

Report 2020-2023

Belgrade, October 2023



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Acronyms

AED – Adult Education and Development
AHAED - Arab House for Adult Education and Development
ALE - Adult Learning and Education
ASEM – Asia-Europe Meeting
ASPBAE - Asia South Pacific Association for Basic and Adult Education
BFA – Belém Framework for Action
CEAAL - Latin American Council for Popular Education
CLADE - Latin American Campaign for the Right to Education
CONFINTEA - International Conferences on Adult Education
CREFAL - Centre for Regional Cooperation for Adult Education in Latin America and the Caribbean
CSF – Civil Society Forum
CSO – Civil Society Organisation
DEAR – Development Education and Awareness Raising
DIE - German Institute for Adult Education
DVV – German Adult Education Association
DVV International- German Adult Education Association
EAEA - European Association for the Education of Adults
EASG – Education and Academia Stakeholder Group
EC – Executive Committee
ECOSOC - United Nations Economic and Social Council
EPATV - Escola Profissional Amar Terra Verde
ESREA – European Society for Research on the Education of Adults
ESU – European Students Union
EU – European Union
EUCEN - European University Continuing Education Network
GAL – Global Alliance for Literacy
GCE – Global Campaign for Education
GEC – Global Education Coalition
GNP – Gross National Product
GRALE – Global Report on Adult Learning and Education
HLPF – High Level Political Forum
IALLA - International Academy of Lifelong Learning Advocacy
ICAE - International Council for Adult Education
ICÉA - Institut de coopération pour l'éducation des adultes
JACAE - Jamaican Council for Adult Education
MFA - Marrakech Framework for Action
NGO – Non-Governmental Organization
ODA - Official Development Assistance
OEI - Organization of Ibero-American States for Education, Science and Culture
OSF – Open Society Foundation
PIMA – Promoting, Interrogating and Mobilizing for Adult Learning and Education
SDG – Sustainable Development Goal
SVEB - Swiss Federation for Adult Learning
TES – Transforming Education Summit
UIL - UNESCO Institute for Lifelong Learning
UN – United Nations
UNDP – United Nations Development Programme
UNEP – United Nations Environment Programme
UNESCO - United Nations Educational, Scientific and Cultural Organization
VHS - Volkshochschule
VNR – Voluntary National Review
WHO - World Health Organization
WSF – World Social Forum

1 Introduction by the ICAE President

We were elected in April 2020 amidst a time of multiple crises. On 11 March 2020, the World Health Organization (WHO) declared that COVID-19 was a global pandemic. At that moment, the whole world took a deep long collective breath and held this breath for months and months and in some places, like for myself in Melbourne, Australia, years. But what COVID-19 showed us was how global inequalities were very deep-rooted in our world and it manifested very quickly in the unequal access to information, testing, treatments and vaccines. In our education world, the shutting of schools, universities, and community learning centres across the world and the shift to online learning, further displayed the inequities of access to both the hardware and software needed for online learning. Despite the generalisations made about learning lost, I have argued that this was mainly curriculum-based learning, because we know that in order to survive we had to continue to learn. We needed to learn to understand the virus and how it spreads, in order to act and adapt appropriately, with whatever limited resources we had. We heard stories of on-going learning, through intergenerational learning, where grandparents taught and learned from their grandchildren, and peer-to-peer learning amongst youths that developed community projects.

In times of crises, we do see negative behaviours and actions. But this is often overshadowed by stories where the human spirit comes to the aid of each other. It is also in times of crises that we recognise that we do need to continue to learn, not just to survive but to thrive. This was even more critical for workers who found they needed to adapt and learn new skills and trades, to support their families. It is this kind of learning, often non-formal and informal, often within local communities or in workplaces, and often supported by civil society organisations, in partnership with other key stakeholders, that we at ICAE have found our strongest examples of what we advocate for when we speak of adult learning and education within the context of access to quality education and lifelong learning opportunities for all, as mandated in SDG 4.

The Strategic Guidelines 2020-2023 that the ICAE membership approved during the 2020 General Assembly could not have predicted the crisis that was to come. But it was these very guidelines that guided us in strengthening our commitment to youth and adult education towards our pursuit of justice and equity within a human rights framework, a commitment to gender equality and a preferential focus on the most vulnerable and marginalised in our societies.

To achieve these goals during times of multiple crises, such as the climate emergency, the prevailing threat to peace around the world, and the post-truth scenarios spread by social media, our strongest allies were our members across the regions. That is why, we were committed to acting **with** and **through** our members, aware that they were the ones most immersed in the daily realities. We committed to harvest and bring their voices, their visions and their actions to the global spaces, such as the UNESCO Futures of Education process, CONFINTEA VII, the UN HLPF, and the Transforming Education Summit 2021 to name a few.



“Lifelong Learning”

This 4-year Report is a small window to the rich harvest that we all contributed to. Let me thank the ICAE Executive Committee (2020-2023) for their unwavering dedication in tackling the formidable challenges we faced in 2020. Let me acknowledge the valuable work of the Secretariat team (Katarina, Ricarda and Dušan) in keeping us on course. Special thanks are due to our strategic partners who have placed their trust in us to continue our work, including the Open Society Foundation for their generous financial support, as well as UNESCO and UIL for their steadfast commitment to our shared mission and collaborative endeavours. We also extend our gratitude to our partners in various projects and other initiatives, such as Bridge 47. Notably, DVV International stands not only as a member but also as a global partner, with its network of offices worldwide, a critical factor in the success of many of our initiatives. Above all, on behalf of the Executive Committee and the Secretariat, our deepest appreciation goes to the ICAE members. Your unwavering commitment to advocating for and advancing the right to adult learning and education within a lifelong learning framework is the driving force behind our shared achievements.

Indeed, we were born amidst a time of multiple crises. But we were forged and strengthened by these crises. And we are ready for the challenges of the future - a just, equitable and sustainable future that we will create together, through adult learning and education.

Jose Roberto 'Robbie' Guevara
 President, ICAE
 (26 September 2023)



ICAE Strategic Guidelines for 2020 - 2023

In pursuit of social justice within the framework of human rights in all its dimensions, ICAE remains committed to its mission to promote the right to education and learning for young people and adults, which includes older people.

ICAE will work to achieve economic, cultural, social and ecological justice, enhancing international peace and understanding. Through education as a human right and education for democratic citizenship, ICAE will stand especially for vulnerable populations (e.g. those deprived of their right to education, those living in poverty, women and marginalised groups, and others).

