

x ICAE NEWS

International Council for Adult Education  
Conseil International thducation des Adultes  
Consejo Internacional de Educacion de Adultos

Jugs." Pins: 91L." 9.11.1:

Fourth World Assembly of Adult Education

,1 ILY Takes Off

3 International Literacy Year was announced

Solidarity Visits to the world in Thailand with grace, colour, light,  
dancing, laughter, and with a special touch of cere-  
mony, all of which was meticulousl orchestrated V . , ./

g min by our Thai hosts, the Department 0); N on-Formal fvxnum'lnfwkn/hmmiwk

PlgiarygSessions Education, Ministry of Education, Thailand. % 3% h

Celebrations began with the signing of a sym- If

bolic book by H.R.H. Princess Maha Chakri Sirind- , ,

8 horn which launched the Book Voyage, a project of ,f::,::,fi!7:;":s;:.3;::';311::

the International Task Force on Literacy. Chakrl Slrlndhorn

Hundreds of balloons soared into the sky,

9 some with banners from each region of the world; traditionally dressed Thai bearers,  
Info. Services majestically carried on a dias, regional books which would be signed by le  
arners from

ICAIE Contribmors -ach region; Thai dancers

racefully eased through the

10 crowds of people exhibiting

Dame Nita Barrow r their own cultures through

i i g ' traditional dress from their

13 f " ' t ' ., countries; and as dusk fell,

" ' i , t ' 1 . candles, protected by lotus-

like wind barriers, were lit by

ver 600 people.

Throughout the whole

of the ten-day conference

. -- ,. held at Sukhothai Thammati-

16 ' rat Open University, from the

Special Friends r , i (Can 't Page 2...)

A Call to Action

New President

15

North /South Forum

No. 1, 1990 ISSN 0834-9789

## Special Issue on World Assembly

The World Assembly of Adult Education takes place every four years. Previous World Assemblies were held in Buenos Aires, Argentina in 1985; in Paris, France in 1982; and in Dar es Salaam, Tanzania in 1976.

The World Assembly is an opportunity to reflect on what we've accomplished to date and plan for the future, to meet people involved in adult education from all over the globe, to strengthen our commitment to the movement and to learn first hand what others are doing in the field. This issue of ICAE News is designed to give you some insight to what happened at the 1990 World Assembly which took place in Bangkok, Thailand from 8 to 18 of January.

A final report is being prepared and should be available from ICAE in June this year.

(Continued from Page 1)

### IL Y Takes Off

solidarity visits, to equipment and support in producing a daily newsletter, to special evening events, the efficiency and hospitality shown by our Thai hosts was unsurpassable. This huge undertaking was accomplished through the commitment of some 300 people. In addition to the Department of Non-Formal Education (DNFE), other agencies and institutions involved were the Ministry of Foreign Affairs, the Media and Thai NGOs. Dr. Surat Silpa-Anan, Director General of DNFE, when asked how such a feat was accomplished replied, "I have told my team to take it easy. Expect the problem - any problem can occur at any time. So, think of two things: one, when it happens never be surprised. Two, anticipate all possible problems and think ahead, plan solutions to possible problems so that when they happen you have all the alternative solutions on hand." Although there are many people we would like to say a special thanks to, we would particularly like to acknowledge our appreciation for the motivating and efficient supervision of Dr. Kassama Varavarn who has devoted much energy and enthusiasm over the past two years.

' serves as a focal point to unite the adult education

ICAE is

International Council for Adult Education

Conseil International d'Éducation des Adultes

Consejo Internacional de Educación de Adultos

5'45" 1931 gilt" \$142.15.

International Council for Adult Education

ICAE cooperates with, over 100 autonomous, national-

adult education associations representing, , , ,

more than 80 nations, and six regional organizations in Africa,

the Arab world, Asia and South Pacific, the Caribbean, Europe and Latin America.

- The ICAE

promotes and encourages leadership development;-

the exchange of ideas and information, the exchange of

care education; Women's advancement, literacy, participation

in research, training and advocacy. ICAE is

, a global movement

around the world. " 7'

Executive Committee

1989 , .

