



2015 ANNUAL REPORT

International Council for
Adult Education



1. Overview/Introduction

The year 2015 was a very important one for ICAE, for internal factors: 2015 marked the end of the previous funding period by the Swiss Agency for Development and Cooperation, and the beginning for a new Secretary General; during this year a new Executive Committee was elected, and new strategic planning was adopted thanks to the inputs of an External Evaluation and ICAE's World and General Assembly. External factors were also decisive, the MDG and EFA period came to an end; it was adopted a new sustainable development agenda Post 2015 fighting significant changes in the global context that are likely to worsen the position of adult education at national level, and diminishing the role of civil society.

Therefore, 2015 was used in a two-fold way – by actively contributing to shaping Education 2030 agenda (through various activities) and intensively lobbying for the right to education of young people and adults worldwide; but also by improving and ensuring the sustainability of ICAE's work. The latter was done combining efforts to preserve the best traditions of ICAE's work, and to further improve the practices of lobby, advocacy and networking, with the efforts to respond to the needs of the changed context – SDGs and the new agenda for education. Therefore, 2015 was used as a *springboard* for future activities, resulting not only in a new Strategic Plan, but also in renewed alliances with UNESCO, UIL, GMR, with the research community, as well as with regional and national members and partners. Also, at the operational level ICAE was working as a global network - with a 'global secretariat', staff members in 5 locations, and President (and other Executive Committee members) in additional locations, keeping the work focused, effective and collaborative.

In its lobby and advocacy ICAE confirmed its position as an important actor in global discussions on adult learning and education, being invited to all relevant events and contributing actively to the process where a new global agenda was created, and participating in activities and several initiatives for its implementation and monitoring. Thanks to alliances and partnerships, we had common activities related to SDGs, World Education Forum, adult education in development cooperation, etc, that helped us shape our new Strategic Plan for 2016 -2019 and to define our future role as a global civil society network, to fight for the right to education and to promote a truly holistic approach of education for all.

Restructuring and improvement of management is a process that has started intensively in 2015, mainly in response to the external evaluation concluded at the end of 2014, and will be continued during 2016. Financial sustainability is one of the crucial issues for ICAE's work, and many efforts have been done. Some of them gave results in 2015 (contracts with UIL, UNESCO, GMR) and the others will be continued with previous funding partners, based on successful cooperation (Swedish International Development Cooperation, International Organization of La Francophonie, Open Society Foundations, etc.) or applying to new ones (EDF, DNI Innovation fund).

In its effort to be a learning organisation, ICAE continued or started numerous processes in 2015, for an ongoing monitoring and improvement of its work, which will continue during the next period.

2. Achievements

ICAE's Strategic and Action Plan for 2015 focused on three groups of activities, which lead to three results or outcomes regarding to: 1) Global advocacy and awareness rising on Adult Education and Lifelong Learning; 2) ICAE's strategies to follow-up global commitments on ALE and LLL, and; 3) ICAE's organizational and financial sustainability to achieve its goals and to support its members and partners. In this section we will assess the extent to which these outcomes were achieved, and the context in which they were carried out. All activities, specific outputs and sources of verification are indicated below in chapter 3.

1) Awareness raised on adult education and lifelong learning in the sustainable development agenda, in accordance with EFA and CONFINTEA VI processes.

During 2015, the Post 2015 Development Agenda and the Education 2030 Agenda were in their final stage, which called the AE community for a final push to guarantee a proper inclusion of youth and adult education in both the overall development agenda and the education international agenda. ICAE made efforts to participate, to accompany and to promote the participation of its members and partners in the EFA Regional Conferences, the World Education Forum, the International Conference of Financing for Development, UN General Assembly, UNESCO General Conference, among others. This participation and the advocacy efforts pre and post conferences resulted in the achievement of our outcome to a great extent. Before regional and global events, ICAE made consultations and prepared its participation along its regional members to define a common position. During the events ICAE kept communication on a daily basis to organize and distribute the advocacy actions with its members and partners.

The new Sustainable Development Goals were adopted, including a specific goal on education and lifelong learning, which was explicitly mentioned in the text of the goal: *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*. Additionally, the goal included several targets on ensuring equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university; increase the number of youth and adults who have relevant skills, including technical and vocational skills; eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable; ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy; ensure that all learners acquire the knowledge and skills needed to promote sustainable development, human rights and global citizenship.

