The Arab Academy for Adult Education and Development

Report of the Academy Founding Workshop

October 31st-November 6th, 2017, Hotel Le Crillon, Broumana – Lebanon

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I. INTRODUCTION

The objective of the workshop was to establish the foundation of an Arab Academy for Adult Education in the Arab World. The workshop was held in Hotel Le Crillon, in Broumana, Lebanon, from October 31ˢᵗ to November 6th. Thirty three (33) participants from Lebanon, Palestine, Egypt, Sudan, Jordan and Morocco gathered to discuss the creation of such academy in light of the many problems related to education, and of the existing needs and demands in the area.

Participants included representatives from different networks involved in literacy and adult education, namely, the Arab Network for Popular and Adult Education in Egypt, the Ecumenical Popular Education Program (EPEP), the Anhar Network in Jordan, and the Arab Campaign for Education in Palestine.

The program of this seven-days interactive workshop included daily meditations on topics related to Education; presentations by educational experts and representatives of the different attending networks on: the state and reality of education in the Arab World, and on the different initiatives undertaken by organizations and networks addressing the issues of illiteracy and adult education; small group and plenary discussions; daily experience-sharing sessions; as well as a field visits organized on the fourth day of the workshop.

II. WORKSHOP PROCEEDINGS

A. PRESENTATIONS AND INTERVENTIONS

Opening of the Workshop
Upon arrival on the first day, workshop participants registered and settled preparing for the opening session in the afternoon. The session was opened by a welcoming note made by ………………………????. The aims and objectives of workshop were then presented underlining the importance of establishing Vision and Mission, and a Plan of Action for the initiation of the Academy in a draft document.

A round the table introduction of participants was followed by the presentation of the Workshop agenda and daily schedule discussed and approved with slight changes, and the formation of small groups for future discussions.

Presentation by Dr. Zahi Azar
"Adult Education in the Arab World: The Academy Initiative"
Dr. Zahi Azar started this first session asking: "Why are we here"? He explained that the initiative to establish an Arab Academy began when the four networks present met to discuss the situation of education in the Arab world, in light of the absence of any plan that builds the human being for progress and development. Thus, setting the tone for this founding workshop, Dr. Azar focused on the educational reality in the area, highlighting the decline in the official school which has lead to a decline of standards among the educated. Education has become restricted to reading and writing, and illiteracy remains a thought rather than a goal for governments to work for as a result of lack of funding and budget for education; the absence of democracy in the understanding of how to build communities, knowing that 50% of the Arab people are illiterate, and women are the first to be marginalized. Illiteracy

rates are high in Arab societies, and for these societies to advance, there must be a model that links Education to Development. The Arab citizen has a reserve of riches that can be used to connect thought and experience, and vice versa, for a renaissance in these societies.

The purpose of the Academy is to interact with this reality and to promote education to higher levels. This requires patience as societies are dominated by the idea of rapid deals that only lead to downfall. On the other hand, given the large funding for social issues in societies, funding for education is no more a source of motivation for funders who favor quantity to quality.

Dr. Azar referred to a study by News Time on the destruction of the educational infrastructure in Syria, Yemen, Iraq and Libya showing that: 75 million people live below poverty line in the Arab world, i.e., 60 percent of the population; the cost of corruption reaches 1.2 trillion ……….??? Dollars?????, and that 16 million children are out of school, in addition to the many humanitarian disasters affecting the people of the area.

The policy of weakening the public school for the benefit of private education is the result of several factors including the lack of competent teachers, low salaries, and inadequate educational methods. Consequently, both pupils and teachers are equally weak, and thus, illiterates produce illiterates. This leaves the Arabs with no money, no plans, no dialogue, and no strong ground for education. The absence of senior educators and the intellectual decline in the vision of the Arab world leaves it under the control of the Global market economy and capitalism; globalization and its tools; and an Education that is at the service of the market, mostly offered by the private sector.

The disadvantages of globalization have lead to the rejection of history and to the impoverishment of language, prioritizing market demands. However, the biggest challenges to be faced are "Human Rights" and "Adult Education" issues. Consequently, the challenges for the Academy are the re-examination of curricula, teachers, students, and of knowledge. The most important rights are the rights for education and learning, so that we may become the new makers of the Arab world, a cornerstone in building the future generations.

The development of strategies for the Academy should link data and theoretical principle to field work, in addition to solidarity between the civil society and Governments.

Sharing of Experience: by Mr. Rif'at Sabbah from Palestine about the Ibda'a Network and its major activities.

