

**INTERNATIONAL COUNCIL FOR
ADULT EDUCATION (ICAE)**

March 2020

ICAE REPORT 2015-2019



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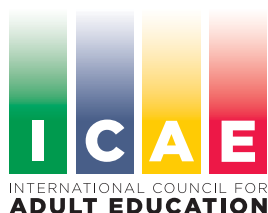
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Belgrade, March 2020



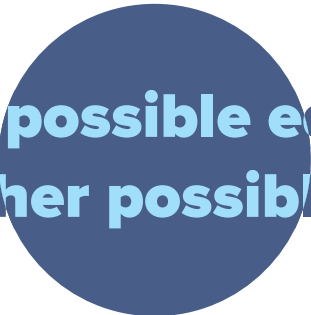
INTERNATIONAL COUNCIL FOR ADULT EDUCATION (ICAE)

March 2020

ICAE is global network created in 1973 with specific mandate to advocate for youth and adult learning and education (ALE) as a universal human right

- ▶ ICAE has consultative status to the UN Economic and Social Council and is the only global organisation doing advocacy for adult education in UN and related organisations, especially for SDG 4.
- ▶ ICAE is cooperating with GAL (Global Alliance for Literacy) of the UNESCO Institute for Lifelong Learning (UIL) and advocates for youth and adult literacy.
- ▶ ICAE is the co-chair of the Education and Academia Stakeholder Group (EASG) in the UN system – the formal representative of the global education community in the policy making sphere and member of Steering Group of UN Coordination Mechanism of all stakeholders, which enables coordination and cooperation with all other groups and communities in the UN system.
- ▶ ICAE is member of International Council of the World Social Forum (WSF), an open space that brings together and interlinks only organisations and movements of civil society from all the countries in the world, aiming to build alternatives to neoliberalism.

ICAE is a strategic network that promotes adult learning and education as a tool for active citizenship and informed participation of people.



**Another possible education
for another possible world!**

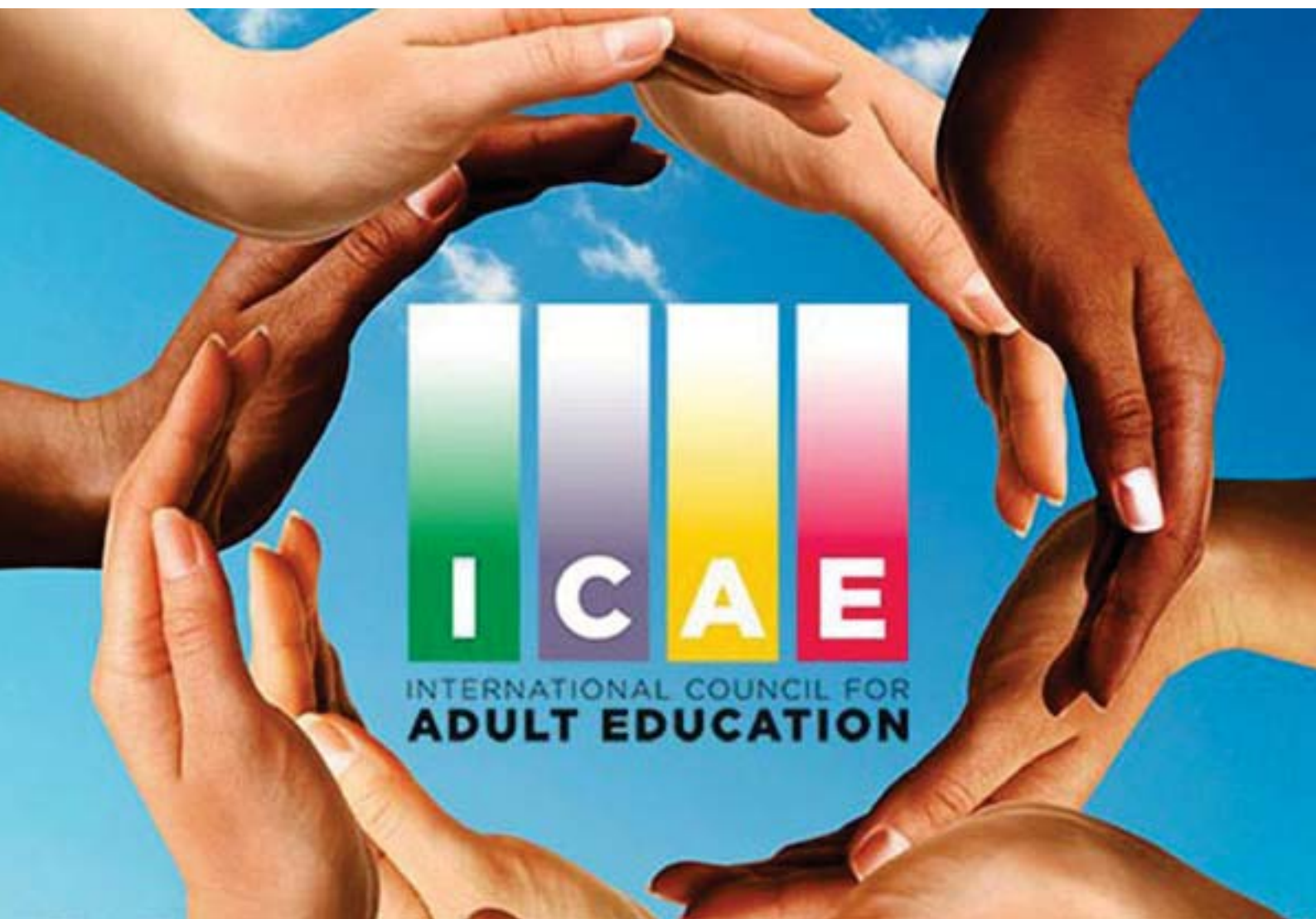
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PREAMBLE

ICAE acknowledges that the world is facing extraordinary times with the rapid spread of COVID19. With borders closing, changing policies and restrictions, people are reliant on technology for talking to loved ones, we are in uncertain times and circumstances are changing rapidly. It is not just a health crisis but also a social, educational and cultural crisis where our values and trust in humanity will be severely tested. We acknowledge that many of our members are vocal in continuing to speak for those who remain most vulnerable and marginalized from access to care and information as we invest time in caring for ourselves and others. We acknowledge that effective preparedness and response requires educational initiatives to be available in all languages and requires political will and commitment. We call on world leaders to respond urgently and in coordination as requested by the Secretary-General for the United Nations.

ICAE stands in solidarity and remains committed to supporting that efforts of all our members.



INTRODUCTION

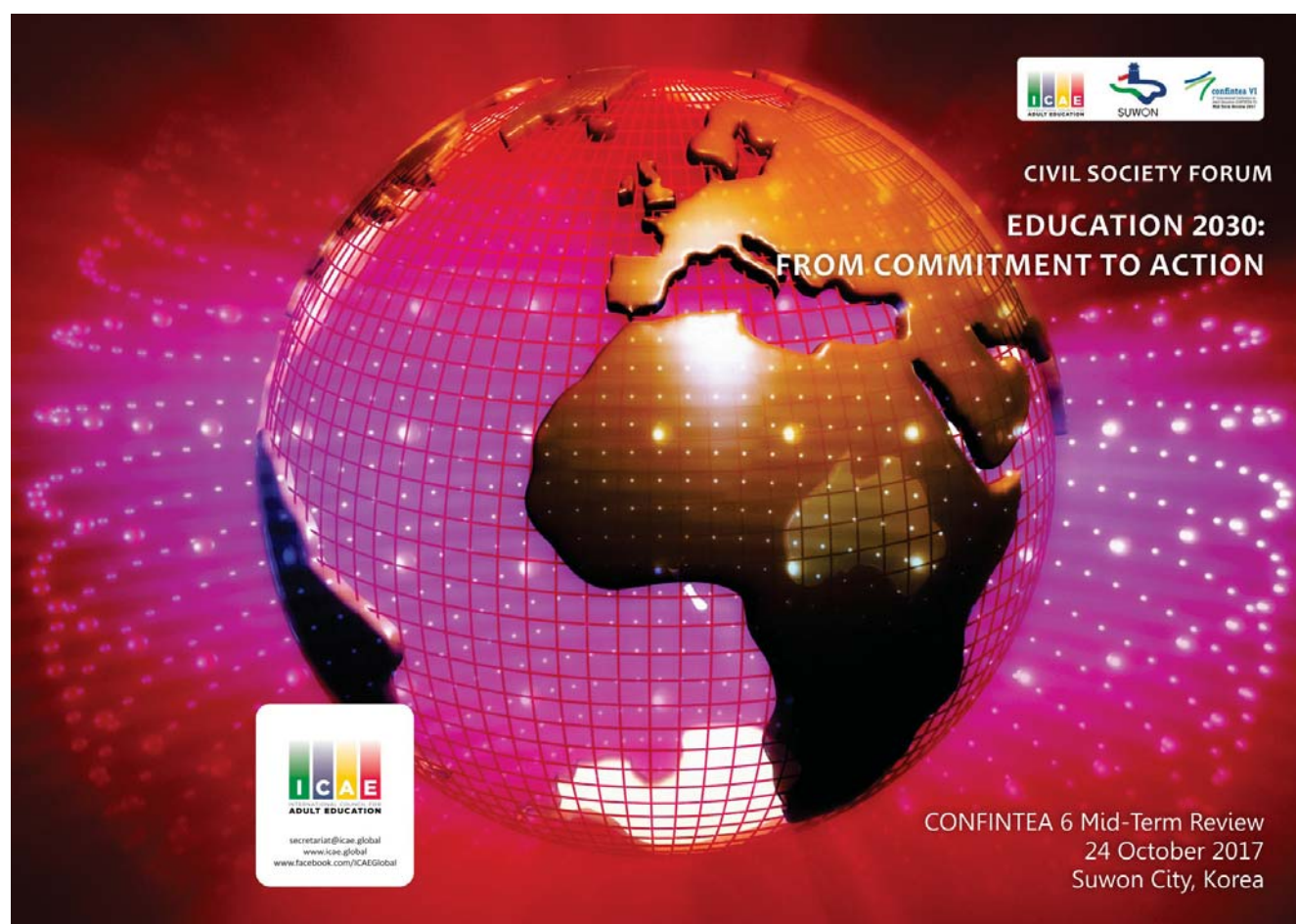
The last five years of ICAE's work as a global organisation coincided with emerging global trends and initiatives, which have had a significant impact on ICAE's work as an organisation and an international network.

The consequences of financial crises, but also the crises that have followed plus a tectonic shift in economic, political and social patterns re-shaped the world of education. The denial of education as a human right and massive cuts in investments in the field of education in many countries changed the understanding of education and influenced the practices in the way that access to education became difficult for many groups in numerous countries with many adults among them. The focus was shifted onto the notion of human capital which understands education primarily in relation to its role in promoting economic growth. Not only did the marketization and privatization of education become mainstream, education became reduced to a service industry offered to customers who can afford it, while it seemed that the role of the state was mainly to facilitate this process. The disintegration of social structures and social services traditionally provided by the state, together with the disappearance of the network of social bonds drastically reduced the power of education and Lifelong Learning (LLL) as a source of transformative power in communities and societies. The commodification of education is a direct denial of education as a human right to numerous groups of adults and it shapes directly the situation where millions of people are left behind.

This shift marked also the first five years of the implementation of the Agenda 2030 and the Sustainable Development Goals. The adoption of this global agenda raised great hope for the transformation of our world, but there are several very worrisome tendencies that are threatening to change the course of the development and thus the implementation of the whole agenda. UNESCO pointed out in its recent report that we are not on track and we will not achieve SDG4 unless serious rethinking and ambitious changes occur. The Global Education Monitoring Report estimated that low- and lower-middle-income countries will face an annual financing gap of US\$39 billion in 2015-2030 in order to achieve an inclusive, equitable and quality education for all. With LLL and its 'hold' of the high position of SDG 4, adult education is taken off the agenda. Only adult literacy and vocational education are accepted as clear targets related to adults (and part of the target related to gender equality), which puts at risk the entire SDG agenda. The success of many other SDG's is highly dependent on the extensive use of adult education.