The World Education Forum results were highly positive for education as human right and particularly for ALE and LLL. After 3 days of hard work, and months of advocacy actions, campaigning, debating and negotiations, the World Education Forum agreed the Incheon Declaration, “Education 2030: Towards inclusive and equitable quality education and lifelong learning for all”, which was agreed to be the basis for the Education 2030 Framework for Action. The Declaration is a strong political commitment to education as a fundamental human right and a public good, central to the achievement of sustainable development. The signatories committed to the provision of 12 years of publicly funded, free, equitable, and quality primary and secondary education, 9 years of which will be compulsory. Lifelong learning is emphasized in the Declaration, governments committed to promote lifelong learning opportunities for all, in all settings and at all

levels of education. This includes adult literacy, adult education and training, non-formal and informal education, life skills, TVET, and higher education.

Later in the year, the Education 2030 Framework for Action was adopted, providing further guidance for the realization of the right to education for all. Among the strategic approaches for the implementation of the Education 2030 agenda, the framework includes the promotion of Lifelong Learning through *“multiple and flexible learning pathways and entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education”*. Furthermore, it highlights that the provision of adult learning, education and training opportunities must be ensured. Adult literacy was particularly mentioned, and the implementation of special measures and increasing financing to address the needs of adult learners and of millions of children, young people and adults who remain illiterate was also recommended by the Framework.

The involvement of ICAE members and the development of common advocacy strategies with them were key measures for the success of ICAE’s actions. ICAE communication tools and key publications maintained members up-to-date and informed of major events and milestones. In both processes of SDGs negotiation and the Education 2030 agenda, ICAE regional members actively participated representing organizations and coalitions at national and local level. This involvement is considered as an achievement in itself, since it builds the capacity of members and contributes to the recognition of ALE and LLL at all levels.

Participation of ICAE in these and other events reinforced and created new opportunities for networking and building alliances with different organizations, networks and academic institutions like the Columbia University Teacher’s College, Development Alternative with Women for a New Era, the Finnish Lifelong Learning Foundation, the American Association for Adult and Continuing Education, Korean Re-shaping Development Institute (ReDI), just to mention a few.

2) Common priorities, strategies and plans to follow-up and monitor the implementation of the global commitments, are defined by ICAE members and partners through participatory process.

In 2015 the biggest activity that allowed ICAE to define common priorities, strategies and plans in a participatory way with all our members was the World and General Assembly. With more than 500 participants from 64 countries, the World Assembly proved ICAE’s and host member ICEA’s (Institut de Coopération Pour L’Éducation Des Adultes) capacity of organization and mobilization. The World Assembly contributed to strengthen the international networking of civil society organizations working for the development and the exercise of the right to education worldwide.

This event provided a collective space to strongly affirm the right to education and learning throughout life, for all, and its key role in strengthening citizens’ ability to create the world we want, more democratic, inclusive, fair and respectful of sustainable development. In its 4 plenaries and 64 workshops the priorities for learning and education throughout life and the development of strategies for action at global, regional and local level were discussed. It is important to highlight

that during the World Assembly there were major contributions from ICAE's Gender and Education Office (GEO) and by IALLA (ICAE Academy of Lifelong Learning Advocacy) network, which volunteer in the preparation of presentations and exhibitions, organization of workshops and support in the plenaries and overall communication. During ICAE's World Assembly, strategic alliances were fostered with Canadian partners and international organizations and social movements: ICEA, CASAE, World Women's March, Greenpeace, among others.

The conclusions of the World and General Assembly of ICAE were included in a final declaration and a summary of challenges and recommendations; these results together with ICAE's Strategic Seminar in Belgrade (February 2015), the 3 Executive Committee Meetings organized through the year, and the recommendations of the external evaluation done in 2014/2015, which gave ICAE fresh views and elements to capitalize its strengths and revise its weaknesses, allowed ICAE to shape its 4-year Strategic and Action Plan, presented in December 2015 to SDC.

ICAE's 4-year Strategic and Action Plan addresses the problem of lack of recognition of the importance of the role that youth and adult education plays (in both policy and financial contexts) as well as the huge gap between the needs of the large part of the population and the learning opportunities they have (ALE practices). With the overall objective of ensuring the right to education and lifelong learning for all, including young people and adults, ICAE seeks to contribute to an equal, sustainable and democratic development of communities and societies.

ICAE will contribute to the further development and monitoring of inclusive and holistic Adult Learning and Education Policies in the regions, and to support the implementation by identifying and sharing innovative practices.