Presentation by Dr. Iqbal Al - Samlouti
"Evaluation of the Arab Network for Adult Education and Education: A Critical Perspective"

Dr. Iqbal focused on the importance of the social service offered by the Arab Network for Literacy in Egypt. It is based on the reality and the monitoring of observed phenomena, in view of providing legal and social support. Implementation however cannot occur without the theoretical process. Therefore the work is done through education to eradicate illiteracy and not through reading aiming at building the society, including knowledge about human rights and obligations.

Citizenship is a behavior. It is necessary to put Education on the national agenda. Literacy is part of women's empowerment to engage in community development, building their capacity and leadership skills enabling them to work with enthusiasm and dedication.

She also presented the Arab Report on Education, (Ku Phnnetta VI Korea) {السادس نتنيتا ف كو} VI} and the impact of education on development. 139 countries in the world were asked to fill evaluation forms on Investment in Adult Education, only a third of 20 Arab countries responded. She highlighted some statistical data as follows:

- 42 countries spend less than 1% of their educational budget on literacy
- 42% do not consider women's participation more important than men's-Participation of the disabled and illiterate is not of interest to them
- 62% do not support minorities
- 89% consider that Education affects health
- 70% consider that Education affects democracy
- 50% consider that Education affects decent work

She also proposed the formation of an Arab lobby like CIN to support non-governmental advisory groups.

Field Visit
A field visit to the North and the Cedars of Lebanon was organized for the participants, including visits to the Khalil Gibran Museum, the Byblos ruins and the International Center for Human Sciences (UNESCO). The day ended by a dinner in the town of Jbeil.

An exercise offered by Mr. Rif'at on the field visit underlined the importance of field visits as a learning experience, as well as an opportunity to create friendships and networking.

Presentation of Mr. Tayeb Adlouni
"**Pedagogy of 'Values' in Founding the Arab Academy**"
Mr. Tayeb Adlouni underlined the importance of values in any work from an educational point of view, as he stressed on the importance of the system of values related to citizenship, human rights, civic behavior and coexistence, based on an educational approach that is flexible and believes in the usefulness of culture and its ability to move the Arab reality within the framework of a tolerant educational thought.

A constructive school contributes to building the social dimension of learning events; to instilling scientific methods and develop them on the basis of popular education the needs and those of schools and popular universities - and not to those of the market economy - to reflect on personal and professional development. It is necessary to establish the Arab Academy for Adult Education to contribute to the development of educated social actors' and intellectuals' initiatives. The Academy should also be built on the basis of the students' needs, which values the human being. These values contribute to raising the standard of society. Without values a society of violence and hatred will prevail. In addition to the values associated with education and learning, there are three elements to be pursued, namely: education on citizenship, education on civic behavior, education on human rights - not just political and legal rights - but on cultural rights and gender equality and equity, in addition to contributing to the promotion and exchange of experiences and transfer to others.

Presentation of Dr. Ahmed Baalbaki
"**The Ideology of Development and Adult Learning: A critical and innovative outlook**"
A community is considered to the merger of individuals into one group. Both homeland and community

are based on the interdependence of these individuals, therefore it is important to link local development with education in the process of good governance, and the geography and environment in the region must be taken into account, especially considering that underdevelopment is a social process, and learning is a social process as well. The deterioration of the social development structure is the result of the deterioration of national parties and trade unions, so our role is to create groups that develop each other. Discussion of groups with one another other contributes to the evolution of society rather than that of individual relationships.

Where are the obstacles to local development?
The constraints for local development are in the realm of sociology and micro-sociology, especially the realm of economics, politics, and education, and must enter the public sphere. Sociology is not a medical prescription but an interaction with the environment.

Anthropology (is the culture that governs people's behavior). It is more important than sociology, which is a social and economical survey. These are preliminary ideas for the approach to development, especially since societies live on what international organizations that are now experts of the liberal left, produce. It is not an easy task for the Academy to eliminate social illiteracy with the aim of identifying the needs and pains for education and economic protection in the face of global markets.

How do we work for development?
We should work on micro-sociological and micro-societal bases to develop accountability frameworks for the Authority and develop the cash situation. Therefore, local workers in adult education must develop this situation, through theoretical frameworks for development, through a theoretical perspective regarding social development and its link with the human being, from an economic perspective and the development of employment to meet community needs. Or else, we shall obtain beneficiaries of underdevelopment; it is a continuous process of struggle. Successful stories should be documented, read and analyzed, and a social democratic observatory established for organization working in Adult Education.

