



Annual Report 2022

Belgrade, May 2023

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Editorial by Robbie Guevara, ICAE President

As we reflect on yet another year, 2022 presented its fair share of challenges for ICAE and its members. With the invaluable support of our members and the generous grant from Open Society Foundations, we successfully navigated these challenges, strategically planning and preparing ourselves to overcome them and to contribute to our collective vision of achieving the right to adult learning and education for everyone.

We celebrate our achievements at CONFINTEA VII. We recognise the active contribution of our members during the regional preparatory meetings, the public online consultations in drafting the Marrakesh Framework for Action (MFA) and the Civil Society Forum (CSF) that preceded CONFINTEA VII. We specifically celebrate the two key outcomes, the [CSF Declaration](#) and the [Marrakesh Framework for Action](#).

We were well-prepared with our advocacy positions, which helped our members to actively advocate to their respective governments, that secured within the MFA the key principles of ALE as a basic human right, grounded in the principles of equity, inclusion, and quality, and strengthened by our commitment in the [We-Are-ALE Campaign](#) to justice, well-being and change.

However, while we were still celebrating our CONFINTEA VII achievements, we were faced with the challenge of ensuring the visibility of ALE at the Transforming Education Summit (TES). Billed as the opportunity to advance the need for concerted global action on education, [the Vision Statement of the UN Secretary General](#), released at the conclusion of TES recognised the problems of adult literacy, but failed to recognise a vision for ALE in its action statements.

This is a clear reflection of how we cannot just think that with the strong outcomes of CONFINTEA VII, we can now relax and continue the good ALE work that many of us sustained despite the multiple restrictions we faced during the pandemic.

At the end of CONFINTEA VII, I wrote a [blog](#) about how we at the ICAE, before, during and after CONFINTEA VII, were:

- ALIVE to the realities of our times,
- ALERT to the opportunities to advocate for Adult Learning and Education (ALE) as part of the right to education and lifelong learning,
- AWAKE to the debates on education and lifelong learning that was happening, and
- ENTHUSIASTIC to advance the commitments made in the Marrakesh Framework for Action (MFA).

I revisited this call to remain Alive, Alert, Awake and Enthusiastic during a [webinar for the Centre for Research and Development in Adult and Lifelong Learning \(CR&DALL\) at the University of Glasgow](#). I wish to conclude 2022 with these reflections and an on-going call to action to remain:

- ALIVE to the challenges we face and need to overcome if we are to achieve a more sustainable and equitable future for all.
- ALERT to the role that ALE as part of lifelong learning has to play to address these challenges.

- AWAKE to the reality that we cannot have “business-as-usual” education. We need education and lifelong learning not just to contribute to transformation, but for ALE to be transformed, if it is to become truly transformative.
- ENTHUSIASTIC and even more importantly to remain VIGILANT to advance and secure the commitments made in the Marrakesh Framework for Action (MFA) to “*guide us in harnessing the Transformational power of ALE within a lifelong learning perspective for a socially cohesive, fulfilling, inclusive and sustainable future for all*”.

*Yours Roberto “Robbie” Guevara,
President of the International Council for Adult Education*

Solidarity with the people of Ukraine

In the face of the terrible war in Ukraine, which has shocked us all, ICAE stands firmly in solidarity with the people of Ukraine and wholeheartedly [endorses the statement of the European Association for the Education of Adult \(EAEA\)](#).

To our colleagues and friends in Ukraine and their affiliates,

We stand firmly in solidarity with the people of Ukraine today. EAEA has advocated for non-formal adult learning and education to promote peace, democracy and solidarity since 1953. Adult education is transformative and connective for individuals, communities and society. Our values are democracy, mutual understanding and tolerance, respect for human rights and transnational and intercultural dialogue.

In these years, we have had the opportunity to appreciate the extraordinary work of our colleagues in Ukraine in defence of these democratic values and human rights. Rest assured that the European adult learning and education community will offer you and your families every possible support.

By bringing people together, adult education has been instrumental to foster equity, cooperation and resilient communities. Violence and war have no place in Europe: generations of Europeans, including adult learners and educators, have devoted their lives to building peace and solidarity. We cannot let anyone take away the foundations of our democratic societies.

EAEA calls for a diplomatic solution to the crisis to protect the people of Ukraine and our shared values, while assuring assistance and humanitarian aid to those in need.

In solidarity!

1 CONFINTEA VII

1.1 Reflections by Robbie Guevara – ICAE President

During the 2009 Belem Civil Society Forum (FISC) that preceded CONFINTEA VI, I remember teaching this action song to our CSO participants. We sang it at the start of the day (because FISC went for 3 days) to energise the participants. But I also recall singing it during our bus ride from the main venue to our hotels. One evening, after keeping a late-night vigil – waiting for colleagues who were in the Drafting Committee – we were told to go back to the hotels as they had to work much longer to try to gain consensus on what eventually became the Belem Framework for Action (BFA). During the bus ride home, drained of energy after a long day, the people on the bus spontaneously broke out in song.

I recall this moment, having just celebrated the completion of CONFINTEA VII and adapted the Marrakesh Framework for Action (MFA). This time, we did not have to keep vigil for long hours into the night to get updates from members of the Drafting Committee. This time, via whatsapp, we were updated as each point was discussed, debated, and agreed on – still by consensus. The initial evaluation of the MFA relative to the Recommendations that we put forward after the Civil Society Forum was that we had won most of what we considered to be our core advocacy points, namely, around financing, expanding efforts to achieve adult literacy, inclusion of the learners' voice, and professionalisation of ALE staff. This success was the product of our deep understanding of the realities of our times, our commitment to a human-right framework to education and our on-going engagement with the global policy platforms, frameworks and institutions.

We, in the ICAE, were **ALIVE** to the realities of our times. While the pandemic has continued to be the overarching global context, our Global Manifesto clearly identifies the complex and interconnected contexts we need to respond to as adult educators.

At present, the world community is struggling with a complex spectrum of human created crises including the COVID-19 pandemic, climate change, negative impact of digitalization, artificial intelligence and other new technologies, the nuclear threat, the weakening of democracy and the use of violence in place of negotiation and dialogue.

We, in the ICAE, were **ALERT** to the commitments we have made to a rights-based approach to education, that doesn't only understand but address the realities we are alive to. As we stated in our Global Manifesto:

Adult Learning and Education (ALE) is a fundamental human right of all young people, adults and older adults. It is more than about enabling us to respond to crises: it is about laying the foundation for a common understanding of life in harmony with other people and forms of life in our common habitat, the planet earth. This involves understanding and then tackling systemic issues, including poverty, structural inequalities, global problems and power issues, on a permanent basis.

We, in the ICAE, were **AWAKE** to the opportunities that are open for us to advance our ALE principles and practices. In particular, the opportunities provided by the current global education policy frameworks, the SDGs, and the UNESCO Futures of Education report, for A New Social Contract for Education. Our Global Manifesto clearly states:

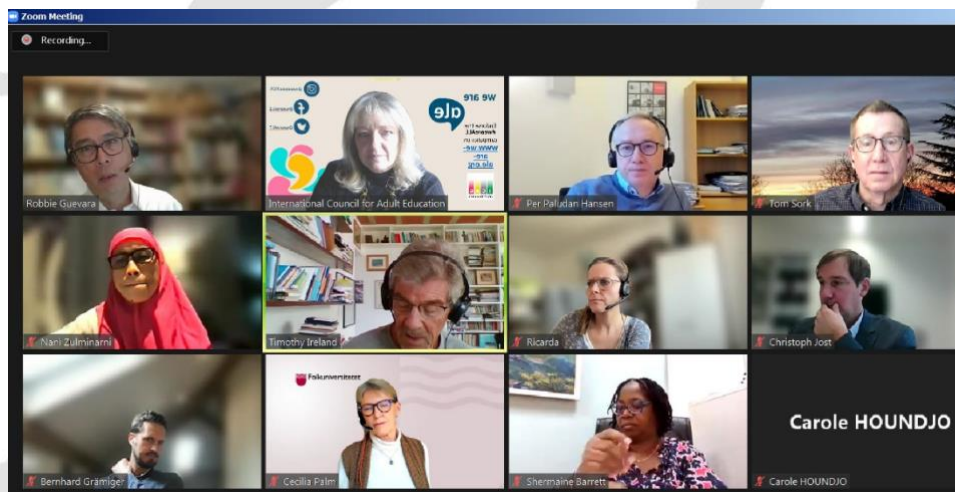
In this context, a new ALE needs to create and embrace long-term, sustainable solutions based upon the transformative power of adult learning and education rather than insist on its adaptive and responsive role.

And finally, we, in the ICAE, are **ENTHUSIASTIC** about being able to take the core principles and commitments of the Marrakesh Framework for Action (MFA) into grounded, relevant and in some cases urgent action, together with our regional members, our strategic partners and of course our own local communities. We also commit to taking the MFA to the upcoming UN Transforming Education Summit of the UN Secretary General. Because as we believe that the MFA should ...

... guide us in harnessing the transformational power of ALE within a lifelong learning perspective for a socially cohesive, fulfilling, inclusive and sustainable future for all.

On behalf of your ICAE Executive Committee (who finally met in-person after having been elected in March 2020), your ICAE Secretariat (Katarina and Ricarda) and your ICAE Marrakesh Team (Majda, Elarbi, Sayed, Donia and the DVV regional office staff), we would like to thank all of you who made this journey to Marrakesh (either online or in person) not just worthwhile but memorable.

Maybe, just like me, in twelve years, one of you will recall something that happened during the Civil Society Forum in Marrakesh and be inspired to continue to advance Transformative ALE that is ALIVE, ALERT, AWAKE and ENTHUSIASTIC.



The ICAE Executive Committee held several preparatory meetings on the eve of CONFITEA VII



1.2 Online Public Consultation of the CONFINTEA VII MFA Draft

The ICAE together with CSO colleagues who are members of the CONFINTEA VII Consultative Committee – DVV International, ASPBAE and representatives of academia, have been actively contributing to the drafting of the Preliminary Marrakech Framework for Action (MFA).

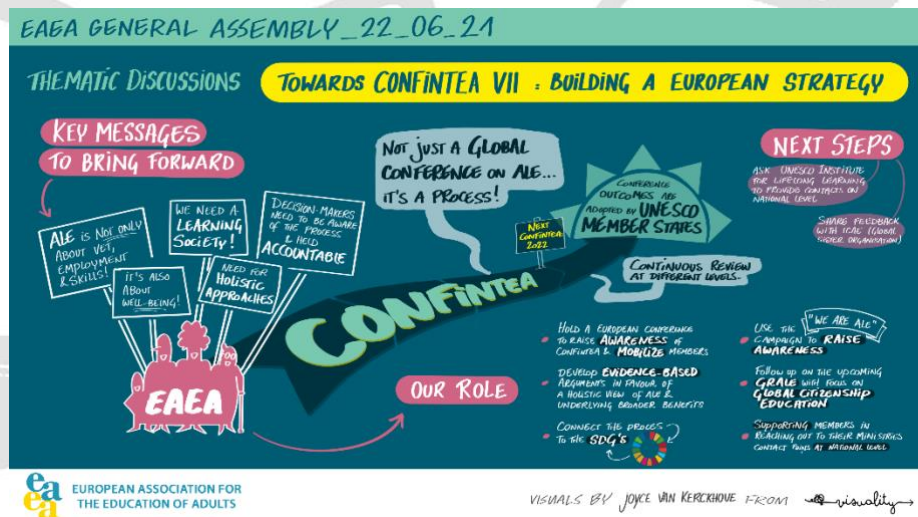
We are pleased to note that a significant number of our initial comments have made it to a preliminary draft. However, we recognised that there were a few more key issues that the ICAE and key colleagues would continue to advocate for.

An opportunity to send comments was given in the **Online Public Consultation** launched by the UNESCO Institute for Lifelong Learning: <https://www.uil.unesco.org/en/seventh-international-conference-adult-education/mfa>. The online consultation was structured as a survey, available in English, French, and Spanish. We shared **the preliminary ICAE's comments on the Draft Marrakech Framework for Action**, that have been prepared by the ICAE in collaboration with our CSO colleagues.

We also organized a **Global Briefing on the Online Public Consultation** and the consultation process was supported by a **10-days of Action – WE ARE ALE campaign** in the social media that highlighted our core principles of justice, well-being and change. We invite to engage in the campaign to ensure the voices of civil society and the educators, learners and communities we work with will have a Marrakech Framework for Action that will not just shape our ALE practice but help shape our shared future.



The regional members of ICAE organized a series of preparatory meetings leading up to CONFITEA VII



1.3 Key CSO recommendations to the CONFITEA VII Drafting Committee on the Zero Draft of MFA

"Key CSO recommendations to the CONFITEA VII Drafting Committee on the Zero Draft of MFA" came out of the Civil Society Forum on 14 June 2022. We suggested focusing on four points in our advocacy to improve the MFA:

1. Strengthen the commitment for **ALE Financing** in Paragraphs 20 and 21 attuned to country contexts (page 5)
2. Expand efforts for implementation of **literacy** policies in paragraph 25 (page 6)
3. Strengthening support for ALE teachers and educators as central to **ensuring quality** ALE in paragraph 17 (page 4)
4. Bringing in the **voices of learners** in planning, designing and implementing ALE policies and programmes in paragraph 15 (pages 3-4)

Civil Society recommendations for improving the Marrakech Framework for Action: we are **ale**

- 1) Strengthen the commitment for ALE Financing in Paragraphs 20 and 21 attuned to country contexts (page 5)
- 2) Expand efforts for implementation of literacy policies in paragraph 25 (page 6)
- 3) Strengthening support for ALE teachers and educators as central to ensuring quality ALE in paragraph 17 (page 4)
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ICAE and Global Civil Society

MANIFESTO 2022

Adult Learning and Education – Because the future cannot wait

You find the exact wording and the relational for each point in the [document](#).

1.4 ICAE and Global Civil Society Manifesto 2022

We are happy to announce, that during the Civil Society Forum the **GLOBAL ALE MANIFESTO 2022** was launched, which was our guide to reviewing the draft Marrakech Framework for Action (MFA). Also available in [English](#), [en français](#) and [en español](#) and [بان باللغة الاسبانية](#)

1.5 ICAE Spotlight report for CONFINTEA 2022

The discussions at the Civil Society Forum and the Declaration were informed by various inputs, with a significant contribution coming from the spotlight report prepared by ICAE in advance, available in several languages – [English version](#).

Download it also in [French](#), [Spanish](#) and [Arab language](#). Prepared and edited by Timothy Ireland, with the contributions from the ICAE Executive Committee, ICAE organisational members and partners.



