

ICAE - International Council for Adult Education
DVV International



ICAE VIRTUAL SEMINAR

"ROLE AND IMPACT OF ADULT EDUCATION"



International Council for Adult Education (ICAE)

ICAE VIRTUAL SEMINAR

Role and Impact of Adult Education

Manila, Belgrade, 2019

ICAE VIRTUAL SEMINAR

„ADULT EDUCATION AND DEVELOPMENT: SKILLS AND COMPETENCIES“

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Welcome

The International Council for Adult Education (ICAE) continues to inspire dialog, exchange of ideas and critical reflection on highly relevant topics in adult education. Through this virtual seminar ICAE, in cooperation with DWV International, therefore wants to promote a debate and dialogue on selected articles from DWV International's journal Adult Education and Development. This offers the chance to discuss the topics raised in the print issue in a virtual seminar and to go deeper and broaden the analysis. It creates a virtual space as an opportunity to share experiences from different regions and contexts, and to inspire new initiatives.

In the latest issue of Adult Education and Development (AED), 20 authors from all over the world discuss the many facets of "role and impact of adult education". They take a closer look at its impact on the world and on our lives, as well as share thoughts on what role adult education plays in development work and in the current global debate on the wider benefits of learning.

What role does adult education play in society and in the lives of individuals? What contribution can it make to meeting challenges such as poverty, globalisation or digitalisation? How can adult educators ensure that their programmes and offers achieve the desired impact? And how can we measure impact?

These are some of the questions raised in this year's issue of AED.

The following articles of issue 85 of Adult Education and Development were this year's starting point of the seminar:

- **Henrique Lopes** illustrates how adult education as "healthcare literacy" can save our lives.
- **Samuel Asnake Wollie** comments on the role of adult education for the future of the African continent.
- **Chanell Butler-Morello** introduces a programme that educates and empowers adults with disabilities to live more independently, improve academic skills, and gain employment.
- **César Guadalupe** identifies some major issues regarding the generation and availability of data on youth and adult education.

You can find the articles here: <https://www.dvv-international.de/adult-education-and-development/editions/aed-852018-role-and-impact-of-adult-education/get-involved/icae-virtual-seminar-2019/> (in English, French and Spanish) and follow the discussion on the dedicated ICAE Website <http://virtualseminar.icae.global>.

Experiences and good practices from around the globe

The seminar is free of charge, open to anyone.

Bienvenida

El Consejo Internacional para la Educación de Adultos (ICAE) sigue inspirando el diálogo, el intercambio de ideas y la reflexión crítica sobre temas muy relevantes en la educación de personas adultas. A través de este seminario virtual el ICAE, en cooperación con DWV International, quiere promover un debate y diálogo sobre artículos seleccionados de la revista de DWV International Educación y Desarrollo de Adultos. Esto ofrece la oportunidad de discutir los temas planteados en la edición impresa en un seminario virtual y profundizar y ampliar el análisis. Crea un espacio virtual como una oportunidad para compartir experiencias de diferentes regiones y contextos, e inspirar nuevas iniciativas.

En el último número de Educación y Desarrollo de Adultos (AED, por sus siglas en inglés), 20 autores de todo el mundo debaten sobre las muchas facetas del “papel y el impacto de la educación de personas adultas”. Examinan más de cerca su impacto en el mundo y en nuestras vidas, y comparten ideas sobre el papel que desempeña la educación de personas adultas en el trabajo de desarrollo y en el actual debate mundial sobre los beneficios más amplios del aprendizaje.

¿Qué papel desempeña la educación de personas adultas en la sociedad y en la vida de las personas? ¿Qué contribución puede hacer para hacer frente a retos como la pobreza, la globalización o la digitalización? ¿Cómo pueden los/as educadores/as de personas adultas asegurar que sus programas y ofertas logren el impacto deseado? ¿Y cómo podemos medir el impacto? Estas son algunas de

las preguntas planteadas en la edición de este año de AED.

Los siguientes artículos del número 85 de Educación de Adultos y Desarrollo serán el punto de partida de este año del seminario:

- **Henrique Lopes** ilustra cómo la educación de personas adultas como “alfabetización sanitaria” puede salvar nuestras vidas.

- **Samuel Asnake Wollie** comenta el papel de la educación de personas adultas para el futuro del continente africano.

- **Chanell Butler-Morello** presenta un programa que educa y empodera a las personas adultas con discapacidad para que vivan de manera más independiente, mejoren sus habilidades académicas y consigan empleo..

- **César Guadalupe** identifica algunos de los principales problemas relacionados con la generación y disponibilidad de datos sobre educación de personas jóvenes y adultas.

Ya pueden encontrar los artículos aquí: <https://www.dvw-international.de/adult-education-and-development/editions/aed-852018-role-and-impact-of-adult-education/get-involved/icae-virtual-seminar-2019/> (en inglés, francés y español) y seguir el debate en el sitio Web del ICAE <http://virtualseminar.icae>.

global.

Experiencias y buenas prácticas de todo el mundo

El seminario es gratuito, está abierto a cualquier persona.

Bienvenue

Le Conseil international pour l'éducation des adultes (ICAE) continue d'inspirer un dialogue, un échange d'idées et une réflexion critique sur des sujets très pertinents dans l'éducation des adultes. Grâce à ce séminaire virtuel l'ICAE, en coopération avec DVV International, souhaite donc promouvoir un débat et un dialogue sur des articles sélectionnés de la revue Éducation des Adultes et Développement de DVV International. Cela offre la possibilité de discuter des sujets soulevés dans l'édition imprimée dans un séminaire virtuel et d'approfondir et d'élargir l'analyse. Cela crée un espace virtuel comme une occasion de partager des expériences de différentes régions et contextes et d'inspirer de nouvelles initiatives.

Dans le dernier numéro d'Éducation des Adultes et Développement (AED), 20 auteurs du monde entier discutent des multiples facettes du « rôle et de l'impact de l'éducation des adultes ». Ils examinent de plus près son impact sur le monde et sur nos vies, et partagent leurs réflexions sur le rôle que joue l'éducation des adultes dans le travail de développement et dans le débat mondial actuel sur les avantages plus larges de l'apprentissage.

Quel rôle l'éducation des adultes joue-t-elle dans la société et dans la vie des individus? Quelle contribution peut-elle apporter pour relever des défis tels que la pauvreté, la mondialisation ou la numérisation? Comment les éducateurs d'adultes peuvent-ils s'assurer que leurs programmes et leurs offres ont l'impact souhaité? Et comment pouvons-nous mesurer l'impact? Ce sont

quelques-unes des questions soulevées dans le numéro de cette année de l'AED.

Les articles suivants du numéro 85 de "Éducation des adultes et développement" seront le point de départ de ce séminaire de cette année :

- **Henrique Lopes** illustre comment l'éducation des adultes en tant que « littératie en santé » peut nous sauver la vie.
- **Samuel Asnake Wollie** commente le rôle de l'éducation des adultes pour l'avenir du continent africain.
- **Chanell Butler-Morello** présente un programme qui éduque et donne aux adultes handicapés les moyens de vivre de manière plus autonome, d'améliorer leurs compétences académiques et de trouver un emploi..
- **César Guadalupe** identifie quelques problèmes majeurs concernant la production et la disponibilité de données sur l'éducation des jeunes et des adultes.

Expériences et bonnes pratiques du monde entier

Le séminaire est gratuit, ouvert à tous et à toutes.

Vous pouvez déjà trouver les articles ici: <https://www.dvv-international.de/adult-education-and-development/editions/aed-852018-role-and-impact-of-adult-education/get-involved/icae-virtual-seminar-2019/> (en anglais, en français et en espagnol) et suivre la discussion sur le site Web de l'ICAE <http://virtalseminar.icae.global>.

1 Introduction

by Shirley Walters

Professor Emerita, University of the Western Cape, South Africa; ICAE Vice President (Africa)

EN

Why is it so important for us to discuss the role and impact of adult education at this particular time? In the opening chapter of *Adult Education and Development* (DVV, 2018:85), Aaron Benavot very helpfully highlights three major contradictions for adult education in the context of the Sustainable Development Goals (SDGs) - he says:

- (i) Although SDG4 formally recognises lifelong learning, still policy and political realities remain focused on the transformative power of schooling children and youth, and promoting foundational skills;
- (ii) While many SDGs (apart from SDG4) make reference to different forms of adult learning, ongoing efforts to define and measure adult learning and education (ALE), and disentangle its effects from those of formal education, are in short supply;
- (iii) SDG4 shifted educational priorities from access and completion to quality and learning, in part due to advances in the measurement of learning in international assessments. No quantum leap has taken place in the field of ALE: there are no standardised ways to define, measure and monitor the outcomes of participation in ALE.

While ALE advocates have pushed for the highlighting of the specific role and value of ALE in the SDG debates, they were asked to support the big

tent idea of `lifelong learning`, assuming that ALE would take its rightful place – however, it is now becoming clear that the shift to lifelong learning is doing little to limit the marginalisation facing ALE. It is ironic that this process is unfolding when the 2030 Agenda is full of references to ALE both explicitly and implicitly.

These contradictions are the ones which adult educators, advocates and policy makers must grapple with during this seminar, in order to seize the opportunities which the SDG agenda presents. There are indeed many challenges - conceptual, definitional, measurement-related and financial – which require new and innovative thinking. The seminar provides guided conversations emanating from thought-provoking articles on the roles of adult education, ways of achieving results in ALE, and challenges relating to the data production to study the impact of ALE. Each of these topics is central to addressing the contradictions highlighted above.

If we do not come up with new ideas and approaches, we may well, as Aaron Benavot suggests, 'lament once again how important ALE is, but how little it is valued in reality'. The topics for this seminar are important, therefore, not only for you, but also for the future positioning of ALE itself. We encourage you to explore ideas afresh so that new 'out-of-the-box' ideas can feed into local, regional and global debates on the future of ALE and the challenges we face.

Introducción par Shirley Walters

*Profesora Emérita, Universidad de Western Cape, Ciudad del Cabo, Sudáfrica;
Vicepresidenta del ICAE (África)*

¿Por qué es tan importante para nosotros discutir el papel y el impacto de la educación de personas adultas en este momento en particular? En el capítulo inicial de Educación de Adultos y Desarrollo (DWW, 2018:85), Aaron Benavot destaca de manera muy útil tres grandes contradicciones para la educación de personas adultas en el contexto de los Objetivos de Desarrollo Sostenible (ODS). Afirma que:

- (i) Aun cuando en el ODS 4 se reconoce formalmente el aprendizaje a lo largo de toda la vida, los programas de gobierno y las realidades políticas siguen concentrándose en el poder transformador de medidas como la escolarización de niños, niñas y jóvenes y la promoción de habilidades fundamentales;
- (ii) Si bien en muchos ODS (aparte del ODS 4) se alude a distintas formas de aprendizaje de adultos, ¿son los actuales esfuerzos por definir y evaluar el AEA, desvinculando sus efectos de los producidos por la educación formal, insuficientes?
- (iii) En el ODS 4 se modificaron las prioridades educativas, que antes eran el acceso a la educación y la finalización de los estudios, y se las reemplazó por la calidad y el aprendizaje, en parte debido a los avances en los métodos de medición del aprendizaje en las evaluaciones internacionales. No se ha producido un salto cualitativo similar en el campo del AEA: no se cuenta con métodos estandarizados para definir, medir y supervisar los resultados de la participación en el AEA.

Mientras que los defensores del AEA han presionado para que se ponga de relieve el papel específico y el valor del AEA en los debates de los ODS,

se les pidió que apoyaran la gran idea de “aprendizaje a lo largo de toda la vida”, asumiendo que el AEA ocuparía el lugar que le corresponde - sin embargo, ahora está quedando claro que el cambio hacia el aprendizaje a lo largo de toda la vida está haciendo poco para limitar la marginación a la que se enfrenta el AEA. Es irónico que este proceso se desarrolle cuando la Agenda 2030 está llena de referencias al AEA tanto explícitas como implícitas.

Estas contradicciones son las que los/as educadores/as de personas adultas, los/as defensores/as y los/as responsables de la formulación de políticas deben tratar de resolver durante este seminario, con el fin de aprovechar las oportunidades que presenta la agenda de los ODS. En efecto, hay muchos desafíos - conceptuales, de definición, relacionados con la medición y financieros - que requieren un pensamiento nuevo e innovador. El seminario ofrece conversaciones guiadas que emanan de artículos que invitan a la reflexión sobre las funciones de la educación de personas adultas, las maneras de lograr resultados en el AEA y los desafíos relacionados con la producción de datos para estudiar el impacto del AEA. Cada uno de estos temas es fundamental para abordar las contradicciones señaladas anteriormente.

Si no aportamos nuevas ideas y enfoques, es posible que, como sugiere Aaron Benavot, sigamos “lamentándonos de que, pese a la importancia que reviste, el AEA siga siendo tan poco valorado en la realidad”. Los temas de este seminario son importantes, entonces, no solo para ustedes, sino también para el posicionamiento futuro del propio AEA. Anímense a explorar otras ideas para que esas nuevas y “originales” ideas puedan ali-

mentar los debates locales, regionales y globales sobre el futuro del AEA y los desafíos a los que nos enfrentamos.

Introducción por Shirley Walters

*Professeur Émérite, Université de Western Cape, Afrique du Sud;
Vice-présidente de l'ICAE (Afrique)*

FR

Pourquoi est-il si important pour nous de discuter du rôle et de l'impact de l'éducation des adultes en ce moment précis ? Dans le chapitre d'ouverture d'Éducation des adultes et développement (DVV, 2018:85), Aaron Benavot souligne de façon très utile trois contradictions majeures pour l'éducation des adultes dans le contexte des objectifs du développement durable (ODD) - dit-il :

- (i) Bien que l'ODD 4 reconnaisse officiellement l'apprentissage tout au long de la vie, les réalités politiques restent essentiellement axées sur le pouvoir transformateur de la scolarité des enfants et des jeunes, et sur la promotion des compétences fondamentales;
- (ii) Alors que nombre d'ODD (en dehors de l'ODD 4) font référence à différentes formes d'apprentissage des adultes, les efforts constants entrepris pour définir et mesurer l'apprentissage et l'éducation des adultes, et distinguer leurs effets de ceux de l'éducation formelle, sont rares;
- (iii) L'ODD 4 a changé les priorités éducatives qui sont passées de l'accès et de l'accomplissement à la qualité et à l'apprentissage, ce qui est dû en partie aux progrès effectués dans les évaluations internationales pour mesurer l'apprentissage. Aucune avancée décisive de ce type n'a été enregistrée dans le domaine de l'apprentissage et de l'éducation des adultes : il n'existe pas de méthodes standardisées pour

définir, mesurer et suivre les résultats de la participation à des activités d'apprentissage et d'éducation des adultes.

Alors que les défenseurs de l'apprentissage et de l'éducation des adultes ont insisté pour que l'on souligne le rôle et la valeur spécifiques de l'apprentissage et de l'éducation des adultes dans les débats sur les ODD, on leur a demandé de soutenir l'idée générale de « l'apprentissage tout au long de la vie », en supposant que l'apprentissage et l'éducation des adultes prennent la place qui leur revient, mais il apparaît maintenant que le passage à l'apprentissage tout au long de la vie ne contribue que très peu à limiter la marginalisation dont est victime l'apprentissage et l'éducation des adultes. Il est ironique que ce processus se déroule alors que l'Agenda 2030 est rempli de références à l'apprentissage et à l'éducation des adultes, tant explicitement qu'implicitement.

Ces contradictions sont celles que les éducateurs d'adultes, les défenseurs et les décideurs politiques doivent affronter au cours de ce séminaire, afin de saisir les opportunités que présente l'agenda des ODD. Il existe en effet de nombreux défis - conceptuels, définitionnels, liés à la mesure et financiers - qui exigent une réflexion nouvelle et novatrice. Le séminaire propose des conversations guidées à partir d'articles stimulants sur le rôle de l'éducation des adultes, les moyens d'obtenir des résultats dans l'apprentissage et l'éducation des adultes et les défis liés à la production

de données pour étudier l'impact de l'apprentissage et de l'éducation des adultes. Chacun de ces sujets est essentiel pour résoudre les contradictions mises en évidence ci-dessus.

Si nous ne trouvons pas de nouvelles idées et approches, nous pourrions bien, comme le suggère Aaron Benavot lamenter « une fois de plus [...] sur l'importance de l'apprentissage et de l'éducation des adultes, et sur le peu de cas que l'on en fait en

réalité ». Les thèmes de ce séminaire sont donc importants non seulement pour vous, mais aussi pour le positionnement futur de l'apprentissage et de l'éducation des adultes elle-même. Nous vous encourageons à explorer d'autres idées afin que de nouvelles idées « prêtes à l'emploi » puissent alimenter les débats locaux, régionaux et mondiaux sur l'avenir de l'apprentissage et de l'éducation des adultes et les défis auxquels nous sommes confrontés.

1.1 Online Comments to Shirley Walters' Introduction

Sturla Bjerkaker

Thanks to Shirley for this introduction and to ICAE for hosting the seminar. In our discussion, I think we too often take the underdog position. ALE is the “stepchild” of education policy. We are the strugglers, always fighting for better ALE, for a better world. (“Another World is possible”). Is it also possible to come up with some positive examples? Where can we find an ALE policy which really gives results? What about use of digital devices for literacy upskilling in some countries. It really has some impact, I think. It will be exiting to follow the virtual seminar, and I hope it will not be the last one.

EN

Shirley replies:

Thanks for your challenging comments, Sturla. In addition to understanding the value of ALE (which has been shown in detail within the GRALE Reports of UIL), we do need to understand the political economy of ALE where ALE is largely left to individuals in the marketplace to fend for themselves. In the context of the very survival of life on the planet, governments and international bodies do need to rec-

EN

ognise that ALE is integral to these processes, and we cannot leave it up to individuals who have the means to educate themselves – widespread campaigns of people across generations and social classes are urgently needed. ALE is a public good and thus needs support to play this role on a wide scale. I look forward to rigorous debates in this forum!

Yanina Sofía Paolasso

I appreciate the thematic introduction by Shirley Walters. I believe that, as we can see, there is a contradiction between the importance of lifelong learning and the focus on formal primary education for children and young people. In addition to the priority, quality and learning about access and completion of studies, will also be involved in the quality of teaching. Question and central problem and of great importance that requires attention attention and the implementation of educational policies for teachers that are sustained over time. Thanks for the contribution to colleagues.

EN

Amougou Martial Patrice

Shirley Walters in this introduction poses a fundamental problem, that of the effectiveness of lifelong learning, beyond political declarations. SDG 4 is explicit on the need for this educational process, which advocates the universalization of education, its availability for all and under various forms. It is time for decision-makers to rethink the education system in order to offer alternatives to conventional education, learning and training.

EN

Shirley Walters dans cette introduction pose un problème fondamental, celui de l'effectivité de l'éducation tout au long de la vie, au-delà des déclarations

FR

politiques. L'ODD 4 est explicite sur la nécessité de ce déroulé éducatif qui prône l'universalisation de l'éducation, sa mise à disposition pour tous et sous des formes diverses. Il est temps pour les décideurs de repenser le système éducatif afin d'offrir des alternatives d'éducation, d'apprentissage et de formation autres que l'école classique.

Shirley replies:

Patrice, you make an excellent observation. Life-long learning does have deep implications for the ways of approaching education and training 'from birth to death' – there are few people grappling with this reality.

2 How Adult Education can save your life

by Henrique Lopes

Abstract – *This article outlines the impact that adult education can have on our health. It is time to place preventive healthcare education in the same category as literacy and numeracy, and to re-evaluate the importance of lifelong learning for our survival.*

Henrique Lopes, professor and researcher of Public Health, works in the fields of Public Health Policies, Health Quality and Health Literature.

He has also worked in research on adult education. Currently he is the scientific coordinator of the European research project for Hepatitis C elimination until 2030 “Let’s End Hep C”.



Every country around the world faces major problems over managing their healthcare systems. This is so in some countries because they lack the economic, technical and human resources to provide their populations with appropriate levels of care. Others have vast service provision networks endowed with highly-qualified professionals, but are not able to keep up with the financial requirements, given the nature of the prevailing “summative innovation”, which implies that every advance and innovation results in increased costs.

There are countries spending a lot of money on healthcare. They tend to have well-equipped hospitals, with the United States heading the field in this group. In spite of this, they do not obtain healthcare results and indicators that are as good as other countries which spend less than half as much, with European countries being the most known of the latter case.

In other words, healthcare-related issues cannot be reduced to a question of resources. Putting more money and resources into the classical model only guarantees the maintenance of performance in terms of health indicators, and eventually a slow decline as the population ages.

Healthy water

Simple historical analysis reveals how around 80% of the progress in health that has been achieved over the last two centuries stems from the mass availability of clean drinking water, good food and hygienic habits. All the panoply of resources sunk into medication and establishing networks of modern hospitals is very useful, but this is not where we should look when seeking to take qualitative steps forward in the healthcare of populations. The only exception has been the vaccination campaigns, for reasons to which we will return below.

The scientific literature underpinning the field of disease and public health management conveys how the morbidity profile of any given population may largely be explained by lifestyle and the notion of implicit risk attaching to the behaviours of its citizens.

It is easy to show examples of how lifestyles impact: Around 90 % of type 2 diabetes, the most expensive disease for Western countries' healthcare systems, can be avoided through educating people about food and diet and combating sedentary life styles. There is an identical situation for many of the circulatory diseases that account for around a third of all deaths in these same countries. Furthermore, many cancers of the digestive tract are susceptible to prevention through minor dietary alterations which involve replacing some higher-risk foodstuffs with other, healthier alternatives that are often also cheaper and more widely accessible.

In the second component, that of the perception or notion of risk-incurring behaviours, we may point to the huge numbers of people who lose their lives or are injured in road, work and domestic accidents, particularly children and young persons. There are also millions of people worldwide experiencing substance dependence on the most varied of products because they were not brought up or educated to grasp the notion that addiction is a disease and that the consumption of addictive products only increases the risk of becoming ill. This simplistic idea does not explain the extent of this reality, but it does reflect the core of the problem.

Thousands of examples might be put forward as regards both lifestyles and risky behaviours, and always with the same final result: undermining

the healthcare profiles of both the persons portrayed and their respective populations.

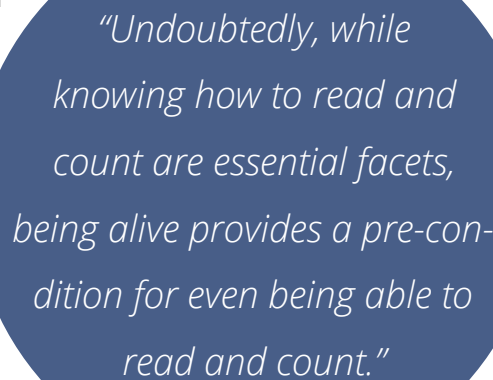
Adult education as a healthcare tool

Changing this scenario, which is more than a simple question of resources, represents a political option over the choice of paradigm. We can either keep spending rising sums of money to offset that which has already happened, or we can educate populations so that their health remains as good as is possible, hoping to thereby prevent what may otherwise happen in the future. It is in these terms that adult education constitutes a core healthcare tool for supporting a new paradigm underpinning the state of health through the management of knowledge.

The current health service paradigm fundamentally incorporates a reactive attitude towards the appearance of disease, and receives around 98 % of the total available healthcare budget.

Prevention very often fails to expand significantly beyond vaccination campaigns, thus accounting for a very small proportion of state spending that is earmarked for health.

The idea that citizens must learn health in the way that is already accepted in the case of literacy and numeracy is still lacking. Undoubtedly, while knowing how to read and count are essential facets, being alive provides a pre-condition for even being able to read and count. Therefore, developing healthcare literacy is essential and worthy of the same level of dissemination as both literacy and numeracy. Avoiding a life of dependence or even premature death is far more important than reciting the most beautiful of poems or calculat-



"Undoubtedly, while knowing how to read and count are essential facets, being alive provides a pre-condition for even being able to read and count."

ing advanced theorems. There is clearly a hierarchy of priorities, and life is certainly at the top of that pyramid.

Learning at the right time

The nature of this learning differs from the usual education processes. It is not possible to learn as a child and expect that such knowledge may be used throughout life, as is the case with learning how to read for example. The very nature of health determines that a person is potentially subject to different problems in each different phase of life, coupled with variations not only in the levels and types of social responsibilities, but also in physical and intellectual capacities. Therefore, while we do need basic training and education at younger ages, there is other knowledge that it is only worth providing at later stages of life. For example, there is no sense in educating a child about geriatric care, as decades will pass before such knowledge ever becomes relevant.

Furthermore, knowledge about health has been evolving at a very swift pace, and it is only worth conveying contents that are of value to the user. Healthcare literacy thus becomes an education process that needs to stretch from the cradle to the grave, with each phase of life requiring specific training, be it in the respective social roles that

a person plays, or in the specific needs with which he or she has to deal.

This is the reason why adult education is key to healthcare literacy, without underestimating the set of contents that children and young people need to learn.



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There is a cycle of nature that must be integrated into the search for answers, and it deals with parenthood. It is necessary to know how to be a parent. If a licence is (understandably) required to be able to drive, why should the necessary learning and education not also be extended in this direction, to becoming a mother or father, which equally represents a major challenge on which the health of the baby depends. For example, a significant proportion of infant mortality might be avoided through small changes in diet and the rapid recognition of danger signs in the baby.

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and the rapid recognition of danger signs in the baby.

For adults, there is a need to know how to deal with the range of care that a person ends up providing to children, to sick persons in our care (with each disease requiring different types of knowledge in keeping with how caring represents a complex and demanding task), the elderly that we need to support, the notion of risk whenever we are driving or walking along a street, or any of the numerous other risks that we incur daily. A trained and informed citizen will know in his or her later years how to preserve the years of potential life, and especially the quality of life in these years.

“Non-formal and informal adult education are particularly suitable to offer learning at the time when a person falls ill or has sick persons in his or her care.”

The benefits of being educated

To sum it up, citizens educated in healthcare literacy tend to adopt healthier lifestyles, enjoy better mental health, and engage in fewer types of risky behaviour. Faced by illness, they tend to be patients or carers who react in the earlier stages of the disease, mitigating severe situations and intervening in the disease when it is easiest to do so, thereby resulting not only in lower levels of healthcare expenditure, but also better recoveries, both faster and with less suffering.

Adult education aligns very closely with these healthcare goals, standing out as a natural partner. Non-formal and informal adult education are particularly suitable to offer learning at the time when a person falls ill or has sick persons in his or her care. Adult education also provides constant access to the contents deemed appropriate to their particular phases in the life cycle, the social roles they perform and the specific pathologies

with which they have to cope. Furthermore, training the elderly holds special relevance, as this is the phase in life when most illnesses emerge, alongside the corresponding needs for managing not only the disease and the medication required, but also everything else that life entails.

Ongoing and lifelong training and education proves equally essential for healthcare professionals. We have long since abandoned the idea that when you gain a qualification in a field of health, you are set up to be a potentially good professional for the rest of your career. Several associations representing the various healthcare professions determined between 2000 and 2005 that a need was arising for regular training and education through formal, informal and non-formal means, as the valid knowledge any specialist receives at one particular moment in time is now out of date within an average of four years. Some associations now stipulate that, in order to retain their professional licences, members have to participate in training on a regular basis (commonly between one and four years) or run the risk of having their licences suspended.

Education against epidemics

Another aspect in the relationship between health and adult education stems from the SDGs (Sustainable Development Goals). The SDG that specifically targets health contains a total of thirteen objectives to be attained by 2030. Of these, only two do not entail a direct relationship (substantially increase health financing and the recruitment; support the research and development of vaccines and medicines). In three instances, healthcare literacy is absolutely critical to attaining the

set objectives: end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases, and combat hepatitis, water-borne diseases and other communicable diseases; reduce by one-third premature mortality from non-communicable diseases through prevention and treatment; promote mental health and well-being; reduction and management of national and global health risks. In the remaining eight objectives, there are differentiated levels of alignment, albeit they are always positive. The conclusion is that the SDGs will only ever be achieved through an active contribution from healthcare literacy.