Several objectives will help address these problems from various perspectives, aiming to:

1. influence the policy makers and education policy planning
2. increase the capacities of civil society
3. support inclusive policy actions and programmes for some of the disadvantaged groups
4. promote holistic approach in educational planning and implementation (skills for life, work and global citizenship)
5. strengthen ICAE in its work at policy level and in support of quality ALE

The last months of the year ICAE partnered with the Global Education Monitoring Report (former EFA GMR) to develop a series of country profiles of formal and non-formal adult education opportunities for literacy and numeracy and other skills for acquisition and retention around the world. In addition, the study aimed to reflect on environmental or contextual factors that constitute the broad literate environment, which adults encounter and which can positively affect literacy acquisition and retention; also, ICAE revised existing monitoring frameworks for the provision of ALE and adult literacy and presented challenges and recommendations for the operationalization of a global monitoring framework in the future.

Finally, ICAE also began the planning of activities related to the CONFINTEA VI midterm review in 2016. The realization of these activities will be supported by a UIL grant and implemented during 2016 and 2017.

3) ICAE, its members and partners, emerging leaders and activists, are trained, mobilized and supported for sustainable work to advocate for the right to adult education and lifelong learning.

ICAE continued its efforts to build capacity of members, allies, partners, and other actors so that advocacy actions become more effective and sustainable. Within its members, ICAE focused in supporting and strengthening the IALLA network, and continued to build and promote new leadership within the youth and adult education community. The success of these efforts can be seen to the extent that four IALLA graduates were nominated as candidates for ICAE's Executive Committee, three of which were elected, including the new treasurer. At the same time, in 2015, two IALLA graduates were appointed as CEO and General Director, respectively, of the national members AONTAS (Ireland) and ICEA (Canada), joining so many other IALLAs that are now holding direction or senior positions in different organizations.

In terms of training and building advocacy capacities of members and partners, ICAE held three main activities: together with EAEA, two online sessions on the European Adult Education Professionals Learning Platform; and with DvV International a Virtual Seminar on Education and Community. These activities promoted debate and dialogue on Adult Education and its role in Development; created a virtual space to share experiences from national and local levels and to reflect on their impact in the international agendas (and vice versa), and; built bridges between local needs and the Post 2015 development agenda, the EFA goals, and CONFINTEA Belen Framework for Action.

It is important to highlight that ICAE has several means of virtual communication with its members on a regular basis. Virtual consultations are organized around specific issues and for decision-making through the mailing lists: Members, Executive Committee, IALLA, and GEO lists. Updates, important news and calls for actions are disseminated by the email lists, the web page, and social media (mainly Facebook and Twitter). The use of technologies and the virtual space has been a practice of ICAE to maximize resources and engage as many members as possible given our international outreach. It has also a positive impact in engaging with partners in the global education community, civil society and social movements in general.

In relation to our fundraising activities, we held several meetings throughout the year with possible donors. In the framework of the World Education Forum, ICAE held a meeting with the Korean Reshaping Development Institute (ReDI) to share its proposals of ALE policies, and thematic areas that could be developed in cooperation. DVV international also took part in the meeting, with good experiences of the German Ministry that provides strong support to ALE, especially to non-formal education. There were also meetings with the Swedish and Serbian governmental delegations about the position of ALE and literacy in the global agenda and ICAE's activities in it. Additionally, ICAE joined representatives of European civil societies and several NGOs to establish a non-formal network and to coordinate efforts in pursuing European governments to provide more support to ALE and to literacy in their development cooperation. They discussed the establishment of the "Bridge 47 Network" aimed to help achieving the Agenda 2030.

ICAE, as the only international network focused on ALE and LLL, focused on its own sustainability – beyond the financial resources, by the capitalization of ICAE's External Evaluation (2011-2014). The

results of ICAE's External Evaluation were very much used throughout the year for several ICAE events where the future strategy and concept of future work were discussed (Seminar in Belgrade, General Assembly in Montreal, Meeting of Executive Committee in Paris). The results were also used to improve the work of ICAE beyond the strategic documents and operational plans – for example to improve the communication with members (regularly informing them about ICAE's activities, engaging them in various events in the regions...), to improve internal procedures (division of tasks, regular reporting, internal monitoring of results and reporting them) and to intensify fundraising activities (several meetings and initiatives), to intensify regional work (strengthening cooperation with Arab region, with African members and partners, with North American members), to connect more with academia and to use better research capacities ICAE has (as in the project with GMR).