1.6 Declaration of the Civil Society Forum Marrakech

Another outcome of the Forum was the Civil Society Declaration:

„We the representatives of CSOs, members and partners of the International Council for Adult Education (ICAE), gathered in Marrakech, Morocco on 14 June 2022, as part of our sustained engagement in the Seventh International Conference on Adult Education (CONFINTEA VII) would like to offer this Statement as our contribution to this important global policy process for adult learning and education (ALE), and in particular, the Marrakech Framework for Action (MFA).“



Secretary General of ICAE, Katarina Popović, presented the Declaration at the opening of CONFINTEA VII, on behalf of the global ALE civil society.

[Read the full declaration.](#)

1.7 Marrakesh Framework for Action - Harnessing the transformational power of ALE

The preparations for the Marrakesh Framework for Action (MFA) began long before CONFINTEA VII. ICAE, in collaboration with ASPBAE and DVV International, actively participated in the UNESCO/UIL Advisory Committee. We organized public civil society consultations to gather feedback on the MFA draft and conducted an intensive online campaign to promote CONFINTEA VII. Additionally, regional meetings were organized to prepare civil society input for CONFINTEA VII. Our efforts included extensive work in preparing the Civil Society Forum and coordinating the participation in CONFINTEA VII of as many civil society representatives as possible.

The [Marrakesh Framework for Action \(MFA\)](#) has been adopted unanimously by more than 140 UNESCO member states during the closing of CONFINTEA VII today! We secured important wins as we have strongly advocated for the CSO positions in the Drafting Committee, particularly in strengthening commitments to:

- Increasing public funding and resource mobilisation for ALE and preventing regression in existing budget allocations, as well as progressively meeting the international benchmarks of an allocation of at least 4-6% of GDP and/or at least 15-20% of total public expenditure to education.
- Working towards filling the funding gap to meet the SDG 4 adult literacy targets and to integrate skills training through the fulfilment of existing commitments related to official development assistance (ODA), including the commitments by many developed countries to achieve the target of 0.7 per cent of the gross national product (GNP) for ODA to developing countries.

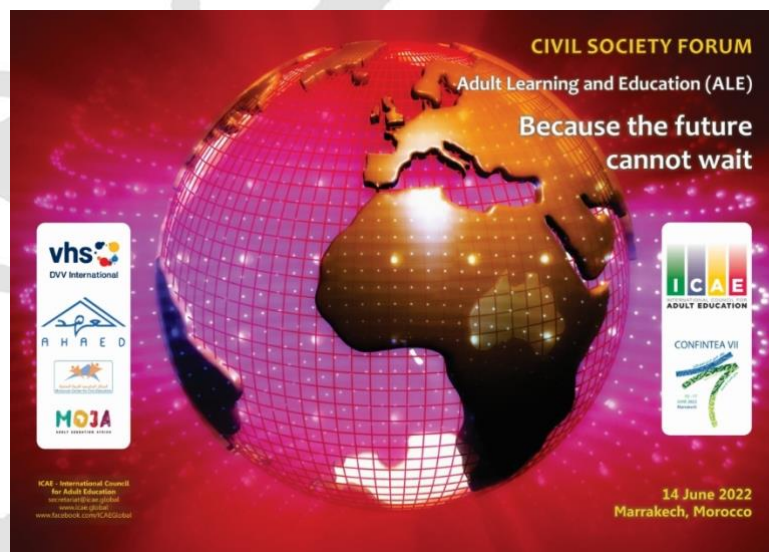
Secretary-Generals Katarina Popovic and Helen Dabu from ASPBAE strongly put forward the key CSO recommendations to the CONFINTEA VII Drafting Committee Meeting on the MFA.



The Action Plan will be the central policy document for adult learning and education (ALE) worldwide over the next 12 years, and calls for, among other things, equal access to education for all for significantly increased participation in adult education, the promotion of climate learning and GCE, and increased funding levels for adult education (15-20% of total public expenditure on education for adult education).

Thank you to all CSO colleagues that have supported us in all the advocacy efforts! Please continue these efforts by disseminating the MFA in your regions, networks, at events, etc. We need to hold member states accountable for the commitments made in Marrakech.

1.8 Civil Society Forum – Adult Learning and Education – Because the future cannot wait



The Civil Society Forum was a hybrid forum held in person in Marrakech and virtually on 14 June 2022. Civil society organisations from across the globe came together to review the latest developments in adult learning and education, globally and across the regions, discuss problems and priorities, launch ICAE Spotlight Report and adopt a Global ALE Manifesto that informed the final set of civil society recommendations for CONFINTA VII and the Marrakech Framework for Action.



The Forum provided a platform for discussions on the crucial challenges for ALE today and identify priorities for the coming years, including:

- Transformative ALE and its role in Agenda 2030
- ALE and the New Social Contract
- ALE as the core of the lifelong learning process
- Securing the right to adult learning and education
- Priorities areas of ALE from the civil society perspective

We also launched the 50th Anniversary of ICAE!



The CSF programme

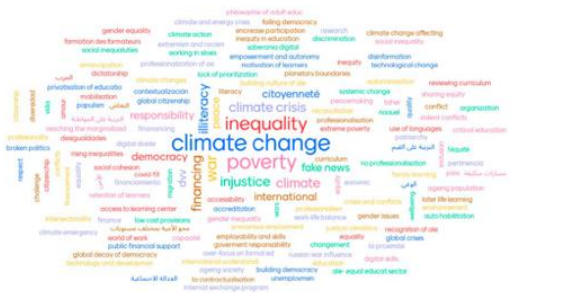
TIME	ACTIVITY	TIME	ACTIVITY
8:00 – 9:00	Registration of participants (onsite) Open Zoom room (online participants)	11:00 – 12:00	Plenary: ICAE Spotlight report Facilitator: Cecilia Palm, ICAE Presentation of the ICAE Spotlight Report for CONFINTEA VII (Timothy Ireland, ICAE) Regional voices to highlight challenges and priorities (ICAIE Regional Vice-Presidents & Regional Reps)
9:00 – 9:50	Welcome and Opening Ceremony <ul style="list-style-type: none"> Welcome to the Civil Society Forum, ICAE Cultural Welcome, MCCE and AHAED Welcome to CONFINTEA VII – UNESCO/UIIL Welcome to the Arab Region and to Marrakech <ul style="list-style-type: none"> DVV International ANLCA Overview of program, logistics and Drafting Committee 	12:00 – 12:30	Plenary: The ICAE ALE Manifesto Facilitator: Per Paludan Hansen - ICAE Introduction of the ICAE ALE Manifesto - Purpose, Structure and Content (Katarina Popović, ICAE)
9:50 – 10:45	Opening Plenary: Civil Society and ALE: Flashpoints in our journey to CONFINTEA VII (Interactive Panel and Conversation facilitated by Robbie Guevara, ICAE) <ul style="list-style-type: none"> Sobhi Tawil, UNESCO Katarina Popović - ICAE Refat Sabbah - GCE 	12:30 – 13:30	Lunch break
10:45 -11:00	Coffee break	13:30 – 14:15	Plenary: CSF Advocacy Messages for CONFINTEA VII and the Marrakech Framework for Action Facilitator: Ronald Cameron - ICAE <ul style="list-style-type: none"> Introduction to the CONFINTEA VII structure – Uwe Gartenschlaeger, EAEA Introduction to the overall MFA structure – Bernhard Graemiger, ICAE Identification of the specific areas for advocacy – Helen Dabu, ASPBAE
		14:15 – 15:45	Workshop: World Cafe - CSF Advocacy Messages for MFA Facilitators: Katarina Popovic, ICAE and Houssem Bel Hadj, DVV International Parallel onsite tables and online breakout rooms, moderated discussion: <ul style="list-style-type: none"> Onsite - Introductory notes and moderation, language tables Online - Introductory notes and moderation, language breakout rooms
		15:45 – 16:00	Coffee break
		16:00 – 17:00	Plenary: CSF Declaration for CONFINTEA VII Facilitator: Robbie Guevara, ICAE <ul style="list-style-type: none"> Reports from onsite and online moderators Adoption of advocacy points for the CSO Declaration for CONFINTEA VII
		17:00 – 17:30	Closing Ceremony Facilitator: Shermaine Barrett, ICAE <ul style="list-style-type: none"> Synthesis - not a closing but a walking together to our shared future Announcements about the CSF+ programme for the 15-17 June Launching of ICAE 50th Anniversary – ICAE, Alan Tuckett and Sandy Morisson
		18:30	Dinner reception





These word clouds directly below depict additional outcomes of our discussions at the Civil Society Forum:

3 GLOBAL ISSUES we must respond to as adult educators. **3 Recommendations for the MFA (Key Words)**



As members and partners of ICAE, we remain committed and united for ALE as a fundamental human right and a precondition for social and ecological justice, well-being, change and transformation, because the future cannot wait.





1.9 Civil Society Forum+

Also, on June 16 and 17, CSO activities were organized by ICAE and colleagues, which included field visits. See the program below.

Time	Activities Running in-parallel		Venue	CSO events in the Official CONFITEA VII Programme at the Fairmont Hotel
15. June morning		Exhibition: Citizenship adult education - On the road to sustainable development	Longue Vie hotel	
15. June afternoon	CONFITEA VII video stream	Open space meetings and networking	Longue Vie hotel	14:45 - 15:15h Presentation of the outcomes of the Civil Society Forum
16. June morning	CONFITEA VII video stream	Open space meetings and networking	Longue Vie hotel	09:30 - 10:45h Parallel workshop – DVV International & others
16. June afternoon	CONFITEA VII video stream	Open space meetings and networking	Longue Vie hotel	16:30 - 17:45h Parallel workshop – ICAE & others
16. June evening	19:30h CONFITEA chats and exchange with the CONFITEA VII delegates	20:30 Re-launch of the journal CONVERGENCE		
17. June morning	CONFITEA VII video stream	Visits to the local adult education centres/ organisations	Marrakech	09:30 - 10:45h Parallel workshop - ASPBAE & others
17. June afternoon	CONFITEA VII video stream	Open space meetings and networking	Longue Vie hotel	
17. June evening	19:30h CONFITEA chats: The way forward; CSO envisioning implementation and monitoring of MFA			



1.10 ICAE at the CONFINTEA VII

ICAE's regional members, including EAEA, ASPBAE, AHAED, CLADE, CEAAL, PAMOJA, and national members, made significant contributions in diverse ways throughout the event. They actively participated as members of national delegations, served as presenters and moderators, engaged in lobby and advocacy efforts, and were actively present and involved during both the Civil Society Forum (CSF) and CONFINTEA VII. Their contributions extended to both formal program activities and non-formal engagements.



Additionally ICAE co-organized other workshops and EC members as well as colleagues were actively re-presented in and contributed to various panels. Such as one workshop on „**Adult Learning and Education amidst Global Crisis: the urgency for active citizenship education**“, organized by ICAE, together with EAEA, AHAED, ASPBAE and CEAAL as well as an workshop on „**Community Learning Centers as key structures for adult learnig and education - preconditions and good practices**“ organized by DVV International, ICAE & the Georgian Adult Education Network.



You can have a look at the powerpoint [presentation](#).

ICAE presented also at the panel on Teachers education, organized by UNESCO, Task Force on Teachers Education:



We are especially proud of Cecilia Palm, ICAE EC members, who was assigned conference rapporteur, as a member of the official Swedish national delegation. If you have missed her final report, which includes our civil society advocacy efforts too, [HERE](#) it is.

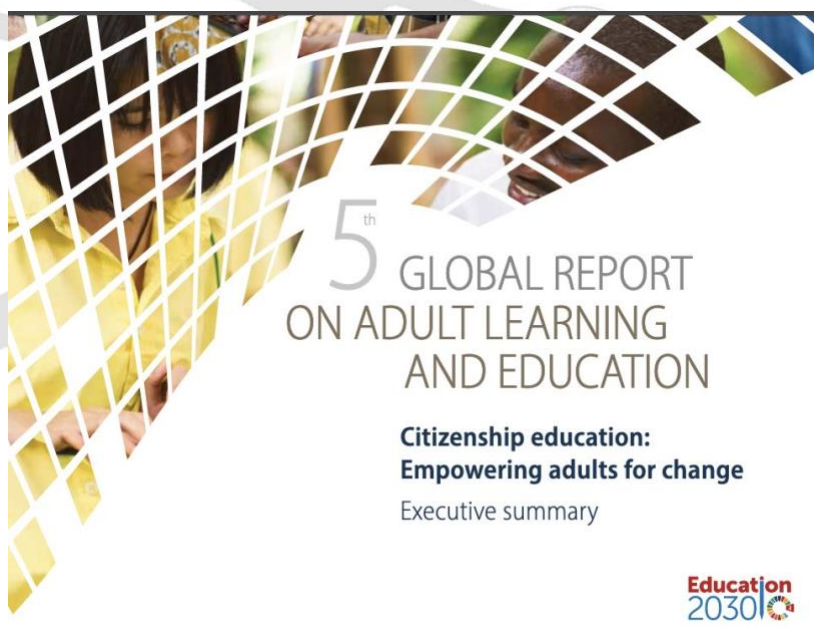


1.11 GRALE 5

The Fifth Global Report on Adult Learning and Education (GRALE 5) was launched at CONFINTEA VII. It finds the greatest challenge in ALE remains reaching those who need it most.

Read more [HERE](#)

- [Download](#) the fifth Global Report on Adult Learning and Education
- [Download](#) the summary of the fifth Global Report on Adult Learning and Education



1.12 CONFINTEA VII follow-up

CONFINTEA VII, the seventh International Conference on Adult Education, assessed challenges and identified future priorities in adult learning and education (ALE) within the framework of the United Nations' 2030 Agenda for Sustainable Development. The conference resulted in the adoption of the Marrakech Framework for Action (MFA), replacing the Belém Framework for Action (BFA). The MFA will play a pivotal role in guiding the development and implementation of effective ALE policies and practices in the coming decade. It outlines key areas of action to ensure equitable learning opportunities for all, fostering a culture of lifelong learning across various learning modalities, including formal, non-formal, and informal settings.

UNESCO/UIE has planned a series of follow-up meetings to address the outcomes of CONFINTEA VII. Additionally, ICAE, alongside its partners and members, is actively engaged in strategizing for the implementation of the Marrakech Framework for Action (MFA), contextualizing its application, and facilitating discussions on regional and national priorities, and regional meetings has already started.

1.12.1 European follow-up meeting on CONFINTEA VII

A European follow-up meeting on CONFINTEA took place online on 8 December, organised jointly by EAEA and ICAE. The main objective of the meeting was to exchange between European stakeholders in adult learning and education on how the Marrakech Framework for Action (MFA) could be implemented at the national level and to share ideas for advocacy on the MFA.

The meeting was opened by Katarina Popovic, Secretary-General of ICAE, who introduced key elements of the MFA and highlighted where civil society was especially successful in its advocacy.

Participants then compared their national contexts, bringing perspectives from Spain, Portugal, Finland, Switzerland and Serbia. Some of the shared issues of interest that are of particular relevance to the MFA included the digital transition and critical digital literacy, as well as more broadly skills for life and basic skills for underrepresented groups. Expanding learning domains were also highlighted as important.