It is important to note that healthcare literacy is not an issue for the future. This already exists even while still in an initial and early phase, with the exception of vaccination campaigns. What is being done in terms of vaccinations, and has saved millions of human lives, can also be done in the area of chronic diseases, ageing, accidents and addictions.

Real case stories

Let us now consider some brief examples of the developments at our Research Unit that demonstrate how adult education contributes towards improving health and health outcomes.

Example 1

Adult women returning to education make a very significant improvement to their levels of self-esteem, extroversion and citizenship participation rates¹. This study took place in Portugal and involved around 3,500 women. They made their own self-evaluations in relation to a set of indicators covering the three interrelated concepts before and after participating in adult education.

1 Study published by UNESCO-UIL (2011), in the book "Accreditation of prior learning as a lever of lifelong learning", chapter by Henrique Lopes.

The aspects covered self-esteem and extroversion (the two pillars of mental health), demonstrating how adult education contributes directly to improving and preserving mental health.

Example 2

Oral health in Guinea Bissau. This was a joint project with a specialist oral health non-governmental organisation in the poorest region of Guinea Bissau, the Bijagós Islands. The project established an informal training programme for teachers, mothers (the local ethnic group lives in a matriarchal structure), and relevant social actors, on the importance of good oral hygiene and health. The NGO provided a full-time dentist free of charge who was also tasked with undertaking the training campaign. This included monitoring some primary school classes on some of the islands. At the end of three years, the project was able to ascertain that the average level of oral health of children in these schools was close to levels in Europe. Furthermore, the teeth brushing behaviours also spread throughout the children's families. This resulted in new problems, such as every family member using the same toothbrush.

Example 3

Seventy-one million people suffer from Hepatitis C worldwide. This is one of the easiest diseases to prevent whenever basic healthcare measures are adopted. Twenty-four public healthcare policies have had their effects fully validated, not only in terms of prevention, but also improving diagnoses and the treatment of this disease. This project developed a tool incorporating epidemiological characteristics with the taking of health-related decisions. This was then made available across multiple digital platforms (smartphones,

tablets and computers), helping anyone with an interest to simulate which policies are most suitable, to ascertain the level of intensity of their application, and to see how this then impacts on the number of diseases, new outbreaks, the number of transplants, the number of patients requiring treatment, etc.

This type of tool may transform the regular citizen into a potential defender of the best healthcare causes and practices, of particular use to patient associations, decisionmakers, professionals, etc., in order to ascertain whether they are heading down the best path. You may test this out at <http://letsendhepc.com>. The tool can be downloaded free of charge.

There is a bridge under construction between healthcare and adult education which, once completed, will support qualitative improvements in populations' general state of health. The sheer potential transforms adult education into the best ally currently available to boost the health of the planetary population.

Further reading

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2.1

Comment by Jose Roberto Guevara

EN

*Associate Professor,
International Development,
RMIT University, Australia*

The article identifies several sites of adult learning for health literacy. As expected, the focus will be the adult and community population themselves, who as the article has identified would greatly benefit from not just 'reactive' learning, when they are already ill, but more from 'preventative' learning. However, this seems to be more difficult to achieve, mainly due to the recognition that what motivates adult learning is often as a response to an identified issue or problem.

I can relate to this as this is the same experience I have from my own work in environmental education and education for sustainable development. Often the motivation to learn is when the problem has become evident. And sometimes I wonder, if it might almost be too late.

Take for example, understanding the link between pollution and solid waste management or the 5R's of waste management - Refuse, Reduce, Reuse, re-purpose and Recycle. Not until we are confronted by flooding caused by blocked canals and rivers, did we react and ban plastic bags. Not until we are shown images of birds dying from ingesting plastics or penguins caught in plastic rings, did we begin to look for alternatives. There is now a growing recognition that solid waste management must be addressed at all levels and from all points along the lifecycle of a product - from design, manufacturing, distribution, utilisation and recycling. And yet, we have not fully succeeded in stopping the use of single-use plastic bags from our shops and markets. Hence the on-going and urgent need for education for sustainable development.

I would argue that the same is true for health literacy. We should continue to conduct health education, across the entire spectrum from learning about prevention to reactive learning. Similarly, it needs to embrace learning that is appropriate across different ages, across formal and non-formal education settings, and across different contexts, such as at home or at work. While there will continue to be the need for mass education campaigns, similar to the awareness, prevention and management of HIV, malaria or dengue, we should be alert to every opportunity available for learning about our health and well-being.

As the article has clearly identified, parents have a responsibility of inculcating good health and well-being practice in their children. Simple actions, like appreciating the importance of hand-washing, have proven to be successful in reducing the spread of certain diseases. But how do we ensure that parents have the necessary knowledge?

This is where I would encourage that health professionals recognise that they are potentially our strongest resource in adult and community learning. These health professionals should not merely provide information when there is already illness in the family, but they also need to be at the forefront of health literacy. Therefore, they need to be provided opportunities to better understand health communication and non-formal education approaches, because their qualifications and status give them credibility with the population to speak about health. I am aware that in some countries health care professionals are provid-

ed opportunities to learn how to improve their health communication and education practice, as they are our front-line health educators.

As adult community educators, we need to work more closely with our health professionals, to assist them in understanding basic adult and community learning principles. We need to expand

their expectation that learning will happen in a structured and formal environment, like a classroom. We need to help them recognise that every contact with individuals, whether speaking to someone who is sick, chatting with a parent who accompanies an ill child to a clinic or even someone buying medication from a pharmacy, is a learning opportunity.

2.1.1 Online comments to Jose Roberto Guevara's Comment

M Ehsanur Rahman

Thus adult literacy and education (ALE) is not the business of the education ministry or the so-called adult educators only. It become an equal business of the health professionals. Let's make it a shared responsibility at the functional level and at the institutional level. Let the hospitals and schools work jointly to reach the parents and children, contributing to SDG 4 and 3 collectively.



Sarah Tijani

In multiple field it is necessary that people have to be educated and cultivated for this reason that the formations must be aimed and based on real objectives.



Yanina Sofía Paolasso

Dear all, Young and adults education in Argentina, whether formal, non-formal or informal, has the interest of focusing on health as a resource and/or tool to strengthen and contextualize the written culture. Some of our teachers use medical prescriptions to teach to read and write, others accompany individuals to institutions or hospitals in order to contextualize teaching and learning. I hope my comments are appropriate!



Estimados/as la educación de jóvenes y adultos en Argentina ya sea formal, no formal como informal, tiene como interés hacer foco en la salud como recurso y/o herramienta para potenciar y contextualizar la cultura escrita. Algunos de nuestros docentes usan las recetas medicas para alfabetizar, otros acompañan a los sujetos a instituciones u hospitales con el fin de contextualizar la enseñanza y el aprendizaje. Deseo sean oportunos mis comentarios!



Professor and UNESCO Chair in Youth and Adult Education at the Federal University of Paraíba, in João Pessoa, Brazil.

According to Henrique Lopes, we are faced by a choice of paradigms when it comes to spending on health. We can continue spending more and more money to offset what has already happened or educate to prevent what may otherwise happen in the future. He indicates that curative medical care at present receives around 98% of the total available health care budget. In other words, we invest a paltry 2% in preventive health care which is mainly spent on vaccination campaigns. On the basis of this we are led to conclude that for the health industry including the pharmaceutical industry it is more profitable to keep people ill than to invest in preventive medicine and maintain people well and healthy.

At the same time, there is no strong correlation between the amount spent on health care and the general health of a specific nation. We could perhaps compare the health budget in the USA with the budget dedicated to health in Cuba. There is little doubt as to which of the two nations has a healthier population.

Lopes' argument that health education should have the same status as literacy and numeracy is to me no exaggeration. Health constitutes one of our fundamental human needs and is a prerequisite for learning. Moreover, as Lopes argues we need to learn to be healthy, to take care of our physical and mental health and of the alimentation which is an integral part of good health. Clearly, this applies to children but it applies even more strongly to adults: we spend much more of our

life being adults than we do being children and in general adults are responsible for the health of children. Throughout the diverse phases of our lives, we face different problems and challenges with relation to health which reinforces the notion of lifelong education and learning. In general, we give little attention to preparing adults for parenthood and equally insufficient attention to preparing adults for old age. I remember being surprised by the fact that the *Pastoral da Criança* (an organization of the Roman Catholic Church for Children) in Brazil spent a significant part of its budget on literacy education for mothers. However, this relatively small investment can have a greater impact on the child's future health than a much higher investment in basic sanitation.

At a time when huge investments are made in advanced curative health care this has tended to benefit the rich rather than the poor with national public health systems facing constant reductions in their budgets. An astonishing number of small children still die from easily avoidable illnesses which a minimal investment in health literacy could solve. Health – both physical and mental – are essential ingredients of what we call quality of life, but as Morin and Hessel affirm,

“Quality of life may at first sound like a synonym for welfare and well-being. But the very notion of well-being has dwindled in contemporary civilization to the strictly material sense that implies comfort, wealth and ownership. These have nothing to do with what really constitutes well-being: furthering personal growth and fulfilment. Rela-

tionships of friendship and love, and a sense of community”¹.

What we have seen is that the advent of the knowledge society has not been sufficient to cre-

ate a more human and fraternal world in which the right of all to the fundamental value of health is recognised.

1 Hessel, Stéphane; Morin, Edgar. (2012) **The Path to Hope**. Other Press, New York, p. 23-24.

2.3

Comment by Carolyn Johnstone

EN

Before moving to Australia to teach at Federation University, Carolyn Johnstone was an officer in the British Army. Carolyn is interested in how international organisations, governments and NGOs work in partnership, using adult education as a policy lever to address global challenges including conflict, sustainable development and human security.

In his article, *How adult education can save your life*, Henrique Lopes promotes preventive healthcare education for adults. He argues that teaching specifically about unhealthy lifestyles and risky behaviours can convince people to lead healthier lives. In a ‘just-enough-just-in-time’ model, the type of health education that should be delivered changes according to the individual’s age and stage of life, so this becomes a theme for lifelong learning.

Henrique also notes that education is an essential component in achieving SDG3 Good Health and Wellbeing, for example by adopting fewer risky behaviours that would lead to less substance abuse and dangerous driving, targets 3.5 and 3.6 respectively. Indeed, adult education may promote mental wellbeing, directly supporting target 3.4. I would argue, however, that the connections between the SDGs are complex and SDG4 *Quality Education* is in many ways an enabler for all the others. The UN states, “Obtaining a quality education is the foundation to creating sustainable development. In addition to improving quality of life, access to inclusive education

can help equip locals with the tools required to develop innovative solutions to the world’s greatest problems.” (www.un.org) One of these great problems is public health and achieving SDG3 *Good Health and Wellbeing* certainly requires innovative approaches.

There is evidence that educating women and girls improves health outcomes – but the education need not be narrowly cast as teaching specifically health messages. When women and girls are educated, for example through vocational training, the beneficial outcomes might include increased agency, better finances and raised aspirations for work and careers. This leads - in turn - to delays in starting a family, which consequently support achieving SDG3.

I agree that adult education can save your life. However, this is not necessarily in the direct manner which Henrique describes. If adults are engaged in lifelong learning, they will grow in many ways. They may increase their economic, social and cultural capital and all of these increase the chances of a longer life. The focus on literacies

is a good first step for adult learning as it opens up access to a world of knowledge (not controlled or mediated by other people). The autonomous adult learner should be free to pursue whatever learning they feel is of interest and importance.

This may be the preventive healthcare education promoted by Henrique. But it might equally be a course in media studies, learning a language, or even a life drawing class.

2.4

Comment by Astrid von Kotze

EN

*Popular Education Programme and UWC,
South Africa*

This article is an important reminder that health literacy is crucially important as it enables individuals and communities to make informed, healthy decisions. Most health systems and institutions fail to deliver reliable and quality services to all, and the resources allocated are generally inadequate. This places more responsibility on people to manage their own health. Lopes points out how health is closely related to lifestyle, and how risky behaviour may jeopardise not just the wellbeing of individuals but impact entire population groups. Therefore, the call for adult education as a 'core healthcare tool' is important as a broader more holistic education could contribute substantively to a shift from predominantly reactive, responsive health care to preventive health care in which all people are supported when they take responsibility for health and wellbeing.

Framing health education as adult education, Lopes suggests that 'management of knowledge' has to happen at the right time. Useful, here, is the allusion to relevance. However, taking his example and speaking from the South, many children are tasked with looking after older people and geriatric care is very much part of their daily lives. Furthermore, child to child, and mother to child programmes have shown how intergenerational and family literacy is extremely successful because people are learning together, with and

from each other. One evidence often cited is the child that advises her mother how to deal with the baby sibling who suffers from diarrhoea, by making up an oral-rehydration drink.

Further, I am concerned that the focus of this article is primarily on individuals. Acting for health usually involves more than one person – and similarly, educating and learning for health should target collectives (family, household or communities). An encouraging example of integrated, holistic health education comes from the South in the form of Community Health Clubs (CHCs) – pioneered in Zimbabwe, Sierra Leone and elsewhere. CHCs are formed bottom-up by members who share social, economic and physical conditions; they also have common experiences of gangs and drugs, unemployment and violence, sickness and disease. Yet, if these experiences are common, they are not shared. Across and even within households there is often distrust and suspicion as people compete for scarce resources. The first task, therefore, is to build a basis of trust and respect, and weekly meetings attended by young and old, women and men interested in health and wellbeing offer opportunities to meet, to learn, to construct useful knowledge together, and collectively make decisions about how to address particular issues, identified together. Sessions also offer welcome intellectual stimulation and boost confidence, as all participants

realise they are knowing subjects with contributions to make in the process of exploring, analyzing, understanding and applying new lessons. In the process, CHC members enter into a social contract and establish a system of mutuality, accountability and transparency through dialogue and common projects.

From my experience of working in health education, I would suggest that 3 factors must come together so that education can, indeed, contribute to saving lives:

Firstly, health education must be holistic, considering the conditions of time / place of not just the individual but him/her within the context of their daily lives within communities.

Secondly, any education (adult, child or community) must build on existing knowledge, habits, livelihood strategies, and be radically participatory, bottom-up – that is, ensure strong participation in horizontal relationships through dialogue. medical hierarchies block ordinary peoples' access to health practitioners through top-down

attitudes and one-way communications that intimidate patients by treating them as victims and objects. Giving 'lifestyle' directives that are grossly out of touch with social, economic, political, environmental and cultural factors of patients is not helpful. For example, the poor nutritional status of many women in Bangladesh is directly tied to patriarchal relations: if she is not in a decision-making position to choose what to grow or what to eat, and how much of each nutrient each household member is allocated, how can we make the assumption she needs information about nutrition and then blame for her underweight baby?

Thirdly, in the final instance, education will always just **contribute** to saving lives as it cannot replace changes to the structural material conditions that must be in place so that people can act on their informed decisions. Addressing the root causes of poverty and inequality must be a first priority. Community-based education can contribute substantially towards this by modelling relations and processes.

2.5

Comment by Jorge F.V. Viapiono

EN

In University Higher Education acting as technical, educational and legal advisor and consultant, National University of Moreno, Argentina. Teacher and Professor of Legal, Political and Social sciences and having a degree in Education

I endorse the author's concept when he says that the theme " is more than a simple question of resources, represents a political option over the choice of paradigm".

During my practice as an adult educator, school director, supervisor of services and technical-educational adviser in the Area I have been able to verify the little work (almost nothing) that the educational and health authorities have done re-

garding the need to articulate actions that lead to the satisfaction of information and assistance of the population that attends the Educational Centers.

The Programmatic or Specialized Areas of the Health Centers, although they are at the service of the population, they have schedules not always accessible to this population (usually in the morning).

Having only the morning for such care is not to consider that the adult or young population has those hours for their work, family care or household chores.

When someone needs to be seen by a professional, it may be too late. The pathology is already there and he/she has not received the information that would have allowed him/her to prevent or treat a disease in an anticipated and correct manner.

The aim is, then, that the professionals settle in the Educational Center to make a screening, give informative talks, perform vaccination campaigns, take care of minor ailments or make referrals.

The process of literacy for health can not only depend on the practice of the teacher with little training to introduce or develop this topic in the group.

Since it seems to be very difficult - almost impossible - to allocate professional services during the Center's operating hours, the educational area in conjunction with the health area should appoint agents who can face the task in a parasystematic way.

So I would like to propose an exchange of ideas on the possibility of creating the position of the "**health promoter**" (of health and education ar-

eas together) so that young people and adults who are residents in or linked to the communities in which the Educational Center is located, take care of people - **especially those who are in vulnerable situations**.

Although the task may seem focused - exclusively - on **health education** - it should be taken into account that its development would achieve a socio-cultural transformation that is oriented to the community.

The education sector would focus on the search for these promoters among the people dedicated - from their insertion - to the promotion and development of the community.

The health area will provide the training of these agents / **health promoters** so that, without performing the task of a professional, he/she would be the guide or indicator towards the centers, specialties, professionals to which the student can and should turn to for information, consultation or care.

The work of these agents / **health promoters** should promote the development of participation habits and skills in the community.

It is an outreach work towards the community, improving their work in it.

Comentario de Jorge F.V. Viapiono

E

En la Educación Superior Universitaria en funciones de asesor y consultor técnico, docente y legal, Universidad Nacional de Moreno, Argentina. Maestro, Profesor de Cs. Jurídicas, Políticas y Sociales y Licenciado en Educación

Hago mío el concepto del autor refiriendo que la temática "constituye la opción política de escoger un paradigma y no la mera inyección de recursos".

Durante mi práctica como educador de adultos, director de escuela, supervisor de los servicios y asesor técnico-docente en el Área he podido constatar la escasa (casi nula) labor que las autoridades educativas y sanitarias han prestado a la

necesidad de articular acciones que conduzcan a la satisfacción de información y atención de la población que concurre a los Centros Educativos. Las Áreas Programáticas o Especializadas de los Centros de Salud, si bien están al servicio de la población, lo hacen en horario poco accesible para dicha población (generalmente por la mañana). Disponer sólo de la mañana para dicha atención es no considerar que la población adulta o joven cuenta con esas horas para su trabajo, atención de su familia o tareas hogareñas.

Cuando tiene la necesidad de ser atendido por un profesional quizás es tarde. Ya está instalada la patología sin haber recibido la información que le permitiese prevenir o atender su salud de manera anticipada y correcta.

Se trata entonces que los profesionales concurren a instalarse en el Centro Educativo para hacer un screening, brindar charlas informativas, campañas de vacunación, atención de dolencias leves, derivaciones.

El proceso de alfabetización para la salud, no puede sólo depender de la práctica del docente con poca formación para introducir o desarrollar esta temática en el grupo. Como parece ser muy dificultoso – casi imposible – poder afectar servicios profesionales durante el horario de funcionamiento del Centro, el área educativa en conjunto con el área de la salud debería designar agentes que puedan encarar la tarea de forma parasistemática.

Entonces quisiera proponer un intercambio de ideas sobre la posibilidad de la creación del cargo del **“promotor sanitario”** (conjuntamente de las áreas de salud y educación) para que jóvenes y adultos residentes o vinculados con las comunidades en que está inserto el Centro Educativo, atiendan a las personas – muy especialmente a las que están en situación de vulnerabilidad.

Aunque la tarea pueda parecer enfocada – exclusivamente – **a la educación para la salud** – debería tenerse en cuenta que su desarrollo alcanzaría el logro de una transformación socio-cultural que se orienta a lo comunitario. El sector educativo se abocaría a la búsqueda de estos promotores de entre las personas dedicadas – desde su inserción – a la promoción y desarrollo de la comunidad.

El área de salud brindará la formación de dichos agentes/**promotores sanitarios** para que, sin efectuar la tarea de un profesional, sea el guía o indicador hacia los centros, especialidades, profesionales a los cuales puede y debe recurrir el alumno en busca de información, consulta o atención.

El trabajo de estos agentes/**promotores sanitarios** debe potenciar en la comunidad el desarrollo de hábitos y habilidades de participación. Se trata de un trabajo de extensión hacia la comunidad perfeccionando su trabajo en ella.

2.6

Comment by Sérgio Haddad

EN

*Brazilian, economist, PHD in education.
Researcher of Acao Educativa,
Professor of the University of Caxias do Sul,
Former member of the ICAE board*

An interesting study, presented by professor Henrique Lopes from Catholic University of Portugal, leads us to reflect on how adult education can be of service to a form of preventive health that could permit millions of people to keep away from developing illnesses and improve their quality of life. As he describes the fundamental role of fathers, mothers, and caregivers in relaying information that could permit a change in behavior of the people, concerning a healthier and more preventive lifestyle, he offers important analyses about the responsibility of this work, respecting the diverse age groups regarding the content to be relayed.

Given the accelerated dynamics of science development in the health field, within the permanent education perspective, it also deals with the role of educators and healthcare professionals in their responsibility to carry out constant updates regarding new discoveries re preventive processes. Finally, it points to the responsibility of the states to act respecting international commitments, showing the effort necessary to attend Sustainable Development Goals and, in this manner, considerably minimizing the several types of rights violations. The study also indicates interesting concrete situations that demonstrate the author's thesis.

An initial commentary, as a contribution to the debate, would be to include aspects that would permit a more complex analysis of the health phenomenon in the world. In a world where social inequality dominates and is deepening, what are the limits for operating in the field of preventive healthcare when millions of people have no place

to live, no access to water, or to food, or to education, or even to minimal sanitary conditions that would permit effective and lasting work. There is no reason to deny action with any social group, but there are limits that are impassable, independent of the good will of any citizen, and that these depend on profound structural changes, something that is not occurring in the present world conjuncture. On the contrary, the world is treading towards an increase of poverty and inequality among and within nations. If it is true that 80% of the improvement of health conditions of a population is a consequence of "massive availability of potable water, foodstuff in good conditions, and hygienic habits" as Professor Lopes affirms, it is also true that ever less human beings have access to these rights.

A second theme for debate regards the exponential growth of the pharmaceutical industry placing the health theme in the field of economic interests of the large conglomerates, conditioning the spaces for culture and preventive action in detriment to culture as well as in the permanent consumption of medications. There is also the health market that puts pressure on public authority to leave this responsibility in the hands of the private sector so that they can effectuate their profits.

One last observation, within the field of adult education, would be that of postulating that, together with preventive education, themes and methodologies should be incorporated to increase the degree of political consciousness of the citizens regarding the structural limitations that result in populations becoming physically, emotionally,

and psychologically infirm. We cannot forget to mention the fundamental contribution of Paulo Freire to this field when he affirms that no educational work is politically neutral, be it in the field of health or any other. Work that broadens preventive action, as is brilliantly demonstrated by Professor Lopes, could gain political density insofar

as it also functions towards increasing the participation of the population in defending their rights. An education for prevention escapes from falling into welfarism if, together with it, the population is increasingly aware of the ever more unjust ways that the world has been trudging through over the last years.

2.7

Comment by Pamela Sanchez

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Argentina, degree in Education Sciences, research team on young and adult education, in the Research Center of the Faculty of Philosophy and Humanities (CIFYH) of the National University of Cordoba (UNC)

After reading the text by Henrique Lopes, I agree that young and adults lifelong education in various areas, in this case, on health knowledge, is beneficial for the training of people. However, I believe that the consumption of drugs and the growing number of certain diseases, as mentioned, are issues that do not fully depend on the degree of education of people.

In my undergraduate thesis I addressed the *practices of written culture of women with low education in areas of health care and family support*. When analyzing the practices of reading and writing of women who at that time (2017) attended primary school for adults (in the province of Cordoba, Argentina), one of the findings was the diversity of knowledge and strategies that women carried out for the benefit and care of their own health and that of their families. However, these actions were determined by their deficient economic and structural living conditions; the limited availability of public services in their environment; the lack of social services because they worked outside the formal system and even because of their gender, since they had many obligations (family economic support, care of children, do-

mestic chores, among others); then, it was difficult for them to follow some medical indications, such as prolonged rest.

Therefore, without ignoring the importance of lifelong adult education in health and hygiene, I think it is important to mention, in the first place, that the state of physical and mental health of people are determined by various issues such as those mentioned. Therefore, to emphasize only the degree of education of the people in the care of their health, tends to minimize structural issues that exceed the individuals. Secondly, I want to emphasize that adults who have not been able to access formal education, being excluded from the education system, also have knowledge about health care that they have built in other social spaces through interaction with others. Therefore, in adult education is necessary to recognize this knowledge and recover it to enrich it, modify it and/or show new knowledge.

Comentario de Pamela Sanchez

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Me recibí recientemente de licenciada en Ciencias de la educación y formo parte de un equipo de investigación que trabaja acerca de la educación de jóvenes y adultos, en el Centro de Investigaciones de la Facultad de Filosofía y Humanidades (CIFYH) de la Universidad Nacional de Córdoba (UNC), Argentina.

Tras leer el texto del autor Henrique Lopes, coincido en que la educación permanente de jóvenes y adultos en diversas áreas, en este caso, sobre conocimientos de salud, resulta beneficioso para la formación de los sujetos. Sin embargo, considero que el consumo de drogas y el creciente número de ciertas enfermedades como menciona, son cuestiones que no dependen plenamente del grado de educación de las personas.

En mi tesis de licenciatura aborde las *prácticas de cultura escrita de mujeres de baja escolaridad en espacios de cuidados de la salud y de sostenimiento familiar*. Al analizar las prácticas de lectura y escritura de mujeres que en ese momento (2017) cursaban la escuela primaria de adultos (en la provincia de Córdoba, Argentina), uno de los hallazgos fue la diversidad de saberes y estrategias que las mujeres llevaban a cabo en beneficio y cuidado de su salud y la de sus familias. Sin embargo, esas acciones estaban atravesadas por sus condiciones económicas y estructurales de vida deficientes; la escasa disponibilidad de servicios públicos en su entorno; la falta de obras sociales o mutuales por trabajar fuera del

sistema formal e incluso por su género, dado que sobre ellas recaían numerosas obligaciones (sostenimiento económico familiar, cuidado de los hijos, tareas domésticas, entre otras) por lo cual, se dificultaba llevar a cabo algunas indicaciones médicas como por ejemplo, reposo prolongado.

Por lo tanto, sin desconocer la importancia de la educación permanente de adultos en materia de salubridad e higiene, considero relevante mencionar en primer lugar, que el estado de salud físico y mental de las personas, están atravesados por diversas cuestiones como las mencionadas. Por lo cual, hacer hincapié solo en el grado de educación de los sujetos en el cuidado de su salud, tiende a minimizar cuestiones estructurales que exceden a los individuos. En segundo lugar, quiero destacar que las personas adultas que no han podido acceder a la educación formal quedando excluidos del sistema educativo, también poseen saberes acerca de cuidados de la salud que han construido en otros espacios sociales a través de la interacción con otros. Por lo cual, es necesario en educación de adultos reconocer esos conocimientos y recuperarlos para enriquecerlos, modificarlos y/o mostrar nuevos saberes.

2.7 .1 Online Comments to Pamela Sanchez´s Comment

Mohamed Znagui

Greetings to everyone! Very important are Ms. Pamela's remarks on the diversity of causes of drug use. But it seems to me that, at least in my African environment, this use is related to the low edu-

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cational and cultural level of the victims. In the awareness-raising activities that we organize in schools, I am struck by the fact that neither parents nor children are getting enough information on the subject of drugs.

Sincerely, Mohamed Znagui, Professor and member of the board of directors of the National Association of Parents of Students. Mauritania

Buenos dias a todos y todas, muy importantes son las observaciones de Sra Pamela sobre la diversidad de las causas del uso de drogas. Pero, a mi me parece que, por lo menos en mi entorno africano, este uso esta relacionado con el bajo nivel escolar y cultural de las victimas. En las actividades de sensibilisacion que organizamos en escuelas, me llama la atencion que ni los padres y madres ni los chicos estan teniendo suficiamente de informaciones sobre el tema de drogas.

