



ANNUAL REPORT 2020

Belgrade, March 2021

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1 Finding the Silver Lining in 2020

(Message from ICAE President, Robbie Guevara)

To say it has been a challenging year for most of us, is an understatement. The headline of the year will be the pandemic, or hopefully by the time you are reading this, it will be about the wide scale access and availability of the vaccine. Having been elected in April 2020, just as the pandemic was spreading around the world, the pandemic cast a shadow over our **first year as the new ICAE Executive Committee (EC)**. We were not only inducted online via zoom, but we were inducted to a whole new way of meeting and engaging with our members.

For myself, the highlights of the year were the many opportunities to directly engage with our members in all regions. First were the series of regional webinars, such as the **GRALE 5 Webinars organised with the UIL and DVV International**, followed by ICAE's own **regional webinars in preparation for CONFINTEA VII** (we have reported to you). Second, were the more focused engagements with our members in preparing two key global statements. **ICAE's contribution to GRALE 5**, expanded to a 33-page statement, due to the number of best practice examples of active citizenship education received from our members. The **UNESCO Futures of Education paper**, which was released online in September 2020, was prepared through an intensive and collective writing process with representatives from all our regions and strategic partners.

Both the regional webinars and the drafting of the two statements were effectively facilitated by our ability to quickly learn to utilise these online platforms, which in turn opened more opportunities for us to participate and advocate for adult learning and education in global and regional events like **HLPF (UN High Level Political Forum on the SDGs), Bridge 47, EPALE (European Platform for Adult Learning and Education), GAL (Global Alliance for Literacy)**, etc.

So, this is my silver lining for 2020, how the travel restrictions have allowed ICAE to more effectively reach out and engage our members across the world (and reduce greenhouse gases). I share this silver lining, without diminishing the massive impact the pandemic continues to have on education, health, suppression of political rights and of course the economy. Yes, the vaccine is meant to be just around the corner, but even with the vaccine, we are aware that most of the deep-seated inequalities that were exposed and aggravated by the pandemic will remain.

Therefore, our commitment to addressing these inequalities through transformative adult learning and education must and will continue, through whatever medium will be available for us to use in our teaching and in our advocacy. Let me thank the members of the ICAE staff and the new Executive for their tireless efforts to establish this solid foundation of membership engagement during these challenging times. But most of all, let me thank you, our members and strategic partners, for staying up late or waking up early in order to 'zoom in' and engage with us throughout this year.

Stay well, stay safe, stay connected and stay committed to our core purpose. This is how we can ensure that in the future we will not just be looking for the silver lining, but that this silver lining will be lighting up our way to achieving a more equitable and sustainable future for all.

ICAE President, Robbie Guevara

2 COVID-19: ICAE stands in Solidarity



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

3 Organizational Developments

3.1 ICA E moved to Serbia

In 2019/2020 the Executive Committee decided to move the organization's registration to Serbia. The move is inspired by staff changes in our base in Manila, and by the need to organise our work in a more effective and low-cost way. After the research was completed by the Secretary-General, we estimated the administrative steps and the costs of the registration and further operations would be favourable for ICA E. Additionally, we received an offer from our members, the Serbian National NGO Adult Education Society, to host us without costs.

In just the same way as our registration in Uruguay and in the Philippines worked, for our ICA E registration to be confirmed in Serbia, we had to make local legal arrangements in order to meet local regulations. We also submitted some national documents that fitted Serbian legal requirements and we have a local entity which includes the colleagues from our national members. The arrangement enables us to bank and administer from Serbia however our Executive Committee remains fully in charge of our affairs. As when we had comparable local arrangements in Uruguay and the Philippines, our ICA E constitution remains the overall responsible document shaping the Council's work.



3.2 Virtual General Assembly and new ICAE Executive Committee elected

We thank you all for your active participation in the **ICAE General Assembly 2020 (29 March - 12 April)**! We have organized the Elections and the GA virtually – including five webinars with ICAE members in four languages, discussions of reports and discussions on ICAE's strategic intent. We are pleased to announce the results of the Elections and our GA, for which we had a quorum:

1. The Activities and Financial Report 2015-2019 was approved.
2. The Strategic Guidelines 2020-2023 were approved.
3. The members of the new Executive Committee were elected:

President	Jose Roberto 'Robbie' Guevara
Treasurer	Per Paludan Hansen
Vice President for the Caribbean Region	Shermaine Barrett
Vice President for Europe.....	Bernhard Grämiger
Vice President for Africa.....	Carole Avande Houndjo
Vice President for Latin America	Timothy D. Ireland
Vice President for the Arab Region	Reem Rabah
Vice President for North America	Thomas J. (Tom) Sork
Vice President for Asia Pacific	Nani Zulminarni
Regular EC members	Ronald Cameron
.....	Christoph Jost
.....	Cecilia Palm
Past President (included by Constitution)	Sandra Lee Morrison



We would like to thank all our members for being in the forefront and background of ICAE. Cheers to the fundamental work that we do together, to put forward Adult Learning and Education all over the world. The broad range of actions and variety of activities can be read up in our ICAE Report 2015-2019 (available on the ICAE website www.icae.global).

3.3 ICAE gathered for an online celebratory event

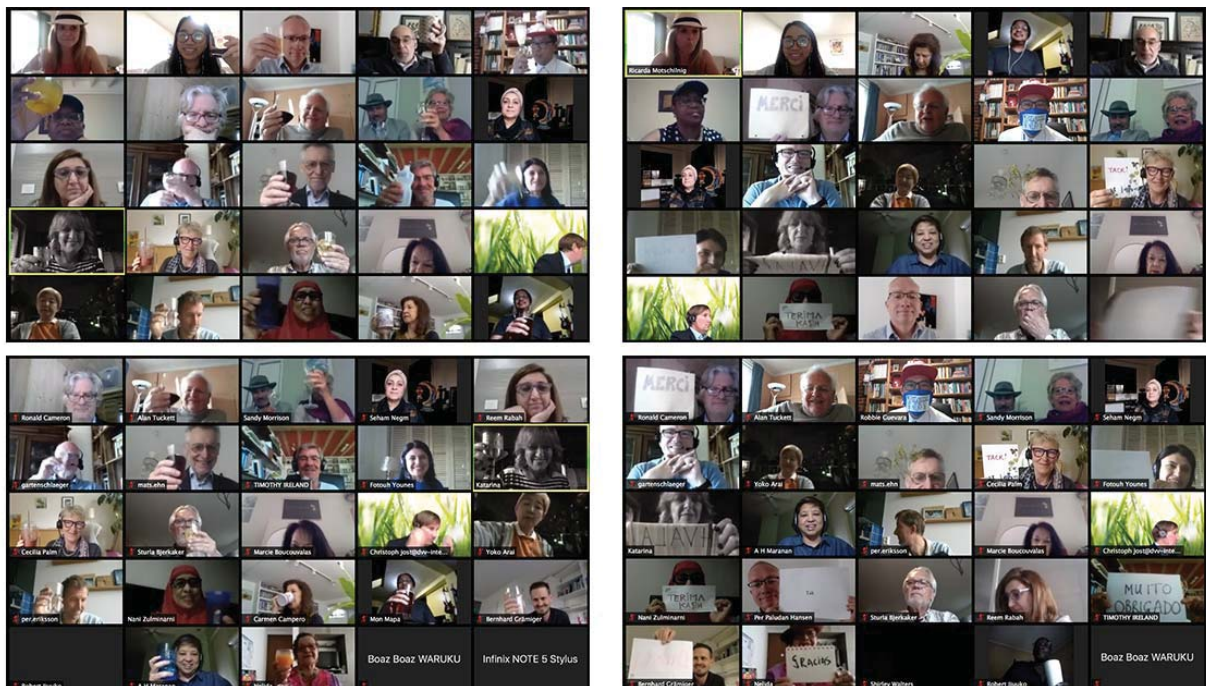


On 28 April 2020 ICAE gathered for an online event to celebrate the success of the General Assembly, give thanks to the outgoing ICAE Executive Committee and welcome the new Executive Committee.

The celebration started with Sandra “Sandy” Lee Morrison’s (ICAE’s Past President) tribute to the former members of the ICAE Executive Committee and ICAE’s partners and committed staff— first in Montevideo, then in Manila, now in Serbia and Austria. These individuals have been awarded with a Certificate of Appreciation and a note to acknowledge their important work and values imparted to ICAE. The partners and members worldwide who have helped and been with us since the beginning were recognized.



Throughout the event, participants have shared their learnings and experiences as well as hopes and commitment to ICAE. It was a great reminder of the camaraderie among everyone, just like when Shermaine Barrett said that “ICAIE brought people closer.” It gave the 31 attendees a chance to reconnect with the moments shared through the work that is bound by one goal: the important value of the passion for adult learning and education, which is evidently seen among the people involved in ICAE. Not only that: despite the big responsibility ahead, the enthusiasm and fearlessness of going hand in hand is in every member and staff of ICAE.



Past President, Alan Tuckett, drew attention on the lockdown situation during the spread of COVID-20, in which we're all in at the moment. He believes, "that it is the goal for adult education to think about opportunities for us to reimagine ways of associating with one another. Imagine the different forms that people play together. To say the same old things, in fresh way."



Roberto "Robbie" Guevara, ICAE's new President, especially addressed the essential valuable work of the incoming Executive Council and eagerly stated that ICAE ensures equity with complete representation of organization, as it was during the General Assembly.

ICAE members, EC and staff are staying connected to voice the pursuit of lifelong learning. As we face the challenges posed by the ever-changing world, let's rise and fight for the sustainability of education. We need to stay motivated in advocating the relevance of adult learning and education and count on everyone to shape the role of this advocacy. Reem Rabah stressed the need to work and gather people together to be influenced by our advocacy. We have to rebuild and reunite from every part of the world, as Ronald Cameron said. May we always rise to these challenges and stand together, now more than ever. Cheers to the fundamental work that we do together, to put forward Adult Learning and Education all over the world.

3.4 ICAE Strategic Guidelines for 2020 – 2023

The ICAE Executive Committee discussed and agreed on these Strategic Guidelines for 2020-2023:

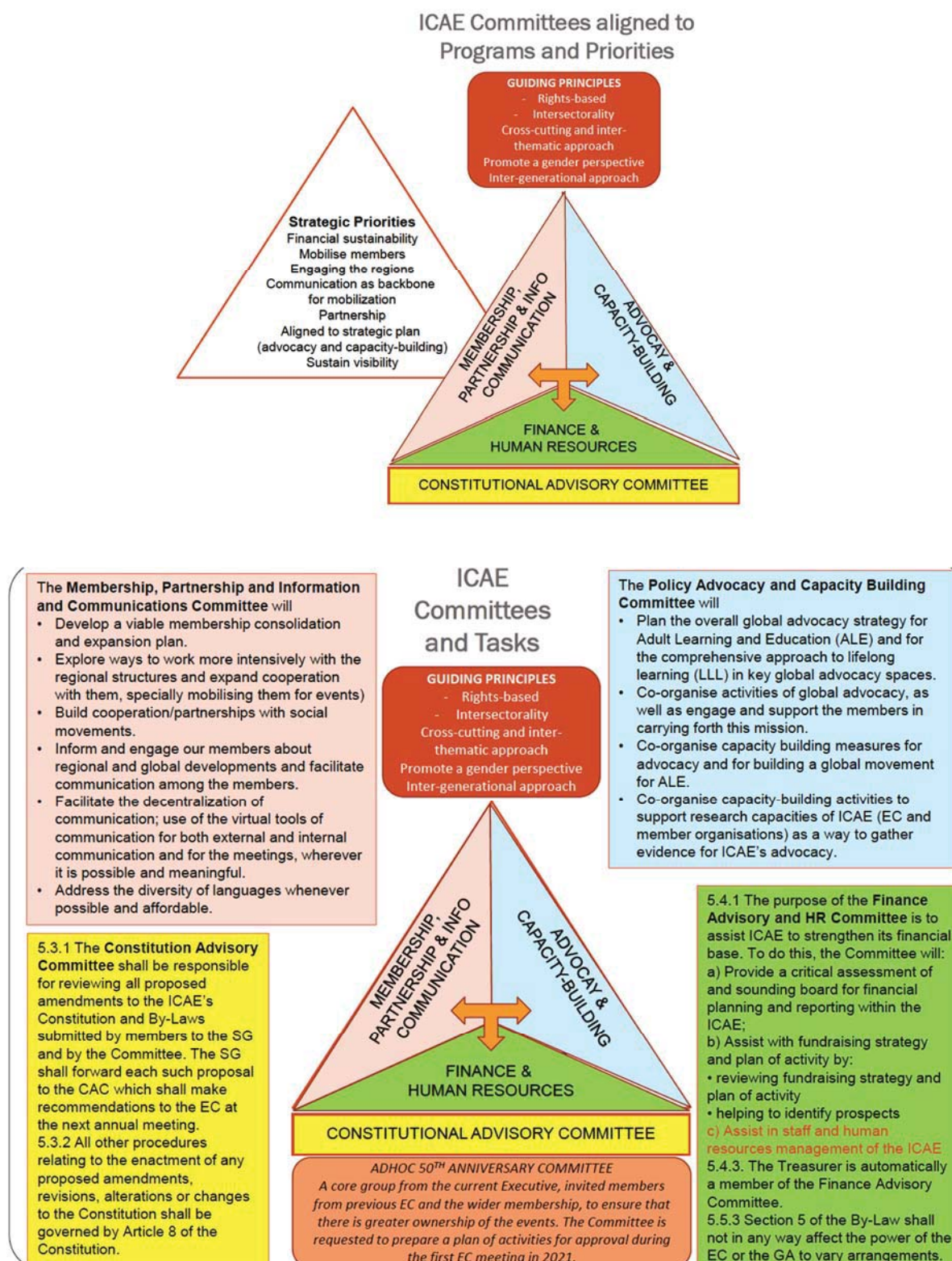
In pursuit of social justice within the framework of human rights in all its dimensions, ICAE remains committed to its mission to promote the right to education and learning for young people and adults, which includes older people. ICAE will work to achieve economic, cultural, social and ecological justice, enhancing international peace and understanding. Through education as a human right and education for democratic citizenship, ICAE will stand especially for vulnerable populations (e.g. those deprived of their right to education,

those living in poverty, women and marginalised groups, and others). However, the marginalisation of adult education, and of civil society organisations and networks within the education and development global agenda has seriously impacted on the financial resources of the ICAE. Nevertheless, the ICAE and our active regional and national members have continued to advance our agenda in key spaces such as the Mid-Term Review of CONFINTEA VI in Suwon, Korea and the High-Level Political Forum (HLPF) on the UN Sustainable Development Goals (SDGs). These Strategic Guidelines acknowledge these multiple challenges but aim to build on our strengths, explore new opportunities and act with determination – together. In its work, ICAE will have several priorities:

- Sustain global advocacy for Adult Learning and Education (ALE) and for the comprehensive approach to lifelong learning (LLL) in key global advocacy spaces. Most importantly are:
 - The Seventh International Conference on Adult Education – CONFINTEA VII – in 2022 (preparations, input and follow up)
 - The UN SDG platforms such as the HLPF and other SDGs related fora
 These efforts include direct activities of global advocacy, as well as support of members in carrying forth this mission, and organising or taking part in capacity building measures for advocacy.
- Use intersectorality and cross-cutting approach, especially in advocacy related to SDGs.
- Enhance and promote a gender perspective in all that we do.
- Secure financial stability of the organisation and enhance resource mobilisation that would enable ICAE to fight for its values, represent its members and those whom ICAE stands for, and to make the global case for ALE. It means bolstering our strategic intersectoral work with sectors such as health, environment, women, etc.
- Explore research capacities of ICAE (EC and member organisations) as possible way to provide evidences for ICAE's advocacy and to raise funds.
- Inform and engage our members about regional and global developments and facilitate communication among the members.
 - Decentralization of communication; use of the virtual tools of communication for both external and internal communication and for the meetings, wherever it is possible and meaningful.
 - Address the diversity of languages whenever possible and affordable.
- Expand ICAE membership, strengthen its capabilities and contribute to build a global movement for ALE.
 - Explore ways to work more intensively with the regional structures and to expand cooperation with them (especially to mobilise them for concrete events)
 - Build cooperation with social movements, such as World Social Forum, as much as resources allow.
- ICAE and cooperation with regional and national members:
 - Develop organizational mechanisms that would optimise available resources from within the regional and national members, such as acting on behalf of ICAE in different arenas.
 - Organise regional activities together with members and networks, in order to increase visibility and financial synergy.

- Develop with members ways of using support and contributions in kind and other ways of non-direct financial contribution to ICAE and its activities.
- Cooperate with members and members' associations to approach donors.
- Apply for projects together (national, regional and international), including intergenerational, intersectoral, inter-thematic approaches.

Based on the strategic guidelines, programmes and priorities for 2020-2023 a structure of committees, tasks and activities were agreed on among the EC members:



3.5 Message from the President after the GA

Take care. This is how I have been ending my email messages since the pandemic. When translated to Filipino, it is 'ingat'. **Take care**, seems an appropriate sentiment to begin my first message, as President, to the members of the ICAE, during this on-going global crisis.

Firstly, let me acknowledge and thank you all for your active engagement in the first ICAE Virtual General Assembly. We were ahead of everyone in the shift to online meetings, not just because of the pandemic, but more because of financial difficulties we were facing. We successfully amended our constitution to ensure it was more equitable for our diverse membership and we elected a new set of Executive Committee (EC) members. *(See photo of us all committing to a Lifelong Learning.)*



“Lifelong Learning”

Secondly, on behalf of the EC, we are very aware that the global pandemic has impacted all of you, your families and your organizations differently. When you receive this message, our countries are continuing to experience different levels of lockdown. As the number of COVID-19 cases and deaths increased, so did the visible signs of inequalities. We witnessed differential access to medical tests and treatments, the lack of protective personal equipment for health workers, the gaps in the availability of online learning technology for learners, and the problems with in effective distribution of food and financial assistance packages to vulnerable communities. And this pandemic has not ended, so we ask you all to continue to ‘take care’ of yourselves, your families and your community, at this time.

Thirdly, while the global pandemic has made visible these inequalities it has also made visible the importance of a literate adult population capable of making informed choices and making life-saving decisions based on information about COVID-19. It has also made visible the value of a digitally literate adult population in supporting intergenerational learning at home for our children and youth. We, as members of ICAE, need to ensure that we sustain the visibility of the role that adult learning has played during this crisis. We need to ‘take care’ and ensure that this opportunity to name and highlight the role of adult learning is not lost.

However, we currently need to ‘take extra care’ of our ICAE. As mentioned, the shift to a virtual General Assembly was forced on us by our financial difficulties. While we made it work, and it prepared us for conducting online meetings, it isn’t a situation that is sustainable for any organization, whose mission and vision continues to be, not just relevant, but urgent.

And so, on behalf of the EC, let me call on your support as members, aware that we have all been affected differently by the pandemic. We are encouraging all members to pay their membership fees on time. We support the call for additional voluntary/solidarity contributions, wherever possible for us, to help ICAE. As important, we call on our regional and national members to support the ICAE through contributing your time, developing collaborative project proposals, and co-organizing events, to help sustain the viability that is so valuable for ICAE at this time.

Know that through these simple ways, we are demonstrating how we can ‘take care’ of each other and ‘take extra care’ of our soon to be 50-year old ICAE, during these challenging times. Thank you very much in advance.

Ingat,

J. Roberto ‘Robbie’ Guevara
President, ICAE

4 Advocacy, Policy & Capacity Building

4.1 ICAE prepares for CONFINTEA VII: UIL Webinars on Enhancing national capacities for monitoring ALE

As ICAE, we have successfully taken our first step in working *within* and *through* our members during the recent GRALE 5 Regional Webinars that we co-hosted with the UNESCO Institute for Lifelong Learning (UIL) and the German Adult Education Association (DVV International) from 21-29 July 2020. They brought together national ALE stakeholders and particularly *GRALE 5* focal points, nominated by their countries' National Commission for UNESCO to produce national responses to the *GRALE 5* survey. The involvement of ALE stakeholders in the process of data collection for the *GRALE 5* survey can enhance the quality of data and provide a comprehensive national view.

For decades civil society has played an important role in the CONFINTEA process, first – by organizing active participation of the representatives of global civil society in the conference itself, secondly – by preparing the input, sharing priorities and enabling inclusion of different regions, through participatory, broad engagement, and third – by assisting with the implementation and active monitoring of the agreed plan of action.

ICAE's longstanding partnership with UIL and UNESCO has been a fundamental element in its work towards a greater recognition of adult education as part of lifelong learning, notably from CONFINTEA III through to CONFINTEA VI. Since 2009, this partnership has continued and extended within a holistic view of education that promotes adult literacy, the development of skills for life and skills for work, sustainable learning cities and supporting networking and civil society participation. The most recent event in the CONFINTEA process was the Mid-term conference in Suwon 2017, where ICAE organised a Civil Society summit with participants from all over the world and played an important role in the formal programme as well. We and our regional members have also since continued to advocate for provisions within the Belem Framework for Action and the outcomes of the Mid-term Conference.

CONFINTEA VII, planned for 2022, is a great opportunity to continue to strengthen the recognition of adult learning and education, within a perspective of lifelong learning and to link stronger adult learning and education with other international education and development agendas, especially with Agenda 2030. It will be an opportunity to assess the commitments made in CONFINTEA VI and in the Mid-term conference, but also to show the contribution of ALE to various areas and sectors relevant for the achievement of the different SDGs.

Under the shadow of the global pandemic that has helped to make visible the valuable role that adult learning and intergenerational learning have played in motivating behaviour change and supporting learning from home, ICAE co-organised the start of the CONFINTEA VII process together with UIL and DVV. This involved a series of webinars across the regions on "Enhancing national capacities for monitoring adult learning and education".

Our members across all regions actively contributed as speakers during the webinars. The speakers welcomed the participants, illustrated the importance of Adult Learning and Education (ALE) during a global pandemic, argued for the importance of linking CONFINTEA VII to the SDGs, and demonstrated

the commitment of civil society organisations to contribute to the GRALE 5 survey in the lead up to CONFINTEA VII. More importantly, we were able to mobilise a significant number of our ICAE members, I would say close to 100 participants across all webinars, to actively participate, listen intently but also ask really important and at times challenging questions.

If you missed your Regional Webinar, we encourage you to take the time to read the reports on our ICAE website: <http://icae.global/en/2020/08/regional-reports-on-the-grale-5-webinars-on-enhancing-national-capacities-for-monitoring-adult-learning-and-education/> and listen to the recording via the links provided:

English: <https://www.youtube.com/watch?v=6NsR5By81pA>

French: <https://www.youtube.com/watch?v=x7GSMYhAIOk>

Spanish: https://www.youtube.com/watch?v=2VhAE_Spd-M

Arabic: <https://www.youtube.com/watch?v=ac8asCzRok4>

As you will see from the Regional Reports, the most common issue was the access by CSOs to the national focal points. UIL was clear that they were not able to publish a list of focal points. But we were invited to contact UIL to express our interest to contribute, and they offered to facilitate the introduction to the respective national focal points. We are aware that access to government ministries and UNESCO National Commissions will vary across the different countries. Therefore, we would like to hear from your own experience with contacting your national focal points. **You can reach out directly to UIL in order to receive information about your national focal point:** grale@unesco.org

Aims and objectives

The overall aim of the regional workshop was to enhance capacities in Member States to monitor and assess ALE development in the light of the BFA and RALE. More specifically, the key objectives of the workshop were to:

- Strengthen understanding of the importance and the process of GRALE as a global monitoring tool that tracks ALE development within the framework of CONFINTEA.
- Apply and promote BFA and RALE as a conceptual framework for global and national ALE monitoring.
- Introduce the *GRALE 5* monitoring survey and provide technical knowledge on filling out the *GRALE 5* survey.
- Provide a platform to engage key national ALE stakeholders across the region in data collection for ALE by means of using the *GRALE 5* reporting template.

