



International Council for Adult Education

Annual Report 2017

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1. Outcome: AE and LLL are included in the policy plans for implementation and monitoring of the Global Agendas at global, regional and national level

1.1. AE & LLL are recognized in the process of implementation of the Sustainable Development Goal on Education (Education 2030 Agenda), in particularly targets 4.4, 4.6 and 4.7

2017 provided several opportunities for the achievement of this goal. ICAE participated in the High-Level Political Forum on Sustainable Development (HLPF) and therefore continued to advocate for the realization of the right to ALE and LLL, together with the Education and Academia Stakeholder Group (EASG). Together with this Stakeholder Group a report the HLPF was submitted, the Voluntary National reports analyzed as well as a side event organized.

1.1.1. Advocating for Adult Learning and Education at the High-Level Political Forum on Sustainable Development (HLPF)

ICAE participated in the 2017 meeting of the [High-Level Political Forum on Sustainable Development \(HLPF\)](#) under the auspices of the UN Economic and Social Council (ECOSOC), which took place from 10-19 July 2017, at UN Headquarters in New York. The meeting focused on the theme of “Eradicating poverty and promoting prosperity in a changing world.” In addition to representatives of Member States, 77 Ministers, Cabinet Secretaries, and Deputy Ministers, and nearly 2500 stakeholders participated (an increase of 1000 from 2016).

ICAE, together with approximately one hundred other representatives of Civil Society organisations, already arrived earlier and met on 9 July for a Major Groups and Other Stakeholders (MGoS) HLPF Preparatory Meeting, in order to prepare and coordinate our engagement in the sessions and meetings of the HLPF. The meeting allowed ICAE, to share expertise with other stakeholders active in advocacy at the global level as well as national level stakeholders in order to ensure meaningful and active engagement in the forum.

During the first week, the Forum reviewed progress on the implementation of the 2030 Agenda, including at the regional and sub-regional levels. Six Sustainable Development Goals (SDGs) were reviewed in depth: SDG 1 (no poverty); SDG 2 (zero hunger); SDG 3 (good health and well-being); SDG 5 (gender equality); SDG 9 (industry, innovation and infrastructure); and SDG 14 (life below water).

Multi-stakeholder perspectives

In preparation for the HLPF MGoS contributed to review processes at all levels, including at the Regional Forums for Sustainable Development (RFSDs) and through (national) review mechanisms. Also the Education and Academia Stakeholder Group (EASG) drafted a joined public statement on “Eradicating poverty and promoting prosperity in a changing world” for the HLPF 2017, which can be read [here](#).

The Forum carried out thematic reviews related to the 2017 theme, including one on the Multi-stakeholder perspectives on eradicating poverty and promoting prosperity in a changing world. Major groups and other stakeholder (MGoS) are crucial to the successful implementation, follow-up, and review of the 2030 Agenda. ICAE Secretary General Katarina Popović,



among other CSO representatives, reported on the challenges and pathways to eradicating poverty and promoting prosperity in a changing world. She focused on contribution of the field of education to the overall successful implementation of the agenda, especially at the national level.

(Voluntary) Reporting from the National Level

The Ministerial Segment convened from 17-19 July, and included 13 sessions where 43 countries presented their Voluntary National Reviews (VNRs): close to double the number that presented at HLPF 2016. This unanticipated popularity caused some logistical and planning challenges, and left little time for interaction during the discussions. Nevertheless, due to EASG's efforts in the preceding coordination mechanisms, there were several questions to the member states referring to education (including two specific educational questions to Honduras formulated and posed by EASG).

In parallel, a general debate took place, where UN Secretary-General António Guterres's report on the theme of the 2017 ECOSOC session was presented. Over the three days, 91 Ministers, and other high-level representatives of Member States, including one Prime Minister, delivered statements as part of the High-level General Debate. In this framework, our EASG colleague **Camilla Croso**, [Global Campaign for Education \(GCE\)](#), had the possibility to speak about education as the most sustainable, long-term driver to promote equality and to end poverty and multiple forms of discrimination, which she also underlined during a breakfast meeting on 19 July between Ministers of VNR countries and MGoS representatives.

