



The Education Goal We Need, for the World We Want

ICAE Proposal for the Post 2015 Sustainable Development Agenda

Discussions on the post-2015 development agenda are now well underway, and while education receives some prominence, there needs to be a firmer commitment to education, as a fundamental human right, and recognition that education is an indispensable requirement for realizing other human rights. Education should be acknowledged as a core enabler of sustainable development, essential to addressing current and future global challenges, and the achievement of all other development goals. As such, in the post-2015 agenda, the goals and objectives in education must be based on a holistic vision of education, encompassing all forms of education and training, formal and non-formal¹.

ICAE believes that lifelong learning is the education paradigm of the XXI century. Assuming this paradigm, implies a shift in education systems, where literacy and the education of young people and adults is fully integrated for all.

In the context of the construction of a new development agenda post-2015, the United Nation General Secretary envisions an agenda where education and lifelong learning are guaranteed. We welcome paragraph 86 of his report: A life of Dignity for All, however we understand this paragraph should undertake minor -yet important- changes:

[par. 86.] Provide quality education and lifelong learning for all. Young people and adults should be able to receive high-quality education and learning: from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocational education, citizenship education and training for a healthy life and sustainable life.

ICAE proposes that the States manage their educational systems focusing on the “lifelong learning approach” as a condition to attain inclusive and fair societies. For this purpose, they must establish public institutions, which watch over the implementation of educational programs that are able to respond to the comprehensive needs of the whole population no matter the social origin, ethnicity, gender or age. These programs must be implemented in every level of formal education and encourage the non-formal community education that is carried out by Civil Society Organizations.

Adopting these conditions, the following targets must be achieved:

- A world free of illiteracy by 2030;
- By 2050, free and universal access to 12 years of school education is assured for all.
States and international donor organizations must allocate adequate resources to achieve these targets.
- Reduce the participation and achievement gap in adult learning between the most affluent 20% and the poorest 40%.
- Fit for purpose education (formal, non-formal, informal) for all workers in the informal economy.

At the same time, and in order to make sure these targets meet the universal goal of quality education for all, the following is also mandatory:

- Guaranteeing gender equality in the provision of educational services.
- Including every person in the educational systems without discrimination; especially those with special learning needs and those who, due to any social, cultural, ethical condition, or due to any reason related to gender or age, or related to the place of residence, need to learn particular contents, need particular methodologies or particular pedagogical materials that respect their culture or their original languages.
- Training teachers to build their capacities so as to be able to take on the challenge (in a professional, social, cultural and pedagogical level) required by the development of lifelong learning education as a new educational paradigm.
- Establishing, at the international and national level, citizen participation systems (accountability). In this way, every citizen and their representatives would have access to information about the targets, their achievement, financing and evaluation. To achieve that, quality disaggregatable data needs to be available, nationally and internationally, to identify under-represented groups. Thus, in each country it would be possible to monitor the human right to education and the universal, free and quality services established to assure it.
- Ensuring young and adult people education aimed to develop their whole potential as human beings to fully exercise their citizenship and their working life. Universalizing access to educational services must not lead to their poorness and neither to the restriction to ICT, participation or empowerment.

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