Outputs

- National capacities strengthened in monitoring ALE within the frame of BFA and RALE, knowledge about ALE stakeholders and their function at national and regional level enhanced.
- The importance of *GRALE* as a vital monitoring tool at global level within the framework of CONFINTEA underlined.
- The method to fill out the *GRALE 5* survey explained and shared.
- The participation in *GRALE 5* of countries in the region increased and data accuracy and quality improved.

Background

UNESCO has supported global dialogue and action in the field of adult learning and education (ALE) since its foundation in 1945. To that end, it organizes the International Conference on Adult Education (CONFINTEA) every 12 years, enabling Member States to consider, share, compare and develop further their approaches to ALE.

CONFINTEA VI, the most recent conference, took place in Brazil in 2009. It adopted the Belém Framework for Action (BFA), which sets out the commitments of Member States and presents a strategic guide for the global development of ALE. The BFA also requires the UNESCO Institute for Lifelong Learning (UIL) to publish a Global Report on Adult Learning and Education (GRALE) at regular intervals. *GRALE* monitors the progress of Member States against the BFA on the basis of the *GRALE* survey, and provides an overview of emerging trends and challenges in the field of ALE. Since its fourth edition, the *GRALE* survey has also been used to monitor implementation of the Recommendation on Adult Learning and Education (RALE), adopted by Member States in 2015. The fifth edition of *GRALE*, with a thematic focus on citizenship education, will be launched at CONFINTEA VII, which is to take place in Morocco in June 2022.

Obtaining reliable national data and information for *GRALE 5* is a prerequisite for an accurate assessment of global, regional and national ALE development. Accurate data and sound analysis support policy-makers, researchers and practitioners in realizing the potential benefits of ALE, and thereby promote relevant policies and provide adequate financing, as well as enabling the creation of monitoring mechanisms to assess the quality of learning and oversee progress in ALE policy and practice.

Our engagement, as ICAE, in the *GRALE 5* Regional Webinars is just another demonstration of our commitment to “learning by being active global citizens”.

4.2 ICAE at the High-Level Political Forum (HLPF) on the UN Sustainable Development Goals

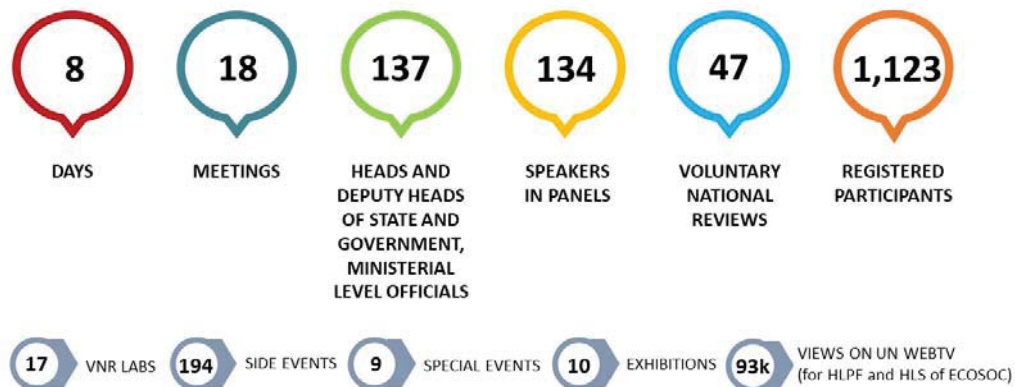
As every year, ICAE participated in the UN High Level Political Forum (HLPF) (7 to 16 July 2020), which has the task to review the progress of the implementation of Sustainable Development Goals (SDGs). Member States, experts, civil society representatives and other actors reported, met, discussed, reviewed and made plans for the next steps in the implementation. ICAE represented the Education and Academia sector and was very active, doing our best to make sure that education, especially adult education and lifelong learning are visible as well as ensuring that the civil society is recognized as important partner.

HLPF IN NUMBERS

HLPF 2020 -- The FIRST Virtual HLPF



HIGH-LEVEL POLITICAL FORUM
ON SUSTAINABLE DEVELOPMENT



HLPF 2020 was supposed to be different, because of the 'milestone moment' – 5 years passed since the adoption of the Agenda 2030 and SDGs and a review of the HLPF was announced. Therefore, the expectations were high and the preparations started early. The main theme was "Accelerated action and transformative pathways: realizing the decade of action and delivery for sustainable development " and 47 countries announced the presentation of their Voluntary National Reviews (VNRs). But the ongoing COVID-19 pandemic forced the ECOSOC Bureau to change the plan, so all meetings, official session, presentations of VNRs, side and special events were held virtually. The program can be found here:

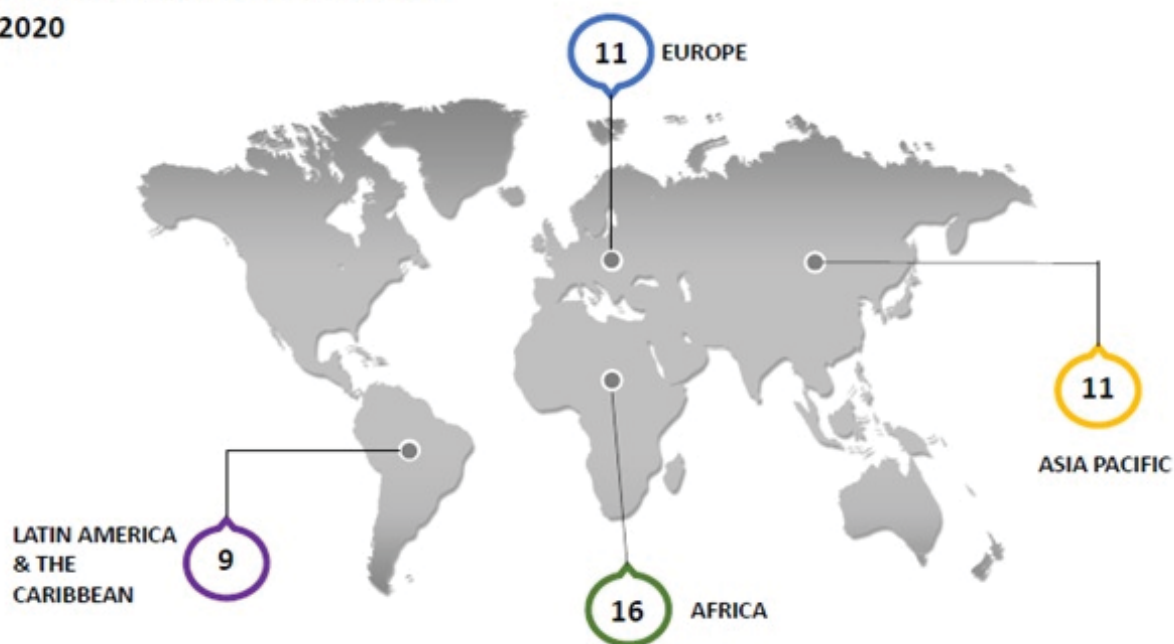
https://sustainabledevelopment.un.org/content/documents/26157HLPF_2020_PROGRAMME.pdf
and all documentation can be found in the Outcome section of the 2020 HLPF website.

As ICAE and Education and Academia Stakeholder Group (EASG), we did our best to adapt to the new situation and make the best out of it. Since the beginning of 2020 we took part in all preparations, meetings and actions of the Steering Group and Task Groups by the Major Groups and other Stakeholders (MGoS), shared with the colleagues from other MGoS and faced the challenge of the virtual HLPF as much as we could.

There were plenty of advantages: more people could follow the sessions online (streamed on UN WebTV), although the number of registered participants was far smaller than in 2019 (reason being that a registration wasn't a precondition to be able to participate in most of the session). We didn't face travel restrictions, delayed approvals and visa constraints, and most of all – we didn't have to pay huge amounts for flights and stay in NYC. Unfortunately, this democratic potential wasn't used enough – the most important reason were not the technical difficulties (they were expected under the circumstances), but it was harder to make interventions. Also there was a lack of language interpretation, which is mandatory at all official session in the UN, and translation was only provided sporadically by initiative of single countries and organizations. This actually has political meaning and consequences and clearly goes against the spirit of understanding and collaboration that the UN Charter foresees. Another missing aspect was the lack of informal communication and exchanges during various meetings and session, as opportunity for our advocacy work for education. But this is understandable and we can only hope that we will have an opportunity to make it up.

Summarizing our achievements, we could list several sessions the members of ICAE and EASG spoke at, our own event which attracted more than 100 participants each (see reports below), several other events (both formal and side-events) where we spoke, numerous sessions we attended, interventions we made, submission of our sectoral paper and contributions/suggestions to various documents, including the Ministerial Declaration and Ministerial General Debate. ICAE played the main role in coordinating civil society around the globe to submit questions and comments to the VNRs, and this role was highly appreciated by all our colleagues.

VOLUNTARY NATIONAL REVIEWS 2020



But we were not so much focused on ‘ticking the box’ and counting the interventions we made, but more on the strategic and systemic issues. Namely, HLPF is a specific format, underlying the strict and extremely formalised rules of UN procedures, especially when it comes to the civil society. Although our right to participate, speak and intervene is guaranteed by the UN General Assembly Resolution 67/290, in the reality we are facing difficulties in assuming this role. This year it was more difficult than ever – we were excluded from some processes where we were supposed to be invited and many of our interventions were very limited.

Since HLPF deals with a broad range of issues, education has the difficulty to ‘compete’ with ‘heavy’ topics of war and peace, climate change, trade etc. as if education has any links to those issues. So, couldn’t go for advocacy for detailed and specific subtopics within the education sector and couldn’t represent the variety of all issues that are important for our constituencies.

The efforts had to be focused on:

- keep education high on the agenda,
- fight for the most important aspects and messages related to education, that are common for all EASG constituencies,
- secure the position of EASG within the UN DESA system and actively engage in the MGoS structure.

Therefore, we have exchanged with civil society and other colleagues about the problems we observed in the whole process of monitoring the implementation of Agenda 2030, and in the shrinking role of strategic partnership.