Honorary President Paulo Freire

President: Dame Nitav Bam

Vice-Presidents: , ' a T 1

Africa: John Mwachakatwe; , ' 1 H - i

Arab States: Mohi El-Dine Saber; V ' 1

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Yao Zhongda / a ' 1

Caribbean: Joyeev Robinson

Europe: Poul-Erik Kandrup/

Alexandre Vladislavlev -

Latin America: Rosa Paredes .

North America: John R. MacKenzie " " ' L

Secretary General Budd Hall 8

, Treasurer: Edmund J. Gleazer, Jr. " i  
\_ Chair, rManagement AdViSOry Committee?  
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i  
ICAE New: -. \_ .  
ICAE News is the newsletter of the ICAE and '  
is' free to all members. 1 1  
Editor. .Erma Stultz \_ \_ -' N  
Copy. Contributions of news, reports, publi-i  
ca tions, or other subjects of interest to an intemaftiolrlal,  
body of adult educators, are Welcome .

The Editor, ICAE NeWs ti  
International Council for Adult Education .  
720 Bathurst'ISTV Suite.500, Toronto, Omm, 1  
Canada M58 2R4. Telephone: (416)588-1211; Fax  
(416)588-5725; Telex: 06:98g766TOR \_ ' A ,  
Contributions deadline; "1. Mareh; 1  
June, 1 September, 1 December. Date of issue isione'  
monthlater. V ' ,  
ISSN 0834-9789 a

We gratefully acknowledge thetiinangial con-  
tributions to ICAE News by CanadianIntemational  
Development Agency, Swedish Intemational Devel-  
opment Authority, Finnish InternationalLDevelopment  
Agency and Netherlands Organization for Interna-  
tional Coopera tion in Development" 1

The World Assembly began with Solidarity Visits for participants to experience programmes at the grass-roots level in Thailand. These visits were intended to provide an opportunity for first-hand exposure to the practice of adult, non-formal education in Thailand. Twenty-three visits were organized some of which involved a ten-hour bus ride to Chiang Mai or Chiang Rai in the north of Thailand. Participants stayed in the homes of villagers. Reports from the Solidarity Visits will be included in the final report of the Assembly. An example of the experience of one group is included here.

#### A Threatened Forest

The forest was too young and too silent...evidence that man's destructive power had already laid its hand on this remote mountaintop in Chiang Rai.

A continuous line of villagers from Ban Pasakagan were merrily helping us up the mountainside, repeatedly asking if we thought the nearby villages to join them in their efforts to protect the forest that give them life.

Through the efforts of the Community Ecological Development Programme (CEDP), a non-governmental organization actively promoting community forestry and environmental conservation and development, there may be hope for the future. Started with a like-minded group of Buddhist monks, academicians, development workers and former leaders, they have set out the task of working towards the recovery and conservation of internal resources to bring forth, in time, a base for the development of the quality of life of the people living in peaceful harmony with nature.

Providing education and training under the auspices of Chiang Mai University, CEDP has provided opportunities for farmers' training in integrated farm development. Other learning opportunities include the field of natural resources management, nutrition, childcare, self-help income-generating projects and legal rights education.

For such a young organization, CEFP has been meeting the challenges one by one in its efforts to transform a lowland village with the strength of a big ragu and a highland village with the flexibility and strength of the bamboo tree. For those of us who walked the fields of Ban Pin and climbed the mountain slopes of Ban Pasakagan, we extend our solidarity in bringing about social change and transformation.

view beautiful. Pride in their achievement to live in harmony with the forest evident in their joyous faces gave rise to the optimism on our part that maybe this small village of 200 households would ultimately succeed in winning the trust of

## Setting the Stage

Dame Nita Barrow, with her usual capacity for getting to the heart of an issue, in her opening address, reminded participants of why we had come to Thailand. In her words:

We are here to launch the United Nations International Literacy Year and with it a Decade of Action for Literacy. We are here representing the world movement for literacy and adult education, the non-governmental movement which is the heart and soul of literacy action throughout the world. We have all come together for a common reason. And that reason is that as we launch the last decade of the second millennium there are still one billion people who do not read or write. There are one billion reasons for us to be here together. We do not come to celebrate. We do not come to congratulate ourselves on work well done. We have come to work, to plan, to explore concepts, to consolidate research ideas, to debate, to challenge, to cajole, to laugh and renew our commitment to a

Each morning from 13-18 January a particular theme from the conference theme, "Literacy, Popular Education, and Democracy" was introduced in the plenary sessions. These sessions were followed by thematic workshops giving participants an opportunity to discuss, in small groups, particular areas of interest within these themes.

Literacy and Building a New Society

Margaret Whitlam, Australia

Commonwealth Association for the Education and Training of Adults, and Unesco's Roving Ambassador for International Literacy Year

Ms Whitlam spoke about the unacceptably high level of illiteracy in Australia despite universal world where everyone reads and writes. To a world where the words of all will be read, not just the words of the few.

## A Decade of Action

Budd Hall, Secretary General of the International Council for Adult Education, focussed on the coming decade:

We have come here to begin a Decade of Action for the non-government movement. A decade of work towards the dramatic reduction of illiteracy, a decade of work to put into place the concepts of lifelong education which will guarantee achievement for both adults and young people, and a decade of strengthening our own structures to be able to play the role which we are now being called upon to play. We are experiencing together a world of terrifying and exciting changes, a world where people's education is at the absolute centre of our abilities to survive and move forward.

compulsory education. Measures to redress illiteracy being taken during International Literacy Year include the allocation of funds to programs for adult, and community children's literacy, to international literacy programs, and to raising public awareness about illiteracy.

Katherine Ann Grigsby Vado,

Vice Minister of Education, Nicaragua

Literacy work in Nicaragua which takes place within the framework of social transformation efforts. Ultimately, the aim of the literacy movement is to build a new society. This, in essence, means the building of a complete new person who can support change and development, a people who can build a new society day by day.

Thematic Workshops - Literacy and Women, Political Economy of Literacy, Literacy and Peace Education



Literacy and  
Sustainable Development  
Pamela Colorado,

University of Calgary, Canada

Speaking from experience as a member of the indigenous population of North America, Ms. Colorado expressed the need to closely tie literacy and development to the spirituality of people, learning from indigenous ways of life.

h Ms. G. Ariyaratne,

Sarvodaya Shramadana, Sri Lanka

Sustainable development work in the past

has not included the poor in the planning process, and has therefore not led to improved living standards for many. She states that our greatest challenge in the coming decade will be to involve the poor in their self-development as a matter of government policy backed by the necessary political will.

Professor Johann Galtung, Norway

Prof. Galtung drew on traditional life of people who, dependent upon verbal communication, have developed holistic images of reality.

People without a written language remember

. many complicated concepts clearly. Natural scientists should begin learning from traditional scientists and begin looking at more holistic approaches, such as the long-term consequences of the latest scientific discoveries.

Thematic Workshops -

Education and Sustainable Development, Literacy and Integrated Local Development

PamColorado

Popular Education:

The Next Decade

Katerina Mataira,

founder of Te Ataarangi, New Zealand

Ms. Mataira began the first alternative indigenous system in New Zealand ten years ago. She described her experience in the formal system as "head - exploding; soul - withering; heart - bleeding". She advocated learning which is caring, group-oriented, cooperative and which allows people time and space in which to learn at their own pace.

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Kowit Vorapipatana,  
Director-General, Department of General Education,  
Thailand

Mr. Vorapipatana stressed that if we are to succeed in our ideal of literacy for all by the year 2000, people have to believe in the importance of education. He said that the education system in Thailand is geared to a small section of the population and that education must be for everyone.