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

In its work, ICAE will have several priorities:

- **Sustain global advocacy** for Adult Learning and Education (ALE) and for the comprehensive approach to lifelong learning (LLL) in key global advocacy spaces. Most importantly are:
 - The Seventh International Conference on Adult Education - CONFINTEA VII - in 2022 (preparations, input and follow up)
 - The UN SDG platforms such as the HLPF and other SDGs related fora
 These efforts include direct activities of global advocacy, as well as support of members in carrying forth this mission, and organising or taking part in capacity building measures for advocacy.
- **Use intersectorality and cross-cutting approach**, especially in advocacy related to SDGs.
- **Enhance and promote a gender perspective** in all that we do.

Financial stability of the organisation and enhance resource mobilisation that enable ICAE to fight for its values, represent its members and those whom ICAE intend to make the global case for ALE. It means bolstering our strategic work with sectors such as health, environment, women, etc.

Activities of ICAE (EC and member organisations) as possible way to ICAE's advocacy and to raise funds.

Members about regional and global developments and the members.

Use of the virtual tools of communication for both online and for the meetings, wherever it is possible and for the meetings, wherever it is possible over possible and affordable.

Activities and contribute to build a global network of structures and to expand (concrete events) social Forum, as much as possible.

Resources from ALE in different

Increase

vs

2 ICAE's Core Values and Principles

(from the [Civil Society Forum Declaration, Marrakech June 2022](#))

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. 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. Hence the need, in the words of the UNESCO Futures of Education report, for A New Social Contract for Education. 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. Peace is a precondition for planetary harmony which should be nurtured in the minds of women and men. The return on investments in education, literacy, critical thinking, and learning to live together is much deeper, wider and longer lasting than that of investments in military hardware. ALE has a huge capacity to contribute to our personal and collective emancipation in both the life and work contexts, to gender equality and wider inclusion.

For these reasons, we - as members of ICAE – reaffirm our commitment to the following principles:

I. First and foremost, ALE is a fundamental human right of all youth, adults and older adults – both women and men - a public endeavour and a global common good, of which the state is the main duty bearer. This implies recognizing its twin vocation: as a right in itself and as an enabling contributor to poverty reduction, gender equality, and sustainable development.

II. ALE is beneficial both for personal life-wide and life-deep development and self-realization, for communities and society as a whole and for the economy. ALE contributes to the creation of more just, equal, innovative, inclusive and sustainable societies, with new decent employment opportunities and citizen participation.

III. ALE is holistic and intersectorial: it includes all types of ALE (formal, non-formal and informal), and diverse types of learning in fields such as health, work, culture, citizenship and environment.

IV. Diversity is at the heart of ALE: it embraces diverse groups of learners giving particular attention to the vulnerable, displaced and those suffering all forms of discrimination.

V. Adult learning and education is a core component of lifelong learning and embraces educational activities in three key domains: literacy and basic competencies; knowledge, competencies and skills

in continuing education and vocational training; knowledge, competencies and skills in liberal, popular and community education and active citizenship. We believe that ALE is an essential component of SDG4 and in getting it back on track, and it is necessary for the achievement of all the SDGs.



International Council for Adult Education
Conseil International pour l'éducation des adultes
Consejo Internacional de Educación de Adultos
رابعاقل امل عتال يلودل سل حمل

CONFINTEA VII



CONFINTEA VII

Declaration of the Civil Society Forum

Marrakech, 14 June 2022

3 Contextual overview: An invitation, a challenge and a responsibility

(adapted and updated from the Spotlight Report 2022, written by Timothy Ireland)

The last four years (2020-2023) have been dominated by the COVID-19 pandemic and financial and other multiple crises across the globe. Nothing threatens the future so inexorably as climate change, as António Guterres' stark warning makes clear: "We must end fossil fuel pollution and accelerate the renewable energy transition, before we incinerate our only home." (18/05/2022) It is impossible to ignore the pedagogical dimension of this emergency which demands a reset on how we consider the relation between education, development, work and the future of humanity.

Closely related to the climate emergency is the global demographical movement with life expectancy growing and healthy ageing processes placing new demands on public services, including education, as well as the issue of intergenerational connections and commitments generating new demands and tensions.

The digital revolution has advanced at a frightening speed, with its double dichotomous potential: it can lead to individualised/private activities as witnessed during the COVID pandemic whilst also having the potential to open new collective spaces for learning and exchange. It is worth taking note of António Nóvoa's warning that our problems are not so much technological as pedagogical.

Lastly, profound changes in the world of work intimately articulated with the advance of digital and other technologies including artificial intelligence, point to a future in which an increasingly large proportion of the population will no longer find occupation in the labour market, leading to a redefinition of work and its relation to 'free or leisure time.' After decades of ALE focused on preparation for work or reskilling, the changing nature of the labour market suggests that the demand for adult education aimed at personal and cultural development and quality of life, traditionally offered by CSOs, will grow significantly.

Analysis of the global reality of ALE points to a growing polarization between visions and practices of ALE in industrialized countries and in countries in the global south and emerging economies. In the first, an instrumental interpretation of ALE in which emphasis is given to training, professional qualification and reskilling with a view to guaranteeing economic competitiveness, predominates. In countries from the Global South and emerging economies, activities tend to focus on compensatory and second chance schooling for young people and adults with an emphasis on the acquisition of literacy. The vision of lifelong learning promoted by UNESCO is present in much educational discourse but largely absent in practice.

Whilst there is general agreement that many of the goals of the Sustainable Development Agenda can only be achieved with the intervention of ALE, references to 'adult education' or 'adult learning and education' are notably absent from the SDG4. Nonetheless, as Benavot et al. affirm, there is "Growing evidence (to suggest) that life on Earth hangs in the balance and ALE must be part of a comprehensive solution" (2022, p.7.). The Reimagining our Futures Together report shares this sanguine recognition of the continued relevance of ALE and its multiple roles in helping people find their way through a range of problems as well as enabling them to take more responsibility for their future.