The UN has decreased capacity to respond to the financial challenges of the Agenda 2030 implementation. For example, there is a lot of criticism of the UN's existing funding patterns which is jeopardizing its original and ongoing purpose and ruining its reputation as a main pillar of democratic global governance. This has an even bigger impact on the education goal than on the others, since education goals are behind the other goals in terms of investments. UNESCO faces huge difficulties in trying to sort out the international education architecture, and the Global Partnership for Education (GPE), the main global source of financial support to education does not see adults as the target group and Adult Learning and Education (ALE) is not among the sectors or fields that should be supported. Furthermore, the donor countries that are engaged in international development have cut adult education from their agendas.

Another strong trend has to do with the shrinking space and resources for civil society, which is around the globe, one of the main providers of literacy and education of adults, especially for marginalized groups. Across all regions, civil society faces limits and cuts in their work, with the rise of authoritarian regimes, the weakening of democratic ones and a consequent restriction on the space for the voices of all people, including vulnerable and excluded groups. They are struck by unduly restrictive laws and practices on the freedom of association and freedom of assembly and, ultimately, on democracy itself, although an independent and empowered civil society is a crucial component of a functioning democratic system. There is hardly an area where the ambition "No one left behind" has such an important ally and partner in the implementation, as it is the case with civil society in education and adult education. Millions of marginalized people get their



Education and Lifelong Learning for Youth and Adults

No one left behind !



**Partner in Education
and Learning
Since 1973**



right to education through civil society, which is also the way to get their right to decent work, dignity, equality and sustainable environment. Without a serious shift in global paradigms, policies and financing schemes in adult education, millions will be left behind; almost eight hundred million illiterate adults (according to UNESCO), are the biggest, but not the only problem.

This phase in the international policy of education coincided with ICAE's effort to continue its work and fight for the right to adult education in the changing context, still deeply rooted and guided by ICAE's mission, values and principles. ICAE commenced its new term with renewed energy and a collective strength and spirit to steer and progress our strategic priorities.


Our enthusiasm was tested with the realization that changing priorities in global education policy and wider policy developments were emerging especially as related to funding for ALE. Financing became a critical challenge not only for ICAE but for many of our associated organisations who were bearing the brunt of changing funding priorities that did not seem to place ALE on the radar at all and moreover did not align with the full agenda of SDG 4. After celebrating the recognition of Lifelong Learning (LLL) as the main framework shaping the education sector in the SDG's, this gain did not ensure a stronger recognition of Adult Learning and Education (ALE). In some cases, it seemed that ALE got lost within the broad scope of LLL. The consequences for ICAE mobilized us to significantly readjust our work and foci so as to be clear as to what we could achieve with reduced resources. On top of the funding gap, we found ourselves not unexpectedly needing to defend the position for civil society inclusion in the debates on education policy making and monitoring, advancing particular the rights of women and other marginalized groups.


The global context in 2020 is starkly different four years on from 2015 and especially for ALE and the civil society communities. Challenged by a growing political conservatism, environmental crisis and now a global pandemic, adult education is sitting poised and ready to participate as nations and communities search for sustainable solutions to these emerging challenges. Additionally, digitalization presented itself as a challenge for the ALE sector, leaving those behind which are already marginalized and vulnerable as well as for the perpetuation of the quality in the field.

Expectedly, ICAE has had to adjust to these changing scenarios by adjusting our action lines as you will view in this report while considering national, regional and global contexts and differences within communities as well. More than ever, ICAE has the challenge to become a focused educational movement working to guarantee that the fundamental human right to education for young people and adults becomes a reality, and to remain a strong link between social movements and grassroots education initiatives and actions on one side, and global policy making on the other. It is much more difficult to help the voice of marginalized to be heard at the global level, to shed light on educational issues worldwide and to bring the concerns of our members to the realm of global policy making. But ICAE remains committed to these goals!

Your support for us and your trust in ICAE and its mission is shown and appreciated through your membership fees, through your intellectual might, and through the numerous actions and initiatives we have organized together.


We remain confident that we can elect a strong board and that ICAE can play an important role in the upcoming period.











ICAE @ICAEGlobal · Jul 16, 2019

Secretary-General of the @UN @antonioGuterres said, "...As we look to the future of work, we will need massive investments in quality education, rooted not only in learning, but learning how to learn and being able to do so across the span of a lifetime..." #HLPF19 #SDG4




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2 MONTREAL COMMITMENT

At the ICAE World Assembly, in Montreal 14 June 2015, members adopted the Declaration and reaffirmed together with the 2015 World Education Forum, that education throughout life is a fundamental human right, a basis for guaranteeing the attainment of all other human rights, and a public good. The values and commitments required to build the world we want for all – a world based on democratic participation, justice, equality, respect, care and solidarity among our diverse people – were confirmed as the guideline in ICAE's work.

In terms of ICAE's advocacy work, the Montreal Declaration recognized Agenda 2030 as the main global framework and supported the Sustainable Development Goal on education (SDG 4), its targets and means of implementation, and expressed the readiness to monitor and follow the legal and policy frameworks, enlarging the current narrow vision of youth and adult education, and to require accountability and transparency.

The Montreal Declaration clearly recognized the coming challenges – narrow understanding of education, shrinking space for civil society, difficulties in translating global goals into regional and local policies and practices, and the need to enhance ICAE's own capacity to contribute to the global voice that draws from the rich experiences and the diverse contextual challenges of its membership and networks.



The task was given to the new EC to become a focused educational movement working to guarantee that the fundamental human right to lifelong, life-wide and life-deep education and learning will be recognized publicly and become a reality and a continuing tool for empowerment for all women and men around the planet, including to work strategically alongside other social movements whose aims are to ensure the implementation of all other human rights.

The General Assembly articulated five priority areas of focus for ICAE for the forthcoming four years (which became almost five years because of the circumstances). These priorities were:

- ▶ Advocacy for adult education and LLL (informal, non-formal and formal adult education)
- ▶ Right of adults to learn
 1. Post 2015 (monitoring)
 2. CONFINTEA VI (follow up)
- ▶ Literacies and basic skills (esp. for women)
- ▶ Human rights perspective on work
- ▶ Quality adult education (capacity building)

With the described changes in the global priorities, ICAE remained the only international organisation with the mandate to undertake advocacy and lobbying for youth and adult education at the global level. Therefore, the first two areas of our activities - Advocacy for adult education and LLL (informal, non-formal and formal adult education), and Right of adults to learn were the focus of our work. You can find more details about the activities and achievements (including Post 2015, Agenda 2030 and CONFINTEA VI) in other parts of this report, especially in the Chapter IV – 1.





Literacy for youth and adults remained one of the pillars of ICAE's work, especially with the decline of the role of literacy among the priorities, and its reduction to the basic skills. We have been working on literacy in several ways: through our advocacy, where we were pushing for literacy as fundamental to all education and a precondition for many of the SDG's; through our participation in GAL (Global Alliance for Literacy), a global UNESCO initiative, and through the research initiated by UIL on mapping literacy programmes of civil society in 29 countries – many of you helped us in this efforts – thank you! The details on these are outlined in other chapters of this Report.

Gender was and remains one of the most important areas and also the cross-cutting issue of our work. Promoting gender equality through ALE and mainstreaming a gender perspective in ICAE and its advocacy work was one the most important goals of our contract with the Swiss Agency for Development Cooperation (SDC). Unfortunately, the financial cuts stopped the active work of the Gender and Education Office of ICAE, but gender remained one of the corner stones of our work, and a 'must' in our advocacy messages across the regions, and in all global spaces. Further on, we supported our members in their activities related to the education of girls and women, wherever it was possible, and we had maintained our cooperation with the Women's Major Group in the UN – HLPF System of Major Groups and Other Stakeholders, taking part in many of their actions.

Similarly, the financial cuts had a significant impact on advancing the human rights perspective within our work – as this was a relatively new topic on our work agenda. The financial cuts prevented us from organizing dedicated activities related to this topic, but we have managed to include it in our advocacy work, our policy papers and our campaigns. Work and employment became increasingly important in the global agenda, so we made an effort to include these in the education agenda, bridging the gap between the sector, but making sure that the human rights perspective was clearly kept and that vocational education was seen as a tool for human dignity, well-being and quality of life of individuals, communities and societies.

Quality adult education is seen as an important cross-cutting issue that is present throughout our work, being related to every aspect of adult education, but especially important in the main one – capacity building. We managed to conduct two more successful IALLAs (ICAE Academy for

Lifelong Learning Advocacy) in this period (in Jordan and in Burkina Faso), unfortunately more IALLAs were not possible because of the financial constraints. Still, IALLA remains well-known and is a highly respected ICAE initiative, almost a brand, that created an immense capacity in lobbying for adult education in many countries, regions and as a network of people still connected with ICAE. More details on IALLA can be found in other chapters of this Report.



Adult education and lifelong learning for all • L'éducation des adultes et l'apprentissage tout au long de la vie • Educación y aprendizaje para personas jóvenes y adultas a lo largo de toda la vida • Erwachsenenbildung und lebenslanges Lernen für alle • Образование взрослых и непрерывное образование для все • 成人教育 • 生涯学習
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Agenda 2030, SDG 4, and HLPF 2019

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3 ORGANIZATIONAL DEVELOPMENT

The Montreal World Assembly also articulated several areas of improvement of our internal work, based, among other, on the external evaluation that was previously conducted. Thus, Executive Committee tried to improve:


- ▶ Internal organisation
- ▶ Communication strategy
- ▶ Fundraising strategy
- ▶ Strengthening of the regional work
- ▶ Quality assurance

In accordance with this, ICAE has been undertaking significant organizational development to be an agile and responsive organization.

In 2018, as we informed, the ICAE registered office was successfully moved from Montevideo to Manila, where our regional member has its seat, which helped us to reduce administrative and operational costs.

Further on, we announced that due to the changing environment the Executive Committee took the decision in November 2019 to register ICAE in Serbia, where our General Secretary is located, to ensure not a only significant reduction of operational costs, but to ensure maximum flexibility and to establish lean management structures and expenditures. We are grateful to the Serbian Adult Education Association, a member of ICAE for their agreement to host and support us. Likewise we are grateful to ASPBAE for their support in

Partners



I. Enablers

1. *Powerful and influential* : ICAE, ADEA, UNESCO, DVV International,
2. *Weak and less influential*: CREA, ROCARE

II. Blockers

1. *Powerful and influential*: UNICEF, Trump/Usa,
2. *Weak and less influential*: Our governments

helping us with the transition from Montevideo to Manila and also from Manila to Serbia. Through our bilateral cooperation endeavors, ICAE has been able to focus on its role as a global voice in various UN and global platforms.

A consequence of moving our registered office from Montevideo to Manila was the loss of experienced and long serving staff who carried deep institutional knowledge of ICAE's history and experience. We are indebted to them and to previous Secretary General, Celita Eccher, for their service and dedication over many years.



Our move to Manila coincided with shrinking resources, exacerbated also by our partnership with SDC concluding, following changes in their funding priorities. The contract with SDC ended in the middle of its duration, after the new Swiss government re-defined its priorities in international development cooperation. SDC pointed out that they ceased their support “independently from ICAE’s good performance and quality of work, which has been to their full satisfaction” and “based on SDC’s new strategic orientation which focuses on children and youth in the areas of basic education and vocational skills development as well as on life-long learning in the context of education activities in other sectors”

Unfortunately, our partnership with UIL was also considerably reduced, particularly the financial cooperation, since UNESCO was also struck with the financial crises and cuts at the same time as ICAE. This limited our staff resources and the degree to which we could then fulfil our previous commitments. Through the determined efforts of our Secretary-General, other ways of working together with new and old partners emerged which were extremely welcome. Unfortunately, we have not yet been successful in developing new partnerships or engaging new donors, mostly because of the changed priorities of the donors and actors in the global space. Despite these setbacks, we were continuously present in the important events and meetings, so we are still known and recognized for our good work in the field. One of the indicators is the fact that we received a lot of indirect financial support – through invitations to participate at all of the most important events related to education, with Of course – financial reliability and transparency remained our priority, and we are glad that we could send you audit reports for all previous years.

As one of the consequences of the financial crises we faced, we had to reduce all costs, adopt minimal budgets, reduce the staff and the staff time of the existing Secretariat, and hold the extraordinary General Assembly for the adoption of the new Constitution as a Virtual GA, and thanks to digital technology, it was a success. Therefore, the General Assembly 2020 will also be virtual one. The current situation with the pandemic caused by the COVID-19 virus is showing us that a Virtual GA, while not giving us the opportunity to meet and exchange physically, demonstrates how we can, as an organization, adapt to dramatic changes in our environment, global health issues, and other events, thanks to the available digital means.