Rita Giacaman,  
Birzeit University, West Bank

Dr. Giacaman described the experience of attending her first march in the West Bank on International Women's Day with other academics and finding that "we got educated". The participation of people from all parts of society was evident as she marched with a well-dressed woman in highheels on one side, and an elderly working class woman on the other. She described the Palestinian uprising as a total experience for the people. It has brought people together, and to a realization that they need to be self-reliant, well organized, and to participate. Her message to the assembly was: "Don't wait for others - do it yourself! Organize! Nothing will happen without organization."

Gothom Arya,  
Chairperson, Thai Development Service Committee  
Through discussion and study Dr. Arya reached this definition of popular education: "knowledge, skill, attitude and motivation to act, that will satisfy needs which are essential to a life with dignity". He argued that since the issues involved in popular education are interrelated, a holistic view is needed. Using an analogy with Thai massage in explaining the reflex principle, Dr. Arya reminded us that by massaging the toe it is possible to cure a headache - i.e. an action in one place may have a result elsewhere.

Popular Education and  
Strengthening Democracy

Abdul Razek EI-Yehia,  
Member of the Executive Committee responsible for  
Education, Palestine

Speaking of the cultural dimensions of democracy, Mr. El-Yehia defined democracy as the outcome of a long and bitter struggle related to cultural heritage and history. Democracy manifests itself in the way people relate to one another, whether they have respect for other people's rights.

Zelda Groener,  
University of the Western Cape, South Africa  
Through video Ms. Groener introduced participants to some of the realities of the oppressive regime in power in South Africa. She reminded us that a combination of people's action and international action is needed to bring about change. As a result, education is inextricably linked to action: people have to think about what form of democracy will come out of their struggle; what sort of education they need for the future; what the sociopolitical reality is; and develop tools for social analysis.

Roberts Simmonds,  
Learn and Teach,  
Johannesburg, South Africa

Mr. Simmonds described the work of Learn and Teach which provides literacy materials and training to grassroots community development projects and organizations as an aid to strengthening democracy. The State education policy is to



educate Blacks to work as cheap labour; 60-70% of  
Black adults cannot read or write.

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Phra Medhirattanadilok,  
,Buddhist monk, Thailand

Referring to Buddhist historical texts, canons and precepts, Phra Medhirattanadilok spoke about Buddhist principles of education and democracy. He described Buddhist education as a preparation for life. It aims to rid people of ignorance and build up wisdom and understanding. The teacher is seen as a spiritual guide as well as a teacher of technical subject matter.

Thematic Workshops -  
Popular Education and  
Participatory Democracy  
Building and Rebuilding  
the Movement

Rajesh Tandon, Director,  
Society for Participatory Research in Asia;  
Rajesh suggested three ways to strengthen our democratic practices in the coming decade:  
D Build on the capacities of people in the movement. Build skills and competencies. Enhance confidence of people in their own capacities and dreams. Strengthen our courage to take stands in building the movement.  
D Build our institutions through new structures and leadership.  
D Build alliances and linkages. Align with others who share our dreams.

Francisco Vio Grossi,  
Secretary-General of the Latin American Council of Adult Education;  
Francisco described the distinctive characteristics of adult education work in Latin America. These include the philosophy that as popular educators their constituency is the marginalized and No.1,1990  
oppressed. They attempt to provide alternative education in which the people are educators as well as learners. They delight in diversity and respect the differences between people and organizations.

Margaret Machila,  
Centre for Continuing Education, Zambia;  
A movement is a group of people who share a common dream. It is important to strengthen the morale of the movement so that it is a source of unity and strength to build a better future. Human beings are by nature selfish - they think first of their own people, then their region; they think of themselves as either men or women. But to discriminate is to colonize the others, to dehumanize them. We can bring them together.

Paul Wangoola,  
Secretary-General of the African Association for Literacy and Adult Education;  
Since the slave trade began 500 years ago, deep-rooted exploitation and the internationalization of power have denied Africa the ability to build up its own resources and become truly independent. You can't build a democracy at the village level until and unless there has been a deinternationalization of power. Don't support military regimes. Use expertise from within. First try the local area, then the country, then the region, and if you can't find it there, then go back; you have probably missed it!