Presentation by Ms. Katarina Popovic
"The World Council for Adult Education"
Ms. Popovic spoke of an assessment of international organizations' orientation, and the Council's work on adult education, based on human rights, considered as main strategies of the Council.

Adult education focuses on youth and adults. Attention is given to informal education more than to the formal. The Council intervenes and supports advocacy movements and advocacy initiatives for the amendment of the educational policies of nations, the United States and all those who stand in the way of educational development. It builds skills of associations and groups. It holds consultative workshops and networks with other organization, as it creates a bridge between academies to benefit from and share experiences. The Council works towards the right to education for all; it promotes both formal and informal education because the two are equally important.

The civil society wants to work on both gender and human rights. Although this is important, it is not possible to teach them that as long that they are illiterate and unemployed.

At the Korea Conference on Education, the Council pressed for a lifetime right, especially since poverty, hunger and environment were a priority. It stressed that solving the problems of the world begins and ends with education. The fourth goal of the 2030 Sustainable Development Goals states that Education

for all is for all groups and not just for the rich and the rich countries. Consequently, theoretical and practical work must be consistent because they are inextricably linked.

- ***Opportunities to take advantage of:***
✓ Scientific research and approaches
✓ Develop methodology, frameworks, plans, and ways of promoting Education for All
✓ Diversity in the Arab world and the importance of identity

- ***Suggestions***
✓ To define one unified base for Adult Education in the Arab world and speak with one voice
✓ To work as one and clearly in the different countries rather than work individually
✓ To propose and/or amend local laws to harmonize the development of education as a tool for change, especially that decision makers do not want that.
✓ The union between the four networks and the German Association for the support of and interventions for change is necessary, especially after the legalization of the Academy
✓ To work outstandingly on Quality Education to motivate governments to ask for your help in developing education

Presentation by Dr. Zahi Azar
"Prospects for Innovation of Adult Education in the Arab World"
In some cultures, the tortoise is considered sacred. It is the symbol of the flat earth, and its shell is the sky. It is earth and heaven. The tortoise is good at hiding and becomes an impregnable fortress.

The concepts were elaborated according to the tortoise shell divisions, and the connection of language to the rise of society. These concepts are: Unity, Development, Solidarity, Knowledge, Human Language, Participation, Self-Realization, Alternative Globalization, Educators, and Pedagogy of the Text, Women's Issues, and Coordinators' Capacity Building.

➢ Development means participation and interaction, while the word development has been violated
➢ Unification: the separation between curricula. Human rights are rights that are discussed with individuals and acquired. They are not built by a training manual.
➢ Concepts: are a culture of "criticism of concepts" and a starting point for dialogues that launch paths so that they become acts and not chatter. Illiterates are masters of chatter (illiterates here are not those who do not know how to read but those that are ignorant about rights)
➢ How can you teach without being aware of the sources of illiteracy? In adult education one must teach the language of mankind and must transcend borders, religions, and doctrines.
➢ Sharing is the exchange of knowledge between individuals in order to create change
➢ Globalization is a reality we live with, swallowing it like the clothes we wear. Globalization renders cultures superficial. We must be aware of globalization as a matter of importance and the highest response we can give is to contribute to building an alternative globalization. We are not good, and though the west lives multiple conflicts, it is a productive and industrial area. Where do we stand compared to the west and what do we do in front of this progress.
➢ The existence of multiple dialogues about "target" and "goal" is not development. The objective is to direct the market. But when the goal becomes self-realization, and we turn all human dimensions into counter-reality in the face of what is prevailing on development, and this goal to educate the Education and to remove the human self from the market, it needs a lot of work to reach the goal.
➢ Women's issues are not secondary. Those who attend adult education classes are women, therefore participants must be reactive to the advancement of women's issues. To meet these challenges, it is

necessary to form educational coordinators who can contribute to building the human through knowledge about rights and work on skills and economic development.

In the face of this failure we see that the tortoise carries these values on its back and every person takes what he/she wants from them, according to his/her needs, and with all the existing freedom, but this freedom exists in self-realization.

Of all the concepts in the analysis of failure, the failure in human rights is a major issue. The learning environment and atmosphere must be motivating to the person and an incentive to learn about his/her, rights; economic need and poverty prevent the person who works to care for the nation as it is more important for him/her, to secure a living.