Therefore, we remained convinced that giving up a big physical office with plenty of local staff is not only helping to save costs but makes ICAE more adaptable to the rapidly changing circumstances – political, environmental, financial, and makes us ‘mobile’, while continuing to allow the possibility to engage staff from across the globe, when our financial situation improves.

The fact that ALE holds its current marginalized position within the global agenda did not change our commitment and our belief that ALE is still the best and most sustainable way to create the world we want. This situation did not deter ICAE from advancing our commitment and we continued with our trajectory of work.

The financial cuts, especially the unexpected ones, influenced our operations to a big extent. We had to use our financial reserves to be able to operate. Therefore, in 2018 and 2019 we could run ICAE thanks to the reserves, our membership fees and a few small projects. The Communication strategy that was adopted after the GA 2015 could not be further developed after 2017, but we did our best to maintain our web page as good source of information for our members and to be active in using social media to inform them and the broader audience about our activities. We have also decided to refresh our image, and developed a new, modern logo, keeping the colors as a symbol for our diversity.

We have continued with the efforts to strengthen the regional work and fortunately, our supportive members helped us to be the link between their significant work and our opportunities to access information and be strong advocates at the global level. Thus, we could be active and involved across the regions, amplifying the results of the good work of our members, keeping them updated and supporting their national and regional efforts.

Another main task has been to revise our Constitution and By-Laws. By doing so, we have prepared the ground for an institutionally robust and dynamic Council, which is able to respond quickly to emerging challenges. We are pleased with the organizational improvements that have been made and acknowledge that in a challenging context where adult education must be consistently and continually promoted, we are structurally better prepared to respond in a timely manner.

Our responses to other commitments made in Montreal are outlined in this Report.

Moving the registered office two times (i.e.; working in three continents across very different settings), a complete change of the staff and drastic reduction of the staff numbers, serious financial cuts and loss of the donors' support, characterized the management of ICAE in the last 5 years. This was further made more challenging by the dramatic change of the education priorities at the global policy level and the worsening of the global education architecture. But this did and will not reduce ICAE's commitment to its values and the beliefs in our important mission which we will continue to uphold for the world we want.



4 ACTIVITIES AND RESULTS

The many changes ICAE has had to make in the recent years, various challenges, working on very restricted budget required some adaptation of our work plan, and some reduction of our activities, still maximizing the efforts of our work in different ways. The ambitious plans made in Montreal had to be somewhat reduced and restructured, but the main lines of action and groups of activities remained, and they are described here.

1. ADVOCACY AND AWARENESS RAISING FOR LIFELONG LEARNING AND ADULT EDUCATION

ICAE endeavored to build greater public awareness to secure the right to learn of all women and men, at national, regional and global levels, through advocacy and networking. In this way, together with its members and partners, ICAE played a key role in ensuring that Adult Learning and Education and Lifelong Learning were in the global development agenda.

1.1. Achievements

- ▶ ALE and LLL are included in the policy plans for implementation and monitoring of the Global Agendas at global, regional and national level
- ▶ ALE and LLL are recognized in the process of implementation of the Sustainable Development Goal (SDG) on Education (SDG 4), in particularly targets 4.4, 4.6 and 4.7



**EDUCATION
& ACADEMIA**
STAKEHOLDER GROUP



- ▶ ICAE's visibility at the global and regional levels has increased and ICAE is recognized as the global civil society voice for ALE and LLL; ICAE representatives are invited to the important meetings and to give input to important initiatives and actions.
- ▶ ALE and LLL global frameworks are followed-up by civil society organizations and included in monitoring plans at country level.
- ▶ ICAE secured a place in the formal structures of UN and UNESCO, and we recognize the important opportunity to use these channels for advocacy: ICAE became a member and one of the focal points of the Steering Group in the Coordination Mechanism of UN High Level Political Forum, which is the central platform for follow-up and review of the 2030 Agenda for Sustainable Development and the SDGs.
- ▶ ICAE succeeded to establish, with the partners, the Education and Academia Stakeholder Group (EASG) in the UN partnership system. Major Groups and Stakeholders Groups (MGoS) are the main channel for civil society engagement in the UN sustainable development agenda. ICAE can now represent civil society organizations that are active in ALE at the global level. This was not possible until now, as previously ICAE was engaged mainly through other MGoS, and we can now also gather, coordinate and engage other organizations and academic institutions that work in the field of education.
- ▶ Being a member of the GAL (Global Alliance for Literacy), ICAE has the opportunity to help to increase access to quality literacy learning and stimulate as well as promote collaborative programmes, which connect literacy with the 2030 Agenda for Sustainable Development.
- ▶ ICAE is recognized for its research capacities, providing evidence-based recommendations.
- ▶ ICAE is increasingly connected with its regional members and partners in organizing activities, actions and initiatives aimed at the promotion of ALE and LLL.



- ▶ ICAE has actively mobilized Civil Society for the CONFINTEA VI Mid-term Review in 2017.
- ▶ The CONFINTEA VI outcomes and the revised UNESCO's updated Recommendation on Adult Learning and Education (RALE) are reflected in national and regional agendas/plans.
- ▶ Partners are aware of the potential of Global Report on Adult Learning and Education (GRALE) as a monitoring mechanism to follow-up implementation of the Belem Framework for Action (BFA) and they are ready to use GRALE for their advocacy work for ALE.
- ▶ ICAE has strengthened its relationship with UNESCO, which will provide a direct channel for the civil society voices for all issues related to education and LLL.

1.2. Lines of action

1.2.1. Securing the inclusion of adult education in the main global agendas



This is a list of a number of lines of action, activities and events ICAE, its Executive Committee and members actively participated in, which is not exhaustive:

a. Agenda 2030 – Sustainable Development Goals (SDGs)

- ▶ ICAE and its members followed up and influenced the negotiations in the **post-2015 process**, such as responding to UNSG synthesis report on the post 2015 development agenda, and the Open Online Consultation of Civil Society Academia and the Private Sector on the Global Indicator Framework for the Goals and Targets of the SDGs
- ▶ ICAE and its members participated in the **Third International Conference on Financing for Development** (Ethiopia 2015)

- ▶ ICAE and its members participated in the UN and UNESCO sphere and active work on the SDG's related processes, especially the participation in the **High-Level Political Forum** on Sustainable Development of the UN, and the organisation of side events, trainings, receptions and exhibitions
- ▶ ICAE is a member and actively participated in the meetings, initiatives and activities of the **UN HLPF-CM-SG - Coordination Mechanism—Steering Group**
- ▶ ICAE and its members participated and actively contributed to MGoS Expert Meetings (for example Colombia, 2017).
- ▶ ICAE coordinated the civil society processes and responses to the **Voluntary National Reviews (VNRs)** during the High-Level Political Forum on Sustainable Development
- ▶ ICAE played a vital role in the establishment, coordination of and activities as co-founder of **Education and Academia Stakeholder Group** in the UN partnership system.
- ▶ ICAE and its members participated in the **UNESCO Regional Consultation Meeting on SDG4-Education 2030** for Europe and North America Region (2016)
- ▶ ICAE and its members of the ICAE Executive Committee participated in the **Third UIL Think-Tank Meeting on Lifelong Learning** in the 2030 Agenda for Sustainable Development in Hamburg (2016)

b. CONFINTEA and the Belem Framework of Action (BFA)

- ▶ ICAE is member of the **Global Report on Adult Learning (GRALE)** Editorial Board
- ▶ ICAE and its members organized five **GRALE** launches (South America, Asia, Eastern Europe, Africa, Arab region)
- ▶ ICAE conducted together with the UNESCO Institute for Lifelong Learning (UIL) study on the impact of Recommendations on Adult Learning and Education (RALE), a landmark commitment by UNESCO Member States, and on the evidences of impact of BFA and RALE in national policies and practice: collection of best practices and analysis of impact of BFA/ RALE in terms of national NFE and ALE policies and practice.
- ▶ ICAE and its members contributed to the **Global Education Monitoring Report (GEMR) 2016** with the study that ICAE led, consisting of 29-country reports regarding concepts, processes and structures of literacy provision and reporting: "Formal and Non-Formal Adult Education Opportunities For Literacy And Numeracy, And Other Skills For Acquisition And Retention".
- ▶ ICAE prepared the final paper and a comparative analysis, which were formally adopted as the **background paper for GEMR**.
- ▶ ICAE and its members organized six sessions (South America, Asia, Africa, Arab region, Europe, North America) of Civil society dialogue about UNESCO's concept and publication "Rethinking education – towards a global common good".



- ▶ ICAE and its members prepared six regional reports on the civil society perspective on UNESCO's 'Rethinking education', and, based on them, wrote an analytic-comparative study with recommendations
- ▶ ICAE and its members participated in meetings of the **Global Alliance for Literacy (GAL)** (as the member of the Core group), which is a global partnership for literacy and aims to bring various partners (governments, NGOs, academic institutions and the private sector)
- ▶ ICAE and its members conducted together with the UNESCO Institute for Lifelong Learning (UIL) and the Global Alliance for Literacy (GAL) a survey on literacy programmes in 29 countries in order to catalyse the coordinated efforts of all stakeholders.



- ▶ ICAE and its members participated in sub-regional **CONFITEA+** meetings (Arab Region, Latin America, Caribbean) and an on-line campaign for the CONFITEA Mid-Term Review (2016).

- ▶ ICAE and its members participated in regional meetings on the **CONFITEA VI** Mid-Term review (i.e. Peru, Germany, Canada)
- ▶ ICAE and its members promoted and mobilized civil society for the participation in the **CONFITEA VI** Midterm Review (MTR) conference (2017) and organized the **MTR Civil Society Forum** at the CONFITEA VI Mid-Term Review, Suwon/Korea





c. Education for All

- ▶ ICAE and its members participated in UNESCO's Regional EFA Conferences in 2015 (Arab, Sub-Saharan Africa, Europe and North American Regional Conference)
- ▶ ICAE and its members contributed to the Collective Consultation of NGOs (CCNGO) like the 8th Global Meeting of the Collective Consultation of NGOs on Education 2030 (CCNGO/ED2030) in Siem Reap Cambodia
- ▶ ICAE and its members participated in the World Education Forum and NGO forum in Incheon, Korea 2015 as well as in the education activities at the World Social Forum 2015
- ▶ ICAE and its members participated in the UNESCO Week for Peace and Sustainable Development: The Role of Education, March 2017
- ▶ ICAE and its members participated in the World Education Forum in Brazil and in the World Social Forum in Canada, where ICAE is a member of the Steering Committee (2016)
- ▶ ICAE was co-organizer together with UIL, UNESCO-UNEVOC Hong Kong and the Organización de Estados Iberoamericanos (OEI) of the 5th World Forum for Lifelong Learning with the theme "Lifelong Learning: Continuous Education for Sustainable Development (Madrid 2017).



1.2.2. Facilitating advocacy for the right to education in the global agendas

- ▶ ICAE produced several advocacy documents and **Advocacy Guides**, such as an **Advocacy Guide on Recommendations on Adult Learning and Education (RALE) in 2017**: ICAE has published supporting materials for advocacy, with the purpose of supporting the active participation of our members and to join efforts so as to reaffirm the right to ALE and LLL and to highlight that these are a prerequisite for the realization of the rest of the human rights and development goals.
- ▶ ICAE and other Executive Committee members actively participated in a workshop on **Branding Adult education – undefined, indistinguishable**, organized by UIL - the UNESCO Institute for Lifelong Learning, with the aim to discuss the concept and the characteristics that make adult education what it is and also make it unique.

ICAE Research and publications:

- ▶ ICAE together with DVV International conducted a global **study on Financing Adult Learning and Education (2018-2020)** addressing the question about the funding instruments and schemes that have proven successful in various contexts, as well as the analysis of the factors of success, determinants of the substantial progress through the implementation of various funding schemes. The study has the aim to identify good practices, analyze them (success factors, contextual preconditions, working mechanisms) and prepare recommendations, answering to the question - what could be done for the “smart” investment in adult education.
- ▶ ICAE conducted together with the UNESCO Institute for Lifelong Learning (UIL) study on the impact of Recommendations on Adult Learning and Education (RALE).
- ▶ ICAE and its members contributed to the **Global Education Monitoring Report (GEMR) 2016**, prepared the final paper and a comparative analysis, which were formally adopted as the **background paper for GEMR**.
- ▶ ICAE and its members prepared **six regional reports** on the civil society perspective on UNESCO’s ‘Rethinking education’, and, based on them, wrote an analytic-comparative study with recommendations.
- ▶ ICAE and its members conducted together with the UNESCO Institute for Lifelong Learning

(UIL) and the Global Alliance for Literacy (GAL) a **survey on literacy programmes in 29 countries** in order to catalyse the coordinated efforts of all stakeholders.

