



# **Annual Report**

# **2021**

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## Editorial (by Robbie Guevara, ICAE President)

It is that time of year again when we look back and take stock of the year that was. There were moments when it felt like such a long and painfully slow year, as we all experienced some form of lockdown or restrictions. And yet it also seemed like a very familiar year, as 2021 gave us that feeling of *déjà vu*, an extended version of what the 2020 pandemic was. However, one thing we in the ICAE, the staff and the Executive were aware of, was how much our members continued to work tirelessly, ensuring that our communities stayed safe and that the advancement of adult learning and education (ALE) within our commitment to lifelong learning was sustained.

While the COVID variants continued to impact on the delivery of education at all levels, we know that youth and adults (parents and grandparents) continued to support learning that shifted from schools to the homes. Yet, time and time again, while we may hear the mention of intergenerational learning in the numerous online global conferences, seldom would there be an explicit mention of the need to resource ALE.

While the continuing lockdowns resulted in the need to access learning via digital tools, many educators noted the deep inequalities in terms of digital literacy and the equitable access to the technology that were exposed. Yet, the mainstream global players in education continued to give the technology private sector a platform to market their digital tools, without the recognition of how to address these inequalities.

While we cannot argue that the closure of all educational institutions and the extended home-based learning will result in some learning loss, it is important to also recognise that this will be primarily curriculum learning that is lost. If one only stopped to listen, we have heard of how there was also lifesaving and life-affirming non-formal learning and action that was happening in the homes, the communities and even in online workplaces. So, take a moment to recognise how much you and your respective organizations have contributed to, achieved and I am sure learned during the last two challenging years.

We don't know when this pandemic will end, or if indeed, we are still waiting for an end. As more likely, we will be looking at how COVID might become part of our 'new' normal. However, we cannot allow the education, health, and digital inequities exposed by the pandemic to become normalised. We cannot allow adult learning and intergenerational learning to continue to be invisible to our leaders, policy makers and even to some educators, resulting in the continuing lack of resources for ALE. We cannot continue to merely cry out about learning lost, without seeing the valuable contribution that adult learning and education, non-formal education and community education can make to building on the learning that was also gained during the pandemic.

All these are central to the challenges we as members of the ICAE and our allies from the wider education community committed to holistic and truly life-wide, life-deep, and lifelong learning will need to confront in 2022. CONFITEA VII, the 7<sup>th</sup> International Conference on Adult Education is a key moment when we must all advocate for policies, programs, and resources to ensure that the critical role and contribution of ALE to the achievement of a more just, equitable and sustainable world must be recognised, valued, and sustained.

We look forward to your continuing commitment to our shared struggle to ensure that 2022 and our common future will not be what we have been made to accept will be the 'new normal'.

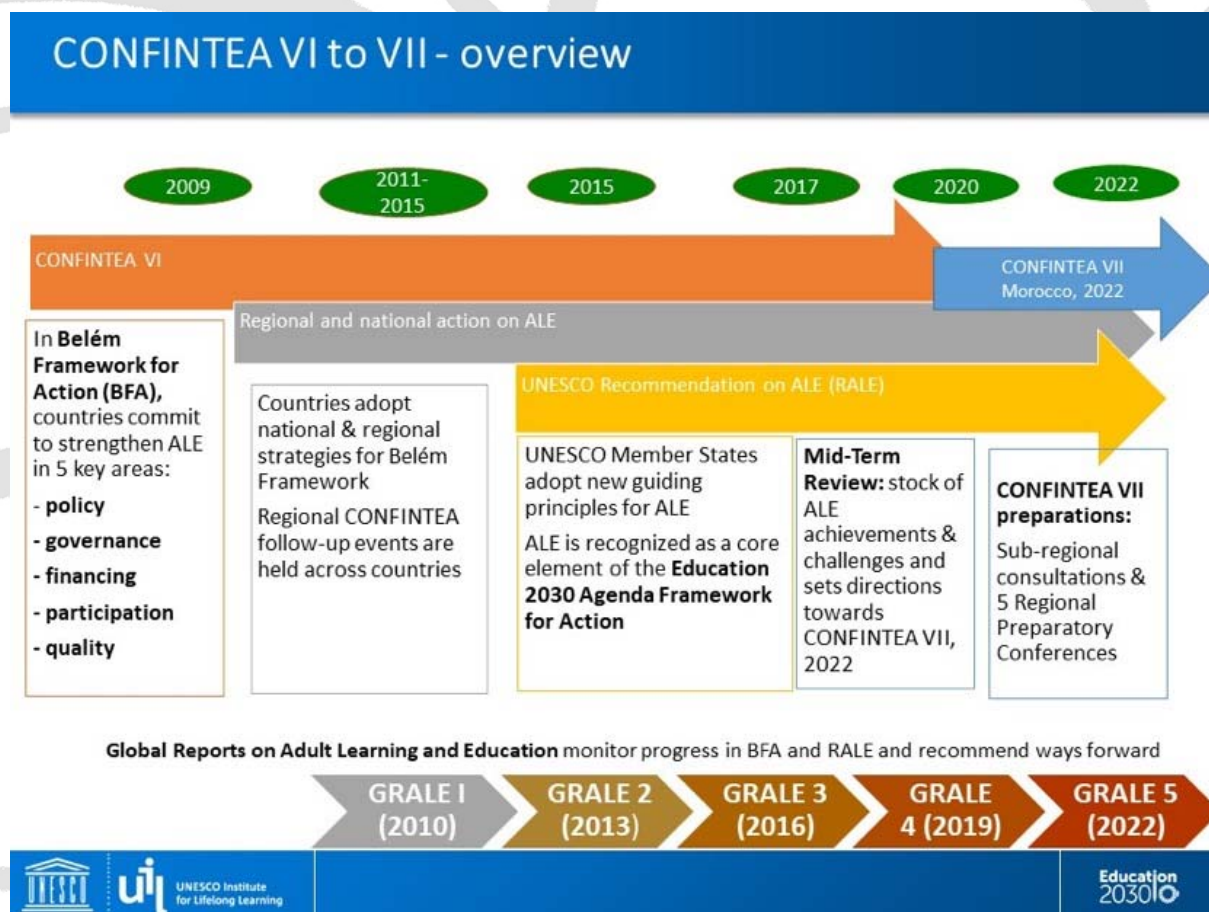
# 1 Organizational Development

## **Renewal Associate Status of ICAE to UNESCO**

At its 212th session in October 2021, the UNESCO Executive Board decided to renew the associate status of the International Council for Adult Education (ICAE) for a further period of eight years until 2029, on recommendation of the Director-General (decision 212 EX/36). ICAE is very happy about this renewal, which is the result of the fruitful collaboration established between our Organizations and we are convinced that it will further strengthen the impact of our joint activities.

# 2 Advocacy, Policy & Capacity Building

## 2.1 CONFINTEA VII



Resources relevant for how we will prepare for CONFINTEA VII can be accessed via the Hub that DVV will be curating on behalf of the ALE community:

<https://www.dvv-international.de/en/materials/global-processes-and-policy-documents/confintea>

### 2.1.1 Reflections on the CONFINTEA VII Regional Processes (by Robbie Guevara, ICAE President)

All the CONFINTEA VII Sub-regional Consultations and Regional Preparatory Meetings, a process that began in January and ended in September 2021.

This involved a total of 17 meetings: four sub-regional meetings in Africa, two regional meetings in the Arab States, five sub-regional and one regional consultation in Asia-Pacific, and one meeting each in Europe, Canada, America, the Caribbean and Latin America. We are proud to say that ICAE together with our regional members were able to attend 16 out of the 17 meetings.

We only missed the East and North-East Asia sub-regional meeting, which was the first one that was called in early January 2021. Even our members in Japan were not aware of this, hence also unable to attend. These are only counting the official CONFINTEA VII meetings. We are aware that in some regions, there were extensive preparatory workshops conducted by our members before each of the sub-regional and regional meetings. So, let me thank each one of you who took the time to organise, participate and advocate during each of these meetings. Mobilising ourselves is a testament to the strength and commitment of the ICAE network. However, our work was just beginning.

According to UIL, the *“sub-regional consultations and the regional preparatory conferences will provide localized perspectives and prepare the ground for the global conference in Morocco in 2022. Participants of the regional preparatory conferences will work to identify current key issues on adult learning and education in each region and suggest benchmarks and recommendations for CONFINTEA VII. These will take the form of outcome documents comprising central inputs that will be used to draft the framework for action to be adopted during CONFINTEA VII.”* (<https://uil.unesco.org/adult-education/confintea/seventh-international-conference-adult-education-confintea-vii>).

One preparatory platform is the CONFINTEA VII Consultative Committee. ICAE, represented by Katarina Popovic and me, together with Helen Dabu from ASPBAE, Christoph Jost from DVV, and Timothy Ireland, representing the academe, are active members of this committee. The CONFINTEA VII Consultative Committee is responsible for *“providing guidance and advice on preparation of CONFINTEA VII”*, more specifically in terms of the *“conference design, content and other substantive matters.”* (UIL Terms of Reference).

As ICAE, we need to ensure that CSO perspectives and experiences are in the outcome documents that will shape the new Framework for Action. As ICAE, we need to ensure that CSOs are part of the process of drafting and reviewing the new Framework for Action. As ICAE, we will continue to draw on your commitment and contributions to allow us to effectively engage with the remaining processes in the lead up to CONFINTEA VII, which we expect will be a hybrid (online and face-to-face) conference in June 2022. As ICAE, we shall use the vehicle of the **we-are-ale** Campaign to drive our advocacy agenda in the lead up to CONFINTEA VII.

We will assert that our participation as CSOs is essential if we are to effectively work together with governments, the private sector and local communities to achieve quality adult learning and education for all, as we committed to, as part of SDG 4. This commitment must express itself before, during and after CONFINTEA VII.

## 2.1.2 Activities in Asia Pacific

### Central Asia Sub-Regional CONFINTEA VII Consultation

CSO representatives from Central Asia called for improving participation, equity and inclusion of adult learning and education programs, during the Central Asia Sub-Regional CONFINTEA Consultation conducted on 25th February. This is the second sub-regional consultation that was conducted by UNESCO since the start of 2021, as part of the preparation for the CONFINTEA VII in 2022. It was participated in by 110 participants from Kazakhstan, Kyrgyzstan,



Tajikistan, Turkmenistan and Uzbekistan. Each of the countries presented the status of ALE and identified key challenges they faced.

This was followed by two civil society presentations by DVV International and ASPBAE.

Thekla Kelber from DVV International presented the results of the macro-level study conducted in Kyrgyzstan, Tajikistan and Uzbekistan. She identified significant achievements like legislative outcomes, growing participation of civil society as ALE providers, training for adult educators, and efforts towards recognition of prior learning from ALE. She also identified a number of key challenges, including, the need to ensure equitable and fair access to programmes, increased awareness of the opportunities of ALE, stable public funding of ALE; and improved program quality and management of ALE.

Nasiba Mirpochoeva, ASPBAE Executive Council Member for Central Asia, presented the results of the consultation with CSOs that was organised by ASPBAE. She identified the key challenges experienced by CSO ALE providers during the COVID pandemic and called for increased support for online learning, including both infrastructure and capacity-building; improved monitoring and evaluation that contributes to quality programs, and increase domestic budgets for public education, especially for ALE programs.