Several challenges were also mentioned that can make it difficult to raise awareness of the MFA. In some countries, such as Spain, there is a lack of coordination between different ministries; additionally, in some countries of South and South-Eastern Europe, education is understood mostly as formal, with non-formal learning and education having little relevance at the policy level. Some countries have seen positive developments after CONFINTEA VII, such as in Switzerland, where two follow-up meetings of the national delegation were organised.

Participants also shared ideas on how to bring their advocacy further: by organising national events that link stakeholders in non-formal adult education; by reaching out to policymakers through formal and informal channels; or by connecting CONFINTEA VII to other policy agendas that are recognised at the national level, such as Agenda 2030. They also explored the idea to collaborate more in sub-regions in order to explore shared challenges or areas of interest.

The Swedish members of ICAE organized a webinar on November 1st 2022 about the future of adult learning and education after Confintea VII. The webinar was hosted by Studieförbunden i samverkan with David Samuelsson as moderator. Cecilia Palm, member of the Swedish delegation to Confintea VII and of the ICAE Executive committee participated together with Joel Wiklund from the Swedish Unesco Council.

1.12.2 Reflections on CONFINTEA VII and MFA by European Eastern Neighbours

On 4th of October 2022 the Regional project of Eastern Neighbours organised its first event in cooperation with the European Association for the Education of Adults (EAEA). There were about 50 participants from six countries: Armenia, Georgia, Bosnia and Herzegovina, Kosovo, Ukraine and Moldova.

Katarina Popovic, ICAE Secretary General provided participants with a review of the CONFINTEA VII and the MFA She pointed out the important aspects of the CONFINTEA VII

preparation process and the key findings of UNESCO's Fifth Global Report on Adult Learning and Education (GRALE 5): "adult education still does not reach those who need it most." The main messages of the MFA were conveyed to the workshop participants, including the conviction that ALE can secure peace, strengthen democracy, and promote peaceful living together. The latter is more important than ever today.

The second session of the workshop started with a virtual panel on advocating and implementing CONFINTEA's recommendations and acknowledgements onto national policies, moderated by Katarina Popovic. Both approaches of state authorities and civil society organisations were discussed. Katarina designed the panel as a mosaic of different approaches to MFA through the lens of speakers from three different countries.

This online workshop provided an opportunity for local civil society organisations (CSOs) and public agencies to receive a general overview of the CONFINTEA processes, discuss approaches for advocacy and share ideas on implementing the Marrakesh Framework for Action (MFA) recommendations.



1.12.3 CONFINTEA VII Follow up in Latin America

ICAE and its Latin American partners have promoted a series of events over the last few months with a specific focus on the Marrakesh Framework of Action and the repercussions of CONFINTEA VII. These began in August with a Conversation organized by the Open Chair in Youth and Adult Education at the National University in Ecuador in which members of CEAAL's Group of Incidence on Public Policy in Education (GIPE) analysed different aspects of the potential impact of MFA on the continent. This was followed in September by an Inter/National Dialogue on Adult Learning organised by the UNESCO Chair in Youth and Adult Education, at the Federal University of Paraíba, in João Pessoa (Brazil). Prof. Eliane Ribeiro from UNIRIO and Giovanna Modé from CLADE analysed the MFA from the perspective of the University and that of civil society.

On 10th September, the Mexican Network for Youth and Adult Education held their XXII National Meeting at the Centre for Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL) and invited the ICAE Vice President to address the meeting focusing on the Marrakesh Framework. In October it was the turn of the Adult Education

Network of Latin American Universities to hold a seminar whose focus was CONFINTEA VII, to which ICAE was invited to contribute.

In October, the Latin American Platform of Networks in Youth and Adult Education held the first of two events planned as part of the strategy to continue discussions on Youth and Adult Education, initiated during preparations for Confintea. These two events had as their focus the Marrakesh Framework and GRALE V. The Latin American Platform is an articulation of six important regional actors in the continent: CEAAL, ALER, REPEM, Fé y Alegria, CLADE and ICAE. A further series of events is planned for 2023 to continue discussions on ALE in Latin America.

Finally, in November, ICAE and CEAAL have been invited by the OEI Lapatí Chair in Buenos Aires (Argentina) to take part in a round table discussion on the challenges posed by the CONFINTEA Framework, during its VI Latin American meeting. The Organisation of Iberoamerican States (OEI) is another valuable partner for the field of Youth and Adult Education in Latin America. La lucha continua/A luta continua!!

1.12.4 Post-CONFINTEA monitoring process discussed in Canada

On December 2022, a virtual consultation meeting for Canada was organized by Daniel Baril of the Institut de coopération pour l'éducation des adultes ([ICÉA](#)) in Montreal to learn about and discuss a process being developed by the UNESCO Institute for Lifelong Learning (UIL) for monitoring the commitments made in the [Marrakech Framework for Action \(MFA\)](#) from CONFINTEA VII.

M. Nicolas Jonas from UIL outlined the proposed new monitoring process—still in its early formative stages—that promises to provide much more robust data about the development of ALE over time. The initial iteration of the monitoring framework embraces the action recommendations contained in the MFA (paragraphs 21-42) which are grouped into four components: system organization, participation and inclusion, quality of ALE, and international cooperation. For each component, specific monitoring dimensions are identified, and for each monitoring dimension specific indicators will be constructed.

The presentation also included a tentative timeline for regional consultation meetings to present the framework and solicit feedback and suggestions from stakeholders. Plans are to discuss the definitions of the indicators and the methods of data collection during the consultation meetings. Various “capacity building” activities and resources related to the framework and data collection are planned including a wiki; self-paced trainings; in-person, online and hybrid workshops; and technical papers.

It was suggested that future [GRALE](#) reports—“a new generation of GRALE”—will be issued every four years with thematic reports every one to three years. Additional working papers and technical reports would be issued as often as needed. It seems clear that successful implementation of this more robust monitoring system will require considerable investment by UIL, the governments of UNESCO member states, and all the relevant sectors involved in ALE provision who wish to have their contributions recognized toward achieving the MFA's many important action recommendations. Those of us whose ALE systems are highly decentralized face the challenging task of implementing, managing and sustaining the

proposed monitoring system so it accurately captures the scope, complexity and impact of our work.

Following the UIL presentation and Q and A session, Daniel Baril provided a briefing on the work of the MFA drafting committee—that he chaired—before and during CONFITEA including the important additions made in Marrakech, including commitments related to increasing funding and addressing the needs of Indigenous adult learners.

1.12.5 The Caribbean CONFITEA VII Follow up

The Jamaican Council for Adult Education (JCAE) organized a webinar, looking at the Caribbean Perspective of the MFA and to discuss how we can move forward with the recommendations of the MFA outcome document. Katarina Popovic, ICAE Secretary General, welcomed the participants and invited to work together, in the coming months and probably years, to make adult education and lifelong learning a reality for all in the Caribbean. Shermaine Barrett, ICAE Vice-President for the region gave an overview of the MFA, presenting its principles and priority areas as well as action recommendations for transformative ALE.

1.12.6 PIMA Special Issue Bulletin CONFITEA VII

"We all experience, to different degrees, the socio-ecological hurricane that is barrelling down across the globe. As adult educators, lifelong learning practitioners, researchers, scholars, and activists, we know the power of adult learning and education (ALE) to respond, in concert with others, to many of the socio-economic, cultural, and ecological issues that are flying around. But we also know that it's difficult to be heard, and to have ALE supported, against the noise of the hurricane! It was for this reason that an alliance of civil society organisations rallied to engage actively in the once in 12- year global opportunity to advocate for ALE at CONFITEA VII in Morocco in June 2022. The working together of a range of international, regional, national, and local networks and organisations, under the leadership of International Council for Adult Education (ICAE), was exemplary. It demonstrated collaborative organising, where we all shared limited resources of energy, time and money, towards a common goal. PIMA was happy to play its part."

PIMA President Shirley Walters

On the PIMA website you can find the special issue, to which also ICAE Secretary-General Katarina Popovic, Vice-Presidents Shermaine Barrett, Christoph Jost, and Timothy Ireland, EC Member Cecilia Palm and many other ICAE members and colleagues contributed: <https://www.pimanetwork.com/post/bulletin-special-issue-confintea-vii>

Editors: Heribert Hinzen, Balazs Nemeth, Julia Denholm and Khau Phuoc.

2 Advocacy and Policy

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

The High-Level Political Forum (HLPF) 2022 was held from Tuesday, 5 July, to Thursday, 7 July, and from Monday, 11 July, to Friday, 15 July 2022, under the auspices of the Economic and Social Council. This includes the three-day ministerial segment of the forum from Wednesday, 13 July, to Friday, 15 July 2022, as a part of the high-level segment of the Council. The theme for the HLPF 2022 was "*Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development*". SDG4 on Quality Education was under review this year (!) with SDG5 on Gender Equality, SDG14 on Life below Water, SDG15 on Life on Land, and SDG17 on Partnerships for the Goals.

ICAE, serving as the co-chair of the Education and Academia Stakeholder Group, has once again demonstrated its active involvement in the High-Level Political Forum (HLPF). ICAE has taken the lead in the Advocacy and VNR Task Groups of the MGoS Coordination Mechanism, actively participated in Expert Group Meetings, and contributed to negotiations on outcome document.

Education and Academia Stakeholder Group Sectoral Paper: EASG has prepared its [sectoral paper](#) for the High-Level Political Forum. Read the [Executive Summary](#).

Watch [this video](#) by Katarina Popovic ICAE Secretary General to learn more about the Major Groups and EASG.

Voluntary National Reviews

As part of its follow-up and review mechanisms, the 2030 Agenda for Sustainable Development encourages member states to "conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven". These national reviews are expected to serve as a basis for the regular reviews by the high-level political forum (HLPF), meeting under the auspices of ECOSOC. Regular reviews by the HLPF are to be voluntary, state-led, undertaken by both developed and developing countries, and involve multiple stakeholders.

VNR Labs

The traditional series of VNR labs were convened on the margins of the 2022 HLPF, to provide an informal platform for experience sharing and reflection on the Voluntary National Review process. The Labs were open to Member States, the UN system and representatives of Major Groups and other Stakeholders. More information and details can be found here: <https://hlpf.un.org/2022/vnr-labs>



HIGH-LEVEL POLITICAL FORUM ON SUSTAINABLE DEVELOPMENT

ICAE co-organised HLPF events:

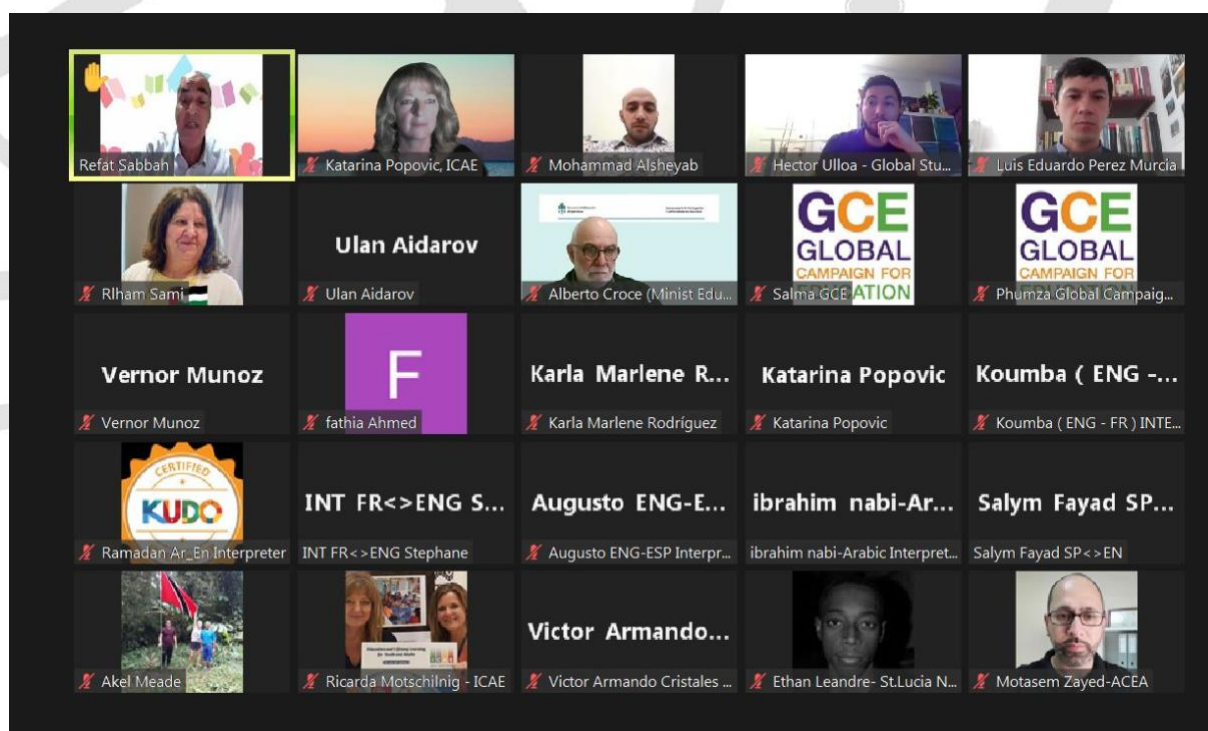
2.1.1 EASG Side Event "The right to education and lifelong learning: the new normality in a broken world"

On 5th July ICAE co-organised a side event as part of the Education and Academia Stakeholder Group. The side-event focused on the enabling potential of the right to education and how SDG4 is a lever for the entire Sustainable Development Agenda. It shared public policy suggestions and recommendations, not only to mitigate the pandemic and any crisis-related context that threatens education but mainly to identify the interventions governments should take to protect education for all in emergency contexts. The interaction between SDG4 and the other sustainable development goals is the pragmatic basis of the dialogue that this side-event will promote.



Agenda:

- Introduction, Beathe Ogard
- Education for Peace and Recovery: Identifying Education Financing and Public Policies Required to Prioritise the Recovery of Education During Emergency Contexts, Refat Sabbah
- The intervention of the Ministry of Education of Argentina, Alberto Croce
- The right to education and lifelong learning: the new normality in a broken world, Katarina Popovic, ICAE
- Students' Rights Throughout the Pandemic, Sebastian Berger
- Closure Remarks, Beathe Ogard



ICAE's presentation provided a critical examination of the policy responses to the COVID-19 crisis, highlighting the lack of systemic efforts to utilize education as a long-term solution to address structural issues at a global level. Emphasizing the need for increased critical thinking and active citizen engagement, ICAE underscored the importance of utilizing education as a means to foster resilience and empower individuals to respond effectively to such crises, but also to work on a long-term solutions that could help preventing future crises or provide active citizens' response to them.

