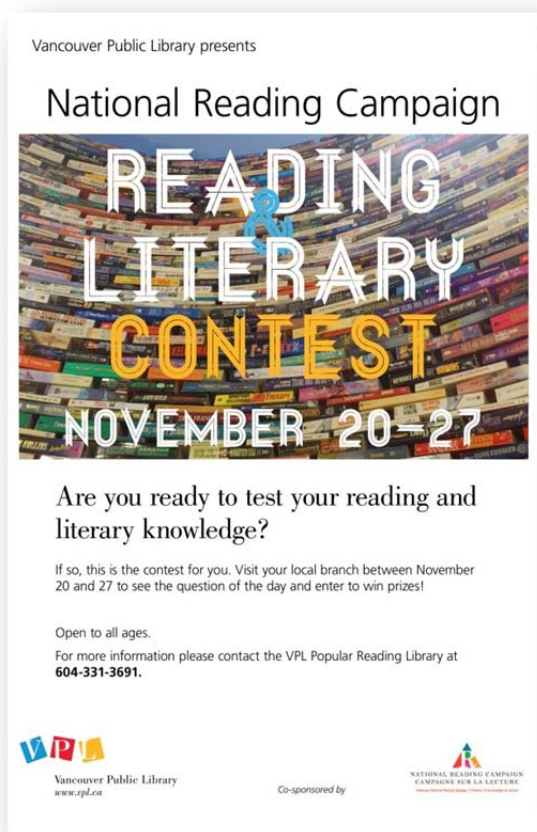
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**JOIN US**

Fill in a Membership Application Form  
<http://www.icae2.org/en/node/875> and submit it together  
with a copy of your Constitution, a detailed description of your  
work on adult education and lifelong learning, last annual  
report of your organization, and other relevant documents  
including publications. Documents should be sent in English.

## The National Reading Campaign



December 10, 2012

## WHAT DID YOU READ TODAY?

'What did you read today?' contest tweets are coming in from across the country! More than 15,000 tweets have been received for the adult contest, and readers across the country are spreading the news about the joys of reading for pleasure.

They have been making us laugh ("I'm reading a book about anti-gravity. I just can't put it down."), wince ("I'm reading my kid's Christmas list and hoping, hoping for a lottery win.") and ponder ("Does my cereal box count as reading?"), not to mention marvel at all of the reading that's going on out there!

The contests are open until **December 31, 2012**, so if you aren't already participating, there's still time to join in the fun!

Please visit [www.nationalreadingcampaign.ca/contest](http://www.nationalreadingcampaign.ca/contest) or [www.nationalreadingcampaign.ca/kidscontest](http://www.nationalreadingcampaign.ca/kidscontest) to download the contest materials.

A few campaign highlights: Marie-Louise Gay generously agreed to be our spokesperson in Quebec, and with the help of Majuscules' talented Claude Brisebois, did a whirlwind media tour during the week of the launch & Salon du livre. She did interviews with Radio Canada, La Presse, Le Soleil, Journal du Quebec and a half dozen radio stations, and helped spread the word about the NRC and the What Did You Read Today? Contests.

Source: <http://us1.campaign-archive2.com/?u=f2fb7468ec61d91b55aafad41&id=ceafcc3e27&e=7d75ca3a6e>

## Connect with literacy professionals near you.



Find inspiration and information a little closer to home, and in a more intimate setting, at one of our regional USCAL events.

### Save the Date! May 1-3, 2013

USCAL Southeastern Regional

The U.S. Conference on Adult Literacy (USCAL) Southeastern Regional in Nashville, Tennessee, will include:

#### Basic Literacy and ESOL Instruction

**Grant Writing** [http://www.proliteracy.org/Downloads/ProLiteracy\\_us-conference-on-adult-literacy-uscal-regionals\\_uscal-regional-grant-writing.pdf](http://www.proliteracy.org/Downloads/ProLiteracy_us-conference-on-adult-literacy-uscal-regionals_uscal-regional-grant-writing.pdf)

**Volunteer Retention and Recruitment** [http://www.proliteracy.org/Downloads/ProLiteracy\\_us-conference-on-adult-literacy-regionals\\_volunteer-recruitment-workshop-2.pdf](http://www.proliteracy.org/Downloads/ProLiteracy_us-conference-on-adult-literacy-regionals_volunteer-recruitment-workshop-2.pdf)