## Pacific CONFITEA VII Preparatory Meeting

The Adult Learning and Education (ALE) Consultation with 17 Pacific Nations' State representatives and ALE Civil Society Organisations (CSOs) was held on the 29th July during the Pacific Heads of Education Services (PHES) conference from the 27 to the 30 July 2021. It was part of the regional preparation for the CONFITEA VII in 2022. The theme for this meeting was: Building Resilience in Education Systems and Harnessing the Pacific Regional Collaboration. It was held virtually and was hosted by the Government of Papua New Guinea and UNESCO.

ICAE Past President Sandy Morrison and Dr Timote Vaoleti (Director, Indigenous Māori and Pacific Adult Education Charitable Trust (IMPAECT\*)) supported the coordination of the consultation with Dr Vaoleti providing the keynote address. Some of the main points he raised were the importance of context when considering ALE for the Pacific; the impact of COVID19 as another layer on top of decades of Climate Change challenges; how the Pacific region disproportionately shares the climate costs of first world development initiatives therefore funding partnerships with first world nations must be considered; authentic local Government commitments are vital; the importance of how culture must continue to be an important underpinning of ALE for the Pacific.

The meeting was well attended by civil society representatives who were given space to speak and add into the discussions. Recommendations included increased funding and clear policies on supporting ALE so its profile is elevated locally. Urgent attention to literacy and numeracy issues for the Melanesia, access to ICT through improved services and support for acquisition of phone or computer were seen as necessary for advancement of ALE especially with the movement of health, commerce, economy and education to online platforms. These will not only support the endeavours to meet the BFA, more importantly they will facilitate endeavours to achieve at least most of the SDGs.

Partnerships with other NGO's and Governments was seen as being essential as the states of this sub-region are mainly tiny, with small economies and they are separated by vast ocean spaces. For educational and development purposes they need to work together to make their needs and views visible within the Asia Pacific region and globally.

## Asia-Pacific CONFINTEA Preparatory Meetings and Sub-regional Consultations conducted

In preparation for the Asia and Pacific Regional Preparatory Conference (APRPC 2021) scheduled for 22 September, ICAE, through Robbie Guevara, contributed to a series of preparatory events that ASPBAE and its members organised in the past few months.



**On 22 July, ASPBAE organised a Pacific Civil Society Organizations (CSO) Preparatory Meeting** to help prepare its members in the South Pacific, including other CSOs in the Pacific, to enable them to actively participate in the CONFINTEA VII Pacific Sub-Regional Consultation. On 29 July, the CONFINTEA VII Pacific Sub-Regional Consultation was conducted as part of the 24th Pacific Heads of Education Systems (PHES) Meeting. This final sub-regional consultation was organised by UNESCO Office of the Pacific States in Apia, together with the Indigenous Maori and Pacific Adult Education Charitable Trust\* (IMPAECT\*), an ASPBAE member, and was facilitated by Timote Vaoleti and Sandy Morisson, immediate past president of the ICAE.

**On 26 August, ASPBAE conducted the CSO Preparatory Meeting for the Asia Pacific Conference on CONFINTEA VII** as part of the two-day virtual Regional Capacity Building for Adult Learning and Education (ALE) Advocacy. The Preparatory Meeting was attended by around 70 participants from across the Asia-Pacific region. The meeting provided background information about CONFINTEA VII, but more importantly to draw together the advocacy issues and recommendations identified from the previous sub-regional CSO meetings across the Asia-Pacific region. ICAE President Robbie Guevara, assured the ASPBAE members who attended the Preparatory Meeting that the final advocacy agenda that will be tabled by the ICAE for CONFINTEA VII will be based on what the various ICAE members from the regions will put forward.

UNESCO Bangkok is organising the CONFINTEA VII Asia and Pacific Regional Preparatory Conference (APRPC 2021) on 22 September. The aim of the APRPC 2021 is to consolidate the diverse regional ALE issues and recommendations contributed by more than 45 countries and CSOs who participated and presented during the five sub-regional consultations that were

conducted from January to July 2021. The outcome will inform the preparation of the CONFINTEA VII outcome document that will replace the current Belem Framework of Action that aims to address challenges, identify strategies and inform policies that will motivate action in adult learning and education.

### 2.1.3 Activities in Latin America

One of the very positive outcomes of the process of preparation and mobilization for the Latin American Sub-regional consultation for CONFINTEA VII is the creation of the Youth and Adult Education Platform of Latin American civil society networks. ICAE, CEAAL, REPEM, CLADE, ALER and Fé y Alegria were working together to construct a unique civil society document with recommendations for CONFINTEA VII and the organization of two workshops of the formal consultation promoted by UNESCO's regional office in Santiago do Chile, OREALC.

The Latin American Platform of Regional Networks for Youth and Adult Education organised a Webinar on 11/11/2021 with representatives of the principal networks speaking on the theme of "The Road to CONFINTEA VII", with the goal of qualifying civil society participation in the Conference.

Also in November, CEAAL's Group of Incidence on Educational Policy (GIPE) elaborated and launched a document, coordinated by Nérida Céspedes Rossel, with the provocative title of "For a public, popular, intercultural, transformative, inclusive, publicly financed Youth and Adult Education: Reflections and Proposal on the road to CONFINTEA VII". This was presented during CEAAL's General Assembly also held in November.

On 18/11/2021, CLADE launched the report of a research project promoted by the Campaign, with support from DVV International, during the 2021 edition of the Regional Congress of Educative Experiences (*Congreso Regional de Experiencias Educativas*), organised by the SES Foundation (*Fundación SES*, Argentina). The report presents the results of the investigation carried out in 18 Latin American and Caribbean countries during the months between June and September to examine the situation of Adult Learning and Education in the region in the context of the current COVID pandemic. It was researched and written by Gloria Hernández Flores, María Eugenia Letelier Gálvez and Sara Elena Mendoza Ortega. It represents one of the few regional studies which focuses exclusively on how ALE has fared during the pandemic. The report concludes that "In times of pandemic, the invisibility of ALE in Latin America and the Caribbean, became more accentuated. Not only due to the low priority that governments give to ALE, but also even on the part of the international organizations. During the pandemic, UNESCO forgot about ALE in LAC. It did not appear in its reports, its name is not mentioned not even to record its omission".

#### Latin American Sub-regional Consultation for CONFINTEA VII

The Latin American Sub-regional Consultation for CONFINTEA VII was held from 28-30th July, hosted by the government of Argentina. Twenty governments from the region including Cuba, Haiti and the Dominican Republic were present as were representatives of all the major Latin American civil society networks - ICAE, CEAAL, REPEM, CLADE, ALER and Fé y Alegria – collaborating as part of the newly founded Latin American Platform of Civil Society ALE



Networks. The Platform worked closely with OREALC in the preparation of the event and on the afternoons of the first two days held workshops, the first on 'ALE – opportunities for the most invisible diversities', in which 198 people participated, and the second on 'Challenges for the Institutionality of ALE', in which 135 took part. Three ministers of Education, from Argentina, Costa Rica and Ecuador took part in the opening ceremony of the Consultation which included six panels during which representatives from all of the twenty member states spoke as well as representatives of civil society organizations. On the Friday morning, the Consultation closed with a tribute to Paulo Freire coordinated by CEAAL at which Paulo Freire's widow, Nita Freire spoke movingly about Paulo, the husband and the man. More than 700 people registered for the meeting. OREALC created a web page specifically for the consultation where many documents and other information on the regional meeting and on the CONFINTEAs can be found (<https://es.unesco.org/node/339505>).

## 2.1.4 Activities in Europe and North America

The conference on "Adult Learning and Education – The Resilient Response to Future Challenges" was held **online on 8 and 9 September**, organised in the context of Slovenia's Presidency of the Council of the European Union by the Slovenian Ministry for Education, Science and Sport and the UNESCO Institute for Lifelong Learning (UIL). The overall goal of the meeting was to share and foster understanding of key common issues, innovations, challenges and forward-looking strategies, and to develop recommendations to renew the European vision in the field of ALE, which fed into both the new Council Resolutions on the New European Agenda for Adult Learning and the preparations for CONFINTEA VII.



While the first day was dedicated to discussing common challenges and recommendations for a European policy on adult learning, the second day was devoted to a **Regional Consultation for Europe and North America on for the seventh International Conference on Adult Education (CONFINTEA VII)**, which will take place in 2022 in Morocco. Find more information on the conference here: <https://conference-ale.eu/>



## 2.1.5 Activities in Canada

### ICÉA Prepares to Participate in CONFINTEA VII

At its Annual General Meeting on October 18, the members of the Institut de coopération pour l'éducation des adultes (ICÉA) adopted a 2021-2022 action plan that includes participation in CONFINTEA VII, to be held in Morocco in 2022. In this perspective, the ICÉA intends to exercise leadership in Quebec, Canada and within UNESCO throughout the preparatory process of the UNESCO International Conference on Adult Education (CONFINTEA VII) as well as at this conference.

The upcoming CONFINTEA VII comes in a pandemic context where adult education has not received attention from governments, even though adult knowledge and skills were a key requirement for successful crisis management plans. CAIE's goal is to bring forward perspectives and recommendations that address the challenges and issues of a changing adult education world. In addition to participating in the conference and its preparation, the expected results for ICÉA are:

- to make Quebec aware of the reflections on adult education expressed on the international scene;
- to mobilize the Canadian adult education community within the framework of a Canadian concerted effort;
- to make political representations to the Quebec and Canadian authorities involved in the participation of Quebec and Canada.

The General Assembly was the occasion for a major renewal of the Board of Directors. This meeting also confirmed the key role that the ICÉA plays in Quebec and also in Canada in the world of adult education.

### International Francophone Meeting of Networks on Education for Global Citizenship and International Solidarity

Global Citizenship and Solidarity Education (GCSE) is an essential dimension of the renewal of popular and political education activities on the planet. At a time when environmental issues, as well as the consequences of pandemics and the growth of inequalities, raise questions about the ins and outs of the Millennium Education Goals, citizenship education appears to be an essential dimension in this context for the world of adult education.

These are some of the reasons that have led networks from different French-speaking countries to propose an international meeting of networks concerned with education for citizenship. This Internet meeting, initiated by the international committee of the Festival des Solidarités (Festisol - France) and animated by the Association québécoise des organismes de coopération internationale (AQOCI), will allow for the sharing of practices and reflections on Global Citizenship and Solidarity Education. The objectives of the meeting are:

- to exchange on the differences and similarities of practices in different countries;
- to share our visions on de-colonial approaches;
- to raise interest in an international francophone network in education for global citizenship and international solidarity.

This activity was held on the occasion of the campaigns for the promotion of education that take place in Europe often in November, as well as the Quebec days of international solidarity.