Here are some of the most important issues we were dealing with:

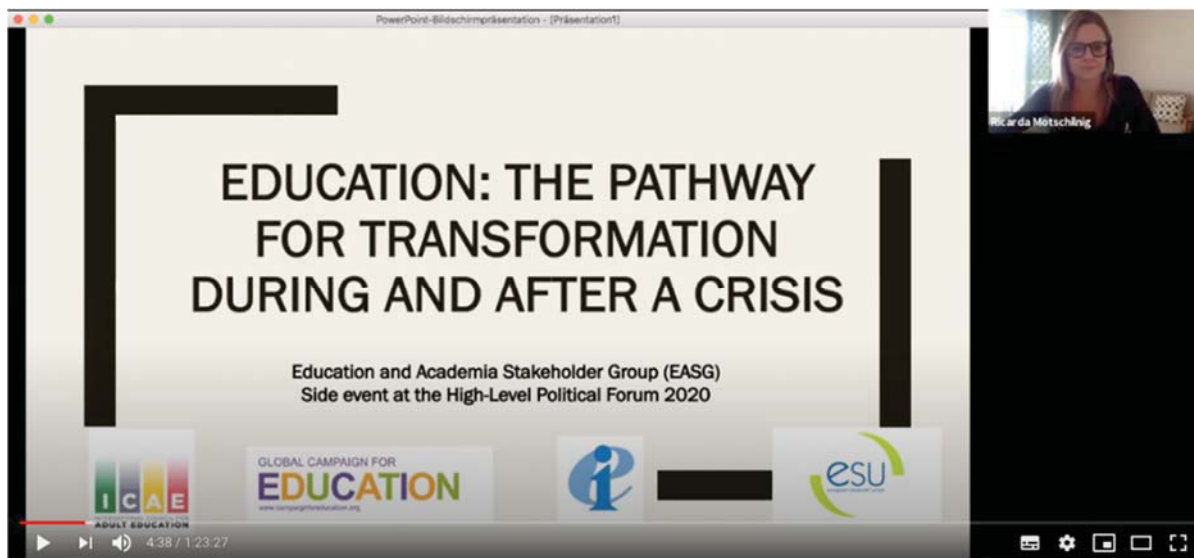
- In 2020, no SDGs have been selected for in-depth review, instead, the Global Sustainable Development Report (GSDR) provided six “entry points” as a framework for thematic review. The GSDR doesn’t recognize single SDGs as such, but rather group them. Although this might be a good approach to overcome the ‘silos’ way of thinking, there is a danger of losing education from the radar.
- We are concerned about the HLPF format and its potential to fulfil the task to ‘monitor the progress, gives recommendations and guidance.’ We are off track in advancing 2030 Agenda and confronted the pandemic crisis, so the HLPF wasn’t fully able to analyse the situation and provide guidance to resolve systemic barriers. Therefore, the forthcoming HLPF review (now moved to 2021) is crucial and ICAE is member of the HLPF review task group, which has done quite a bit of work so far. But we need to consolidate, put together and prepare for the General Assembly 2020 and for the HLPF 2021.
- Further concern is the fact that the HLPF doesn’t have much impact and seems to be disconnected from other multilateral fora since. By design it is not binding, no action-oriented outcomes could be expected. The Ministerial Declaration (MD) belongs to the highly discussed issues every year and so far it hasn’t been agreed on yet. Also in order to come to an agreement, the ambitions had to be very much reduced and the language of MD was made very mild.

So, we made our best to ensure broad participation of our members and constituencies, as much as possible, but we were also strategizing around systemic issues and perspectives for the future.

EVENTS ICAE CO-ORGANIZED:

4.2.1 Education: the pathway for transformation during and after a crisis

ICAE as part of the UN Education and Academia Stakeholder Group co-organized this official side event at the HLPF, together with the Global Campaign for Education and the European Students Union.



Education is widely recognised as an important human right and precondition for the dignity of human life. At the same time, education and lifelong learning are at the heart of decent work, equality, environmental awareness, and peaceful, just societies. The COVID-19 pandemic has left a huge impact on education across the globe: At least 850 million children and youth are classless due to suspensions taken in more than a hundred countries to combat the coronavirus outbreak, according to the latest balance of the UNESCO.

This context requires accelerated action, transformative pathways and additional budgetary effort, deepening development cooperation according to the commitments made, South-South and triangular cooperation to achieve the education goals of the 2030 agenda with the active commitment of States, multilateral organizations and bilateral, private sector, unions, and the experience role of CSOs play in dealing with emergencies. This event gathered experts to discuss measures to mitigate the negative consequences of crises on education, particularly for the most vulnerable groups and educators.

Speakers:

- Pablo Gentili – Secretary of Educational Cooperation and Priority Actions of the Ministry of Education of the Argentine Republic
- Reem Rabah - International Council for Adult Education
- Refat Sabbah - Global Campaign for Education
- Robert Napier - European Students Union

Speakers discussed the trends, gaps and main features of education as well as the awareness of human and civil rights in crisis contexts. Educational strategies that can help people find urgent and short-term measures to protect themselves, their families and to allow "caring for those who educate" will be elaborated: during and after the COVID-19 pandemic.

You can watch the recording on our ICAE youtube-channel:

<https://www.youtube.com/watch?v=r5YOZbexcfE&t=278s>

4.2.2 Global Citizenship Education - Response to Global Crises

14 of July, 8 am - 9 am NY time

ICAE co-organized this official side event at the HLPF, together with the UNESCO Institute for Lifelong Learning (UIL) and Bridge 47.



In times of crisis, we often turn to education and learning for the answers. Lifelong learning has certainly played a key role in supporting Sustainable Development Goal 3 during the global pandemic, ensuring the health and well-being of citizens by providing the knowledge, information and skills needed to cope with the new challenges.

But quality education and lifelong learning have the potential to tackle broader global issues and offer sustainable and inclusive solutions, through Global Citizenship Education (GCE). Included in Target 4.7 of Agenda 2030, GCE is a lifelong learning process, which emphasizes critical thinking, political engagement and civic action. Through the lens of GCE, we can identify further educational priorities related to global challenges. From the importance of respecting human rights and democratic principles during the pandemic, to the way we participate in democratic societies and decision making, GCE has a valuable role to play in how we respond to global crises.

This side event discussed the ways in which GCE can be used to share information and raise awareness on the global issues of sustainable development, anthropogenic climate change and environmental degradation, which has the potential to cause or encourage the spread of new diseases.

Speakers:

- Werner Mauch - UNESCO Institute for Lifelong Learning (UIL)
- Katarina Popovic - International Council for Adult Education (ICAE)
- Rilli Lappalainen - Bridge 47

Moderator:


- Robbie Guevara, International Council for Adult Education (ICAE)

You can watch the recording on our ICAE youtube channel:

https://www.youtube.com/watch?v=4NzLR_IrLCQ

4.2.3 Teaching, Learning and integrating SDGs at universities and beyond - linking to the Decade of Action

On 13 July, ICAE co-organized a Training-Workshop, together with SDG Academy, International Association of Universities (IAU), L'Agence universitaire de la Francophonie (AUF) & Association of Commonwealth Universities (ACU) on the topic "**Teaching, Learning and integrating SDGs at universities and beyond - linking to the Decade of Action**". Speakers from ICAE were Carole Houndjo and Katarina Popovic.



Conclusions from the discussion on Integrating the SDGs at universities and beyond

Katarina Popovic, Secretary General,
International Council for Adult Education (ICAE)

Session 9: Teaching, Learning and Integrating the SDGs at universities and beyond .

You can watch the recording here: <https://www.youtube.com/watch?v=-nxil6SuNdU>

The Division for Sustainable Development Goals, at the United Nations Department of Economic and Social Affairs (UN DESA/DSDG) and the United Nations Institute for Training and Research (UNITAR) are organizing the **2020 edition of the SDGs Learning, Training & Practice**— a series of capacity building and knowledge workshops held at the HLPF, featuring speakers and experts from academia and other sectors on crucial topics related to the implementation of the SDGs under review in 2020. Find further information on the event here:

<https://sustainabledevelopment.un.org/index.php?page=view&type=20000&nr=6906&menu=14>

4.2.4 The High-Level Segment and Ministerial Meetings

The second week of the HLPF was dedicated to the ministerial meetings and the Voluntary National Reviews by the member states on their implementation of the Sustainable Development Goals.

ICAE was very active in coordinating this process with the Major Groups and Other Stakeholders, in making interventions and giving statements for Adult Learning and Education. Carole Houndjo, ICAE Vice-President, gave feedback to the VNR by the Government of Benin, David Jim Kumie from ASPBAE reacted to the reporting of the Voluntary National Review from Papua New Guinea and Ricarda Motschilnig, ICAE Policy Officer ICAE responded to the Austrian VNR on behalf of the Major Groups and other Stakeholders.

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long-term multistakeholder approach possible which ensures that perspectives of Civil Societies are included, and will Austria be

Available languages: English

(Part 1) 2020 High-level Political Forum on Sustainable Development (HLPF 2020), 13th meeting

15 Jul 2020 - Messages from the regions (HLPF)
- Voluntary national reviews (HLPF)



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and children with disability, early childcare, adult literacy and to recognize the contribution of all women

Available languages: English

2020 High-level Political Forum on Sustainable Development (HLPF 2020), 15th meeting

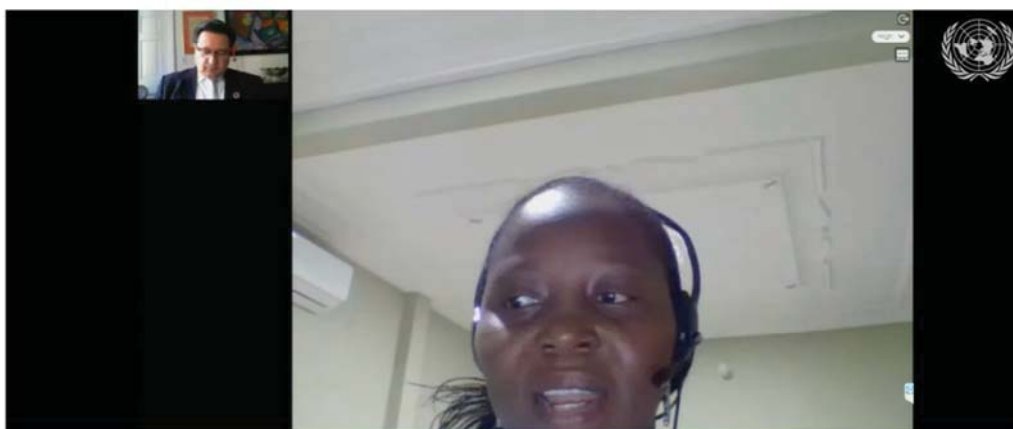


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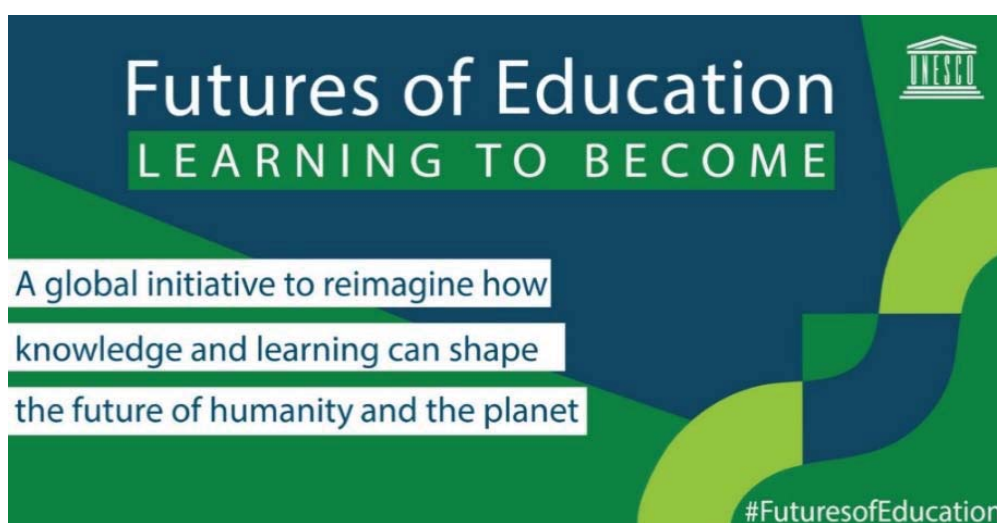
that the Government is prioritizing education of children. However,-- whereas the Government wants to

Available languages: English

4.3 The Future of ALE UNESCO

"The Futures of Education: Learning to Become" is an initiative of UNESCO, the latest in a series of global reports commissioned by UNESCO to grapple with the challenges that the future holds in store and to inspire change and issue policy recommendations for education. This initiative also contributes to the *"Shaping Our Future Together"* dialogue that is taking place on the occasion of the 75th anniversary of the UN.

ICAE gathered a group of colleagues – ICAE members and partners - who worked hard and prepared our contribution which we called the *"Adult Learning and Education (ALE) – Because the future cannot wait"* ([available here](#)). The paper explores the future of ALE from the perspective of global civil society. But submitting a paper is just the beginning and we will continue taking part in the discussion about The Futures of Education, advocating for a transformative approach to education and a more important role for ALE.