A Ministerial Declaration was adopted during the closing session on 19 July, where governments emphasized that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. Nevertheless the notion that the SDGs represent an integrated agenda that is designed to help break down silos is not visible. Even though delegations recognized again and again that the world's new development agenda is integrated, interlinked, and ultimately indivisible. Unfortunately education is not specifically mentioned in the declaration, which specifically underlines this integrated approach across all SDGs.

Achievements, Challenges and Lessons Learned

ICAE was very successful in raising the voice for Adult Learning and Education at the HLPF, and able to be present and active in connecting with various stakeholders and players from a range of regions and fields (also outside of ALE) as well as with supporters and allies of ICAE. We approached government representative, as well as key allies from Major Groups and Other Stakeholders (MGoS). We learned that it is essential to engage and coordinate even more with other MGoS, national and global CSOs as well as (ministerial) representatives on national level, already before the start of HLPF. Similarly during the HLPF, information flow and support is crucial.

The main challenge seen is unfortunately still the involvement of CSOs and MGoS in the VNRs and the HLPF processes, as the opportunities for engagement are still limited, even though Agenda 2030 foresees meaningful participation of civil society. Therefore we hereby underline the importance to work even closer and more intensively on the national country level in order to be able to make meaningful achievements on the global level possible. In this regard, ICAE will produce an Advocacy Guide for the HLPF, to support and advice in this direction.

1.1.2. The Education and Academia Stakeholder Group (EASG)

Major and Stakeholder groups, and its HLPF coordination mechanism in which ICAE is also a representative of the Steering Committee, are the main channel for civil society engagement in the UN sustainable development agenda. The Education and Academia Stakeholder Group (EASG) was formally set up in 2016, in the aftermath of the adoption of the 2030 Agenda for Sustainable Development and brings together human rights-based education civil society organisations as well as academia organisations and networks that work on the right to education, which

self-organise to engage with the monitoring and review of the Sustainable Development Goals. The EASG is open to all organisations working for the full realisation of the right to free, inclusive quality education for all, the implementation of Agenda 2030, and of SDG 4 in particular.

The primary role of the EASG is to ensure and facilitate meaningful participation of human rights-based education and academia organisations and networks in UN policy spaces, including in the follow-up and review of the SDGs. The EASG seeks to influence policy by ensuring effective participation in UN processes, including SDG implementation mechanisms and spaces at global, regional and national levels. Such participation is brought about through coordinated advocacy at all levels; developing informed research-based advocacy messages, materials, and analysis; and engaging in communications and media work to raise awareness of critical educational issues – including both progress made and eventual drawbacks – in order to hold governments to account and push for the realisation of human rights.

There are currently four Organising Partners (OPs) for the EASG, which have been primary responsible for its establishment, namely the Global Campaign for Education (GCE), Education International (EI), the European Students' Union (ESU) and ICAE. The EASG is open to all interested organisations working for a human rights perspective of education, for social, economic and environmental justice and dignity for all and which are committed towards the implementation of the full SDG Agenda, and in particular of SDG4. More information is available on the website <http://www.educationacademia.org>.

1.1.3. HLPF Side event: Making SDG 4's commitment to universal, free education vital

On the occasion of the 2017 [High-Level Political Forum on Sustainable Development \(HLPF\)](#) - United Nations' central platform for follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), the **International Council for Adult Education (ICAE)** and **Global Campaign for Education (GCE)** organized an event in the framework of the **Education and Academia Stakeholder Group (EASG)** on the topic **"Making SDG 4's commitment to universal, free education vital"**.

More than 40 participants gathered at the UN Headquarter on 10th July, to discuss how to ensure equal access to quality education and lifelong learning for all, since this is one of the greatest tools societies hold in tackling poverty and inequality.



In this sense, **H.E. Milan Milanović, Ambassador, Permanent Representative, Permanent Mission of the Republic of Serbia to the United Nations** opened the session, underlining that “the best way to meet the challenge of rapid development and constant changes is to make people lifelong learners – to help them to learn how to learn, to motivate and inspire them, and to offer them possibilities for continuous improvement and to promote lifelong opportunities for all groups and all ages.” Mr Milanovic emphasized that Serbia is strongly

committed to seeing education as crucial to the comprehensive attainment of all SDGs, which are interconnected and mutually dependent.