Marie Letellier,  
General Coordinator of Relais Femmes, Quebec,  
Canada.

Marie spoke about the changes in adult education since social change seemed to be a possibility in the 1970s. She noted the increasing resistance to feminism in Quebec.

# The International Task Force on Literacy

As part of International Literacy Year 1990 The International Task Force on Literacy has issued a Call

to Action for NGOs, governments and Heads of State to make effective commitments for literacy.

Literacy is defined as the set of knowledge, qualities, skills, attitudes and capacities that enable

individuals to preserve self esteem by assuming control over their own growth, and by becoming

active participants in a process of social change that will lead to a more peaceful, just and harmonious world.

Call to

The Call to Action states, "As we move into the International Literacy Year and open a Decade of

Action, it is time to renew our energies, creativity and sense of determination and join forces to make

education for all a reality. We urge all committed forces to add their voice and strength to this collective

resolve, believing that only through such global effort can we establish a just, equal and educated world."

The complete text of A Call to Action will appear in an upcoming newsletter of the International

Task Force on Literacy, 720 Bathurst Street, Suite 500, Toronto, Ontario M5S 2R4 Canada.

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Overall coordination for  
Information Services during  
- the World Assembly was  
Atreyee Cordeiro (Society for  
Participatory Research in  
Asia), who has that special  
quality of making sure that  
work gets done using all hu-  
man and resources available,  
with those who have been ca-  
joled to perform at their peak  
remembering only her warm  
smile and gentle manner.

Media. D i a n a

Gibbs of the ICAE Secretariat was responsible for  
international media coverage of the events.

Bulletin Board. Yvonne Heslop

(Asian South Pacific Bureau of Adult Education)  
kept daily bulletin boards up-to-date, as well as  
being a constant support in producing the daily  
newsletter.

Newsletter. A daily newsletter, Vox Pop-  
uli, was produced each day in five languages using  
desktop publishing. Language coordinators were:

Arabic: Saleh Azab, Arab Educational, Cultural  
and Scientific Organization. E n g l i s h :

Erma Stultz, ICAE. French: Seydou Sall, African  
Association for Literacy and Adult Education.

Spanish: Patricia Varela, Consejo de Educacion de  
Adultos de America Latina. Thai: 5 u n -

thorn Promraitapong, Dept. of Non-Formal  
Education, Ministry of Education, Thailand.

Translation. Two people were particularly indis-  
pensable: Maryvon Delanoe who works in French,  
English and Spanish, and Anibal Viton who works  
in Spanish and English.

Computers. We were fortunate to have  
two computer whiz', both of whom went as far as  
to stay up all night to see that Vox Populi went to  
press: Anibal Viton from Canada and Uday Gupta  
from India.

Counter clockwise from R:

Patricia Varela, Seydou Sall, Erma Stultz, Atreyee Cordeiro,  
Suthom Promraitapong, Saleh Azab, Beatrice Walker  
(Barbados), Yvonne Heslop, Lawrence Tsui (Macau)

Over the years since ICAE was founded in  
1973, a number of individuals have worked unfal-  
teringly to mobilize a movement of adult education  
internationally. Some of these people were  
honoured during the World Assembly in Bangkok:

Malcolm Adiseshia (India)

Musari Al-Rawi (Tunisia)

Alexander Charters (USA)

Chris Duke (England)

Edmund Gleazer, Jr. (USA)

Jon Gong Hwang (Korea)

Helena Kekkonen (Finland)

Jack McNie (Canada)

Paul Mhaiki (Tanzania)

Bernard Smagghe (France)

Arthur Stock (England)

Alexandre Vladislavlev (USSR)

Nabila Breir (Palestine)

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In June of 1989 Dame Nita Barrow made a special trip to Toronto to spend some time with the ICAE Secretariat staff. I ran into her in the women's washroom, and not being sure if she would remember me, I was about to say who I was when she saw me and immediately said, "Hello Erma, how are you keeping?" At the same time as we were chatting, she was busy cleaning off the counter and sink of the washroom. That small exchange reminded me of three valuable things I've learned from Nita. One - Everyone is important. Don't just remember those people who have the credentials; remember and get to know everyone in an organization you work with. The second thing is, be thorough and considerate of others. Thirdly, take care of your own mess; there is no one around who is less important than you are, to clean up after you. As this was the last time we would have a block of time with her before the end of her term of President of ICAE, I decided to take the opportunity to find out her views on ICAE, both in the past and in the future. - Erma Stultz, Editor, ICAE News

What changes have you seen since you first became President of ICAE seven years ago?