The "marginalized" are those who are marginalized economically. Informal economy is a huge mass of invisible economy. It is included in the national production and exists in an informal world. They constitute half of the "forgotten world". The role of the coordinator is to provide them with tools and wider insights. In the planning process, we must consider peoples' needs and include them in Popular Education, while programs should be adapted according to need.

Presentation of Mr. Nazareth Nazarethian
"The DVV and its role today"
Mr. Nazarethian gave an over view of the DVV, the German Association for Adult Education and its mandate, methodology of work and approaches and its spread throughout the world including the Arab world. He described DVV's methods in Adult Education within Germany and building partnerships with various countries for the advancement of education. *(See DVV presentation attached as Annex)*

Presentation by Ms. Katrina Popovic
It is essential to evaluate the work in general and to try to sum up discussions and come up with practical recommendations for the Academy through a draft clarifying steps and actions to be taken for the development of a structure, as proposed by Dr. Zahi Azar in his presentations. Presentations and topics discussed here, the group discussions and their outcomes, and the meetings of the four networks with DVV, indicate the seriousness of the work, and the unification of the objective for constructive change for the advancement of societies

The focus of the work is on building the Academy by integrating people from outside the Academy in order to hear your ideas and those of DVV and ICAE. Memorandums of understanding should be prepared for contracting with the supporters and partners of the Academy contracts. An advisory group is necessary to develop the Academy's work strategies and to supervise the work to enable it provide high standards and output.

Ms. Popovic then underlined issues of importance for the Academy and as follows:
- **Proposed Basic Sectors for the Academy**
✓ Lobbying and advocacy work for policy change
✓ The Academy should be a source of educational and pedagogical thought for others, a treasure of knowledge
✓ The Academy must associate with global decision-making centers as they express the voice of Adult Education

- ✓ The Academy must follow the global agenda, and especially pursue the goals of sustainable development, and be a voice for policy change policies in global arenas, and to play a policy-making role within local states and/or amend existing policies to promote education and learning
- ✓ The Academy must produce policy and position papers on educational issues, and develop advocacy activities

- **Capacity Building**
- ✓ Participation of target groups in all the details of the Academy life
- ✓ Provide an advanced raining of trainers (TOT) - (Master)
- ✓ Long-term training for diploma students
- ✓ Including the outcome of the networks' training experiences in the long-term training program as a benefit
- ✓ Developing curricula, presenting global models, and creating models that are flexible and can be easily integrated into the different contexts of the Academy, and developed
- ✓ Introduce Basic Education and develop models based on local policy changes associated with curriculum development
- ✓ The Academy should be a source for resources and knowledge
- ✓ Creating the website and posting all the publications on the home page in addition to translations of global knowledge and experiences, as well as relevant researches
- ✓ Developing shadow reports at local, regional and area levels
- ✓ Establishing database and analysis
- ✓ Representing Arab networks at local, regional and international levels
- ✓ Holding conferences and workshops to discuss the importance of Adult Education and Literacy
- ✓ Implementing projects practically and effectively by linking theoretical and practical work in the field, and analyzing this work
- ✓ Sharing knowledge and success stories as role models or catalysts for action, as a tool for experience sharing
- ✓ Creating initiatives designed by the Academy with its partners and corresponding to the local needs of the country, on a specific topic that deals with human rights
- ✓ Establish partnerships with associations to issue certificates to trainers, especially with universities providing scientific research
- ✓ Establish partnerships with all ministries concerned to build a database, and research studies
- ✓ Create partnerships with NGOs, and with the private sector
- ✓ The funding policy is important and investing in currently available resources with the networks since they have a work base thanks to carried out activities
- ✓ Establish a clear vision for the Academy to attract financiers

The Academy has laid the founding stone of its establishment, this is important and therefore it should form an advisory committee to communicate with sponsors and supporters, as well as with partners at local, regional and international levels. The creation of the website and its feeding with material attractive to financiers and other relevant persons is equally important. A meeting with the partners must be scheduled and clearly communicated to market the idea of the Academy.

C. SMALL GROUP DISCUSSIONS AND FINAL OUTCOMES

Participants were asked to work in three groups to address a variety of issues relevant to the establishment of the Arab Academy. They were guided by specific questions, and asked to discuss them in the course of the Workshop and make their recommendations. Questions included the following:

Q.1. The Vision of the Academy: expectations and impact

Q.2. The Mission of the Academy; its functions; countries and associations concerned; relations with the governments; relations with students, and a general description of the Vision and Mission of the Academy.