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Atentamente, Mohamed Znagui ,Profesor y miembro de la junta directiva de La Asociacion Naiconal de Padres y Madres de Alumnos y Alumnas. Mauritania

Yanina Sofía Paolasso

Dear all, I agree with Pamela's comments that there is no direct relationship between education and access to drug use; however, ALE contrib-

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utes to its analysis from a critical perspective. As she explains, both men and women have valuable knowledge related to health, and I do consider it extremely important that in school institutions, the State be present, sustaining quality education policies with continuity, a central difficulty in Argentina.

Kind regards!

Estimadas y estimados, coincido con los comentarios de Pamela respecto de que no hay una relación directa entre la educación y el acceso al consumo de drogas; sin embargo la EPJA contribuye a su análisis desde una mirada crítica. Tal como ella expone, los sujetos tanto mujeres como hombres, poseen saberes valiosos vinculados con la salud, y sí considero de suma importancia que en las instituciones escolares, el Estado se haga presente sosteniendo políticas educativas de calidad y con continuidad, una dificultad central en Argentina.

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Los saludo cordialmente!!

2.8

Comment by Matthew Antinyo

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Chairmen of Pamoja, Ghana

The author appears to have made a startling discovery that improvements in health are better achieved through adult education on lifestyle and the behaviour of citizens rather than the construction of curative health systems. He illustrates the assertion with the fact that: "Around 90% of Type 2 diabetes can be avoided through education about good food and combating sedentary lives". However the World Health

Organization (WHO) formalized its commitment to primary healthcare (PHC) in 1978, when it was identified as central to the achievement of the goal of "Health for All" and as a key instrument for improving health throughout the world (WHO, 1978). The fact that Adult Education can contribute to rapid amelioration and eventual eradication of the major problems of the world is well documented. Two quick examples.

- The Sustainable Development Goals are the panacea to the socioeconomic challenges of the world. Although each of the goals stands alone, it is important to emphasize that Education for Sustainable Development (ESD) has crucial importance for all the other 16 SDGs. Its overall aim is to develop crosscutting sustainability competencies in learners. ESD a component of Adult Education provides an essential contribution to all efforts to achieve the SDGs. Thus Adult Education enables individuals to contribute to sustainable development by promoting societal, economic and political change as well as by transforming their own behaviour.
- Another area in which Adult Education has proven capacity to offer solution is the Youth Migration from Africa to Europe, America and other developed countries. This challenge is attributable to the inability of governments to provide gainful employment for their people. Ironically, this same workforce could champion socioeconomic development and the African Renaissance. Yet circumstances prevailing in their countries compel the youth to take their destinies in their own hand and risk drowning in the Mediterranean Sea or dying in the scorching sands of the Sahara. Here again, Adult education could provide them with new knowledge, capacities and employable skills to stem the tide of migration.

This realization is occurring 62 years after independence !!

Two major factors contribute to perpetuate the state of affairs.

- a) Failure of leadership to apply the right policies
- b) The dwindling resources available to Adult Educators to implement their programmes.

To provide an illustration of the failure of state to implement the right policies a quote from the State of the Nation Address of the President of my country is apt. Addressing Parliament on 8/2/2019 on the issue of Technical Vocational Training the president had this to say:

“Young people have to have options on which career path they choose, and I am glad to announce that all is set for the construction of 10 state-of-the-art Technical and Vocational Education Training (TVET) Centres this year. **For far too long, we have preached about the importance of TVET without doing very much to demonstrate this importance. We send or urge young people to go to poorly equipped TVET centres, and we are surprised that they are not keen.** The new TVET centres would be world class, and attractive to assure young people that they are not being sent to second best options”.

On the issue of dwindling resources, estimates by UNESCO reveal that there is an estimated financing shortfall of \$5.6 billion in order to fulfil the goals of UPE and gender equality (UNESCO, 2002, pp.162-3). This is partly explained by the fact that high ODA-providing countries do not necessarily have high commitments for education.

In conclusion, the author appears to believe that adult education and lifelong learning concentrate on reciting of beautiful poems and calculating advanced theorems rather than ensuring life that clearly to him is high on the hierarchy of needs. This belief is erroneous. Adult educators employ several means to keep the attention of their learners. To the casual on-looker is not surprising as with every donor-driven programme practitioners are compelled to do as partners have to comply.

Former Director of Programs, Institute of Adult and Continuing & Sociology of Education at the University of Guyana; lecturer, community adult educator and teacher trainer on how to incorporate health literacy into curriculums and classrooms

Thank you Dr Lopes for presenting this refreshing article "Adult education can save your life" in such an arresting way. It certainly caught my attention. As an adult educator I have always felt that adult learning and education is much more than acquiring literacy skills and content knowledge. In Freirean terms, it should also be about "reading the world".

Working out of an Extra Mural context at the University of Guyana, in one project, I partnered with a district doctor, and developed a series of health presentations to young unwed mothers at one of the district health centres on clinic days. My orientation was that the improved health literacy of the mothers would contribute to the overall health of both mother and baby, reduce unwanted expenses, and even reduce infant and maternal illnesses.

In New York city I worked with adult literacy teachers to infuse health literacy into their curriculum and instruction to address the need for immigrant adult literacy and basic education students to acquire knowledge of the western health care system and develop ways to communicate within a specialized health system. Students learned key vocabulary of the health care system encompassing both preventive and reactive health care.

In the process, partnerships were developed between adult education agencies and health care organizations allowing reciprocal activities. Health professionals (doctors, health educators, etc) visited adult literacy and education centers and provided rich health content to students (re-

lated to the students' own health situations). On the other side, students visited health facilities on tours to understand the structure and processes of health care. They also provided feedback to health care agencies on how to improve their written publications to reach a similar demographic of patients. In addition, they provided feedback to health professionals on how well the latter was communicating (whether they were using too many technical terms and how they could use simpler language). We do know that miscommunication is a key factor for adverse events in patients.

By developing health literacy skills, students are in a position to understand better what they are told and can therefore take medications appropriately and correctly, thereby avoiding serious complications. They develop knowledge and understanding of the system, and they develop the language to effectively communicate with health providers.

Thank you for this perspective that is sorely lacking in much of adult literacy and education practice. Adult education can indeed save the lives of our students, their relatives and even others in the community through the incorporation of health literacy education and practices. This kind of education is needed in the context of sustainable development and all of the implications of climate change and other factors that will impact our health in the immediate future and beyond.

Online Comments to Henrique Lopes' article

Nishi Khandelwal

I agree with the argument presented by Mr. Henrique Lopes but I feel the meaning of literacy is stretched here and the word "literacy" is used in place of awareness. I want to add that literacy itself enable the person to access information whether it is about health, schemes, entitlements or anything else. A literate person fetch information as per her needs and requirements, though I agree that when the person is "literate" about diseases she uses preventive measures for avoiding that instead of being reactive.

My work experience of working with women on their literacy also corroborate with the study (given in example 1) that education improves women self esteem, extroversion and citizenship participation rate. The women who got literate under our programme further initiated taking part in gram sabha (meetings at village level), monitoring of government schools etc.

Henrique replys:

Dear Nishi, Thanks for your comments. As you refers Literacy is a term with different interpretation in Health. In the article of K. Sorensen we can found 12 definitions of health literacy. Some other appears in the literature.

Here I use in to senses: first the classical one (people need to know how to read for example pills instructions, medical advising, etc.) and in the sense too of health literacy, what means, knowledge of the health contents people need for living: prevention behaviour, risk sense, basic knowledge for being a good patient or caregiver. I remain very interested in your sentence were

you said that as experience of improvements of extraversion, self esteem, among women that experience return to the school.

Can you share something about?

AMOUGOU Martial Patrice

Henrique Lopes's proposal really set the cat amongst the pigeons. Our communities are brimming with impressive health knowledge and expertise. This is the use outside conventional hospitals, natural substances that can guarantee the health of millions of people. But there is the problem of recording and disseminating this local knowledge. We agree with the establishment of preventive education at the literacy level. But we are more involved in promoting health education in communities. For us, this is the fundamental element. We suggest that countries set up, as much as possible, information systems in all languages accessible to populations on the knowledge, behaviors to adopt, risks related to their daily practices, and which have an impact on health. Natural products (herbs, tree bark, roots, seeds, fruit, etc.) with medicinal properties must be listed and made available to the general public. In our opinion, instead of making them the prerogative of traditional or modern practitioners, in the context of skilfully maintained businesses, decision-makers would benefit from educating communities so that they can protect themselves from the inconveniences caused by dangerous behavior, thereby reducing the significant expenses associated with medical care. As a child, we learned with our grandparents in the fields how to heal an injury (scratching, cutting by improper handling of a sharp tool), how to cure a stomach ache, how to brush

your teeth with natural products, etc. Today, this knowledge tends to disappear, not only because it is not written, but also because there is no relay to communicate it to those who do not have it, especially the younger generations. As the interests of decision-makers are elsewhere, the emphasis is placed on the production of wealth and the search for material interests, with poor health sometimes becoming a godsend for these traders.

La proposition de Henrique Lopes est un véritable coup de pied dans la fourmilière. Nos communautés regorgent de connaissances et de savoir-faire impressionnants en matière de santé. Il s'agit de l'usage hors des hôpitaux classiques, de substances naturelles capables de garantir la santé de millions de gens. Mais il se pose le problème d'enregistrement et de diffusion de ces savoirs locaux. Nous sommes d'accord pour l'érection de l'éducation préventive au niveau de l'alphabétisation. Mais nous militons davantage pour la promotion dans les communautés de l'éducation à la santé. Car c'est pour nous l'élément fondamental. Nous suggérons que les pays mettent en place autant que possible, des dispositifs d'information dans toutes langues accessibles aux populations sur les savoirs, les comportements à adopter, les risques liés à leurs pratiques quotidiennes, et qui ont un impact sur la santé. Les produits naturels (herbes, écorces d'arbres, racines, graines, fruits, etc.) ayant des vertus médicamenteuses, doivent être répertoriés et portés à la connaissance du grand public. A notre sens, au lieu d'en faire l'apanage des praticiens traditionnels ou modernes, dans le cadre de business savamment entretenus, les décideurs gagneraient à éduquer les communautés afin qu'elles puissent se prémunir des désagréments que provoqueraient des comportements dangereux, réduisant du coup les dépenses importantes liées aux soins médicaux. Tout jeune, nous avons appris aux côtés de nos grands parents dans les champs comment soigner une blessure (écorchure, coupure par mauvaise

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manipulation d'un outil tranchant), comment guérir un mal de ventre, comment se brosser les dents avec des produits naturels, etc. Aujourd'hui, ces savoirs tendent à disparaître, non seulement parce qu'ils ne sont pas écrits, mais aussi faute de relais pour les communiquer à ce qui ne les ont pas, notamment les jeunes générations. Les intérêts des décideurs étant ailleurs, l'accent est mis sur la production de la richesse et la recherche de l'intérêt matériel, la mauvaise santé des populations devenant parfois une aubaine pour ces commerçants.

Henrique Lopes replies:

Dear Martial Patrice, Thank you very much for your words.

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You raise several dimensions of a very interesting reflection on the dialogue between allopathic medicine and traditional medicines. This question is too complex for me to have a linear position, however good the reasons may be. I highlight:

1. Whenever traditional medicines demonstrate the advantage of a product in a disease, a company, usually in a Western country, identifies the active ingredient, isolates it in the laboratory and registers it on its behalf, legally having exclusive production rights and selling for at least 20 years.
2. The main problem with natural drug products is the concentration of active ingredients. Some plants have less than others, and the result is always different from one person to another, ending with time to refer to the previous point.
3. The number of people in the world makes millions of patients sick. The use of advantageous products is almost always locally produced, leading to the rapid depletion of natural resources, sometimes to the extinction of the plant or animal from which the natural resource originates.
4. In addition to many well-documented success stories in natural medicines, there are even more cases of failure to achieve results or even worsening clinical situations. In short, what I think of traditional medicines is

that they are much better and, above all, that they have more potential, as allopathic medicine admits, but the lack of tests, the way in which international patent jurisprudence is organised and the international dominated market condemns the success it could have.

HL

Cher Martial Patrice,

Merci beaucoup pour vos mots. Vos soulève plusieurs dimensions d'une réflexion très intéressante sur le dialogue entre la médecine allopathique et les médecines traditionnelles. Cette question est très complexe pour que je puisse avoir une position linéaire, aussi bonnes soient-elles les raisons. Je souligne:

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1. Chaque fois que les médicaments traditionnels démontrent l'avantage d'un produit dans une pathologie, une entreprise, généralement d'un pays occidental, identifie le principe actif, l'isole au laboratoire et l'enregistre pour son compte, disposant légalement des droits de production exclusifs et vente au moins 20 ans.
2. Le principal problème des produits de médicaments naturels est la concentration en principes actifs. Certaines plantes ont moins que d'autres plantes, et le résultat s'avère toujours différent d'une personne à l'autre, se terminant avec le temps de se reporter au point précédent.
3. Le nombre de personnes dans le monde rend des millions de patients malades. L'utilisation de produits avantageux est presque toujours de production locale se que conduit à l'épuisement rapide des ressources naturelles, parfois à l'extinction de la plante ou de l'animal dont provient la ressource naturelle.
4. Parallèlement à de nombreux cas de succès bien documentés dans les médicaments naturels, il existe encore plus de cas de non-résultat ou même

d'aggravation de situations cliniques. En résumé, ce que je pense des médicaments traditionnels, c'est qu'ils sont bien meilleurs et surtout qu'ils ont plus de potentiel, que la médecine allopathique admit, mais le manque de tests, la manière dont la jurisprudence internationale en matière de brevets est organisée et le marché dominé internationale condamne le succès qu'elle pourrait avoir.

HL

Yanina Sofia Paolasso

Dear all, Good afternoon. I agree with the postulates of both authors. In the case of Argentina, since 2004 a comprehensive and inclusive education policy has been implemented from the paradigm explained in the articles. However, since the recent change of government, educational policies such as comprehensive sex education (among others), in which students are taught sex education in a broad sense and strongly linked to health, have ceased to be carried out. One of the reasons is the lack of continuity in teacher training, thus generating the suspension of a right acquired by students. I agree with what the authors mention, that without trained resources to teach, the quality of adult education, as well as its importance in terms of health for young people and adults in our country is complex. Thank you for sharing!

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Estimados, Buenas tardes coincido con los postulados de ambos autores. En el caso de la Argentina desde el año 2004 se viene implementando una política educativa integral e inclusiva desde el paradigma explicitado en los artículos. Sin embargo desde el reciente cambio de gobierno las políticas educativas como la educación sexual integral (entre otras) en las que se les enseña a los estudiantes la educación sexual en un sentido amplio y vinculado fuertemente con la salud, ha dejado de llevarse a cabo. Uno de los motivos es

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la ausencia de continuidad en la capacitación y formación docentes, generando de este modo la suspensión de un derecho adquirido por parte de los alumnos y alumnas.

Acuerdo con lo que mencionan los autores, respecto de que sin recursos formados para enseñar resulta complejo la calidad en la educación de adultos y también de su importancia en términos de salud, para los jóvenes y adultos de nuestro país.

Agradezco lo compartido!

Henrique Lopes replies:

Dear Yanina,

What you say is true: education expresses the political balances of each moment. The paths that Argentina has decided to follow in recent years are known and therefore the way that will be followed is foreseeable. However, reality always ends up imposing itself; it is not by avoiding talking about matters that the problems related to them disappear. They only grow in size and complexity.

All of Latin America is following the same path, but I am convinced that once the seed of education is launched it will grow, it can be like trees, slowly, but in this case, when it grows, it is more resilient than in rapid growths. Nobody likes to be ignorant, to live badly and with problems. All citizens, in the long run, seek what is best for their lives and their families. Only comprehensive education can respond to that desire.

Therefore, the seeds must be sown in the soil which are the minds. Best regards, and wishes that Argentina will return to what is best for Argentines.

HL

Estimada Yanina

Lo que dices es verdad: la educación expresa los equilibrios políticos de cada momento.

Se conocen los caminos que Argentina ha decidido trazar en los últimos años y por lo tanto es previsible el camino que será seguido.

La realidad sin embargo acaba siempre por imponerse, no es por evitar hablar en asuntos que los problemas con ellos relacionados desaparecen. Sólo crecen de tamaño y complejidad.

Toda América Latina está haciendo el mismo curso, pero estoy convencido de que una vez lanzada la semilla de la educación crece, puede ser como los árboles, lentamente, pero también ahí cuando crece es más resistente que en los crecimientos rápidos.

A nadie le gusta ser ignorante, de vivir mal y con problemas. Todos los ciudadanos, a largo plazo, buscan lo que es mejor para sus vidas y sus familias. Sólo la educación amplia puede responder a ese deseo.

Por lo tanto, hay que echar las semillas en el suelo que son las mentes.

Abrazo y votos de que Argentina retornará a lo que es mejor para los argentinos.

HL

Bienvenu HABIT

Henrique Lopes' article provides us with a fundamental insight into the importance of placing health education as a key priority. This concerns States, communities and individuals alike, who must take into consideration the challenges related to insufficient resources due to health expenditure. For this author, whatever the type of education (for-

mal, non-formal, informal) it is important to train and educate individuals on a permanent basis on the question of their health.

Dr Bienvenu HABIT, Senior Youth and Animation Advisor (CPJA), Assistant at the National Institute of Youth and Sports of Yaoundé, Cameroon.

L'article d' Henrique Lopes nous renseigne fondamentalement sur l'importance qu'il y a à situer l'éducation pour la santé au rang des priorités fondamentales. En sont concernés, les États, les communautés et aussi bien des individus qui doivent prendre en considération les enjeux liés à l'insuffisance des ressources dues aux dépenses de santé .Pour cet auteur, quelque soit le type d'éducation (formel, non-formel, informel) il est important de former et d'éduquer de manière permanente, les individus sur la question de leur santé.

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Dr Bienvenu HABIT, Conseiller Principal de Jeunesse et d'Animation (CPJA), Assistant à l'Institut National de la Jeunesse et des Sports de Yaoundé Cameroun

Marisa

I'm from Salta, Argentina. I am a teacher of ALE; most students with whom I work come from rural sectors, they are mostly Older Adults who for various reasons – including poverty, early entry into the world of work, gender issues (only men studied), among others – could not go to school.

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I agree that Education is the key to empowering our Subject. We have a modular structure that is like a curriculum, with a module exclusively for HEALTH. Adults are offered to work with this field, but always taking into account the tools and resources they built throughout their lives to protect themselves; this is very significant because from here parallel medicine is evident.

But we still lack a lot! It would be very important that our SUBJECT could find in ALE not only an exchange of information between them and education, but also support to their problems: gender violence, diseases, emotional education, violence... Authorities must give importance to ALE and provide it with human resources, such as Interdisciplinary Teams: psychologist, educational psychologist, social worker, in order to receive a comprehensive educational offer.

Mi nombre es Marisa, soy de Salta, país Argentina. Soy docente en EPJA, la matrícula de Alumno/as con las que trabajo provienen de sectores rurales, son Adultos Mayores en su gran mayoría que por distintas razones, entre ellas la pobreza, el ingreso temprano al mundo laboral, cuestiones de género (sólo los hombres estudiaban), entre otras son las que dan al por qué no pudieron ir a la escuela.

E

Coincido que la Educación es la clave para empoderar a nuestro Sujeto. Nosotros tenemos una estructura modular que vendría hacer como la currícula que tiene un módulo exclusivamente de SALUD. Al Adulto se le ofrece trabajar con dicho campo, pero siempre teniendo en cuenta cuáles son las herramientas y recursos que construyeron a lo largo de su vida para auto protegerse, es muy significativo pues de aquí se evidencia la medicina paralela.

Pero aún nos falta muchísimo, sería tan importante que nuestro SUJETO pueda encontrar en EPJA, no sólo un intercambio de información entre ellos y la educación, sino que encontrar contención a sus problemáticas: de violencia de género, de enfermedades, de educación emocional, de violencia... Hace falta que las autoridades miren a EPJA y le provean de recursos humanos, tales como Equipos Interdisciplinarios: psicólogo, Psicopedagogo, Trabajador Social... así la oferta educativa que reciben sea integral.

Henrique Lopes replies:

Dear Maria,

Thank you very much for your comments. The question you raise is very complex: health education for rural workers.

EN

Because the rural world is always associated with poverty, and low education ends up attracting very few studies. In fact, the vast majority of health literacy studies are derived from populations in Western countries, in rich areas and in groups at higher risk, or from diseases that are costly to health system funders.

Rural workers (in an international logic) are mostly outside Western countries, far from large cities, with impoverished populations and suffering from diseases that are cheap to treat. In short, almost nothing is known about health literacy in particular about this vast reality that is the rural world and its populations. Just one example: it was only recently realized that rural workers are a high-risk group for skin cancers, given their permanent exposure to the sun's rays.

Prevention is very easy: it's enough to put sunscreen daily just like the one used at the beach.

But there are still no packages of sunscreen oriented to these jobs, it is not considered in fiscal terms as an occupational health product, not even rural workers are available to start the day's work to put sunscreen on their faces and hands. There is much of work to be done in health research among rural workers and also to pass those learnings on to the social and labor field. Best regards and good work wishes

HL

Estimada Maria,

Muchas gracias por tus comentarios. La cuestión que levantas es muy compleja: educación de salud para trabajadores rurales.

E

Porque siempre el mundo rural está asociado a la pobreza y la baja educación acaba por atraer muy pocos estudios. En realidad, la amplia mayoría de los estudios de alfabetización de la salud se derivan de las poblaciones de países occidentales, en zonas ricas y en grupos de mayor riesgo o de enfermedades costosas para los financiadores de los sistemas sanitarios.

Los trabajadores rurales (en una lógica internacional) están mayoritariamente fuera de los países occidentales, lejos de las grandes ciudades, con poblaciones empobrecidas y padecen de enfermedades baratas de tratar.

En síntesis, casi nada se sabe de literacia de salud en concreto sobre esa inmensa realidad que es el mundo rural y sus poblaciones.

Sólo un ejemplo: sólo recientemente se tomó conciencia de que los trabajadores rurales son un grupo de alto riesgo para los cánceres de la piel, dada su permanente exposición a los rayos solares.

Es muy fácil la prevención: basta colocar diariamente protector solar igual al que se usa en la playa.

Pero no existen todavía envases de protector solar orientados a estos trabajos, no se considera en términos fiscales como un producto de salud laboral, ni siquiera los trabajadores rurales están disponibles para comenzar el día de trabajo a colocar crema de protección en la cara y manos.

Hay un océano de trabajo a hacer en la investigación de salud entre los trabajadores rurales y

otro para pasar esos aprendizajes al terreno social y laboral.

Abrazo y votos de buen trabajo

HL

Fernanda RAMOS DA SILVA d'ALMEIDA

Hello to all, and especially to women. On the eve of March 08, I wish an excellent celebration to all our women values of development; I am interested in the article on indigestible knowledge because I am on a research on practices and rites of mother and child protection in Senegal, Africa, and I

EN

am looking for a group of researchers for a comparative study between Africa and Latin America and all other interested researchers.

Bonjour à tous et surtout à toutes. En cette veille du 08 Mars, je souhaite une excellente fête a toutes nos valeurs femme du développement, je suis intéressée par l'article sur les savoirs indigeste car je suis sur une recherche sur des pratiques et rites de protection de la mère et de l'enfant au Sénégal, en Afrique et je cherche un groupe de chercheurs pour une étude comparative entre l.Afrique et l.Amerique Latine et tout autres chercheurs interresse. Je vous remercie pour votre fidélité de plus de 20 années

FR

3

The keys to a peaceful and prosperous Africa

EN

by Samuel Asnake Wollie



Samuel Asnake Wollie (Ethiopia) is the Chief Education Programmes Coordinator at the UNESCO Liaison Office Addis Ababa.

Abstract – *Samuel Asnake Wollie comments on the role of adult education for the future of the African continent.*

Africa is undergoing a process of change, as the continent aspires to be completely peaceful and prosperous by 2063. This may seem an overly ambitious goal, given the multifold challenges from both within and outside. In addition, there is an intense debate underway as to whether these social, economic and cultural changes are liabilities or assets in terms of real national and continental unity and sustainable development. The provocative question is how to transform a liability into an asset for nation building. In my humble opinion, only functional literacy and a continuum of education can successfully address this issue. It is my understanding that, while literacy is an asset for a person's journey through life, basic/functional literacy is the key to open the floodgates of an ocean of knowledge and wisdom in context.

Many African countries consider schooling to be the answer. Schooling is one form of education, but it is not the only one. It is therefore time to

challenge this notion. We need to go beyond expanding formal schooling, to find and build an innovative societal grid of transition and transformation through literacy learning that adds value.

So much more than teaching the alphabet, it is these literacy-learning circles that do respond to crises such as worsening and accelerating population displacement and migration, to conflict and violence, to climate change and to increasing inequalities. Learning has an impact on development, and it fosters harmonised social and cultural orientations towards globalisation. It helps to build new roles for families and communities in changing patterns of living, and it can align communication and business in a competitive knowledge economy. Learning has the capacity to revolutionise opportunities for subsistence and develop agriculture towards improved productivity, thus enhancing food security. This is why the demand to create a viable, inclusive literate environment for all, as well as to promote

adult literacy and education, is still at the top of the list of priorities on the African development agenda.

Even so, most adult literacy programmes are poorly organised and fail to attract learners. The majority of adult learners are also not motivated to attend adult literacy classes or circles. Creating a policy and a physical environment is not enough. Self-improvement and social development are crucial to spark people's motivation to learn. The key point lies on how it is relevant to the actual life of the learner in context. This is the en-

gine of adult learning. Without motivation, there is no drive to learn and change. Finding out how to motivate adult learners in order to make them fully engage and persist in their own learning process is more critical than constructing bricks-and-mortar facilities. If we wish adult literacy and education to play a part in the African development agenda, we must build on the inner compulsion that arises from adults' everyday lives. Listening to learners and their learning aspirations is the foundation for turning problems into a promise to enhance life in Africa.

3.1

Comment by Shermaine Barrett

EN

Senior-Lecturer at the University of Technology, Jamaica. Vice President for the Caribbean Region of the International Council for Adult Education (ICAE) and President of the Jamaican Council for Adult Education (JCAE).

Having read the column by Samuel Asnake Wollie two things challenge my mind. The first relates to Samuel's argument that only "functional literacy and a continuum of education" can successfully address the issue of transforming continental liabilities into assets. My challenges lies in the fact that the column is pitched at the continental level and so I question what Samuel meant when he spoke of literacy. Within a context in which hundreds of languages exists what is the language that would be taught and learned in order to say people are now literate? Who decides on that language, if at all? Is this going to be a decision made at the country level or continent level?

Secondly, I agree that schooling is not the only form of education and I would go further to say that it is often not very effective for too many "learners". The challenge is though that what-

ever form and whatever the space within which learning takes place for it to really impact nation building and development that learning must be recognized and valued by the society. By valued I mean that such learning would be rewarded and validated through some form of "certification" that is transportable. Such recognition and corporate valuing to my mind is what enhances the usefulness of education and learning beyond its own intrinsic value and releases the transforming potential of education to the point where it would indeed stimulate prosperity both for the individual and the society.

Peru, ICAE Executive Committee member, Honorary President of the Council of Popular Education in Latin America and the Caribbean (CEAAL) and ex General-Secretary.

The article “The keys to achieving peace and prosperity in Africa”, by Samuel Asnake of the UNESCO Office states that in the face of the serious crisis that Africa is experiencing, it is literacy and a continuous process of education what will allow us to think in an Africa in peace, viable and articulated to a sustainable development.

Undoubtedly education is a right that opens the doors to the exercise of all citizens’ rights, however, it is essential to be aware of the internal political and economic processes that keep Africa in poverty in a large part of its states, and its articulation to war. African wars, as pointed out by Mateos Martín, can only be understood from the analysis of a complex network of actors -among whom are warlords, African governments, regional and international powers, transnational diamond or oil companies or intergovernmental organizations, to name a few- with specific political and economic interests and with sufficient capacity to perpetuate situations of violence and poverty, together with the deterioration of nature and water.

In this context, and setting aside the differences of time, Paulo Freire’s valuable contribution to education in Africa is still valid. It focused on how to face colonialism from education, promoting an education based on community action and respecting all cultures and languages, promoter of autonomy, critical thinking and organization. We consider that this educational political approach applies to all educational processes that contribute to the development of just and democratic people and societies.