A futures orientation should define adult education (...) as an education entangled with life. Adults are responsible for the world in which they live as well as the world of the future. Responsibility to the future cannot be simply passed on to the next generations. A shared ethic of intergenerational solidarity is needed (UNESCO 2021, p. 115)

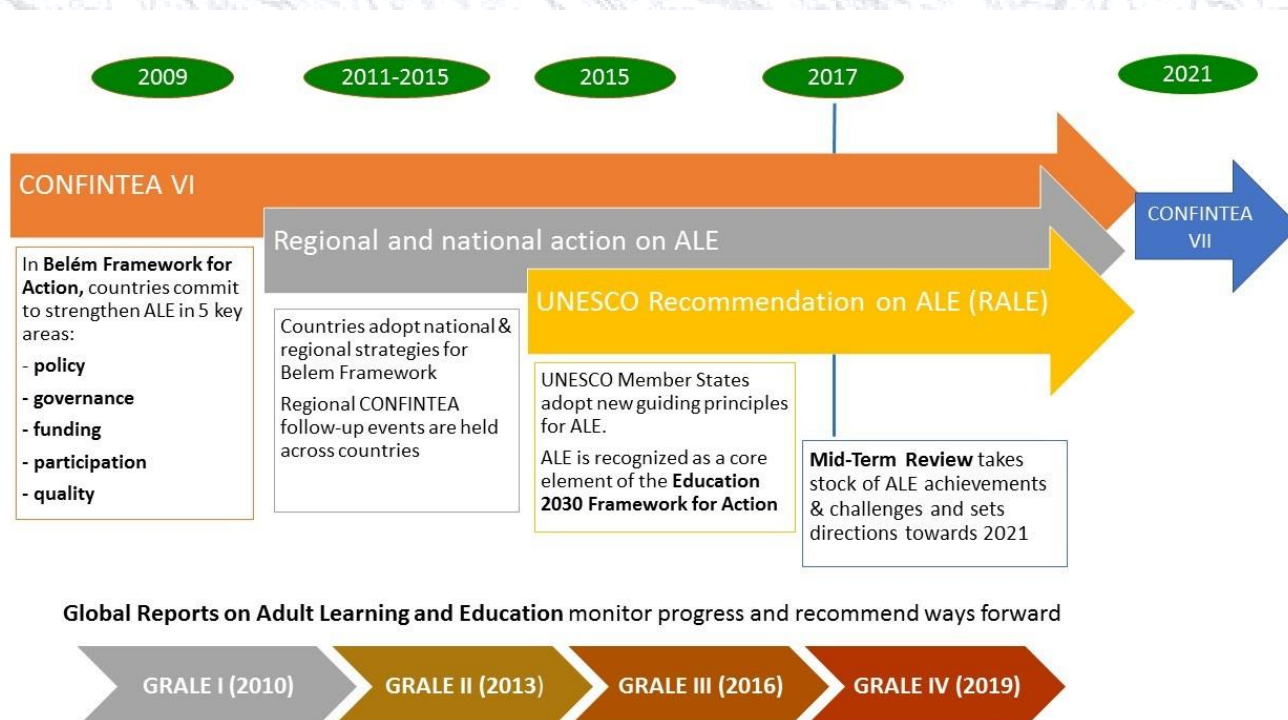
For civil society this constitutes an invitation, a challenge and a responsibility which cannot be declined.

4 Global Advocacy: CONFINTEA VII

4.1 Preparatory activities in 2020

4.1.1 UIL Grale V, preparatory regional webinars

ICAE took successful first steps in working within and through our members during the GRALE 5 Regional Webinars that we co-hosted with the UNESCO Institute for Lifelong Learning (UIL) and the German Adult Education Association (DVV International) from 21-29 July 2020. They brought together national ALE stakeholders and particularly GRALE 5 focal points, nominated by their countries' National Commission for UNESCO to produce national responses to the GRALE 5 survey. The theme of the webinars was "Enhancing national capacities for monitoring adult education and learning". ICAE members across all regions contributed as speakers during the webinars. One of the more common issues raised by the participants was the access of CSOs to the national focal points.



4.1.2 ICAE regional webinars – Citizenship education from our perspective

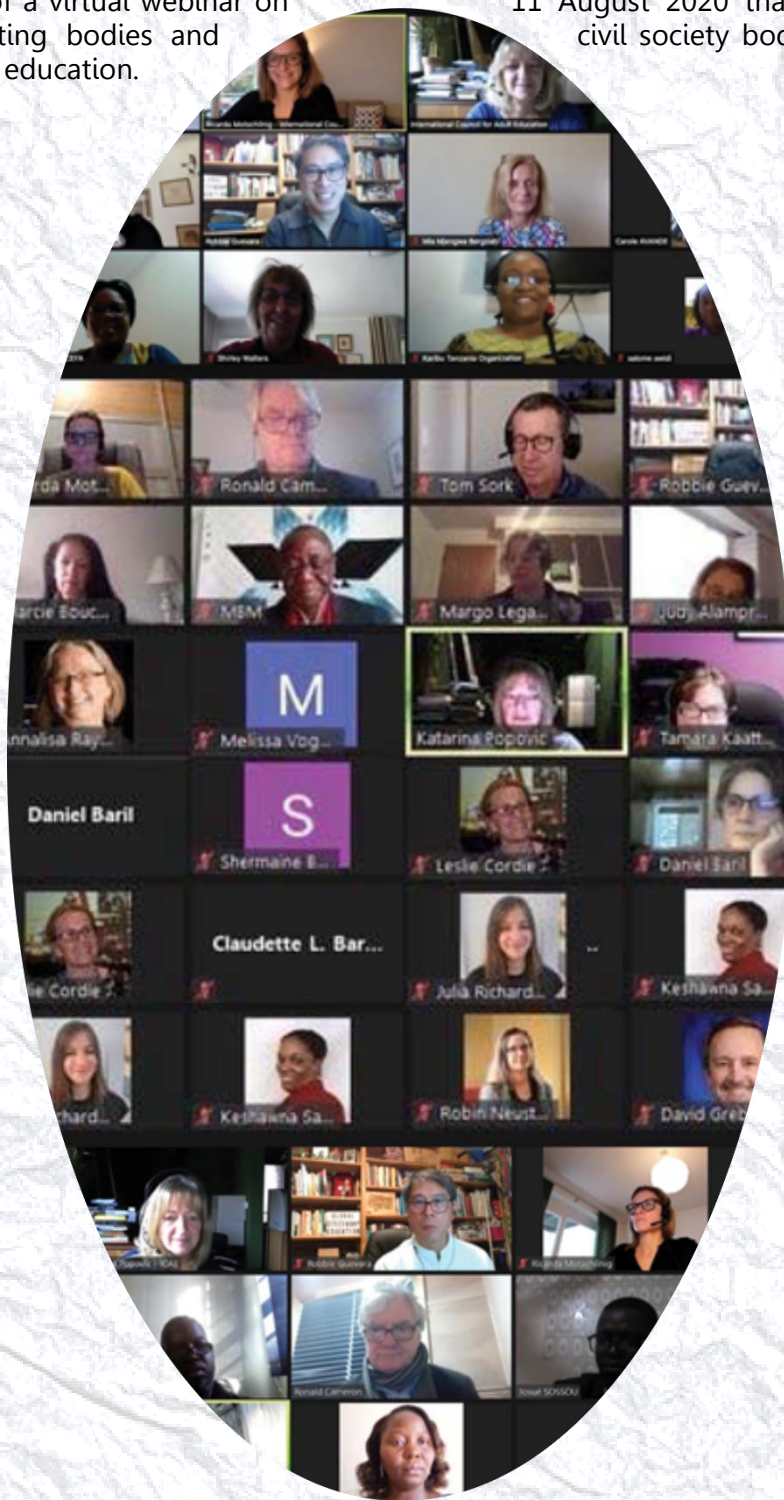
Another series of ICAE regional webinars was conducted in partnership with our regional members in preparation for CONFINTEA VII and GRALE 5. Every GRALE has a special emphasis, a topic that is the focus of exploration and reporting, and for GRALE 5 it was "citizenship education". ICAE was commissioned by UNESCO Institute for Lifelong Learning (UIL) to prepare a background paper on citizenship education and ALE. ICAE invited members and partners to contribute examples of innovative programs that address "global citizenship" and ALE. The rich collection of experiences was the basis for the paper we entitled, "[Citizenship Education and ALE - The relevance of citizenship education for the further development of adult learning and education \(ALE\) and its impact on \(current and future\) ALE practice from ICAE's perspective](#)". The study was subsequently released by UIL.