The underlining spirit of this event, moderated by **Katarina Popović, Secretary General of ICAE**, was intersectionality, an approach needed to promote dialogue and coordination among all actors and fields, in tune with the recognition of the indivisibility and interdependence of all human rights that are reflected across the 17 SDGs.

Based on this approach, **Chikezie Anyanwu**, Global Coordinator, [Global Campaign for Education \(GCE\)](#), emphasized three main cross cutting points to ensure inclusive, equitable, quality education for all: qualified and valued teachers, appropriate financing and participation and open dialogue space with civil society. He pointed out that “a better education system is the answer to most of the world’s problems.” Similarly, poverty, hunger, poor health, gender discrimination and climate-related disasters are detrimental to the realisation of SDG4.

Addressing the challenges of financing and privatisation in education from the regional point of view, **Rene Raya**, [Asian South Pacific Association for Basic and Adult Education \(ASPBAE\)](#) warned about ambitious targets that are not matched by equally ambitious financing commitments and strategies and highlighted the need for stronger and wider alliances as well as advocacy for higher investment and official development assistance for education. Otherwise the impact on the already marginalized and poor is further amplified, as inequalities are widened even further and public education systems weakened. He brought up several convincing examples from South Asia Pacific, illustrating the impact of increased privatisation on the poor and marginalized through widening inequality even further weakening the public education system

Katarina Popović, International Council for Adult Education (ICAE) concluded that education is essential for sustainable growth, for building social cohesion and boost shared prosperity, and promoting human rights and equality.” Education is the most sustainable, long-term driver to increase prosperity and to end poverty for good, stressed Katarina Popović.

The event was rounded up with participants intensively discussing challenges, practices and discourses which threaten the realisation of SDG 4, giving national examples and looking at the need to focus on the learning opportunities for diverse societal groups, ensuring that so no one will be left behind. It was widely agreed that education needs to be a policy and financial priority at all levels and the part of inter-sectorial strategies and coordination among different actors: all in defence of free and universal education.

1.1.4. MGoS Expert Meeting, Colombia, March 2017

Representatives of ICAE and CLADE (Latin American Campaign for the Right to Education) took part in the Expert Meeting of “Enhancing MGoS Engagement in National Level Reviews” in Bogota, Colombia, 25 -26 March 2017, organized by UN DESA (UN Division for Sustainable Development).



In order to actively contribute to ECOSOC High-Level Political Forum 2017 (HLPF) it is important to coordinate activities with other Major Groups and other Stakeholders and to make plans for common actions in improving monitoring of the implementation of the Sustainable Development Goals (SDG) agenda at national, regional and global level. The meeting provided an opportunity for MGoS (Major Groups and other Stakeholders), along with invited experts and member states, to discuss how to ensure their effective participation and contribution the process of voluntary national reviews at the national level.

In particular, the Expert Group Meeting was providing an opportunity to discuss strategies and approaches for operationalizing the participation of national SDG implementation committees, partnering up with governments and providing expertise when requested.

1.1.5. 8th Global Meeting of the Collective Consultation of NGOs on Education 2030 (CCNGO/ED2030) in Siem Reap Cambodia.

The Global Meeting of the Collective Consultation of NGOs on Education 2030 (CCNGO/ED2030) in Siem Reap Cambodia, 8-9 May 2017, gathered international, regional and national member NGOs from across the world to discuss and reflect on where civil society stands after 18 months of adoption of the global education agenda, activities undertaken, key challenges encountered, opportunities identified and the way forward. The focus of the meeting was to discuss and agree with the over hundred participants on the role and engagement of civil society organisation in supporting the implementation of SDG4-Education 2030 at the national, regional and global level, and to agree on key strategies and actions. ICAE Secretary General, Katarina Popovic moderated the session on the „Introduction and Status of SDG4 globally and regionally. Looking at a global review and monitoring and ICAE emphasized the role of Adult Learning and Education in the 2030 Agenda.