The urgency of peace and development with a human face in Africa has been raised by various feminist movements in Africa, noting that, as part of a political education, it is essential to have an education with a gender perspective which contributes to confronting the basis of patriarchy and racism, which keep life in conditions of profound inequalities, mainly those of women. Likewise, an education that puts into the debate the causes and consequences of climate change, as well as the urgency of water. These are important aspects of education for peace, as well as an education that links the importance of health and decent work.

There are today, together with experiences of pain, of migrations, other alternatives driven by the Africans themselves, that must be part of education for peace and are highly motivating; this strengthens the value of the people and increases the interest and commitment in the construction of their societies.

As Samuel Asnake points out, the processes of reading and writing are very important; however, the purpose of that function is what matters. Paulo Frei points out that literacy goes beyond repetition; it is an educational, social, political, and cultural process that allows people to understand the world and act in it. That is the challenge and the horizon, that is the path of political education that seeks to transform us as citizens, and transform the world in which we live to build peace, based on the experience and respect of all our rights, in a development with a human face in harmony with the earth.

Comentario de Nélida Céspedes Rossel

E

Perú, miembro del Comité Ejecutivo del ICAE, Presidenta Honoraria del Consejo de Educación Popular en América Latina y el Caribe (CEAAL) y ex Secretaria General.

La lectura del artículo, “Las claves para alcanzar la paz y la prosperidad en África”, de Samuel Asnake de la Oficina de la UNESCO plantea que ante la grave crisis que vive África, es la alfabetización y un proceso continuo de educación lo que permitirá pensar en un África en paz, viable y articulada a un desarrollo sustentable.

Sin lugar a dudas la educación es un derecho que abre las puertas al ejercicio de todos los derechos ciudadanos, sin embargo, es fundamental tomar conciencia de los procesos políticos y económicos internos que mantienen a África en la pobreza en gran parte de sus estados, y su articulación a la guerra.

Las guerras africanas, tal como lo señala Mateos Martín, sólo se pueden entender desde el análisis de un entramado complejo de actores –entre los que se encuentran, señores de la guerra, gobiernos africanos, potencias regionales e internacionales, transnacionales del diamante o del petróleo u organizaciones intergubernamentales, por citar algunos- con intereses políticos y económicos determinados y con la capacidad suficiente para perpetuar situaciones de violencia y de pobreza, junto al deterioro de la naturaleza y el agua.

En ese contexto, y salvando las diferencias del tiempo, sigue vigente el valioso aporte de Paulo Freire a la educación en África, que se centró en cómo enfrentar el colonialismo desde la educación, promoviendo una educación basada en la acción comunitaria, con respeto a las culturas y las lenguas, promotora de autonomía,

de pensamiento crítico y organización. Enfoque político educativo que consideramos tiene vigencia en todo proceso educativo que contribuya a desarrollar personas y sociedades justas y democráticas.

La urgencia de la paz, y desarrollo con rostro humano en África ha sido planteada por diversos movimientos feministas del África, señalando que, como parte de una educación política, es fundamental una educación con perspectiva de género, que contribuya a enfrentar las bases del patriarcado, el racismo, que mantienen la vida especialmente de las mujeres en condiciones de profundas desigualdades.

Así también, una educación que pone al debate las causas y consecuencias del cambio climático, la urgencia del agua, son aspectos importantes en una educación para la paz, así como la educación que liga la importancia de la salud, y el trabajo decente.

Existen hoy, junto a experiencias de dolor, de migraciones, otras alternativas que son impulsadas por los propios africanos y africanas que deben ser parte de la educación para la paz, y son altamente motivadoras, esto fortalece el valor de las personas, aumenta el interés y compromiso, en la construcción de sus sociedades.

Tal como señala Samuel Asnake, es importantísimo los procesos de lectura y de escritura, sin embargo, importa el para qué de esa función. Paulo Frei nos señala que la alfabetización va más allá de la repetición, se trata de un proceso educa-

tivo, social, político, y cultural que permite a las personas comprender el mundo y actuar en él. Ese es el reto y el horizonte, ese es el camino de la educación política que busca transformarnos como ciudadanos, y transformar el mundo en

que vivimos para construir la paz, basado en la vivencia y respeto de todos nuestros derechos, en un desarrollo con rostro humano en armonía con la tierra.

3.3

Comment by Carmen Campero Cuenca

EN

*Vicepresident ICAE LAC,
National Pedagogical University,
Youth and Adult Education Network,
Mexico*

I share the views of Samuel Asnake, who expresses the challenge of achieving relevant literacy processes that contribute to the personal and social development of the population that has not yet exercised its right to read and write; processes that overcome compensatory and instrumental practices focused on the learning and use of the alphabet, with strategies that prioritize individual work and are aimed at achieving quantitative goals; it is this latter orientation that regrettably prevails even when it has shown its failure.

To the contributions of the author to advance in the relevance, I want to add the following. The orientation of literacy processes is framed within “education in and for life” to respond to the interests and needs of young people and adults involved, as well as to promote their social inclusion and transformations to move towards a more dignified and just world. Walking in this direction requires:

a) Recognizing that the participants are different and therefore the programs must be diversified and flexible to enable their adaptation to the particularities of the groups.

(b) Valuing and recovering in literacy processes their knowledge and experience, which will con-

tribute to the relevance of learning and to the strengthening of their self-esteem; in this regard, it is worth remembering that people who find themselves learning to read and write are often doubly socially stigmatized because they are “ignorant and poor”, even if they are producers of culture and have made great contributions to their families and communities.

c) Focusing processes on “real life contexts” and their reflection in order to encourage individual and collective decision-making in order to transform aspects of their personal and community life. This point also implies promoting social practices of reading and writing in the learning processes.

(d) Defining strategies to foster personal and collaborative relations among people in study circles in order to create or strengthen affective bonds that favour support in learning processes, defining changes in the spaces in which they develop on a daily basis, as well as their permanence and educational continuity.

Achieving relevant literacy practices that really enable adults to exercise their right to education as a “key” right will only be possible if, at the same time, importance is given, on national and international agendas, to the initial and continuing

training of literacy educators, through comprehensive and in-depth processes that consider the socio-educational, methodological and affective dimensions of literacy processes as a continuum of education.

The existence of public policies and programs that address both the training and the improve-

ment of the working conditions of educators in this educational field, including literacy educators, is urgent in order to advance towards their professionalization, which has been considered by many academics around the world, both the "Achilles' heel" and the "spearhead" for advancing in quality education for young people and adults; moreover, it is a right of their educators.

Comentario de Carmen Campero Cuenca



Vicepresidente de ICAE LAC, Universidad Pedagógica Nacional, Red de Educación de Personas Jóvenes y Adultas,

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Frei nos señala que la alfabetización va más allá de la repetición, se trata de un proceso educativo, social, político, y cultural que permite a las personas comprender el mundo y actuar en él. Ese es el reto y el horizonte, ese es el camino de la educación política que busca transformarnos como ciudadanos, y transformar el mundo en que vivimos para construir la paz, basado en la vivencia y respeto de todos nuestros derechos, en un desarrollo con rostro humano en armonía con la tierra.

3.3.1 Online Comment to Carmen Campero Cuenca's Comment

Yanina Sofía Paolasso

Dear, I fully agree with the point made by author Carmen Campero, the Achilles heel is undoubtedly the training of teachers, through the continuous implementation of quality and updated education policies. Without it, everything else becomes a real challenge...

Estimados, coincido plenamente con el punto punto explicitado por la autora Carmen Campero, el talón de Aquiles sin lugar a dudas es la formación de los docentes, a través de la implementación continua de políticas educativas de calidad y actualizada. Sin ello, es todo lo demás se convierte en un verdadero reto...

Gracias por los aportes... nos leemos!!
Saludos

Carmen Campero Cuenca replies:

Dear Yanina, thank you for highlighting the issue of the educators formation and, particularly, of the literacy teachers who, in most cases, are "volunteers"; therefore, improving their working conditions is part of the challenge, to advance

in the right to young and adult people to quality education.

If you have materials and / or experience in literacy training, I would like to continue exchanging with you and other virtual seminar colleagues on this topic, because at this moment I'm systematizing my experience in a process of training literacy teachers in Mexico.

*Thanks for
the contribu-
tions... let's contin-
ue the exchange!
Greetings*

Estimada Yanina, gracias por destacar el tema de la formación de los educadores y, particularmente, de los alfabetizadores que la mayoría de las veces son "voluntarios"; por lo mismo, mejorar sus condiciones de trabajo es parte del desafío, para avanzar en el derecho de las personas jóvenes y adultas a una educación de calidad.

Si tienes materiales y/o experiencia en formación de alfabetizadores, me gustaría mucho seguir intercambiando contigo y con otros compañeros del seminario virtual sobre este tema, porque en este momento me encuentro sistematizando mi experiencia en un proceso de formación de alfabetizadores en México.

3.4

Comment by Thomas Kuan

EN

Founder, U 3rd Age (Singapore), President, East Asia Federation for Adult Education (EFAFE), Treasurer, PIMA (Friends of PASCAL)

An UNESCO Institute publication ('Foundations of Adult Education in Africa') in 2005 mentioned about the unnecessarily borrowing of textbook contexts from developed countries with well-established traditions of adult education (Foreword page ix). It went on to highlight the rich African indigenous knowledge such as IES (Indigenous Education Systems) and IKS (Indigenous Knowledge Systems) in Chapter 2. However, it did go on to capitalising these indigenous knowledge by encouraging older people's education.

Today, UNESCO's Samuel Asnake Wollie's wish for a peaceful and prosperous Africa by 2063 (44 years from now) is a great aspiration. However, could the timeline be reduced to reflect the urgency of the problem? The world is moving fast and in this 4IR (4th Industrial Revolution) with artificial intelligent and political disruptions, it is changing the landscape of living and learning. Knowledge would double every 35 days because of internet and abundance of information available, and IBM predicts that information will double every 12 hours (IBM, 2006). Most information is free, but 'time' is not; making e-learning by AI (Artificial Intelligence), 5G-mobiles and cognitive computing machine intelligence learning becoming dominance. More people will 'force' to retire early, while third-age careers and vocations will become necessary with expanding life-span.

Could investments in older people's learning be implemented as part of any initial stage of economic development? Encouraging later life learning will prevent the risk of education for children and young adults without imparting social-cultural values in sterile IT landscapes.

China and Singapore

A look at two nations that had achieved economic success during the post-industrial period endorsed education and learning as change-makers. China and Singapore have taken within one generation of 30 to 40 years to achieve economic success in post-industrial revolution era with political will and weight. With today's 4th IR, it may take shorter timelines to achieve economic success if desires are there. What could be some hidden reasons (or policies) behind fast-economic developments of these two countries? In one aspect, it is learning and education of adults, especially older adults. Being Asians, they have the behavioural attitude that children and young adults will follow their grandparents' and parents' passions in learning – for survival, and for transmission of indigenous social values and cultural philosophies. This author does not suggest that China's and Singapore's experience should be models for Africa, as they are not universal standards. However, any models that preserved Africa's key social and cultural values can be trusted and applied as indigenous adult educators can be easily trained.

Universities of Third Age (U3As)

Many paths to promote adult literacy; one way is to adopt the university of the third age (U3A) as a resource (Kuan 2018; PIMA). It is a non-formal system and community-based learning where third agers share and learn from each other, and from the intergenerational bonding. It does not require much funding from 'Western nations'. Models of U3As worldwide can be seen from www.u3a.org.

myu3a.org; and Africa has about seven U3As set up. There can be more models if African learning centres (with their in IKS and IES) could come together to form U3As as the Silpakorn U3A-Thailand did in 2017 by linking up 7 rural and elderly learning centres to benefit about 3,800 members (www.su3a-thailand.com).

By 2063

By 2063, technologies (AI, IoT, etc.) and other fields will change faces of living and learning. Nelson Mandela asserts that 'education is the most powerful weapon which you can use to change the world' – to me, the function of adult education is to facilitate both the economic and cultural revolutions. It is also for older adults (especially strong and active third-agers) to impart social-cultural values and learn new skills to enable their participation in the process of change. Forty-four years from now is just a blip in history (of time), and dreams for successful African adult education may have to move fast because of changing trends. For many of us, there are not many blips left to witness the irresistible 'lure of

Africa' (Rudyard Kipling) in adult education and lifelong learning.

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3.5

Comment by Outi Perähuhta

EN

Advisor, Finnish Refugee Council

The Column above is inspiring. I deeply share Wollie's view on adult learning's potentials to address a wide range of development issues. My direct professional experience is proving his remarks are actual and validated by evidence.

Participatory and learner-centred implementation and contents tailored to learners' daily context and life are crucial to successful adult learning. I would also add well trained peer facilitators, recurrent study-circle monitoring and

learners' ownership as additional conducive factors to enhance participation and minimize learners' drop-out. Any time our literacy programmes have adequately met the demand for learning, study-circles have kept growing spontaneously, with little or no external support, and the acquisition of skills by learners sustained.

Adult learning can also have a great complementary role for other development interventions; for instance, we have recorded added value results when functional adult literacy complement-

ed livelihoods (e.g. micro-credit and agriculture) and vocational education programmes.

It has been proven (and adult education practitioners have observed) that literacy and numeracy equip people to increase their income, improve their livelihoods and thereby escape from chronic poverty, literate parents and mothers are in a better position to help their children to receive an education, thus getting more chances to break the intergenerational cycle of poverty. Education enables mothers to improve their children's nutrition and health. Educated families are more open to innovation, more likely to use natural resources sustainably and more likely to show environmental concern. Literacy and education also play a vital role in promoting human rights, tolerance to diversity and conflict prevention. Besides, adult literacy contributes to increased self-esteem, empowerment, which are key to the development of any individual. Finally, it is worth highlighting that functional literacy is nowadays essential for people's ability to use information and communications technologies, especially mobile devices, which offer further potential to access information, communicate with others and promote innovative solutions to development challenges.

I also agree that expanding the outreach of formal schooling, especially of poor quality, cannot be the only strategy to achieve universal literacy. The 2018 World Development Report (*LEARNING to Realize Education's Promise*) asserts that children's unpreparedness as they start school is one of the four reasons of the present crisis of education. Investing in the education of adults has therefore a tremendous positive impact on the education of their children.

If we agree, as we do, that adult education and functional literacy are central to development - and to the humanitarian-development nexus -, we should vibrantly stand up for the recognition of this role in front of governments and development partners and address the following questions:

- How to draw key stakeholders' attention on adult education and increase investments to support its further expansion?
- How to highlight (and disseminate the positive results of) adult education's added value to development assistance?
- How to get the potential positive impact of the adult education in the crisis of the education more recognized and acknowledged also within the education sector?

3.6

Comment by Limbani Nsapato

EN

Country Representatives, Edukans, Lolongwe, Malawi

Samuel Asnake Wollie's treatise on "The keys to a peaceful and prosperous Africa" is sobering in pointing out the need to invest in youth and adult literacy programs and particularly the need to move away from focusing on brick and mortar facilities to problem solving, and more importantly to prosperity and sustainable development.

Attempts are being made in some African countries like Kenya, Tanzania, Malawi, Zambia and

Zimbabwe, to bring more life into literacy programs beyond basic literacy to introduction of entrepreneurial skills and soft skills. These countries have for instance adopted REFLECT methodology (thou to a small scale) and have encouraged learners to focus on literacy for livelihoods which make literacy programs more lively and relevant. I have seen that programs which encourage agribusiness, and other skills are more attractive to learners especially males ones than those that address functional literacy or basic literacy. In this

regard literacy is defined and seen as a continuum and life long experience rather than an event or short term process of acquiring basic literacy and numeracy skills. Literacy programs should be seen as relevant by learners to tackle dropout, and should be presented in attractive languages (especially mother tongue) for greater affinity and enculturation.

A narrow conceptualization of literacy cannot solve Africa's problems and bring about prosperity. This has important implication on the curriculum as well as mechanisms for monitoring and evaluation of youth and adult learning and education programs. This calls for the need for governments to rethink literacy programs and expand them beyond the three Rs. It requires political will to review and expand curriculum as well as provide adequate financing in light of international financing best practices and benchmarks, and data that shows success stories from the programs.

Unfortunately most African programs are underfunded, and show little evidence of broader definition of literacy to encapsulate lifelong learning, livelihoods and entrepreneurship. The scenarios make it difficult for these programs to have a life-long sustainable effect on the learners and so, make a dent on poverty and enhance prosperity.

Research, and learning from each other, is key in driving literacy and education quality improvement. This is manifested in curriculum reviews, improved learner materials (particularly in local languages), and improved assessment learners.

While Wollie's article has tackled some critical issues and perspectives that require attention on the continent, I think his audience could have gained a lot from his vast experience if he showed some evidence from Ethiopia and other African countries and elsewhere on how to innovate in literacy programs. As someone close to the African Office in Addis, I also expected to hear some pointers as to what the African Union and Regional Economic Communities (SADC, ECOWAS, EAC etc) are doing to promote sharing and learning across the countries. This is especially important given that the Continental Education Strategy For Africa (CESA) dedicates some paragraphs on literacy as being pivotal for solving Africa's problems; however, there is little to show in terms of how the ambitions in CESA are being translated into reality.

On the whole, Wollie has succeeded in provoking some thoughts from me (and also, I hope other readers) to discuss a topic that is critical for Africa's prosperity. What do other commentators say?

3.5.1 Online comment to Limbani Nsapato's Comment

AMOUGOU Martial Patrice

Literacy is presented as an educational alternative that must be seriously considered in order to give it a proper place in the development process of African countries. We sincerely believe that, beyond motivation, it is important to rethink the educational policies in force in Africa. In most of these countries, the classic school approach is the one promoted. Everything is being put in place in terms of infrastructure

construction, staff training, financing and even organization, to the detriment of literacy, which remains embryonic in every respect. The way policies design education has a significant impact on people's behaviour towards educational provision. It is recognized in these environments that social success depends on school diplomas. Knowledge, skills and attitudes acquired outside the traditional school are not highly regarded in African communities.

However, by putting in place a mechanism that values the traditional knowledge, as well as national languages and cultures of these communities, Africa would be less dependent on the outside world and would experience a higher rate of growth and development.

Now, for this to happen, Africans themselves, including leaders, must change the order of priorities, favouring the national interest over selfish interests, which are often supported by allies elsewhere. Everything needs to be questioned in the implementation of education systems in Africa, in terms of access, equity, financing and management. A lot of effort needs to be made, especially in making courageous decisions.

FR L'alphabétisation se présente comme une alternative éducative qu'il convient de penser avec sérieux, afin de lui donner la place convenable dans le processus de développement des pays africain. nous pensons sincèrement qu'au-delà de la motivation, il importe que soient repensées les politiques éducatives en vigueur en Afrique. dans la plupart de ces pays, c'est l'approche classique de l'école qui est promue. tout est mis en place en termes de construction des infrastructures, de formation des personnels, de financements et même d'or-

ganisation, au détriment de l'alphabétisation qui demeure embryonnaire en tous points. la manière dont les politiques conçoivent l'éducation a un impact considérable sur le comportement des populations vis-à-vis des offres d'éducation. il est admis dans ces environnements que la réussite sociale est tributaire des diplômes obtenus à l'école. les connaissances, savoir-faire et savoir-être acquis en dehors de l'école classique ne jouissent pas d'une grande considération dans les communautés africaines.

Pourtant, en mettant en place un dispositif qui valorise les savoirs traditionnels, les langues et cultures nationales de ces communautés, l'Afrique serait moins dépendante de l'extérieur et connaîtrait un rythme de croissance et de développement plus important.

Maintenant, pour que cela soit fait, il faut que les africains eux-mêmes, notamment les dirigeants, changent l'ordre des priorités, en privilégiant l'intérêt national au détriment des intérêts égoïstes très souvent soutenus par des alliés d'ailleurs. tout est à questionner dans la mise en place des dispositifs éducatifs en Afrique, en termes d'accès, d'équité, de financement et de management. beaucoup d'efforts sont à consentir, notamment dans la prise de décisions courageuses.

3.7

Comment by Pamela Sanchez

EN

Argentina, degree in Education Sciences, research team on young and adult education, in the Research Center of the Faculty of Philosophy and Humanities (CIFYH) of the National University of Cordoba (UNC)

Firstly, I consider formal education and literacy to be of vital importance, as the author mentions. However, considering them the main component for such profound changes as achieving peace and prosperity in Africa, I think this exceeds their scope if they are not accompa-

nied by political, social, economic and structural changes that favor such processes.

Secondly, the author states the need to motivate adult learners by recovering and relating knowledge to their daily lives. I fully agree with this, given that by doing so, in addition to recognizing

their knowledge built up throughout life in different social spaces, it facilitates that adults give meaning and relate the knowledge offered in the spaces of formal education and literacy, generating the motivation to sustain the course.

It should be clarified, that generating motivation in the students is not necessarily enough for them

to maintain their studies over time and complete them, given that there are other factors that also influence. However, I believe it is a responsibility that we have as pedagogues to provide relevant knowledge and encourage motivation in our students.

Comentario de Pamela Sanchez

E

Me recibí recientemente de licenciada en Ciencias de la educación y formo parte de un equipo de investigación que trabaja acerca de la educación de jóvenes y adultos, en el Centro de Investigaciones de la Facultad de Filosofía y Humanidades (CIFYH) de la Universidad Nacional de Córdoba (UNC), Argentina.

En primer lugar, considero de vital importancia a la educación formal y la alfabetización, como menciona el autor. Sin embargo, considerarlas el principal componente para cambios tan profundos como lograr la paz y la prosperidad en África, considero que exceden el alcance de las mismas si no están acompañadas de cambios políticos, sociales, económicos y estructurales que favorezcan dichos procesos.

En segundo lugar, el autor manifiesta la necesidad de motivar a los alumnos adultos recuperando y relacionando los saberes con sus vidas cotidianas. Acuerdo plenamente, dado que, al hacerlo, además de reconocer sus conocimientos con-

struidos a lo largo de toda la vida en diferentes espacios sociales, se facilita que los adultos den sentido y relacionen los saberes que se brindan en los espacios de educación formal y alfabetización, generando la motivación para sostener el cursado.

Cabe aclarar, que generar motivación en los alumnos no necesariamente sea suficiente para que puedan mantener sus estudios en el tiempo y culminarlos, dado que hay otros factores que también influyen. Sin embargo, considero es una responsabilidad que tenemos como pedagogos brindar conocimientos relevantes y fomentar la motivación en nuestros alumnos.

3.8

Comment by Babacar Diop Buuba

EN

President PAALAE

After congratulating again the leadership of the International Council and its partners, not to mention the seminar leaders, I would like to focus on the text of our colleague Samuel Asnake Wollie from Ethiopia.

We share his views on:

1. The changes underway on the African continent; these include positive and negative dynamics. The positive ones relate to the thirst for freedom, democracy, the outbursts of solidarity, the daily struggle for survival, food security, physical security, etc.

2. Aspirations for economic, social and cultural development are therefore real.
3. The challenges are: education-training at the informal, non-formal and formal levels
4. Educate for what purpose:
 - For representative and participative democracy
 - For the decentralized and devolved republic;
 - To meet environmental challenges
 - To develop creativity
 - For increased training of young people and adults, men and women
 - For the dialogue of generations and genres
5. For the development of individuals and communities
5. To achieve these goals, it is essential to know how to observe, listen, support, network
6. Hence the important place of strong and committed associations
7. As such, they can influence social, political, economic, cultural and even ideological processes.
8. PAALAE, as far as it is concerned, will share its positive and/or promising experiences in a context of scarcity of financial resources for civil society organizations and associations.

Comment by Babacar Diop Buuba

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Président PAALAE

Après avoir félicité une fois de plus, la direction du Conseil International et ses partenaires, sans oublier les animateurs du séminaire, je voudrais me focaliser sur le texte de notre collègue Samuel Asnake Wollie d’Ethiopie.

Nous partageons ses points de vue sur :

1. Les mutations en cours sur le continent africain, il s’agit de dynamiques positives et négatives. Les positives ont trait à la soif de liberté, de démocratie, aux élans de solidarité, au combat quotidien pour la survie, les sécurités alimentaires, physiques, etc.
2. Les aspirations pour un développement économique, social, culturel sont donc réelles.
3. Les défis ont pour nom : éducation-formation aux plans informel, non formel et formel
4. Eduquer pour quoi faire :
 - Pour la démocratie représentative et participative
 - Pour la république décentralisée et déconcentrée;
 - Pour relever les défis environnementaux
 - Pour développer la créativité
 - Pour la capacitation accrue des jeunes et des adultes, des hommes et femmes
 - Pour le dialogue des générations et des genres
 - Pour l’épanouissement des individus et des communautés
5. Pour réaliser ces objectifs, il faut savoir observer, écouter, soutenir, réseauter
6. D’où la place importante des associations fortes et engagées
7. C’est à ce titre qu’elles peuvent influencer sur les processus sociaux, politiques, économiques et culturels, voire idéologiques
8. La PAALAE, en ce qui le concerne, va partager ses expériences positives et/ou prometteuses menées dans un contexte de raréfaction des ressources financières pour les organisations et associations de la société civile.

3.9

Online Comments to Samuel Asnake Wollie's Article

Mare

Local socialization cannot keep up with change that is globally determined. Adult education is the only way that new ways of seeing and being can be achieved over a short period of time. Adults can be self-determining about their learning in ways that children cannot in the socialization process. Learning how to learn should be the new role of childrearing so that the learning structures can be open and flexibly engaged for change over the lifespan. In fact, children should be supported in developing attitudes and expectations for lifespan learning in which their adaptations to learning in new and evolving contexts that they can be self-modified to their advantage over the lifespan. These are exciting potentials for organizations in which individuals cooperate at any level.

EN

Esther Ojeah

Kudos Samuel Woli. Education is among main factors affecting imprisonment in Africa. Sadly Adults, particularly females in Africa prisons have no literacy/TVET Education or Low quality Literacy/TVET Education for SDG4 et AI achievable in Africa without None being left behind. At Nigerian Prisons Service we making efforts. Thanks to you all at UNESCO Literacy Prize, 2018 for awarding our effort. Through, African Prisons Educational Network we collaborating extending our winning concept across African Prisons. Hopefully, UNESCO Chair for Lifelong literacy-TVET Learning in (African) Prisons to be domiciled at NOUN will be approved in assisting such efforts as you also portrayed. Likewise APEN campaign for World Bank/Global Partner-

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ship for Education sector grant for Education in the 54 African National Prisons Administration to be managed by UNESCO Africa be supported accordingly. We all remain committed, excellent write up Sir. Comment by Esther Ojeah, Deputy Controller

Bienvenu HABIT

The first level situates the importance of functional literacy as the foundation on which human development is based. Secondly, beyond schooling, Samuel A. WOLLIE believes that learning is the driving force behind society's development. It is in view of its importance that it is at the top of the strategic development axes of African countries. Finally, to attract more adult learners to literacy, it is important that they are sufficiently motivated; for this to happen, he points out that it is necessary to listen to them.

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Dr Bienvenu HABIT, Senior Youth and Animation Advisor (CPJA), Assistant at the National Institute of Youth and Sports of Yaoundé, Cameroon.

Il s'agit dans cette chronique d'une interpellation à trois niveaux. Le premier niveau situe l'importance de l'alphabétisation fonctionnel comme le socle sur lequel repose le développement de l'Homme. Deuxièmement, au-delà de la scolarisation, Samuel A. WOLLIE pense que l'apprentissage est le moteur du développement de la société. C'est au regard de son importance qu'il figure d'ailleurs en tête des axes stratégiques du développement des pays Africains. Enfin, pour intéresser un plus grand nombre d'adultes apprenants à l'alphabétisation, il est important que ceux-ci soient suff-

FR

isamment motivés; pour cela il indique qu'il faut être à leur écoute.