Q.3. What are the networking priorities at both regional and international levels? And what are the issues to be cautious about?

Q.4. How do you design the Academy's funding policy? What are the obstacles and how do we avoid them? What are the issues for caution? Is local funding possible?

Participants came out with the following comments and recommendations:

On Vision
- Arab societies have become free from illiteracy in all its forms
- The Arab Academy is an independent, just, and a qualified and open source of education that meets the learning competencies of adults
- Towards an enlightened citizenship in a civil society that acts on the principles and values of human rights and democratic citizenship, and accepts plurality and diversity.

On Mission
- The Arab Academy is a regional initiative that prepares qualified and productive educational cadres capable of leading an enlightened educational movement in the Arab world, and constitutes a reference in the field of Adult Education.
- The Arab Academy provides a lifelong learning support through participatory national strategies to meet the needs of adults; to simulate and build their competencies for human development.
- The Arab Academy spreads the culture and values of human rights, and of a citizenship free from exclusion and all forms of discrimination, in a mutually supportive effort and coordination between participating networks, organizations and associations, and through scientific methodologies aimed at influencing policies, legislations and programs in its countries of outreach

On Networking Priorities
- The Networking policy should be drawn on local, regional, and international levels (The networking protocol must not be in contradiction with the policies of the networks and that of the Academy)
- Membership should be expanded to include Governments and universities, research centers, the private sector and the civil society in its broadest sense, UNESCO centers
- Establishing an inventory of existing institutions working in the field of education(Databases and Unified forms)
- Establishing conditions and criteria for membership
- Contacting Arab States within the framework of the Arab League
- Respecting cultural differences and specificities
- Establishing an educational contract or a document regulating individual contracts and those of organizations applying for membership
- Weak capacity and competencies of human resources in Adult Education
- Including networks within the framework of the Arab Campaign for Education
- Establish a governance system for the academy

- Conduct scientific studies about the relation of Adult Education and improvement of living conditions
- Establishing and promoting networking on national level
- Institutionalizing communication channels for a clear flow of information
- Establishing an electronic platform
- Ensuring an active presence in regional and international spaces
- Monitoring and documentation
- Follow up, evaluation and impact measurement

On Strategies
- Cognitive production
- Capacity building of staff in the field of adult education
- Creating a platform for documentation and exchange of various experiences
- Pressure groups and advocacy

On Relationships with governments:
- It is necessary to establish relationships, partnership and coordination with governments. The fourth objective 2030 brings us together within the framework of a national strategy for the 4th objective/ with different names in the Arab countries
  - ➢ **Issues for caution**
- Lack of governance
- Lack of administrative and organizational structures
- Consequently, the form and dimensions of the partnership with governments should be established (clarifying the nature of the relationship, the roles and the legal situation)

On Relationship with Networks:
- The four networks have a legal status and constitute the umbrella for the Arab Academy which is their legitimate "child", an extension of this regional initiative for education, as well as one of their programs
- Networking should be compatible with the vision and message of the Academy
  - ➢ **Issues for Caution:**
- Decrease in the number of serious institutions working in Adult Education (Sustainability of Work)
- Adult education is not a priority on the financing agenda compared to that of asylum
- Poor contact and communication/unique to individual institutions

On Warnings and imperatives
- Clear educational vision / identity /Ideology
- Code of Conduct for partnering Institutions
- Clear and specified contractual terms encouraging adherence

On Formulation of a Financial Policy
The formulation of a financial policy depends on:
- The investment of available resources
- The contributions of partnering and member institutions
- Technological models

- The principle of voluntarism
- Deductions found for the Academy and their investment
- Technological funding campaigns
- Attracting local regional and international funding sources (from the private sector and donations)
- Establishing a publicizing policy, strong contacts, communication and publications
- Establishing national support funds
- Formation of a specialized finance committee
- Develop a strategic plan for the Academy
- Establish a clear map of financiers
- Investing in human capital
- Establishing an Active Secretariat (for documentation and Marketing)
- Technical support provides a financial source, by relying on the expertise and experiences of members and institutions

On Obstacles and challenges:
- The security situation in Arab countries
- Scarcity of funds
- Scarcity of the national budget for Adult Education
- Lack of serious institutions working in the area of Adult education
- Ensuring Sustainability
- Adult education is not a priority on the donors' agenda, compared to other fields
- Weak abilities and competencies of human resources working in Adult Education
- Lack of educational policies and references