1.1.6. UNESCO Week for Peace and Sustainable Development: The Role of Education

President of ICAE, Sandra Morrison attended The ‘UNESCO Week for Peace and Sustainable Development: The Role of Education’ held in Ottawa between the 6th-10th March. UNESCO and the Canadian Commission for UNESCO jointly organized the week bringing together two programs held back to back: The Review Forum for the UNESCO Global Action Programme (GAP) and The Third UNESCO Forum on Global Citizenship Education (GCED): The Role of Teachers. UNESCO Global Action Programme (GAP) was first launched in 2014 as the official follow-up to the United Nations Decade of ESD (2005-2014) with the aim to scaling ESD approaches. The Review Forum provided the opportunity to take stock of progress achieved since its launch and examine the way forward with a focus on pedagogical approach.

Sandra Morrison moderated the first plenary session, which focused on debating: “What makes a good ESD (Education for Sustainable Development) teacher?” Drawing on four distinctive international experiences from four presenters, she moderated the debate and interventions from the floor, which comprised some 300 participants. Sandra Morrison was also a part of a workshop on “Can indigenous knowledge support ESD in the classroom?” The conference provided space to share and discuss trends and innovation in pedagogical approaches in ESD and GCED, as well as exchange good practices in advancing GCED and ESD in a global context with a range of workshops and presentations. It has been designed to maximize opportunities for interaction, networking and free debates and discussions among all participants.

1.1.7. UN Conference on Financing Education in NY, USA

Shermaine Barret, ICAE VP participated in the event about Financing Education, from 19 to 21 September in New York, meeting with GCE members and mobilising them for the issues of ALE and for the participation in MTR.

1.2. CONFINTEA VI outcomes and the revised UNESCO’s updated recommendation on adult learning and education are reflected in national and regional agendas/plans

1.2.1. UNESCO conference on Global Citizenship Education in Ottawa, Canada

Daniel Baril, ICAE member, participated in the UNESCO conference on Global Citizenship Education in Ottawa, Canada, from 7 to 10 March, side-event organized by ICAE, ICÈA and CDÈACF, and meeting with Canadian members and partners.

1.2.2. CONFINTEA pre-event for Latin America, in Lima Peru

Katarina Popovic, ICAE SG participated in the CONFINTEA pre-event for Latin America, in Lima, Peru, 24 to 27 March, meeting and exchange with Latin American members and partners.

1.2.3. Consultative Group Meeting for the preparation of CONFINTEA VI MTR

ICAE took part at the Consultative Group Meeting for the preparation of the CONFINTEA VI Mid-term Review 2017 organized by the UNESCO Institute for Lifelong learning UIL in Hamburg, 16-17 May 2017.

1.2.4. Canadian Meeting on the CONFINTEA VI Mid-Term Review 2017

ICAE participated on 14 June in the meeting of information and exchanges on CONFINTEA VI Mid-Term Review 2017 organized by the l'Institut de coopération pour l'éducation des adultes and the Centre de documentation d'éducation des adultes et de la condition féminine. Daniel Baril, the Director General of the Institute of Co-operation for the education of adults (ICÉA), has conducted an introduction and a presentation of the Declaration of CONFINTEA VI. The Canadian Commission for UNESCO was represented by Isabelle Levert-Chiasson, who presented the work of the Commission within the framework of UNESCO and CONFINTEA. The convergence of agendas of CONFINTEA and adult education and the Sustainable Development Goals (SDG) has been one of the points raised during the meeting of information and exchanges. Sebastián Vielmas, ICAE membership officer stressed the importance that ICAE assigns to the participation of civil society and social movements to plead in favour of the education of adults as a goal in itself and as a means to accomplish the objectives of sustainable development.