2.1.2 ICAE at the HLPF - 2022 SDGs Learning, Training & Practice session

Once again this year, ICAE played a co-organizing role in a SDGs Learning, Training, and Practice Session "Learning Disrupted: Reimagining Learning Ecosystems. A learning session on data, new skills, accountability and integrity", this time in collaboration with the World Bank. The session was conducted in partnership with UNDP Namibia, the Office of the Prime Minister, and the Statistics Division/UN DESA, taking place on Wednesday, July 6th, 2022.

The Division for Sustainable Development Goals of the United Nations Department of Economic and Social Affairs (UN DESA/DSDG) and the New York Office of the United Nations Institute for Training and Research (UNITAR) were organizing the 2022 edition of the SDGs Learning, Training & Practice – a series of capacity building and knowledge learning sessions as a Special Event to the HLPF. The 2022 SDG Learning, Training and Practice Special Event aligned with the 2022 HLPF theme: "Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development". Ten learning sessions were organized by organizations from different sectors and regions and distributed during the first five days of the HLPF in both in person and virtual formats. Check the detailed [programme](#).

During the session in which ICAE participated, the focus was on the rapid acceleration of digitalization in response to the ongoing Covid-19 pandemic. Valuable insights were shared regarding the learning community's efforts in adapting to increased remote engagement and the necessity to rethink education and learning practices. The discussions took into consideration the varying levels of development among governments and other stakeholders, emphasizing the importance of inclusive approaches to address these challenges effectively.

Katarina Popović, ICAE Secretary General, in her presentation "Digitalisation of education - panacea or anathema?" highlighted the role of education and learning and development in the recovery process and critically examined the role of digitalisation in the education in post-COVID-19 time.



In addition to participating in the High-Level Political Forum (HLPF), the ICAE Secretariat also participates in SDG-related events beyond the HLPF. For instance, the ICAE Secretariat engages in the Partnership Forum, a platform for multi-stakeholder partnerships and voluntary commitments, which takes place during the HLPF. This forum brings together governments, civil society, private sector, academia, and other stakeholders to discuss ways to support the implementation of the SDGs. Moreover, the ICAE Secretariat also participates in MGOS meetings with the President of the United Nations Economic and Social Council (ECOSOC) to discuss the progress made in achieving the SDGs and explore ways to enhance cooperation and collaboration to accelerate the implementation of the SDGs.

Through this participation in various SDG-related events, ICAE contributes to promoting sustainable development and shaping the global agenda for sustainable development.

2.2 UN Transformative Education Summit

The United Nations Secretary-General convened the [Transforming Education Summit](#) during the 77th UN General Assembly. The summit was held on 16 – 19 September 2022 in New York. The Summit sought to mobilize political ambition, action, solutions and solidarity to transform education: to take stock of efforts to recover pandemic-related learning losses; to reimagine education systems for the world of today and tomorrow; and to revitalize national and global efforts to achieve [SDG-4](#).

- On 16 September: **The Mobilisation Day** was organised and led by youth with the full involvement of a broad variety of stakeholders. Informed by the Summit Youth Declaration, it served to convey the collective recommendations of youth on transforming education to decision-makers and policymakers. Additionally, emphasised getting the support of the public, youth, educators, civil society, and other stakeholders to support the transformation of education across the world.
- On 17 September: **The Solutions Day** have partners a platform to rally support for the beginning or expansion of activities linked to the Summit's [Thematic Action Tracks](#). There were presentations of coalitions for action and other multi-stakeholder initiatives that will help transform education.
- On 19 September: **The Leaders Day** was dedicated to the presentation of National Statements of Commitment by Heads of State and Government in the form of Leaders Roundtables. A limited number of thematic sessions was held to place a focus on cross-cutting priorities for transforming education. Leaders Day also featured the presentation of the Summit Youth Declaration and the Secretary-General's Vision Statement for Transforming Education.

[A Pre-Summit](#) was held in Paris from 28-30 June, including a Day of Engagement, Side Events and a Youth Summit. The overall objective of the Pre-Summit was to harness the evolving discussions on transforming education, elaborate initial content for the Summit, and generate greater momentum in the lead up to September. See the [outcomes](#).

National and international commitments to transform education; greater public engagement around and support for transforming education; and a Vision Statement on Transforming Education from the Secretary-General are the Summit's primary outcomes.

For more information, including on the TES-related national consultations, visit the [Transforming Education Knowledge Hub](#). You may also view the [TES Information Note](#) and the [TES Concept Note and Programme](#).

Work Streams and Action Tracks

The Transforming Education Summit preparatory process was advanced across three intersecting and reinforcing workstreams: National Consultations, Thematic Action Tracks and Public engagement and mobilization. The objective of the Thematic Action Tracks work stream was to place a spotlight on a small number of areas that require greater attention and action and that can accelerate progress on education and the 2030 Agenda and transform education. Action tracks identified evidence-based examples of successful policy interventions and

mobilize new commitments to action, building on and strengthening existing initiatives, partnerships and coalitions, including those that emerged in response to the COVID-19 pandemic. The action tracks were:

- 1 Inclusive, equitable, safe and healthy schools
- 2 Learning and skills for life, work and sustainable development
- 3 Teachers, teaching and the teaching profession
- 4 Digital learning and transformation
- 5 Financing of education

A global consultation on each Action Track took place in May 2022. All Action Tracks Discussion Papers have been finalised and they are available [HERE](#).

A Transforming Education Summit Mobilization Hub has been set by the Summit Secretariat. It is integrated by an initial core group of 15 members coordinated and convened by the [UN Foundation](#). The Hub is aimed at:

- Create an advocacy and campaigning space for partners
- Discuss what is ongoing and what is planned
- Align efforts for the Education movement
- Core cell of partners to help build a global movement



FAQ: Find them [HERE](#)

2.3 ICAE and EASG at the ECOSOC Partnership Forum 2022

The 2022 ECOSOC Partnership Forum was held on 2 February 2022 on the “Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development”. Multiple actors and stakeholders participated, including countries, the United Nations system, including international financial institutions, as well as international organizations, parliamentarians, local governments, non-governmental organizations, the private sector, civil society, scientists, academia, women, youth and others.

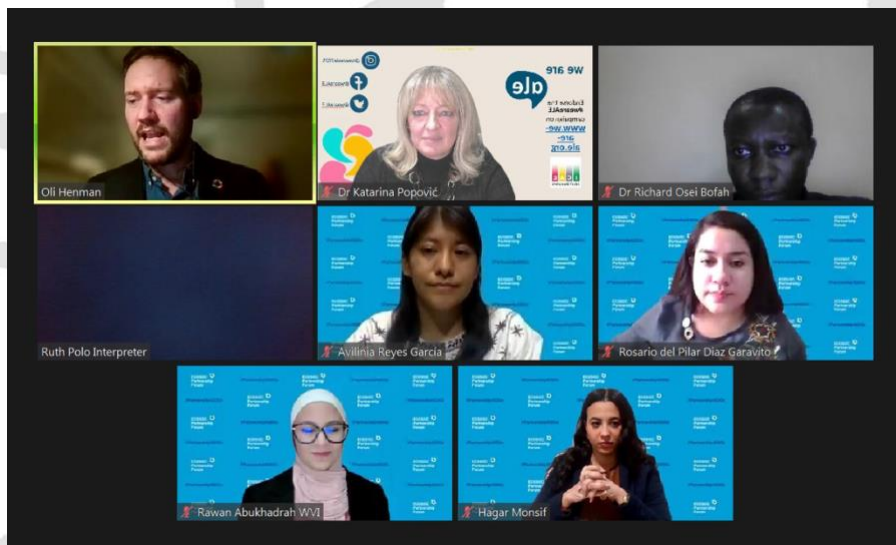
Participants debated solutions and policies to overcome the COVID-19 pandemic guided by the SDGs. They were expected to (a) exchange new ideas, expectations and priorities which should be explored further by the Council and the high-level political forum in the following months; and (b) shine the spotlight on forward-looking actions and partnerships by countries and all relevant stakeholders that can help recover from the pandemic and accelerate progress towards the 2030 Agenda.

Katarina Popovic spoke on behalf of the Education and Academia Stakeholder Group (EASG) during a spotlight session on Education for all as a key step of the recovery.

Key Issues discussed:

- The impact of the COVID-19 pandemic on education infrastructure and the major challenges faced across the globe to provide free quality education for all

- The particular challenges for access to education faced by marginalised communities were highlighted
- Limitations of online learning



More information on the session and Katarina Popovic's session-statement on Lifelong learning in times of COVID-19: [education for resilience and transformation](#).

Furthermore, the ICAE Secretariat took place in various UNESCO consultations such as the Revision of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms.

2.4 International Literacy Day

Not just on International Literacy Day ... but every day.

Message from ICAE President Robbie Guevara

On International Literacy Day, we in the ICAE call on our members to affirm the commitment we made at CONFITEA VII to ...

"... the vision of literacy as a continuum of learning and competency levels as a foundation for adult learning and education. We commit to strengthen considerably our efforts to implement related policies accordingly and to meeting the SDG 4.6 targets. This involves establishing comprehensive and evidence-based gender-transformative, cross-sectoral and inclusive literacy policies and implementation strategies." (MFA 2022)

We specifically call attention to the continuing need to ensure ...

"... a special focus on women (above all in literacy initiatives, since there are still 770 million illiterate adult people in the world of whom 3/5 are women) and addressing systemic issues of power relations and oppressive cultures for women in various curricula and educational settings (ICAE 2022, Declaration of the Civil Society Forum, Marrakech)."

To contribute to achieving this commitment to literacies as a continuum and specifically to women's literacy, the ICAE will organized the 10th International Academy of Lifelong Learning Advocacy (IALLA). The aims and the thematic focus of the 10th IALLA is to develop the capacities of our members to advance and advocate for the right of all women to literacy, the right to greater access and participation in adult learning opportunities, and the assurance of sustained funding of adult learning programs that address the urgent needs of women. We cannot achieve any of the SDGs, without educating women.

Indeed, as we approach the halfway mark for the SDGs, we are reminded of the urgency to recognise and address the massive detrimental impact that the pandemic has had on any hope of achieving lifelong learning opportunities for all by 2030. It is this urgent task that has motivated the UN Secretary General to convene the UN Transforming Education Summit (TES) alongside the 77th session of the UN General Assembly from 16, 17 and 19 September 2022, with the aim of elevating education at the top of the global political agenda. There are three pillars that were identified as intersecting work areas that would assist in achieving the goals of the summit. The first is the five Thematic Action Tracks that require urgent attention and action; the second is the National Consultations, where each country is expected to prepare a National Statement to be delivered as part of the Summit, and the third is public engagement and mobilisation to contribute to the aim of transforming education.

Despite the commitment made in Marrakech that the outcomes of CONFINTEA VII will feature prominently in TES, colleagues involved in adult learning and education have found it difficult to carve out a space for ALE within the three pillars identified. It was mainly in Thematic Action Track 3: Learning and skills for life, work, and sustainable development where we found opportunities to advocate for the commitments made in CONFINTEA VII. My own experience in Australia has been an uphill climb to ensure that the statement prepared by the education-related NGOs would be inclusive enough to recognise the commitment of SDG 4 to lifelong learning, not just schooling and the education of children. It was a similar struggle with the call for contributions to the draft Australian National Statement, which to date, we still have not seen.

On reflection, what we found to be very useful in preparing our responses to the opportunities for public engagement were the two outcomes of CONFINTEA VII that I quoted earlier, specifically the Declaration of the Civil Society Forum and the Marrakech Framework for Action. While not many of us from civil society will be in New York, we encourage you to try to find out who from your country or networks will be attending, tell them about the MFA and the CSF Declaration, and follow the proceedings via the [United Nations Web TV](#).

This reflection has reminded me that if we are to give life to the principles and action commitments contained in these two documents, we in the ICAE, together with our members need to study them, commit to disseminate them, but more importantly actively advocate for them, not just during International Literacy Day, not just during the UN Transforming Education Summit, not even just during Adult Learners Week (which is happening in a number countries in September), but every day as part of our own work as ALE advocates, activists and educators.

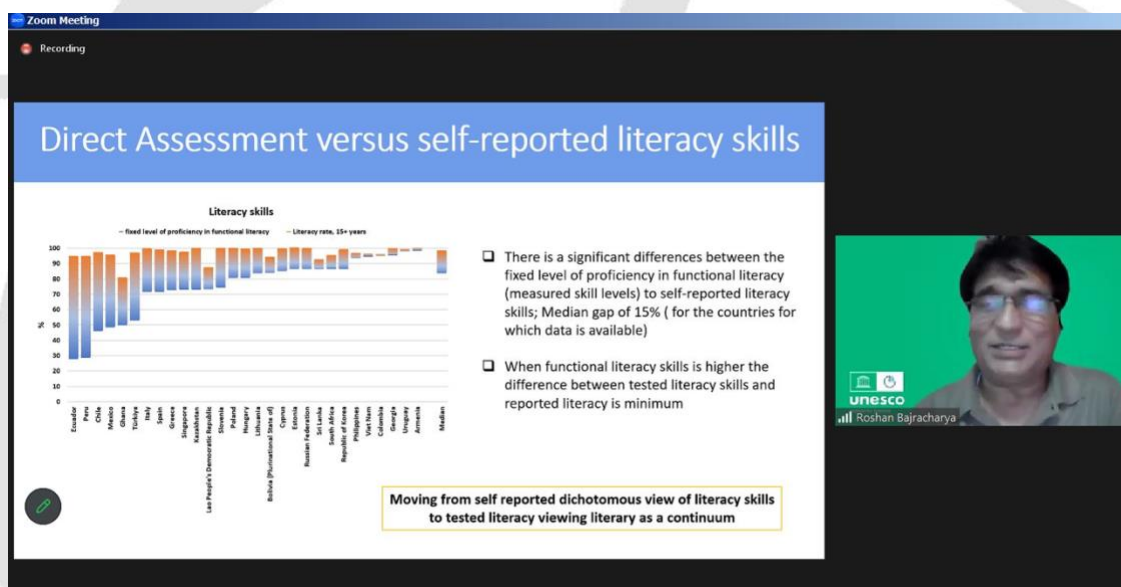
We in the ICAE commit to supporting, assisting, and working with you to do this!

2.5 Global Alliance for Literacy within the Framework of Lifelong Learning - Annual General Meeting 2022

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. It serves as a platform for its members to collectively discuss progress and challenges, and exchange knowledge and good practices. In April 2020, a GAL strategy was adopted after extensive consultation. Since 2020, the alliance has welcomed 14 new Associate Members to assist in executing its strategy. ICAE is among them, and our status has also been renewed this year.