### 2.1.6 Activities in the Arab region

The Arab House for Adult Education and Development (AHAED) and the DVV International have collaborated to hold a series of preparation and establishment activities in the Arab region. These events included the organization of a virtual webinar on 11 August 2020 that brought together national coordinating bodies and civil society bodies concerned with adult learning and education. This symposium was the initiative to launch joint work to support national coordinating bodies in monitoring reports of progress in adult learning and education, and lifelong learning, which will feed into the Fifth Global Report to monitor progress in Adult Learning and Education and lifelong learning (GRALE). In addition to organizing a meeting attended by representatives from: Egypt, Sudan, Lebanon, Jordan, Palestine, Iraq, Syria, Yemen, Morocco, Tunisia, and the Gulf states on March 17, 2021, and the speakers' interventions included the current situation and existing challenges in adult learning and education, priorities and recommendations in this field in preparation for the Seventh International Conference on Adult Education from the perspective of civil society organizations. Along with several meetings held by the Arab House in the presence of representatives of Arab networks representing various civil society bodies; to come up with a working paper that reflects the common vision and reality of those interested from civil society in education/learning issues in the Arab region. In the same vein, the Arab House for Adult Education and Development (AHAED) has conducted international and regional cooperation; to support Arab monitoring reports of progress in adult learning and education and lifelong learning in collaboration between the UNESCO Institute for Lifelong Learning (UIL), the International Council for Adult Education (ICAE) and the DVV International.

We are aware of the great need among the Arab adult learning and education community to share, provide and make information available in the Arabic language, as well as to open the door for Arab activists in this field to contribute their opinions, experiences and orientations. The Arab House therefore decided that the Arab Learning and Adult Education Journal should devote a special issue to preparing for an effective and influential Arab participation in the Seventh International Conference on Adult Education CONFITEA.

### 2.1.7 Activities in the West African region

Two West African consultations were organized by the UNESCO offices in Abuja and Dakar. Regarding the consultation organized by the Abuja office on May 19, 2021, ICAE Vice-President Carole Avande Houndjo had the opportunity to speak on behalf of civil society organizations to present: the situation of learning and adult education in the sub-region, list the advocacy and capacity building actions of actors including the We are Ale campaign then challenged the participants about the challenges of funding.

The consultation of the Sahel region of West Africa took place on June 2, 2021. The Regional Director of DVV West Africa spoke on behalf of civil society and pleaded for more collaboration between all stakeholders for the achievement of SDG 4 in Africa. During this webinar, ICAE

facilitated Session 1 which was dedicated to the presentation of reports from Burkina-Faso, Cape Verde and The Gambia. Countries focused their report on the achievements of the past 10 years, the challenges they face and their priorities for the future. Some participants of the webinar recommended that Pamoja and ICAE initiate a sub-regional face-to-face consultation for African civil society before CONFINTEA 7 so that we can also take a critical look at the country reports and propose new strategies.

## **2.2 We are ale**

For the first time, civil society created and accepted a common global definition and a vision of adult education. In a three-year participatory process led by DVV International, a relevant set of international and regional actors joined together to form a network of ALE. The partners not only achieved in shaping and developing a definition, a vision and the core attributes of ALE, they also committed to adopt it for their networks by declaration. DVV International, which has led and facilitated the Branding process, is sharing the outcomes of the process with the ICAE and its members in the regions, who were the partners in the process.

The Branding process aimed at giving adult education a global name, increasing its visibility and understanding and at empowering civil society to speak with one voice. These goals have been successfully and collectively achieved along with all partners. The ownership of the results by DVV International proved to be not sufficient in regard to the representation of civil society as a whole.

Furthermore, DVV International was faced with new legal challenges towards the ownership of the logo. More appropriate than the ownership by DVV International, a single international actor, seemed to be the ownership by ICAE, a global organization supported by a variety of international and regional members. ICAE represents adult education on a global level and is its most relevant civil society actor globally.

ALE being a core issue of civil society, DVV International then suggested handing over the ownership and the collective results from the Branding process network to ICAE, which already functioned as a patron in the Branding process. The shift of ownership is followed by a shift of concept. Instead of a short and medium-term launch and roll-out by DVV International, a broad-based five-year campaign is being planned, with a long-term effect globally and within the regions.

### **We cannot wait (Message from ICAE President, Robbie Guevara)**

We cannot wait for adult learning and education to be recognised as a key part of lifelong learning. The SDGs have clearly identified, and the world has committed to, achieving quality education and lifelong learning opportunities for all. As adult educators and advocates, we need to continue to shout louder, raise our banners higher, tweet more, and engage with more people and organizations. And it is not just about being more visible, it is about the value of ALE being better recognised, which will help make our work more effective.

We cannot wait, as civil society organizations and as ALE practitioners, to be given a seat at the table in global processes, where ALE outcomes are evaluated, ALE priorities are set, and



ALE advocacy agendas are identified. We need to assert our voice, carve out a space, and make our presence count across all levels from local to global, because we know that our ALE work is essential to achieving positive change in our world.

We cannot wait for individuals and organizations to support our ALE work. We need to continue to build and strengthen our own movement, one member at a time. And while we want to have strength in numbers, it is as much about the strength of our conviction to the principles of ALE as a right of each and every individual.

Indeed, because we cannot wait, together with our members and strategic partners we are spearheading our own ALE Campaign that kicked-off on the 22nd of March 2021. It was called WE ARE ALE. It reflects not just who we are, not just what we do, but more importantly why we do what we do - which is to advance the core ALE attributes of justice, well-being and change.

We cannot wait, to engage with you all.

## 2.2.1 Global Kick-off Event

On March 22, 2021 some 375 participants from across the globe met in a virtual forum for the kick-off event of the Adult Learning and Education (ALE) Campaign. With the tag line "We are ale" the campaign represents, for the first time, an open alliance of ALE partners (Networks, associations and organizations) with the aim of making adult learning and education seen, understood and valued.

The ALE campaign is a Call to action to make ALE visible and valued as a significant part of the lifelong learning agenda and a critical component in attaining the sustainable development goals. This includes three key domains of learning and skills: literacy and basic skills, continuing education and vocational skills, including liberal, popular and community education and citizenship skills, for youth and adults including the elderly.

The International Council for Adult Education (ICAE) calls upon ALE advocates, organizations and practitioners globally to join this **5 year global action campaign** to make our work as adult educators and our learners visible and increase the involvement and investment by government, donors, private sector, international organizations and social movements.

The time is now. The current global crisis shows us that much is at stake if ALE is not recognized and valued as a key area for continued investment even as so much of the world's adult population has been negatively impacted by the ravishes of the COVID-19 pandemic and the concomitant overtake of technology on the way we live, work and socialize. All of this taking place within contexts of increasing uncertainty, and heightened tensions around issues of race, gender, and governance to name a few. Adults will need to be learning new ways to live, work and to be. Only then can we think of achieving a sustainable future.

Join us in this ALE Campaign as we unite for justice, well-being and change!

On the Website [www.we-are-ale.org](http://www.we-are-ale.org) you can download materials to promote the campaign and also make your regional campaign activities known. Also join and follow us on Facebook and Twitter #weareALE.



## 2.2.2 “we-are-ale” Campaign Featured at International Research Conference

The “we-are-ale” campaign was featured during a virtual plenary session on June 5, 2021, as part of Adult Education in Global Times: An International Research Conference. More than 400 registrants participated in this four-day event hosted by the Canadian Association for the Study of Adult Education (CASAE), the University of British Columbia, and seven other partnering organizations. Originally scheduled for June, 2020, in Vancouver, the conference was rescheduled for June 3-6, 2021, as a fully virtual event. The conference program included nine pre-conferences, a documentary film festival, organizational meetings, and over 200 presentations by researchers from around the world.

Representing ICAE and the “we-are-ale” campaign during the plenary session were Ricarda Motschilnig, Robbie Guevara, Shermaine Barrett and Timothy Ireland. The session included background on the campaign, its purpose, the resources available on the website, and how organizations and institutions can sign on to the campaign. In addition to the presentation, a virtual exhibition space was organized by Ricarda for those unable to attend the session.

A multi-organizational research conference of this scope is a rare event in adult education. The last one was held at UBC in 2000 and involved five organizations. In addition to CASAE, partners in the 2021 conference were the Adult Education Research Conference, American Association for Adult and Continuing Education, Adult Learning Australia, European Society for Research on the Education of Adults, Indian Adult Education Association, International Society for Comparative Adult Education and the Standing Conference on University Teaching and Research in the Education of Adults.

Those interested in what happened at the conference and the wide range of research presented can view the program and download the Proceedings at this link:

[https://www.dropbox.com/s/8yn7ughzz920x21/2021\\_CASAE\\_Proceedings.pdf](https://www.dropbox.com/s/8yn7ughzz920x21/2021_CASAE_Proceedings.pdf)

## 2.2.3 Regional Kick-off Event in Latin America

The Global Campaign “We are ALE” got off to a dynamic start in Latin America thanks to the Latin American Campaign for the Right to Education (CLADE), one of the original partners in the global campaign. Not only was CLADE present at the global kick off on 22nd March but it also organised a whole week of activities dedicated to Youth and Adult Education from 22nd to 27th March. Amongst the activities were the launching of two studies on Youth and Adult Education, elaborated by CLADE with the support of DVV International, one dedicated to the financing of ALE and the second to the question of migration. On March 26th the multimedia exhibition “Other readings of the world” was launched. The exhibition constitutes a space for the presentation of experiences which are developed in this field of education and that highlight through artistic expressions, the importance of ALE as a fundamental human right, its transformative potential and the promotion of human rights and a dignified life. The exhibition is made up of photos, documentaries, songs, videos, etc. which were submitted for the initiative from different countries and experiences of ALE in Latin America and the Caribbean.

## 2.2.4 Adoption in the Arab region

The Arab Network for Literacy and Adult Education (ANLAE) adopts the we-are-ale campaign and invites all partners of formal and non-formal education Solidarity with us for adult education and learning!

In solidarity with the (ALE) campaign that was launched through the Arab House for Adult Education and Learning (AHAED) on the sidelines of the work of the Arab Academy. Hawaa Elmostakbal Association, the General Secretariat of the Arab Network for Literacy and Adult Education and the Misr El Kheir Foundation (member of the network) launched the campaign in Egypt on Monday, December 20, 2021. We the Arab Network for Literacy and Adult Education ANLAE, adopt the "WE ARE ALE" campaign and invite all partners of formal and non-formal education Solidarity with us for adult education and learning:

- As a human right, and a second chance;
- Develops decent work skills;
- Spreads awareness and achieves active citizenship;
- It achieves education and lifelong learning for all without discrimination;
- Solidarity to spread the concept and importance of supporting and financing adult education and Learning.

The signatories as one global, regional and national voice to achieve the fourth goal within the 2030 Sustainable Development Goals for justice and change. The campaign was signed by all the attendees from representatives of government agencies, the media, civil society and Egyptian universities. They all signed the campaign, and it found a great result and resonance.

The meeting crystallized the establishment of an Egyptian union for formal and non-formal education.

## 2.2.5 Introduction in Europe

ICAE President Robbie Guevara introduced the campaign at the General Assembly of the European Association for the Education of Adults in June 2021.



Katarina Popovic, ICAE Secretary General presented the campaign during a EAEA member discussion on 6<sup>th</sup> of September.