4.1.3 ICAE regional webinars in view of the ConfinteA VII process

Another webinar initiative was initiated by ICAE in 2020, as we wanted to ensure that our participation in global platforms was informed by advocacy messages developed together with our members. It was also important that these advocacy messages were not merely for CONFINTEA VII but were the core advocacy messages that we as ICAE, the global voice of civil society organisations, committed to adult learning and education as a right, were to carry during this term of office. The Vice-Presidents of ICAE were encouraged to design a region-specific membership engagement process for this purpose. In 2020, regional webinars took place for the Asia-Pacific, the European, the African Anglophone and the African Francophone regions and a joint webinar for the North America/Caribbean region.

4.1.4 Webinar in the Arab region

The Arab House for Adult Education and Development (AHAED) and DVV International collaborated to hold a series of preparation and establishment activities in the Arab region. These events included the organization of a virtual webinar on 11 August 2020 that brought together national coordinating bodies and civil society bodies concerned with adult learning and education.



4.2 Preparatory activities in 2021

UNESCO initiated preparatory regional and sub-regional consultations in preparation for CONFINTEA VII during 2021. The consultations provided opportunities for listening to regional perspectives that were summarized in special outcome documents. All these provided valuable input towards drafting the Marrakech Framework for Action.

CONFINTEA VII Regional Preparatory Meetings in 2021

ASIA PACIFIC

Asia-Pacific Regional Preparatory Meeting ----- 22 September

LATIN AMERICA AND CARIBBEAN

English-speaking Caribbean Sub-regional consultation - 28 April

Latin America Sub-regional consultation ----- 28-30 July

ARAB REGION

Arab Region Regional Preparatory Meetings ----- 17 & 24 March

AFRICAN REGION

Sub-regional conference West Africa ----- 19 May

Sub-regional conference West Africa/Sahel ----- 2 June

Sub-regional conference Eastern and Southern Africa --- 21 June

Sub-regional conference Central Africa ----- 23 June

EUROPE AND NORTH AMERICAN REGION

Regional consultation----- 8-9 September

Sub-regional consultations preceded the conferences organized by UNESCO. ICAE and its regional members were actively engaged throughout the process. The process of consolidating the civil society approach to CONFINTEA VII was of paramount importance. It ensured that the collective voice of civil society organizations was heard and integrated into the global dialogue on adult learning and education (ALE). Through preparatory activities in 2020 and 2021, civil society perspectives were gathered, fostering a sense of unity and purpose.

This collaborative effort not only informed the development of policies and the Marrakech Framework for Action, but also empowered civil society to advocate for ALE as a fundamental right. By strengthening the bonds within the civil society community, this process established a solid foundation for CONFINTEA VII and reinforced the commitment to advancing adult learning and education worldwide. In essence, it ensured that civil society's voice remained at the forefront of ALE discussions, driving meaningful change and progress.



we are

www.we-are-ale.org





we are

Our Call to Action





7. Participate in helping to shape and build the campaign locally, regionally and internationally through common events or opportunities like the 50th anniversary of ICAE and by identifying other milestone events that the alliance can mobilise around.

8. Support advocacy initiatives for ALE at international levels to influence policy and funding.
Assist with lobbying efforts around the SDGs and Agenda 2030, in order to gain recognition for ALE.

9. In the interests of justice, well-being and change, locally and globally, act together for ALE to be seen, understood and valued as critical to a healthier planet and a better world.
Address your governments, donors, private sector, international organizations, and social movements and mobilize for ALE. Encourage them to recognise the fundamental importance of ALE for justice, well-being and change!

4.3 Preparatory activities in 2022

Online public consultation of the CONFINTEA VII MFA draft

The ICAE together with CSO colleagues who were members of the CONFINTEA VII Consultative Committee convened by UIL – DVV International, ASPBAE and representatives of academia, actively contributed to the drafting of the Preliminary Marrakech Framework for Action (MFA). We were pleased to note that a significant number of our initial comments made it to a preliminary draft of the MFA. However, we recognised that there were a few more key issues that the ICAE and key colleagues would continue to advocate for.

An opportunity was given during the Online Public Consultation launched by the UNESCO Institute for Lifelong Learning. It was structured as a survey, available in English, French, and Spanish. We shared ICAE’s comments on the Draft Marrakech Framework for Action, which had been prepared by the ICAE in collaboration with our CSO colleagues.

EAEA GENERAL ASSEMBLY_22_06_21

THEMATIC DISCUSSIONS

TOWARDS CONFINTEA VII : BUILDING A EUROPEAN STRATEGY

KEY MESSAGES TO BRING FORWARD



NOT JUST A GLOBAL CONFERENCE ON ALE... IT'S A PROCESS!