1.2.5. Latin American and Caribbean regional meeting on CONFINTEA VI Mid-Term review

Adult and youth education leaders from Latin America and the Caribbean met in Lima, in August 15–17, to reflect on the regional situation of the right to education of adults and youth. The meeting was held in the context of the approaching CONFINTEA Midterm review in order to define strategies and actions to influence this global process, as well as the Education 2030 agenda. ICAE Secretary General, Katarina Popovic', participated in the meeting presenting the global frameworks of Adult and Youth Education policies: Education 2030 and the CONFINTEA VI review processes. ICAE executive committee members Nélide Céspedes and Carmen Campero (Vice-President for Latin America) played key roles organizing and moderating the encounter. A Call for Action for Adult and Youth Education from Latin America and the Caribbean was prepared from the conclusions of the meeting, that counted with the participation of many ICAE members, in order to be presented in the upcoming CONFINTEA VI Mid-Term review

1.2.6. Promotion and mobilization of Civil Society for the participation in the CONFINTEA Mid-term Review (MTR) conference

ICAE used its network and various events to inform and move members, partners and country representatives to join the Mid-term Review Conference (MTR). Therefore, a combination of face to face meetings with online and social media campaigns was put in place during 2017 in order to mobilize civil society to participate in the MTR. ICAE posted relevant document, news, blogs on the web page. Some of them were directly related to the CONFINTEA MTR, the others were ALE relevant documents aiming awareness raising about the importance of the whole field and the single aspects.

1.2.7. The CONFINTEA VI Mid-Term Review Conference, Korea

More than 400 international stakeholders from 98 countries gathered from 25-27 October in Suwon/Korea to review the implementation of adult learning and education across the world. This Mid-Term Review of CONFINTEA VI and its outcome document, the Belém Framework for Action, came at a time when countries are working to achieve the Sustainable Development Goals (SDGs), especially SDG 4 on education and lifelong learning. It was

therefore critical to move forward in providing quality education and lifelong learning opportunities to youth and adults in order to achieve the SDGs. The conference also set the stage for the seventh International Conference on Adult Education, expected to take place in 2021. Participants from ministries, adult learning and education institutions, universities and research centres, civil society and the private sector, shared experiences and challenges regarding the progress achieved in providing adult learning and education opportunities to adults in different countries and regions of the world. Regional reports on the status of adult learning and education were presented. ICAE produced a video showing that Adult Learning and Education, as an integral part of Lifelong Learning, is the efficient way to achieving Sustainable Development and our Global Vision. This video was shown this week during the opening and closing session of the CONFITEA VI Mid-Term Review.

ICAE members, partners and colleagues from many regions were active in the preparations for MTR – many governments delegations (such as Canadian, Suisse, German...), delegations of international NGOs (such as GCE), plenty of national NGOs, professional associations etc. Many of them hold also single national preparatory events, and prepared the document towards CONFITEA MTR (such as Latin America). Finally, during several back-to-back events in Korea (ICAE EC meeting, hall of Fame, CSF), participants were mobilised, encouraged, prepared and guided for the active participation not only in the MTR itself, but also for the whole CONFITEA process.

1.2.8. The MTR Civil Society Forum at the CONFITEA VI Mid-Term Review, Suwon/Korea

The Civil Society Forum “Education 2030: From Commitment to Action” organized by ICAE, in cooperation with ASPBAE and other partners, in the framework of the CONFITEA VI Mid-Term Review (MTR) in Suwon 24 October, looked at civil society’s contribution to securing the right to education and lifelong learning for youth and adults. For the representatives of civil society from over 50 countries, this gathering offered the possibility to appraise the challenges and opportunities related to adult education and learning (ALE) in the current context, profile the importance of adult learning and education in the new global education and development agenda, and confront the challenges related to its implementation on both the national and the global levels.

Monitoring and supporting implementation

The Civil Society Forum (CSF) looked at the Belém Framework for Action (BFA) and UNESCO’s Recommendations for Adult Learning (RALE) and how these can reinforce the commitment to the universal right to education and learning. It was organized as a platform for civil society to strategize on its advocacy within the CONFITEA VI Midterm-Review (MTR) processes and other related education and development policy arenas. Therefore, a Civil Society Statement was formulated and agreed upon at the Forum, which urged inclusion in the MTR outcomes and was delivered to representatives of governments, UN agencies and international organizations at the event:

- **Taking on a holistic approach**

The CSF concluded that ALE should be truly transformational, critical, empowering, participative and inclusive, so it can support the development and transformation of individuals, communities, societies and economies, according to individual needs. An intersectoral approach is needed, which acknowledges the urgent need for recognition of different learning pathways.