The World Assembly of Adult Education held in Marly-le-roi in France in 1983 was the beginning of changes in the ICAE. Some of the changes that I have seen are:

#### Composition of Executive

It changed from mainly men to include women. It's important because not even a woman's network existed before that. Women were absent in seminars, in decision-making. Women were doing the work in other areas; they were making contributions at the second and third levels. However, this was not being recognized at the national, regional and international levels.

#### Networks

Coordination of networks has moved out of Toronto. Money has been raised to hold meetings so that networks are not just on paper, but involve concerned groups.

#### Programme Advisory Committee

Since its formation in 1985 PAC has played a valuable role in enabling and supporting staff in Toronto. The members of PAC have set direction and evaluated at regular intervals.

#### Shift of emphasis

There has been a shift of emphasis over the past four years. Our scope is much wider, more defused, diversified. This is evident in the Executive. The regions are not representing just one or two countries. People take it very seriously. There is an improvement in how we see ourselves working with people out there.

What do you see ICAE's role as being in the international adult education movement?

We have a two-way role to play. First, working in cooperation with other groups. ICAE is not a group looking for power. Our role is to bring people together. Second, working with governments to give them a clear idea of our work. We are an organization with a significant contribution to make.

We should continue to operate from the Executive level through programmes in the field, and also to act on the frontline watching world movements of other organizations which will have an effect on the health and well-being of the ICAE constituency. An example is apartheid. ICAE doesn't just take a stand. In South Africa they explain for themselves where they want to go. We are the vehicle to convey, to increase people's participation.

To honour Nita for her service to ICAE and to the international adult education movement, the ICAE, on the occasion of the World Assembly of Adult Education in January of this year, announced the establishment of the Dame Nita Barrow Award. This Award will be given each year by the Taskforce for the Participation of Women in the ICAE, to the ICAE member organization which has contributed most to the promotion of women in adult education.

What would you say have been your strengths?

Good health; I seem to have energy. I'm interested in people. I find that if you open up to people, they are a pool of strength, a resource behind you.

I don't like the mundane.

Dame Nita, you were never that. We'll miss you.

Constitution Committee

Paul Wangoola (Convener)

Willem Bax

Felix Cadena

Rajesh Tandon

Maurice Okech-Owiti

Programme Advisory Committee

Francisco Vio Grossi (Convener)

Lalla Ben Barka

Phyllis Cunningham Task Force on the

Pat Ellis Participation of Women in the ICAE

Rajesh Tandon Rocio Rocero (Convener)

Lawrence Tsui Teresa Veloso

Paul Wangoola Hashim Abu Zeid El Safi

Jacques Proulx

Finance Committee Lillian Holt

Edmund Gleazer, Jr. (Convener) Lalita Ramdas

Musari Al-Rawi

Jakob Horn Management Advisory

John Kananda Committee

Peter de Vreede Jack Pearpoint (Chair)

Francisco Vio Grossi Virginia Dickie

Makoto Yamaguchi Alan Thomas

Anne Whalen-Griffin

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President: Francisco Vio Grossi Ordinary Members:

Africa:

Past President: Dame N ita Barrow Lalla Ben Barka, Teresa Veloso,  
Okech Owiti

Honourary President: Paulo Freire Arab States

Hashim Abu Zeid

Treasurer: Edmund Gleazer, Jr. Europe:

Peter Basel, Jacob Horn,

Secretary General: Budd Hall Bernard Smagghe,

Caribbean:

Vice Presidents: Pat Ellis

Africa: John Kananda Latin America:

Arab States: Musari Al-Rawi Felix Cadena

Europe: Peter de Vreede North America:

Caribbean: Esmond Ramesar Beverly Cassara

Latin America: Rocio Rocero Asia/S. Pacific:

U.S.S.R.: Eduard A. Manushin Lillian Holt, Lalita Ramdas,

North America: Jacques Proulx Lawrence Tsui

Asia/S.Pacific: Surat Silpa-Anan

Makoto Yamaguchi, Rajesh Tandon

Back Row (L-R): Paul Wangoola (AALAE), Willem Baf (EBAE), Okech Owiti (Kenya), Surat Silp  
a-Anan (T hailand), Bernard

Smagghe (France), Peter de Vreede (The Netherlands), Felix Cadena (Mexico), Musari Al-Raw  
i (Tunisia), Budd Hall (ICAE Secretary

General), Jacob Horn (Fed. Rep. Germany), Jack Pearpoint (Canada), Hashim Abu Zeid (Tunis  
ia), Rajesh Tandon (India), Edmund

Gleazer, Ir. (ICAE Treasurer), Peter Basel (Hungary)

Middle Row (L-R): Lawrence Tsui (Macau), W.M.K. Wijetungf (ASPBAE), Jacques Proulx (Canad  
a), Esmond Ramesar

(Trinidad), Lillian Holt (Australia), Dame Nita Barrow (ICAE Past President), Francisco V  
io Grossi (ICAE President), Samuel Small"

(Guyana), Joyce Robinson' (Jamaica), Bradley Niles (Guyana)

Front Row (L-R): Makoto Yamaguchi (Japan), Lalla Ben Barka (Mali), Halimatou Traome' (Mal  
i)

" Past Executive Members

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Francisco Vio Grossi is Director of the Centre El Canelo de Nos, a Chilean NGO which supports peasants' groups in survival skills, utilizing appropriate popular technologies for the development of rural communities.

Dr. Vio is President of the Institute Democracia, Educaci6n y Acci6n Social (IDEAS), a Chilean NGO whose participation in the training of people was very important in General Pinochet's defeat in the 1988 plebiscite.

He has participated in ICAE's Executive Council since the 1976 Dar Es Salaam Conference.

Pancho Vio (Centre) with Latin American participants in national dress at Fourth World Assembly of Adult Education

Struggling for Democracy

I am an internationalist who believes in the ability of the people to take control of their own lives. In Chile, where I live, we have struggled for the past sixteen years against a dictator, and worked towards democracy. Popular education has played a crucial role in the success of the plebiscite which toppled Pinochet.

I belong to an NGO called Canelo de Nos

which works with peasants and poor communities. With them we have learned that more than looking at it is necessary to concentrate our energies in confronting directly, learning from our experiences and elaborating our theories for improved practice.

In this historical moment, when the possibility of a nuclear war appears to be fading away, we struggle for adult education all over the world, while participating in the construction of a true democracy with social justice.

Authoritarianism can be overcome; we as adult educators can contribute to that process. Through love and work, all of us, from Asia, Africa, the Arab States, the Caribbean, Europe, North America and Latin America, can make daily life at the local level more visible.

- Francisco Vio Grossi, President, International Council for Adult Education

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Caribbean  
participants  
during  
inauguration  
1  
Los Latinos and.... Lawrence?  
African participants enjoying themselves  
(as always)  
Jong-Gon Hwang does it again!  
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NeWFOfms of.  
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Couperation in Adult  
EducahOn

New Poms: of International, Cooperation in-t  
Adult Education was the subject of a special  
North/South Forumheld during the World As-  
sembly, Approximately 40 people took part in the  
three day session which was co-hosted by Cana-  
dian IntemationalDevelopment Agency and the  
Kellogg Foundation and chaired by Dame Nita  
Barrow. Development agencies represented in?  
cluded Netherlands Organization for Interna-  
tional Cooperation in De; elopment (NORAD),  
Swedish International Development Agency  
(SIDA), the World Council of Churches, Interme-  
dia, Women's Division-of ESCAP'(UN), Frederich  
N aumann FouhdatiOn and Japanese International  
Cooperation Agency (IAICA) who were joined by  
participants from ICAE regional and national or-  
ganizations. '

This forum centinues the work of the ICAE in  
fostering dialogue between furtders. and N605  
about the meaning and forms of development, the  
role of adult education in the development process  
and the need for more creative partnerships to  
'support development. Since 1979, the ICAE has  
held six international seminars on issues of adult  
education, development and aid.