- ▶ Tuckett, A.; Popović, K. (2015). Plus ça change, plus c’est la même chose: Adult literacy since 2000 – a civil society perspective. *Andragoške studije*, 1/201,
- ▶ Popović, K. (2015). MDG and EFA – from the mud to the stars and back: What went wrong? A reminder. In U. Gartschlaeger, E. Hirsch, *Adult education in*





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- ▶ Orlović, V. and Popović, K. (2017). Lifelong learning for sustainable development – is adult education left behind? In W. L. Filho, M. Mifsud, P. Pace (Eds.). Handbook of Lifelong Learning for Sustainable Development. Wiesbaden: Springer.
- ▶ Popović, K. (2018). From education for democratic citizenship to the global citizenship education - On the necessity for a paradigm shift. Andragogical studies, 1/2018.
- ▶ Popović, K., Maksimović, M., Jovanović, A. (2019). Learning democracy: beyond the traditional didactics. 3rd International Conference on Communication and Education in Knowledge Society, November, 2017, Timisoara. Collective Capacity Building, CESC 2017 - 3rd International Conference on Communication and Education in Knowledge Society. Rotterdam, Boston: SENSE Publishers. (M33)
- ▶ Popović, K. (2019). Emerging citizens in functional basic education for adults. UNESCO Forum on Education for Sustainable Development and Global Citizenship Education. Hanoi, July 02-03, 2019. NISSEM, University of Saskatchewan's Sustainability and Education Policy Network.
- ▶ Popović, K. (2019). Goal 4: Quality education and lifelong learning for all – a focus on people? In In Garrido, M. & Wyber, S. (Eds.). Development and Access to Information (DA2I). The Hague: International Federation of Library Associations and Institutions (IFLA), and the Technology and Social Change Group, University of Washington (TASCHA),
- ▶ Popović, K. (2019). Quality of Education: Global Development Goals and Local Strategies. In: V. Orlović Lovren, J. Peeters, N. Matović. Quality of education: Global development goals and local strategies. Belgrade: Institute for Pedagogy and Andragogy, Faculty

of Philosophy, University of Belgrade; Ghent: Department of Social Work and Social Pedagogy, Centre for Innovation in the Early Years, Ghent University

- ▶ Walters, Shirley (2019) 'The drought is my teacher': Adult learning and education in times of climate crisis. University of the Western Cape.

1.2.3. Building partnerships and development of common strategies

This is a list of a number of lines of action, activities and events ICAE, its Executive Committee and members actively participated in, which is not exhaustive:

- ▶ International Conferences on UNESCO Learning Cities (ICLC), i.e. in Mexico 2015 and Medellín, where ICAE was members of the report drafting committee.
- ▶ Events and activities by the United Nations Office for Disaster Risk Reduction (UNISDR)-Global Platform for Disaster Risk Reduction and Sendai Framework
- ▶ Annual and Thematic Conferences by the European Association for the Education of Adults (EAEA)
- ▶ Strategic Seminar and Public Forum by DAWN (2015)
- ▶ 64th Annual Conference, Oklahoma City by American Association for Adult and Continuing Education (AAACE) (2015)
- ▶ VHS-Tag / German Adult Education conference in Berlin (2016)
- ▶ Global Capacity Building Workshop on Global Citizenship Education (GCED), by UNESCO APCEIU (2016)
- ▶ 2nd International Scientific Conference on Adult Education "Developing and Understanding Professional Identity of Adult Educators", by Dante in Croatia (2017).
- ▶ Fifth International Conference on Adult Education: "Education for values – continuity and context" by Iasi in Moldova (2018)
- ▶ Asia Pacific Regional Consultation of Education Advocates, Colombo Sri Lanka, by ASPBAE (2018)
- ▶ ACE Aotearoa National Conference in New Zealand (2018).
- ▶ International Seminar on "Lifelong Learning: A way forward People, Community and Social Empowerment" by KSSLE-NILE in Busan Metropolitan City, Republic of Korea (2018).
- ▶ Global Education and Skills Forum by the Varkey Foundation in Dubai (2018)
- ▶ X Assembly by the Latin American Campaign for the Right to Education (CLADE) in Bogotá (2018).
- ▶ International Forum on Literacy Policies and SDGs 4 in Mexico City (2018)
- ▶ Workshop 'Leave no one behind: Making the right to education for adults a reality', Dar Es Salaam, Tanzania (2019)
- ▶ Regional Meeting of the Arab Coalitions organized by the Arab Campaign for Education for All and the Global Campaign for Education (GCE) in Tunisia (2019)





- ▶ International Consultative Meeting on LLL (UIL and Shanghai Open University) and VI Shanghai LLL Forum (East China Normal University)
- ▶ Conference on “Unlocking the power of 4.7. – the role of Global Citizenship Education in achieving sustainable development” by Bridge 47 Network , in Brussels, Belgium (2018).
- ▶ International Civil Society Week (ICSW) with CIVICUS and Bridge 47 in Belgrade (2019)
- ▶ Conference on „Envision 4.7”, by Bridge 47 Network with the aim to discuss, learn and plan for the future of SDG Target 4.7. in Helsinki (2019)
- ▶ Conference on “Perspectives of Research for Intangible Cultural Heritage towards a Sustainable Society” in Tokyo National Research Institute for Cultural Properties (2019)
- ▶ President’s Meeting of the International Federation of Library Associations and Institutions (IFLA) under the theme “Motors of Change: Libraries and Sustainable Development” in Buenos Aires, Argentina (2019)
- ▶ Capacity-building workshop organized by UIL, the National Commission of the People’s Republic of China for UNESCO and SOU on “Developing education systems from a lifelong learning perspective” in Shanghai, China (2019)

2. CAPACITY BUILDING AND TRAINING PROGRAMMES FOR ICAE MEMBERS AND OTHER STAKEHOLDERS

ICAE supports its members and other stakeholders in the development of capacities for advocacy and to generate debates on new trends and experiences of Youth and Adult Education.



2.1. Achievements

- ▶ ICAE members and partners contributed to the development of capacities to achieve inclusive and quality education and LLL for all: ICAE Academy of Lifelong Learning Advocacy (IALLA) participants, working in educational institutions, organizations and projects, are informed about the global agendas, issues and challenges, and have the necessary knowledge and skills for the advocacy for LLL on regional and global level.



- ▶ IALLA in Burkina Faso has strengthened the professional identity of participants; it has also highly motivated and prepared them for the challenges of global advocacy work.
- ▶ IALLA participants from 9 French-speaking African countries are networked among themselves and with representatives of several African organizations; they are also included in the bigger global IALLA network.
- ▶ IALLA participants agreed on a consultation framework for the work of ICAE 's African network and adopted a Declaration setting the aims, main principles and ways of working. This will be very helpful in deciding on future priorities and activates of ICAE in Africa.
- ▶ A global curriculum for trainers in non-formal adult education is prepared and tested in different regions.
- ▶ ICAE supported emerging leaders and activists in their advocacy strategies and monitoring, to work as a global team, and network building.
- ▶ The network of graduates from the IALLA has been enlarged and kept active and dynamic.

2.2. Lines of action

2.2.1. Training of new leaders on advocacy for adult education and capacity building

- ▶ The ICAE Academy of Lifelong Learning Advocacy (IALLA), a francophone edition, took place in Ouagadougou, Burkina Faso from the 10 to 17 October, 2016, with 18 participants from 9 French-speaking African countries. The programme was focused on the global agenda, especially SDGs and Education 2030, and the role of international organizations, as well as global spaces for advocacy for LLL.
- ▶ ICAE followed up the involvement of IALLA graduates in ICAE global and regional activities, events and projects. A relevant number of them became members of ICAE, others were part of official delegations in conferences and participated in advocacy



seminar, more than 1.000 participants from all regions joined us to reflect and explore the most topical subjects of the moment related to ALE and to strategize and define common advocacy.

Themes in the past years were:

- ★ Adult Education and Development: Communities. Global commitments – local practices (2015)
 - ★ Global Citizenship Education (2016)
 - ★ Skills and Competencies (2017)
 - ★ Inclusion and Diversity (2018)
 - ★ Role and Impact of Adult Education (2019)
- ICAE together with DVV International implements a **Global Curriculum for adult educators (Curriculum GlobALE)** in non-formal and adult education (5 modules) through several courses in various countries. Materials for master-trainers are developed.
 - ICAE actively co-organizes and actively contributes to the **Arab Academy**, a series of conferences on the topic of participatory learning in the Arab world, organized by the Arab Network of four active networks in the field of literacy and adult education (Arab Network for Literacy and Adult Education (ANLAE), Egypt; the Arab Network for Popular Education (ANPE), Lebanon; the Arab Campaign for Education for All (ACEA); and the Arab Network for Civic Education (ANHRE), Jordan), along with the DVV International.
 - The IALLA network was strengthened and promoted in several ways in preparation and during ICAE's IX World Assembly and General Assembly, Montreal, Canada (2015)
 - European Adult Education (Young) Professionals Learning Platform (AEPRO) by the European Association for the Education of Adults (EAEA): ICAE was partner in the European three-year project and, among other activities, facilitated two live webinar sessions on Capacity building on a global level: its importance, the challenges, and key experiences with special attention to IALLA and Global tendencies in Adult Education (2015)



- ▶ ICAE actively participated in the Nordic Folk High School Council, Denmark (2017)

3. INCLUSIVE EDUCATION

Education for inclusion and diversity, and the promotion of equal opportunities for all is one of the basic ideas and foundation of ICAE's work. Adult Education was promoted as a strategy to prevent and contest all forms of discrimination and to build an understanding of the importance of addressing this issue through an intersectional approach.

3.1. Achievements

- ▶ Inclusive education and equal opportunities are included in global and regional youth and adult education policies to overcome discrimination
- ▶ ICAE promoted among civil society organisations in the recognition of the central role of education and LLL for equality.
- ▶ ICAE influenced UN structures and member states for the inclusion of youth and adult education in fighting all forms of discrimination and marginalisation.
- ▶ ICAE enhanced networking among women and feminist organisations to raise awareness on the key role of education to achieve gender justice.
- ▶ Gender equality from an intersectional approach was promoted in all ICAE actions.
- ▶ Inclusive adult literacy programs and policy approaches are developed and available for implementation at national level
- ▶ Key-stakeholders acknowledge an integrated approach of skills for life and skills for work for youth and adults.
- ▶ The key elements of Global Citizenship Education (GCE) included in regional existing programs of ALE are considered by stakeholders in the field of education and other fields related to education
- ▶ The GEO office and ICAE's gender network is strengthened.
- ▶ Gender equality perspective is integrated in the adult education policies and practices on global and regional level
- ▶ The discussion about the link between popular education emancipatory frameworks and the feminist analysis to challenge power relations and decolonize solidarity has started.
- ▶ The Global Alliance for Literacy is a crucial initiative to boost literacy around the world, and ICAE's participation will guarantee a strong civil society representation, drawing on lessons learned from members' experience at regional and national level.