3. Chart of activities and outputs

Overall objective / Impact			
The right to education and lifelong learning for all is ensured, especially for young people and adults, contributing to an equal, sustainable and democratic development of individuals, communities and societies.			
Project purpose			
Adult Education and Lifelong Learning is secured on the global agenda, and civil society plays an active role in the development of follow-up strategies.			
Results/outcomes	Activities	Outputs	Sources of verification
R.1. Awareness raised on adult education and lifelong learning in the sustainable development agenda, in accordance with EFA and CONFINTEA VI processes.	A. 1.1. Participation in UNESCO's Regional EFA Conferences: - Arab Regional Conference for Education post-2015 , in Sharm El-Sheikh, Egypt, 27-29 January 2015 - Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015 , Kigali, Rwanda, 9-10 February 2015 - European and North America States Regional Ministerial Conference on Education Post-2015 , Paris, France, 19-20 February 2015	<ul style="list-style-type: none"> • ICAE and its members were active and visible during the regional conference: making important contribution to the conferences, that were reflected in the final statements. • Both at the preparatory stages and during the regional conferences, ICAE cooperated with its members and partners, with other NGOs, and with UNESCO, with the aim to influence the agenda and the final documents in terms of the importance of youth and adult education and the recognition of the role of civil society in the implementation and monitoring of the global agendas. 	* - Regional conferences outcomes - ICAE report/newsletter for its members: http://www.icae2.org/images/voicesrising/483.pdf
	A.1.2. Participation in the World Education Forum and NGO Forum in Incheon, Korea, 18-22 May 2015 Additionally, ICAE organized and participated in various side events	<ul style="list-style-type: none"> • A strong delegation from ICAE took part in both WEF 2015 and in the NGO Forum, participating in key panels and drafting committees, which enhanced collective action towards adult education and lifelong learning. • The Incheon Declaration, Education 2030 	- Outcome documents from WEF and NGO Forum: http://en.unesco.org/world-education-forum-2015/incheon-declaration http://www.unesco.org/new/fileadmi

	<p>during WEF:</p> <ol style="list-style-type: none"> 1. Together with national and regional members Dvv and ASPBAE, organized the panel “New Power of Youth and Adult Education – contribution to the transformative Post-2015 agenda” 2. ICAE and members were speakers in ReDI event “Living as a Lifelong Learning: Rethinking Community Learning and Results in International Development” 3. Participation of ICAE’s President as speaker in UNESCO’s panel “Youth and Adult Literacy within a Lifelong Learning Perspective” 	<p>contains clear reference to adult education and lifelong learning for all, and acknowledges the role of civil society.</p> <ul style="list-style-type: none"> • Lifelong learning is emphasized in the Declaration and governments committed to promote lifelong learning opportunities for all, in all settings and at all levels of education. This includes adult literacy, adult education and training, non-formal and informal education, life skills, TVET, and higher education. • Over 130 Ministers signed the declaration, making it a strong political commitment to education as a fundamental human right and a public good, central to the achievement of sustainable development, signed the declaration. 	<p>n/MULTIMEDIA/HQ/ED/pdf/2015-NGOForum-Declaration-FinalDraft.pdf</p> <ul style="list-style-type: none"> - ICAE’s report to its members: Voices Rising No. 484 p. 5-9 http://www.icae2.org/images/voicesrising/484.pdf
	<p>A.1.3. Follow up and influence the negotiations of the SDGs among a number of member states (alliance building with governments, Women’s Major Group and partners):</p> <ul style="list-style-type: none"> - ICAIE’s response to UNSG synthesis report on the post 2015 development agenda, 8 January 2015 - Participation in the Third International Conference on Financing for Development, Addis Ababa, Ethiopia, 13-16 July 2015 	<ul style="list-style-type: none"> • ICAIE shared a strong a message on the importance of highlighting adult education in the post 2015 agenda, which was well received by its members, and encouraged them to react and participate in the SDGs negotiation process. • Beyond the negotiation process, ICAIE was recognized and included as a speaker in several events on the post-2015 development agenda, including the Conference on Learning Cities, Special high-level meeting on the Education 2030 Framework of Action, Education Commission on UNESCO’s General 	<ul style="list-style-type: none"> • Final SDG document: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E • Education 2030 Framework for Action: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-27Oct15.pdf • ICAIE letters and statements: <ul style="list-style-type: none"> - ICAIE response to the Ban Ki-moon Synthesis Report on the post-2015 development agenda