NEXT CONFINTEA 2022

CONFERENCE OUTCOMES ARE ADOPTED BY UNESCO MEMBER STATES

NEXT STEPS

ASK UNESCO INSTITUTE FOR LIFELONG LEARNING TO PROVIDE CONTACTS ON NATIONAL LEVEL

SHARE FEEDBACK WITH ICAE (GLOBAL REGISTER ORGANISATION)

CONTINUOUS REVIEW AT DIFFERENT LEVELS

OUR ROLE

- HOLD A EUROPEAN CONFERENCE TO RAISE AWARENESS OF CONFINTEA & MOBILIZE MEMBERS
- DEVELOP EVIDENCE-BASED ARGUMENTS IN FAVOUR OF A HOLISTIC VIEW OF ALE & UNDERLYING BROADER BENEFITS
- CONNECT THE PROCESS TO THE SDG'S
- USE THE "WE ARE ALE" CAMPAIGN TO RAISE AWARENESS
- FOLLOW UP ON THE UPCOMING GRALE WITH FOCUS ON GLOBAL CITIZENSHIP EDUCATION
- SUPPORTING MEMBERS IN REACHING OUT TO THEIR MINISTRIES CONTACT POINTS AT NATIONAL LEVEL

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



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



4.4 Finally in Marrakech, Morocco

As you can read above, the preparations for the Marrakech Framework for Action (MFA) began long before CONFINTEA VII. ICAE, in collaboration with ASPBAE and DVV International, actively participated in the UNESCO/UII Advisory Committee. We organized 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.

On 1 April 2022, UNESCO confirmed that CONFINTEA VII was to take place in Marrakech, Morocco from 15 to 17 June.

4.4.1 Civil Society Forum - Adult Learning and Education - Because the future cannot wait

The Civil Society Forum was a hybrid forum, which was held in person in Marrakech and virtually on 14 June 2022. Approximately 100 people from 40 countries came together to review the latest developments in adult learning and education, globally and across the regions, and to discuss problems and priorities. The [ICAE Spotlight Report](#) was launched, and a [Global ALE Manifesto](#) with the final set of civil society recommendations for CONFINTEA VII and the [Marrakech Framework for Action](#) was adopted.

The Forum provided a platform for discussions on the crucial challenges for ALE today and for identifying 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
 - Priority areas of ALE from the civil society perspective
- We also launched the 50th Anniversary of ICAE!

4.4.2 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, available in several languages. The report was prepared and edited in advance by Timothy Ireland, with contributions from the ICAE Executive Committee, ICAE organisational members and partners.

[ICAE Spotlight Report for CONFINTEA 2022](#)

Prepared and edited by Timothy Ireland, with the contributions from the ICAE Executive Committee, ICAE organisational members and partners.

4.4.3 Global Civil Society Manifesto 2022 and Declaration of the Civil Society Forum Marrakech

The Global ALE Manifesto 2022 was launched during the Civil Society Forum. [The Manifesto](#) was our guide to reviewing the draft Marrakech Framework for Action (MFA). Like the Spotlight Report, the Manifesto was available in several languages. Another outcome of the Forum was the [Civil Society Declaration](#), which was presented by Secretary General of ICAE, Katarina Popovic, at the opening of CONFINTEA VII, on behalf of the global ALE civil society.



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

4.4.4 Key CSO recommendations to the CONFINTEA VII Drafting Committee on the Zero Draft of MFA

The Civil Society Forum agreed on four main points as [the CSO recommendations to the CONFINTEA VII Drafting Committee on the Zero Draft of MFA](#).

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

- 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) 

4.4.5 The conference

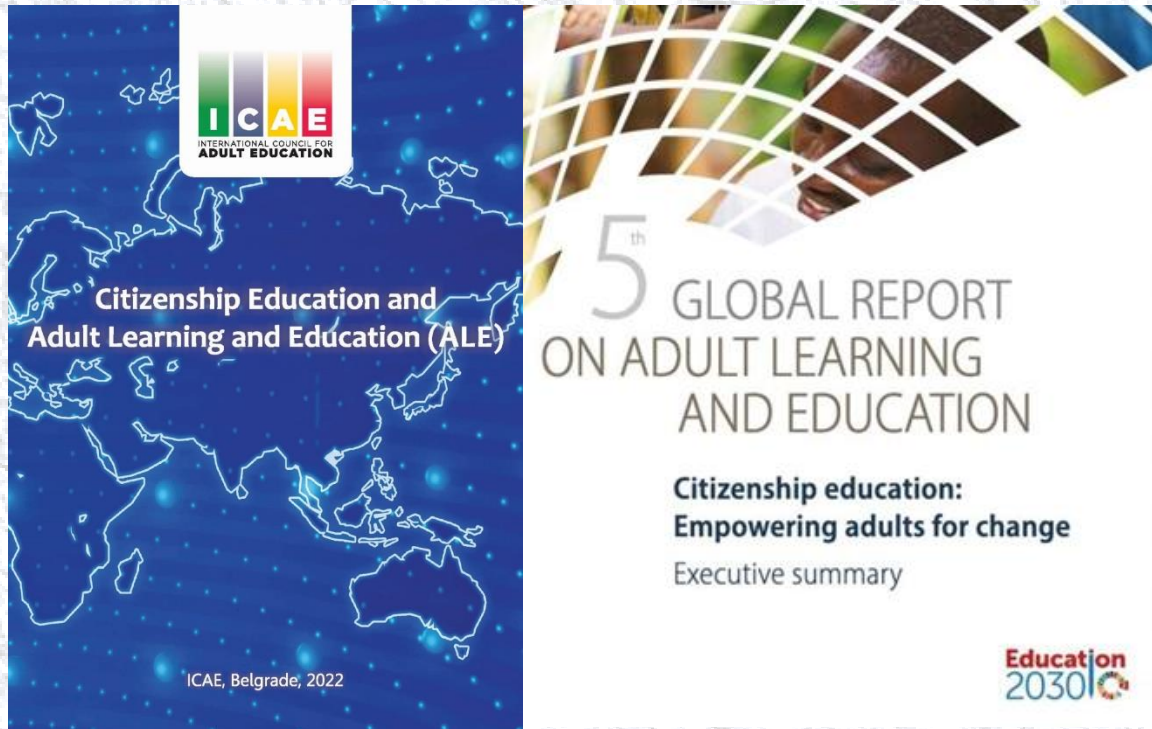
ICAE's regional members, including EAEA, ASPBAE, AHAED, CLADE, CEAAL, PAMOJA, and national members, made significant contributions in diverse ways throughout the conference. They actively participated as members of national delegations, served as presenters and moderators, engaged in lobby and advocacy 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 represented in and contributed to various panels, such as the 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 that on "Community Learning Centers as key structures for adult learning and education - preconditions and good practices" organized by DVV International, ICAE & the Georgian Adult Education Network.