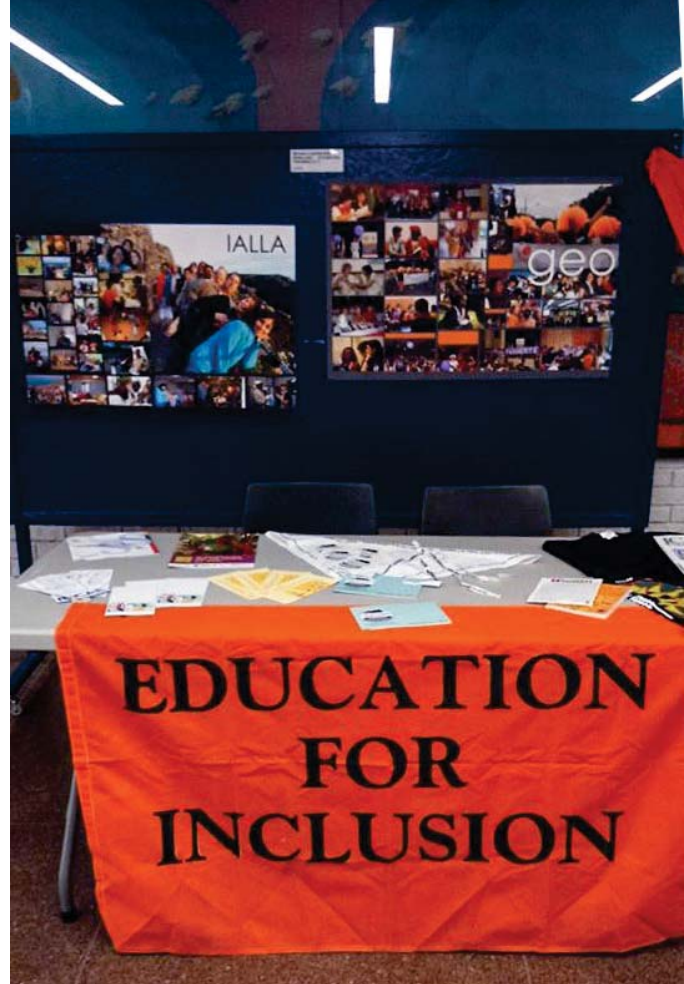
- ▶ ICAE has strengthened its relationship with UIL, which provides a structured and coordinated approach to all issues related to adult education, together with other stakeholders gathered around UIL work.

3.2. Lines of action

3.2.1. Raising Awareness at the global level on gender and education

This is a list of a number of lines of action, activities and events ICAE, its Executive Committee and members actively participated in, which is not exhaustive:

- ▶ ICAE is member of an international consortium that won the big EU DEAR project on the topic of Global Citizenship Education “The Bridge 47 Network - Together for a human education; Together achieving SDG 4.7” (2017 until 2021)
- ▶ ICAE and its members participated in meetings of the UNESCO’s Global Alliance for Literacy (GAL) - a multi-stakeholder partnership to advance literacy in the era of the 2030 Agenda for Sustainable Development, within the Framework of LLL, where ICAE is member of the Core group.
- ▶ ICAE and its members participants in the International Literacy days in Paris, by UNESCO
- ▶ ICAE is partner in the European Adult Education Young Professionals Learning Platform (AE-PRO, coordination by the European Association for the Education of Adult, EAEA)
- ▶ Association for Women in Development (AWID) conference in Brazil (2016)
- ▶ Workshop on Feminist popular education: Decolonizing solidarity? by Gender Education Office of ICAE (GEO) - REPEM - Vida Brazil (2016)
- ▶ Arab Forum for Women Empowerment (Egypt 2017)



4. GOVERNANCE, INFORMATION AND COMMUNICATION

ICAE worked towards consolidating itself as a global network with the capacity to simultaneously support and strengthen the work of its members as well as alliances with other civil society organisations and partners.

4.1. Achievements

- ▶ ICAE was strengthened and maintained its unique character as the main and only network fully committed to advocate for the right to education of young people and adults at the global level.
- ▶ ICAE enhanced its visibility and outreach and was able to widely disseminate its key messages.
- ▶ ICAE shared accurate and timely information with members and allies and to keep its members updated in order to engage them actively in its programs and achieve strategic goals.
- ▶ ICAE continuously worked to link the local practices at grassroots level and the global agendas.
- ▶ ICAE organized the main international gathering of civil society organizations concerned about ALE: ICAE World Assembly and a Virtual General Assembly in 2019 (in order to change the constitution).

4.2. Lines of action

4.2.1. Securing good governance and improving management of the network

- ▶ ICAE holds virtual and face to face meetings of the ICAE Executive Committee to follow up on the implementation of the strategic plan and to discuss other matters inherent to the network.

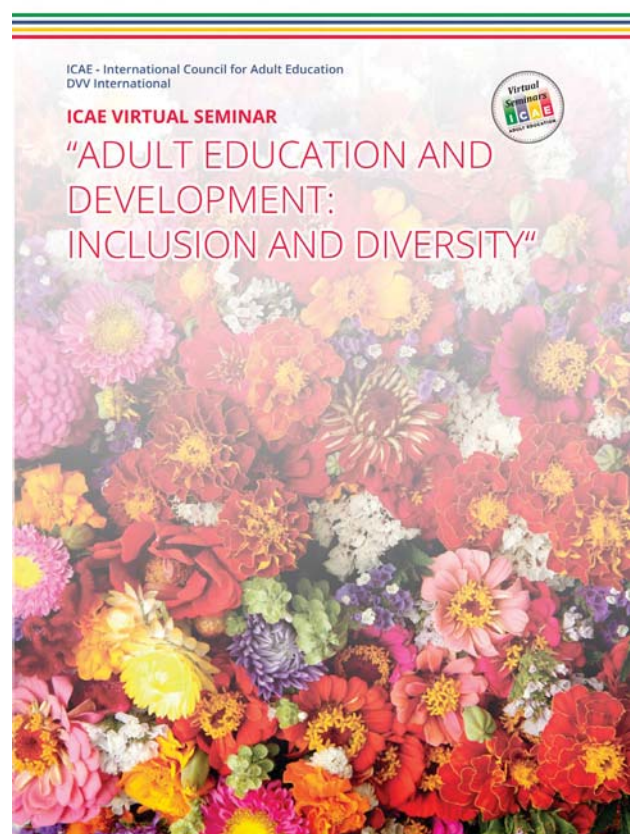




- ▶ **Executive Committee members involvement** in the main ICAE activities: ICAE Academy for Lifelong Learning Advocacy (IALLA), thematic commissions, consultations, conferences and working groups.
- ▶ **New Constitution:** A new text was drafted and put to debate among ICAE members who were able to send comments and amendments online in a very democratic and participatory way. This new version of the Constitution is an updated, clear and concise document that will guide and better regulate the formal structure and governance of the organization. It was voted and approved in December 2019.
- ▶ ICAE organized a **strategic seminar in Serbia (2015)** where representatives from ICAE Regional bodies, ICAE Executive Committee, experts and ICAE Staff gathered to discuss about information and recommendations on the priorities of the future work of ICAE that were taken to the ICAE World Assembly for the adoption of the 2016-2019 ICAE Strategic plan.

4.2.2. Communication to improve advocacy and networking

- ▶ **Voices Rising:** This electronic bulletin was sent through the list server of Voices Rising and published in ICAE webpage as well as in Facebook. In total so far 500 Editions of Voices Rising have been produced and distributed.
- ▶ **ICAIE website:** The website is updated on a regular basis with documents from ICAE and other campaigns where ICAE is a member. When resources allowed, the website includes materials in 3 languages English, Spanish and French.
- ▶ **ICAIE Facebook and ICAE twitter.** In 2019 ICAE reached 2354 fans on Facebook and 1866 followers on Twitter.
- ▶ **ICAIE YouTube Channel**
- ▶ ICAE produced for the CONFITEA VI MTR a **Video on the Power of Adult Learning: Vision 2030**. It shows that ALE, as an integral part of LLL, is the efficient way to achieving Sustainable Development and our Global Vision.



- Support for advocacy and mobilization through adequate materials (documents, statements, flyers).
- **Adult Education and Development Journal:** ICAE has a member of the editorial board of this Journal published yearly by DVV International and actively contributes to the selection of topics and contributors and in the dissemination of the Journal.

4.2.3. Promoting accountability and transparency and accountability Quality assurance



ments of ICAE's work. The evaluation was based on DAC criteria.

- **Internal Evaluations** were conducted during and after single activities by the Secretariat, members involved and participants (e.g. IALLA evaluation).
- Narrative, financial annual reports and audit report based on international standards submitted timely to our members and donors and approved.
- Transparency report submitted at regional level.
- ECOSOC Quadrennial report submitted.



- **External evaluation:** A highly qualified team conducted an external evaluation of ICAE programs and activities during the period 2012- 2015 to review its work and give recommendations for the future. This evaluation intended to contribute to a better focus and capitalisation of the achieve-



Regional Civil Society Consultation on Adult Learning and Education in the Asia Region

[Let's Rethink EDUCATION!]

The right to education of youth and adults
from a lifelong learning perspective

Rethinking education
Towards a global common good?



November 24, 2016. Time: 9:15am - 1:00pm
Radisson Blu Plaza Hotel, Bangkok, Thailand





**The President
of the
Economic and Social Council**

23 July 2019

Dear Ms. Popović,

I would like to express my sincere gratitude for your participation in the United Nations High-level Political Forum on sustainable development (HLPF) convened under the auspices of the Economic and Social Council from 9 to 18 July 2019 in New York. Your presentation as a moderator at the session "*Perspectives of society*" contributed to the quality of the discussions of the forum and was greatly appreciated.

The forum brought together about 130 speakers including keynote speakers, moderators, resource persons and lead discussants and more than 2,000 participants – Ministers and other high-level government officials; high-level representatives from the UN system and other organizations, academia, the business sector, Mayors and parliamentarians, and other stakeholders. We had very thoughtful and fruitful discussions on the implementation of six specific Sustainable Development Goals - Goals 4, 8, 10, 13, 16 and 17 with a focus on empowering people and ensuring inclusiveness and equality. 47 countries made Voluntary National Reviews (VNRs) with 7 countries for the second time. More than 150 side events, special events, VNR Labs, as well as exhibitions were also successfully organized at the margins of the meeting.

Momentum around the implementation of the 2030 Agenda remains strong. It is critical to maintain the same level of energy, as we move to prepare HLPF in September 2019 under the auspices of the General Assembly at the level of Heads of State and Government, where further actions will be identified and pledged for accelerating progress towards the SDGs.

The outcomes of the July HLPF, statements, presentations, official documentation, and UN Webcast and media coverage can be found on the HLPF website: <https://sustainabledevelopment.un.org/hlpf/2019>

I hope you will continue to support and engage with the HLPF, which is the central United Nations platform overseeing the follow-up and review of the 2030 Agenda and its 17 SDGs with a view to provide leadership, guidance and recommendations for sustainable development globally.

Yours sincerely,

Inga Rhonda King
President of ECOSOC

Ms. Katarina Popović
Secretary General of the International Council for Adult Education and Representative of the
Education and Academia Stakeholder Group (EASG) to the MGoS Steering Group

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ICAE - Voices Rising about CONFINTEA+6

6:06 / 19:01

Up next

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ICAE
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5 FINANCIAL REPORT

In the five years since the Montreal World Assembly in June 2015, ICAE passed through a dramatic financial period, coinciding with significant organizational changes. Due to the factors explained in the previous parts of this report, ICAE lost its largest funders, in an unexpected and abrupt way. Consequentially, all financial reserves had to be used to ensure the sustainability of the organisation and its operational capacity. Therefore 2018 was one of the worst years in ICAE's history, and in 2019, ICAE reached its lowest financial point in this century. ICAE responded with significant organisational changes and cuts in administrative and staff costs, especially after closing office in Uruguay, and completing a move to Manila. Thus, costs at the beginning of 2020 are extremely low.

It is important to mention that figures in the chart represent the financial changes and account movements only, without other kinds of contribution – i.e. support to ICAE in various ways: contributions in kind, direct support to the activities, support to the ICAE Secretariat in their actions, involvement of ICAE's EC and Secretariat into the national and regional activities. Having that in mind, the list of ICAE's financial partners should be much longer. ICAE members and partners, Executive Committee members and their organisations and some donors as well, contributed significantly to ICAE's work, which made its survival and its successful work possible. Therefore, the chart of the overall financial changes is very informative in terms of ICAE's financial situation and very alarming in terms of ICAE's sustainability, but it should be read together with the overall report, in order to understand the development, but also to help shape future pathways.