	<ul style="list-style-type: none"> - 70TH UN General Assembly, New York, USA, 15 September – 6 October 2015 - 2nd International Conference on Learning Cities. Building Sustainable Learning Cities, Mexico City, Mexico, 28-30 September 2015 - Participation in the Online Open Consultation of Civil Society Academia and the Private Sector on the Global Indicator Framework for the Goals and Targets of the SDGs, organized by the Inter-agency and Expert Group on SDG Indicator, 11 August 2015 – 7 September 2015 - UNESCO's General Conference, Paris, France, 3 -18 November 2015 <ul style="list-style-type: none"> o Participation in the Special high-level meeting on the Education 2030 Framework of Action o Participation in the ED Commission 	<p>Conference.</p> <ul style="list-style-type: none"> • ICAE strongly advocated for explicit inclusion of Lifelong Learning in the Third International Conference on Financing for Development, it prepared and shared among its members a Proposal to Include Lifelong Learning in the Outcome Document. • Networking with Civil Society Organizations and Networks • ICAE President, as a keynote speaker, shared a strong message on the implementation of global policies at the community level in the International Conference on Learning Cities. • ICAE's proposal of global indicators on ALE and LLL, developed through a consultation process with members • ICAE was a speaker in the Special high-level meeting on the Education 2030 Framework of Action • After a long process of consultation, where ICAE and its members actively participated, UNESCO's Education Commission approved the Revised Recommendation on the Development of Adult Education and to the Revised Recommendation concerning Technical and Vocational Education 	<p>http://www.icae2.org/index.php/en/resources/voices-rising/previous-issues/231-voices-rising-n-478 (page 2-3)</p> <ul style="list-style-type: none"> - Education 2030: ICAE Statement http://www.icae2.org/index.php/en/resources/voices-rising/previous-issues/419-voices-rising-n-490 - ICAE statement and related documents of the 2nd International Conference on Learning Cities. Building Sustainable Learning Cities: <ul style="list-style-type: none"> • http://learningcities.uil.unesco.org/resources/2nd-international-conference-on-learning-cities/plenary-sessions • http://learningcities.uil.unesco.org/fileadmin/content/Pictures/ICLC-2/Profiles_Presentations/SP2_Morison.pdf • https://www.youtube.com/watch?v=zqYNriQmi4A • https://www.facebook.com/media/set/?set=a.10153199637613325.1073741856.115598113324&type=3 - ICAE statement on the Special high-level meeting on the Education 2030 Framework of Action: https://educationpost2015icae.wordpress.com/2015/11/04/education-2030-icae-statement/ • ICAE statement on the Revised
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			Recommendation on the Development of Adult Education: http://www.icae2.org/images/voicesrising/490.pdf (page 3)
	A.1.4. Publication of relevant communication material in: - ICAE REPORT 2011 - 2014 - ICAE Newsletter VOICES RISING - ICAE's Social Media: Facebook and Twitter	<ul style="list-style-type: none"> • ICAE's 4-year report elaborated and published at ICAE's World and General Assembly. • 500 copies of the report were printed and disseminated among ICAE's World and General Assembly participants and in other international events: UNGA, UNESCO General Conference, etc. • 13 editions of Voices Rising published and disseminated through ICAE's web, social media and email lists. • 1228 and 926 followers at Facebook and Twitter accounts. 	ICAIE's 2011-2014 report * http://www.icae2.org/index.php/en/resources/voices-rising https://www.facebook.com/ICAIEfbk/?fref=ts https://twitter.com/ICAIE2011
	A1.5. Active participation in the education activities at the World Social Forum 2015 , in coordination with allies and partners, 24-28 March 2015: - "The Road to Dignity: Education post 2015", 26 March 2015	<ul style="list-style-type: none"> • ICAE enhanced networking and alliance building around the role of ALE and LLL as a priority for civil society. ICAE shared a global view on Post 2015 process, with an intervention called "Youth and adult education – neglected agenda" by ICAE's Secretary General 	- Program and photos of Education Conference at WSF*
	Participation in other key meetings: Co-organizers of DAWN's Strategic Seminar and Public Forum , Montevideo, Uruguay, 9 November 2015 American Association for Adult and	<ul style="list-style-type: none"> • ICAE had an active participation in these events as keynote speaker and facilitator, sharing its experience on international advocacy and raising awareness on ALE among different constituencies. • At AAACE Annual Conference, ICAE's Secretary General held a keynote presentation: A Short 	- ICAE's presentation at AAACE Conference: http://www.icae2.org/index.php/en/news-2/420-a-short-walk-through-the-history-and-geography-of-adult-education *