- **Adult Learning and Education in the Sustainable Development Goals**

The CSF analyzed how it can support the achievement of the Sustainable Development Goals (SDGs), agreed on by the United Nations in 2015. The Sustainable Development Goal 4 (SDG 4) focuses on lifelong learning (LLL), but adult education is the weakest link in this chain. For the full realization of SDG 4, and indeed all the other SDGs, it was seen as necessary to discuss what kind of lifelong learning will need to be promoted and advanced.

- **The least supported link**

CSF participants recognized that ALE is the least supported link in the lifelong learning chain, currently faces further cuts in funding at the national level in many countries. ALE's position should be strengthened, secured and fully recognised, in order to make sure that all adults are not left behind. The political commitment to promoting the fully inclusive understanding of lifelong learning is imperative.

- **The role of Civil Society**

The Civil Society Forum and the active participation and contribution towards the MTR showed once more the important role civil society plays in ALE worldwide. Thus, as one of the key players, it should also be recognized as a partner in policy creation, planning, monitoring, and evaluation of policy implementation.

Given that the next CONFINTEA conference is four years away, this Civil Society Forum provided the opportunity to deliberate on the main challenges and opportunities for the right to youth and adult education and lifelong learning in the current policy and development context. The participants celebrated civil society's achievements, learned from its rich and diverse experiences, forged solidarity and collectively defined coordinated ways forward.

1.2.9. Dissemination, promotion and advocacy of CONFINTEA VI online and through social media (Twitter, Facebook, Linked in, etc.)

CONFINTEA VI was promoted and advocated for by using ICAE network and through online (www.icae.global) and social media (Twitter, Facebook).

1.3. AE & LLL global frameworks are followed-up by civil society organization and included in monitoring plans at country level.

1.3.1. GRALE III Launch Belgrade

The Sub-regional launch of the Third Global report on Adult learning and Education (GRALE III) for Eastern and South Eastern Europe took place on 26 January 2017 in Belgrade. H.E. Dragan Zupanjevac (Ambassador Coordinator to the Economic and Social Council of the UN and of the SDG 2030 Agenda) spoke about the Serbia's role and contribution to the formulation and implementation of the UN 2030 Agenda for Sustainable Development through the prism of the adult education and lifelong learning. Prof.Dr. Snezana Medic (Department of Andragogy, Faculty of Philosophy, University of Belgrade) reminded us of history and the role that GRALE and CONFINTEA had in the development of the adult education in Serbia and in the South-East Europe – both as an instrument for follow-up and reporting, and as the focus of the regional cooperation in ALE. Mr. Werner Mauch and Mr. Konstantinos Pagratis (IUL) addressed the importance the connection between education and community life, health, labor market and other important segments of life – an overall inter-sectoral approach to ALE, and informed us about the main findings from the 3rd Global report on Adult Learning and Education based on the National reports submitted by the countries in the region. 3 working groups were formed: Discussing the Inter-sectoral approach to ALE and how could GRALE and RALE be used in the region to improve adult education, especially in health and employment, the ways countries in the region could cooperate in the CONFINTEA VI follow-up and the contributions they could give in the process and talking about social partnerships and the role of multiple stakeholders in CONFINTEA VI process in the region.

1.3.1. EAEA General Assembly

European Association for the Education of Adults(EAEA) General Assembly, Grundtvig Award Ceremony and Annual Conference is hosted by EAEA Ordinary Member ACEFIR in Girona, Spain from 27-28 of June. ICAE Secretary General, Katarina Popovic presented the CONFINTEA VI mid-term review, informing, mobilising and above all inspiring the European members to come to Korea and participate! She also moderated a very workshop about Adult Education Global development.

2. Specific Objective: ICAE members and partners have capacities to achieve inclusive and quality education and lifelong learning for all.