Dr Bienvenu HABIT, Conseiller Principal de Jeunesse et d'Animation (CPJA), Assistant à l'Institut National de la Jeunesse et des Sports de Yaoundé Cameroun

Yanina Sofía Paolasso

Hello colleagues, as Samuel Asnake Wollie explains, young and adults education does not favor the continuity of students when it does not respond to their interests and concerns. In the case of Argentina, its normative regulation insists on the importance of situating locally and contextually the written culture for both young people and adults. In view of this, I consider it extremely important to strengthen

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the training processes of teachers, as well as the continuity of such educational policies, those in which the State is responsible for their training. Kind regards

Hola colegas, tal como expone Samuel Asnake Wollie la educación de jóvenes y adultos, no favorece a la continuidad de los estudiantes cuando no responde a sus intereses e inquietudes. En el caso de la Argentina, desde su regulación normativa se insiste en la importancia que recobra situar local y contextualmente la cultura escrita tanto para lo jóvenes como para los adultos. En función de ello considero de suma importancia fortalecer los procesos formativos de los docentes, así como la continuidad en tales políticas educativas, aquellas en las que el Estado se hace responsable de su capacitación. Saludos cordiales

E

4 Impact beyond the tests: Adult Education that makes a real difference

by **Chanell Buttler-Morello**



Chanell Buttler-Morello is the Executive Director of the Learning & Personal Enrichment Innovation Center (Adult Education) at Catawba Valley Community College in Hickory, North Carolina. She has years of experience teaching and leading in the field of adult education.

Standardised tests are the typical expectation for measuring success in students in many parts of the world. However, adults with disabilities are just one example of a population that is not best served through the use of standardised testing. At one programme of Adult Basic Education (ABE) in Hickory, North Carolina, these adult students with special needs have demonstrated tremendous growth and have a wide range of success stories to tell, in spite of difficulties proving such gains through written exams.

The ABE Academy is a two-year programme that runs four days a week. Typical students have physical disabilities, intellectual disabilities, autism, Down syndrome, traumatic brain injury, paralysis, etc. One thing they all share is a desire to

Abstract – *The Adult Basic Education (ABE) programme at Catawba Valley Community College in Hickory, North Carolina is a two-year programme that educates and empowers adults with disabilities to live more independently, improve academic skills, and gain employment. These groups of students are unique because they show only modest gains on standardised tests but enormous gains in quality of life. This article examines the success of these students that tests simply cannot measure.*

learn, grow, make new friends, and find a sense of purpose. These students attend in the hopes of improving their academic skills, gaining greater independence and obtaining employment or furthering their education. Instructors break up the large classroom of approximately 40 students into four groups according to their academic levels. Many students bring one-on-one aid workers to assist them.

Learning by doing

The curriculum is contextualised to real-life situations such as daily interactions in the outside world, applying for jobs, being a good local citizen, etc. The instruction is highly engaging, and is customised for individual learning needs and goals. There are not a lot of textbooks utilised in this classroom. Activities are hands-on, interactive and fun. For example, students learn how to grow their own garden with fresh fruits and vegetables, read recipes and cook healthy meals, and they actually cook the food together in the kitchen located near the classroom.



ABE Academy students at Catawba Valley Community College participate in Operation Clean Sweep, a volunteer initiative to clean up litter from the roadways in Alexander County, North Carolina. This allows the students to give back to the community while also preparing for a possible career in Waste Management and/or Environmental Services, © Linda Graham

“Activities are hands-on, interactive and fun.”

The curriculum also has weekly themes in the programme that correlate to specific career fields that are in demand in the local area. This way students can learn which types of jobs are interesting to them, possibly jobs they have never even considered or heard of in the past. There are also guest speakers from all over the community, visiting and sharing information about different

professions. Local businesses and clubs donate materials and supplies to the classroom because they believe in what the school is doing. What we have found is a recipe for success.

High standards

The school emphasises to the students that they are expected to comply with the attendance policy, arrive on time, actively participate, and meet high standards of behaviour. While standardised tests are given, and they are tied to performance funding for the programme, there is a strong belief that they do not record the vast majority of successes that these students achieve.

Some examples of successes the students have achieved that cannot be measured in a standardised test include:

- improved self-confidence and self-worth
- the ability to communicate better verbally and express wants and needs to others
- interacting in a socially-acceptable manner and making friends (for possibly the first time)
- creating resumes, interviewing for jobs and obtaining employment
- gaining acceptance to new educational programmes within our college or at university
- developing the “soft skills” that allow them to succeed
- in the workplace or on the College campus
- the ability to grow and cook their own healthy meals
- discovering a career they can enjoy
- achieving greater independence and less reliance on relatives for daily care
- a deeper sense of happiness, purpose and fulfilment

From violence to self-discovery

One success story that truly stands out is that of our student Staci*. Staci was a student who had various forms of both physical and intellectual disabilities. Due to her very limited communication skills, she was very explosive and nearly violent at home and on campus (i.e. throwing tables and chairs, screaming, slamming doors). She attended class very sporadically, and therefore was unable to make any improvement. It was evident from the beginning that she didn't really believe in herself and therefore wouldn't bother making an effort to learn, as she already expected to fail before she even began. However, when the ABE Academy opened and offered a structured environment with a mandatory attendance policy, Staci decided she would give it a try. She immediately blossomed in a way that, frankly, none of us expected. She very quickly demonstrated a sense of pride in her regular attendance, completion of class activities, and ongoing participation in the programme. She began to communicate more effectively and was able to make friends for the first time on campus. She dramatically improved her social interaction skills, and started smiling for the first time whenever she arrived at school. While Staci demonstrated only modest gains on standardised testing, her increased self-confidence and newly-developing skills were very impressive. She caught the attention of faculty, staff,

and Vocational Rehabilitation counsellors. Staci was offered a job at a local restaurant, and left our programme to work for the first time in her life. We were truly thrilled for her.

One young man Jeffrey* was completely uninterested in finding a job when he entered our ABE Academy. He wanted to improve his academic skills, but felt adamantly opposed to ever working. However, as his social and academic skills blossomed, so did the idea that maybe a career was possible. Through the strong community connections that the programme fosters, Jeffrey was eventually offered a full-time position at a local high-end furniture factory, and is now successfully employed for 40 hours a week. He has a new level of independence and a great sense of pride in being able to support himself.

In summary, if one were to judge the performance of the school by the data collected from standardised tests alone, it would seem that these adults are not learning very much. However, daily observations and various other measures of success have demonstrated that these adult students with disabilities are in fact making enormous strides in their quality of life, and are learning in ways that empower them to achieve a new sense of purpose and to contribute positively to their local community.

*Educationist, Researcher and
Development Consultant*

Standardised tests only tell half the story

In the article on Impact beyond the tests: adult education that makes a real difference, Chanel raises a very pertinent argument against any uncritical adoption of standardized tests. In the context of adult education for PWDs, cautious administration of standardized tests is exceedingly important because they can easily perpetuate exclusion. In this brief comment, I extend the conversation on standardized tests beyond adult education for PWDs in North Carolina to all education interventions for young people and adults everywhere.

Standardized tests constantly struggle in vain to measure the whole range of intellectual, emotional, cognitive and behavioural changes that particular learning interventions cause in the lives of learners. They can only reveal just a portion of the whole, and indeed only tell half the story. Thinking about the inadequacies of standardized tests is to rethink the purpose of the education. Separating the two is part of the intellectual challenge that educators must address.

Adult educators must possess the required critical awareness of the purpose of education systems and by extension constantly reflect on the agenda of standardized tests. Whether serving wealth communities in Europe and USA or in the neediest villages of Asia or Africa, we must be cognizant of the socio-political and economic forces that are steadily turning education of all types into real commodities in unregulated market places.

In Uganda as elsewhere, examinations are increasingly serving as exclusion instruments to deny the poor and weak young citizens the opportunity to pursue meaningful education and em-

ployment transitions. While our society has been struggling to come to terms with utter negligence and refusal of public education stakeholders with state power and authority to make education systems serve every single citizen, the private sector is worse in the abuse of education service delivery and marketization of tests and examinations.

As educators and more-so those of us who subscribe to the emancipatory purpose of education we must rise up constantly to challenge the uncritical planning and delivery of education services. We must refuse the reliance on stand-alone examinations or standardized tests to determine the destiny of young people and adults in our education enterprises.

Increasingly we should learn to circumvent the risk of relying on standard tests. As we do so, we need to hold in high esteem alternative assessment methods that attempt to provide learners with the opportunity to be 'tested' while continuing to learn. For instance, those teaching in colleges and universities, we need to desist from abusing the power of course work. In education settings, where work-related learning strategies such as internships are part of the delivery design, educators must champion the value of quality.

Above all while interacting with learners whether in the classrooms or auditoriums, educators need to be critically aware of the purpose of education in their context but within the entire social system. Standardized tests need to be interrogated within this broad frame of reference to challenge the tendencies to solely rely on them yet we generally agree that they tell half the story.

4.1.1 Online Comments to Robert Jjuuko's Comment

EN

Saul Tumwine

Like many students of whatever level, my general feeling about standardized tests is of fear. Tests create fear in many learners and they in my view really don't reflect the degree of learning. A test may come when a learner has many issues that may hinder preparation for taking the test. What do tests measure? there are many dimensions of learning and tests often don't measure all of them. As Robert mentions, some

private providers of education have reduced learning to passing tests and examinations. This has bad implication for both learners and the employers. I have always asked why some students who come to university with 'super results' do not do well in discussions and tests at university. Learning shouldn't be subjected to standardized tests as a measure of learning because tests may even discourage learning in some cases.

4.2

Comment by Balázs Németh

EN

Associate Professor in Adult Education at the University of Pécs, Hungary

I presume that it is necessary to put the role and impact of adult education into the focus of discussion on the benefits of learning with adults. This above indicated article highlights a specific aspect of the role and impact of adult education for members of vulnerable groups of adults who may have to meet a non-typical form of education, moreover, showing attention and care in order to include such people in the provision of a rather humanistic approach in learning, exploration development of certain skills and competencies like, for example, learning skills.

The core question regarding the article, and its two examples on two persons with learning difficulties, strongly underline the revision existing approaches to the use and benefits of regular tests in adult education. In my understanding, testing in adult learning has limitations and its use may not support the development of adult learning for the purpose of community integration, socialization, employment, or even of joy, positive attitudes, understanding and empathy.

This article is reflecting, I presume, the unlimited force of adult education in case it is supported by full engagement, conscious social attention and the claim the educator in the programme has simply aim to support and motivate the learner holding difficulties to cover up them and try helping the learner to reduce or even to eliminate those barriers to effective learning.

But one has to recognise that beyond the personal impact, there is an organisational condition, namely, the place of adult education ought to bring in good examples of learners having been supported by effective teaching and learning methods embedded into a good climate of knowledge transfer where the learner is put into the centre. An additional element here is to work with smaller groups where there is more time for discussion and dialogue. The group-factor, however, plays an essential role for the sake of motivation and inclusion.

Those two persons with different backgrounds have shown that they both experienced the very

humanistic mission of institution and its organisation which combined teaching and the development of knowledge and skills of the two persons to strengthen their personality, trust, self-esteem together with a stronger belief in others which resulted in the positive impact of cemented self-motivation to come and emphasize the double wheel: to learn for work and to work and perform for understanding. This twofold perspective brings back the evergreen perspectives of Freire on matters to really influence the role and impact of adult education. It has to be openly support learners wanting to participate and change through learning in order to be the part of change and not to suffer it only.

The Catawba Valley Community College has provided such a positive example that it reminds us that adult education can make a real difference for those who have collected a rather bad memory upon public education both at elementary and at high-school levels. This College has formulated a humanistic policy and programme by which it could effectively help adult learners with difficulties integrate into their communities and signalled that no one is left behind. Such an article teaches us in higher education that knowledge transfer has to work in accordance with social goals and attention.

4.2.1 Online Comment to Balázs Németh's Comment



Winston Lawrence

The article "Impact beyond the tests; adult education that makes a real difference " by Ms Butler -Morello not only highlights the rich diversity of adult education programs but also a significant challenge. Adult education activities are quite varied. Indeed, some may focus mainly on basic literacy while others may be more wholistic and dynamic. Ms Butler- Morello's programme seems appropriately more of the latter type.

The programme adequately described the important element of learner centeredness where students are able to identify their own needs, meet those needs through supportive programming, and demonstrate their capabilities through appropriate use of formal and informal evaluation methods. It seems to me this is what true adult education is about – responding to the needs of adult learners and empowering them to demonstrate their abilities in ways that are congruent to their learning styles and abilities.

A major challenge nonetheless, is the fact that in contemporary state and corporate funding policies,

Adult Basic Education (ABE) agencies (and others) are not generally given many options of how they will show "progress" of their students. Often, the programmes are told what kinds of data they have to provide; and invariably, that data is standardized test scores. Funding organizations want to see hard numbers that they deem to be "measurable". Agencies that want to provide a similar rich and wholistic educational opportunities for the most vulnerable are often denied funding since they cannot deliver the hard numbers that are required.

I hope that the discussions we are having on this theme will generate some new calls from our community for adult learners to be given opportunities to develop their capacities in ways that are not restrictive – that adults are given the freedom to learn in ways that enhance their potentialities. As Freire says " Education – the practice of Freedom".

Winston Lawrence Ed D, Former Director of Programs, Institute of Adult and Continuing Education, University of Guyana

*DVV International senior desk officer,
responsible for Latin America*

I enjoyed reading this article written by Chanell Butler Morello because it gives some food for thought on the idea that everything is measurable and on top that there is a tendency to develop standardised tests, so that the measurement (of the impact?) can be done quickly, reach as high numbers as possible, justify costs and probably also make measurement fairly cheap. The curriculum on the other hand - as described by the author - is contextualised and personalised, as are the learning experiences and learning processes of the participants. Whilst I do think that some of the learning stories she lists can be measured, others seem to be more engrained in the way students would perceive their own personal growth and in part their feeling of being proud for some of the changes they have achieved.

What she describes falls well in line with the results of the Horizon 2020 project EduMAP, a European project (2016 -2019), in which DVV International has participated as lead of the work package on Good Practices in Adult Education to foster active citizenship engagement of young people in situations of risk, including those with mental and physical handicaps. Looking at examples of second chance, remedy and retraining as offers for young people at risk of social exclusion, some drivers for success could be identified as cross-cutting, based on the responses of adult education providers, learners and staff.

Learners interviewed in the EduMAP research context report similar experiences as mentioned in the article, some of them stating that specifically because of the personalised and flexible approach they regained self-confidence to re-engage in learning, socially connect with other people and have positive experiences.

Taking the opportunities a step forward, I personally think that engaging further in the theme of validation of competences and skills that have been acquired in non-formal and informal settings could provide a good foundation for enabling participants to take one step up the ladder towards gaining access to other training opportunities or validating their engagement. Learning from the EduMAP project, such a possibility for example has been set up in France by different social partners as a first inter-professional certification (CléA) in 2015. To me the professional knowledge and skills base developed in CléA covering seven issues: 1. communicating in French; 2. using the basic rules of calculation and mathematical reasoning; 3. using normal information and numerical communication techniques; 4. the ability to work within the rules laid down by a working team; 5. the ability to work autonomously, and to achieve an individual objective; 6. the ability to undertake lifelong learning; 7. the mastery of movements and positions, and respect for elementary health, safety and environmental rules seems promising, because it does not only focus on professional competences and but at the same time provides some motivation to go further.

Making skills and competences visible, not necessarily measurable, contributes to a better recognition of learning experiences, processes and outcomes of all those whose contributions might not be captured by standardised tests. In my opinion what matters should not only be the idea that adults are able to learn everywhere and all the time, but that their learning can also be made visible, enabling them to develop a feeling of achievement and possibly be better respected socially.

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4.3.1 Online Comment to Beate Schmid-Behlau's Comment

Yanina Paolasso

With respect to Beate Schmid-Behlau's comment, I believe that in Argentina the certifications granted to students should be regulated in a more exhaustive way, both formal, non-formal and informal. In the different jurisdictions of the country there are different criteria, which brings confusion. I keep reading, thank you!

EN

Respecto del comentario que realiza Beate Schmid-Behlau considero que en la Argentina se debiera reglamentar, de modo más exhaustivo las certificaciones que se les otorgan a los estudiantes tanto formal, como no formal e informal. En las distintas jurisdicciones del país existen diferentes criterios, lo que trae confusiones. Los sigo leyendo gracias!

E

4.4

Comment by Cristina Maria Coimbra Vieira

Associate Professor, Faculty of Psychology and Sciences of Education, University of Coimbra, Portugal.

EN

The article of Chanell Butler-Moreno consists in an excellent contribution to discuss the profound excluding potential of psychometric approach in the research of human behavior. The positivist principles that govern quantitative criteria, which tend to be widely accepted among professionals of social sciences, may compel them/us to design intervention programs for 'abstract subjects' (designed from standard samples) that simply do not represent or include real persons, with specific and individual needs. Such a discussion led also us to combat the idea one 'one-size fits-all' science, in order to develop more inclusive and efficient approaches to meet idiosyncratic needs and challenges that people may have, no matter their age, socio-economic background or "position" in the imagined ranking based on their performance.

It is well-known the fact that students learn better and with higher motivation when the contents being learned are important to them and when they can easily understand the utility of such matters to their daily life. This is what happened with the participants of The Adult Basic Education (ABE)

Programme at Catawba Valley Community College, in Hickory, North Carolina, USA. They were involved in tasks and contexts that correspond somehow to their routines and to their level of understanding and aspirations. The mentors of the programme privileged real-life situations instead of focusing primarily on abstract concepts and on the development of so-called 'hard-skills'. Probably these students will never be able to have results above mean on standardized intelligence tests or may never be able to use their mother language to write a brilliant text or to do a magnificent speech. But, these kind of tasks are only some examples among the myriad of human expressions that are socially valued and that should be fostered in formal and non formal educational environments.

Respecting individual capabilities and taking in account contextual factors (including access to resources that subjects are able to use) in which students live and may design their own future should be guiding lines in designing any kind of programmes with the goal of social inclusion. To do so it is needed more than sensitivity or an

open attitude on the part of teachers and other kind of professionals, like psychologist and social workers or rehabilitation counselors (that are mentioned in the article). A solid formation/knowledge on scientific contents related to human development and performance, a systemic

view about social inclusion, an awareness about human diversity and a coherent acquisition – and exhibition – of values related to citizenship are some of the main ingredients that an adult educator should possess, whether he/she is working or not with people with special needs.

4.5

Comment by Fanny Gómez

EN

*An educator with a master's degree in Curriculum Management.
A popular educator member of the Popular Education Network of Women, REPEM.*

In relation to Chanell Butler-Morello's experience on adult education with disabilities from the ABE Program, of Catawba Valley Community College, in Hickory, North Carolina, I would like to comment on the experience of the Popular Support Center, a women's organization, partner of the Popular Education Network of women, REPEM, in Colombia, which works with gender pedagogies, within a feminist popular education approach.

In a non-formal training project, whose purpose was the strengthening of 110 women's organizations in Bogotá, we worked with groups of women with visual disabilities. Recognizing the gender, differential and human rights approaches in this educational process involved understanding the diverse nature of women, taking into account their identity as women with multiple discriminations: because they are women, because they have a disability, because of their race or ethnicity, because of their sexual orientation, etc. This condition implies, in their lives, greater violation of their rights and greater exposure to manifestations of all kinds of violence. This invites us to understand that there is a series of needs that can not be met with the educational curricula of formal education, and that the ways to evaluate their achievements goes beyond their tests, as evidenced by Chanel.

In the framework of the rights approach, through awareness-raising processes, exchanges of knowledge and production of communicative pieces, in Braille, the purpose was that their families, institutions and communities take over the importance of full and effective access and enjoyment of their rights taking into account the inequality, inequity and invisibility to which they are exposed by living as women with disabilities. Likewise, the gender approach showed the need to claim the prevention of violence, the recognition of different types of violence and learn to identify situations of risk of violence by their carers, their families, the institutions that care for them and the society in general, since by not being recognized as women, violence against them is not visible and therefore not named, and no preventive measures are adopted from the family or the institutions.

Campaigns on prevention of violence against women disseminated in the media and social networks have a high content of graphic images, interesting for women in general, but present serious barriers to access to information for women with visual disabilities. This problem is even worse in the case of women living in remote rural areas, who do not have access to technology.

So the achievements of this process were measured with the following indicators:

- The recognition by their families and care-givers that they are women with rights.
- The degree of identification by them, of forms of violence and situations of risk.
- The transformation of imaginaries about visual disability, in their immediate environment, evident in behaviors, attitudes and commitment to prevent violence against them.
- The construction of an agenda of their own to advocate for the inclusion of their

demands in public policies for people with disabilities, which, among others, reduce their barriers to access information with accessible formats such as braille, large print, digital texts or videos with audio description and the generation of adapted materials that can be disseminated through different channels or means of communication, so that they reach as many women as possible, both in the urban and rural environment.

Comentario de Fanny Gómez

E

Pedagoga con maestría en Gestión curricular,

Educadora popular integrante de la Red de Educación Popular entre Mujeres, REPEM

En relación con la experiencia que muestra Chanell Butler-Morello sobre la educación de personas adultas con discapacidad del Programa ABE, del Catawba Valley Community College, en Hickory, Carolina del Norte, quiero comentar la experiencia, del Centro de Apoyo Popular, organización de mujeres, socia de la Red de educación popular entre mujeres, REPEM, en Colombia, que trabaja con pedagogías de género, dentro de un enfoque de educación popular feminista.

En un proyecto de capacitación no formal, cuyo propósito fue el fortalecimiento de 110 organizaciones de mujeres de Bogotá, trabajamos con grupos de mujeres con discapacidad visual. Reconocer los enfoques de derechos humanos, de género y diferencial en este proceso educativo, implicó comprender el carácter diverso de las mujeres teniendo en cuenta su identidad de mujeres con múltiples discriminaciones: por ser mujeres, por tener una discapacidad, por su raza o etnia, por su orientación sexual, etc. Esta condición, implica en sus vidas mayor vulneración de sus derechos y, mayor exposición a manifestaciones de todo tipo de violencias. Ello invita a a

entender que hay una serie de necesidades que no se logran satisfacer con currículos educativos de la educación formal, y que las formas de evaluar sus logros, trascienden sus pruebas, como lo evidencia Chanel.

En el marco del enfoque de derechos, se buscó a través de procesos de sensibilización, intercambios de saberes y producción de piezas comunicativas, en braille, que sus familias, instituciones y comunidades se apropien de la importancia del acceso y goce pleno y efectivo de sus derechos teniendo en cuenta la desigualdad, inequidad e invisibilización a las que son expuestas por vivir como mujeres con discapacidad. Así mismo, el enfoque de género, mostró la necesidad de reivindicar la prevención de la violencia, el reconocimiento de los diferentes tipos de violencias y el aprendizaje para identificar situaciones de riesgos de violencia, por parte de sus cuidadoras o cuidadores, de sus familias, de las instituciones que las atienden y de la sociedad en general, ya que al no ser reconocidas como mujeres, la violencia contra ellas no es visible y por tanto no se nombran, ni se adoptan medidas de prevención desde la familia o las instituciones.

Las campañas sobre prevención de violencia contra la mujer difundidas en medios de comunicación y redes sociales tienen un alto contenido gráfico interesante para las mujeres en general, presenta serias barreras de acceso a la información para las mujeres con discapacidad visual. Este problema se agudiza aún más en el caso de las mujeres que viven en zonas rurales apartadas, quienes no cuentan con acceso a la tecnología.

Así que los logros de este proceso, se midieron con los siguientes indicadores:

- El reconocimiento por parte de sus familias y cuidadores/ras de que son mujeres con derechos.
- El grado de identificación por parte de ellas, de formas de violencias y situaciones de riesgo

- La transformación de imaginarios sobre la discapacidad visual, en su entorno cercano, manifiesto en comportamientos, actitudes y compromiso para prevenir violencias contra ellas.
- La construcción de una agenda propia para hacer incidencia por la inclusión de sus demandas en políticas públicas para personas con discapacidad, que entre otras, reduzcan sus barreras de acceso a la información con formatos accesibles como braille, macrotipo, textos en versión digital o videos con audiodescripción y la generación de materiales adaptados que puedan difundirse por distintos canales o medios de comunicación, de modo que lleguen a la mayor cantidad de mujeres posible, tanto en el entorno urbano como rural.

4.6

Comment by Imelda Arana Sáenz

REPEM Colombia

EN

Chanell's text brings to the table an issue that has affected the performance of educational programs in different countries, especially educational programs funded and administered by the public sector, most aimed at benefiting low-income social groups, mostly excluded from the right to education. That is, the evaluation of such programs.

The criterion of evaluation of formal education programs imposed by large transnational education organizations, OECD, World Bank, among others, as well as by some international cooperation agencies, is the results of standardized tests made by students, developed in power centers. The purpose of these tests is to standardize and impose to societies, which are different according to their history, their characteristics and their socio-political and cultural contexts, standard units

of measurement that are clearly inappropriate and often inequitable. With these results, they establish qualities and quantities of performances, which in turn determine aid or discouraging measures and frequently undermine programs that in the light of pedagogical, social and political analyzes may have other evaluations. Social organizations will have to address this matter with great force in the coming years, since the consequences for the educational processes in developing countries and in countries of "medium development", as most countries in Latin America and the Caribbean are called, are being disastrous.

These are some of the consequences:

1. The persistence of the approach that education should homogenize and standardize the knowledge, skills and abilities that people acquire as a result of educational

processes throughout the world, regardless of whether these are industrialized, agricultural or manufacturing societies; urban, rural, tribal, coastal societies; settled in mountainous, jungles, etc. This goes against the advance of sciences and technologies, including social and human sciences, in terms of the need to act in an interdisciplinary way, expanding the diversity and complexity of human capabilities. The development of pedagogical perspectives that drive multiple intelligences, complex thinking, cognitive styles, multilingualism and multiculturalism will be paralyzed by such a possibility.

2. The standardized tests have given priority to learning in mathematics, reading-writing and in the so-called basic sciences and they leave aside the learning in humanistic fields and in other fields of human activity that some movements have been highlighting as „soft skills“ , maintaining and strengthening the dominant approach of commercial and consumer society. The good life, life with quality, where all people can develop their abilities and satisfy their physical, emotional, psychic, affective, sexual, creative and spiritual needs, has nothing to do with that perspective.

ABE Academy's experience in Catawba Valley Community College, with the changes achieved in the adult population with disabilities that attend their programs, indicates the path of what should be sought as success in educational programs: improving self-esteem, the ability to communicate better orally and express wishes and needs to others, interact in a socially acceptable way and make friends, develop work skills, achieve desires to access new educational programs, develop skills that allow them to succeed.

ABE Academy also shows the possibilities of educational activities, alternatives to the activities to be carried out in classrooms, with teaching materials elaborated in a standard manner and activities that are also standardized. Activities developed at the campus of the university, such as cultivating vegetable gardens, studying recipes and preparing healthy meals, among others, favor in the students, as described by Chanell, the achievement of greater independence and social autonomy (the satisfaction of basic needs, a deeper sense of happiness, the construction and fulfillment of purposes). That is what the education of the future should value to achieve higher levels of quality of life for all throughout life. From the ICAE and other social organizations that promote the right to education, we should try to influence in a more convincing way.

Comentario de Imelda Arana Sáenz

E

REPEM Colombia

El texto de Chanell pone en la mesa de discusión un asunto que viene afectando el desempeño de los programas educativos en diferentes países, especialmente los programas educativos financiados y administrados por el sector público, la mayoría orientados a beneficiar los grupos sociales de menores ingresos, mayoritariamente excluidos del derecho a la educación. Esto es, la evaluación de tales programas.

Se ha impuesto por parte de las grandes transnacionales de la educación, OCDE, Banco Mundial, entre otros, así como por algunos organismos de cooperación internacional, como criterio de evaluación de los programas de educación formal, los resultados de las y los estudiantes en pruebas estandarizadas elaboradas en centros de poder. Pruebas con las cuales se pretende uniformar e imponer a sociedades diversas por su historia, sus características y sus contextos socio-políti-

cos y culturales, unidades de medida estándares a todas luces inapropiadas y con frecuencia inequitativas. Con esos resultados establecen calidades y cantidades de desempeños, que a su vez determinan medidas de ayuda o des-estímulo y con frecuencia dan al traste con programas que a la luz de análisis pedagógicos, sociales y políticos pueden tener otras valoraciones. Esto ha de ser un asunto sobre el cual las organizaciones sociales deberemos actuar con mucha fuerza en los años venideros, pues las consecuencias de tal hecho vienen siendo nefastas para los procesos educativos en países en desarrollo y de “desarrollo medio” como son catalogados la mayoría de países de América Latina y el Caribe.