## 2.3 UNESCO's Futures of Education Initiative

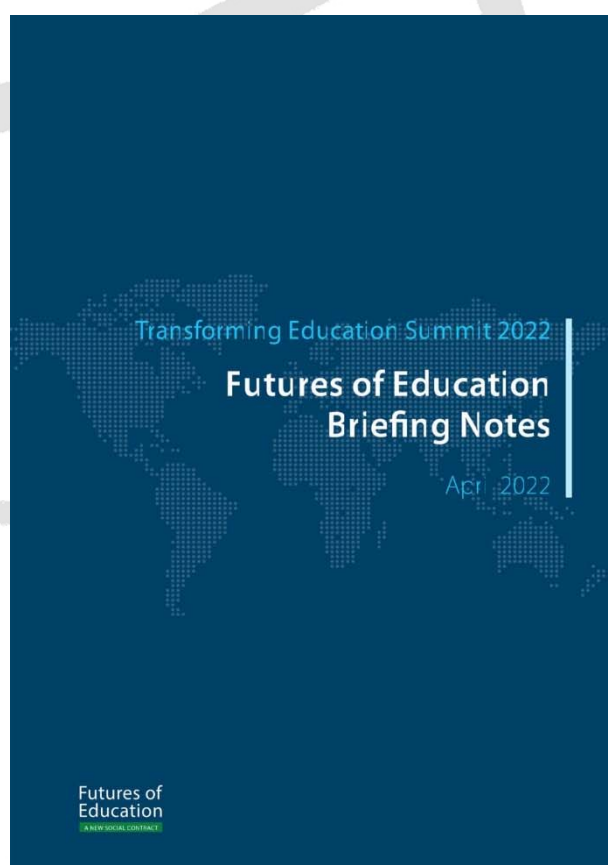
UNESCO's Futures of Education initiative aims to rethink education and shape the future. The initiative is catalysing a global debate on how knowledge, education and learning need to be reimagined in a world of increasing complexity, uncertainty, and precarity.

Over the course of two years and drawing on the inputs of over a million people, an independent International Commission under the leadership of the President of Ethiopia, Her Excellency President Sahle-Work Zewde prepared a global report on the Futures of Education.

(<https://en.unesco.org/futuresofeducation/international-commission>)

You can find ICAE's submission to the UNESCO Futures of Education initiative here: "Adult Learning and Education (ALE) – Because the future cannot wait":

<https://en.unesco.org/futuresofeducation/sites/default/files/2020-10/ICAE%20-%20Futures%20of%20ALE%20FINAL.pdf>



### ADULT LEARNING AND EDUCATION (ALE) – BECAUSE THE FUTURE CANNOT WAIT

*-Contribution of the International Council for Adult Education (ICAE) to the  
UNESCO's Futures of Education initiative-*

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We have also asked members to translate this very important document and have received a Portuguese translation by Monica Simons, CEO – Director, CEAG – Environmental Education Center of Guarulhos:

[https://mcusercontent.com/731aeaa034be063208d9bb5a6/files/78e9d8b2-1980-457d-9118-89e07aad698e/APRENDIZAGEM\\_E\\_EDUCACAO\\_DE\\_ADULTOS\\_ICAE.pdf](https://mcusercontent.com/731aeaa034be063208d9bb5a6/files/78e9d8b2-1980-457d-9118-89e07aad698e/APRENDIZAGEM_E_EDUCACAO_DE_ADULTOS_ICAE.pdf)

The final UNESCO report can be downloaded here:

<https://unesdoc.unesco.org/ark:/48223/pf0000379707>



## 2.4 High Level Political Forum on the Agenda 2030 and the Voluntary National Reviews

The High-Level Political Forum 2021 was held from Tuesday, 6 July, to Thursday, 15 July 2021, under the auspices of the Economic and Social Council. This includes the three-day ministerial meeting of the forum from Tuesday, 13 July, to Thursday, 15 July 2021 as part of the high-level segment of the Council. The theme was: "Sustainable and resilient recovery from the COVID-19 pandemic that promotes the economic, social and environmental dimensions of sustainable development: building an inclusive and effective path for the achievement of the 2030 Agenda in the context of the decade of action and delivery for sustainable development". HLPF 2021 discussed SDGs 1, 2, 3, 8, 10, 12, 16, and 17. There is wealth of information on the 2021 HLPF website and under Programme.

The HLPF was hosted virtually and all official sessions of the 2021 HLPF are available to watch via UN Web TV.

- There were 13 thematic official sessions in this year's HLPF programme and a discussion paper on the theme of the HLPF, submitted by MGoS E/HLPF/2021/2) can be found on the HLPF website under 'Documentation and Inputs', to which also ICAGE contributed as EASG (Education and Academia Stakeholder Group).
- Each MGoS constituency was invited to submit a paper. The focus of the Sectoral Position Papers was the theme of the 2021 HLPF. The deadline for submission of these papers has passed. The papers were reviewed and uploaded as inputs to the Sustainable Development Knowledge Platform.
- You can locate the latest revised draft of the Ministerial Declaration in the Outcome section of the 2021 HLPF website.

ICAGE has been very active already in the last couple of months by leading the Advocacy and the VNR Task Groups of the MGoS Coordinations Mechanism, attending and contributing to Expert Groups Meetings as well as negotiations on various outcomes documents.

**Panel 1, 09:15-10:00- Expectations for the HLPF 2021**

- *Ideas for better Civil Society Engagement at the UN* - Mandeep Tiwana, CIVICUS
- *Social justice and leaving no woman behind*- Beena Palical, GCAP
- *How to improve partnership working in the 2030 Agenda*- Deirdre de Burca, Forus
- *The HLPF review and Ministerial Declaration in 2021*- Katarina Popovic, International Council for Adult Education
- 09:45-09:55: Q&A
- 09:55-10:00: *Follow up on UNMute Civil Society campaign*- Sara Brandt, Global Focus

Participants visible in the video grid include:

- Judith Kaulem
- Katarina Popovic
- Oli-Henman
- Clara Sanchez
- Roseline Kihumba
- LAURA BEGE...
- Denison Jayaso...
- Caroline Ottesen
- Teddy Igori
- Rakulan Kam...
- Oluseyin Oyeb...
- Roberto Bae...
- Anselmo Lee
- Deirdre de B...
- Sara Brandt
- Gabriela Paliza
- Crispin Bilom...
- Mandeep Ti...



## 2.4.1 Voluntary National Reviews (VNRs)

The usual practice of Major Groups and other Stakeholders having an opportunity to ask a question of VNR countries following their presentations continued this year. You can re-watch the VNR sessions by scrolling back through the UN WebTV 'schedule' and check the relevant day of your VNR here:

<https://media.un.org/en/webtv/schedule>

Furthermore, written responses (in case questions have not been answered during the live sessions) from the national governments will be available here soon:

<https://sustainabledevelopment.un.org/vnrs/>.

## 2.4.2 HLPF Side event "The importance of SDG Target 4.7 for a just and sustainable future in a post-COVID era"

Target 4.7 of the Sustainable Development Goals is key to achieving Agenda 2030. It highlights the power of transformative education, education that promotes global citizenship, sustainable development, human rights, gender equality, peace and appreciation of cultural diversity. Transformative education is education that fosters engaged, active and critical learners that take action for sustainable development. It equips us to better respond to the challenges exacerbated by the COVID-19 pandemic and helps set us on the path towards a sustainable and resilient recovery.

This participatory session co-organised by the Slovak Republic, ICAE, Bridge 47, UNESCO Institute for Lifelong Learning and the Ban Ki-moon Centre for Global Citizens, explored what role transformative education can play in responding to the global challenges, risks and trends of the future, and what capacities, skills and knowledge are needed to cope with the changing realities, in and beyond a pandemic recovery. ICAE was represented by Shermaine Barrett, ICAE Vice-President for the Caribbean Region. Together we looked for steps we can take now in order to help us better prepare for the future of our planet, through the power of transformative education.



### 2.4.3 HLPF side event "Education: paving the way out of the pandemic and shaping the new-normal"

The event offered analysis of the role of civic education, media literacy and critical in awareness raising about upholding human rights, freedom of speech and participation of citizens during the pandemic thinking of COVID-19 crises. Suggestions offered to the policy makers for actions and measures to mitigate the negative consequences of the pandemic on vulnerable populations, students and teachers.

There are two obvious ways in which education helped people to cope with the new situation that COVID-19 presents – teaching about health, viruses, prevention measure, and new behaviour. The event was to provide a platform to discuss the gaps faced by the government sector and to sharing good practices in place as well as how education plays a role in teaching people how to better use digital technology, as it enables them to continue learning, schooling, learning skills that help them to find a job or to work from home. ICAE was represented by Katarina Popovic, ICAE Secretary General.



**Conveners:** [Education and Academia Stakeholder Group](#): [Global Campaign for Education](#), International Council for Adult Education, [Education International](#) and the Minister of Education of Perú.

### 2.4.4 HLPF SDGs Learning, Training and Practice Workshop "Accelerating progress towards the SDGs through education"

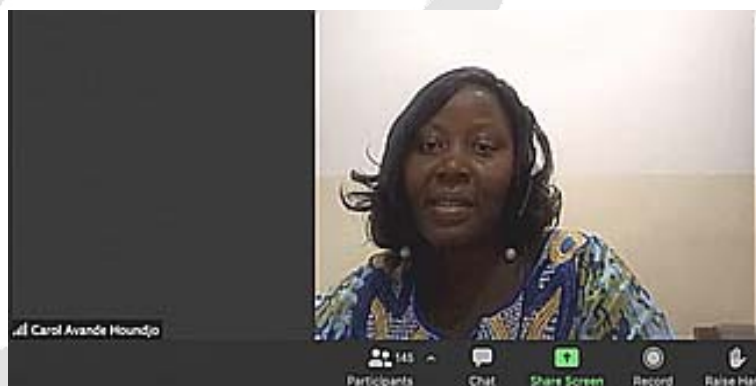
COVID-19 has made it evident that we not only have to "build back-better" but we need to bring transformative change in the way we approach education. What is the purpose of education? Can education help to build a better, more just and more caring society? The objectives were to discuss the following overarching questions.

- How can education build bridges and lead towards a more equitable and justice oriented society?
- How can SDG 4 and more specifically SDG 4.7 to bring about transformative education?
- What have the global education community learned from the pandemic about reaching the vulnerable and the at risk population?

ICAE was represented by President Robbie Guevara, Elsy Wakil (General Secretary of The Arab House for Adult Education and Development) and Carol Avande Houndjo (ICAE Vice president for Africa). The panellists discussed about using SDGs as a tool to achieve the 21st century learning skills as well as the mechanisms to integrate the SDGs using case studies and their respective areas of expertise. This included discussing technology, curriculum development, lesson plans, curricular resources and other such aids that will help to achieve SDG4 along with meeting the targets of all other SDGs.

### Partners

- International Council for Adult Education
- [Center for Sustainable Development, Earth Institute, Columbia University](#)
- [Sulitest](#)





## 2.5 Global Alliance for Literacy (GAL)

### 2.5.1 Global Alliance for Literacy within the Framework for Lifelong Learning - General Annual Meeting 2021

Since its launch in 2016, the [Global Alliance for Literacy within the Framework of Lifelong Learning \(GAL\)](#) has driven international discourse and guided the agenda for literacy provision globally for those who need it most. GAL is an alliance of 29 countries committed to improving youth and adult literacy and it serves as a platform for its members to collectively discuss progress and challenges, exchange knowledge and good practices. In April 2020, a GAL strategy was adopted after an extensive consultation. The same year, GAL has welcomed [14 Associate Members](#), including ICAE, to support the implementation of its strategy.