Objectives

- To reiterate the key recommendations of the Marrakech Framework for Action and identify areas of action and cooperation for literacy as a foundation for lifelong learning;
- To discuss the development of partnerships in the framework of the GEC-GAL initiative on improving digital competencies of literacy educators in GAL countries;
- To provide country updates and discuss future activities for implementing the GAL Strategy 2025;
- To launch two publications: a report titled "From radio to artificial intelligence: Review of innovative technology in literacy and education for refugees, migrants and internally displaced persons" and a compilation of case studies titled "Leveraging innovative technology in literacy and education programmes for refugees, migrants and internally displaced persons".



At the GAL Annual General Meeting, new approach to literacy assessment was presented, and partners invited to contribute.

3 Members, Partners and Projects

3.1 Series of Workshops on CONFINTEA VII with the Swiss Federation for Adult Learning

As part of the preparations for Switzerland's participation in CONFINTEA VII, an in-depth international professional discourse and exchange on key CONFINTEA topics was facilitated in cooperation with the ICAE. The workshop series, coordinated by SVEB, thus contributed to the visibility of the CONFINTEA process in Switzerland.

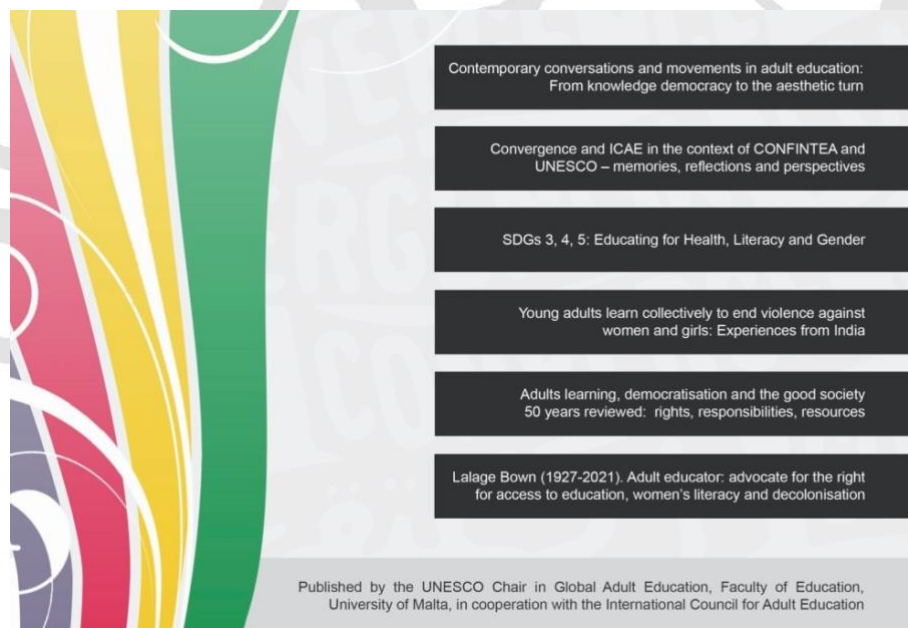
The Workshops focused on these topics:

- Financing adult learning and education
- Professionalization of adult learning and education
- Participation in adult learning and education
- Sustainable development and the Agenda 2030
- Global Citizenship Education



3.2 Journal CONVERGENCE re-launched

We are proud to present to you the new edition of CONVERGENCE! It has been almost twelve years since the last issue of Convergence was published. After an approximate hiatus of 12 years, the adult education journal, Convergence, has been revitalized through a collaborative effort between the UNESCO Chair in Global Adult Education at the Faculty of Education, University of Malta, and the International Council for Adult Education (ICAE). Serving as ICAE's flagship journal since its establishment, Convergence has now been taken up by the University of Malta's Faculty of Education, which has assumed the responsibility to advance this project with the support of an international Editorial Board.



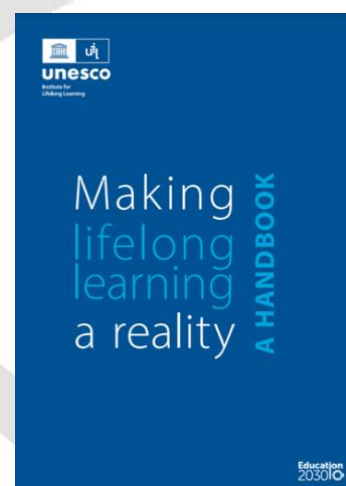
The Journal CONVERGENCE has been re-launched during the CSF within CONFITEA VII.



3.3 UIL Handbook on LLL launched

A new handbook “Making Lifelong Learning a Reality” was launched by UIL at CONFITEA VII. ICAE as well as colleagues from academia and international organizations contributed their expertise to further advance the content of this publication. The handbook provides information, evidence and basic conceptual models to facilitate the implementation of lifelong learning at national and local levels.

Download it there [HERE](#).



3.4 7th GCE World Assembly and Policy Motion on ALE and Marrakech Framework for Action (MFA)

ICAE was actively participating in the 7th GCE World Assembly in Johannesburg, South Africa through the presence of the President of ICAE (Dr. Robbie Guevara) and the Secretary General (Dr. Katarina POPOVIC) and Vice President for Africa (Ms. Carole AVANDE HOUNDJIO) from Pamoja Afrique de l'Ouest Pamoja Afrique de l'Ouest.



The Assembly was an opportune time and space for members to discuss and adopt viable policies and mobilise concrete commitments to implement the policies aligned with the strategy. Among others a [policy motion on ALE and the MFA](#) was adopted.

The other following policies (resolutions) were adopted:

- 1 Follow up on the Transforming Education Summit
- 2 Role of education technology in education
- 3 Quality Climate Education for All
- 4 Comprehensive Sexuality Education
- 5 Comprehensive School Safety Framework 2022-2030
- 6 Protecting Students as Human Rights Activists
- 7 Adult learning education and Marrakech Framework of Action
- 8 GCE to Priorities Anti-Racist Education
- 9 Anti-Racism
- 10 Austerity and Public Sector Wage Bill Constraints



Read more about the GCE World Assembly on their website: <https://gceworlddassembly.org/>

3.5 DVV Volkshochschultag

Under the title "VHS 2030: Together in Diversity. Sustainable. Networked", the German Adult Education Association (DVV) invited to Europe's largest congress on continuing education. Several ICAE Executive Committee Members were actively participating, such as Carole Houndjo and Katarina Popovic was jury member of the Rita Süßmuth-Award.

Several ICAE members presneted at the conference. Robbie Guevara, President of ICAE and former President of ASPBAE, spoke during the DVV International's Volkshochschultag 2022 in a Parallel Forum on "Adult Learning and Education for Sustainable Development and Resilience." Robbie strongly linked the outcomes of the Marrakech Framework for Action (MFA), which can contribute to addressing the climate crisis through transformative adult learning and education.



3.6 World Social Forum 2022 -Forum Learning and Knowledge for emancipatory practice

This session took the starting point that learning and knowledge production can be diverse processes using a multiplicity of methods and learning space. It introduced some of the different approaches and discussed about how different types of learning & critical pedagogies and knowledge can be lifted to support emancipatory praxis. The focus was on pedagogies and how we can learn and share with each other as we move out of the confines of mainstream thinking about learning. It featured reflections from The Alternatives Project (USA), Alternative (Canada), CEEAL (Mexico) and Adelante: Dialogue of Global Processes.

The format of this online session on 4th May was an introduction to the session followed by some reflections from groups that are working on alternatives to the hegemonic system. We opened the space for a shared conversation on the topic, drawing from the experiences of everyone present in the session.

- Chair: Vasna Ramasar (*Global Tapestry Alliance*) and Ronald Cameron (*RISE et ICAE*)
- Speakers: Opening remarks from Ronald Cameron about the ICAE Manifesto toward CONFINTEA
- Steven Klees - *The Alternative Project* - United States - online)
 - Mario Gill Guzman - *Carrefour d'animation et de participation pour un monde ouvert* - Quebec
 - Rosa Elva Zúñiga López, *Consejo de Educación Popular de América Latina y el Caribe - CEAAL* -Mexico

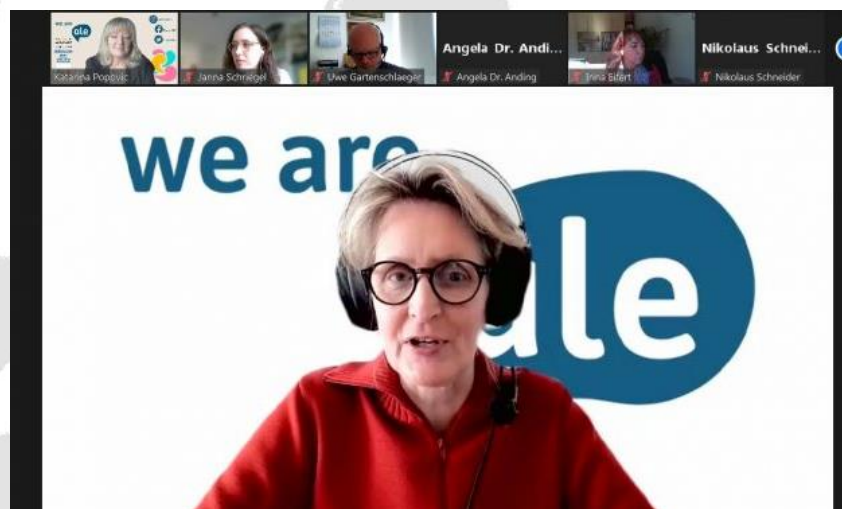


Read the full report by Ronald Cameron on the ICAE website: <http://icae.global/en/2023/05/wsf-mexico-2022-from-possible-the-other-world-has-become-urgent-and-necessary/>

More information on the WSF's website: <https://join.wsforum.net/activities/10257>

3.7 DVV International Webinar on the we-are-ale campaign

Lobbying efforts for increased attention for adult education repeatedly encounter the difficulty that there is neither a uniform global name nor a uniform understanding of our education sector. For this reason, DVV International led a branding process with the aim of giving adult education a global name and empowering civil society to speak with one voice. As a successful



outcome, the international professional community has for the first time created and applied a common, global name and definition of adult learning: ALE. ALE stands for "Adult Learning and Education" and is to be used worldwide.

The International Council of Adult Education (ICAE) is leading a campaign to disseminate the name and understanding of ALE. DVV International has already committed to support ICAE in campaigning and lobbying and to apply the global name ALE.

On 10th March 2022 a webinar took place to introduce the campaign to DVV members. In conversation with Katarina Popovic, General Secretary of ICAE and Professor of Adult Education, the potentials of ALE for the vhs-Landesverbände and Volkshochschulen in Germany were discussed. Using practical examples, the use of ALE and the accompanying lobbying and marketing materials were presented.

3.8 Event at UNEP's Stockholm+50 conference - No Greening without Adult Learning and Education Online event

Adult learning and education is a fertile ground, not only for the provision of skills, knowledge, and competencies for sustainable development, but also to promote just and social transformation as a whole. With our transnational workshop, bringing in perspectives from all over the world and including indigenous people, on issues such as climate justice and learning to deal with the effects of climate change as well as empowering people to take action for a just green transition, we aim to contribute to the discussions at and around the UNEP's Stockholm+50 conference and show why greening and sustainable development needs more adult learning and education.

The event on 3rd of June, was hosted by the European Association for the Education of Adults (EAEA), the International Council for Adult Education (ICAE) and SOLIDAR/SOLIDAR Foundation.



3.9 DVV International conference and exhibition: 'Adult Education for Citizenship, on the Paths to Sustainable Development'

As a part of the preparation for participation in CONFINTEA VII, Regional Office of DVV International for North Africa organized an exhibition-debate on the theme: 'Adult Education for Citizenship, on the Paths to Sustainable Development'. The book 'Adult education for citizenship, on the road to sustainable development' was presented and participants visited the photo exhibition prepared by Mr. Augustin Le Gall. A field visit concluded the successful event.



Talking about "Innovative approaches to adult education for citizenship", ICAE Secretary General Katarina Popović pointed out that didactic principle of "learning by doing" is taking on a new meaning - there are many civic initiatives and actions, various events and movements - autonomous, self-organized and self-realized. So it is not only about learning about citizenship and democracy (its values, rules, mechanisms and limits), it is about "doing" them. She talked about new environments that fit very well with the concept of lifelong learning, including all learning sites - the private sphere, leisure spaces and the workplace, and - increasingly - public spaces, such as streets, roads, squares public buildings, unused buildings and architectural complexes, that become learning spaces. It is about genuine learning in participatory decision-making, involving citizens in the development and implementation of public policy, building people's sense of priorities and contributing to the formation of a responsive and accountable state. Education and learning in public spaces are primarily marked by their character outside of formal structures and their control and accessibility to citizens. These concepts are well described and explored in the theory of "public pedagogy".



A group of international participants visited the Tunis office of ALECSO, where ICAE reported about the preparations for the upcoming CONFINTA VII.

3.10 Slovenian Institute for Adult Learning: Annual Consultation on Adult Education 2022

The Annual Consultation on Adult Education (LPoIO) is a national event that brings together current activities and developments in adult education policy, research and practice. It also highlights common challenges. These concern our narrower field of expertise, while proactively linking to broader socio-economic trends at national, European and global level.

After two years, it was possible to meet again in person – without restrictions, if health circumstances permit. It is to the latter that was devoted most of our personal and professional attention at the Consultation. The central theme of the consultation was our psycho-physical health.

We need to take care of ourselves and, indirectly, of our participants. It is true that whoever is holistically strong is good, even the best – for himself and for others! Such health, which encompasses body and mind and more, is actually our responsibility. But we do not talk about it enough, we do not learn about it enough. Covid-19 gave us the opportunity to reflect on these things, especially our vulnerability. To be aware of our smallness, but at the same time to look for what truly strengthens us and ensures our well-being. In the long term, with effects in many areas, individually and in the communities that define us. Are we succeeding in this?

We listened to excellent speakers and share experiences on adult health education. The latter is becoming increasingly important in andragogy as well as in other social and natural sciences. There is no shortage of experience, as many are already working hard in the recommended directions. In working groups we exchanged plans, discuss challenges and how we can face them together or alone.

At national level, we were looking at quality standards in a changing context, i.e. for distance, blended and hybrid education. At the global level, 2022 marked the International Conference on Adult Education (CONFINTA VII). What new recommendations did it bring? Which old ones remain unfulfilled or outdated? Here Katarina Popovic contributed with her presentation to the discussions.