ICAE also presented in the panel on Teachers Education, organized by UNESCO, Task Force on Teachers Education. We are especially proud of Cecilia Palm, ICAE EC member, who was elected conference rapporteur, as a member of the official Swedish national delegation.

4.4.6 GRALE V

The [Fifth Global Report on Adult Learning and Education](#) (GRALE 5) was launched at CONFINTEA VII. It finds that the greatest challenge in ALE remains reaching those who need it most. ICAE has contributed to it with its background paper on ALE and Citizenship education



4.4.7 Marrakech Framework for Action

[The Marrakesh Framework for Action \(MFA\)](#) was adopted unanimously by more than 140 UNESCO member states during the closing of CONFINTEA VII!

Helen Dabu from ASPBAE and ICAE Secretary General Katarina Popovic secured important wins for ICAE after having 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.

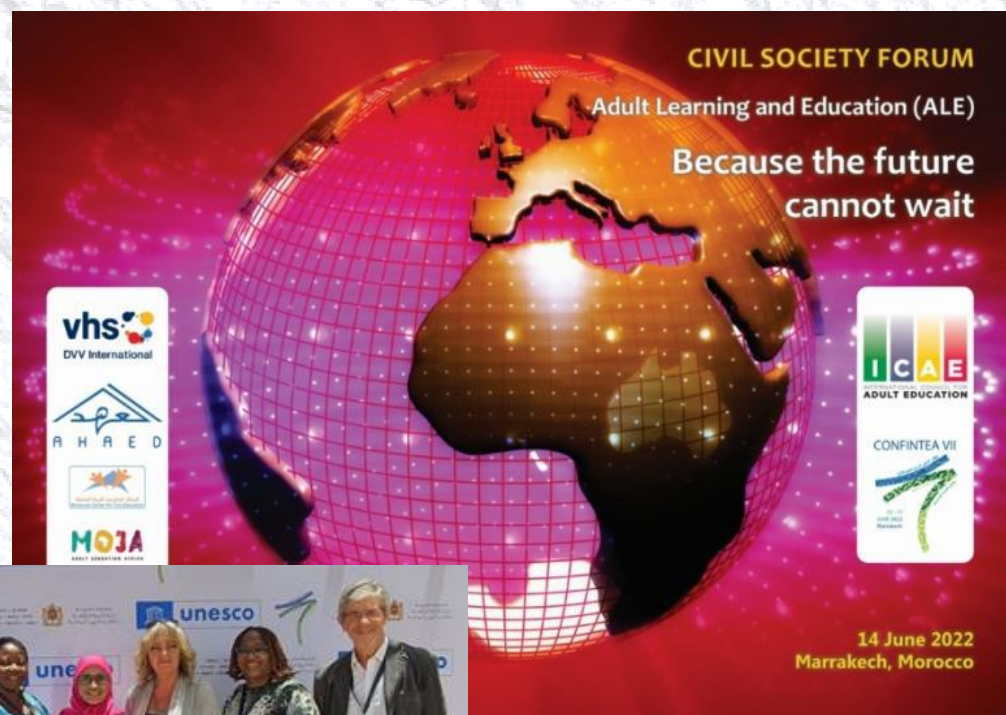
The Action Plan will be the central policy document for adult learning and education (ALE) worldwide over the next 12 years, and calls for, among other things, equal access to education for all, for significantly increased participation in adult education, the promotion of climate learning and GCE, and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



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

4.4.8 Civil Society Forum+

ICAE organized activities on 16 and 17 June 2022, for CSO members who were not participating in the actual conference. These activities included field visits, open space meetings and networking as well as access to a common CONFINTEA VII video stream.



On behalf of the ICAE EC, we thank you for your solidarity and contribution during CONFINTEA VII to advance Transformative ALE.



4.5 CONFINTEA VII follow-up

CONFINTEA VII 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/UII organized 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.

4.5.1 European follow-up meetings

A European follow-up meeting on CONFINTEA VII took place online on 8 December 2022, 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 Swedish members of ICAE organized a webinar on 1 November 2022 about the future of adult learning and education after Confintea VII.

4.5.2 Reflections on CONFINTEA VII and MFA by European Eastern Neighbours

On 4 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.



4.5.3 CONFINTEA VII follow-up in Latin America

ICAE and its Latin American partners promoted a series of events in 2022 beginning in August with a Conversation organized by the Open Chair in Youth and Adult Education at the National University in Ecuador. This was followed in September by a national and international Dialogue on Adult Learning organised by the UNESCO Chair in Youth and Adult Education, at the Federal University of Paraiba, in João Pessoa (Brazil). On 10 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 5. The Latin American Platform is an articulation of six important regional actors in the continent including ICAE. Finally, in November, ICAE and CEAAL were 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.

A further series of events were undertaken in 2023 to continue discussions on ALE in Latin America. These activities encompassed various themes, such as achievements, pending issues, and new priorities, with the participation of organizations like CLADE and ICAE in the VI Andean Meeting on ALE held on 28 March 2023. The region also organized discussions on public policies in ALE, including a case study from Chile on 26 April 2023, and shared inspiring experiences of inclusive public policies on 15 June 2023, featuring cases from Argentina, Peru, Ecuador, Brazil, and Chile. Furthermore, there were dialogues on the Marrakech Framework of Action as public policy on 28 June 2023, and discussions on women's right to education in a critical analysis on 27 July 2023. The culmination of these efforts resulted in the declaration of a Platform of Regional Networks for ALE on International Literacy Day, 8 September 2023. Additionally, CEAAL published a book on "Educational Justice for Young People and Adults: Challenges for Latin America and the Caribbean," addressing contemporary crises and the priorities outlined in the Marrakech Framework of Action.

4.5.4 Post-CONFINTEA monitoring process discussed in Canada

In 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.

4.5.5 The Caribbean CONFINTEA VII Follow up

The Jamaican Council for Adult Education (JACAE) organized a webinar, looking at the Caribbean Perspective of the MFA and to discuss how the Council 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.