4.4 Citizenship education from ICAE's perspective - towards CONFINTEA VII

Our preparations for CONFINTEA VII and GRALE 5 (a landmark publication in the field of adult learning and education and the only regular global survey on ALE), continues with a series of ICAE regional webinars that have been conducted in partnership with our regional members (see related article below). Every GRALE has a special emphasis, a topic that is the focus of exploration and reporting, and for GRALE 5 it is "citizenship education". ICAE was commissioned by UNESCO Institute for Lifelong Learning (UIL) to prepare a background paper on citizenship education and ALE.



ICAE invited our member and partners to contribute examples of innovative programs that address “global citizenship” and ALE. (A big thank to all who has contributed!) The rich collection of experiences was the basis for the paper we entitled, “Citizenship Education and ALE - The relevance of citizenship education (CED) for the further development of adult learning and education (ALE) and its impact on (current and future) ALE practice from ICAE's perspective”.

Aside from presenting the work of our members, we have strongly advocated for and active, global citizenship, in a contextualised manner, responding to local needs and urgent issues, but guided by global goals and universal human values. The study will be soon released by UIL.

4.5 Concerns about literacy and the Global Alliance of Literacy (GAL)

Another important activity that ICAE participated in was the Annual General Meeting of the Global Alliance for Literacy (GAL). ICAE is an associate member of GAL, which includes as its members the 20 countries with adult literacy rates lower than 50% and the E-9 countries in which the majority of adults have low-level literacy skills. The two-day meeting was focused on assessing the challenges of COVID 19 on youth and adult literacy. The national education response plans and strategies in the context of the pandemic were presented together with the strategies employed by some countries for ensuring access to literacy provision is sustained during the pandemic. Further on, partnership for advancing literacy beyond the COVID-19 crises and how best to contribute towards the SDGs were also explored. The GAL strategic goals and future directions were reviewed.

As ICAE, we shared our concerns that the increased focus on digitalisation as the best way to bridge the learning gaps created by the COVID-19 crises might leave more people further behind and increase the digital divide, especially for the more vulnerable groups. We advocated for further exploration and exchange of blended models of learning as a solution that will help to improve literacy opportunities for those who need them most.

A year ago ICAE and many of our members responded to a GAL survey on literacy policies and programs, conducted by the UNESCO Institute for Lifelong Learning (UIL) in order to catalyse the coordinated efforts of all stakeholders towards achieving the Sustainable Development Goals (SDG) in general, and SDG Target 4.6 on youth and adult literacy and numeracy in particular. Both governmental and non-governmental organizations in GAL countries were invited to complete the survey online. The survey results will be shared widely by the end of the year and will contribute to future GAL activities.

4.6 Curriculum GlobALE

ICAE to develop an adult educator training curriculum together with the UIL and German Partners

The UNESCO Institute for Lifelong (UIL) has signed a memorandum of understanding with DVV International, the German Institute for Adult Education (DIE) and the International Council for Adult Education (ICAE) to further develop the existing Curriculum GlobALE as a recommended tool for the pre-service and in-service training of adult educators.

Originally developed by DVV International and DIE, Curriculum GlobALE is a cross-cultural core curriculum/competence framework for the training of adult educators worldwide. In five modules, it describes the relevant skills needed to lead successful courses and provides guidance on their practical implementation. It aims to: enhance the professionalization of adult educators working in different contexts by providing a common competence standard; support adult education providers in the design and implementation of train-the-trainer programmes; and foster knowledge exchange and mutual understanding between adult educators across countries and regions.

Curriculum GlobALE benefits institutions providing train-the-trainer programmes and individuals wishing to teach in adult education. A revised version of the curriculum will be provided to UNESCO Member States in early 2021.



5 Member- and Partnership & Communication

5.1 ICAE Webinar Series 2020 “The good adult educator”



The International Council for Adult Education (ICAE) inspires dialog, exchange of ideas and critical reflection on highly relevant topics in adult education. This includes a webinar series discussing “The good adult educator”, following the latest edition of DVV International’s journal Adult Education and Development (AED) about professionalization in adult education. This offered the chance to discuss the topics raised in the print issue during webinars and to go deeper and broaden the analysis. It created a virtual space as an opportunity to share experiences from different regions and contexts, and to inspire new initiatives.

Experiences and good practices from around the globe

During the webinars the authors presented their articles written for this years’ AED edition, further discussed with the commenters and exchanged with the participants. You can watch the recordings and download the presentation below.

- Uwe Gartenschlaeger, DVV International presented together with Katarina Popovic, International Council for Adult Education (ICAE) “Glocalisation – How the Curriculum globALE was localised in Laos to train adult educators”. 13. February, 15:00-16:00 CET (Webinar in English). Here you can find the Powerpoint presentation and the recording of the webinar on our ICAE youtube channel: <https://youtu.be/hBWnq3Ak8GQ>.
- Carole Avande Houndjo, Pamoja West Africa, spoke with Vincent Houessou, Ministry in charge of literacy in Benin, about “The role of continuing education in providing good adult educators”. 20. February, 16:00-17:00 CET (Webinar in French). Here you can find the Powerpoint presentation and the recording of the webinar on our ICAE youtube channel: <https://www.youtube.com/watch?v=edlZYbzL9R0>.
- Haldis Holst, Deputy General Secretary of Education International discussed with Joke van der Leeuw-Roord, EUROCLIO Founder and Special Advisor “Why It is not enough to fund teacher training”. 25. February, 15:00-16:00 CET (Webinar in English). Here and here you can

find the Powerpoint presentation and the recording of the webinar on our ICAE youtube channel: <https://www.youtube.com/watch?v=Ze6hNjrGAwg>

You can find all articles by the authors in the AED journal [here](#) (in English, French and Spanish). Also you can still read and directly comment on the articles on the Virtual Seminar website <http://virtualseminar.icae.global>.

The webinars were free of charge, open to anyone!

General Information on the Webinar Series and last issue of the AED Journal

The virtual seminar is done in cooperation with DVV International. From 1973 until 2019, DVV International has been publishing the Adult Education and Development journal. Over the decades, the trilingual journal (English, French and Spanish) has developed into the worldwide leading professional journal on adult education and development with subscribers in over 160 countries. The current and last issue entitled "The good adult educator" was published at the end of 2019.

DVV International and ICAE regrets that the financial support will expire and that the journal will have to be discontinued.

We would like to thank the entire editorial and production team, and all the authors and readership from five continents for their support, commitment and loyalty! All issues since issue 54 are available online free of charge, you will find them under [Editions](#). Printed copies can be ordered (subject to availability) from info@dvv-international.de.

Since 2014 ICAE has offered accompanying online seminars and webinars, the [results are also available online](#).

5.2 Regional Webinars – ICAE and its members

After we successfully conducted the series of GRALE 5 Regional Webinars in July 2020 together with the [UNESCO Institute for Lifelong Learning \(UIL\)](#) and the [German Adult Education Association \(DVV-International\)](#), the ICAE Executive Committee felt that there was a need to ensure greater participation by civil society in the [CONFINTEA VII](#) process. We also wanted to ensure that our participation in global platforms is informed by advocacy messages that are developed together with our members. It was also important that these advocacy messages were not merely for CONFINTEA VII but were the core advocacy messages that we as ICAE, the global voice of civil society organisations committed to adult learning and education as a right, will carry during this term of office.

And so, we encouraged our Vice-Presidents to design a region-specific membership engagement process that would contribute to the development of the ICAE ALE Advocacy Agenda. We foresee that the 2020 series of regional webinars will be the first round as we look forward to 2021 when we expect the CONFINTEA VII Preparatory Regional Conferences to occur, to 2022, when the actual CONFINTEA VII will happen, and to 2023, when together we will celebrate the 50th Anniversary of ICAE. Below are brief summaries of the first round of these regional webinars in the Asia-Pacific, Europe and Africa. Let me thank all those who participated and actively contributed to organising each of these events, but more importantly for achieving the first aim of engaging with our members about our role as adult educators during these challenging times. Details of the outcomes will be shared after the completion of all the regional webinars.

5.2.1 Asia-Pacific Regional Webinar

The Asia-Pacific Webinar was conducted on 5th October as part of a series of three webinars that was conducting on Adult Learning and Education (ALE). The webinar was attended by 45-50 ICAE and ASPBAE members on zoom. The first part of the webinar involved ICAE and ASPBAE sharing our respective ALE advocacy plans at the global and regional level, respectively. The second part was focused on CONFINTEA VII, as one specific advocacy space that we wanted to explore. Mr Werner Mauch, from UIL, updated the participants with developments in the GRALE 5 process, followed by brief presentations by country-based civil society participation in the GRALE 5 national surveys. Cecilia Palm, ICAE EC Member from Sweden, spoke of their attempts to contact the person in-charge of responding to the GRALE 5 survey. Takafumi Miyake, from the Japan NGO Network on Education (JNNE) described how through their timely effort, they were able to shape the response of the government. However, based on the feedback from the participants very few other civil society organisations were able to effectively engage with the national focal points for GRALE 5. The third and final part of the webinar was a workshop, where the participants were asked to identify strategic advocacy approaches for engaging in the following: (i) the official processes for CONFINTEA VII, (ii) facilitating inter-regional engagements within the HLPF processes, (iii) the narrowing of the SDG 4 agenda at the expense of ALE in the other global platforms, and (iv) Communities of Practice and Capacity-building efforts on emerging themes (eg Global Citizenship) that contribute to our ALE advocacies? (Robbie Guevara)

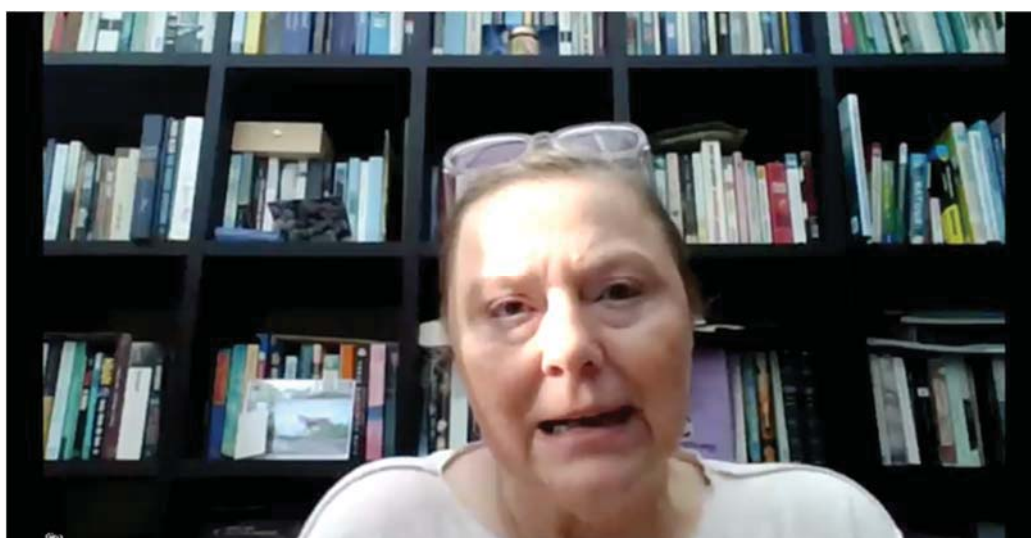
Nani Zulminarni, ASPBAE President and ICAE Vice-President for Asia-Pacific clearly described the event as successful.



"It was not only that the content and the focus were urgently needed during this time, but it also demonstrates how we can effectively work with our members in the region to deliver our collective agenda. The webinar was planned well. By integrating it into a series of related sessions which are organized by ASPBAE, and ending with ICAE webinar, it effectively built the national, regional and global contexts of our ALE advocacy work. It was very clear that our members in the region expect ICAE to play a strong role in global advocacy. Even though members, like ASPBAE, have our own reputation at the global level, coming together as ICAE certainly makes us stronger. I think this kind of collaboration can be best practice for us in the future. With all the limitations we have, we can actually work closely with our members at the regional level to build our collective agenda."