Financial Report Data (in USD)

Income	2015	2016	2017	2018	2019*
Membership fees	37.193	26.260	30.525	26.768	27.731
Members donation&solidarity&participation	26.756	13.278	0	18.784	24.774
Donors	467.989	569.958	383.366	0	20.083
Other income	6.888	5.664	7.363	2.001	345
Total income	538.826	615.160	421.254	47.553	72.933

Expenses	2015	2016	2017	2018	2019*
1 Lobby and Advocacy for ALE and LLL	49.548	52.807	116.854	14.087	18.857
2 Capacity Building for LLL Advocacy	99.571	38.070	3.595	0	0
3 Inclusive Education	3.429	15.853	3.315	0	0
4 Integral Approach to ALE	1.800	101.619	11.092	10.092	2.537
5 ICAE Organization and Networking	71.145	29.746	24.168	12.596	3.454
Total projects expenses	225.493	238.095	159.024	36.775	24.848
Administrative and coordination costs	340.610	340.970	199.358	162.201	81.147
Total Expenses	566.103	579.065	358.382	198.976	105.995

Balances	2015	2016	2017	2018	2019*
Annual balance	-27.277	36.095	62.872	-151.423	-33.062
Voluntary reserve	0	0	0	-100.089	0
Accumulated funds	-13.578	22.517	85.389	34.052	990
Voluntary reserve balance	100.089	100.089	100.089	0	0
Total balance	86.500	122.595	185.475	34.052	990

Financial Sources (\$1.695.726)	2015	2016	2017	2018	2019
SDC (\$927.373)	339.721	331.004	256.648	0	0
UIL (\$243.628)	9.554	107.787	114.626	0	11.661
Members Total Contribution (\$232.069)	63.949	39.538	30.525	45.552	52.505
UNESCO (\$154.950)	35.000	119.950	0	0	0
Other Sources (\$137.706)	90.602	16.881	19.455	2.001	8.767
Open Society Foundation (\$25.000)	25.000	0	0	0	0
Donations (\$18.231)	4.711	4.452	7.078	1.990	0
Daisy Elakelaisset (\$14.669)	14.669	0	0	0	0
EU - Bridge 47 / Kehys (13.337)	0	0	0	4.915	8.422
Francophonie (\$9.188)	9.188	0	0	0	0

* Audit report for 2019 is not yet completed, so the figures are an estimation.

All figures in USD.

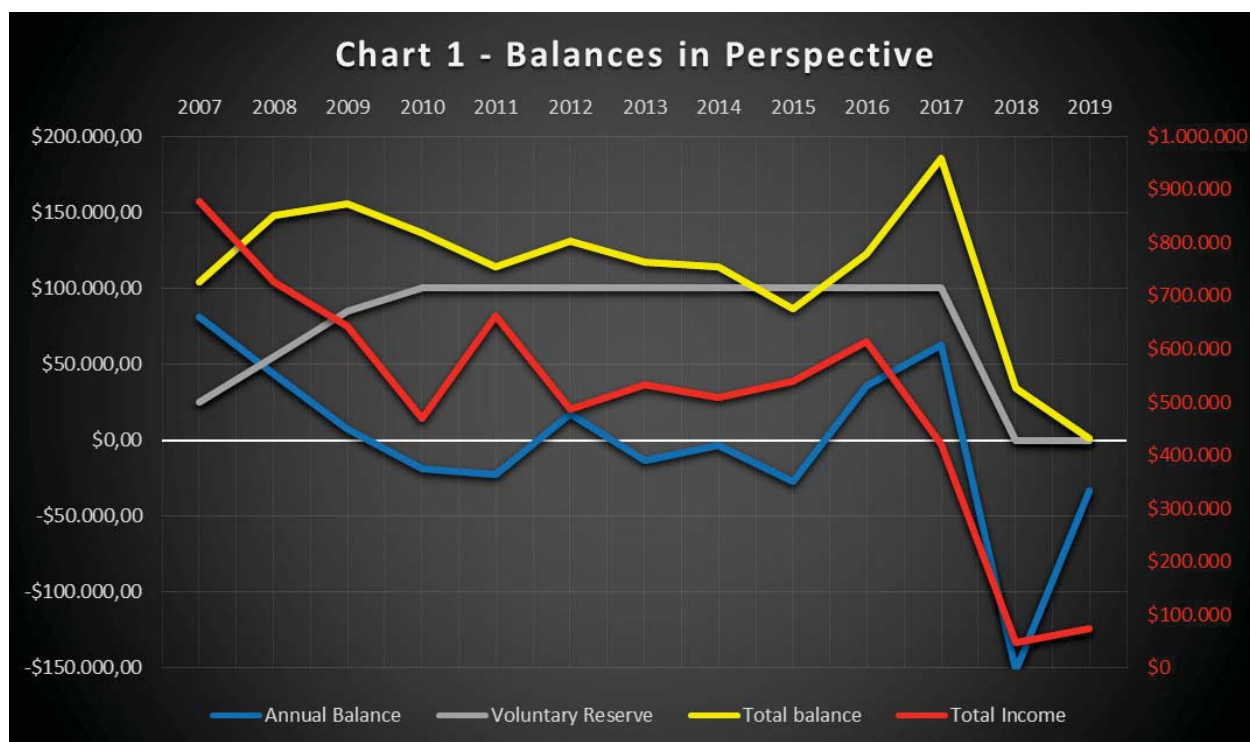
The main financial facts and tendencies in the report

- ▶ Loss of donors at the end of 2017 brought ICAE to a critical financial situation in 2018 and 2019;
- ▶ Tectonic organizational changes produced dramatic cuts in operational costs (75%). These cuts, together with members' contribution, members and partners support, high commitment of the staff and the use of the remainder of voluntary reserves made in the period 2007-2010, helped ICAE to sustain itself;
- ▶ From 2018 on there are no significant donations, only income from projects and membership contributions as being the only continuously reliable source;
- ▶ There are no more reserves and savings (but also no liabilities!), and current total balance is close to zero; Financially, ICAE in 2020 has a fresh new start.

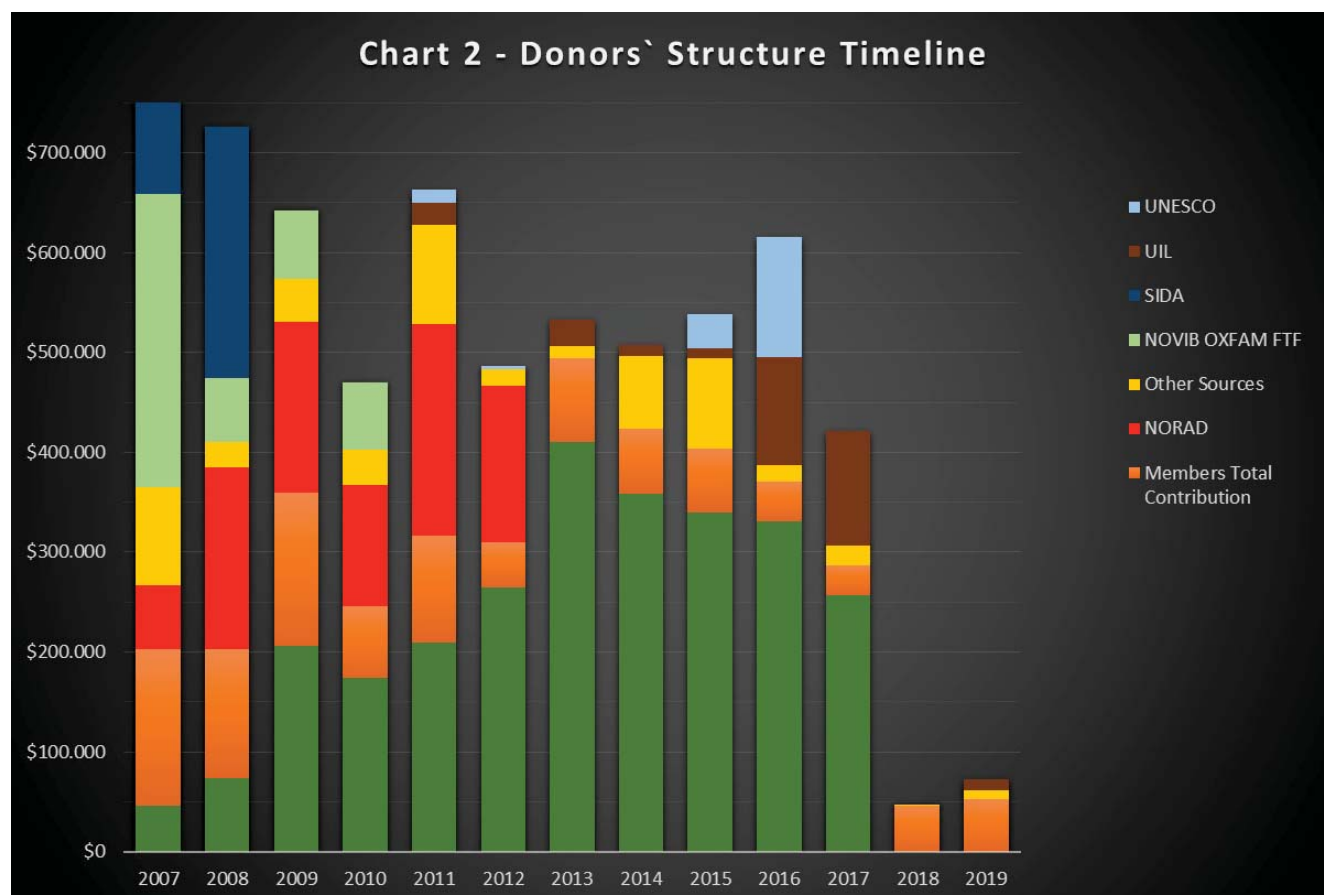


Since ICAE is on the peak of financial crises and needs a new orientation to find the way out, we thought that it would be useful to depict the overall development in the last 13 years, in order to see better the tendencies, the problems, financial constellations, current situation as well as possible perspectives.

All single charts are derived from the main data chart, and except for 2019, they are based on the Audit reports and reports to the previous two ICAE General Assemblies, with addition of some internal budget charts and projects financial data.

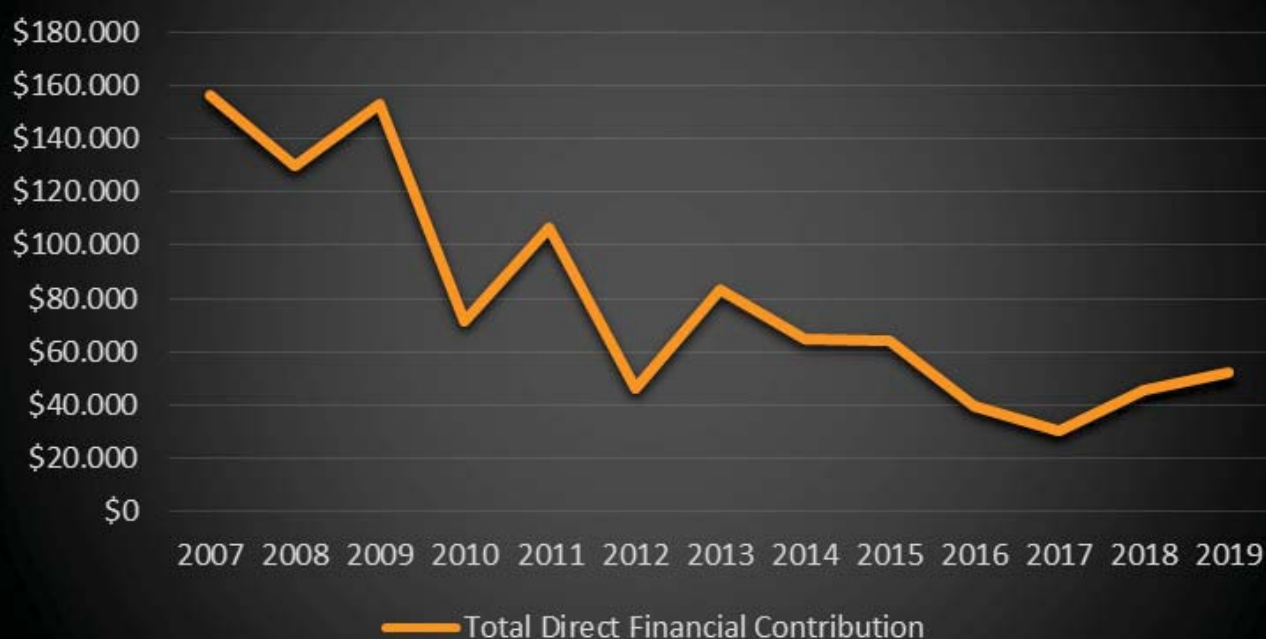


Through the period of world economic crises, ICAE incomes, previously recording levels of \$1.3M+ have fallen continuously to finally stabilize after the crises at the level of ca. \$500.000 (Chart 1). Though in the period of crises (2007-2010), continuously positive annual balance (difference between annual income and annual expenses) allowed ICAE to bring voluntary reserve up to the level of \$100.000. This reserve will be of crucial importance for ICAE survival in the reporting period (2015 – 2019).