	<p>Continuing Education (AAACE) 64th Annual Conference, Oklahoma City, USA, 17-20 November 2015</p> <p>UNESCO Experts' Meeting of Latin America and the Caribbean on youth and adult education "Literacy and Sustainable Societies: translating the '2030 Vision of Literacy' into action in Latin American and the Caribbean", Montevideo, Uruguay, 26-27 November 2015</p>	<p>Walk Through the History and Geography of Adult Education; also held a meeting with AAACE – ICAE's member in USA, discussing further cooperation (together with ICAE's Vice-president for North America); American adult educators were sensitized on the global problems in adult education – very positive feedback from AAACE members, Board and President.</p> <ul style="list-style-type: none"> • Participants in the UNESCO meeting were invited to collectively reflect on the progress and challenges that adult literacy and education face in the region. ICAE made a presentation in a plenary session on: Research, monitoring and evaluation on literacy and youth and adult education. By the end of the event an action plan was adopted: Literacy and Sustainable Societies: translating the '2030 Vision of Literacy' into action in Latin America and the Caribbean. 	<p>- Literacy and Sustainable Societies: translating the '2030 Vision of Literacy' into action in Latin America and the Caribbean – Action plan*</p>
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Results/outcomes	Activities	Outputs	Sources of verification
<p>R.2. Common priorities, strategies and plans to follow-up and monitor the implementation of the global commitments are defined by ICAE members and partners through a participatory process.</p>	<p>A.2.1. ICAE's IX World Assembly, Montreal, Canada, 11-13 June 2015</p> <p>ICAE's General Assembly, Montreal, Canada, 14 June 2015</p>	<ul style="list-style-type: none"> • 566 people from 64 countries were registered; • 2/3 of the participants were women; • 4 plenary sessions, a final declaration and 65 self-organized activities were held; • The 11 workshops organized by ICAE counted with 51 presentations made by 49 speakers coming from 23 countries; • A total number of 166 presentations made by 177 speakers coming from 40 countries; • A final declaration was adopted, strengthening cohesion and the action of the right to education movement in all regions of the world; • The exercise of democracy and unification in the adoption of the declaration; • Election of a new ICAE Executive Committee more diverse, with the inclusion of youth, women and more representatives from the South; • 3 new members of the Executive Committee are IALLA alumni and 2 new members are part of GEO • Strengthening strategic alliances with local organizations and social movements, for example with CASAE – Canadian Association for Studies in Adult Education, Women's March and Greenpeace) can be important for its post-2015 action plan and might open new opportunities for partnerships; • Creation of ICAE's World Assembly web page; • 3000 views of the World Assembly's plenary 	<p>Lists of participants in the Assembly*</p> <p>World Assembly Program of activities: http://www.waam2015.org/sites/default/files/programme_am2015_-_pdf.pdf</p> <p>World Assembly Declaration: http://www.icae2.org/index.php/en/news-2/372-ix-icae-world-assembly-declaration</p> <p>ICAE World Assembly newsletter*</p>

		sessions through online streaming.	
	A.2.2. ICAE's Strategic Seminar in Belgrade, Serbia, 1-2 February 2015	<ul style="list-style-type: none"> • The meeting gathered 27 representatives of civil society, activists and adult educators from around the world, together with ICAE Executive Committee. • The inputs of the expert guests allowed a better understanding of the fast changes and challenges in the global arena regarding sustainable development and education. • A set of recommendations on three areas: philosophy and mission, activities and visibility, and management and sustainability. 	Minutes of the meeting * ICAE newsletter to the members: http://www.icae2.org/images/voicesring/479.pdf (page 3-4)
	A.2.3. Executive Committee Meetings devoted to strategic planning: <ul style="list-style-type: none"> • EC Meeting Belgrade, Serbia, 3 – 4 February 2015 • EC Meeting Montreal, Canada, 10 June 2015 • EC Meeting Paris, France, 5 – 7 November 2015 	<ul style="list-style-type: none"> • Plan and preparations for ICAE World Assembly and General Assembly • Revision of ICAE's 4 -year Strategic and Action Plan 	Agenda* List of participants*
	A.2.4. Gender and Education Office (GEO) held a Strategic Meeting during ICAE's World Assembly, dedicated to ensure that the gender perspective is included and mainstreamed in ICAE's plans. Montreal, 11 June 2015. Public plenary "Women, Natives and Decolonization of Education" organized by GEO and World Women's March in	<ul style="list-style-type: none"> • A set of recommendations and specific activities proposed to be taken into account in ICAE's Strategic and Action Plan 2016-2019 • 12 GEO Representative from 9 different countries attended ICAE's World and General Assembly. • 2 GEO members were elected for ICAE's Executive Committee. 	GEO participants' list * Gender and Education challenges and recommendations *