4.5.6 PIMA Special Issue Bulletin CONFINTEA VII

The PIMA Network published a [special issue of the PIMA Bulletin about CONFINTEA VII](#). Amongst others, 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. Editors were Heribert Hinzen, Balazs Nemeth, Julia Denholm and Khau Phuoc.



5 Global Advocacy: Other Platforms

5.1 We are ALE

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 stands for "Adult Learning and Education" and is to be used worldwide.

ICAE has led 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 10 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.

5.2 HLPF on the UN Sustainable Development Goals

ICAE is a member of the UN Education and Academia Stakeholder Group (EASG) and an active participant in HLPF (High Level Political Forum) which has the task to review the progress of the implementation of Sustainable Development Goals (SDGs). Through this participation in various SDG-related events, ICAE contributes to promoting sustainable development and shaping the global agenda for sustainable development.

5.2.1 HLPF 2020

Due to the COVID-19 pandemic, all meetings, official sessions, presentations of VNRs, side and special events of the HLPF 2020 were held virtually – with advantages and inconveniences compared to a physical meeting. The members of ICAE and EASG spoke at the main event organised by the EASG and at several other events (both formal and side-events), attended numerous other events and made interventions, submitted a sectoral paper and contributions/suggestions to various documents including the Ministerial Declaration and Ministerial General Debate.

ICAE played the main role in coordinating civil society around the globe to submit questions and comments to the VNRs, and this role was highly appreciated by all our colleagues.








Events with ICAE participation during HLPF 2020:

- “Education: The pathway for transformation during and after a crisis” – an official event, co-organised by ICAE, the Global Campaign for Education and the European Students Union.
- “Global Citizenship Education - Response to Global Crises” – an official side-event co-organised by ICAE, the UNESCO Institute for Lifelong Learning UIL and Bridge 47
- “Teaching, learning and integrating SDGs at universities and beyond - linking to the Decade of Action” a Training workshop, co-organised by ICAE and the SDG Academy, International Association of Universities (IAU), L’Agence universitaire de la Francophonie (AUF) and Association of Commonwealth Universities (ACU).



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

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



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

5.2.2 HLPF 2021

The High-Level Political Forum on the Agenda 2030 was hosted virtually in 2021, from 6 - 15 July 2021. The theme was "Sustainable and resilient recovery from the COVID- 19 pandemic that promotes the economic, social and environmental dimensions of sustainable development: building an inclusive and effective path for the achievement of the 2030 Agenda in the context of the decade of action and delivery for sustainable development".

There were 13 thematic official sessions in this year's HLPF programme and a discussion paper on the theme of the HLPF, to which also ICAE contributed as EASG (Education and Academia Stakeholder Group). ICAE actively led the Advocacy and the VNR Task Groups of the MGoS¹ Coordination Mechanism, attended and contributed to the Expert Group Meetings as well as to negotiations on various outcomes documents.

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

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

The meeting grid shows participants including: Judith Kaulem, Katarina Popovic, Olli Heinman, Clara Sanchiz, Roseline Kihumba, LAURA BECE..., Denison Jayaso..., Caroline Ottesen, Teddy Igori, Rakulan Kan..., Oluseyi Oyebo..., Roberto Bae..., Anselmo Lee, Deirdre de B..., Sara Brandt, Gabriela Paliza, Crispin Bilom..., and Mandeep Ti...

Events with ICAE participation during HLPF 2021:

- "The importance of SDG Target 4.7 for a just and sustainable future in a post-COVID era" – a side-event co-organized by ICAE, the Slovak Republic, Bridge 47, UNESCO Institute for Lifelong Learning and the Ban Ki-moon Centre for Global Citizens.
- "Accelerating progress towards the SDGs through education" – an SDGs Learning, training and practice workshop co-organized by ICAE, the Center for Sustainable Development Earth Institute Columbia University and Sulitest.
- "Education: paving the way out of the pandemic and shaping the new-normal" – a side event with the participation of Katarina Popovic, ICAE Secretary General.

¹ Major Groups and other Stakeholders



5.2.3 HLPF 2022

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.

ICAE, serving as the co-chair of the Education and Academia Stakeholder Group (EASG), once again demonstrated its active involvement in the High-Level Political Forum. EASG also presented a sectoral paper for the High-Level Political Forum.



Events with ICAE participation during HLPF 2022:

- "The right to education and lifelong learning: the new normality in a broken world" - a side event co-organized by ICAE as part of the EASG, focusing on the enabling potential of the right to education and how SDG4 is a lever for the entire Sustainable Development Agenda.
- SDGs Learning, Training & Practice session "Learning Disrupted: Reimagining Learning Ecosystems. A learning session on data, new skills, accountability and integrity" - ICAE played a co-organizing role 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 6 July 2022.



5.2.4 HLPF 2023

ICAE, as co-chair of the Education and Academia Stakeholder Group, played a significant role during the High-Level Political Forum (HLPF) 2023. ICAE was actively engaged in the formal HLPF program, contributing its voice and expertise to the Multistakeholder Group of Organizations (MGoS) and participating in strategic discussions and planning sessions as well as chairing session. One of the highlights of ICAE's involvement was the EASG Side Event, where ICAE took a leadership role. This event went beyond conventional rhetoric, challenging assumptions and exploring the complexities of transformative education in the context of achieving Sustainable Development Goal 4, Quality Education. Furthermore, ICAE actively participated in the Side Event, "Education for Sustainable and Green Societies," underscoring the crucial role of education in fostering positive change and supporting the Sustainable Development Goals, particularly in areas such as clean energy, sustainable communities, green jobs, and women's empowerment.

5.3 SDG-related events

5.3.1 Transforming Education Summit (TES) 2022

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.

**Unmasking Transformative Education:
A Critical Journey towards SDG 4**

EDUCATION AND ACADEMIA (EASG) STAKEHOLDER GROUP – HLPF 2023 SIDE EVENT



RAM GAIRE
GLOBAL CAMPAIGN FOR
EDUCATION



SHERMAINE BARRETT
INTERNATIONAL COUNCIL
FOR ADULT EDUCATION



JACOB BLASIUS
GLOBAL STUDENTS FORUM

JULY 11 2023
13:15–14:30 NY TIME
CONFERENCE ROOM C
UN NY



VERNOR MUÑOZ
GLOBAL CAMPAIGN FOR EDUCATION

The event aims to deepen understanding of the transformative potential of education in driving sustainable development and its contribution to SDGs. Through critical examination, barrier identification, and innovative pathways, the event seeks to generate actionable insights and catalyze meaningful change in education systems to advance the achievement of these SDGs.