On 29 September GAL member countries, GAL Associate Members, invited speakers and observers were invited to the General Annual Meeting 2021, which included ICAE and ASPBAE. Objectives of this meeting were to review the impact of Covid-19 crisis on youth and adult literacy, share current country experiences and challenges of literacy provision in times of Covid-19 and identify opportunities for partnerships for the GEC-GAL initiative on improving digital competences of literacy educators in GAL countries.



ICAE, represented by Robbie Guevara (ICAE President) and Ricarda Motschilnig (ICAE Policy and Advocacy Officer) as well as ASPBAE, represented by Cecilia (Thea) Soriano, Programmes and Operations Coordinator, conducted break-out group discussions on **"Partnerships for GEC-GAL initiatives on literacy educators."** Questions discussed in the breakout session were: In developing digital literacy programmes in a society where there are hierarchies, particularly on economic status, gender, caste, religion and ethnicity, who are we thinking of? Within the "leave no one behind," framework, who has access to the power of the digital medium in this age? How is digital as a resource getting distributed, who gets to access this resource and for what?



Three experiences on digital literacy and partnerships within the framework of equitable, inclusive and quality ALE were shared.

- An introduction on the Global Adult Learning and Education Curriculum – digitalization module
- The Applied Digital Literacy (AppDiL) implemented by ASPBAE member Nirantar Trust in 30 villages in North India where 900 women from marginalised groups participated and continue to participate.
- Advocacy on resourcing digital literacy – looking at the trends in financing education and ALE and where ASPBAE members have seen the opportunity to advocate for ALE financing.



## 2.5.2 International Literacy Day

On the occasion of the International Literacy day, UNESCO Paris has organized an online International Conference on 'Literacy for a human-centred recovery: Narrowing the digital divide'. The session "Inclusive and meaningful technology-enabled literacy programmes: creating synergies between literacy and digital skills" was moderated by ICAE SG Katarina Popović.



## 2.6 Paulo Freire's Anniversary

As Carlos Alberto Torres (2019) writes in his Introduction to the Wiley Handbook of Paulo Freire, "In pedagogy, today, we can be with Freire or against Freire but not without Freire". The importance of Freire's contribution to the field of education in general and to the field of adult popular education, in particular, is being celebrated in a huge number of events being held throughout the continents. The name of Freire is inseparable from the history of adult literacy and education in the last 60 years.

Those who were present in Hamburg at the Fifth International Conference on Adult Education, in 1997, will remember the homage paid to Freire who had died in May of that year. His presence and influence continue to be felt.

ICAE celebrated Paulo Freire's 100th birthday through a workshop as part of the Virtual World Social Forum 2021 (23.-31.01.) on Tuesday, January 26. The workshop allowed 200 participants from some 15 countries to exchange live and on social media with the panellists gathered for the occasion. And this despite a chaotic start as an online hacker tried to sabotage our event.

### Paulo Freire, still relevant

Freire's starting point is the critique of neutrality in education. Initially developed in popular literacy, the pedagogy of conscientization was not limited to adult education. Panellists recalled that Freire applied his approach to the Brazilian school system when he was Secretary of Education in São Paulo from 1989 to 1991. Moreover, Freire's approach is still present in many countries, as the panellists also testified.

The topicality of Freire's pedagogy is evident in the multiple crises facing the peoples of the planet: health, economic and ecological. More broadly, it supports all challenges to relations of domination and oppression, as do feminist, anti-racist, and decolonial pedagogies. Freire's approach, based on dialogue and respect, is one oriented towards engaging learners in political action for social transformation. As one participant suggested, the pedagogy of conscientization will always be relevant as long as there are inequalities.



One hundred years after the birth of the father of the pedagogy of conscientization, Paulo Freire, this type of popular education is more necessary than ever, given the growing inequalities and the deep crises facing the people of the planet: health crisis, economic crisis, and ecological crisis.

The panel was moderated by Katarina Popovic, while other participants were Robbie Guevara, Timothy Ireland, Carole Avande Houndjo and Nelida Cespedes Rossel.

You can watch the recording of the workshop on our ICAE YouTube channel:

<https://www.youtube.com/watch?v=KuXJ9n2j7v8>

## 2.6.1 Youth and Adult Education in Latin America and the Caribbean - Situation, Horizons and Freirean Thinking

During September, the Latin American Campaign for the Right to Education (CLADE) launched a campaign through communication, awareness and dialogue activities in order to remember the importance of the legacy of the Brazilian educator Paulo Freire and reaffirm our option and struggle for a liberating education that strengthens democracy and promotes social transformation, towards a more just, equitable, sustainable and peaceful world.



Having in mind the centenary of Paulo Freire, celebrated on September 19, CLADE articulated with the Latin American and Caribbean Campaign in Defence of Paulo Freire's Legacy, organized by the Council for Popular Education in Latin America and the Caribbean (CEAAL), began a month of communication, awareness and dialogue actions, to recall the importance of Freire's legacy for the guarantee of an emancipating and critical education, which strengthens democracies in our continent and around the world.



Each week of the month CLADE members have been conducting and disseminating webinars, messages and materials in various formats shared through social media and other channels, as well as interviews and conferences, in order to highlight different concepts related to Freire's legacy for the realization of an emancipatory and democratic education. The last week of the campaign, from September 25 to 30, highlighted activities and messages about Freire's legacy for the guarantee of Youth and Adult Education (Y&AE) as a key fundamental human right to promote sustainable development, human rights and, with them, our democracies.

In this framework, the Platform of Regional Networks for Youth and Adult Education in Latin America and the Caribbean (CLADE, Latin American Association of Popular Education and Communication (ALER), CEAAL, the International Federation Fe y Alegría (FIFyA), the Network of Popular Education Among Women in Latin America and the Caribbean (REPEM) and the International Council for Adult Education (ICAE), with the sponsorship of DVV International and Open Society Foundations, held a webinar on September 30, to take up, disseminate and discuss the struggles, demands and proposals of the subjects and activists of Y&AE in Latin America and the Caribbean, on the way to the International Conference on Adult Education (Confinetea) VII, which will take place in 2022 in Morocco. You can read the regional statement towards CONFINTEA VII [here](#).

The event addressed among other aspects, the importance of Freire's legacy for the guarantee of Y&AE as a human right, popular and transformative education in the Freirean perspective, the situation of Youth and Adult Education in Latin America and the Caribbean in the context of the pandemic, as well as the context of Y&AE for migrants and refugees in the region.

## 2.6.2 The Continuing Relevance of Paulo Freire: Education as a Project for Freedom

On Thursday September 30, 2021, some sixty persons from a number of countries participated in a Webinar in honour of the 100th birthday of Paulo Freire. The Webinar was hosted by the Jamaican Council for Adult Education (JACAE) under the theme, The Continuing Relevance of Paulo Freire: Education as a Project of Freedom. The main focus of the event was to highlight some salient perspectives of Paulo Freire's work and to examine the value of his teachings in addressing some of today's 21st century problems.



The theme was interrogated by five presentations. Prof. Timothy Ireland, Latin American Vice President of the International Council for Adult Education (ICAE) provided a brief but fulsome overview of the life and work of Paulo Freire and established the platform for the other presentations which followed. Drawing on Freire's theme of liberation Dr. Tafari Ama of the Institute for Gender and Developmental Studies at the University of the West Indies spoke on the subject of Decolonizing the Mind.

Dr. Peta-Anne Baker addressed the issue of Community Education as a Means of Liberation. Dr. Nicholeen DeGrasse- Johnson former Principal of the Edna Manley College of the Visual and Performing Arts treated the audience to an active session which focused on using the arts in the struggle for liberation with an emphasis on the role of dance. Prof. Shermaine Barrett, President of the Jamaican Council for Adult Education and Caribbean Vice President of the International Council for Adult Education examined the topic of Dialogic Approaches as Critical to Liberatory Education. It was an evening rich in information that stimulated much discussion.

### 2.6.3 Empowerment in Theory and Practice: Getting Active - Individually and for the Community

On November 16 VHS Munich organised digital event "Empowerment in theory and practice: Getting active - individually and for the community", on REFLECT method inspired by Freire („Regenerated Freirean Literacy Through Empowering Community Techniques“). Katarina Popovic, ICAE Secretary General, gave the introductory presentation, coordinated the discussion and together with Grehard QUinke (DVV International) moderated working groups on questions: How can REFLECT method be applied in the practical work in adult education? With which target groups and in which areas? What are the experiences with REFLECT in other countries and regions of the world? What role do culture and educational background of the participants play? What could be achieved in countries in Africa and what role does context play? Can REFLECT and similar methods be successfully applied in development cooperation?

„München global engagiert: Ungleichheiten erkennen – gemeinsam mehr erreichen“  
16 November 2021

**Paulo Freire:**  
**Empowerment in Theorie und Praxis:**  
**Teilnehmende aktivieren und ihre Potenziale stärken**



Prof. dr Katarina Popović, ICAE- Internationaler  
Rat für Erwachsenenbildung; Universität Belgrad

## 2.7 UNESCO Conferences and Events

### 2.7.1 UNESCO World Conference on Education for Sustainable Development

ICAE was part of the UNESCO World Conference on Education for Sustainable Development, which was held as a virtual conference from 17 to 19 May 2021. The conference is organized by UNESCO in cooperation with and generously supported by the Federal Ministry of Education and Research of Germany, and with the German Commission for UNESCO as advisory partner. Through the World Conference, UNESCO was hoping increase understanding of Education for Sustainable Development and the vital role of education in addressing the climate crisis, biodiversity loss, achieving the Sustainable Development Goals and giving learners the initiative to act for the future of the planet. Find more information on the dedicated website:

<https://en.unesco.org/events/ESDfor2030>.