On Overall Objective of the Academy
- To contribute to the development and renewal of an educational and developmental thought, to offer interactive academic and field experiences for the education and work of adults in the Arab world, a reference and a tool for promoting sustainable social development that affects and interacts with educational policies both locally and internationally

On Priority Programs and Projects during the First Year
- Establishing the Academy Structure
- Study of community needs
- Posting a Website: creation of location, information on the Academy, including vision, mission, programs and message, partners and members
- Creating an E-Library enriched with books and articles related to Adult Education, newspapers, dossiers, statistics, and other related material to supply researchers and students with wider information
- Publication of national, regional and international researches and that are compatible with the vision and mission of the Academy
- Translation of articles, national, regional and international research studies, and other material of interest
- Establishing a social observatory for Adult learning, (questionnaires, statistics, database and research)

- Trainings for associations, local communities, program coordinators, trainees, the educated and staff. On short term for coordinators and facilitators, on quarterly and yearly terms for educational cadres, actors in Adult Education
- Programs for Adult Learning, Literacy
- Forums and seminars on comprehensive development(social, economic, political) on Semi-annual or annual basis
- Topics for forums, seminars and workshops to include educational challenges; success stories; updates on internal affairs; development; analytical studies, data base of participating countries; illiteracy: its types and effects; women's issues; analysis of methodologies and approaches for Adult Education from a human developmental perspective; Scientific educational approaches and theories
- Semi-annual publication of a specialized magazine on Adult Education
- Participants should be specialized in Adult Education, internal participation sharing successes, challenges, news, results and texts
- Preparing agreements (Memorandum of Understanding) regarding support and assistance to associations
- Partnering with universities and granting learners a special certificate upon graduation
- Building partnerships to exchange experiences, establishing a base for comprehensive data
- Plan for media campaigns
- Provide opportunities for volunteer work

C. EVALUATION

Participants were asked to evaluate the Workshop both orally and in writing. The outcome of the evaluation is as follows:
- Deplored what happened in the Jerash workshop to lay the foundations of the Academy
- All members of the Advisory Committee should have been involved in this workshop as they were with the networks and the German organization to establish the foundations of the Academy
- It was possible to build on what was already established in Jordan during the meetings that took place in the course of the year
- The discussions were enriching
- The funding base started with the ICAE and DVV thanks to their approval for the creation of a website
- Every individual has value, and every organization is valuable; faith in human worth is the foundation, and the relationship of the networks is essential
- It is important that the Academy is an initiative of the four networks
- The goal of the meeting was clear
- Active participation by participants
- All interventions were valuable, and the field experiences offered were important
- Vision, mission and goal were achieved
- The announcement of the creation of the electronic library was positive
- The Academy has created an Arab platform bringing together the four networks, and it is founded on theoretical and scientific background **c**lear to all, as the one language of actors in Adult Education
- The workshop clarified the concept of Adult Education

- The workshop helped everyone learn about the importance of networking and its relation to development
- The workshop established a clear vision of the Academy and its relationship with the Regional Initiative for Adult Education
- The workshop helped identify terminology and concepts
- The workshop helped the groups to merge with one another, and connect them with the four networks
- The workshop put the seed of a social movement for Adult Education from a developmental perspective
- It created a unique opportunity for internal solidarity
- The workshop provided the opportunity for a democratic collaboration with a progressive Arab perspective

After both oral and written evaluations, certificates of attendance were distributed to all participants. Dr. Zahi Azar announced the decision to create an electronic site for the Academy during the coming months with the support of DVV.

III. CONCLUSION

The Workshop proved to be a successful, enriching and gratifying experience. The participants' active participation and positive interaction allowed the fulfillment of the goal established for the Workshop, and filling participants and organizers with hope for a better future for Education and Arab societies.

IV. LIST OF DOCUMENTS AND PRESENTATIONS (available upon request)

1. Workshop Program
2. List of Participants
3. "Think of the Other"
4. Arab Campaign for Education
5. Presentation of the Anhar Network
6. Presentation of the Arab Network for Popular and Adult Education
7. Academy Turtle
8. Pedagogy of Values in the Arab Academy
9. DVV Presentation
10. ICAE Presentation
11. Advisory Committee and Steering Committee
12. Presentation on the "Reflection of Development and Empowerment"
13. Ecumenical Popular Education Program Presentation
14. Presentation on Popular Aid
15. Presentation on Continuous Formation for Adults
16. Certificate of Attendance
17. Group Photo

January 16, 2018