, The N orth/ South Forum focussed on three  
central themes: the current global context for adult  
education and development; the role of interna-  
tional networking in supporting action at the base;  
and moving beyond donor/ recipient relationships  
to more collaborative partnerships. The final ses-  
sion was devoted to highlighting opportunities for  
action'in literacy, gender issues, participatory re-  
search/ traditional knowledge and environmental  
education. '

Thoughtful presentations by panel members  
Vand lively contributions from participants, par-  
ticularly those from southern NGO's, produced  
. ichallenging and stimulating discussions on these  
themes which will be summarized in a forthcom-  
ing report. Issues that emerged in the during the  
Forum included the role of the state in supporting  
adult education, the need for greater understand-  
ing about the existing flow of resources from South  
to North and positive roles for development and  
aid agencies in the proCess.

The final report on the North/South Forum  
will be available by May. The next ICAE NEWS will  
provide information on how to obtain a copy. he  
role of the state in supporting adult education, the  
need for greater understanding about the existing  
flow of resources from South to N orth and positive  
roles for development and aid agencies in the  
process.

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Recently two people who have been adult education activists for many years have passed away.

They have been supporters of the work of ICAE as well as warm and memorable friends. We join with

the many people around the world who are mourning their loss.

Myles Horton of Highlander (U.S.A.)

Myles Horton, founder and former director of the Highlander Folk School, and a progressive educator whose programs were a force in both the labour and civil rights movements, died 19 January 1990 at his home at the Highlander Center in New Market, Tennessee, USA at the age of 84.

Horton built Highlander into an educational center which trained leaders in the South to challenge Southern segregation and entrenched political and economic machines. Because of his views as a political reformer and activist, Horton was a controversial figure in the South for much of his life.

An autobiography was completed just prior to his death, entitled The Long Haul. Written in collaboration with Herb and Judy Kohl, it will be published in April this year by Doubleday. The week before his death he also completed a book about social justice and adult education with Paulo Freire, the Brazilian educator.

Memorial services will be held at Highlander Research and Education Center, Route 3, Box 370, New Market, Tennessee 37820, USA.

"My job is to try to provide opportunities for people to grow, not to make them grow because no one can do that, but to provide a climate in which people can learn. My job as a gardener or as an educator is to know that the potential is there and that it will unfold. People have a potential for growth; it's inside, it's in the seed." - Myles Horton

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Victor Ibikunle Johnson, Kampala, Uganda

Having last seen Victor Johnson at the Fourth World Assembly of Adult Education in Thailand in January of this year, it was with shock and disbelief that we learned from the African Association for Literacy and Adult Education (AALAE), that he had passed away in Kampala, Uganda on 29 January at the age of 58.

A physicist by profession, Professor Johnson worked for some years with the United Nations Environment Programme in Nairobi, Kenya, before joining Makerere University, Kampala, Uganda, as Professor of Environmental Education. He was Ag. Dean of Faculty of Science at the Institute of Teacher Education, Kyambogo, Kampala, at the time of his death. He had been active in adult education for many years and served with AALAE as Regional Coordinator for the Environment Network, and as Programme Advisor. He was also Vice President for the International Community Education Association.

Affectionately known among AALAE circles as "the Beasf' or "Mzee wa Kazi" (man of work), Prof. Johnson exhibited a seemingly limitless amount of energy which pushed him to work into the early hours of the morning to make sure the objectives and goals of the movement were fulfilled, while inspiring those around him to share in his enthusiasm. He will be greatly missed.