ICAE, with President Robbie Guevara, was part of a session on 17 May on "Transformative Education – Implementing SDG Target 4.7", organized by [Bridge 47](#) and the [Ban Ki-moon Centre for Global Citizens](#). You can watch the recording here:

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

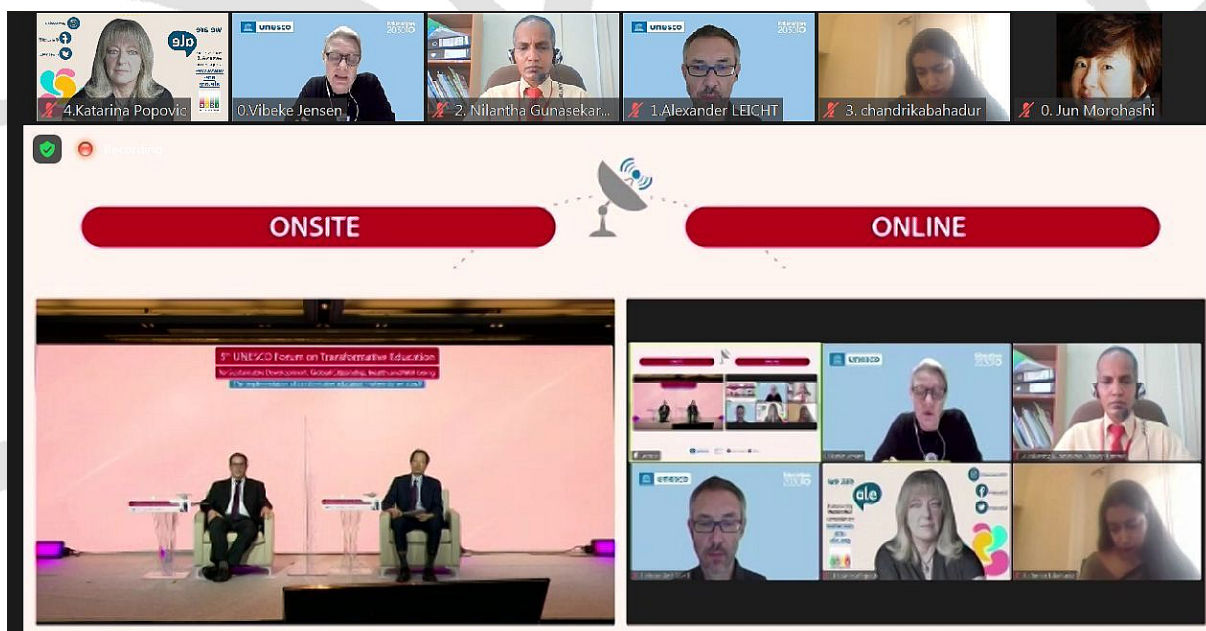
Robbie also spoke on 19 May on "Putting ESD into action". Lifelong learning has been increasingly recognised as key to addressing the multiple challenges faced by humanity. This session sought to bring policy makers, academics, and experts to share insights and best practices on ESD implementation through lifelong learning.

Further Sandy Morrison represented ICAE in this conference in a session on "Responding to global challenges through Education for Sustainable Development – Promoting Climate Action through Education" on 18 May. This session focuses on how Education can empower people with the knowledge, skills and values to tackle climate change, and acts towards sustainability.



## 2.7.2 5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being

Katarina Popović represented ICAE in the 5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being



## 2.7.3 On-line International Seminar on the Evolving Right to Education

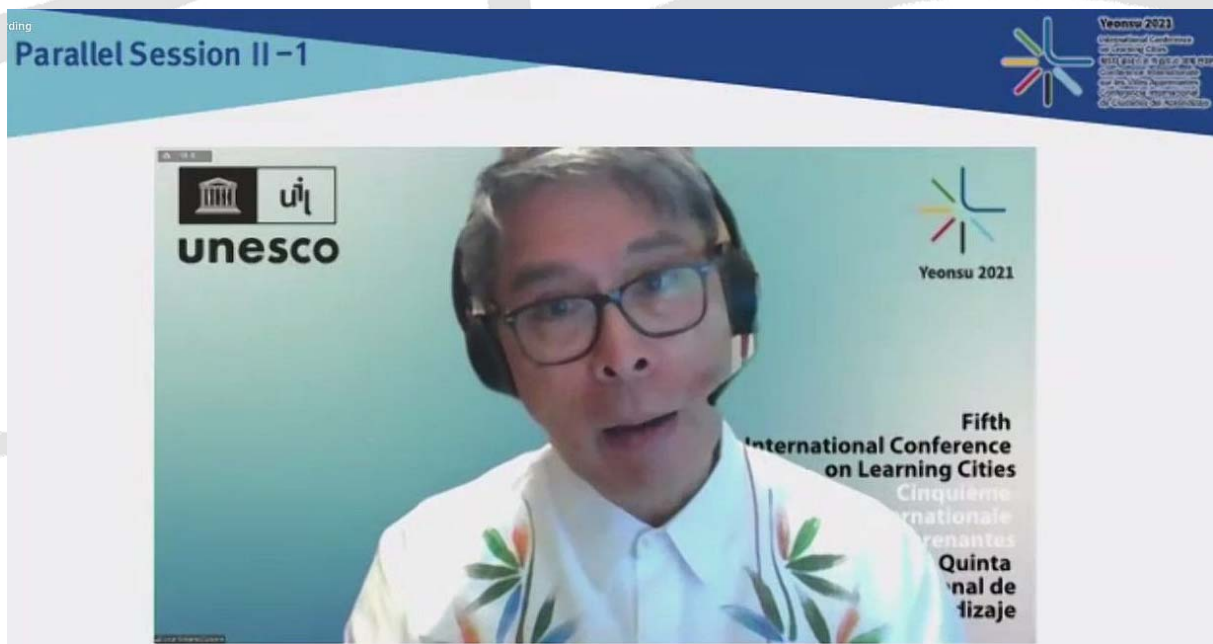
As a contribution to the Human Rights Day 2021, which marks the 73rd Anniversary of the Universal Declaration of Human Rights (1948), but also a year-long campaign celebrating the 60th anniversary of the UNESCO Convention against discrimination in education (1960) - the first and only legally binding international treaty dedicated exclusively to the right to education, UNESCO organized an international Seminar to foster the global dialogue around the evolving dimensions of the right to education. In 2021, Human Rights Day focused on equality, as the solution to provide opportunities within and access to a fairer and more inclusive society. In the seminar, ICAE was represented through active participation of Robbie Guevara, Timothy Ireland and Katarina Popović.



## 2.7.4 Fifth International Conference on Learning Cities

The UNESCO Global Network of Learning Cities (GNLC) is an international, policy-oriented network whose members benefit from the sharing of lifelong learning policies and practices; the production and exchange of knowledge on key challenges and solutions; capacity-building and training initiatives; and participation in global events such as the biennial (since 2013) International Conference on Learning Cities. With over half of humanity currently residing in urban areas, cities are key to providing learning opportunities for young and old alike.

In that spirit, from 27 to 30 October 2021, the fifth International Conference on Learning Cities brought together in Yeosu, Republic of Korea, hundreds of UNESCO 'learning city' representatives, who will gather, both in-person and virtually, to discuss how learning can help to build healthy and resilient cities, and how such metropolitan learning communities can make new progress in the post-COVID-19 era. ICAE was represented by its president, Robbie Guevara.



## 2.8 Curriculum GlobALE

Educators are key to quality adult learning and education. Yet, a shortage of professional adult educators in many countries around the world still hinders progress towards the provision of lifelong learning opportunities and hence the work towards achieving Sustainable Development Goal 4.

That is why, on 26 May 2021, the German Institute for Adult Education (DIE), DVV International, the International Council for Adult Education (ICAE) and the UNESCO Institute for Lifelong Learning (UIL) launched a reference framework for the training of adult educators: Curriculum globALE.

The event provided an opportunity to learn more about the content, structure and implementation modalities of Curriculum globALE. Learners, educators and representatives of education ministries will share their experiences of working with the pilot version of Curriculum globALE to the benefit of adult learning and education worldwide.



International launch of Curriculum globALE, 26 May 2021

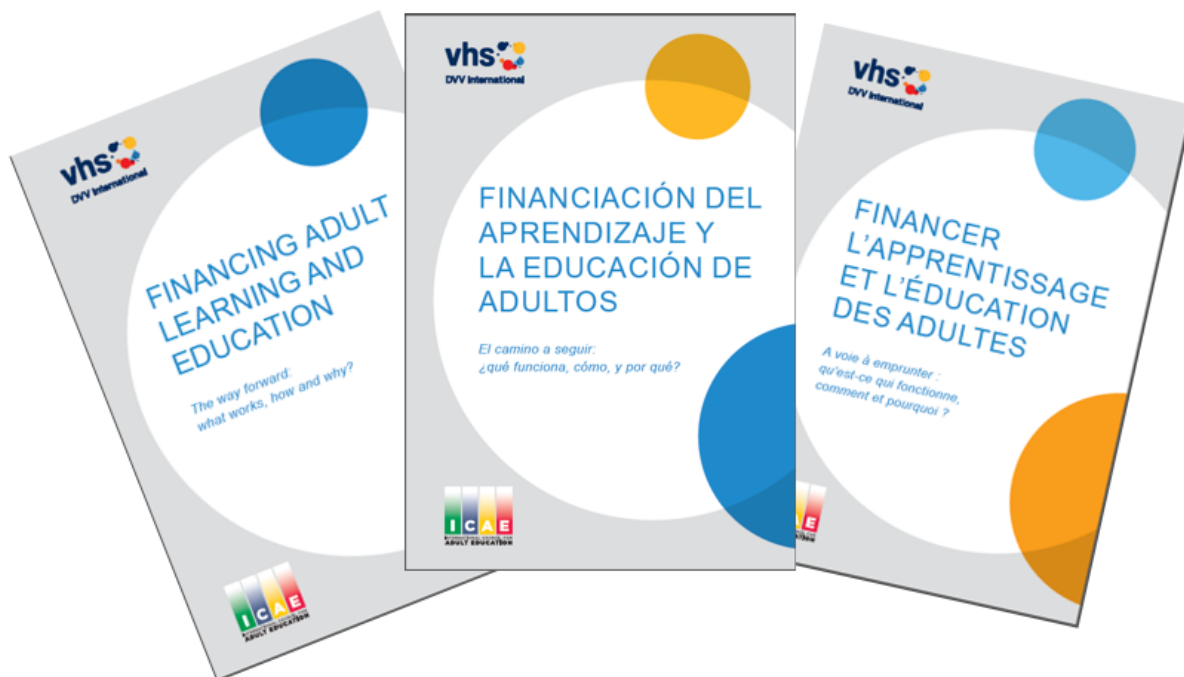


## 2.9 Study on “Financing Adult Learning and Education”

Financing adult learning and education (ALE) is a highly discussed, complex and, at times, even controversial topic. As globally active organisations, the Institute for International Cooperation of the German Adult Education Association (DVV International) and the International Council for Adult Education (ICAE) are committed to finding efficient ways to promote and support ALE worldwide. Sustainable financing mechanisms, taking also public spending into account, play a crucial role.

Against this background two studies have been conducted that make an attempt to shed light on the current situation from a global perspective, by analysing cases of selected countries, presenting good practice examples, discussing challenges and existing financing models.

The first study “Financing Adult Education. The way forward: what works, how and why?”, elaborated in partnership with ICAE, addresses the overall ALE sector, while the second study, commissioned by DVV International to an international expert team, looks deeper into public financing of the often underestimated field of popular, liberal and community education.



Download the ICAE study on Financing ALE on the ICAE website:

<http://icae.global/en/wp-content/uploads/2021/03/Financing-Adult-Learning-and-Education.pdf>

# 3 Members, Partners and Projects

## 3.1 The Bridge 47 Network on Global Citizenship Education

ICAE was 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 Popović were members of the Bridge 47 Steering Group, actively contributing and regularly participating in the Corona taskforce and Sustainability Group. Ricarda Motschilnig acted 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 regard. The project aims to mobilize global civil society to contribute effectively to global justice and eradication of poverty through global citizenship. The Network assisted in setting up sustainable working structures for the network and facilitates the coordination of the network.

The aim was 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 aimed 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 was to build bridges between different educations by sharing, learning and doing things together. In addition to coordinating the Bridge 47 Network, the project aimed 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.