2.1. ICAE members and partners have increased core knowledge and fundamental skills to work on non-formal ALE

2.1.1. The Nordic Folk High School Council round table



The Nordic Folk High School Council organized a round table discussion on April 19 2017 in Copenhagen, with the main focus on the role of organisations and countries concerning the right to education for adults at the global level. ICAE Secretary General, Katarina Popovic spoke on the subject of “The struggle for adult education at the global level – recent tendencies and development” and supported the participants to take stock of the current global situation for adult education and the ongoing policy debates as well as to explore possibilities to contribute to” ensure inclusive and equitable quality education

and promote lifelong learning opportunities for all” (SDG4 of the Agenda 2030).

3. Specific Objective 3: Inclusive education and equal opportunities are included in global and regional youth and adult education policies to overcome discrimination

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. Through its Gender and Education Office (GEO) network ICAE realized several actions towards achieving adult education policies and practices that integrate a gender equality perspective.

3.1 Gender equality perspective is integrated in the adult education policies and practices on global and regional level

3.1.1. Arab Forum for Women Empowerment

ICAE participated in the Arab Forum for Women Empowerment, 13 March 2017 in Cairo, Egypt. The Women and Society Association and Partners of the Arab Initiative for the Social and Economic Empowerment of Women organized this second annual forum for women illiterate liberators. This forum was held with the participation of governmental and non-governmental bodies and both Arab and international organizations. Seham Negm, Vice-President of ICAE and founder of the Arab Prize for Women Liberated for literacy, the Chairperson of the Women and Society Association - "The Initiative founder" introduced the objectives and programs of the initiative. She highlighted the importance of developing adult education programs through three axes: Empowerment mechanisms within the framework of building and developing partnerships to create lifelong learning communities and achieve sustainable development. The general objective of the forum was to motivate the vital and active forces of society to participate in the issues of awareness-building, literacy, learning programs, economic and social empowerment of women and girls. The end of the forum was dedicated to launching a social and cultural platform for 2018

3.2. Inclusive adult literacy programs and policy approaches are developed and available for implementation at national level

3.2.1. Global Alliance for Literacy (GAL)

ICAE is part of the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL). For ICAE literacy is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum and the right to literacy is considered as an inherent part of the right to education. Therefore, we have welcomed (together with more than 100 UN and government representatives, donors, national and international non-governmental organizations, representatives of the private sector and experts from 34 countries) the creation of a multi-stakeholder partnership to advance literacy in the era of the 2030 Agenda for Sustainable Development - the new Global Alliance for Literacy. Participation in the Alliance will be based on the commitments of those willing to contribute to a coherent action plan designed to foster literacy and sustainable development. This fifteen-year initiative will be coordinated on behalf of UNESCO by the UNESCO Institute for Lifelong Learning in Hamburg. Members of the Alliance will include representatives of Member States, regional organizations, UN specialized agencies and institutes, donors, the private sector and civil society. The Alliance will work towards realizing the literacy-related target of Sustainable Development Goal 4, namely to ensure that by 2030 'all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy'. ICAE was selected as a civil society partner in the alliance and takes part of the Core Group of GAL.

4. Objective: An integral and holistic approach on ALE for life, work, and global citizenship is endorsed by global and regional policy makers and civil society organizations.

4.1. Key-stakeholders acknowledge an integrated approach of skills for life and skills for work for youth and adults.

4.1.1. Virtual Seminar on “Skills and Competencies”

In 2017 ICAE and [DVV International](#) continued to build global dialogue, support an exchange of ideas and critical reflection on highly relevant topics in adult education and development. This included a [virtual seminar](#) discussing “[Skills and Competencies](#)”, following the latest edition of DVV International’s journal [Adult Education and Development \(AED\)](#) with the same topic. Through this virtual seminar ICAE, therefore wanted to promote a debate and dialogue on selected articles from DVV International’s journal [Adult Education and Development](#). This offers the chance to discuss the topics raised in the print issue in a virtual seminar and to go deeper and broaden the analysis. It creates a virtual space as an opportunity to share experiences from different regions and contexts, and to inspire new initiatives.

This years’ virtual seminar focused on skills and competencies. Promoting a holistic approach to adult education, which includes all areas of life and work, ICAE wanted to support the discussion about skills for life, work, and citizenship, and foster an integral perspective, which would help avoiding silos way of thinking in adult education. Such an approach could also contribute to the recognition that education is essential for the success of all sustainable development goals.