Representatives of institutions working with adults in practice – universities, colleges and universities of secondary and higher education, NGOs and other organisations – contributed their views. They focused on the health, resilience and flexibility of their own teams and their participants. [Read more here \(in Slovenian\).](#)

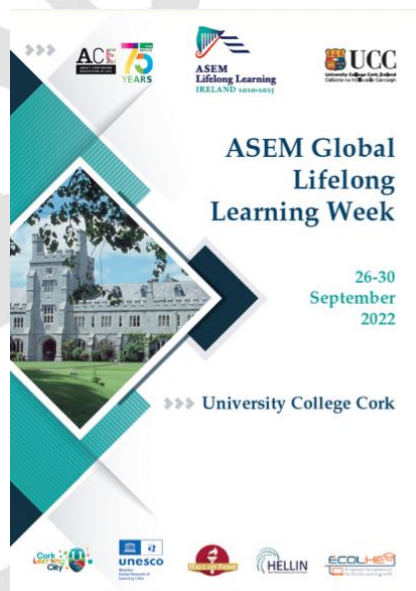


3.11 ASEM Global Lifelong Learning Week

The ASEM Global Lifelong Learning Conference took place on University College Cork campus situated in Cork City, Ireland from September 26th to September 30th 2022. The conference was attended both in-person and online by over 150 attendees from across Asia, Europe, North & South America, and Africa. The coordinators from all 6 research networks met in person to disseminate results of research and offer symposiums into their networks. Other events that took place include the ASEM LLL Hub International Advisory Council Meeting, International Adult and Continuing Education Hall of Fame Award Presentation, the Alfred O'Rahilly Lecture by professor Arne Carlson (HOF 2017), and the Bertram Windle Award, this year given to Professor Maria Slowey (HOF 2015) for outstanding achievements in lifelong learning and adult education. ECOLHE also offered a teaching practitioner workshop with a focus on curriculum development, which included a workshop by Professor Leslie Cordie, Auburn University.

The conference was the first in person event for the ASEM LLL Hub since it began its hosting journey in Ireland and it greatly aided in building strong partnerships among the networks, as well as provided an opportunity to begin collaboration on research projects and expand the network among the 51 ASEM countries.

On 27th September ICAE President Robbie Guevara, gave a [Report on CONFINTEA VI and Implications for Lifelong Learning Policies](#).



3.12 70th anniversary of the UNESCO Institute for Lifelong Learning (UIL)

In 2022, the UNESCO Institute for Lifelong Learning (UIL) celebrates its 70th anniversary. As the only institute in the United Nations system wholly devoted to lifelong learning, UIL has, for the past seven decades, successfully supported Member States in developing policies and practices to provide everyone with a chance to learn.

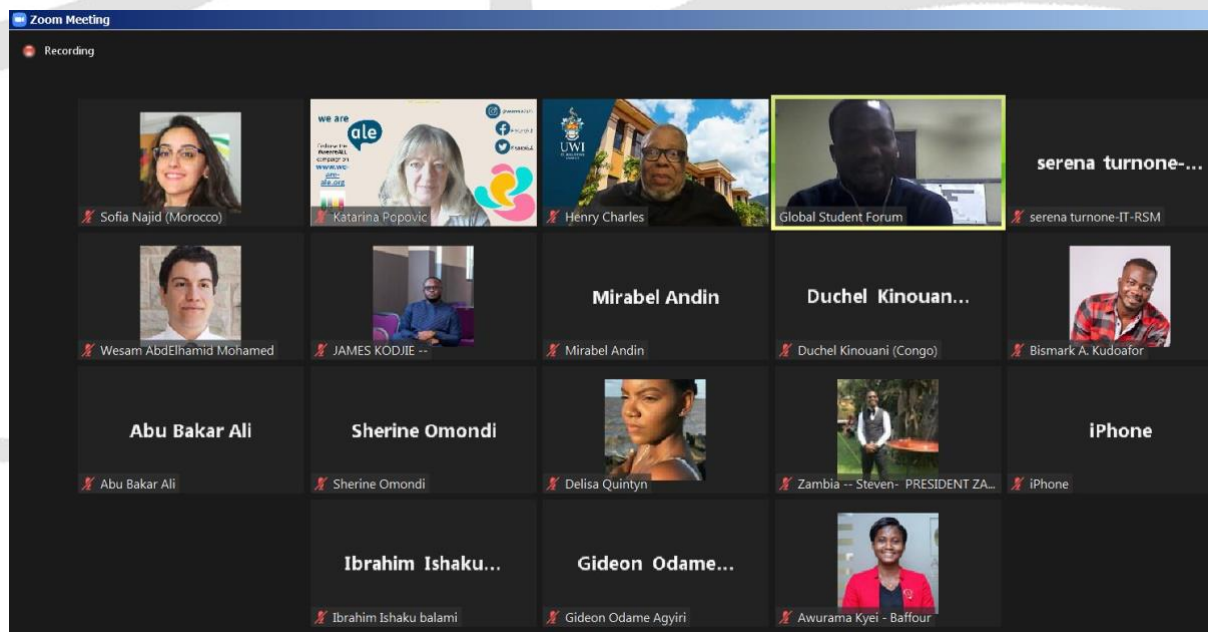
Advancing literacy across the globe, ensuring quality adult education to those who need it most, and enhancing lifelong learning in almost 300 cities in every world region represent just a few of its key areas of focus. A comprehensive overview of UIL's history and testimonials on the importance of lifelong learning today can be found in [this virtual anniversary exhibition](#).

To celebrate the important milestones of UIL's work and discuss the future of lifelong learning, interested stakeholders from across the globe came to the hybrid UIL anniversary celebration on 26 October 2022, 17:00–18:30h CEST, in Hamburg, Germany, followed by a virtual symposium on 27 October 2022, 9:30–17:00h CEST that provided an opportunity for further in-depth discussions.

From our side ICAE Vice-President Shermaine Barrett and Alan Tuckett spoke at the event.

3.13 Global Student Forum – Academy in Activism, Leadership and Advocacy

In response to the COVID-19 pandemic, five student unions including the All-Africa Students Union, the European Students' Union, the Organising Bureau of European School Student Unions, the Commonwealth Students Association, and the Latin American and Caribbean Continental Students Organization formed the Global Student Forum (GSF) to represent the interests of secondary and tertiary level students globally. The GSF aims to address issues such as the lack of quality education for all, the rise of tuition fees, the commodification of education systems, the environmental crisis, and the erosion of democracy and rule of law. The GSF launched the Academy in Activism, Leadership, and Advocacy (ALA), a one-year educational program for 60 student leaders from the organization's membership to support their advocacy and campaigning skills, mobilization and leadership of membership-based organizations, and to encourage worldwide networking between student leaders. Alongside the ALA, the GSF is setting up an online knowledge hub to facilitate the sharing of learning resources and experiences between members.



On 20 March, Katarina Popovic gave a presentation and led the discussion on Democracy, Human Rights and Active Global Citizenship Education.

3.14 26th Andragogical Colloquium in Slovenia

The 26th Andragogical Colloquium, held on June 7th, 2022, celebrated the 30th anniversary of the Andragogical Centre of Slovenia (ACS) and reflected on its role in the past, present, and future of adult education. The programme included plenary lectures from experts in the field, such as Dr. Katarina Popović, as well as panel discussions and a ceremony honouring the ACS's contributions to adult learning. The theme of the colloquium was "30 years of the Andragogical Centre of Slovenia - A look at the journey and challenges for the future."

3.15 Safe spAces For lEarning (SAFE) project

ICAE is a part of the SAFE (Safe Spaces for Learning) project, which strives 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.

While project partners represent different profiles, ranging from adult learning providers to European and global associations, what they all share is a belief that a safe space is necessary to encourage equal participation in adult learning, especially among vulnerable groups.

The website [Safespace.eu](https://safespace.eu) is online, where you can find all relevant outcome documents, such as:

- A library of good practices, including ICAE's contribution
- A common report reflecting on concepts and experiences
- A Learning guide, prepared by ICAE

Project partners are:

- Escola Profissional Amar Terra Verde, EAPTV (Portugal) – coordinator
- International Council for Adult Education, ICAE (Serbia)
- The Vienna Adult Education Centres - lernraum.wien (Austria)
- Dafni Kek (Greece)
- Patatrac (Italy)
- European Association for the Education of Adults, EAEA / Belgium.

ICAE has organized a partner meeting in Belgrade, Serbia:



3.16 Tale project

The Tale project – Transformative Adult Learning for Green Transition - responds to the urgent need to transform into a more climate-friendly and sustainable society. Tale project explores solutions to this challenge by using transformative learning approaches.

In the Tale Erasmus+ project, adult education organisations engage with learners, communities, social movements, and grassroots initiatives to provide new insights on transformative learning.

The partners will run innovation groups using transformative learning approaches in cooperation with grassroots initiatives or social movements. The goal is to examine how we can learn from each other to further green transition in organisations and communities. In addition, the project consortium utilises peer learning, organises events, and publishes recommendations on how adult education can contribute to green transition.

As a result, the Tale project will help adult learning and education organisations to find new ways to work with learners and their surrounding communities.

The project will produce knowledge, events, tools, experiences, methods and recommendations on how to use transformative learning to further green transition and help upscale the innovative practices of the grassroots initiatives.

Objectives

- Provide new insights in how to further sustainability and green transition in collaboration between ALE institutions and communities
- Establish cooperation between ALE institutions and grassroots initiatives working in the field of green transition /sustainability
- Upscale transformative learning methods for green transition, thus contributing to capacity building both in the ALE sector and among the grassroots initiatives
- Provide recommendations for successful transformative ALE and green transition
- Develop a strong partnership to further the green transition of the ALE sector

The project consortium consists of nine partners and one associate partner:

- Finnish Lifelong Learning Foundation (Finland, coordinator)
- European Network for Community-Led Initiatives on Climate Change and Sustainability, ECOLISE (Brussels)
- European Association for the Education of Adults, EAEA (Brussels)
- International Council for Adult Education, ICAE (Serbia)
- Educators Centre Association (Hungary)
- DVV International (Germany)
- Hellenic Open University (Greece)
- VHS Wien (Austria)
- SVEB (Switzerland)
- AONTAS (Ireland, associate partner)

4 Capacity Building and Professionalisation

4.1 Curriculum globALE (CG)

Curriculum globALE (CG) - a curriculum framework was developed jointly by the DVV International, UNESCO Institute for Lifelong Learning (UIL), the International Council for Adult Education (ICAE) and German Institute for Adult Education (DIE). It is a cross-cultural, output-orientated core curriculum for training adult educators worldwide. In five modules, it describes the relevant skills needed to lead successful courses and provides guidance on their practical implementation.

The Curriculum is initially aimed at institutions and organisations in Adult Learning and Education (ALE) that wish to ensure a qualification level of their educators satisfying professional standards. As a quality-assuring reference framework, Curriculum globALE provides an international standard that also addresses other interested specialist audiences and education policy decision-makers beyond the level of adult education institutions.



Curriculum globALE supports the professionalization of adult educators. By providing cross-curricular approaches, it is a unique reference framework for the training of adult educators which can easily be contextualized to national and regional environments. By supporting adult educators around the world, Curriculum globALE improves not only the standard of adult learning and education programmes but also the capacities of countries to meet the SDGs.

The successful implementation of Curriculum globALE has extended its reach globally, with notable progress in various regions in 2022. Countries such as Georgia, East Africa, and the Horn of Africa (including Tanzania, Ethiopia, and Uganda), Egypt, and North Africa (including Tunisia, Morocco, Algeria, and Mauritania) have embraced the program. Through a combination of training sessions and study visits, Curriculum globALE has facilitated the contextualization of its content, effectively bridging global standards with pertinent adult learning and education (ALE) issues at the national level.

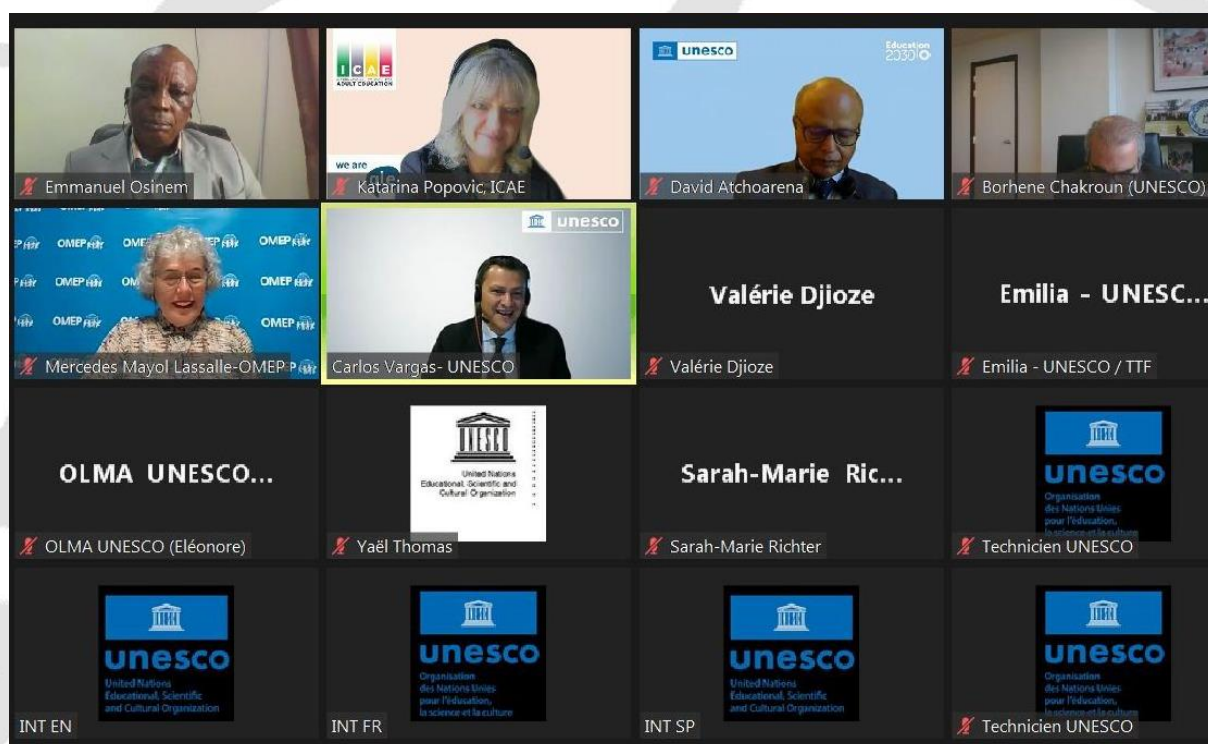
More information: [HERE](#)



4.2 World Teachers' Day 2022 by UNESCO

In 2022, the celebrations of World Teachers' Day focused on the theme "The transformation of education begins with teachers". The official celebration event was opened by Ms Stefania Giannini, UNESCO's Assistant Director-General for Education, followed by statements from the representatives of the Co-Convening Partners: the International Labour Organization (ILO), UNICEF, and Education International (EI). World Teachers' Day 2022 at UNESCO Headquarters included the awarding ceremony of the UNESCO-Hamdan Prize for Teacher Development as well as a series of other in-person and online events.

Katarina Popovic gave an input at the online panel discussion on "The transformation of education begins with teachers: a lifelong learning journey" speaking about „Teachers in ALE - working conditions and professionalization.