**Schedule of Events** [http://www.proliteracy.org/Downloads/ProLiteracy\\_us-conference-on-adult-literacy-regionals\\_southeastern-regional-schedule.pdf](http://www.proliteracy.org/Downloads/ProLiteracy_us-conference-on-adult-literacy-regionals_southeastern-regional-schedule.pdf)

### Registration Rates

ProLiteracy Member Rate \$126

Non-Member Rate \$149

Scarritt-Bennett Center

1008 19th Avenue South

Nashville, Tennessee

Guest Rooms: \*\$62 plus tax

Rooms include wireless internet access with a television in common area lounges. When making reservations, mention "ProLiteracy/USCAL regional meeting."

Scarritt-Bennett is within walking distance of Music Row, Vanderbilt University, and area shops, and restaurants. It is just minutes from Hillsboro Village, Bridgestone Arena, LP Field, and downtown. The Center is 15 minutes from Nashville International airport. Parking at the Center is complimentary.

Once a college campus, the Center's converted residence halls have private bedrooms with shared baths. They are equipped with wireless internet access. In addition, free wireless internet is available for guests in the Laskey (Guest Services) building.

For reservations or more information:

(615) 340-7500 or (866) 420-5486

Monday through Saturday 8 a.m. to 9 p.m.

Sunday from 8 a.m. to 4 p.m.

[reservations@scarrittbennett.org](mailto:reservations@scarrittbennett.org)

Shuttle Service from and to the airport is available through In-Shuttle Transportation.

Shuttle reservations can be made by calling (615) 255-3519 or online at <http://www.inshuttle.com/Pages/pgHomePage.php>

For travelers interested in full service accommodations, ProLiteracy has secured a room block at Hampton Inn Vanderbilt West End. The Hampton Inn Vanderbilt West End Hotel is 0.5 miles from the Scarritt Bennett Center and provides convenient lodging accommodations located one block from Vanderbilt University in the heart of Nashville. The hotel includes renovated guestrooms, free parking, breakfast, and wireless internet. Amenities include a fitness center, a pool, and a business center.

Room rates are \$139 per night.

More conference details will be announced soon. For more information, contact Robyn Smith, conference and events coordinator, at (315) 214-2578 or [conference@proliteracy.org](mailto:conference@proliteracy.org).

## Le site Web de la SQAF 2013 est en ligne!



Le nouveau site Web de la Semaine québécoise des adultes en formation (SQAF) est désormais en ligne. Conçu pour offrir une meilleure ergonomie aux visiteurs et aux organisateurs des activités de la Semaine, le site <http://www.adulteenformation.com/> porte les couleurs de la 11e SQAF qui se déroulera du 6 au 14 avril 2013.

Il est possible de télécharger les outils de promotion pour la 11e SQAF ou de les commander en version imprimée.

Cette année encore, la SQAF sera présente dans les médias. Depuis septembre 2012, l'ICÉA réalise une série d'émissions radiophoniques consacrées à l'éducation des adultes. Il est possible de les

écouter sur le site de CIBL 101,5.

À ne pas rater : deux émissions seront spécifiquement dédiées à la Semaine québécoise des adultes en formation, en mars et avril 2013. Par ailleurs, le site Web de Radio-Canada, [radio-canada.ca](http://radio-canada.ca), offrira en 2013 un espace collaboratif à la Grande Lecture. L'adresse pour accéder à la Grande Lecture à Radio-Canada sera disponible prochainement.

<http://www.facebook.com/SQAF>

Source: <http://www.icea.qc.ca/site/actualites/le-site-web-de-la-sqaf-2013-est-en-ligne>

## **"Building Sustainable Futures through Learning and Partnerships"**

**Save the Dates - November 3-8**



### **The Conference**

Plan to attend AAACE's 62nd Annual Conference at the Lexington Convention Center in Lexington, Kentucky, November 5-8, 2013. The 2013 AAACE Conference will include concurrent, roundtable, and poster sessions, as well as workshops and symposia, in such areas as: Workforce Development, Community, Non-Formal, Career, Continuing Professional, Health, Religious, Military and International Adult Education, as well as Distance and Adult Learning, Adult Numeracy and Literacy, Human Resource Development, Program Management, and other related areas. It is this wide array of sharing and learning that makes this conference unique!

Dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change AAACE envisions a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives. Key in this aim is the development of partnerships that make us stronger as a discipline, allow us to reach more learners, and allow us to build foundations that will carry us into the future. The theme of this year's conference, "Building Sustainable Futures Through Learning and Partnerships" reflects the importance of looking to the future and of planning now for the directions we take tomorrow. Partnering with like-minded people and organizations can benefit us, as adult educators, and can also benefit our discipline, our learners, and society in general. Partnerships can make us stronger and better prepared for the future.

### **2013 Partners**

Conference partners include the following:

Association for Continuing Higher Education (ACHE) ([www.acheinc.org](http://www.acheinc.org)), an association of professionals dedicated to promoting excellence in continuing higher education

Adult Higher Education Alliance (AHEA) ([www.ahea.org](http://www.ahea.org)), an association of people from across the country engaged in action learning, reflection and discussion

### **Enjoy Lexington**

Lexington is located in northeastern Kentucky, in the bluegrass region of the state. It is within one day's drive of two-thirds of the population of the United States, and its airport features approximately 100 direct and non-stop flights. Home of the University of Kentucky, Lexington is the horse capital of the world, and is known for its history and its distilleries.

AAACE's 2013 Conference will be at the Lexington Convention Center, 403 West Vine Street, Lexington, KY 40507. The Lexington Convention Center is located in the heart of downtown Lexington, and is surrounded by shopping, dining and cultural options. For more information visit: [www.lexingtoncenter.com/index2.php](http://www.lexingtoncenter.com/index2.php).

Come to Lexington this November. You will learn, have fun, and find many ideas during AAACE's 62nd Annual Conference. Thank you in advance to all who organize, review, volunteer, propose, present, host as vendors, travel, and troubleshoot. Our conference is a success because you care about providing the best and most meaningful educational experiences for adult learners.

Source: <http://www.aaace.org/2013-conference>



## Multimedia



Le discours de clôture de Paul Bélanger - Forum 2012 du RESDAC

<http://vimeo.com/52020521>



Dans le vidéo de cette semaine, Mona Audet, Directrice Générale de Pluri-elles au Manitoba, évoque l'intégration des nouveaux migrants dans la communauté francophone manitobaine à travers l'alphabétisation familiale et ce qu'elle comprend de la notion de "communautés apprenantes".

<http://vimeo.com/51706631>



Forum 2012 du RESDAC - Une entrevue de Lorraine Taillefer

<http://vimeo.com/51706632>



Forum 2012 du RESDAC - Une entrevue de Patrick Jeune

<http://vimeo.com/51142315>

Ouverture de l'Atelier du Forum 2012 du RESDAC

<http://vimeo.com/52011446>

More: <http://resdac.net/archives/videos.html>

Source: Réseau pour le développement de l'alphabétisme et des compétences (former Fédération canadienne pour l'alphabétisation en français) <http://resdac.net/>



## ICAE invites to participate and advocate in the post-2015 process

<http://educationpost2015icae.wordpress.com/>



International organizations, governments and society global and regional networks have initiated a post-2015 assessment and implication processes of the goals set out by two major global development programs: Education for All (EFA) and the Millennium Development Goals (MDGs). This process takes on additional significance as is done in the context of the crisis that affects the economic system in large areas of the world and the exhaustion of a development model that does not generate social equality or global sustainability.

The recent summit of Rio +20 has documented with great objectivity the challenges that face political organizations and civil society organizations to address an unprecedented crisis of civilization, which in turn requires the establishment of the basis for a type of sustainable and fair human development. We know that the governments gathered in Rio de Janeiro, with some exceptions, have not been strong enough to address this necessary shift of paradigm. However,

the power of civil society networks has allowed that the debate remains open and projects itself strongly in the discussions and deliberations beginning at global level about post-2015.

ICAE has been an important actor in encouraging and advocating civil society approaches in both the Rio +20 process and the preliminary discussions on post 2015. This work has been enhanced with its members and global networks of civil society. For this reason, ICAE has created this space for exchange, discussion and information, not only as a communication service to civil society but also as a place for promoting the contributions and participation of civil society organizations in the post 2015 process.

We also conceived this space as a bridge between the various regional and global citizen initiatives that are being implemented and the necessary and advocating dialogue between intergovernmental international organizations and multilateral agencies.

Follow Blog via Email: <http://educationpost2015icae.wordpress.com/>

Français: <http://www.icae2.org/?q=fr/node/1643>

Español: <http://www.icae2.org/?q=es/node/1642>