### IMAGINE 4.7 - Global Event 25-27 May

The Bridge 47 Network brings together diverse professionals and enthusiasts around the world who work with transformative learning and SDG Target 4.7. By reconnecting for three days in May, it was hoped to challenge the "old ways of doing things" and to dream of brighter futures. The Bridge 47 project has offered spaces to critically reflect on the many roles we exercise on the planet. Members have come together to exchange on how to better support citizens of all ages to act for change. Coming from different cultural and professional backgrounds, what unites us is a passion for transformative learning for more sustainable and socially just tomorrows. Through transformative learning, people can shape the world as active, global citizens and create enabling conditions for brighter futures to emerge. The Bridge 47 Network seeks to create the enabling conditions for citizens to assume active roles in shaping the world, as active global citizens. This requires working together, and bringing new audiences on board, as sustainable change can only come about through collaboration. Find more information here:

<https://imagine47.bridge47.org/>

## 3.2 SAFE Project

ICAE is partner in the Safe spAces For lEarning (SAFE) project. The aim of this project is to strive for social inclusion and change by improving and extending the supply of high-quality learning opportunities for adults, through the creation of a comprehensive guide for creating and maintaining safe spaces for learning, including extended research on safe space mentality in the life systems of people, meaning family, community and international identity. In November 2021 SAFE has evaluated the first results of focus groups on safe spaces.



The project also aims to increase learning demand and take-up through effective outreach, guidance and motivation strategies that will be facilitated by the creation of a storytelling board game that will aim to not only recognize the safe and unsafe elements of a learning environment but also provide solutions, highlight the struggle and work towards resolving conflicts through understanding.

Target groups of the project:

- the broad adult education community including adult educators and adult education providers
- adult learners and specifically adult learners that either as individuals or as communities have been subjected to discriminatory behaviours towards their gender, social status, race and/or culture and academic/ learning performance
- policy makers, workers for adult education provision and researchers with a European gravitas in matters of creating safe spaces for learning, social inclusion and battling inequalities.

Partners: Escola Profissional Amar Terra Verde (EPATV), Portugal; DAFNI KEK, Greece; PATATRAC, Italy; Die Wiener Volkshochschulen GmbH, Austria; EAEA, Belgium; and ICAE.

Find more information on the website:

<http://www.safespacesale.eu>



### 3.3 University Würzburg: Civil Society and Adult Education – Traditions, Practices and Shaping a “New Normal”

On 28th May, this workshop organized by the University of Würzburg and ICAE aimed the exploration of the role of civil society in adult learning. The workshop took a closer look at different contexts, challenges and restrictions the current crisis is imposing on civil society, and its potential to help shaping “new normal” aligned with the human rights commitments and principles of justice and equity.



**UNIVERSITÄT  
WÜRZBURG**



**DAAD**



Federal Ministry  
of Education  
and Research



ICAE

PROFESSORSHIP FOR ADULT & CONTINUING EDUCATION

**INTERNATIONAL WORKSHOP | 28 MAY 2021**

moderated by Prof. Dr. Katarina Popović,  
DAAD Visiting Professor at University of Würzburg

**CIVIL SOCIETY AND ADULT EDUCATION**  
- TRADITIONS, PRACTICES AND SHAPING A „NEW NORMAL“ -

University of Würzburg, together with International Council for Adult Education, aims the exploration of the role of civil society in adult learning in education, taking a closer look at different contexts, challenges and restrictions current crises imposes on civil society, and its potential to help shaping “new normal” aligned with the human rights commitments and principles of justice and equity.

**OPENING REMARKS**  
*Regina Egetenmeyer,*  
*Professor at University of Würzburg*  
*Roberto J. Guevara, ICAE President*

**WHAT IS CIVIL SOCIETY?**  
**Origin, emergence, transformations and the current role of civil society**  
*Christophe Agulon, Professor at Université Paris-Est Marne-la-Vallée,*  
*Researcher at Orange Labs , founder of Attac France, Paris*  
*Katarina Popović Professor at University of Belgrade and*  
*DAAD Visting Professor at University of Würzburg, ICAE Secretary General*  
**Modern civil society and adult education – a fight in a global spaces**  
*David Archer, Head of Participation and Public Services at ActionAid,*  
*Board member of the Global Campaign for Education*  
*Ricarda Motschilnig, Policy and Advocacy Officer, ICAE*

**09:30 a.m. - 1:00 p.m. (CET)**

**WHAT DOES CIVIL SOCIETY MEAN AROUND THE WORLD?**  
**Civil society - the main pillar of adult learning and education in Asian context**  
*The Asia South Pacific Association for Basic and Adult Education*  
**Civil society – a recognised partner in adult learning and education in Sweden and Nordic countries**  
*Cecilia Palm, Secretary General of Folkuniversitetet, Stockholm,*  
*ICAE Executive Committee Member*

**CLOSING REMARKS**  
*Katarina Popović, Professor at University of Belgrade and*  
*DAAD Visting Professor at University of Würzburg, ICAE Secretary General*

**2:30 p.m. - 17:30 p.m. (CET)**

**Venue: Zoom\* - Registration (until May 22nd): [lifelong.education@uni-wuerzburg.de](mailto:lifelong.education@uni-wuerzburg.de)**  
\*By participating, you agree that the workshop may be recorded. The recordings are used for academic and research purposes only.

### 3.4 EUCEN 2021 Policy Talks in Brussels

EUCEN – European University Continuing Education Network is a association for the promotion and advancement of lifelong learning within higher education institutions in Europe and elsewhere. EUCEN provide a forum for the development, interchange and dissemination of innovation and good practice on lifelong learning within European higher education. At the 2021 Policy Talks in Brussels, consequences of recent trends in university lifelong learning across Europe were discussed and messages to policy makers formulated.

At the roundtable-discussion on the Futures of University Lifelong Learning on 21 September, Katarina Popović, SG of ICAE, talked about ways and possibilities to bridge adult learning and education to LLL.



## 4 Representation of EC Members and Staff 2021

Date	Event
January	Virtual World Social Forum 2021 Paulo Freire Anniversary
20 January	CONFINTEA VII - East and North-East Asia sub-regional consultation
25 February	CONFINTEA VII - Central Asia sub-regional consultation
17 March	CONFINTEA VII - Arab States Regional Prep Conference - Civil Society Representatives
22 March	ale campaign kick-off Meeting
24 March	CONFINTEA VII - Arab States Regional Prep Conference - Governmental and Civil Society Representatives
25 March	Adult learning and education in the context of SDGS and LLL, DVV International Moldova
30 March	CONFINTEA VII - South Asia sub-regional consultation
5 April	CONFINTEA VII - South-East Asia sub-regional consultation
14 April	EC Meeting
27 April	DVV International capacity building on citizenship education
10 May	Lecture on "Postmodernism and ALE"
17-19 May	ESD World Conference , <a href="https://en.unesco.org/events/ESDfor2030">https://en.unesco.org/events/ESDfor2030</a>
19 May	CONFINTEA VII - West Africa sub-regional consultation
17 -19 May	UNESCO World Conference on Education for Sustainable Development
25 – 27 May	Bridge 47 – Global conference
26 May	Curriculum GlobALE Launch with UIL, DVV
28 May	ICAE Workshop at Uni Würzburg/Germany
28 May	CONFINTEA VII- West Africa (Sahel) sub-regional consultation
28 May	University Würzburg-Workshop on civil society and ALE
3-6 June	Adult Education in Global Times: An International Research Conference (AEGT2021), <a href="https://edst.educ.ubc.ca/aegt2021">https://edst.educ.ubc.ca/aegt2021</a>
5 June	ICAE/we-are-ale-campaign Workshop
7 June	International INTALL conference on COVID-19 and ALE
9 June	CONFINTEA VII - Southern Africa sub-regional consultation
9-10 June	European Development Days
22 June	EAEA General Assembly
23-25 June	Conference "Adult education and pandemics. Challenges. Chances. The future", DVV International Bosnia and Hercegovina
30 June	SVEB Online workshop on Financing Adult Education
7 July	EC Meeting
1 July	6th World Forum for LLL, Brussels



Date	Event
6-15 July	HLPF topic "Human well-being and the SDGs: Recovering after the COVID-19 crisis.", areas: Human health, well-being and capabilities; and Sustainable food systems and healthy nutritional patterns
6 July	EASG HLPF Side event
6 July	Bridge 47 HLPF Side event
9 July	HLPF SDG Training and Learning Session
22 July	CONFINTEA VII Pacific CSO Pre Meeting
29 July	CONFINTEA VII Pacific sub-regional consultation
28-30 July	CONFINTEA VII Latin American regional consultation
17 August	Online workshop "Current Perspectives from the World and Turkey in Adult Education"
2 September	Launch LAC Campaign in Defence of the Legacy of Paulo Freire
3 September	CLADE webinar on Paulo Freire
8-9 September	CONFINTEA VII European and NA regional consultation, Slovenia
8-9 September	International Literacy Days UNESCO
23 September	Quebec ICEA webinar Paulo Freire
30 September	Jamaican Council Webinar in Commemoration of Paulo Freire's 100 Birthday
30 September	LAC Webinar: Situation, Horizons and Freirean Thought
19 October	SAFE Project and EPAL Community Conference
4-6 November	SAFE Project Meeting Vienna
16 November	Keynote NordSüdForum on Freire's ideas and work on AE
17 November	EC Meeting
8-26 November	UNESCO/UIIL, Shanghai Open University, Capacity-building workshop: 'Developing education systems from a lifelong learning perspective
18 November	CLADE webinar "The Situation of Youth and Adult Education in Latin America and the Caribbean in the Context of the Pandemic - A Descriptive Analytical Overview" - Timothy Ireland for ICAE
29 November - 1 December	UNESCO/APCEIU - 5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being
1 December	Funding of Adult Learning: Scotland Impact Forum, Presentation of Financing ALE study
7-8 December	UNESCO International Seminar on the Evolving Right to Education, held online, on the occasion of UN Human Rights Day.
8 December	SVEB Online Workshop on Professionalisation in AE