On the income side, ICAE donors' structure timeline (Chart 2) shows that ICAE typically had two or three important donors in the period presented in chart. SIDA (Swedish International Development Agency) abrupt withdrawal in 2008 resulted in significant decrease of ICAE incomes, just like the withdrawal of NORAD (Norwegian Agency for International Development) in 2012, a critical donor in a precedent period, produced similar effect. Luckily, in both cases an increase in SDC (Swiss Agency for Development and Cooperation) donation partially compensated negative effects in these two cases. At the end of 2017 similar things happened, but it hit ICAE much harder – both critically important donors abruptly, and with no reason connected with the quality of ICAE's work and achievements, quit already signed contracts or agreements. Suddenly in January 2018 ICAE was left with no donors at all. Voluntary reserves, prepared in the period 2007-2010, were of crucial importance, but a significant part of it was needed to cover the costs of the closing of the Uruguay office and related staff costs, which was also the primary reason for creating the reserve. If it was not for members' contribution, especially for DVV International that provided more than 40% of the income at that moment, ICAE would not have survived. \$47,553 was the total income of ICAE in 2018! Out of that amount \$45,552 was members' contribution.

Chart 3 - Members' Contribution



Members' contribution chart (Chart 2) shows total (membership fees + donations + solidarity + direct support to ICAE's activities) direct (in cash) contribution to ICAE activities. It may seem in the Chart 2, and especially in the members' direct financial contribution chart (Chart 3), that the members' role is decreasing. This might be understood as an indicator of the financial crises that also hit many ICAE's members, but also an indicator of the change of paradigm of cooperation, with the decreased role of solidarity and partnership.

Some facts are still indicative for the understanding of this tendency:

- ▶ Highest members' donations, solidarity contributions, and participation rates are recorded in the years when ICAE organised big events (physical World Assembly, that had huge support from the Canadian government and many members; IALLAs; CONFINTEA VI FISC; UNESCO Rethinking sessions, GCAP...). Years with one or more such events (2009, 2011, 2013, 2014 and 2015) recorded an increase in participation, which shows willingness of members to take part in concrete activities. On the other hand, they cannot be started or initiated without having some basic costs covered;
- ▶ The fact that indirect contributions are not recorded in the official financial charts are the reason for a very low members' contribution in 2017. However, ICAE had an incredible success with the CONFINTEA Mid-term conference in Suwon city, Korea in 2017 which was possible through multiple contributions of many ICAE members, together with the huge expertise and commitment of ICAE Executive Committee, members and staff who organized and prepared the Civil Society Forum, and ensured outstanding participation at the main conference.

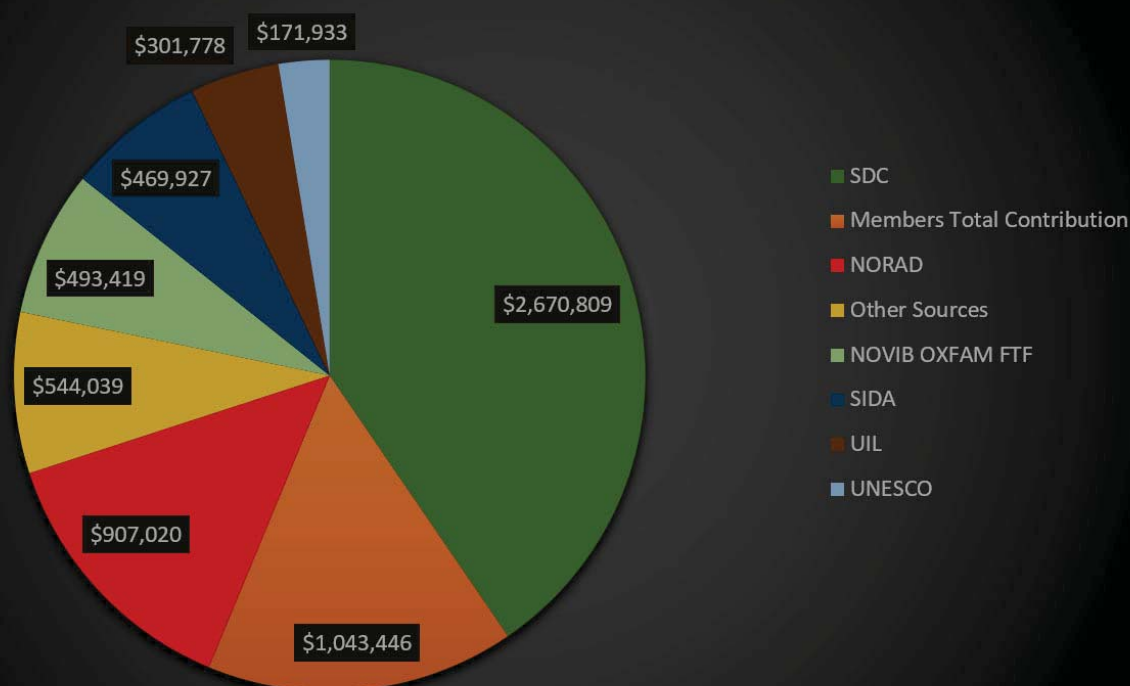
- Membership fee chart (Chart 4), in spite of the crises, shows increase and represent stable income for ICAE, indicating probably the trust ICAE members have in the ICAE organisation.



Although Chart 2 (donors' structure timeline) might be interpreted as if that member's contribution are not a significant part of ICAE's income (which is important for the analysis of ICAE's self-sustainability), donors' structure accumulated chart (Chart 5) shows a different picture.

Members' contribution is the second biggest funding source of ICAE activities. The fact that in this amount (\$1.043.446) only two member organizations (DVV International and Learning and Work Institute – former NIACE) participated with 62% may support the argument that members' contribution are an important, but still not reliable source of income, especially considering the fact that one of them withdrew this kind of support because of the big changes they had. Another aspect which could be considered here for analysis: the different type of contributions made by the organisation EC members are coming from.

Chart 5 - Donors' Structure Accumulated



Also, since many member organizations are not able or allowed (by national laws, internal regulations etc.) to donate in cash, they provide huge support to ICAE's activities by taking over participants travel and accommodation costs, hosting and organizing events, coordinating activities, not to mention members research, lobbying, networking, capacity building and other activities. This is well illustrated by the fact that in the period 2014-2019, DVV International directly supported ICAE with \$96.000 but also covered probably more than \$50.000 of expenses participants in ICAE's activities (for example: two IALLAs that were held in Jordan with huge support of DVV regional office). This was also the case with many other ICAE partners, all over the world, especially regional partners (ASPBAE and EAEA – participation at events in the respective regions, support to ICAE participation at the global events, common initiatives and activities...) and, understandably partners from Northern Europe. Members from Global South contributed by making ICAE's participation possible in most of the relevant events in the respective region (both high level events and social movements action like World Social Forum), including common preparations and broad members participation (for example Latin and Central America, Africa), and committed work of their staff in organising common events (for example in Africa: Andal et Pinal, Karibu Tanzania Organisation, Pamoja, as well as regional and national partners from the Arab region).

Different kind of contributions from members in Global North and Global South are in the spirit of ICAE's belief in solidarity and mutual support in fighting for a common cause and strengthening together the global voice of ALE. The figures should be also read in that way.

These kind of expenses - indirect members` contributions and contributions in kind are not showed in Audit reports and financial charts, but had to be kept in mind when analysing financial charts and planning ICAE's future and should be recorded even more precisely in the future.

There are also projects that some members and partners contracted ICAE with, or included them to (EAEA, DVV International), which were not of a traditional project type, but more work on common priorities (AE Pro – EU project with EAEA, literacy research by UIL and GEMR, research on financing adult education by DVV International, EU project Global Citizenship education with Bridge 47 and Finnish organisation Kehys, etc.). This non-direct support of ICAE members, ICAE's partners and donors (UNESCO, UIL) and project partners (such as Kehys/Bridge 47, whose project activities were crucial for both ICAE's activities and organisational and management functioning) is – together with the high commitment of the staff, the second key part of explanation of how ICAE managed to be very active, and even to raise the level of its advocacy work in the last two years, in the period of lowest organisation income in recent history.

We salute our members, partners and donors for their support!

On the side of expenses, as expected, the tendency follows the income trend (Chart 6), but fluctuations in annual balance (see Chart 1) rings the bell for deeper analyses. In chart representation and in the analyses, expenses are classified as project expenses, on one hand, and administration and coordination ("Core") expenses on the other. Honorarium expenses of ICAE staff related to the project are also treated as ICAE core expenses. But as usual in the civil society functioning, honorarium could be seen as both project and core expenses, which can influence analyses and further planning of the costs. It is common for some NGOs that fundraising expenses and membership development expenses are separately recognized, which might be useful for ICAE's future work. But even such a rough classification is a good starting point to analyse expense structure, especially in critical times.