	Quebec, 11 June 2015		
	A.2.5. 4th World Forum on LLL (CMA-UIL-ICAE), Paris, France, 5 – 6 February 2015	<ul style="list-style-type: none"> • ICAE co-hosted this major event, which combined the experiences and reflections of different partners, specially francophone partners, to boost the efforts toward LLL • The event had 700 participants 	<p>ICAE President's keynote speech: http://www.icae2.org/images/voicesri-sing/479.pdf</p> <p>Programme: http://www.cma-lifelonglearning.org/III/?page_id=2270</p> <p>Final report: http://www.cma-lifelonglearning.org/III/wp-content/uploads/2012/05/actes-4e-forum-2015.pdf</p>
	Additional activity: Negotiation and beginning of the work to develop 30 country profiles of formal and non-formal adult education opportunities for literacy and numeracy, and other skills for acquisition and retention	This activity will be completed in January 2016.	Contract with GEM-Report *

Results/outcomes	Activities	Outputs	Sources of verification
R.3. ICAE, its members and partners, emerging leaders and activists are trained, mobilized and supported for sustainable work to advocate for the right to adult education and lifelong learning	<p>A.3.1. IALLA network was strengthened and promoted in several ways in preparation and during ICAE's World Assembly:</p> <ul style="list-style-type: none"> - Creation of a virtual space "Voices in Dialogue" to encourage exchange, communications and discussions before IX ICAE World Assembly. - IALLA local good practices were promoted in an exhibition at the IX ICAE World Assembly. - Participation of IALLAs in Voices in Dialogue Plenary 	<p>29 IALLA graduates attended ICAE's World Assembly</p> <p>13 IALLA graduates actively participated in online initiatives bringing IALLA training and network experience to the discussions and identifying best practices and proposals for the future</p>	<p>-Lists of participants *</p> <p>Voices in Dialogue virtual space: http://www.waam2015.org/fr/paroles-croisées</p>
	<p>A.3.2. ICAE facilitated two sessions for the European Adult Education (Young) Professionals Learning Platform (AE-PRO):</p> <ul style="list-style-type: none"> • Capacity building on a global level: its importance, the challenges, and key experiences with special attention to IALLA, 11 August 2015 • Global tendencies in Adult Education live webinar, 8 September 2015 	<ul style="list-style-type: none"> • ICAE's sessions were part of a nine-months' training offered by the AE-PRO platform, over 5,300 young Europeans registered to the learning platform, created in the framework of the project. • Participants were informed of ICAE's main programs, main messages and positions. 	<p>AE-PRO project report and records: http://www.ae-pro.eu/en/news/a-successful-e-training-attracted-thousands-of-adult-educators.html http://www.ae-learning.eu/course/index.php?categoryid=12</p>
	<p>A.3.3. Implementation of a capacity building workshop for ICAE General Secretariat Staff in Montevideo on resource mobilization</p>	<p>This workshop aimed at increasing ICAE's capacities for resource mobilization. It had to be postponed due to the high number of international commitments in which ICAE</p>	

		Secretariat was involved. However, the funding situation was so urgent that we organized several meetings/events for the purpose of fundraising instead of having a workshop to increase capacities for fundraising. To develop a fundraising strategy is one of the priorities of the new Executive Committee and it is included in our present plan.	
A.3.4. Virtual Seminar on Adult Education and community development “Adult Education and Development: Communities. Global commitments – local practices”, 25 February – 20 March 2015	<ul style="list-style-type: none"> • The seminar counted with more than 1,051 participants from all regions of the world. • AE+D magazine was widely disseminated among ICAE’s members and partners and we received a very positive feedback. • Members/experts/practitioners submitted relevant papers for the seminar and/or commented on the articles and papers. • The Virtual seminar also helped to provide an input for WEF in Korea and to ensure that community learning is considered in the debates on the education in post 2015 development agenda, which must be rooted in local experiences. 	<p>AE+D Journal 2015: http://www.dvv-international.de/fileadmin/files/dvv_international_-_adult_education_and_development_-_communities.pdf</p> <p>All related documents of the virtual seminar can be found on: http://www.icae2.org/index.php/en/news-2/136-virtual-seminars/292-icae-vs-adult-education-and-development-communities</p>	
<p>A.3.5. Donors’ meetings within the framework of the World Education Forum in Korea – presenting ICAE’s new strategy and priorities, and other donors’ meetings:</p> <p>- Meeting with Swedish members and partners, Oslo, Norway, 21 April 2015</p>	<ul style="list-style-type: none"> • During the Stockholm visit, ICAE held a seminar with adult educators from Sweden, and other fruitful meetings took place with: Swedish, SIDA, and meeting Swedish Minister of Education. <p>The purpose of these meetings was to start to bring back adult education on the agenda of development cooperation. Afterwards,</p>	<p>“The lost battle or the last chance”, presentation in Stockholm Seminar: http://www.folkbildning.net/tjanster/folkbildningskanalen/folkbildningskanalen/icae/</p> <p>ICAE’s presentation: “European adult education in a global context” in</p>	