5.2.2 European Regional Webinar

On 21 October 32 participants from Europe joined the EAEA (European Association for the Education of Adult) and ICAE regional webinar to discuss global challenges in adult education and to brainstorm on a joint advocacy strategy. Participants were introduced to the advocacy work of ICAE and given space to share issues that they find important in their context. It was agreed that currently we are at an important moment to get together to cooperate and strengthen European and Global voices on ALE, heading towards CONFINTEA. Also because these challenging times have showcased the importance of a “shared vision of solidarity” as we are exposed to the pandemic demographic change and the climate crisis, among other challenges. It was discussed how we can ensure that experiences from the pandemic are taken up and continued in advocacy work in the upcoming months/ years. We as ICAE have reiterated that our strength is in our membership and the crisis reminded us how connected we all are. The diversity of civil society actors is a huge asset!



5.2.3 African Anglophone Regional Webinar

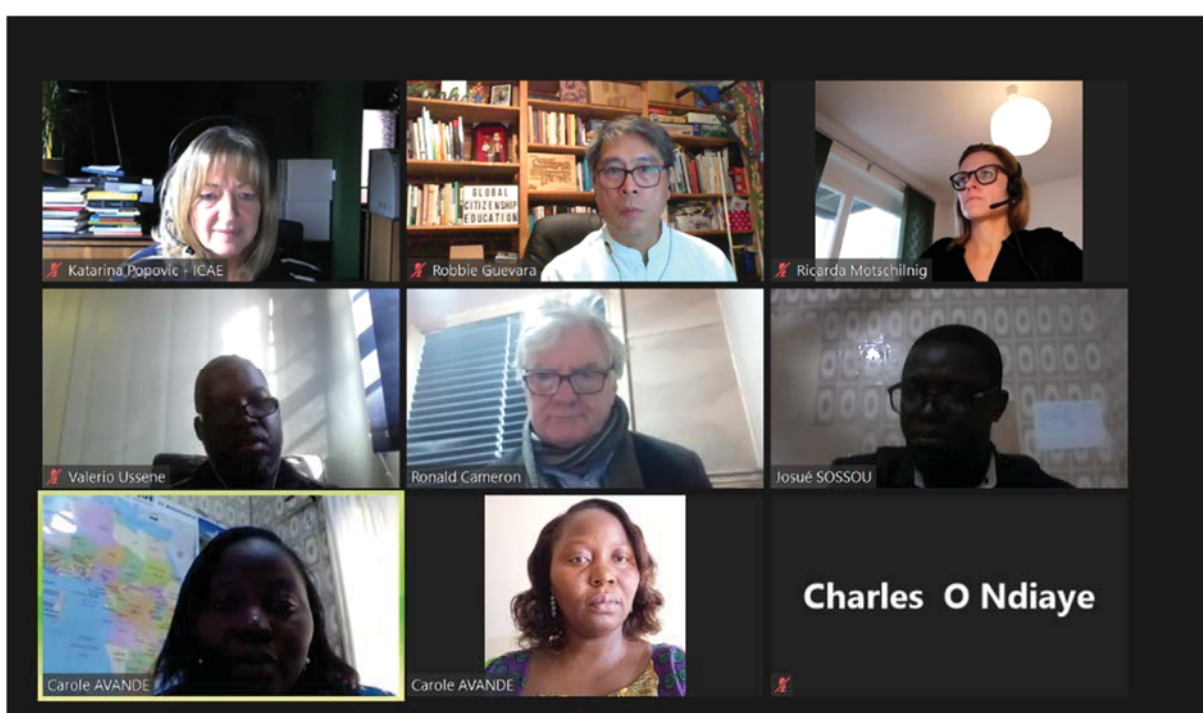
In its strategy to get closer to its members, ICAE is organizing a series of webinars for its regions. For the Africa region, two webinars are planned to take linguistic issues into account. The English webinar that took place on November 11, 2020 was attended by 12 people. The webinar went well with the support of Robbie, Katarina, Ricarda and Ronald. Following Katarina's presentation, the discussion was very interesting after Katarina's presentation. In term of priority, members suggested that ICAE must find the possibilities to strengthen the capacities of its members in Africa and to reinforce its visibility in Africa. In addition, participants strongly recommended the organization of a preparatory conference before CONFINTEA 7. Failing to have a physical meeting, we could organize the conference online taking into account the challenges of accessing the internet in Africa. Finally, the participants deplored the non-involvement of civil society in the process of preparing country reports for GRALE 5. In his closing remarks; the Vice-President of ICAE Africa thanked the members for their active participation in the meeting and encouraged them to pay their dues so that ICAE can continue to play its advocacy role at the global level (Carole Avande).



5.2.4 African Francophone Regional Webinar

ICAE organized a French-language webinar of its member networks in Africa on November 18. Led by Carole Avande Houndjo, ICAE vice-president for Africa and coordinator of the Pamoja network bringing together 14 West African countries, the activity brought together engaged persons in adult education from Benin, Burkina Faso, Guinea, Mali and Senegal, joined by a representative from Mozambique.

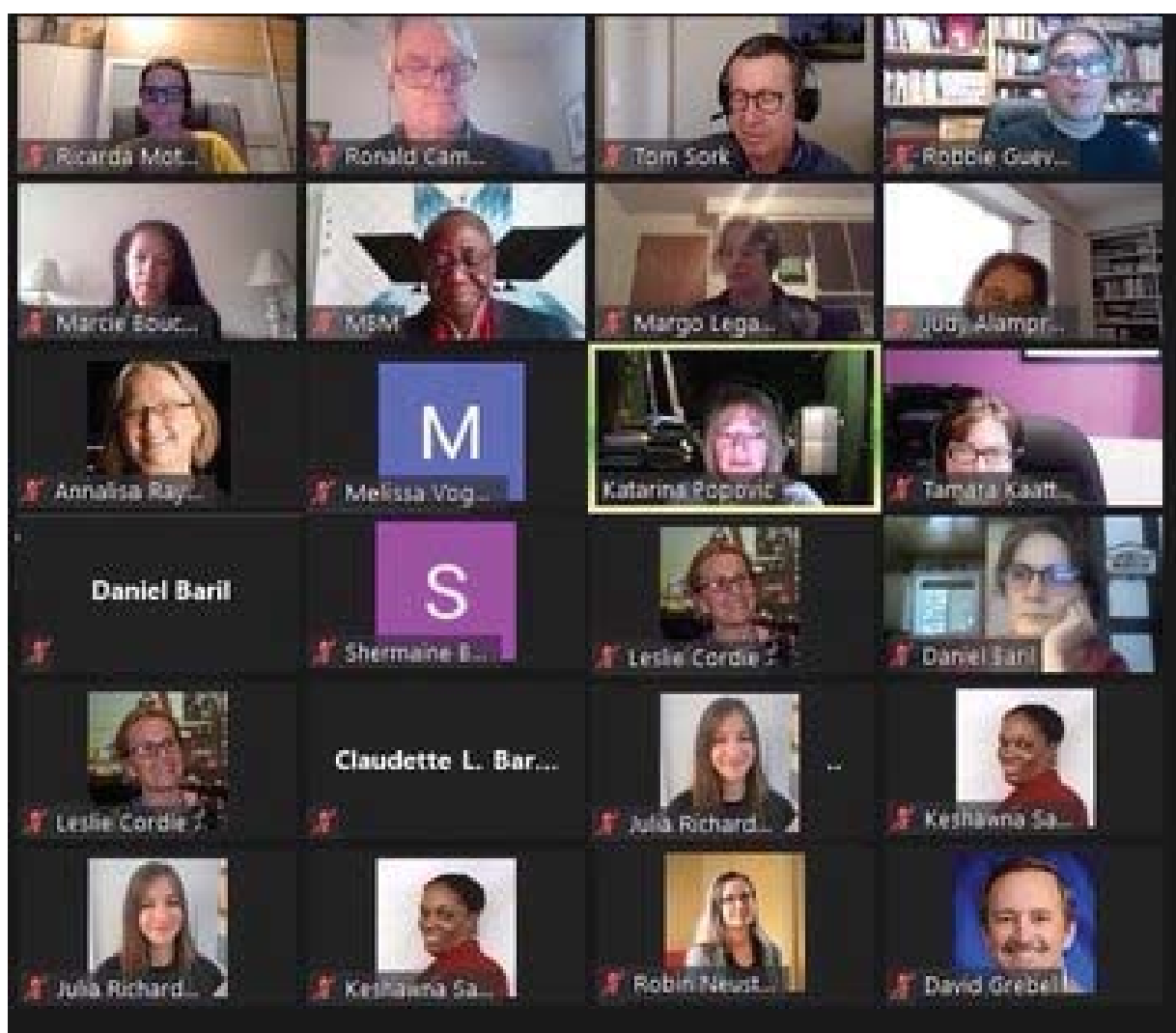
The exchange focused on the consultations of different governments regarding the advancement of the right to adult education in their respective countries. It should be remembered that consultations will be carried out by UNESCO ahead of the International Conference on Adult Education (CONFINTÉA) that it will be held in Morocco in 2022.



Despite the observation of the uneven development of consultations in the countries, it appeared a will to pool observations at the regional level on the issues and challenges in adult education, in a regional report for Africa civil society organizations. A perspective that ICAE will support strongly. (Ronald Cameron)

5.2.5 Joint North America/Caribbean Regional Webinar

On December 2, 2020, ICAE hosted a joint regional webinar of members and other interested adult educators to discuss the current state of adult learning and education (ALE), priority issues being faced, preparations for CONFINTEA VII, and co-constructing an advocacy agenda. Forty participants from Canada, the US and the Caribbean received updates from Secretary General Katarina Popović on ICAE's advocacy activities and the CONFINTEA VII process; related country/regional perspectives from Shermaine Barrett (Caribbean), Linda Morris (US), and Daniel Baril and Ronald Cameron (Canada).



In the “open forum” that followed, there was much discussion of the many differential impacts of COVID-19—physical, psycho-social, economic; the disparities in access to broadband internet—“digital deserts”—and the related urban-rural divide; continuing government indifference to ALE; and the challenges of organizing a diverse civil society to mount effective advocacy efforts. While poverty and inequality have been amplified during the pandemic, too great a focus on an “economic-driven agenda” for ALE risks diverting our attention from addressing other issues such as social injustice.

A more thorough report on the webinar will be reviewed by the ICAE Executive Committee as it updates its advocacy agenda with CONFINTEA VII in Morocco (2022) in mind (Tom Sork, VP North America, Shermaine Barrett, VP Caribbean, Ronald Cameron, EC Member)

5.3 The 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” (2017 until 2021). Robbie Guevara and Katarina Popovic are members of the Bridge 47 Steering Group, actively contributing and regularly participating in the Corona taskforce and Sustainability Group. Ricarda Motschilnig acts as part-time-staff member for the Bridge 47 network team and supports the European and Global Policy Activities as well as working groups in this regards.

The project aims to mobilize global civil society to contribute effectively to global justice and eradication of poverty through global citizenship. The Network 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 “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. The 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.