5 Cooperation with Academia

5.1 10th ESREA Triennial Conference – New Seeds for a World to Come Policies, Practices and Lives in Adult Education and Learning

In the last two years, adult lives and learning have dramatically changed, individually and collectively. Face to face meetings have stopped for a long time and the fear of the other has increased. Educational and cultural agencies – schools, universities, museums, theatres – have significantly revised their practices. The Conference of the European Society for Research on the Education of Adults dealt with the experience of the pandemic, but we want to make it a positive reflexive moment to look at the future, to mobilize the best energies of adult education research and intervention, and interrogate the controversial, non-linear effects of the ongoing ecological, economic, and social changes. The ecological metaphor in the title is meant to suggest the relevance of climate justice and the need for adult education research around it. The material and social environments are not separated; outside and inside worlds are interconnected in human experience. New emerging landscapes – physically and metaphorically – are bringing more challenges to the humankind, especially for the vulnerable and dispossessed.

Are there any seeds for transformative resilience? What is the contribution of adult education and learning, and the role of research in it? Will they also bring new opportunities?

The conference celebrated the 30th birthday of ESREA connecting older and newer generations of researchers, as well as ESREA's research networks, to remember the past, reflect on the present, and re-design the future together.

Katarina Popovic, Secretary General of ICAE moderated the Round Table "Diversity, belonging, inclusion and equity. Researching learners' struggles and hopes in a superdiverse world. How can research show and nurture the seeds of resilience and transformation at a micro and mesolevel?" Interventions from 6 ESREA networks: Access, Learning Careers and Identities; Education and Learning of Older Adults; Gender and Adult Learning; Transformative and



Emancipatory Adult Education; Life History and Biography; Migration, Transnationalism and Racisms.

Gina Ebner, Secretary General of the European Association for the Education of Adults, chaired the Round Table "Regaining hope. How can AE research help to understand and transform policies, sustain ongoing societal changes, and tackle crises? Where is the macrosystem going? Where are the new seeds for a better society?" Interventions from 6 ESREA networks: Active Democratic Citizenship and Adult Learning (ADCAL); Adult Educators, Trainers and their Professional Development (ReNADET); Between Global and Local/Adult Learning and Communities; History of Adult Education and Training in Europe; Policy Studies in Adult Education (PSAE), Working Life and Learning.



More information on the Conference [HERE](#).

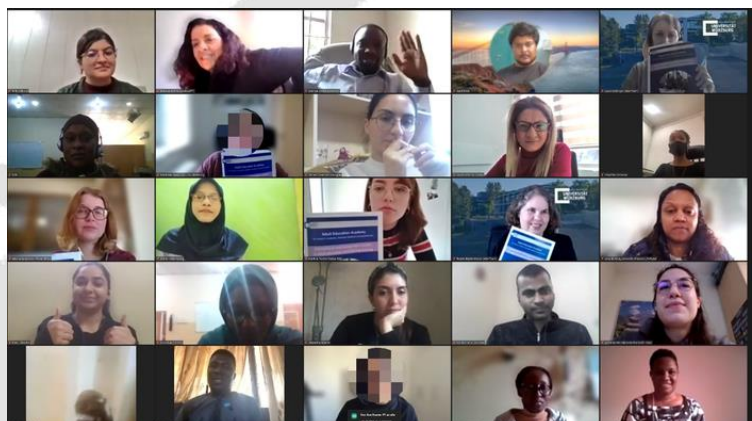
5.2 9th International Adult Education Academy

Comparative Studies in Adult Education and Lifelong Learning 7-18 February 2022 in Würzburg, Germany

ICAE was again an active part in the International Adult Education Academy in Würzburg. The 9th Adult Education Academy, held from February 7th – 18th, 2022, was a great success, with 84 participants from 19 different countries discussing international perspectives on adult education and lifelong learning. Divided into two groups, participants explored strategies, theories, and selected writings by Paulo Freire, complemented by virtual field visits to local and international adult education institutions.

In the second week, nine comparative groups examined various aspects of adult education, culminating in a presentation of their findings on the last day. Katarina Popovic spoke on the topic "ICAE and the creation of the international strategies in adult education".

More information [HERE](#).



5.3 International Week at the Faculty of Philosophy at Ss. Cyril and Methodius University in Skopje, North Macedonia

The Faculty of Philosophy at Ss. Cyril and Methodius University in Skopje, North Macedonia has been organizing an annual International Week since the academic year 2018/19. The five-day interdisciplinary forum features lectures, promotions, and discussions in English by eminent professors and lecturers from partner universities around the world. The aim is to provide students with a broader platform for knowledge acquisition and exchange of views on major social issues across different disciplines, languages, and borders. The event is open to students from all three study cycles, with a special focus on promoting international projects implemented by the faculty. ICAE Secretary General, Katarina Popovic spoke on 15 February 2022, on the topic "Global tendencies in adult education in a post-COVID-19 time".



5.4 Transdisciplinary Dialogue Adult Education Effects and impacts of adult education: Wider Benefits of Lifelong Learning

The event "Transdisciplinary Dialogue on Adult Education" at the Danube University in Austria on 5 May 2022 focused on the effects and impacts of adult education, presenting the research results of the Austrian Benefits of Lifelong Learning Study and its international predecessor study. The contributions of general adult education to the acquisition of competencies, active citizenship, and educational policy challenges and goals, such as up- and reskilling, digitization, participation and inclusion, health and sustainability, were discussed. Katarina Popović, Secretary General of the ICAE, gave a plenary speech on the European policy dimensions of the wider benefits of adult education. A panel discussion followed.

5.5 1st International Conference on Education and Training, Lisbon

The 1st International Conference on Education and Training, "Thinking education in transition times," was held in Lisbon from July 12-15, 2022. The conference aimed to explore the critical issues concerning the present and future of education, including practices of inclusion in formal and non-formal education, improving learning in technological-advanced societies, education governance, autonomy, and accountability, and teaching education models and professional development. The conference was organized in four thematic networks, and the goal was to stimulate communication and informed debate among attendees. The organizers recognized the current tensions and uncertainties in the field of education and called for reflection on contemporary education goals, processes, effects, and beneficiaries to identify solutions and create a better future for education. Katarina Popović, Secretary General of the ICAE spoke on "The challenges of global governance of education – who is at the wheel?".

6 Representation of EC Members and Staff in 2022

Date	Event
2 February	ICAE and EASG at the ECOSOC Partnership Forum 2022, online
7-18 February	Adult Education Academy, Würzburg / Germany
15 February	International Week at the Faculty of Philosophy at Ss. Cyril and Methodius University, Skopje / North Macedonia
5-7 March	World Teachers' Day UNESCO, Paris / France and online
10 March	we are-ale campaign presentation to DVV International members, online
20 March	Global Student Forum – Academy in Activism, Leadership and Advocacy - Lecture on Democracy, Human Rights and Active Global Citizenship Education, online
30 March	Exhibition-debate on “Adult education for citizenship, on the road to sustainable development” organized by DVV international and MOJA. Panel on “Innovative approaches to adult education for citizenship”, Tunis / Tunisia
4-14 April	10 Days of We-are-ale Action (towards the MFA), online
April	Public online Consultation - Marrakech Framework, online
4 May	World Social Forum Session, online
5 May	Transdisciplinary Dialogue on Adult Education - Danube University, Krems / Austria
3 June	No Greening without Adult Learning and Education (United Nations Stockholm+50 Conference), online
7 June	30 years of Slovenian Institute for Adult Education - A look at the past and the challenges of the future, Ljubljana / Slovenia
14 June	CONFINTEA VII Civil Society Forum, hybrid Marrakesh / Morocco
14-16 June	CONFINTEA VII and GRALE 5 Launch, Marrakesh / Morocco
16 June	CONVERGENCE Launch, Marrakesh / Morocco
15-17 June	Civil Society Forum+, Marrakesh / Morocco
20-23 June	VHS days, Leipzig / Germany
28-30 June	UN Transforming Education Pre-Summit, Paris / France

Date	Event
12-15 July	International Conference on Education and Training, Lisbon / Portugal
5-15 July	HLPF, New York / USA
5 July	EASG HLPF Side event, online
6 July	SDG Training Session at HLPF, online
29 September – 2 October	ESREA -Triennial Conference, Milano / Italy
10 September	XXII National Meeting at the Centre for Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL)
15 September	Conference on ALE professionalisation, Dar es Salaam / Tanzania
26-30 September	ASEM Global Lifelong Learning Week, Cork / Ireland
16-19 September	UN Transforming Education Summit, New York / USA
25-26 October	Slovenian Institute for Adult Learning: Annual Consultation on Adult Education 2022, Ljubljana / Slovenia
26 October	70th anniversary of the UNESCO Institute for Lifelong Learning (UIL), online
22 November	7th Global Campaign for Education World Assembly, Johannesburg / South Africa
7 December	CR&DALL Seminar, online
8 December	European follow-up meeting on CONFINTEA VII, online
22 December	Post-CONFINTEA monitoring process Canada, online

We express our gratitude to the Open Society Foundations for their valuable support. Their contribution has been instrumental in our endeavours, enabling us to make meaningful progress and achieve our goals.



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7 Financial Report 2022

ICAE - CATEGORIZED INCOME AND EXPENDITURE 2022

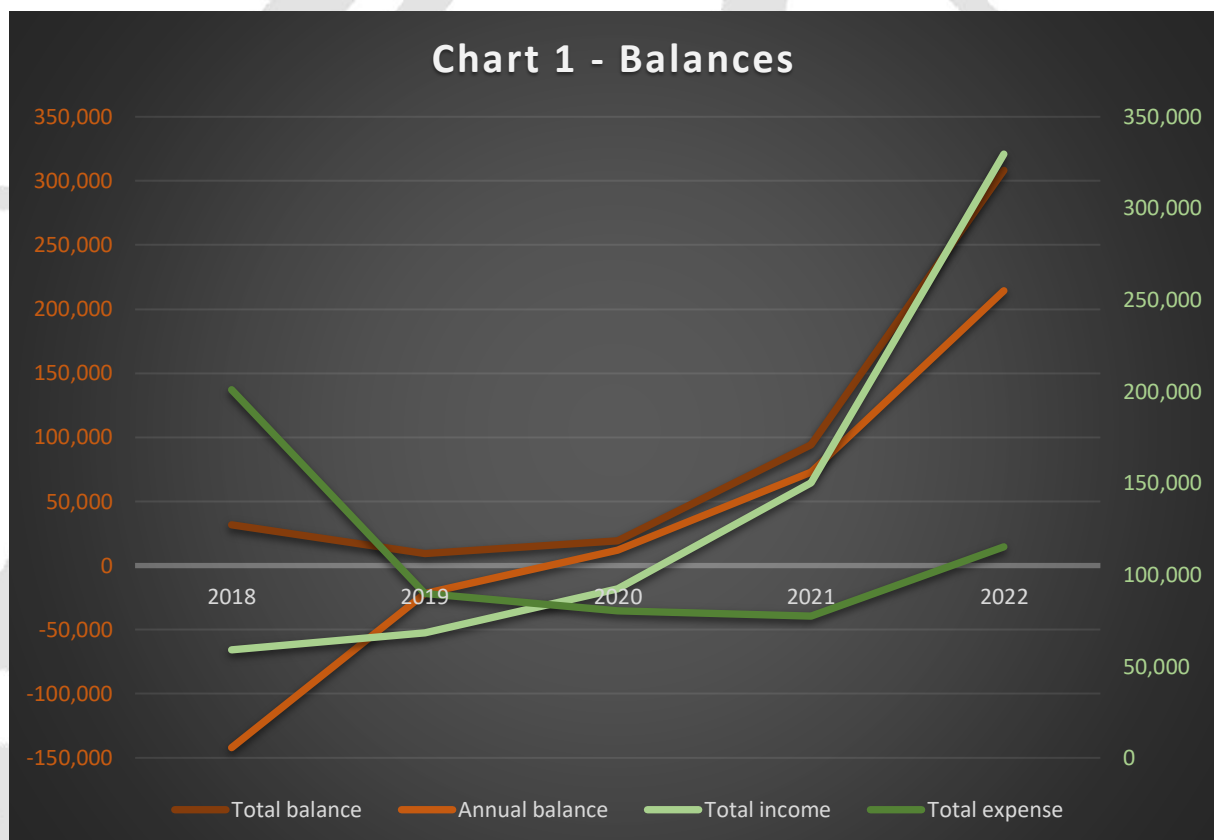
INCOME	Code	Income RSD	Income EUR	Income USD	Income Total in EUR*	Income Total in RSD*	Income Total in USD*
1. MEMBERS CONTRIBUTION AND ROLLOVER		281.454,38	110.601,58	8.769,07	121.233,66	14.223.423,40	129.126,01
1.1 Membership fees	110	64.400,00	17.826,00	5.246,00	23.300,27	2.733.643,87	24.817,13
1.2 Solidarity contributions	120	0,00	2.520,00	1.578,50	4.002,02	469.526,59	4.262,55
1.3 Rollover	130	217.054,38	90.255,58	1.944,57	93.931,36	11.020.252,94	100.046,33
2. DONORS, GRANTS		0,00	21.591,17	300.000,00	303.254,77	35.578.577,88	322.996,76
2.1 EU project - SAFE	210	0,00	9.060,00	0,00	9.060,00	1.062.940,94	9.649,81
2.3 Open Society Foundation	230	0,00	0,00	300.000,00	281.663,60	33.045.450,00	300.000,00
2.4 Global Citizenship Education	240	0,00	6.784,17	0,00	6.784,17	795.935,11	7.225,82
2.5 EU project - TALE	250	0,00	5.747,00	0,00	5.747,00	674.251,83	6.121,13
TOTAL INCOME		281.454,38	132.192,75	308.769,07	424.488,43	49.802.001,29	452.122,77