Entre esas consecuencias están:

1. La pervivencia del enfoque de que la educación debe homogenizar y estandarizar los conocimientos, capacidades y aptitudes que adquieran las personas como resultado de los procesos educativos en todo el mundo, sin importar si se trata de sociedades industrializadas, agrícolas, manufactureras; urbanas, rurales, tribales; costeras; montañosas, selváticas, etc. Lo cual va en contra del avance de las ciencias y las tecnologías, incluyendo las ciencias sociales y humanas, en cuanto a la necesidad de actuar interdisciplinariamente, ampliando la diversidad y complejidad de las capacidades humanas. El desarrollo de las perspectivas pedagógicas que impulsan las inteligencias múltiples, el pensamiento complejo, los estilos cognitivos, el multilingüismo y la interculturalidad se verá paralizado ante tal posibilidad.
2. Las pruebas estandarizadas han dado prioridad a los aprendizajes en matemáticas, lectura- escritura y en las llamadas ciencias básicas, y, dejan de lado los aprendizajes en campos humanísticos y en otros campos de la actividad humana que algunos movimientos vienen

destacando como “habilidades blandas”, manteniendo y fortaleciendo el enfoque dominante de sociedad mercantil y de consumo. La buena vida, la vida con calidad, donde todas las personas pueden desarrollar sus capacidades y satisfacer sus necesidades físicas, emocionales, psíquicas, afectivas, sexuales, creativas y espirituales, no tiene nada que ver en esa perspectiva.

La experiencia de la de ABE Academy en Catawba Valley Community College, con los cambios logrados en la población adulta con discapacidad que asiste a sus programas, indica el camino de lo que se debe buscar como éxito en los programas educativos: mejorar la autoestima, la capacidad de comunicarse mejor verbalmente y expresar deseos y necesidades a otros, interactuar de una manera socialmente aceptable y hacer amigos, desarrollar habilidades laborales, lograr deseos de acceder a nuevos programas educativos, desarrollar habilidades que les permiten tener éxito.

Igualmente ABE Academy muestra las posibilidades de actividades educativas, alternativas a las actividades a realizar en salones de clase, con material didáctico fabricado de manera estándar y actividades igualmente estandarizadas. Actividades desarrolladas en el campus de la universidad, como cultivar huertas caseras, estudiar recetas y preparar comidas saludables, entre otras, favorecen, en las y los estudiantes, como lo describe Chanell, el logro de mayor independencia y autonomía social (satisfacción de necesidades básicas, un sentido más profundo de la felicidad, construcción y realización de propósitos) Eso es lo que debería valorar la educación del futuro para alcanzar mayores niveles en calidad de vida para todas y todos a lo largo de toda la vida. En ello deberíamos desde el ICAE y demás organizaciones sociales que impulsamos el derecho a la educación, tratar de incidir de manera más contundente.

4.6.1 Online Comment to Imelda Arana Sáenz's Comment

Robert Jjuuko

Thanks Imelda, You have added to the conversation a pertinent dimension of the powerful and overbearing force of several multilateral and bilateral agencies. We ought to

constantly keep a close look on agenda of the World Bank and related transnational agencies when it comes to their investments and policy influence on matters of education.

4.7

Comment by Jorge Osorio

EN

Professor at the School of Psychology of the University of Valparaiso, Chile.

Governments and multilateral agencies condition their educational policies and their conceptions of education to face the challenges of today's society to the logic and results of standardized tests. It is a matter of global impact and a manifestation of the hegemony of educational governance of techno-neoliberal imprint. It is estimated that standardized tests generate incentives for the development of efficient actions in the countries and that they are a formula for public accountability on the part of educational establishments. Even more: the results of these tests should generate strategies for the improvement of learning, which in practice does not occur, because the pressure of standardized tests is reducing education to a training of children and youth so that they become effective in "answering the test". In this way, life in schools worsens, as their work focuses on the training of the subjects of the tests (mainly mathematics and language), leaving the development of the arts, emotional education, citizen and ecological education, philosophy and the critical and creative teaching of the natural sciences in a second place.

The definition of the standardized tests as the only and definitive test of the quality of education and life in schools distorts the true meaning of

educating in diversity. They do not know the diversity of the students, their different social capital, their educational trajectories and their age identity, and homogenize education and the ways of organizing the schools and the curricula. They prevent educational communities from developing their own projects to respond to the profile and educational needs of their students. If they don't get good results in the tests, students are exposed to stigmatization, to the discrediting of the teachers and to not being able to enjoy resources that are considered as a "prize" to those schools that achieve better results. Or to be identified as "schools at risk" and become the object of bureaucratic interventions rather than technical-pedagogical interventions, which ratifies social stigmatization.

The contempt for an education that values diversity and identity (cultural, age, social, economic, ethnic, linguistic, gender) conditions is a global trend that is still preponderant and that impedes the development of an inclusive education, open to a diversity of methodologies, according to the learning needs of diverse students and willing to create their own community pedagogical solutions. The announcement that the "orthodox" standardized tests could, in the case of my country, also be applied to adult education must be re-

sisted because it would be a great step backward in the process of developing training actions with adults who recognize : 1. The special cultural and social condition of the students who participate in it; 2. Their diverse cultural capitals; 3. Their particular ways of relating to knowledge and disci-

plines; 4. The need to have relevant academic and social curricula appropriate to the territorial and cultural contexts of the students, and; 5. The importance of using participatory and comprehensive qualitative ways of evaluating the academic and social learning of adults.

Comentario de Jorge Osorio



Docente de la Escuela de Psicología de la Universidad de Valparaíso, Chile

Gobiernos y agencias multilaterales condicionan sus políticas educativas y sus concepciones de la educación para enfrentar los desafíos de la sociedad actual a las lógicas y resultados de las pruebas estandarizadas. Es un asunto de impacto global y es una manifestación de la hegemonía de la gobernanza educacional de sello tecno-neoliberal. Se estima que las pruebas estandarizadas generan estímulos para el desarrollo de acciones eficientes en los países y que son una fórmula para la rendición de cuentas públicas de parte de los establecimientos educacionales. Aún más: los resultados de estas pruebas deberían generar estrategias para el mejoramiento de los aprendizajes, lo que en la práctica no se produce, pues la presión de las pruebas estandarizadas está reduciendo la enseñanza a un entrenamiento de los niños, niñas y jóvenes para que sean lo más efectivos en “responder la prueba”. De esta manera, la vida en las escuelas se empobrece, pues su trabajo se focaliza en el entrenamiento de los temas de las pruebas (principalmente matemáticas y lenguaje) dejando en un lugar secundario el desarrollo de las artes, la educación emocional, la formación ciudadana y ecológica la filosofía y la enseñanza crítica y creativa de las ciencias naturales.

La definición de las pruebas estandarizadas como el único y definitoria prueba de calidad de la enseñanza y de la vida en las escuelas distorsionan el verdadero sentido del educar en la diversidad. Desconocen la diversidad de los y las estudian-

tes, su dispar capital social, sus trayectorias formativas y su identidad etaria y homogenizan la enseñanza y las formas de organizar las escuelas y los curriculum. Impiden que las comunidades educativas desarrollan proyectos propios para responder al perfil y las necesidades educativas de sus estudiantes. De no tener buenos resultados en las pruebas se exponen a la estigmatización, al descrédito de los y las docentes y a no disfrutar de recursos que están destinados como “premio” a aquellas escuelas que logren mejores resultados. O bien a ser identificadas como “escuelas en riesgo” y pasan a ser objeto de intervenciones burocráticas más que técnico-pedagógicas, lo que ratifica la estigmatización social.

El desprecio de una educación que valore la diversidad y las condiciones identitarias (culturales, etarias, sociales, económicas, étnicas, lingüísticas, de género) es una tendencia global aún preponderante que impide el desarrollo de una educación inclusiva, abierta a una diversidad de metodologías, acorde a las necesidades de aprendizajes de estudiantes diversos y dispuestas a crear soluciones pedagógicas comunitarias propias. El anuncio de que las pruebas estandarizadas “ortodoxas” podrían, en el caso de mi país, aplicarse también a la modalidad de la educación de personas adultas debe ser resistido pues sería un gran retroceso en el proceso de desarrollar acciones formativas con personas adultas que reconozcan: 1. La especial condición cultural y social de los y las estudiantes que participan en

ella; 2. Sus capitales culturales diversos; 3. Sus formas particulares de relacionarse con los saberes y las disciplinas; 4) La necesidad de tener curriculum académicos y sociales pertinentes y apropiadas a los contextos territoriales y cultu-

rales de los y las estudiantes, y; 5. La importancia de usar formas cualitativas participativas e integrales de evaluación de los aprendizajes académicos y sociales de las personas adulta

4.7.1 Online Comment to Jorge Osorio's Comment

Yanina Paolasso

With respect to what Jorge Osorio said, I consider that to implement an evaluation policy for young and adult's education both in Chile and Argentina (which has not yet been carried out) would be a great blunder. As he points out, these evaluations ignore the heterogeneity and diversity of life and educational experiences that our students have. Greetings and thanks

Respecto de lo expuesto por Jorge Osorio, considero que de implementarse una política evaluadora para la educación de jóvenes y adultos tanto en Chile como en Argentina (que aún no se lleva a cabo) sería un gran desatino. Tal como él señala dichas evaluaciones desconocen la heterogeneidad y diversidad de experiencias de vida y educativas que poseen nuestros estudiantes. Saludos y gracias

4.8

Comment by Julio César Tovar-Gálvez

EN

From seeing disabled people to seeing various functionals Colombian, doing a PhD in educational science at Martin-Luther-Universität Halle-Wittenberg, Germany

Changing the way we see others is the first step to direct inclusive educational processes. This issue begins with a change of minds, so that we can be fair and restore dignity to the people we have traditionally called "disabled". It leads to new ways of thinking about educational processes and practices.

I am going to expose my ideas through a case that I lived in a School of Education in Colombia. I was the professor of a student who identifies herself as a "deaf person". She had outlined her thesis project on teaching science to deaf people, with the guidance of a professor of the School. When she came to me, she had to implement the

project, make the report and support it in public. I accompanied her in that process.

- **Change of minds, dignity and justice:** my first feeling was fear. I was not trained to deal with a population that has capacities that do not correspond to those of the majority. Soon I began to read about the subject and to interact more with her. I talked to other teachers of her who were my colleagues and to her classmates. At the end of the presentation of her thesis project, most of us recognized the huge work and the real contribution to the teaching of science. We consider it an exceptional work. Our point of view was based on the contribution and novelty to the research field and not on apparent pity. However, some-

one from the jury said that she did not deserve the maximum recognition, because the student had not written [in written Spanish language, which is a second language for her] a rigorous report. I realized that something was going wrong: we are convinced that people are defective and that if they do not meet the “normal” standards, there is not much to do. I realized that we were transgressing her dignity as a person and that we were being unfair. The limitation was ours and not hers.

- **New ways of understanding educational processes and practices:** the models (for example, Patston, 2007) and the experience itself showed me that we must change our mentality about the way we understand people. The transformation of education depends, to a large extent, on the fact that we stop seeing “disabled

people” and begin to see “people with functional diversity”. People have different ways of learning, of processing, of relating, of communicating, of expressing ourselves, as well as different configurations and functionalities of our bodies, etc. No one is defective, limited, unskilled, incapable; so we do not repair, rehabilitate or train people. And in my understanding of a part of Butler-Morello’s text, then other criteria and systems of evaluation consistent with the diversities are necessary; perhaps more related to what people achieve and not what they lack.

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Comentario de Julio César Tovar-Gálvez

E

Colombian doing a PhD in educational science at Martin-Luther-Universität Halle-Wittenberg, Germany

Cambiar la forma en que vemos a los demás, es el primer paso para orientar procesos educativos incluyentes. Este es un tema que empieza con cambiar nuestras mentes, para así ser justos y restituir la dignidad a las personas a las que tradicionalmente hemos llamado “discapacitadas”. Y desemboca en nuevas formas de pensar los procesos y prácticas educativas.

Voy a exponer mis ideas a través de un caso que viví en una Facultad de Educación en Colombia. Yo fui profesor de una estudiante que se identifica a sí misma como “persona-sorda. Ella había planteado su proyecto de tesis sobre la enseñanza de las ciencias a personas-sordas, con la orientación de una profesora de la Facultad. Cuando ella llegó a mí, debía implementar el proyecto, hacer el informe y sustentar públicamente. Yo la acompañé en ese proceso.

- **Cambio de mentes, dignidad y justicia:** mi primer sentimiento fue el miedo. Yo no fui formado para atender una población que tiene capacidades que no corresponden a las de la mayoría. Pronto empecé a leer sobre el tema y a interactuar más con ella. Escuché a otros profesores de ella que eran colegas míos y a sus compañeros de clase. Al finalizar la presentación de su proyecto de tesis, la mayoría reconocimos el inmenso trabajo y el real aporte a la enseñanza de las ciencias. Consideramos que era un trabajo excepcional. Nuestro punto de vista se sustentaba en el aporte y novedad al campo de investigación y no en aparente lástima. Sin embargo alguien del jurado dijo que no merecía el máximo reconocimiento, porque la estudiante no había escrito [en idioma español escrito, que es una segunda lengua para ella] un informe riguroso. Me di cuenta que algo estaba fallando: estamos convencidos que las personas son defectuosas y

que si no cumplen con los estándares “normales”, no hay mucho que hacer. Me di cuenta que estamos trasgrediendo su dignidad como persona y que estábamos siendo injustos. La limitación era nuestra y no suya.

- Nuevas formas de entender los procesos y prácticas educativas: los referentes (por ejemplo Patston, 2007) y la misma experiencia me mostró que debemos cambiar nuestra mentalidad sobre la forma en que entendemos a las personas. La transformación de la educación depende en gran medida de que dejemos de ver “discapacitados” y empecemos a ver “personas con diversidad funcional”. Las personas tenemos diversas formas de aprender, de procesar, de re-

lacionarnos, de comunicarnos, de expresarnos, así como diversas configuraciones y funcionalidades de nuestros cuerpos, etc. Nadie es defectuoso, limitado, inhábil, incapaz; así que no reparamos, rehabilitamos o capacitamos a las personas. Y en mi forma de entender una parte del texto de Butler-Morello, entonces son necesarios otros criterios y sistemas de evaluación coherentes con las diversidades; quizás más relativos a qué logran los sujetos y no a qué les falta.

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4.9

Comment by María Esther Téllez Acosta

EN

I am PhD Student in the Institut für Schulpädagogik und Grundschuldidaktik, Martin-Luther-Universität Halle-Wittenberg, Germany in collaboration with the School of Education at Penn State University, USA. I am also a chemistry teacher with a master degree in Chemistry Teaching from Universidad Pedagógica Nacional, Bogotá-Colombia and I have been a chemistry teacher at the school and at the university for 7 years. I have also directed programs and research projects in the pedagogical, didactic training of university and Science: Chemistry and Biochemistry lecturers. My main area of research is on Science Teachers' Training, both at pre-service and in-service levels, with an emphasis on bringing practice-based Frameworks to authentic teaching-learning contexts.

Taking into account the importance of evaluation as a process that is inherent to the teaching-learning process, it proposes the need of relevant proposals to be applied in classrooms in terms to contribute to solve problems related to the evaluation as a formative process, not just as a medium to give a qualification. In the personal experience in institutions, one of the goals of the educational process is to prepare students to solve the standardized exams (e.g.

Saber tests in Colombia¹) as a requirement, centering the attention in the contents (declarative knowledge) and the way to answer the type of questions of the exam. By this way, the formative character of the evaluation is overvalued.

Similarly, in the case of the students of the Adult Basic Education (ABE) program at Catawba Valley Community College in Hickory, North Carolina, as the program educates adult with special

1 <https://www.mineducacion.gov.co/1759/w3-article-244735.html>

needs, the standardized evaluations hardly allow identifying all students' progress in other aspects beyond the declarative knowledge. I highlight the work carried out in the program due to it is an example for thinking about the impact of educational processes beyond what is shown by tests. For instance, how although we as teachers have to attend to public policies and requirements, in our classrooms, we can work on recognize and give meaning to students' successes in the other dimensions of learning, such as attitudinal, identity, communicative, abilities and values that allow us to live better, etc.

Therefore, it is so important to consider evaluation practices contextualized, but flexible in relation with theories and policies. It is fundamental try to give solutions to the problem: *what are the best ways to guide evaluation through more multidimensional approaches? How evaluation practices can identify in a broader way students learning and how it can direct the teaching process to more desirable frames?* To answer these questions proposals can be oriented toward teachers training regarding evaluation from quantitative to qualitative process to make decisions not just for students (if they reach the learning goals), but teachers (guide the teaching strategies, methodologies...) (Téllez-Acosta & Castillo, 2017).

In this sense, the evaluation could be more efficient if it considers and attends to particularities of specific contexts, for example classrooms with students from different cultures, needs, skills, abilities, etc. Thus is necessary evaluation

routines whose purpose would be make didactic decisions that allow to attend to the difference, feedback as part of the learning process and strategies to guide teachers about what they can do with the results or their students in all the assessment activities. In consequence, we can go forward teaching practices that articulate the learning with evaluation to a formative process that allows the development or strengthening of competences in students in a multidimensional way.

It means proposals that imply teachers training in routines or activities through a process of design, implementation and formative evaluation regarding the particularities of the context to allow the students achieve their learning objectives, which are not subject-specific but about life. For instance, it is important for teachers be prepared to evaluate from different dimensions and perspectives leading students to identify their strengths and weaknesses in competences and knowledge, therefore to make the adequate decisions.

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4.10

Comment by Pamela Sanchez

EN

Argentina, degree in Education Sciences, research team on young and adult education, in the Research Center of the Faculty of Philosophy and Humanities (CIFYH) of the National University of Cordoba (UNC)

I found the title of Chanell Butler-Morello's text interesting and the description of the Adult Basic Education Program even more so. In the first place, I emphasize that the curriculum is based on real-life situations, which I believe favors the production of meaningful learning.

In the second place, I agree with the author when she states that standardized evaluations fail to take into account the complexity of learning

processes, given that issues such as those mentioned above, improvements in self-esteem, in self-confidence: verbal communication capacity, among others, are not visualized.

In view of the foregoing, the experience described by Chanell Butler-Morello seems to me to be a valuable contribution on how adult education can provide people with knowledge and tools to transform and improve their quality of life.

Comentario de Pamela Sanchez

E

Me recibí recientemente de licenciada en Ciencias de la educación y formo parte de un equipo de investigación que trabaja acerca de la educación de jóvenes y adultos, en el Centro de Investigaciones de la Facultad de Filosofía y Humanidades (CIFYH) de la Universidad Nacional de Córdoba (UNC), Argentina.

El título del texto de Chanell Butler-Morello me resultó interesante y la descripción del Programa de Educación Básica de Adultos, más aún. En primer lugar, destaco que el currículo se base en situaciones de la vida real, lo cual considero favorece la producción de aprendizajes significativos.

En segundo lugar, acuerdo con la autora cuando manifiesta que las evaluaciones estandarizadas no logran dar cuenta de la complejidad de los

procesos de aprendizajes, dado que no se visualizan cuestiones como las mencionadas, mejoras en la autoestima, en la confianza en sí mismos: capacidad de comunicación verbal, entre otros.

Por lo expuesto, la experiencia descrita por Chanell Butler-Morello, me parece un valioso aporte sobre cómo la educación de adultos puede brindar a las personas conocimientos y herramientas para transformar y mejorar su calidad de vida.

Professor at University of São Paulo (USP) with expertise in Educational Assessment, Curriculum Theory and Higher Education

I believe that standardized tests can be important so that public policies on education can have some parameter on the investments and proposals made for a certain group, whether they are children or adults. However, it is evident that a public policy on education that only applies standardized tests to measure results runs the risk of making big mistakes. Worse than that is the belief that standardized tests induce change by taking to teachers the poor results obtained by a given group. Thus, the example brought by Chanell Butler-Morrello perfectly illustrates the limits of standardized tests, if we consider that the subjects are not standardized; that is, the idea that by applying models and teaching methods we obtain results depends more on the teacher or the teaching material than on the competence. It is also necessary to bear in mind who the learners are, which are their needs, their living conditions and their perspectives.

In Brazil and in several Latin American countries, standardized tests have become a nightmare for educators. Even their promotions have remained dependent on the results of a standardized test in which the reality in which it is inserted is not taken into account to weigh and analyze the results. The case of the Adult Basic Education Program at Catawba Valley Community College in Hickory, North Carolina, clearly illustrates that equity does not mean that everyone achieves the same performance on a national assessment, but that those who are different are treated as different. At Catawba Valley Community College the subjects involved are people with disabilities, but the example extends to other groups.

We could refer, for example, to groups of young people living in poor neighbourhoods in several Latin American cities who were systematically excluded from school throughout their childhood and youth, who attended schools that only reinforced the subordinate place they should occupy in society without having access to literate culture. How could the results of these young people in such examinations in terms of science, mother tongue and mathematics, for example, be evaluated without considering their history of exclusion? What would be the best educational proposal for these young people? Would it be the case then to just create additional hours of study so that they would learn what other mates of their age have already learned? Or would it be more appropriate to think of other curricula that could rescue the meaning of knowledge, self-esteem and still be identified with the expectations of these young people? The issue of regaining self-esteem, as it appears in the case narrated in the article, may be as important or more central than any other learning. But this cannot be measured by standardized tests.

This is the case with the curriculum developed for Catawba Valley Community College. For those people, a curriculum that considered other learnings ranging from growing vegetables to work with reading or vocational training was more significant.

It is important to mention, in the case of adult education, a comment made by Thomas Sticht (2005) that minimizes the results obtained in the OECD evaluations in the 2000. For him, there is no consensus as to what competencies adults should have in order to perform many daily tasks. Thus,

measurement may be adequate, but theoretical assumptions are not necessarily correct. The OECD test indicated a drop in the performance of older adults above 45 years of age; however, a large part of the tasks evaluated requires a recall, and it is possible to question the inadequacy of the measuring instrument considering the age group of the elderly. Sticht (2005) stressed that if adults had more time to read and understand what is being asked, and were able to solve the problem based on their baggage of knowledge, perhaps the results would be different.

By that, I mean that the field of education of young people and adults is the field of diversity, of historically excluded people, who can only be treated as equals when their differences are respected and considered. Thus, standardized tests can even play a role in the evaluation of learning levels, but it cannot be considered as a solution to induce improvements in the educational level, because it will be necessary more than that to include young people and adults who are marginalized and historically excluded from the educational system.

Comentario de Roberto Catelli

E

University of São Paulo | USP Departamento de Filosofia da Educação e Ciências da Educação (EDF) (São Paulo)

Creo que los exámenes estandarizados pueden ser importantes para que las políticas públicas de educación puedan tener algún parámetro sobre las inversiones y propuestas formuladas para un determinado grupo, sean niños o adultos. Sin embargo, es evidente que una política pública de educación que se limite a aplicar pruebas estandarizadas para dimensionar resultados corre el riesgo de cometer grandes equivocaciones. Peor que eso es la creencia de que las pruebas estandarizadas son inductoras de cambios por llevar a los profesores los malos resultados obtenidos por un determinado grupo.

Así, el ejemplo traído por Chanell Butler-Morello ilustra perfectamente los límites de las pruebas estandarizadas, si consideramos que los sujetos no son estandarizados, o sea, la idea de que se aplican modelos y métodos de enseñanza y se obtiene resultados depende más que de la competencia del profesor o del material didáctico. Es necesario tener en cuenta también que son los sujetos aprendices, sus necesidades, condiciones de vida y perspectivas. En Brasil y en varios países de América Latina, las

pruebas estandarizadas se transformaron en la pesadilla de los educadores. Incluso sus promociones en la carrera se han quedado dependientes de los resultados de una prueba estandarizada en la que la realidad en que se inserta no se tiene en cuenta para ponderar y analizar los resultados.

El caso del Programa de Educación Básica de Adultos que se imparte en el Catawba Valley Community College, en Hickory, Carolina del Norte, ilustra con claridad que la equidad no significa que todos alcancen el mismo desempeño en una evaluación nacional, sino tratar como diferentes a aquellos que son diferentes. En el Catawba Valley Community College los sujetos involucrados son personas discapacitadas, pero el ejemplo se extiende a otros grupos.

Podríamos referirnos, por ejemplo, a grupos de jóvenes que viven en barrios pobres de varias ciudades de América Latina que fueron sistemáticamente excluidos de la escuela a lo largo de su infancia y juventud, que asistieron a escuelas que sólo reforzaron el lugar subalterno que de-

bían ocupar en la sociedad sin tener que acceso a la cultura letrada. ¿Cómo se podría evaluar los resultados de estos jóvenes en tales exámenes en términos de ciencias, lengua materna y matemáticas, por ejemplo, sin considerar su historia de exclusión? ¿Cuál sería la mejor propuesta educativa para estos jóvenes? ¿Sería el caso entonces de sólo crear horas adicionales de estudio para que aprendieran lo que otros colegas de su edad ya aprendieron? ¿O sería más adecuado pensar en otros currículos que podrían rescatar el significado del conocimiento, la autoestima y aún estuviesen identificados con las expectativas de esos jóvenes? La cuestión de la recuperación de la autoestima, como aparece en el caso que se ha narrado en el artículo, puede ser tan importante o más central que cualquier otro aprendizaje. Pero esto no puede ser medido por pruebas estandarizadas. Este es el caso del currículo que se desarrolló para el Catawba Valley Community College. Para esas personas fue más significativo un currículo que considerara otros aprendizajes que van desde cultivar verduras hasta el trabajo con lectura o formación profesional.

Es importante mencionar, en el caso de la educación de adultos, una observación hecha por Thomas Sticht (2005) que relativiza los resultados obtenidos en las evaluaciones de la OCDE en los años 2000. Para él no hay consenso sobre cuáles

serían las competencias que el adulto debería tener para realizar muchas tareas cotidianas. Así, la medición puede ser adecuada, pero los presupuestos teóricos no necesariamente están correctos. La prueba de la OCDE indicó una caída de rendimiento de las personas adultas mayores, por encima de los 45 años, sin embargo, gran parte de las tareas evaluadas exige un llamamiento a la memoria, pudiéndose cuestionar sobre una inadecuación del instrumento de medida considerando el grupo de edad de los más ancianos. Sticht (2005) subrayó que si los adultos tuvieran más tiempo para leer y comprender lo que se pide, pudiendo resolver el problema con base en su equipaje de conocimientos, tal vez los resultados fuesen diferentes.

Con eso, quiero decir, que el campo de la educación de personas y jóvenes y adultas es el campo de la diversidad, de las personas históricamente excluidas, que sólo podrán ser tratadas como iguales cuando se respetan y consideran sus diferencias. Así, las pruebas estandarizadas pueden incluso cumplir un papel en la evaluación de niveles de aprendizaje, pero no puede ser considerada como una solución para inducir mejoras en el nivel educativo, pues será necesario más que eso para realizar la inclusión de jóvenes y adultos marginados e históricamente excluidos del sistema educativo.

4.12

Online Comments to Chanell Butler-Morello's Article

Martial Patrice AMOUGOU

Hello,

I wish to express my satisfaction for this wonderful program for these people with disabilities. In my humble opinion, it is a program to be generalized, an experience to be capitalized in Africa where disabled people are very often marginalized. At school, in society, in the labour market, people with disabilities face many difficulties. I appreciate this support, which is a real investment. In terms of training, financing and promotion of these people. It's just wonderful.