6 Representations EC Members and Staff 2020

Date	Event	EC and Staff Members
27-29 January	III ForumBIE 2030 – International Summit on Balanced and Inclusive Education, Djibouti City	Katarina Popovic
10 February	Bridge 47 Webinar on the Sinergias ED Community between CSOs and HEIs	Ricarda Motschilnig
25 February	Bridge 47 Webinar on “The good teacher”	Ricarda Motschilnig
26 March	Bridge 47 Webinar on “Envisioning more 4.7”	Katarina Popovic and Ricarda Motschilnig
15 April	Bridge 47 Webinar on “Inspiring young global citizens to tackle SDG 4.7”	Ricarda Motschilnig
7 May	Bridge 47 Webinar “Collecting Evidence of the change you are making through GCE”	Ricarda Motschilnig
28 May	Bridge 47 and Forus Webinar - “Transformative approaches to act for SDGs”	Robbie Guevara and Ricarda Motschilnig
4 June	Scotland's Learning Partnership, webinar “Adult Learning and the New Normal”	Katarina Popovic
10 June	Bridge 47 Workshop - COVID-19: Momentum for transformative education and systemic change?	Shermaine Barrett and Ricarda Motschilnig
15 June	DFID and World bank consultations “Digital technology and education in a post.COVID-19 world”	Katarina Popovic
9 July	HLPF - EASG Side event Education: the pathway for transformation during and after a crisis	Reem Rabbah, Robbie Guevara, Katarina Popovic and Ricarda Motschilnig
14 July	HLPF UIL & Bridge 47 Side event Global Citizenship Education – response to global crises	Robbie Guevara, Katarina Popovic and Ricarda Motschilnig
14 July	UN HLPF Training-Workshop with SDG Academy, International Association of Universities (IAU), L'Agence universitaire de la Francophonie (AUF) & Association of Commonwealth Universities (ACU) on Teaching, Learning and integrating SDGs at universities and beyond - linking to the Decade of Action	Carole Houndjo, Katarina Popovic and Ricarda Motschilnig
13 July	HLPF Voluntary National Report Benin	Carole Houndjo and Ricarda Motschilnig
22 July	UIL GRALE 5 Webinar Africa	Carole Houndjo, Robbie Guevara, Katarina Popovic and Ricarda Motschilnig
23 July	UIL GRALE 5 Webinar Asia	Nani Zulminarni, Robbie Guevara, Katarina Popovic and Ricarda Motschilnig

28 July	UIL GRALE 5 Webinar LAC	Shermaine Barrett, Robbie Guevara, Katarina Popovic and Ricarda Motschilnig
2 September	Bridge 47 Focus Group on UNESCOs Futures of Education	Ricarda Motschilnig
11 September	UN Webinar - Ensuring meaningful participation of civil society in UN processes – Lessons learned from HLPF and the way forward	Katarina Popovic and Ricareda Motschilnig
16 September	Helmut Schmitt University Hamburg, workshop: Beyond the use of digital as 'new normal' in adult learning and education: challenges and limitations"	Katarina Popovic
16 September	Pamoja – Webinar on Adult literacy	Carole Houndjo and Katarina Popovic
18 September	UN General Assembly	Katarina Popovic and Ricarda Motschilnig
5 October	ICAE Asian Regional Webinar	Nani Zulminani, Robbie Guevara, Cecilia Palm
8 October	EPALE Community Conference	Robbie Guevara
13 October - 26 November	XI CLADE Regional Assembly on "The Human Right to Education: Challenges and Horizons in the Post-Pandemic Period	Robbie Guevara, Katarina Popovic, Timothy Ireland, Ricarda Motschilnig
15 October	Bridge 47 Virtual Speed-Networking event	Timothy Ireland and Ricarda Motschilnig
21 October	ICAE European Regional Webinar	Katarina Popovic, Cecilia Palm and Ricarda Motschilnig
22 October	Bridge 47 and Forus Workshop on "the Power of Networks"	Ricarda Motschilnig
28-29 October	UIL Global Alliance for Literacy (GAL)	Katarina Popovic
6 November	ASPBAE Thematic discussions on SDG 4.7 to inform the strategic plan of ASPBAE	Ricarda Motschilnig
11 November	ICAE African Anglophone Regional Webinar	Carole Houndjo, Ronald Cameron, Robbie Guevara, Katarina Popovic and Ricarda Motschilnig
12-13 November	UIL Learning Cities Conference : Strengthening citizenship education at local level	Robbie Guevara and Katarina Popovic
18 November	ICAE African Francophone Regional Webinar	Ronald Cameron, Carole Houndjo, Katarina Popovic and Ricarda Motschilnig
20 November	Meeting with the president of UN ECOSOC	Katarina Popovic

24 November	Bridge 47 Online Bar Camp	Ricarda Motschilnig, Katarina Popovic, Robbie Guevara
26 November	EUCEN ULLL Open Fora: Bridging active citizenship and ULLL	Katarina Popovic
24, 25, 26 November	CLADE General Assembly	Timothy Ireland, Robbie Guevara, Katarina Popovic and Ricarda Motschilnig
2 December	ICAE North American and Caribbean Regional Webinar	Tom Sork, Shermaine Barrett and Ronald Cameron, Robbie Guevara, Katarina Popovic and Ricarda Motschilnig
10 December	Bridge 47 Changing the Game in GCE Workshop	Ricarda Motschilnig
15 December	Bridge 47 Global Advocacy Working Group	Katarina Popovic and Ricarda Motschilnig
15 - 17 December	ASPBAE's 8th General AssemblyRegional Strategic Planning Workshop	Robbie Guevara and Katarina Popovic
16 - 18 December	UNESCO International Conférence of NGOs "Envisioning a better and sustainable future: a new paradigm for civil society"	Robbie Guevara and Katarina Popovic

Continuously :

- MGoS meetings – every second Friday Steering Group meeting
- Once a month – meeting with UN DESA
- Meetings of groups: HLPF review, Voluntary National Reviews (VNRs), MGoS, ToRs
- Meetings of Education and Academia Stakeholder Group (EASG)
- Meetings of IC WSF, from May to September

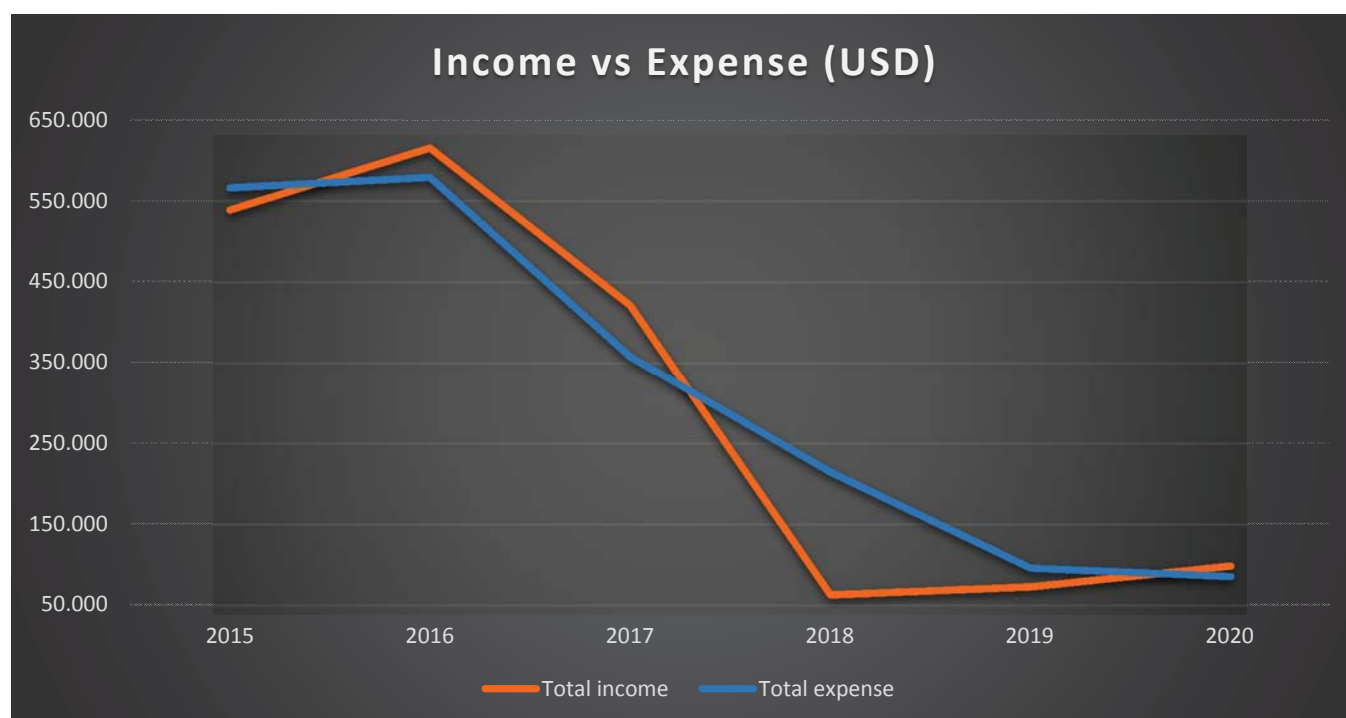
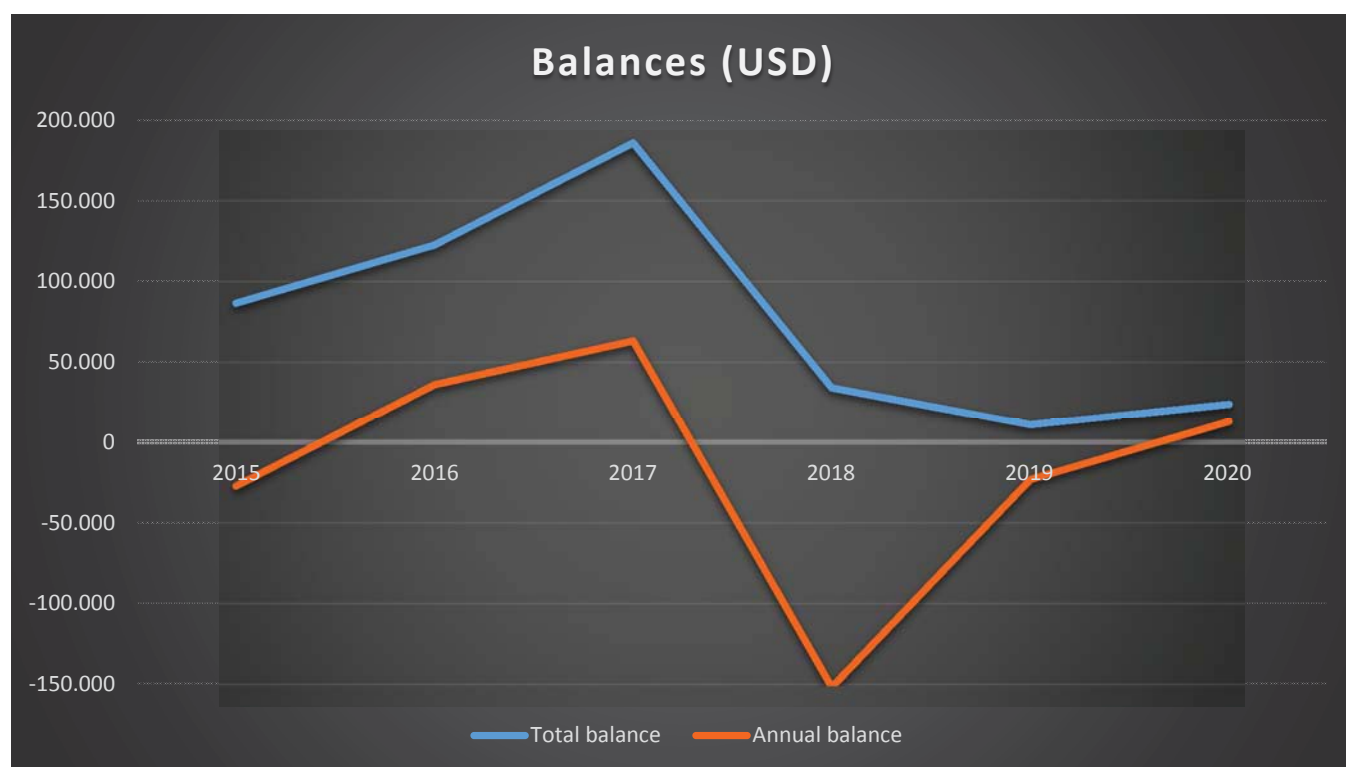
Bridge 47:

- European Policy Working Group
- Global Policy Working Group
- Corona taskforce
- Sustainability Group