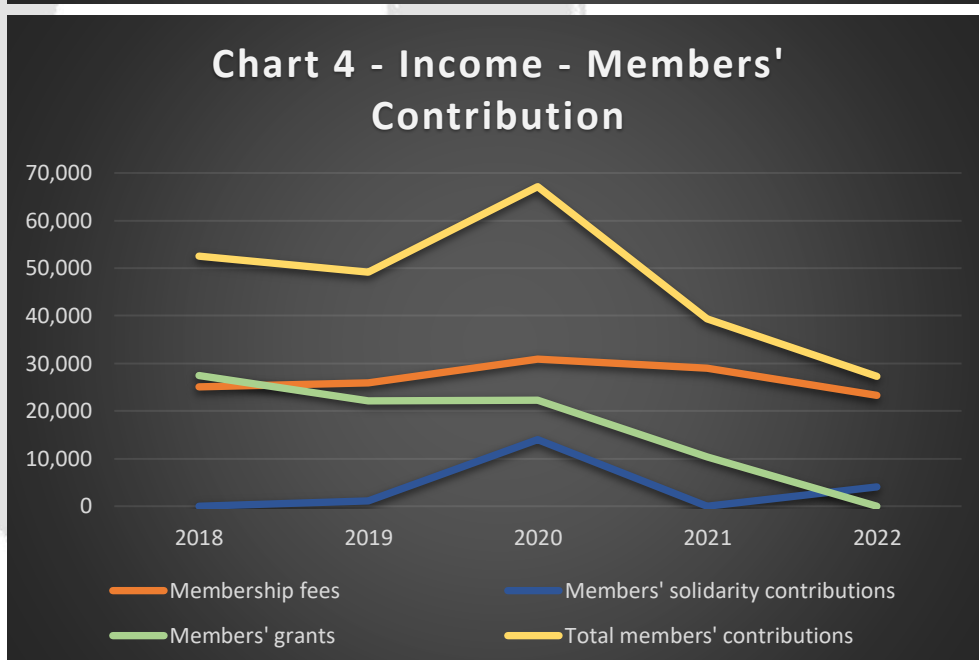
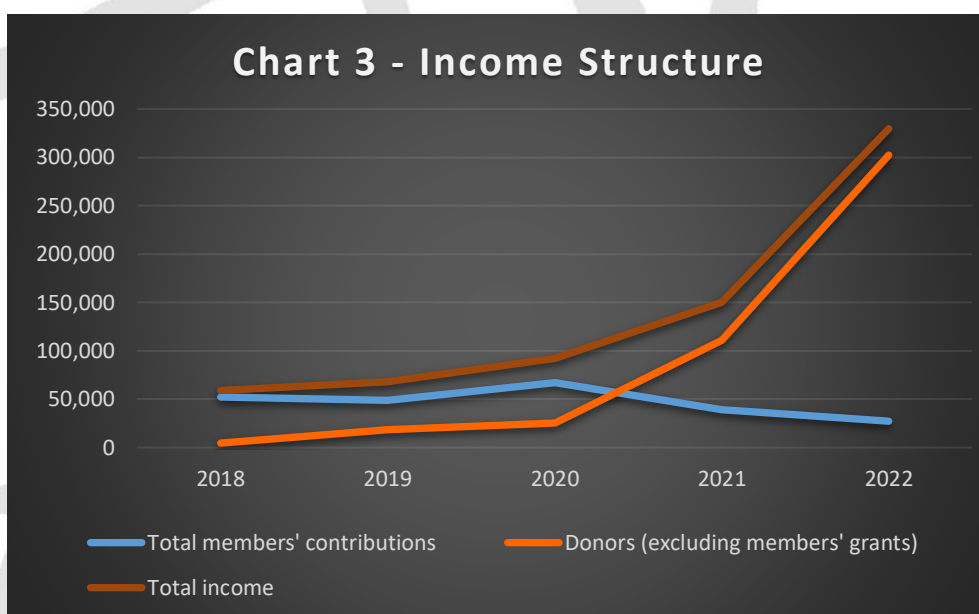
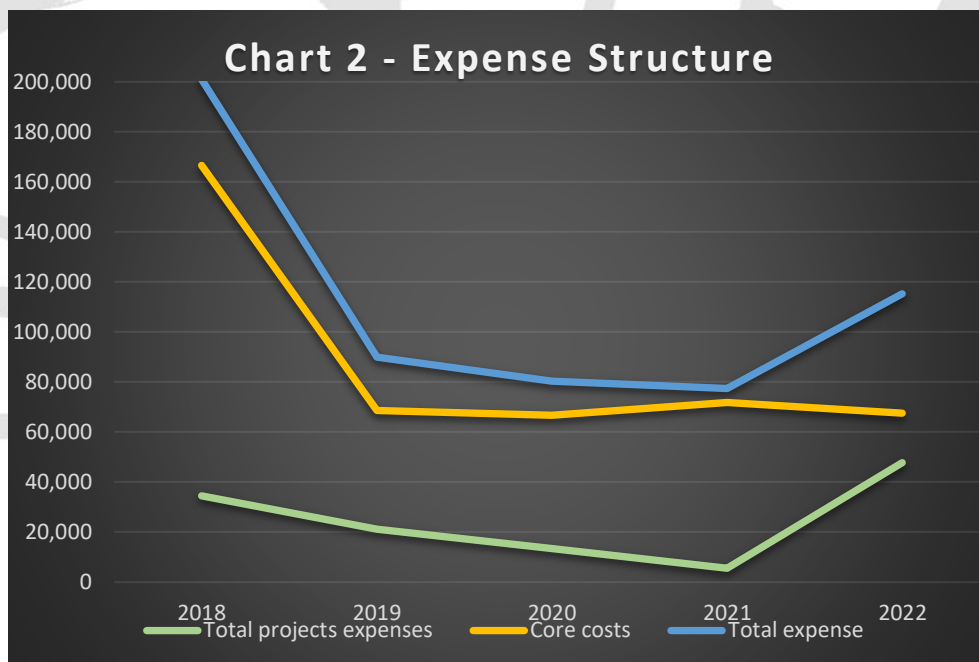
EXPENDITURE	Code	Expenditure RSD	Expenditure EUR	Expenditure USD	Expenditure Total in EUR*	Expenditure Total in RSD*	Expenditure Total in USD*
1. PROGRAMMES		-5.694.721,52	-33.309,89	-3.993,57	-85.598,45	10.042.615,48	-91.170,94
1.1 Coordination (gross) 55% of total	300	-2.468.002,58	-5.252,50	0,00	-26.288,57	-3.084.238,48	-27.999,97
1.2 Policy and advocacy for ALE and LLL							
1.2.1 CONFINTEA VII		-1.990.995,11	-21.721,60	-1.906,57	-40.481,93	-4.749.436,90	-43.117,31
1.2.1.1 CSForum at CONFINTEA VII	321	-1.248.845,01	-14.246,60	-834,00	-25.674,18	-3.012.156,66	-27.345,58
1.2.1.2 CONF VII preparatory proc.	311	-213.366,00	0,00	0,00	-1.818,63	-213.366,00	-1.937,02
1.2.1.3 Reg. online CSO workshops	312	-232.000,00	-1.900,00	0,00	-3.877,46	-454.912,56	-4.129,88
1.2.1.4 Co-hosting a high-level meet	313	0,00	0,00	0,00	0,00	0,00	0,00
1.2.1.5 Global Citizenship Education	315	-9.894,10	-1.350,00	-416,00	-1.824,91	-214.102,36	-1.943,71
1.2.1.6 Civil Society Spotlight Rep.	316	-286.890,00	-4.225,00	-656,57	-7.286,75	-854.899,31	-7.761,12
1.2.2 Women and Adult Education		-788.023,00	-5.787,63	-2.087,00	-14.463,80	-1.696.927,82	-15.405,40
1.2.2.1 Global Women's Summit	322	-58.000,00	-3.737,63	-2.087,00	-6.191,43	-726.393,90	-6.594,50
1.2.2.2 Advocacy woman & edu.	317	-232.000,00	-150,00	0,00	-2.127,46	-249.598,36	-2.265,96
1.2.2.3 Education of adult women	318	-382.023,00	-1.000,00	0,00	-4.256,18	-499.345,40	-4.533,26
1.2.2.4 Glob. Women's Summit doc.	319	-116.000,00	-900,00	0,00	-1.888,73	-221.590,16	-2.011,69
1.2.3 ALE and SDGs - HLPF	323	0,00	0,00	0,00	0,00	0,00	0,00
1.2.4 ALE Campaign	324	-78.000,00	0,00	0,00	-664,83	-78.000,00	-708,12
1.2.5 Prom. of Pub. Edu. - Financ. ALE	325	-140.989,20	-548,16	0,00	-1.749,88	-205.300,65	-1.863,80
1.3. Capacity building							
1.3.1 IALLA	331	0,00	0,00	0,00	0,00	0,00	0,00
1.4. Projects		-228.711,63	0,00	0,00	-1.949,43	-228.711,63	-2.076,34
1.4.1 SAFE Spaces for Learning	341	-228.711,63	0,00	0,00	-1.949,43	-228.711,63	-2.076,34

EXPENDITURE – cont.	Code	Expenditure RSD	Expenditure EUR	Expenditure USD	Expenditure Total in EUR*	Expenditure Total in RSD*	Expenditure Total in USD*
2. ORGANIZATION DEVELOPMENT		-2.745.589,14	-5.491,92	0,00	-28.894,01	-3.389.914,38	-30.775,02
2.1. Coordination (gross) 45% total	300	-2.019.274,83	-4.297,50	0,00	-21.508,83	-2.523.467,85	-22.909,06
2.2. Communication and info.	420	-9.360,00	-1.172,91	0,00	-1.252,69	-146.968,62	-1.334,24
2.3. Membership and partnership	430	-17.800,00	0,00	0,00	-151,72	-17.800,00	-161,60
2.4. Meetings and fundraising	440	0,00	0,00	0,00	0,00	0,00	0,00
2.5. Office	450	-464.546,31	-21,51	0,00	-3.981,08	-467.069,91	-4.240,25
2.6. Office - audit	460	-234.608,00	0,00	0,00	-1.999,69	-234.608,00	-2.129,87
TOTAL EXPENDITURE		-8.440.310,66	-38.801,81	-3.993,57	-114.492,46	-13.432.529,86	-121.945,95

EXCHANGE	RSD	EUR	USD	* National Bank of Serbia middle exchange rate list on 31.12.2022	
Exchange EUR-USD		0,00	0,00		
Exchange USD-EUR		0,00	0,00		
Exchange EUR-RSD	8.350.374,00	-72.000,00		1 EUR =	117,3224 RSD
Exchange USD-RSD	434.144,00		-4.000,00	1 USD =	110,1515 RSD

BALANCE	RSD	EUR	USD	Total in EUR*	Total in RSD*	Total in USD*
	625.661,72	21.390,94	300.775,50	309.115,49	36.266.170,63	329.239,01





8 Auditor's Report 2022



**AUDITOR'S REPORT - AGREED-UPON PROCEDURES REPORT
REGARDING SPECIAL PURPOSE FINANCIAL REPORT FOR 2022**

INTERNATIONAL COUNCIL FOR ADULT EDUCATION - ICAE



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AGREED-UPON PROCEDURES REPORT

1 - 3

ANNEXES:

Annex I – Financial Report

Annex II – List of Transactions Verified

AGREED-UPON PROCEDURES REPORT

To: International Council for Adult Education - ICAE
Garsije Lorke 9, Belgrade

Purpose of this Agreed – Upon Procedures Report and Restriction on Use and Distribution

In accordance with the Contract that International Council for Adult Education – ICAE agreed with us, we provide our Agreed-upon procedures report (“the Report”) on ICAE special purpose financial report, prepared on activity-based costing, for the period covering 1 January 2022 to 31 December 2022 (“ICAE Financial Report”). ICAE requested certain procedures to be carried out in connection with ICAE Financial Report for the purposes of reporting to ICAE Board and ICAE members. Namely, this Report is prepared solely for ICAE internal use and solely for the purpose of submission by ICAE to its Board and its members.

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 ICAE an Agreed-upon procedures report with regard to the procedures performed. The procedures to be carried out are listed in Chapter 1 of this Report.

The total income which is the subject of this verification amounts to EUR 424,488.43. We verified all income presented in the Financial Report.

The total expenditure which is the subject of this verification amounts to EUR 114,492.46. We verified all expenditure presented in the Financial Report. ,

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

Responsibilities of the Engaging Party

ICAE has acknowledged that the agreed-upon procedures are appropriate for the purpose of the engagement.

ICAE as engaging party, also the responsible party is responsible for the subject matter on which the agreed-upon procedures are performed.

Practitioner’s (Auditor’s) Responsibilities

We have conducted the agreed-upon procedures engagement in accordance with the International Standard on Related Services (“ISRS”) 4400 (Revised), Agreed-upon Procedures Engagements. An agreed-upon procedures engagement involves our performing the procedures that have been agreed with ICAE, and reporting the findings, which are the factual results of the agreed-upon procedures performed. We make no representation regarding the appropriateness of the agreed-upon procedures.

The agreed-upon procedures engagement is not an assurance engagement. Accordingly, we do not express an opinion or an assurance conclusion.

Had we performed additional procedures, other matters might have come to our attention that would have been reported.

Professional Ethics and Quality Control

We have complied with the ethical requirements of the IESBA' International Code of Ethics for Professional Accountants (including international independence standard).

Our firm applies International Standard on Quality Control (ISQC) 1, Quality Control for Firms that Perform Audits and Reviews of Financial Statements, and Other Assurance and Related Services Engagements, and accordingly, maintains a comprehensive system of quality control including documented policies and procedures regarding compliance with the ethical requirements, professional standards and applicable legal and regulatory requirements:

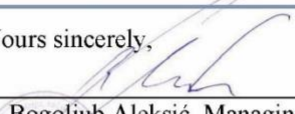
Procedures and Findings

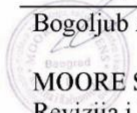
We have performed the procedures below, which were agreed upon with the ICAE in the terms of engagement. Namely, the ICAE, as engaging party (who is the responsible party) has acknowledged that the procedures are appropriate for the intended purpose of the engagement and their purposes, respectively. The intended users of this report are ICAE Board and ICAE members. These procedures were performed to assist ICAE Board and ICAE members in evaluating whether the expenditure and the income presented in Financial Report for 2022 are eligible in accordance with ICAE financial plan and activities during 2022.

	PROCEDURES	FINDINGS
1	Income - Verify that funds paid to ICAE and presented as income were properly reflected in the accounting records of the ICAE	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. The amounts presented in the financial report are in line with those stated on the respective bank statements and supporting accounting documents.
2.	Expenditure - Obtain a listing of all expenditures during the period from 1 January 2022 to 31 December 2022 for the agreed-upon procedures engagement and perform the following:	We obtained a listing of all expenditures and incomes and the financial report.
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	<p>We found that the 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.</p> <p>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</p>

		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.	Verify that expenditure items are substantiated by appropriate evidence and supporting documents and if applicable, verify that it is in compliance with the terms of the donors' contracts	We found that the 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: 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.	(Verify that the monetary value of expenditure item agrees with underlying documents (e.g. invoices, salary statements)	We found that the monetary value of expenditure items agrees with underlying documents
3	Verify exchange rate used for conversion of expenditure and income into reporting currency	We found that all transactions in financial report are presented in their original currencies and translated into presentation currencies: EUR, USD and RSD by applying the NBS official middle exchange rates applicable on 31 December 2022.
<p>The total expenditure which is the subject of this verification amounts to EUR 114,492.46. These expenditures were presented in the accompanying financial report under two main categories: Programmes and Organization Development.</p> <p>The total income which is the subject of this verification amounts to EUR 424,488.43. These incomes, the funds received by ICAE, were presented in the accompanying financial report as Members contribution and rollover and Donors, grants.</p>		

Yours sincerely,


Bogoljub Aleksić, Managing Partner

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

17 March 2023





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