	<p>- Meeting with ICAE members and with SIDA, Stockholm, Sweden, 27-28 April 2015</p> <p>- Korean Re-shaping Development Institute (ReDI), Incheon, Korea, 19 May 2015</p> <p>- European adult education in a global context: "Adult education in an interconnected world", Helsinki, Finland, 21 October 2015</p>	<p>Swedish members and partners formalized this initiative, and another meeting with representatives of the government was organized in December (ICAE Secretary General participated via video link). Conversations will continue in 2016.</p> <ul style="list-style-type: none"> • Meeting with partners in Oslo and presentation during the launching of the new GMR (ICAE's presentation: "Civil Society Networks and Lifelong Learning on the Global Agenda"). After that, ICAE was offered a contract to prepare a global study for GMR on ALE, NFE and literacy and numeracy. The discussion with Norwegian ministry and agency on activities for positioning ALE and literacy higher on the global agenda continue. • Meeting in Helsinki with partners and members, presentation for Finnish adult educators to sensitize adult educators in Finland for the global issues in ALE, especially in the context of recent refugee crises. Further on, possibilities were discussed for a common project with two Finnish partners for funds from: "European Development Fund", and DNI innovation fund. Since the time is short for a detailed preparation to apply in 2015, application will be probably done in 2016. • New funding partnerships are established with UIL, GEM Report and UNESCO 	<p>Helsinki: https://www.youtube.com/watch?v=G3UulQOk594</p> <p>ICAE presentation: "Civil Society Networks and Lifelong Learning on the Global Agenda" in Oslo: https://www.norad.no/aktuelt/arrangementskalender/2015/utdanning-for-alle-prestasjoner-og-utfordringer/</p>
	<p>A.3.6. Publication of a new number of ICAE's supporting materials for</p>	<ul style="list-style-type: none"> • 2 analytical pieces to raise awareness on adult education and lifelong learning in the 	<p>http://www.icae2.org/images/voicesri</p>

	<p>advocacy - <i>Towards The World Education Forum 2015: EFA Preparatory conferences - Civil society, education and adult education</i>, by María Graciela Cuervo, Irene Lobo and Katarina Popović - <i>FfD3 conference in Addis Ababa – bursted bubble?</i> by Katarina Popović</p>	<p>sustainable development agenda were produced and disseminated during this period. These publications informed ICAE members' advocacy actions and contributed to a better understanding of the international processes.</p>	<p>sing/483.pdf http://www.icae2.org/images/voicesri/sing/486.pdf</p>
	<p>A.3.7. Education and training within ICAE priorities</p>	<p>No specific trainings were organized in 2015.</p> <p>Being a year with several international events, including ICAE World and General Assembly, we wanted to compensate the fact that we wouldn't have IALLA by to organizing/support smaller trainings together with our members and partner. However, the number of activities and big events including the GA and the focus on Post 2015 efforts, absorbed too much of our resources.</p>	
	<p>A.3.8. Capitalization of ICAE's External Evaluation (2011-2014)</p>	<ul style="list-style-type: none"> • ICAE's External Evaluation recommendations and conclusions feed the discussions for the elaboration of the new Strategic Plan, in the different Executive Committee meetings and at ICAE's General Assembly. • Several recommendations from the evaluation were included in the 4-year Strategic and Action Plan presented to SDC. 	<ul style="list-style-type: none"> - Results of the evaluation * - ICAE's management response * - 4-year Strategic and Action Plan presented to SDC *

* Sent through "We transfer"