# 5 Financial Report 2021

## ICAE - CATEGORIZED INCOME AND EXPENDITURE 2021

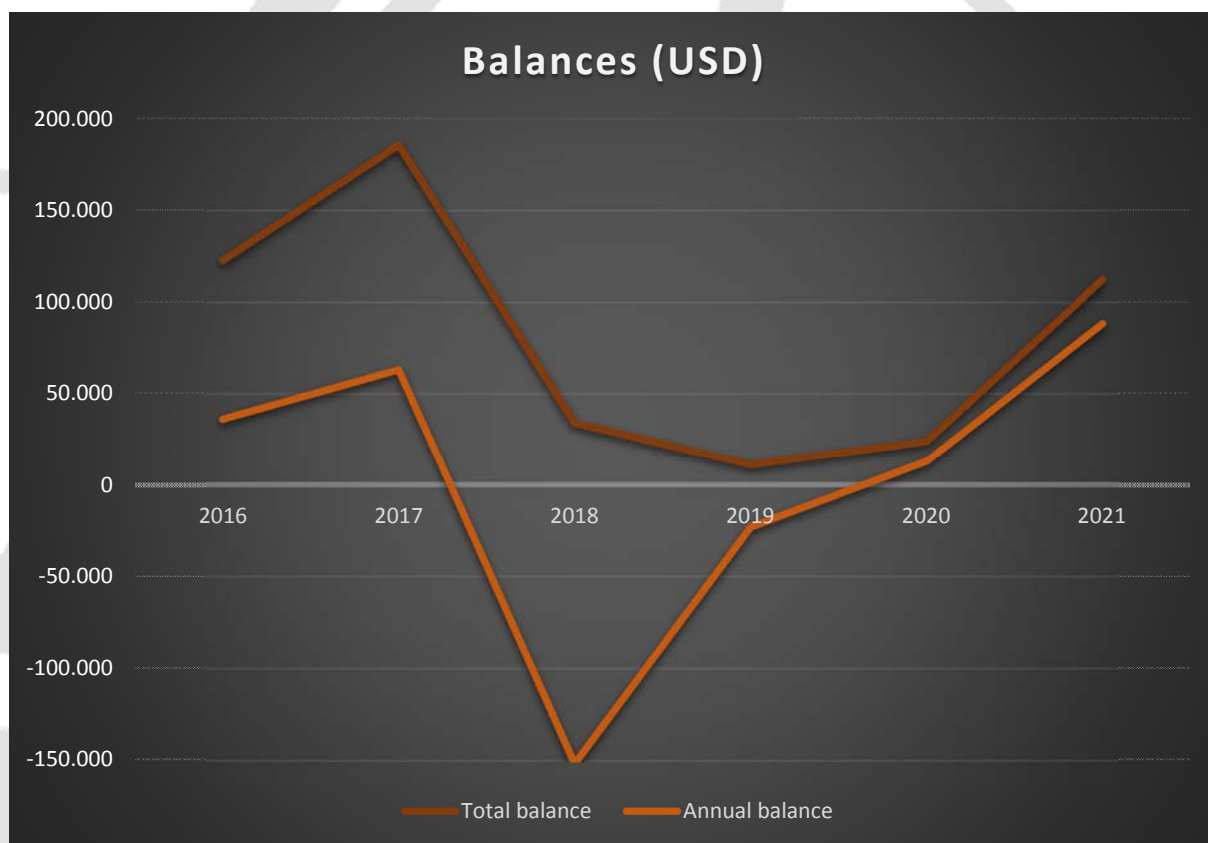
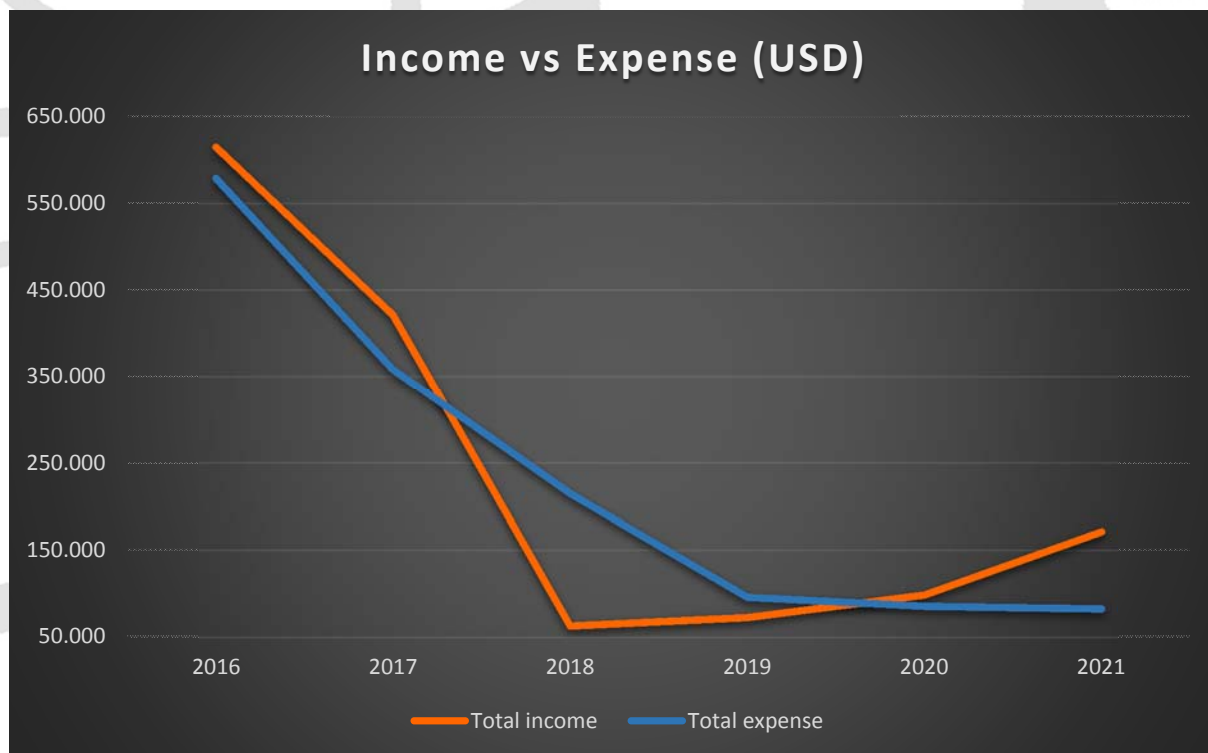
INCOME	Code	Income RSD	Income EUR	Income USD	Income Total (in EUR)*	Income Total (in RSD)*
<b>1. MEMBERS CONTRIBUTION AND ROLLOVER</b>		<b>642.996,20</b>	<b>29.798,36</b>	<b>11.944,57</b>	<b>45.824,18</b>	<b>5.388.103,72</b>
1.1 Membership fees	110	16.461,00	19.165,57	7.937,93	26.321,59	3.094.947,87
1.2 Solidarity contributions	120	0,00	29,04	0,00	29,04	3.414,58
1.3 Rollover	130	626.535,20	10.603,75	4.006,64	19.473,55	2.289.741,26
<b>2. DONORS, GRANTS</b>		<b>0,00</b>	<b>117.900,71</b>	<b>0,00</b>	<b>117.900,71</b>	<b>13.863.013,07</b>
2.1 DVV International - ALE Campaign	210	0,00	2.700,00	0,00	2.700,00	317.471,67
2.2 Bridge 47 - Global Citizenship Edu.	220	0,00	14.236,34	0,00	14.236,34	1.673.938,75
2.3 EU project - SAFE Spaces for Learn.	230	0,00	5.168,00	0,00	5.168,00	607.664,29
2.4 SVEB - CONFITEA VII	240	0,00	6.626,00	0,00	6.626,00	779.098,99
2.5 Open Society Foundation	250	0,00	89.170,37	0,00	89.170,37	10.484.839,36
<b>TOTAL INCOME</b>		<b>642.996,20</b>	<b>147.699,07</b>	<b>11.944,57</b>	<b>163.724,89</b>	<b>19.251.116,79</b>

EXPENDITURE	Code	Expenditure RSD	Expenditure EUR	Expenditure USD	Expenditure Total (in EUR)*	Expenditure Total (in RSD)*
<b>1. PROGRAMMES</b>		<b>-2.542.043,70</b>	<b>-15.105,14</b>	<b>0,00</b>	<b>-36.724,45</b>	<b>-4.318.137,78</b>
1.1 Coordination (gross) 55% of total	300	-2.304.914,70	-13.200,00	0,00	-32.802,60	-3.856.998,42
1.2 Policy and advocacy for ALE and LLL	320	-9.100,00	0,00	0,00	-77,39	-9.100,00
1.3. Capacity building	330	0,00	0,00	0,00	0,00	0,00
<b>1.4. Projects</b>		<b>-228.029,00</b>	<b>-1.905,14</b>	<b>0,00</b>	<b>-3.844,46</b>	<b>-452.039,36</b>
1.4.1 ALE Campaign	341	0,00	0,00	0,00	0,00	0,00
1.4.2 Global Citizenship Education	342	0,00	-750,00	0,00	-750,00	-88.186,58
1.4.3 SAFE Spaces for Learning	343	-228.029,00	-1.155,14	0,00	-3.094,46	-363.852,79
1.4.4 CONFITEA VII	344	0,00	0,00	0,00	0,00	0,00
1.4.5 Open Society Foundation	345	0,00	0,00	0,00	0,00	0,00
<b>2. ORGANIZATION DEVELOPMENT</b>		<b>-2.397.506,62</b>	<b>-11.838,35</b>	<b>0,00</b>	<b>-32.228,41</b>	<b>-3.789.484,67</b>
2.1. Coordination (gross) 45% of total	300	-1.885.839,30	-10.800,00	0,00	-26.838,49	-3.155.725,98
2.2. Communication and information	420	0,00	-1.023,18	0,00	-1.023,18	-120.307,65
2.3. Membership and partnership	430	-1.500,00	0,00	0,00	-12,76	-1.500,00
2.4. Meetings and fundraising	440	0,00	0,00	0,00	0,00	0,00
2.5. Office - admin., account., bank charg.	450	-275.049,72	-15,17	0,00	-2.354,38	-276.833,44
2.6. Office - audit	460	-235.117,60	0,00	0,00	-1.999,60	-235.117,60
<b>TOTAL EXPENDITURE</b>		<b>-4.939.550,32</b>	<b>-26.943,49</b>	<b>0,00</b>	<b>-68.952,86</b>	<b>-8.107.622,46</b>

EXCHANGE	RSD	EUR	USD	* National Bank of Serbia middle exchange rate list on 31.12.2021	
Exchange EUR-USD		0,00	0,00		
Exchange USD-EUR		0,00	0,00		
Exchange EUR-RSD	3.538.458,50	-30.500,00		1 EUR =	117,5821 RSD
Exchange USD-RSD	975.150,00		-10.000,00	1 USD =	103,9262 RSD

BALANCE	RSD	EUR	USD	Total in EUR*	Total in RSD*
	217.054,38	90.255,58	1.944,57	93.820,29	11.031.586,78

In order to evaluate financial results 2021 they are presented in five years perspective (2016-2021). Data for 2021 are converted from EUR to USD (the real exchange rates based on exchange operation with the bank) to be comparable with previous years results.





# 6 Auditor's Report

## AUDITOR'S REPORT OF FACTUAL FINDINGS ON ICAE FINANCIAL REPORT 2021

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II FACTUAL FINDINGS	4

## 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 2021 ("ICAE Financial Report") for the period covering 1 January 2021 to 31 December 2021. 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 2021.

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 163,724.89. 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 68,952.86. 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.

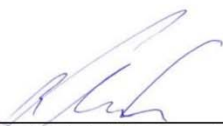

We look forward to discussing our Report with you and would be pleased to provide any further information or assistance which may be required.

Yours sincerely,

  
\_\_\_\_\_  
Jelena Terzić, Certified Auditor

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

25 May 2022

  
\_\_\_\_\_  
Bogoljub Aleksić, Managing Partner  
  
MOORE STEPHENS  
Revizija i Računovodstvo d.o.o.  
Studentski trg 4, Beograd

25 May 2022



## 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 2021 to 31 December 2021 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 2021 to 31 December 2021;
- (b) The total expenditure which is the subject of this verification amounts to EUR 68,952.86. These expenditures were claimed in the accompanying financial report;
- (c) The total income which is the subject of this verification amounts to EUR 163,724.89. 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 2021 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 2021.







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

International Council for Adult Education  
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Consejo Internacional de Educación de Adultos  
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[www.facebook.com/ICAEGlobal/](https://www.facebook.com/ICAEGlobal/)