7 ICAE Financial Report 2020

ICAE - CATEGORIZED INCOME AND EXPENDITURE 2020					
INCOME	Income RSD	Income EUR	Income USD	Income Total (in EUR)*	Income Total (in RSD)*
1. MEMBERS CONTRIBUTION AND ROLLOVER	166.140,00	34.526,76	14.719,26	47.915,40	5.633.902,22
1.1 Membership fees	16.000,00	22.626,76	5.039,12	26.862,68	3.158.519,83
1.2 Solidarity contributions	0,00	11.900,00	332,00	12.170,12	1.430.964,73
1.3 Rollover	150.140,00	0,00	9.348,14	8.882,60	1.044.417,66
2. DONORS, GRANTS	0,00	41.243,35	0,00	41.243,35	4.849.401,34
2.1 DVV International - AED Webinars (2019 and 2020)	0,00	6.322,85	0,00	6.322,85	743.441,97
2.2 Bridge 47 - Project Global Citizenship Education	0,00	19.120,50	0,00	19.120,50	2.248.192,21
2.3 DVV International - Financing Adult Education	0,00	13.000,00	0,00	13.000,00	1.528.542,60
2.4. UIL - Grale 5	0,00	2.800,00	0,00	2.800,00	329.224,56
TOTAL	166.140,00	75.770,11	14.719,26	89.158,75	10.483.303,56
EXPENDITURE	Expenditure RSD	Expenditure EUR	Expenditure USD	Expenditure Total (in EUR)*	Expenditure Total (in RSD)*
1. PROGRAMMES	-2.430.078,90	-19.662,78	-710,22	-40.908,03	-4.809.974,78
1.1 Coordination (gross) 55% of total coordination	-2.115.386,90	-12.220,78	0,00	-30.211,79	-3.552.308,66
1.2 Policy and advocacy for ALE and LLL	0,00	0,00	-353,02	-287,22	-33.771,20
1.3. Capacity building	0,00	0,00	0,00	0,00	0,00
1.4. Projects	-314.692,00	-7.442,00	-357,20	-10.409,02	-1.223.894,92
1.4.1. AED Webinars (2019 and 2020)	-17.630,00	0,00	-357,20	-440,56	-51.801,07
1.4.2. Global Citizenship Education	-32.400,00	-6.442,00	0,00	-6.717,56	-789.851,65
1.4.3. Financing Adult Education	-264.662,00	-1.000,00	0,00	-3.250,91	-382.242,20
2. ORGANIZATION DEVELOPMENT	-2.127.764,64	-10.761,91	0,00	-28.858,19	-3.393.152,17
2.1. Coordination (gross) 45% of total coordination	-1.730.771,10	-9.998,82	0,00	-24.718,74	-2.906.434,36
2.2. Communication and information	-7.800,00	-756,80	0,00	-823,14	-96.784,70
2.3. Membership and partnership	-30.074,00	0,00	0,00	-255,77	-30.074,00
2.4. Meetings and fundraising	0,00	0,00	0,00	0,00	0,00
2.5. Office - administration, accounting, bank charges	-123.976,74	-6,29	0,00	-1.060,69	-124.716,32
2.6. Office - audit	-235.142,80	0,00	0,00	-1.999,85	-235.142,80
TOTAL	-4.557.843,54	-30.424,69	-710,22	-69.766,23	-8.203.126,95
EXCHANGE	RSD	EUR	USD	* National Bank of Serbia middle exchange rate list on 31.12.2020	
Exchange EUR-USD		-333,67	357,20		
Exchange USD-EUR		6.442,00	-7.711,17		
Exchange EUR-RSD	4.748.734,45	-40.850,00		1 EUR =	117,5802 RSD
Exchange USD-RSD	269.504,29		-2.648,43	1 USD =	95,6637 RSD
BALANCE	RSD	EUR	USD	Total in EUR*	Total in RSD*
	626.535,20	10.603,75	4.006,64	19.192,15	2.256.616,25

Comparison of financial report and report on activities clearly shows that ICAE succeeded to accomplish significant range of activities at rather low level of expenses. This is the result of on one hand drastic core costs reduction in 2019 (including salaries reduction) that continued in 2020 with even a slightly lower costs than in 2019, and on the other hand, solidarity contribution action that resulted in 20% participation of solidarity contribution in total members financial support. Transfer to online communications and work, imposed by pandemic situation, also helped ICAE to accomplish considerable level of activities with low level of total project expenses. Thanks to certain unexpected tax savings, office in Manila closing balance was higher than expected which supported 2020 total annual balance of 19.000EUR. This way annual balance is positive again, after two years of crises. This achievement is not a guarantee for a further stable and sustainable work but it is an optimistic confirmation that combination of radical costs reduction and members support is a winning combination even in such a challenging periods. In 2020 ICAE strongly relied on financial support of its members, which remains important in the future as well.



8 Auditor's Report

AUDITOR'S REPORT OF FACTUAL FINDINGS ON ICAE FINANCIAL REPORT 2020

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REPORT OF FACTUAL FINDINGS

To: International Council for Adult Education

Garsije Lorke 9, Belgrade

Dear Sir/Madame,

In accordance with the Contract that you agreed with us, we provide our Report of Factual Findings ("the Report") on the ICAE Financial Report 2020 ("ICAE Financial Report") for the period covering 1 January 2020 to 31 December 2020. You requested certain procedures to be carried out in connection with ICAE Financial Report for the purposes of reporting to ICAE Board and ICAE members.

Objective

Our engagement was income and expenditure verification which is an engagement to perform certain agreed-upon procedures with regard to the ICAE Financial Report. The objective of this income and expenditure verification is for us to carry out certain procedures to which we have agreed and to submit to you a report of factual findings with regard to the procedures performed.

The procedures to be carried out are listed in Chapter 1 of this Report. We report the details of our factual findings which result from the procedures that we performed in Chapter 2 of this Report.

Standards and Ethics

Our engagement was undertaken in accordance with:

- International Standard on Related Services ('ISRS') 4400 *Engagements to perform Agreed-upon Procedures regarding Financial Information* as promulgated by the International Federation of Accountants ('IFAC');
- the Code of Ethics for Professional Accountants issued by the IFAC. The auditor also complies with the independence requirements of the Code of Ethics for Professional Accountants, although ISRS 4400 provides that independence is not a requirement for agreed-upon procedures engagements.

Procedures performed

As requested, we have performed the procedures listed in Chapter I of this Report.

These procedures were performed to assist ICAE Board and ICAE members in evaluating whether the expenditure and the income claimed by you in the ICAE Financial Report is eligible in accordance with your financial activities during 2020.

Had we performed additional procedures or had we performed an audit or review of the ICAE financial statements in accordance with International Standards on Auditing, other matters might have come to our attention that would have been reported to you.

Sources of Information

The Report sets out information provided to us by you in response to specific questions or as obtained and extracted from your accounts and records.

Factual Findings

The total income which is the subject of this income and expenditure verification amounts to EUR 89,158.75. We verified all income presented in the Financial Report.

The total expenditure which is the subject of this income and expenditure verification amounts to EUR 69,766.23. We verified all expenditure claimed in the Financial Report.

We report the details of our factual findings which result from the procedures that we performed in Chapter 2 of this Report and in the Annex 1 to this Report.

Use of this Report

This Report is solely for the purpose set forth above under objective.

This Report is prepared solely for ICAE internal use and solely for the purpose of submission by you to ICAE Board and ICAE members.

This Report relates only to ICAE Financial Report specified above and does not extend to any financial statements of ICAE, taken as a whole.

We look forward to discussing our Report with you and would be pleased to provide any further information or assistance which may be required.

Yours sincerely,



Jelena Terzić, Certified Auditor

MOORE STEPHENS
Revizija i Računovodstvo d.o.o.
Studentski trg 4, Beograd

26 February 2021



Bogoljub Aleksić, Managing Partner


MOORE STEPHENS
Revizija i Računovodstvo d.o.o.
Studentski trg 4, Beograd

26 February 2021

CHAPTER I – PROCEDURES PERFORMED

We have performed the procedures to which we have agreed. These procedures are as follows:

- (1) Verify that funds paid to ICAE and presented as income were properly reflected in the accounting records of the ICAE;
- (2) Obtain a listing of all expenditures during the period from 1 January 2020 to 31 December 2020 for the agreed-upon procedures engagement and perform the following:

For each expenditure item, perform the following procedures:

- (a) Verify that expenditure item is recorded in the ICAE accounting system and was recorded in accordance with the applicable accounting standards of the country where the ICAE is established and the ICAE's usual cost accounting practices;
 - (b) Verify that expenditure item is substantiated by appropriate evidence and supporting documents and if applicable, verify that it is in compliance with the terms of the donors' contracts;
 - (c) Verify that the monetary value of expenditure item agrees with underlying documents (e.g. invoices, salary statements);
- (3) Verify exchange rate used for conversion of expenditure and income into reporting currency.

Also, terms of the engagement concerning ICAE income and expenditure verification include the following:

- (a) The period of transactions covered by verification engagement is from 1 January 2020 to 31 December 2020;
- (b) The total expenditure which is the subject of this verification amounts to EUR 69,766.23. These expenditures were claimed in the accompanying financial report;
- (c) The total income which is the subject of this verification amounts to EUR 89,158.75. These incomes were presented in the accompanying financial report as grants and members contribution and rollover received by ICAE.

We obtained a listing of all project-related expenditures and incomes, and the financial report.

We obtained an understanding of activities performed during 2020 through inquiry of responsible persons.

CHAPTER II – FACTUAL FINDINGS

We report further below the findings resulting from the verification procedures specified in Chapter I.

(1) With respect to item 1, we found that the funds received by ICAE as grants and members contribution and rollover were properly reflected in the accounting records of the ICAE i.e. it was recorded in accordance with the provisions of the local accounting regulations;

(2) With respect to item 2, for expenditure claimed in the financial report, our findings are as summarized below:

(a) expenditures are recorded in the ICAE's accounting system and were recorded in accordance with the applicable accounting standards in Republic of Serbia and the ICAE's usual cost accounting practices. In addition, ICAE keeps accounts by using an appropriate accounting and double-entry book-keeping system. This system is running in accordance with the accounting and bookkeeping policies and rules that apply in Republic of Serbia. As per Serbian regulation, the chart of accounts is prescribed by Ministry of Finance. So, the ICAE is obliged to use a prescribed chart of accounts in its accounting system.

On the other side, for the purposes of reporting to the Board and members, the expenditures were classified by following the ICAE activities (activity-based costing). Therefore, the ICAE maintains the supplementary accounting records for expenditures by using excel files, it contains information on expenditures classified in way to show ICAE activities on cash basis. Accordingly, the financial report is supported by a transaction listing manually prepared from the ICAE's accounting records. We agreed the transactions through to the accounting system, gaining assurance that reported costs were recorded in the ICAE's accounting system;

(b) expenditures are substantiated by appropriate evidence and supporting documents. Namely, the documentation exists to support the expenditures in accordance with the ICAE's rules and regulations and the supporting documentation is in line with documentation usually used by the ICAE for similar transactions. Moreover, it includes documentations such as: employment and service contracts, invoices issued by suppliers, bank statements etc. In addition, the transactions per bank statements agree with that reflected in the accounting records and financial report;

(c) the monetary value of expenditure item agrees with underlying documents;

(3) With respect to item 3, we found that all transactions in financial report are presented in original currencies and translated into EUR and RSD by applying the NBS middle exchange rate on 31 December 2020.



We thank our members, partners and donors for
their generous support, with special thanks to
Adult Education Society, Serbia.

International Council for Adult Education
Conseil International pour l'éducation des adultes
Consejo Internacional de Educación de Adultos
Garsije Lorke 9, 11060 Belgrade, Serbia
T +381-11-4010-567 / F +381-11-4010-566
secretariat@icae.global / www.icae.global
www.facebook.com/ICAEGlobal/