EN

Bonjour,

Je propose ici ma contribution sur l'article de Chanell Butler-Morello, pour dire ma satisfaction pour ce programme formidable en faveur de ces personnes handicapées. C'est à mon humble avis un programme à généraliser, une expérience à capitaliser tout en Afrique où la personnes handicapée est très souvent marginalisée. A l'école, dans la société, sur le marché du travail, la personne vivant avec un handicap connaissent beaucoup de difficultés. J'apprécie cet accompagnement qui est un véritable investissement. sur le plan de la formation, du financement et de la promotion de ces personnes. C'est tout simplement formidable.

FR

Yanina Sofia Paolasso

I agree with Chanell Butler-Morello that evaluations do not show what students learn. It is public knowledge that they learn other knowledge that does not neces-

EN

sarily fit the disciplinary content. Sometimes, as shown in the examples, such knowledge is characterized by its efficiency and relevance in everyday life. Thus, we could ask ourselves about the meaning of evaluations, what are they used for, what is their function, what is their purpose, and in this way rethink other ways of evaluating.

Thank you!

Buenas tardes,

Coincido Chanell Butler-Morello, respecto de que las evaluaciones no demuestran lo que los y las estudiantes aprenden. Es de público conocimiento que aprenden otros saberes que no necesariamente se ajustan a los contenidos disciplinares. En ocasiones, tal como se expone en los ejemplos, dichos saberes se caracterizan por su eficiencia y pertinencia en la vida cotidiana. Entonces, cabría preguntarnos por el sentido de las evaluaciones para qué sirven, qué función cumplen, qué fin persiguen, y en función de ello repensar otros modos de evaluar. Gracias!

E

Maiga Djingarey

The content of an education programme, whether formal or informal, must be discussed with learners on the basis of the needs they have defined, analysed and helped to define with the stakeholders the means to meet the challenges for achieving the objectives.

These types of programs are more likely to achieve invaluable achievements. This program is a model of success and must be generalized tak-

ing into account the realities and specific needs of learners in different countries and places, so we must work on a module model that everyone must be able to update according to their context and gender because the difficulties differ according to whether the person with disabilities is a man or a woman.

Pour un programme d'éducation, que cela soit formel ou informel, son contenu doit être discuté avec les apprenants sur la base des besoins qu'ils ou elles auront défini, analysé et aider à définir les parties prenantes les



moyens pour faire face aux défis pour l'atteinte des objectifs. Ces genres de programme ont plus tendance à la réalisation des acquis inestimables ce programme est un modèle de réussite et doit être généralisé tout en tenant compte des réalités et des besoins spécifiques des apprenantes et apprenants selon les pays et les localités donc nous devons travailler un modèle de module que chacun doit pouvoir mettre à jour selon son contexte et selon le sexe car les difficultés diffèrent selon que la personne vivant avec handicapé soit homme ou femme

5 The challenges regarding data production

by César Guadalupe



César Guadalupe is a Doctor of Education (Sussex), M.A. Social and Political Thought (Sussex) and Sociologist (PUCP). He is a Senior Lecturer-Researcher at the Universidad del Pacífico (Peru). Previously he served for eleven years at the UNESCO Institute for Statistics, and UNESCO/Santiago. He is a member of the Peruvian National Education Council (2014–2020) and its current Chair (2017–2020).

Abstract – This article identifies some major issues regarding the generation and availability of data on youth and adult education. It discusses the production of data on programmes and enrolment, as well as financing and issues related to the identification of the target populations. A special focus is set on the realm of testing skills and competences, given their complexity as well as the paramount profile and importance that they have acquired in recent years. The article stresses the fact that technical attributes of data generation endeavours are contingent upon their purposes. A non-technocratic and more politically-sensitive approach to data generation is promoted.

Systematic data on youth and adult education are scarce, and their quality is often not properly documented or known. This is somewhat typical of a field that is too often overlooked, also in educational policies.

Apart from neglecting practices, there might be other factors preventing the development of a body of evidence that can play a role, not only regarding the analysis and debates on youth and adult education, but also in raising its profile.

This article looks at four areas in which data are scarce or not systematic: (i) programmes and enrolment data; (ii) learning outcomes; (iii) population to be served; and (iv) financing.

Each of these areas faces particular issues. Understanding them will enable stakeholders to better align their data-related activities by having an organised frame of reference.

Educational programmes and enrolment

Youth and adult education programmes are highly diverse in the way they are organised and delivered, as well as which agencies are involved in organising and delivering them. The purposes that they aim to serve are equally diverse. In comparison to regular school programmes for children, however, the world of youth and adult education seems to be much more difficult to grasp.

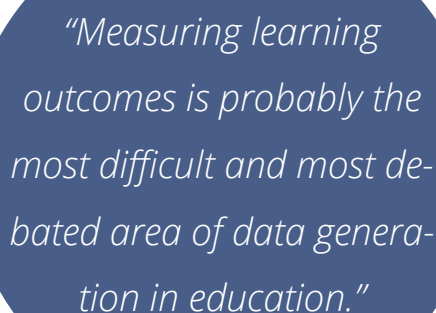
We can nevertheless sort youth and adult education programmes into three main categories: (i) programmes that are equivalent to those recognised as “official” in the country, that is leading towards official certifications that open up opportunities for further studies in the formal education system; (ii) programmes with specific purposes that serve specific needs and do not lead to formal certifications; and (iii) a combination of the first two.

The first group of programmes can be mapped into the national qualifications structure, and into the International Standard Classification of Education (UNESCO/UIS 2013). The organisation of enrolment and graduation records should facilitate that transfer. The second group of programmes represents a different challenge, since there is no need to map them into formal tracks, unless a standard compilation of data is needed for some specific purposes. In this case, a flexible classification scheme that acknowledges the

nature of these programmes (as continuing education not leading to formal certificates) is called for.

In both cases (as well as in those cases that combine the two), agreement among stakeholders is needed. Some might need to accept that data generation might not have the exact form that they would like it to, but that there is a more general benefit stemming from being able to portray a comprehensive and reliable map of youth and adult education programmes in general.

As soon as the previous issue is sorted out, we need to focus on recording enrolment information. Here we must differentiate between two distinct observational units: (i) individuals and (ii) units of service (individuals served by a given programme). A typical issue



“Measuring learning outcomes is probably the most difficult and most debated area of data generation in education.”

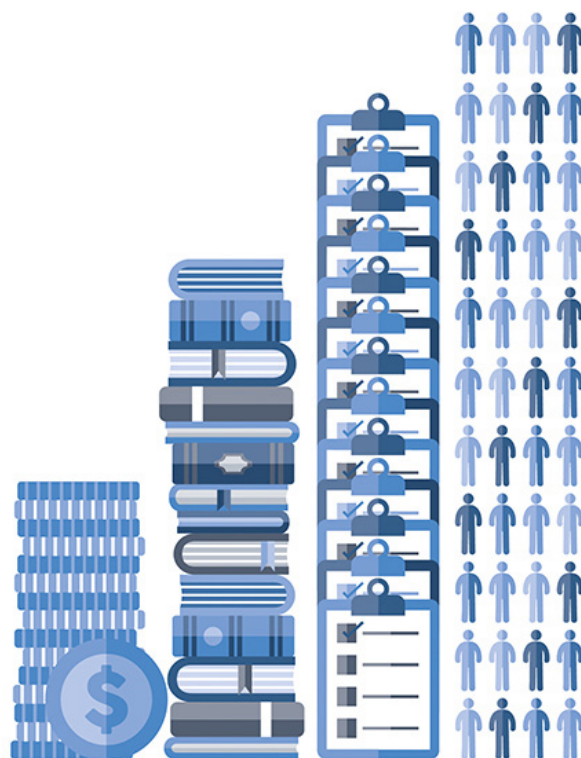
stems from confounding these two things: An individual can be registered in more than one programme, and this individual should therefore be counted as one (if the focus is placed on headcounts), but there might be many units of service. Adding up participants in different programmes does not necessarily yield a total number of participants as individuals. The only exception is when enrolment in a given programme precludes enrolment in another programme in a given period of time.

Now, recording units of service entails a risk of counting programmes that are extremely diverse as if they were equivalent. For instance, a six-hour programme should not count as equivalent to a one-semester part-time programme. This is especially true if one is interested in acquiring information on financing and allocation of resources. Using some equivalent unit such as credit hours is one way to sort out this problem.

It would therefore ultimately be possible to report participants (as headcounts), as well as units of service in equivalents of participant hours/days/credits.

Learning outcomes

Measuring learning outcomes is probably the most difficult and most debated area of data generation in education. As in any information generation endeavour, the key question is how to identify, from the very beginning, the purpose(s) that the data generation effort is going to serve. If comparison (in time, across groups) is important (to identify progress, or gaps), that purpose should be ensured in every step along the way. This includes the way in which measuring instruments are built and administered.



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Programmes are usually structured to help teachers or facilitators provide a comprehensive assessment of participants' progress and achievements. Those assessment efforts are necessarily focused on each particular setting, and therefore mobilise different criteria. This makes it difficult to generate aggregated data that is meaningful beyond a simple (and not very specific) counting of those who pass/fail/complete a programme. We are left without any certainty with regard to the actual competences that attendees have developed. It is also difficult to track progress over time when the actual criteria used for assessing might change (if one

wants to measure change, it is important not to change the measure).

From these final elements stems the fact that standardised measures of skills and competences might be needed. However, testing competences is a complex task that poses challenges pertain-

ing to several aspects, including validity and reliability issues. In this regard, it is important to pay due attention to the complexity of testing (American Educational Research Association et al. 2014), and to be wary of proposals that offer a cheap, quick fix to a complex problem.

For instance, a test can be designed in such a way as to rank individuals (differentiating between those who perform better/worse than others, regardless of the performance level that they achieve; this is what is usually known as a norm-referenced test), or to identify how

they perform as compared to an expectation explicitly stated as a sort of standard or performance level (this is known as a criterion-referenced test), or a combination of those (Glaser 1963). This has major consequences on deciding which questions (items that include a stimulus and a question or task) are included in a particular test.

A test should also be able to properly represent what it claims to measure ("construct validity"). It should be able to capture the main components of that construct ("content validity"). It should also be valid in relation to a particular observable behaviour that it is intended to describe ("concur-

rent validity”) or anticipate (“predictive validity”). Finally, it is important that when designing a measurement mechanism, attention is given to the consequences (“consequential validity”) that it can have on the social setting in which it operates (Zumbo & Hubley 2016).

The last element also points towards considering the overall institutional context and conditions under which a particular test is designed, administered and used. Data can be mobilised for different purposes, including some controversial political ends (Gorur 2015, 2017; Grek 2009, 2015; Guadalupe 2017; Hamilton 2012).

We also need to consider the way in which data will be processed and analysed. Current testing practices tend to rely on mathematical models grouped under the label Item Response Theory (Baker 2001; Hambleton & Jones 1993; Hambleton et al. 1991). This approach allows for a more precise way of addressing the actual attributes that individual questions (items) have when applied to a given population and, therefore, it allows identifying issues pertaining to how different populations respond to different questions which might affect the usability of some items for having reliable comparable data (Zumbo 1999, 2007).

Finally, if a particular test is going to be administered to individuals from different cultural and linguistic backgrounds, some specific issues arise in relation to the translation and adaptation of tests (Hambleton 2005; Hambleton et al. 2005).

The target population

Youth and adult education programmes are increasingly important in a world that is becoming progressively aware that education and learning take place along the whole course of life. This frequently makes it tricky to have a definition of the target population to be served, thus making it impossible to properly estimate the coverage of

these programmes beyond a simple measure of the “number of participants”.

A first way of addressing this topic requires differentiating according to the intentionality of the programmes: (i) programmes that have a remedial component in relation to failure to complete compulsory education, and (ii) programmes that go beyond remedial purposes.

It is clear that the first group of programmes should have a definite target population: those who did not complete (or even start) compulsory schooling when they were supposed to. Household survey data can be used to estimate this segment of the population (Guadalupe et al. 2016; Guadalupe & Taccari 2004; UNESCO Santiago 2004), and these estimates are of paramount importance to avoid a trend towards self-complacent practices that are too focused on what we do, and neglect what we have to do. At the same time, estimates of the number of people who did not complete compulsory schooling might underestimate the need for remedial programmes since, unfortunately, many people complete schooling without developing the competences and skills that they should. Estimating this additional need can be done by surveying the distribution of competences among adults.

For non-remedial programmes, there is no clear or precise way of identifying a target population; thus, coverage can be estimated only as a proportion of the whole youth and adult population.

Collecting data on financing

This is probably the most problematic area because of the diversity of ways in which information is recorded in governmental sources, but also for the huge practical challenges entailed in trying to compile organised and systematic data from non-governmental sources. Having standard definitions of major components (current

expenditure as opposed to investments; salaries as distinct from other current expenses; overheads or administrative costs) is not always an easy thing to do.

At the same time, information on finance should be read against some sort of benchmark that would provide indications of the level of sufficiency of the resources invested. Establishing a benchmark is difficult (UNESCO Santiago 2007) since it requires one to have a clear estimation of needs (which are diverse, so that addressing them involves diverse costs). We must also disregard the oversimplifications that have populated the world of education for decades, such as establishing a magical (impossible to sustain) fixed percentage of something (production, public expenditure, etc.) that appears as applicable everywhere (as if diversity did not exist), in a world where diversity and change are the rules and for long periods of time (as if change did not exist).

The next move is yours

This article is a quick summary of the major issues pertaining to the realm of data generation in youth and adult education. Data generation (not collection, since data is not a natural element that can be collected like berries, but consists of social constructions based on concepts, interests, ideas, etc.) cannot be taken as a simple issue or as something purely technical, void of political and ideological elements. On the contrary, decisions on what data should be produced, how that data should be generated, compiled, analysed and reported, are fundamentally grounded on the purposes and agendas that a particular agent wants to advance (Guadalupe 2015). Therefore, a substantive and explicit definition of purpose(s) is the cornerstone of any data generation endeavour.

At the same time, the previous point should not be used as an alibi to justify any decision regarding data: There are specific complexities and at-

tributes that need to be properly factored into any data generation effort if sound, useful data is to be produced and reported. Cheap and quick “fixes” usually disregard the scientific properties that sound data have and, therefore, its usability. It is usually better not to have any data and be aware of this lack of evidence than to have poor data and assume that we have something on which we can rely. The first situation leads to careful action (including addressing the information gap), while the second leads to mistakes that affect people’s lives.

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5.1

Comment by Shirley Walters

EN

*Professor Emerita, University of the Western Cape,
South Africa and ICAE Vice President Africa*

There are at least two important reasons why 'data production' for youth and adult education is a significant topic globally. This is the time that the UNESCO Institute for Lifelong Learning (UIL) is gathering data from all countries for the fourth Global Report on Adult Learning and Education (GRALE), and it's the time when generating data against the multiple SDG indicators is underway. Both of these undertakings are alerting practitioners and policy makers to the significance of understanding sound data production approaches. It is therefore timely that Cesar Guadalupe identifies major issues regarding the generation and availability of data on youth and adult education in ways that are understandable to non-specialists.

Youth and adult education programmes are extremely diverse in the ways they are organised and delivered. They cover a wide range of subject matter for a disparate number of participants or learners. This makes the data generation far more complex than that for formal parts of the education system. Guadalupe suggests that the purposes that the data generation efforts are going to serve are fundamental – is it for evaluation of the learner i.e. their attendance, success, or competence levels; for the assessment of quality of the programme; for financing purposes; for allocation of resources; or for reporting to funders? Although he did not mention it, it could also be for advocacy so as to try to mobilise more political support and resources for the field. He emphasises that a substantive and explicit description of the purposes is the cornerstone of any data generation endeavour. The purposes will determine the decisions on what data should

be produced, how that data should be generated, compiled, analysed and reported.

Guadalupe suggests three main categories that can be used for data generation – these relate to whether there is formal certification for the programmes or not. Those programmes that are most similar to formal education systems are easiest from data generation perspectives; the more informal the programme the more difficult it is to generate data in conventional ways. He suggests that Household Surveys could be used for generation of some of the data. While he does not mention this explicitly, the data generation used for the GRALE Report includes other data sources from 'health and well-being', 'employment and labour market' and 'social, civic and community life'. In other words, youth and adult education is inter-sectoral and data generation must maximise relevant data that has been generated in other discrete areas of activity.

One of the issues which Guadalupe does not highlight specifically is the difficulties presented by the multiple definitions of youth and adult education. Without a common understanding of the unit of analysis, it is difficult to generate and use data for comparative purposes. (We made this argument in a recent article: Walters S. & von Kotze A., 2018 "If you can't measure it, it doesn't exist"? Popular education in the shadows of global reporting on adult learning and education. *Studies in Education of Adults*, UK, Taylor and Francis.) The diversity of youth and adult education calls for innovative thinking about data generation – as Aaron Benavot was heard to say at a recent conference, we need 'out of the box' thinking for the

field, `like using a platform similar to 'Wikipedia' for youth and adult education`!

Cesar Guadalupe offers a very helpful introduction to several of the challenges regarding data

production. He warns wisely, that if you can't generate data in an appropriate way, it may well be better not to produce any – at least you will know that you have a major gap that needs to be filled responsibly! What do you think?

5.2

Comment by Heribert Hinzen

EN

*Former Director of DVV International,
Former Vice-President of ICAE*

This is a well done and nicely written article, covering an important, but unfortunately very often neglected area in our field of adult learning and education (ALE). Therefore it is a great contribution looking at data production in a full issue on role and impact of adult education.

I was lucky that I could even congratulate César in person and bring copies to him and other members when we recently met for the Editorial Board of IRE, the International Review of Education. Journal of Lifelong Learning, published by UIL, the UNESCO Institute of Lifelong Learning in Hamburg.

César has been close to UNESCO for a long time. What is most relevant in the context of his AED contribution is his work in UIS, the UNESCO Institute for Statistics in Montreal. Therefore we can be sure that he knows the subject very well.

2000 was the year when in Dakar the World Education Forum came up with the challenging declaration on Education for All (EFA). I recall being there on the German delegation, engaging in heated debates trying to bring ALE closer to the priorities in the list of those areas which later may receive funding via the inclusion of EFA into the MDG, the Millennium Development Goals. We did not really succeed, and later in civil society circles

and in our advocacy we were using EFA also with a second meaning as "Except for Adults".

The outcome document of Dakar was the EFA Framework for Action. This requested to start the EFA Global Monitoring Report on a yearly basis to provide data. It may not be argued that the GMR produced data, but it compiled what was available from relevant sources, including UIS. No doubt, the GMR helped to understand where policies and practices on country level were implemented with having EFA in mind. On top of all the data and statistics, the GMR took yearly a major theme like Youth and Skills, Literacy for Life, Gender, or Quality.

I recall a challenging period of being a member of the Editorial Board of the EFA GMR, again a welcome opportunity to advocate for a better recognition of ALE. The frustrating information that there were not enough data available from member states to really monitor the practice in the development of ALE globally was almost repeated in every meeting. It seems that only now with the Agenda 2030 and Goal 4 of the SDG that slow and small changes are coming as several indicators target youth and adults outside the formal education system. The new GEM (Global Education Monitoring Report) will hopefully deal in a successful way with the challenges of data in ALE.

If we throw the net a bit wider searching for data we could trace the results of earlier studies and surveys, especially dealing with participation. We have the Adult Education Survey (AES), the Programme for the International Assessment of Adult Competencies (PIAAC), and Competencies in Later Life (CiLL) – all producing relevant data.

In the German structure of adult education we have quite robust statistics for the system of the vhs (Volkshochschulen, literally translated as folk high schools, community-based adult education centers) of the last 55 years already, collected and published on a yearly level by the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE). In substantial reports on roughly a hundred pages all data on participants, aggregated by gender and age, courses, lectures, institutions, legal frameworks, finances etc. can be found and used for all kinds of further analysis. In addition, ever since 2007 there are combined statistics that look at other adult education providers like the trade unions, the catholic and protestant churches as well as the residential colleges. All of this helps in planning

at the local level, and of course in advocating for policies, legislation and finances of ALE. Actually, even the instruments used could be interesting for UIS and GEM.

Therefore, I agree with many of the points raised by Cesar, and the difficulties in producing data when the political will is not strong enough. However, it is possible and necessary, when the will is there and the required resources provided on a regular basis.

If I were asked what I find most important in the development of the vhs in Germany which today are providing services to around 9 million participants every year then I would raise two points: One is related to what we celebrate in 2019 as 100 years ago in 1919 the vhs became a constitutional matter as they were made part of the first democracy in the Constitution of the Weimarer Republic. Secondly, the governance structure for the vhs and its services for professionalization include the vhs-statistics, the best source for monitoring and evaluation, strengthening impact and advocacy.

5.3

Comment by Gianela Turnes

EN

PhD student in Communication at the National University of La Plata, Honorary Collaborator of the UNESCO Chair in Youth and Adult Education Uruguay, Faculty of Human and Educational Sciences, University of the Republic, Montevideo, Uruguay

I understand the subject is of great interest. The article focuses on practical difficulties. There are other theories whose debate would contribute to strengthening the paradigm of lifelong education by going beyond the basic objectives of literacy, certification or the development of job skills that may tempt evaluators of policies associated with management.

The difficulty in assessing outcomes identified by the author as a problem could be seen as an intrinsic characteristic of education. ALE has an intentionality, it must be clear in promoting educational practices. But the systematic evaluation of learning objectives at the aggregate level would imply such a simplification with respect to the changes that could have been stimulated in the

subject that the contribution to the understanding of the process would be sterile.

The author introduces the variable of time, which is key, although I understand it associated with the evolution of the temporary effects on people. Certainly, the methodological changes constitute an alteration that worries technicians and complex systems are usually elaborated for the comparability of indicators. But the effects over time of educational practices with ALE transcend any consideration of short-term effects. In an educational policy with a limited purpose, like education in health habits, for example, such a measurement of results could be justified. On the other hand, when considering educational practices with a broad conception of lifelong learning, it seems risky to quantify effects beyond the measurement of enrollment and perhaps program completion. In the terms proposed in the article, the *construct validity* of the test to be applied to evaluate practice can be discussed when it is intended to transcend objectives of instruction, training, or development of competences - such as a basic literacy program or a development of work competences program - and instead expand the possibilities of the person to choose his or her life options.

With regard to data processing, it is always relevant to ensure its methodological correctness

and consistency. However, there is a risk of using adequate and correctly applied methodologies to validate conceptually questionable or biased approximations towards purposes other than ALE.

The statement: "*many people complete schooling without developing the competences and skills that they should*" refers again to the problem of the article: how to evaluate and substantiate this supposed result. And when is it appropriate to establish such a cut in order to determine the competences and skills developed with the certification? immediately after obtaining it? It seems to be an approach that assumes that all educational processes are closed upon completion of the certifying training. This does not seem to be consistent with a broad conception of education that places the responsibility of learning on the educational subject and that assumes the continuity of such learning while the subject faces his/her vital post-certification adventure. Nor does it admit learning from error.

In short, I understand that care in the use of indicators transcends the methodology referred to collection and measurement, and demands that we ensure consistency between the internationally endorsed guiding conceptual principles of ALE and the methodological devices for its evaluation.

Comentario de Gianela Turnes

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Estudiante de doctorado en Comunicación Universidad Nacional de La Plata, Colaboradora Honoraria de la Cátedra UNESCO de Educación de Personas Jóvenes y Adultas Uruguay, Facultad de Humanidades y Ciencias de la Educación, Universidad de la República, Montevideo, Uruguay

Entiendo que el tema tiene gran interés. El artículo focaliza en las dificultades prácticas. Existen otras teóricas cuyo debate contribuiría a afianzar el paradigma de educación a lo largo de toda la vida trascendiendo objetivos bá-

sicos de alfabetización, certificación o desarrollo de competencias laborales que pueden tentar a los evaluadores de políticas asociadas a una gestión.

La dificultad para evaluar resultados que señala el autor como problema podría considerarse una característica intrínseca de la educación. La EPJA tiene una intencionalidad, ella debe estar clara al promover las prácticas educativas. Pero la evaluación sistemática de objetivos de aprendizaje a nivel agregado implicaría tal simplificación respecto a los cambios que se podrían haber estimulado en el sujeto que el aporte a la comprensión del proceso sería estéril.

El autor introduce la variable temporal, ella resulta clave, aunque la entiendo asociada a la evolución de los efectos temporales sobre las personas. Naturalmente los cambios metodológicos constituyen una alteración que preocupa a los técnicos y suelen elaborarse complejos sistemas para la comparabilidad de indicadores. Pero los efectos a lo largo del tiempo de las prácticas educativas con PJA trascienden toda consideración de efectos de corto plazo. En una política educativa con un fin acotado, educación en hábitos sanitarios por ejemplo, podría justificarse tal medición de resultados. En cambio al considerar prácticas educativas con una concepción amplia de educación ALTV parece arriesgado cuantificar efectos más allá de la medición de la matrícula y quizá la culminación del programa. En los términos planteados en el artículo, la **validez de constructo** del test a aplicar para evaluar la práctica puede ser discutida cuando se pretende trascender objetivos de instrucción, capacitación o desarrollo de competencias - como podría ser un programa de alfabetización básica o de desarrollo de competencias laborales - y en cambio ampliar las posibilidades de la persona de elegir sus opciones vitales.

Respecto al procesamiento de datos, siempre es relevante asegurar su corrección y consistencia metodológica. No obstante, existe el riesgo de utilizar metodologías adecuadas y correctamente aplicadas para validar aproximaciones conceptualmente discutibles o sesgadas hacia fines distintos de los de la EPJA.

La afirmación: "*muchos alumnos terminan la etapa escolar sin haber desarrollado las competencias y las aptitudes esperadas*" remite nuevamente al problema del artículo: cómo evaluar y fundamentar ese supuesto resultado. Y en qué momento es adecuado establecer ese corte para determinar las competencias y aptitudes desarrolladas con la certificación: ¿inmediatamente después de obtenerla? Parece un enfoque que asume que todos los procesos educativos se cierran al completar la formación certificadora. Esto no parece consistente con una concepción amplia de educación que coloca la responsabilidad del aprendizaje en el sujeto educativo y que asume la continuidad de ese aprendizaje mientras él va enfrentando su peripecia vital post certificación. Tampoco admite el aprendizaje a partir del error.

En suma, entiendo que el cuidado en el uso de indicadores trasciende lo metodológico referido a recolección y medición, y exige que aseguremos la consistencia entre los principios conceptuales rectores de la EPJA refrendados internacionalmente y los dispositivos metodológicos para su evaluación.

I enjoyed reading the above article by Dr. César Guadalupe of Universidad del Pacífico, Peru on an important but much neglected aspect of “data” on youth and adult education. By focussing on four areas in which data are scarce or not systematic viz; (i) programmes and enrolment, (ii) learning outcomes, (iii) population to be served and (iv) financing, author argues that due to scarcity of systematic data on youth and adult education, their quality is often not properly documented or known. While several governmental and non-governmental organizations in different countries have been implementing a variety of programmes and generating vast amount of data related to enrolment of adult learners, their achievements and financing of adult education programmes, the end users rarely question the methodology of data collection or its validity or reliability and continue to use it to substantiate their arguments. Since the programme of adult education is often conceived as a short-term activity, there is hardly any institutional mechanism or well-trained personnel to collect qualitative and quantitative data on several aspects of the programme. Hence it becomes easy to fudge or inflate the achievement figures mainly to project the programme as a success. This has been no-

ticed in several literacy programmes conducted in the past in India, where Government gave awards to those districts which achieved total literacy. But subsequently when a survey was conducted to initiate the post literacy programmes, there were no neo-literates in those places who could enrol in the programme. Presumably achievement figures of literates were fudged?

In order to improve the quality of data on adult education, the programme needs to have a well-defined policy, robust infrastructure, qualified manpower and sufficient funds. However, mere allocation of funds for adult education may not guarantee its success as it has been found that in several adult education programmes implemented in India, large chunks of funds remained unused due to lack of knowledge about financial procedures among the programme administrators. This implies the need for a comprehensive training of the staff of adult education programme. Unless the mind-set of viewing adult education as a poor cousin of education is changed and it is given due importance by the state, neither the quality of programme nor the data can be improved.