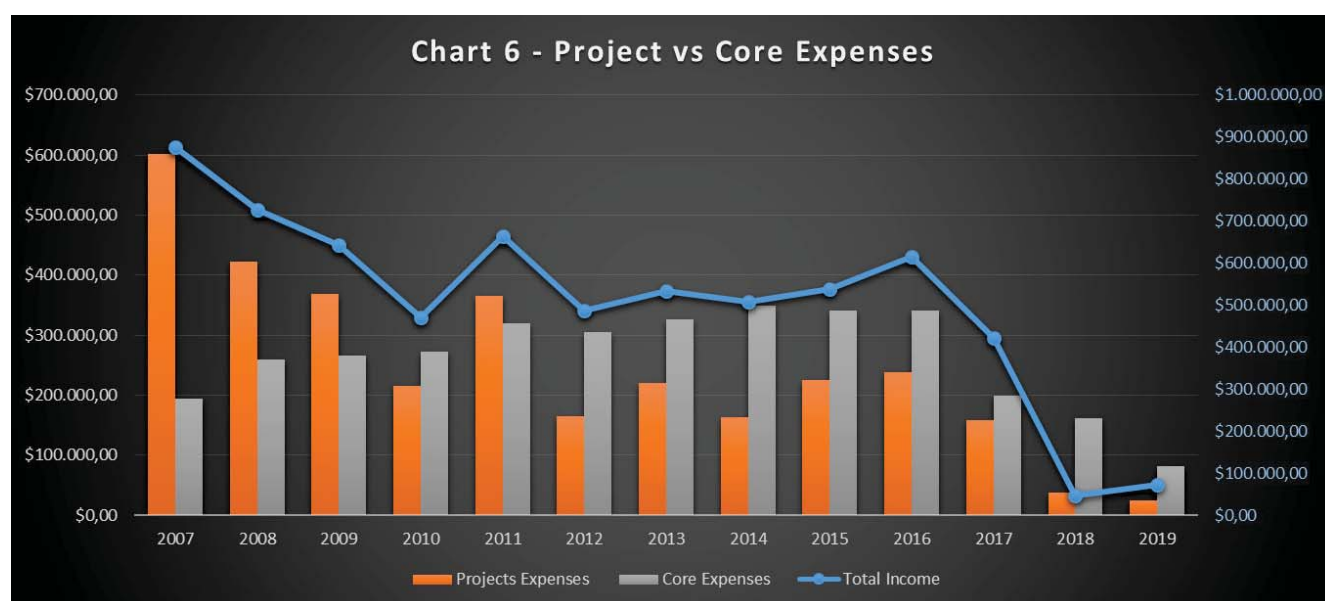


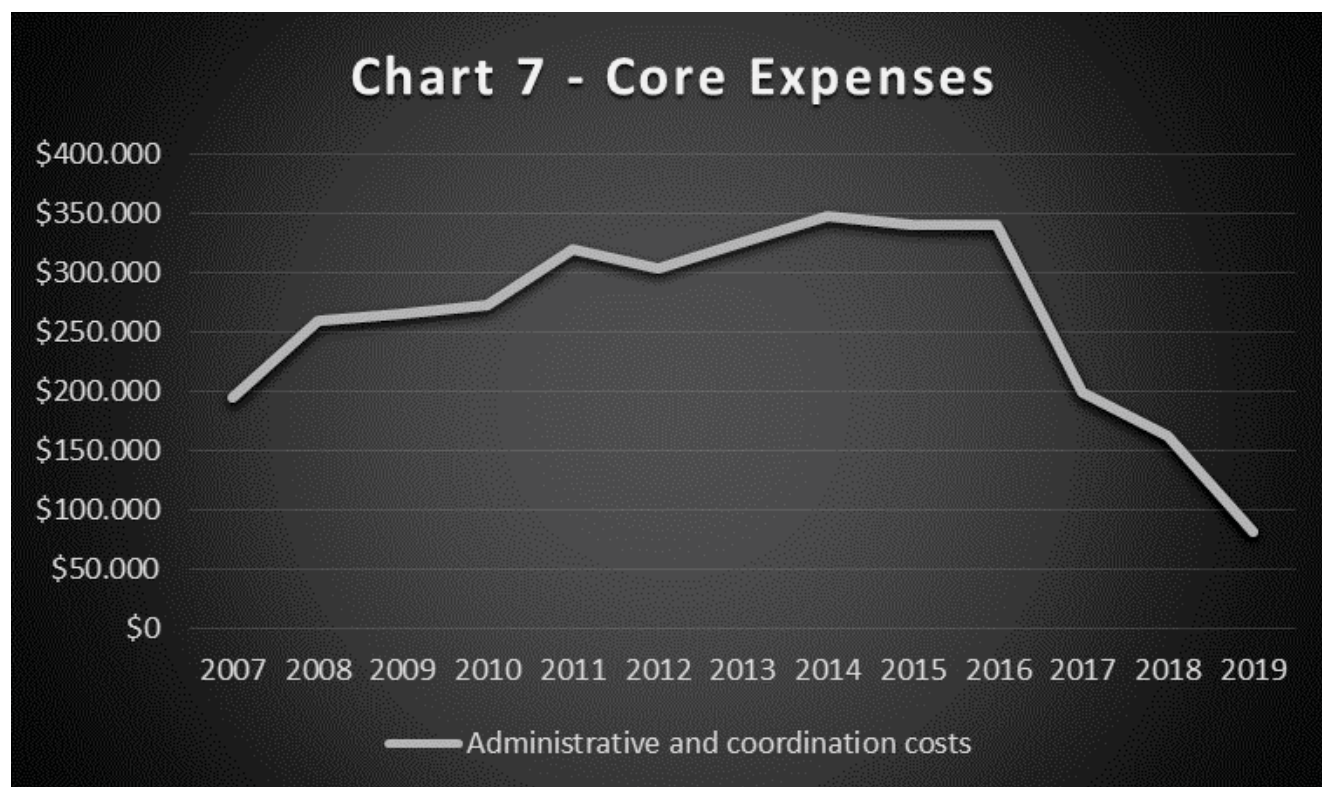
Chart 6 shows that project expenses in the whole period followed total income. On the other hand, that is not the case with the core expenses. It is not hard to recognize that in the period

2007-2014, in which total ICAE income has fallen from almost \$900.000 to only \$500.000, core expenses increased from the level of less than \$195.000 to the level of \$350.000. As a result, total expenses (project expenses + core expenses) were not in balance with total income and therefore annual balance for most of the period 2010-2015 was negative (see Chart 1). Consequence of this negative annual balance was that ICAE total balance (ultimate parameter of financial situation of an organization) almost continuous declined from 2009 until 2014 (see Chart 1).

Focusing on the reporting period, it becomes obvious that the income side started with positive change in 2015, and became even better in 2016. Regular self-evaluation of the Executive Committee and staff, together with the evaluation conducted in 2014/2015, supported by SDC has also guided the changes.

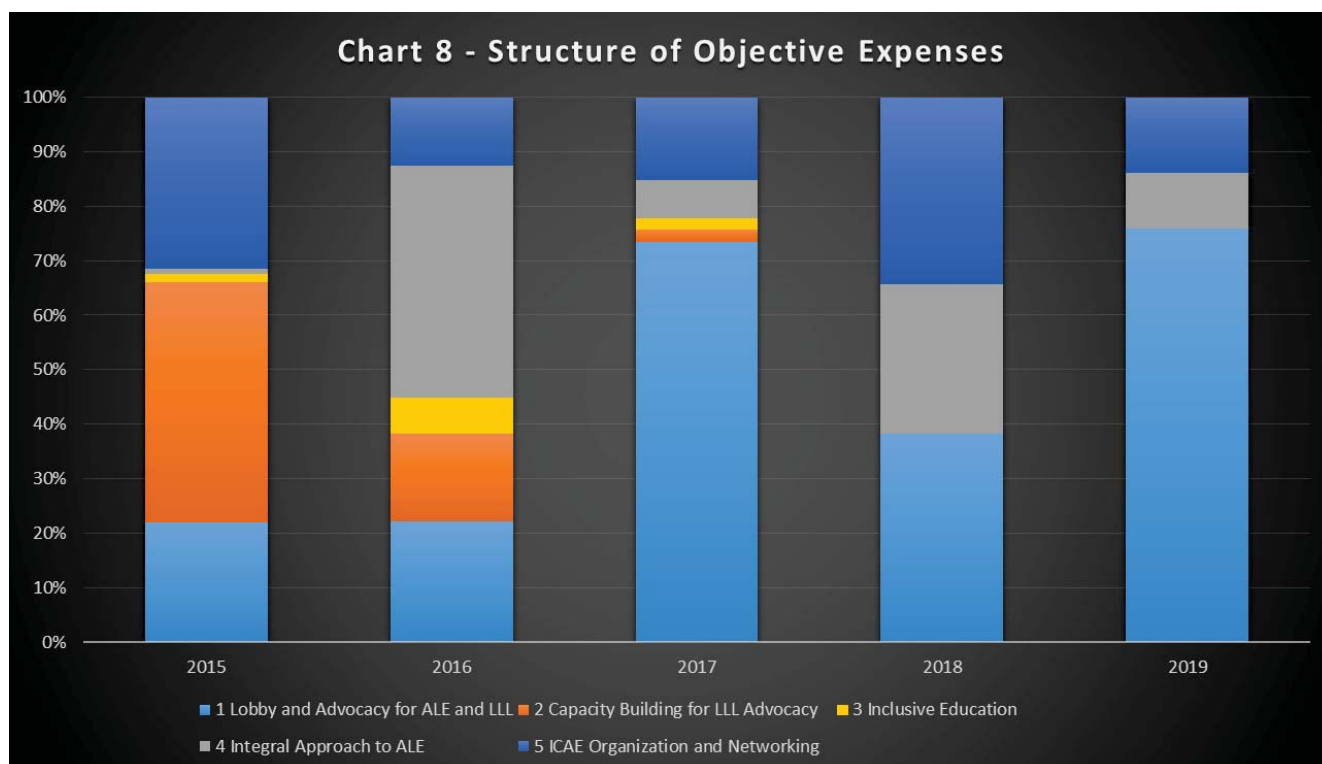
IALLA and World Assembly in 2015 generated increase in members' contribution and contribution from "other sources" (see Chart 2), but there was also a new contract with UNESCO. Though there was no big event in 2016, UNESCO's contribution was very much increased in size in 2016 and a new UIL contract of the same magnitude was implemented. Cumulative increase in total income in the amount of 20%+ was recorded in respect to 2014 even with a continuous decrease (starting with 2013) of the "main" SDC project that represented ca. 75% of the ICAE total income. In 2017 when UNESCO project ended, and with a further reduction of the SDC project, the total income at the end of the year was 17% lower compared to 2014. In spite of that, the combined effect of income and expense side were positive and ICAE entered 2018 with optimism just to find out that it was left with no donor at all.

On the expenses side in 2015, an increase in total costs was higher than the increase of above mentioned total income in the same year, thus the annual balance was negative again, and the total balance fell even more than in 2014. Core costs recorded a small decrease, but project costs rise was unacceptably high compared to total income. It became obvious that it would not be possible with available projects to keep a big office with numerous staff. Total costs continue to raise even in 2016. At the end of the year there was a dramatic decrease of the number of staff, and the physical office was closed.



This cuts that ICAE made gave the results that ICAE needed so much in order to survive. The figures are clear: Already in 2017 (Chart 7) core expenses dropped down 40%, equalizing the level in 2007. Until the end of 2018 core expenses recorded cuts and dropped to the level of only 50% in 2016, while total expenses were only 35% of the amount in 2016 – in spite of the fact that in 2018 ICAE had the additional cost of opening a new office in Manila, so ICAE was practically running parallel two administrative and financial units (Montevideo and Manila) with the costs during one whole year.

Regarding structure of the project expenses according to the objectives and line of activities (Chart 8), it is obvious that advocacy was and remains the main focus. Not only that, it follows the mission of ICAE and the decision of General Assembly, but proved also to be an area where many achievements could be achieved with less resources. On the other hand, capacity building activities such as IALLA does require significant resources, therefore there is decrease in these kind of costs. ICAE was moving to the other kind of capacity building measures (online form and webinars) and supported the partners in their capacity building activities. Other lines of action had to be reduced or merged, and many of them “moved” to the content of ICAE’s advocacy work, instead of being directly organized and financed. This happened with gender related activities, youth and adult literacy and a few others.



In respect of a final result – balances (Chart 1) were incredibly good. In 2016 the annual balance was positive - after a long time, which improved the total balance. Reduced costs in 2017 brought total balance to the level 20% higher than the highest level in the whole analysed period! Even though in 2017 there was a significant fall of total income. But the negative turning point in this trend came in 2018. Annual balance of -\$151.423 depicts magnitude of the financial storm ICAE passed through in 2018.

ICAE survived 2018 combining members' contribution, members and partners support, further cost reduction, high commitment of the staff and using the rest of voluntary reserves that was not spent on closing the operations in Uruguay. One of the measures that was taken since 2015 was to transform all new staff contracts from employment to honorarium type of contracts. This helped not only to significantly reduce the costs, but also to make sure that ICAE has no liabilities in that respect in the future.

Total ICAE assets that was transferred to Philippine was \$34.052 but the ICAE value is not just in financial assets.

Just like in 2018, ICAE continued its activities through 2019 despite the reduction of staff. Even more, it was agreed to halve staff salaries during the time of ICAE crises. Distance of the accounting functions being far from the Secretary General for immediate decisions to be made, plus the unease regarding changes to financial laws in the Philippines contributed to the decision at the end of 2019 to move the registered office from Manila to Belgrade. The move also further reduced core costs, among other things with the support of the national member, Adult Education Society (AES). Having in mind temporary support of AES, and halved staff salaries, current core costs (ca. \$81.000) cannot be regarded as acceptable minimal core costs on the long run, but

experiences from Manila and Belgrade are very important for an up-to-date estimation of the core costs needed for successful, sustainable work and efficient and smooth operations of the organisation (ca. \$150.000 annually).

Financial data (Chart 1) records an increase in the total income in 2019 to the level of \$73.000, but at 31.12.2019 the total balance equals \$990.

There are no reserves from the past, but neither any liabilities.

ICAE is ready for the fresh new start and hopes that this analysis might be a helpful tool in assessing pathways to move forward.

6 EXECUTIVE COMMITTEE MEMBERS

- | | |
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| ▶ Alan Tuckett, United Kingdom | Past President |
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| ▶ Aminata Diallo Boly, Burkina Faso | Treasurer |
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| ▶ Mats Ehn, Sweden | Financial Advisor |
| ▶ Ronald Cameron, Canada | Financial Advisor |



We thank our members, partners and donors for their generous support!

- ▶ All ICAE members
- ▶ Asia South Pacific Association for Basic and Adult Education (ASPBAE) and its members
- ▶ European Association for the Education of Adults (EAEA) and its members
- ▶ Arab regional networks and its members
- ▶ Association Andal & Pinal, Burkina Faso
- ▶ The Swiss Agency for Development and Cooperation (SDC)
- ▶ UNESCO Institute for Lifelong Learning (UIL)
- ▶ UNESCO
- ▶ Fingo ry, Finnish Development NGOs
- ▶ DVV International
- ▶ Open Society Foundation
- ▶ Learning and Work Institute
- ▶ L'Organisation internationale de la francophonie (OIF)
- ▶ IALLA participants
- ▶ Organisations and universities our Executive Committee members belong to

Between 2015-2019, ICAE relied on a number of staff and professional partners to undertake its work. We are indebted to the following people for their service:

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- ▶ Irene Lobo Moltó (Spain, Uruguay)
- ▶ Mariana Guarino (Uruguay)
- ▶ Sebastián Vielmas (Chile, Montreal)
- ▶ Carole Avande Houndjo (Benin)
- ▶ Jolina Manalang (Manila)
- ▶ Agnes H. Maranan (Manila)
- ▶ Ricarda Motschilning (Austria)



INTERNATIONAL COUNCIL FOR ADULT EDUCATION (ICAE)

International Council for Adult Education

Conseil International pour l'éducation des adultes
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