The following articles of issue 83 of Adult Education and Development were this years’ starting point of the seminar:

1. **The 5 skills it takes to build another possible world – Learning from and for the World Social Forum**
By Alessio Surian, University of Padova, Italy
2. **Enhancing competencies in the Arab world: issues to be considered**
By Rabab Tamish, Betlehem University, Palestine
3. **The New Skills Agenda for Europe**
By Dana Bachmann and Paul Holdsworth, European Commission
4. **Soft skills in non-formal education: building capacities of the youth**
By Priti Sharma, PRIA International Academy, New Delhi, India

There were **34 contributions** from diverse contexts:

- The four AED articles, opening and closing words as well as **28 comments to the articles**
- In English (all), Spanish (14) and French (13)

which were presented with a broad range of informed opinion, theoretical understandings, practical challenges to confront, and expand our thinking about skills and competencies.

Statistics

- 37 texts (4 articles, 28 comments, instructions to participate and the invitation to the webinar) were sent via e-mail and posted on the dedicated website
- 114.616 e-mail were sent in total
- 8.210 receivers (persons who received and opened the e-mails)

- Approximately 2.000 interested persons
- Approximately 1250 were „active“ (reading the e-mails and visiting the dedicated website more than two times)
- 421 readers became active (persons sharing a posts with friends via e-mail, persons that visited dedicated Facebook, Twitter or Web-Site)

Website of the Virtual Seminar

- 1453 visits
- 1583 views (including sharing, printing...)

Facebook posts ([ICAE Facebook profile](#))

- 60 posts on the Facebook page
- 1.770 (average) visitors
- 454 active readers per post (persons that shared the post, visited or liked dedicated website)

The Virtual Seminar can be re-read on the dedicated ICAE Website <http://virtualseminar.icae.global>. Also a publication was produced with can be downloaded and read here: <http://icae.global/en/2017/10/book-on-the-virtual-seminar-2017-on-skills-and-competencies/>

4.1.2. Webinar on the topic of “Skills and Competencies”

In the framework of the virtual seminar 2017 on the topic of “Skills and Competencies”, the International Council for Adult Education (ICAE) and DVV International organised, for the first time, an online discussion in the form of a webinar. The virtual seminar as well as the webinar was based on issue 83 of DVV International’s journal Adult Education and Development (AED). During the webinar, Paul Holdsworth presented and discussed his article on The New Skills Agenda for Europe, written together with Dana Bachmann for this year’s AED edition. Paul Holdsworth is team leader for Skills for Adults in the Vocational Education and Training, Apprenticeships and Adult Education Unit in the European Commission’s Directorate-General for Employment, Social Affairs and Inclusion. The European Commission has published major proposals to tackle a number of challenges faced by the European Union in the field of skills and human capital. These aim to improve the quality and relevance of skills formation, make skills and qualifications more visible and comparable, and improve skills intelligence and information for better career choices. Shermaine Barrett, member of the ICAE Board, commented on the presentation from a Caribbean point of view. Over 30 participants from Europe and other parts of the world engaged in the discussion. The webinar is available online at https://youtu.be/NXLiOAOo_I4

4.2. The key elements of Global Citizenship Education included in regional existing programs of ALE are consider by stakeholders in the field of education and other fields related to education

4.2.1. Bridge 47 Network on global Citizenship education

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”, which started in October 2017 and will continue until October 2020. The project aims to mobilize global civil society to contribute effectively to global justice and eradication of poverty through global citizenship.

The project assists in setting up sustainable working structures for the network and facilitates the coordination of the network. The aim is to set up the network in such a way that the network and its activities can be sustained by

the network members themselves, and they are no longer dependent on external funding after the project has ended.

The Bridge 47 Network in general aims to build bridges between all types of 'value-based educations' and all kind of educational actors at local, regional and global levels, to support each other, facilitate cooperation and achieve target 4.7. together. Our mission is to build bridges between different educations by sharing, learning and doing things together. In addition to coordinating the Bridge 47 Network, the project aims to advocate for policies that reflect the essential role of GCE in delivering the SDGs, build new partnerships between different actors and increase the capacity of European CSOs to develop and use innovative approaches to GCE.