In West Africa in general, and in Mali in particular, the lack of reliable data is an element that characterizes several ministerial departments and constitutes a real obstacle to advocacy, particularly in our Adult Education sector, despite a Planning and statistics center at the level of each department.

These statistics indeed make it possible to highlight the impact of adult education on the hygiene, the sanitation, the economic and personal development of the individual. More than half of Mali's population is under 16. Mali therefore has a large population of young people, 50% of whom are transferred to the non-formal system (for a number of reasons), which lacks sufficient resources and structures to receive them, marginalizing a large part of the productive population. These young people are the first candidates for immigration because they have no qualifying training and no hope for the future and, therefore, they are exposed to the risk of their lives to attempt illegal immigration. This is understandable when one knows that in host countries with the most derisory work they can achieve much more than a "well-paid" employee in Mali. This situation is exacerbated by the crisis that Mali has been experiencing since 2012 with class closures, particularly in the northern and central regions, internally displaced persons and immigrants. The number of school dropouts has increased exponentially.

Education programs for young people and adults must therefore focus on non-formal education

and vocational training programs for young people so that non-formal vocational training becomes a real emergency exit. Also, state investments in financial and human resources in this direction must increase and this can only be done with advocacy based on reliable statistics.

West Africa's savings are mainly based on the non-formal sector and the trend of the populations benefiting from development projects is not to share too much the success achieved, in particular in terms of financial gains and profits, which has the consequence to bias the results of certain evaluations. The tendency is always to make believe that we are poor despite the progress in order to continue to benefit from the favors of the NGO benefactor. It is possible, however, through this Adult Education, to make beneficiaries understand the importance for themselves of providing real evidence/testimonies so that the effects or impacts of an intervention are measurable in order to judge its relevance and continuity.

Data feedback from non-formal operators has always been a challenge for DVV International in Mali and partners, in particular national and sub-regional support networks for non-formal education/adult education, as well as its state partners such as the National Resource Center for Non Formal Education (NRC-NFE) in charge of coordinating non-formal activities. This materialized through the implementation of a database of non-formal operators that faces a challenge of regular updating.

Commentaire de Mouhamadou Diagne

FR

DVV International Mali, Country Director

En Afrique de l'Ouest en général et au Mali en particulier, le manque de données fiables est un élément qui caractérise plusieurs départements ministériels et constitue un véritable frein pour le plaidoyer notamment dans notre secteur de l'Éducation des Adultes et cela malgré une cellule Planification et statistiques au niveau de chaque département.

Ces statistiques en effet permettent de mettre en évidence l'impact de l'éducation des Adultes sur l'hygiène, l'assainissement, le développement économique et personnel de l'individu. Plus de la moitié de la population du Mali a moins de 16 ans. Le Mali a donc une forte population de jeunes qui à 50% sont reversés dans le système non formel (pour plusieurs raisons) qui ne dispose ni de ressources ni de structures suffisantes pour les recevoir mettant en marge une large partie de la population productive. Ce sont ces mêmes jeunes qui sont les 1ers candidats à l'immigration car ne disposant d'aucune formation qualifiante et aucun espoir pour le futur et donc prêts au péril de leur vie de tenter l'immigration clandestine. Cela est compréhensible quand on sait que dans les pays d'accueil avec le travail le plus dérisoire ils peuvent réaliser beaucoup plus qu'un employé « bien payé » au Mali. Cette situation est exacerbée par la crise que vit le Mali depuis 2012 avec les fermetures de classes notamment dans les régions du Nord et du Centre, les déplacés internes et les immigrés. Le nombre de jeunes en déperdition scolaire a augmenté exponentiellement

Les programmes d'éducation pour jeunes et adultes doivent donc se focaliser sur des programmes d'éducation et de formation professionnelle non formelle pour jeunes afin que la

formation professionnelle non formelle soit une véritable issue de secours. Aussi, les investissements étatiques en ressources financières et humaines en ce sens doivent augmenter et cela ne peut se faire qu'avec un plaidoyer basé sur des statistiques fiables.

Les économies d'Afrique de l'ouest sont essentiellement basées sur le secteur non formel et la tendance des populations bénéficiaires des projets de développement est de ne pas trop partager les succès engrangés notamment en termes de gains et bénéfices financiers, ce qui a pour conséquence de biaiser notamment les résultats de certaines évaluations. La tendance est de toujours faire croire qu'on est pauvre malgré les progrès afin de continuer à bénéficier des faveurs de l'ONG bienfaitrice. Il est possible cependant à travers cette éducation des Adultes de faire comprendre aux bénéficiaires l'importance pour eux-mêmes de fournir des éléments/témoignages réels afin que les effets ou impacts d'une intervention soient mesurables afin de juger de sa pertinence et de sa continuité.

La remontée des données des opérateurs du non formel a toujours constitué un défi pour DVV International au Mali et partenaires notamment les réseaux nationaux et sous régionaux de soutien à l'Éducation Non Formelle /Éducation des Adultes ainsi que ses partenaires étatiques comme le Centre national des Ressources en Éducation non Formelle (CNR ENF) chargé de la coordination des activités du non formel. Cela s'est matérialisé par la mise en place d'une base de données des opérateurs du non formel qui est confronté à un défi de mise à jour régulière.

5.6

Online Comments to César Guadalupe's Article

Martial Patrice AMOUGOU

I am Martial Patrice AMOUGOU from INJS, Yaoundé. I am pleased to meet a colleague who raises the issue of the adult education information system. In my country, Cameroon, a study on this issue was carried out in 2012 by the Ministry of Basic Education (MINEDUB) in collaboration with UNESCO. A very good initiative that unfortunately remained in the drawers of the desks. There are good proposals for the monitoring system and updates. But who is responsible for its operation? Noone.

EN

First of all, in the field, there is a problem with the maintenance of statistics that is not part of the administrative culture, especially in these institutions in charge of adult education. More serious is the problem of collecting this information, which requires either IT resources or travel for missions dedicated to this purpose. Given our socio-economic context, this question remains an illusion. But with the will and commitment of MINEDUB's decentralized structures, collection can be done in stages and provide a good national basis.

Bonjour, je suis Martial Patrice AMOUGOU de l'INJS de Yaoundé. Je suis heureux de rencontrer un collègue qui soulève la question du système d'information en éducation des adultes. dans mon pays le Cameroun, une étude a été commise en 2012 sur cette question par le Ministère de l'Education de Base (MINEDUB) en collaboration avec l'Unesco. une très bonne initiative qui malheureusement est restée dans les tiroirs des bureaux. il y a de bonnes propositions quant au dispositif de suivi, aux des mises à jour. Mais qui en assure le fonctionnement?

FR

Personne d'abord sur le terrain, il y a un problème de tenue des statistiques qui ne rentre pas dans la culture administrative, surtout dans ces institutions chargées de l'éducation des adultes. Plus grave est le problème de collecte de ces informations qui sollicite soit des moyens informatiques, soit des déplacements pour des missions dédiées à cet effet. Vu notre contexte socioéconomique, cette question reste une illusion. Mais avec de la volonté et l'engagement des structures déconcentrées du MINEDUB, la collecte peut se faire par palier et donner une bonne base nationale.

Yanina Sofia Paolasso

Dear all, the construction of statistical data, its link with learning and even more, with the correlation of economic resources and their distribution in this framework is a very important subject. In Argentina there are inconclusive debates in relation to the subject, since some positions or approaches associate the construction of statistics to a mere distribution of economic resources.

EN

Like Martial Patrice AMOUGOU, in the country, this is still an issue to continue working on, as sometimes the data collected lack legitimacy, or have been weakly compiled ... Thank you for your contribution!

Estimados buen día, vaya tema el de la construcción de datos estadísticos, su vinculación con el aprendizaje y más aún, con el correlato de los recursos económicos y su distribución en este marco. En la Argentina hay debates inconclusos en relación con la temática, pues algunos posicionamientos

E

o enfoques asocian la construcción de estadística a una mera distribución de recursos económicos.

Al igual que Martial Patrice AMOUGOU, en el país, sigue siendo un temática a seguir trabajando, en

ocasiones los datos recabados carecen de legitimidad, o han sido debilmente confeccionados... Gracias por el aporte!

6 Webinars

6.1 Webinar with Henrique Lopes and Leona English about “How adult education can save your life”

To complement this, we were organizing a webinar on the 7th of March 2019. **Henrique Lopes**, professor and researcher of Public Health at the Portuguese Catholic University and **Leona M. English**, professor of adult education at St. Francis Xavier University, Canada and author of the Book “Adult Education and Health”, have agreed to participate.

During the webinar, Henrique Lopes presented his article on “**How adult education can save your life**” (available online at the journal’s web-

EN site in [English](#), [French](#), [Spanish](#)), written for this year’s AED edition. He discussed together with Leona M. English the impact that adult education can have on our health. How is it possible to place preventive healthcare education in the same category as literacy and numeracy, and to re-evaluate the importance of lifelong learning for our survival?

You can watch the recording of the Webinar here: <https://www.youtube.com/watch?v=-xazsNrkog4>

Seminario virtual con Henrique Lopes y Leona English sobre “De qué manera la educación de adultos puede salvar tu vida”

Como complemento, estamos organizando un seminario virtual en 7 de Marzo 2019. **Henrique Lopes**, profesor e investigador de Salud Pública en la Universidad Católica Portuguesa y **Leona M. English**, profesora de educación de personas adultas en la Universidad St. Francis Xavier, Canadá, y autora del Libro “Educación de Adultos y Salud”, han aceptado participar.

Durante el seminario virtual, Henrique Lopes presentará su artículo sobre “**De qué manera la educación de adultos puede salvar tu vida**” (disponible en línea en el sitio Web de la

E revista en [Inglés](#), [Francés](#), [Español](#)), escrito para la edición de la AED de este año. Junto con Leona M. English, discutirá el impacto que la educación de adultos puede tener en nuestra salud. ¿Cómo es posible situar la educación para la salud preventiva en el mismo nivel que la enseñanza de la lectura, la escritura y el cálculo, re-evaluar la importancia del aprendizaje a lo largo de toda la vida para nuestra supervivencia?

Puede ver la grabación del seminario web aquí: <https://www.youtube.com/watch?v=-xazsNrkog4>

Webinaire avec Henrique Lopes et Leona English sur «Comment l'éducation des adultes peut vous sauver la vie»

Pour compléter cela, nous sommes en train d'organiser un webinaire de 7 le mars 2019. Henrique Lopes, professeur et chercheur en santé publique à l'Université catholique portugaise et Leona M. English, professeur en éducation des adultes à l'Université St. Francis Xavier, Canada, et auteur du livre «Éducation des adultes et santé», ont accepté d'y participer.

Au cours du webinaire, Henrique Lopes présentera son article intitulé « Comment l'éducation des adultes peut vous sauver la vie » (disponible en ligne sur le site web de la revue en [Anglais](#),

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[Français](#), [Espagnol](#)), écrit pour l'édition de l'EAD de cette année. Il discutera avec Leona M. English l'impact que l'éducation des adultes peut avoir sur votre santé. Comment est-il possible de classer l'éducation à la prévention en matière de santé dans la même catégorie que l'enseignement de la lecture, de l'écriture et du calcul, et de réévaluer l'importance pour notre survie de l'apprentissage tout au long de la vie ?

Vous pouvez regarder l'enregistrement du Webinaire ici: https://www.youtube.com/watch?v=-xazsNrkog4_

6.2 Webinar with Samuel Asnake Wollie and Shirley Walters about “The keys to a peaceful and prosperous Africa”

To complement this, we are organizing a webinar on 14th of March 2019. **Samuel Asnake Wollie**, Chief Education Programmes Coordinator at the UNESCO Liaison Office Addis Ababa, Ethiopia and **Shirley Walters**, Professor Emerita, University of the Western Cape, South Africa and ICAE Vice President Africa, have agreed to participate.

During the webinar, Samuel Asnake Wollie will present his column on **“The keys to a peaceful and prosperous Africa”** (available online at the journal's website in [English](#), [French](#), [Spanish](#)), written for this year's AED edition. He will discuss together with Shirley Walters how adult education can be key to a completely peaceful and

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prosperous Africa by 2063. They will debate as to whether social, economic and cultural changes are liabilities or assets in terms of real national and continental unity and sustainable development. The question is how to transform a liability into an asset for nation building?

You can watch the recording of the Webinar here: <https://www.youtube.com/watch?v=X-soyOSWhBuY&feature=youtu.be>

Seminario virtual con Samuel Asnake Wollie y Shirley Walters sobre “Las claves para alcanzar la paz y la prosperidad en África”

Como complemento, estamos organizando un seminario virtual de 14 de Marzo 2019. **Samuel Asnake Wollie**, Coordinador jefe de programas de educación en la Oficina de Enlace de la UNESCO en Addis Abeba, Etiopía y **Shirley Walters**, profesora emérita de la Universidad de Western Cape, Ciudad del Cabo, Sudáfrica, y Vicepresidenta de ICAE en África, han aceptado participar.

Durante el seminario virtual, Samuel Asnake Wollie presentará su artículo sobre “**Las claves para alcanzar la paz y la prosperidad en África**” (disponible en línea en el sitio Web de la revista en [Inglés](#), [Francés](#), [Español](#)), escrito para la

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edición de la AED de este año. Junto con Shirley Walters, discutirá cómo la educación de personas adultas puede ser clave para que África aspire a ser un continente completamente pacífico y próspero de aquí a 2063. Debatirán sobre si los cambios sociales, económicos y culturales representan un pasivo o un activo cuando se pretende alcanzar una verdadera unidad nacional y continental y un desarrollo sostenible. La pregunta es ¿cómo transformar un pasivo en un activo para forjar una nación?

Puede ver la grabación del seminario web aquí: <https://www.youtube.com/watch?v=Xs-oyOSWhBuY&feature=youtu.be>

Webinaire avec Samuel Asnake Wollie et Shirley Walters sur « Les clés d’une Afrique pacifique et prospère » :

Pour compléter cela, nous sommes en train d’organiser un webinaire de 14 de mars 2019. **Samuel Asnake Wollie**, coordinateur en chef des programmes d’éducation au bureau de liaison de l’UNESCO à Addis Abeba et **Shirley Walters**, professeur émérite, Université de Western Cape, Afrique du Sud et Vice-présidente de l’ICAE Afrique, ont accepté d’y participer.

Au cours du webinaire, Samuel Asnake Wollie présentera son article intitulé « Les clés d’une Afrique pacifique et prospère » (disponible en ligne sur le site web de la revue en [Anglais](#), [Français](#), [Espagnol](#)), écrit pour l’édition de l’AED de cette année. Il discutera avec Shirley Walters comment l’éducation des adultes peut être clé pour l’Afrique, d’autant qu’elle aspire à devenir

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pacifique et prospère d’ici 2063 Ils débattront sur la question de savoir si ces changements sociaux, économiques et culturels sont des passifs ou plutôt des actifs en termes d’unité et de développement durable réels aux niveaux national et continental. La question décisive est de savoir comment transformer le passif en actif pour bâtir une nation.

Vous pouvez regarder l’enregistrement du Webinaire ici: <https://www.youtube.com/watch?v=XsoyOSWhBuY&feature=youtu.be>

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Closing words

by **Sandra L. Morrison, ICAE President**

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After reading articles, thoughts, comments and insights on the ICAE Virtual Seminar, the Role and Impact of Adult Education, the one word that resonates and emerges for me is the word “dignity”. Dignity for the learners no matter what part of the world they live and learn and the challenges therein; dignity for the role of the adult educators and their commitment to meet the aspirations of their learners; and dignity for the field itself. Raising the prestige and the validity of the field continues to be a persistent challenge whether it be through gathering appropriate data, having an end goal of employment, contributing to nation building through active citizen participation or working within our own milieu to consistently improve the wellbeing of our families and villages.

These case studies and insights should inspire a wider vision of the SDG 4 goal into broader interpretation and understandings as they are testament to the innovative thinking and practises occurring on the ground from which we can all learn. They are results driven, potential oriented and solution focussed as demonstrated by Samuel Wollie’s comment that “Literacy is a basic right and key asset that opens the floodgates of an ocean of wisdom in context.” I like that. Its feel and imagery extends into the manifestation of the role and impact of adult education itself. Chanell Butler-Morello describes a programme that measures quality of life and surely that is the ultimate goal for all our learning and education. The importance of lifelong learning through healthcare literacy is fundamental to our everyday existence and in our daily routines as described by Henrique Lopes. Cesar Guadalupe reminds us that data is not a natural element that

can be collected like berries, but consists of social constructions based on concepts, interests, ideas, and is not void of political and ideological elements. These diverse examples on the impact and role of adult education reflect that we live in diverse realities yet have a common driver in which we pay dignity to the work to which we are committed. Thank you all for the valuable sharings to this seminar as led by our esteemed authors.

This time last year, I offered closing thoughts on the Virtual Seminar on Inclusion and Diversity. I am reminded of this given that I write from my homeland of Aotearoa New Zealand in the wake of the tragedy where 50 people of Muslim faith were killed while in prayer in Christchurch. While NZ has responded with overwhelming love, genuine kindness and generosity, it has also forced us to look at ourselves critically and to examine our own attitudes towards difference, racism and xenophobia. Many NZ’ers thought that such acts would never occur here and that NZ was somehow removed from such atrocious thinking and acts but this is far from the truth. A seething underbelly of intolerance and hatred has been omnipresent for years and NZ has now lost any forms of innocence to which it had clung. Last year I wrote that Inclusion and diversity are two sides of the same coin. Inclusion can only succeed if we recognise our differences – our diversity. Growing knowledge, understanding and respect for difference is a significant role for adult educators and such impacts are important for a cohesive society which cannot be underestimated. Let our work continue to flourish and promote wellbeing, peace, justice and compassion. May the departed souls rest in peace.

Palabras de cierre de Sandra L. Morrison, Presidenta del ICAE

Luego de leer artículos, pensamientos, comentarios y reflexiones sobre el Seminario Virtual del ICAE, El papel y el impacto de la educación de personas adultas, la única palabra que resuena y emerge para mí es la palabra “dignidad”. Dignidad para los educandos, independientemente de la parte del mundo en la que vivan y aprendan y de los desafíos que se planteen; dignidad para el papel de quienes educan a las personas adultas y su compromiso de satisfacer las aspiraciones de sus educandos; y dignidad para el propio campo. Aumentar el prestigio y la validez del campo sigue siendo un desafío persistente, ya sea a través de la recopilación de datos apropiados, teniendo como objetivo final el empleo, contribuyendo a la construcción de la nación a través de la participación ciudadana activa o trabajando dentro de nuestro propio entorno para mejorar consistentemente el bienestar de nuestras familias y pueblos.

Estos estudios de casos y percepciones deberían inspirar una visión más amplia del ODS 4 en una interpretación y comprensión más amplia, ya que son testimonio del pensamiento y las prácticas innovadoras que ocurren en el terreno de las que todos podemos aprender. Conducen a los resultados, se orientan al potencial y se centran en las soluciones, como lo demuestra el comentario de Samuel Wollie: “La alfabetización es un derecho básico y un activo clave que abre las compuertas de un océano de sabiduría en el contexto”. Me gusta eso. Sus sentimientos e imágenes se extienden a la manifestación del papel y el impacto de la educación de adultos en sí misma. Chanell Butler-Morello describe un programa que mide la calidad de vida y que seguramente es el objetivo final de todo nuestro aprendizaje y educación. La importancia del aprendizaje durante toda la vida a través de la educación sanitaria es fundamental para nuestra existencia diaria y en nuestras ruti-

nas diarias, tal como lo describe Henrique Lopes. Cesar Guadalupe nos recuerda que los datos no son un elemento natural que se puede recoger como las bayas, sino que consisten en construcciones sociales basadas en conceptos, intereses, ideas, y no están vacías de elementos políticos e ideológicos. Estos diversos ejemplos sobre el impacto y el papel de la educación de personas adultas reflejan que vivimos en realidades diversas pero que tenemos un conductor común en el que pagamos con dignidad el trabajo con el que estamos comprometidos. Muchas gracias por su valiosa participación en este seminario, dirigido por nuestros estimados autores.

El año pasado, por estas fechas, expuse mis reflexiones finales sobre el Seminario Virtual sobre Inclusión y Diversidad. Me acuerdo de esto porque escribo desde mi tierra natal de Aotearoa, Nueva Zelanda, tras la tragedia en la que 50 personas de fe musulmana fueron asesinadas mientras rezaban en Christchurch. Aunque NZ ha respondido con un amor abrumador, genuina amabilidad y generosidad, también nos ha forzado a mirarnos a nosotros mismos de forma crítica y a examinar nuestras propias actitudes hacia la diferencia, el racismo y la xenofobia. Muchos neozelandeses pensaron que tales actos nunca ocurrirían aquí y que NZ fue de alguna manera alejado de tales pensamientos y actos atroces, pero esto está muy lejos de la verdad. Desde hace años, la intolerancia y el odio están omnipresentes y NZ ha perdido toda forma de inocencia a la que se había aferrado. El año pasado escribí que la inclusión y la diversidad son dos caras de la misma moneda. La inclusión solo puede tener éxito si reconocemos nuestras diferencias, nuestra diversidad. El conocimiento, la comprensión y el respeto crecientes por las diferencias son un papel importante para los educadores de personas adultas, y tales impactos son impor-

tantes para una sociedad cohesiva que no puede ser subestimada. Que nuestro trabajo continúe floreciendo y promoviendo el bienestar, la paz,

la justicia y la compasión. Que las almas difuntas descansen en paz.

Mots de conclusion de Sandra L. Morrison, Présidente de l'ICAE

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Après avoir lu des articles, des réflexions, des commentaires et des idées sur le Séminaire virtuel de l'ICAE, Le rôle et l'impact de l'éducation des adultes, le seul mot qui résonne et émerge pour moi est le mot « dignité ». Dignité pour les apprenants, quelle que soit la partie du monde où ils vivent et apprennent et quels que soient les défis qu'ils doivent relever; dignité pour le rôle des éducateurs d'adultes et leur engagement à répondre aux aspirations de leurs apprenants, et dignité pour le domaine lui-même. Soulever le prestige et la validité du domaine continue d'être un défi constant, que ce soit en recueillant des données appropriées, en ayant comme objectif final l'emploi, en contribuant à l'édification de la nation par la participation active des citoyens ou en travaillant dans notre propre milieu pour améliorer constamment le bien-être de nos familles et villages. Ces études de cas et réflexions devraient inspirer une vision plus large de l'ODD 4 dans une interprétation et une compréhension plus larges, car elles témoignent de la pensée et des pratiques novatrices qui se produisent sur le terrain et dont nous pouvons tous tirer des enseignements. Elles sont axées sur les résultats, orientées sur le potentiel et centré sur les solutions, comme le démontre le commentaire de Samuel Wollie : « L'alphabétisation est un droit fondamental et un atout clé qui ouvre les vannes d'un océan de sagesse dans son contexte ». J'aime bien ça. Son toucher et son imagerie s'étendent à la manifestation du rôle et de l'impact de l'éducation des adultes elle-même. Chanell Butler-Morello décrit un programme qui mesure la qualité de vie et c'est certainement le but ultime de notre ap-

prentissage et de notre éducation. L'importance de l'apprentissage tout au long de la vie par le biais de la littératie en soins de santé est fondamentale dans notre vie quotidienne et dans nos routines quotidiennes, comme le décrit Henrique Lopes. Cesar Guadalupe nous rappelle que les données ne sont pas un élément naturel qui peut être recueilli comme des baies, mais consiste en des constructions sociales basées sur des concepts, des intérêts, des idées, et n'est pas vide d'éléments politiques et idéologiques. Ces divers exemples sur l'impact et le rôle de l'éducation des adultes reflètent le fait que nous vivons dans des réalités diverses tout en ayant un moteur commun dans lequel nous payons avec la dignité le travail pour lequel nous nous sommes engagés. Merci pour votre précieuse participation à ce séminaire animé par nos estimés auteurs.

L'an dernier, à la même époque, j'ai proposé des réflexions finales sur le Séminaire virtuel sur l'inclusion et la diversité. Cela me revient à l'esprit étant donné que j'écris de mon pays natal, Aotearoa, en Nouvelle-Zélande, à la suite de la tragédie où 50 personnes de confession musulmane ont été tuées dans la prière à Christchurch. Même si la Nouvelle-Zélande a répondu avec un amour écrasant, une gentillesse et une générosité sincères, elle nous a aussi forcés à porter un regard critique sur nous-mêmes et à examiner nos propres attitudes envers la différence, le racisme et la xénophobie. Beaucoup de Néo-Zélandais pensaient que de tels actes ne se produiraient jamais ici et que la Nouvelle-Zélande était en quelque sorte éloignée de ces pensées et actes atroces, mais c'est loin d'être la vérité.

L'intolérance et la haine sont omniprésentes depuis des années et la Nouvelle-Zélande a maintenant perdu toute forme d'innocence à laquelle elle s'était accrochée. L'année dernière, j'ai écrit que l'inclusion et la diversité sont les deux faces d'une même pièce. L'inclusion ne peut réussir que si nous reconnaissons nos différences – notre diversité. L'accroissement des connaissances, de

la compréhension et du respect de la différence jouent un rôle important pour les éducateurs d'adultes et de tels impacts sont importants pour une société cohésive qu'il ne faut pas sous-estimer. Que notre travail continue de s'épanouir et de promouvoir le bien-être, la paix, la justice et la compassion. Que les âmes des défunts reposent en paix.

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Online Comments to Sandra L. Morrison's Closing Words

Robert Jjuuko

Our President thank you for the closing remarks. Thank you for raising and situating the notion of 'dignity' into conversation. If I could complement with a little thought, it would be 'dignified adult teaching and learning'. About the tragedy in your homeland, in our thoughts and memory, we keep you and the peace-loving New Zealanders. For the victims and their loved ones, they are at hearts of millions around the world who care and cherish our shared humanity.

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Yanina Sofia Paolasso

Dear all, Regarding Sandra L. Morrison's closing words, I link the term "dignity" with the fulfillment of a right that is the access of young and adults to lifelong education, and the possibility of finishing primary and secondary studies, as well as to continue studying throughout life. Such instances of education should be of quality and adequate to the conditions and interests of the students, in addition to the importance that the formative processes of the teachers recover, and the sustainability of the educational policies for the modality.

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On the other hand, what I was able to notice from reading the rest of the comments of the participants of the seminar, is that there are problems in common in the different regions of the world, such as the quality of young and adults' education, the training of teachers, the difficulty in generating statistical data. However, students continue to attend and continue to learn, and it is increasingly important because of its link to lifelong learning. This is what is valuable, because even under adverse conditions teachers continue to teach and provide the best in their educational practices. Finally, we are very sorry for the tragedies in New Zealand and in different countries around the world, let us advocate for peace. May their souls rest in peace. Greetings and thank you very much!

Estimados/as: respecto de las "Palabras de cierre de Sandra L. Morrison", el término "dignidad" lo vinculo con el cumplimiento de un derecho que es el acceso a la educación permanente de jóvenes y adultos, y la posibilidad de finalizar estudios primarios y secundarios, así como continuar estudiando a lo largo de toda la vida. Tales instancias de educación debieran ser de calidad y adecuadas a las condiciones e intereses de los estudiantes, además de la importancia que cobran los procesos formativos de los docentes, y

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el sostenimiento de las políticas educativas para la modalidad.

Por otro lado, lo que sí pude advertir de leer el resto de los comentarios de los participantes del seminario, que existen problemáticas comunes en las distintas regiones del mundo, como la calidad de la educación para la personas jóvenes y adultas, la formación de los docentes, la dificultad en la generación de datos estadísticos. Sin embargo, los estudiantes siguen asistiendo

y continúan aprendiendo, y cada vez tiene más importancia por su vinculación al aprendizaje a lo largo de toda la vida. Esto es lo valorable, porque aún en condiciones adversas los docentes siguen enseñando y brindando lo mejor en sus prácticas educativas. Finalmente, sentimos mucho la/s tragedia/s de Nueva Zelanda y de diferentes países del mundo, abogamos por la paz. Que en paz descansen sus almas. Saludos cordiales y muy agradecida!



ICAE - International Council for Adult Education

DVW International - the Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V., DVW)

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