

Member that presents the motion: Consejo de Educación de Adultos de América Latina - CEAAL (Latin American Council for Adult Education)

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Signature:

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Youth and Adult Education and the importance of Popular Education

The evaluation of CONFINTEA VI indicates that there still exist weak integral policies; insufficient financing, persisting inequality between the urban and the rural, and no attention to lifelong learning while weak educational approaches are observed.

The GCE presents the importance of popular education as an approach aimed at the improvement of learning linked to social transformation perspectives. Therefore, GCE calls for:

- Acknowledging the contribution of popular education to youth and adult education by virtue of: 1) Providing youth and adult education with a *“political and ethical intent”* that comprises the emancipatory and critical tradition of Latin America and other regions across the world; 2) Promoting horizontal relationships and values such as solidarity, justice, equality and transparency, and developing human, technical and political capacities to contribute to the construction of just societies, in sustainable environments; 3) Positioning the *cultural dialogue as a pedagogical proposal* that acknowledges, values and promotes learning, culture, stories from young people and adults, and links them to the academic knowledge; 4) Proposing the *systematization of experiences as a form of investigation* that is interpretative and critical, oriented to the promotion, qualification and reorientation of youth and adult education experiences.
- Undertaking lifelong learning and continuing education because it is a continuous action and there is simultaneity between *study* and *work*. This requires an “*unschooling*” vision of youth and adult education, highlighting its community dimension.
- Undertaking youth and adult education beyond formal education, reassessing its community dimension in the training processes. Acknowledging the diverse learning practices, in different spaces and aspects of a person’s life such as the family, the community, communication means and from different practices. The work lines adopted at CONFINTEA V must be taken up again: literacy, education – work, young people, citizenship and human rights, peasants and indigenous people, education and local development. Considering that the world context has alienated the field of work, it is necessary to develop new categories and alternatives, such as, for example: education for productivity and solidarity economy. Likewise, the impact of great internal and external migrations must be considered as well.