WWW.EDUCATIONACADEMIA.ORG





A Pre-Summit was held in Paris from 28-30 June, including a Day of Engagement, Side Events and a Youth Summit.

National and international commitments to transform education, including an initiative regarding the financing of 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.

ICAE was present at the pre-summit and the summit in New York through its members and partners. Both conferences were unfortunately characterized by a lack of visibility of adult learning and education, aside from the identification of the problem with adult literacy.



5.3.2 SDG Action Weekend

ICAE President Robbie Guevara spoke at a Side Event during the SDG Acceleration Day, which was part the SDG Action Weekend, on 17 June 2023 at the UN Headquarters in New York. Entitled, Skilling, Reskilling, and Upskilling for a Resilient Workforce, the side event focused on sharing skilling initiatives that aimed to close the skills gaps, promote inclusivity, and enhance workforce adaptability for more resilient economies and the achievement of global sustainable development.

It was organized by the Government of Indonesia together with the Government of Lao PDR, the Government of the Philippines, the UNESCO Institute for Lifelong Learning (UIL), the International Council for Adult Education (ICAE), and the Asia South Pacific Association For Basic And Adult Education (ASPBAE).

The ICAE Secretariat also engaged in the Partnership Forum, a platform for multi-stakeholder partnerships and voluntary commitments, which took 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 participated 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.

5.4 Collaboration with UNESCO

ICAE has significantly strengthened its collaboration with UNESCO through various initiatives, including active participation in multiple conferences, involvement in the think tank on Citizenship, engaging in strategic meetings, and most notably, reaffirming its status as a strategic partner in collaboration with the Global Alliance for Literacy (GAL).



5.4.1 UNESCO Futures of Education initiative

"[The Futures of Education: Learning to Become](#)" was an initiative of UNESCO, one in a series of global reports commissioned by UNESCO to grapple with the challenges that the future holds in store and to inspire change and issue policy recommendations for education. This initiative also contributed to the "Shaping Our Future Together" dialogue that took place on the occasion of the 75th anniversary of the UN.

In 2020 ICAE gathered a group of colleagues – ICAE members and partners - who worked hard and prepared a contribution called the "[Adult Learning and Education \(ALE\) – Because the future cannot wait](#)". The paper explores the future of ALE from the perspective of global civil society.

The final UNESCO report "[Reimagining our futures together: a new social contract for education](#)" was published in 2021.





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

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

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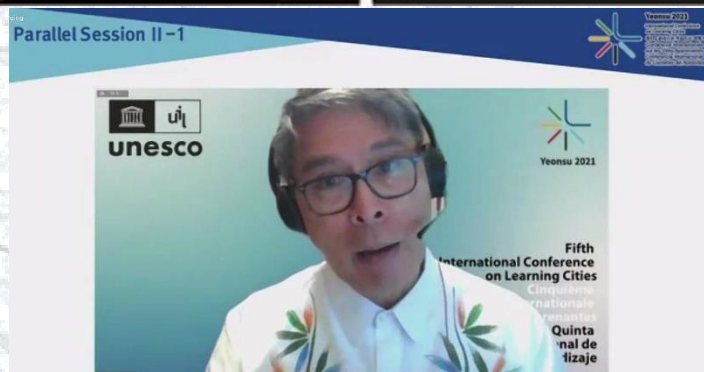
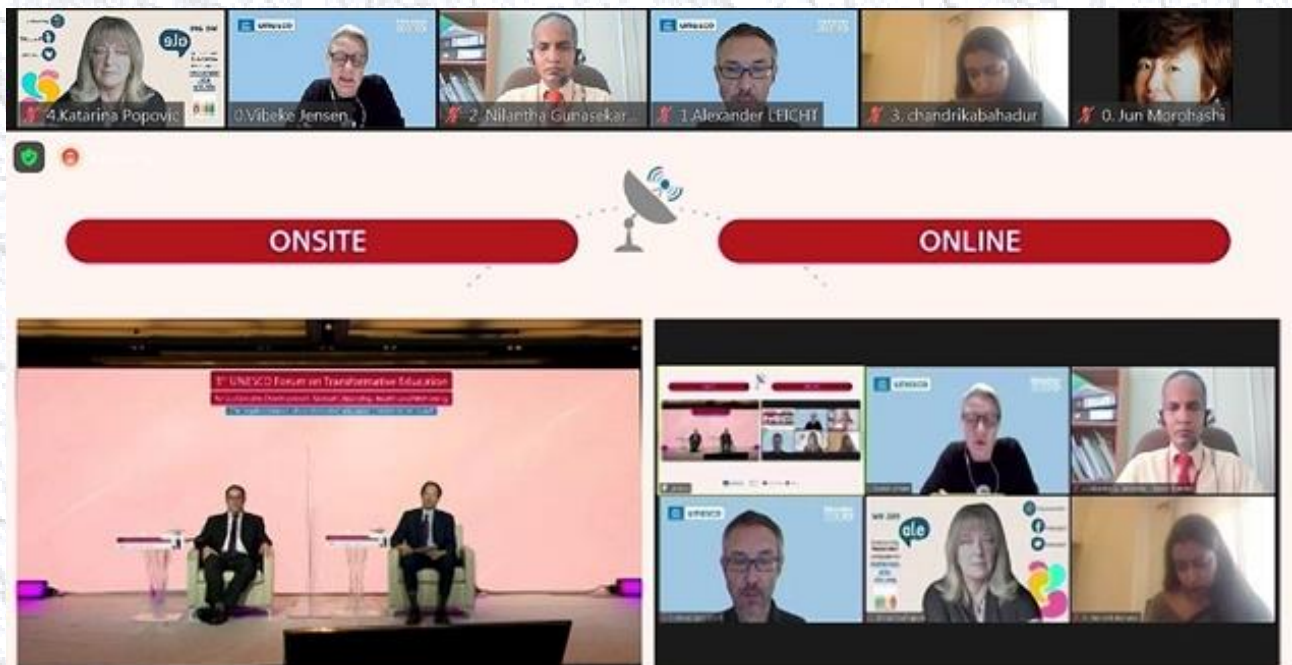
ALE envisioning a habitable and sustainable planet2

ALE towards a just and equitable world.....2

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In 2021, ICAE actively participated in several UNESCO conferences, through President Robbie Guevara, former President Sandy Morrison, EC member Timothy Ireland and/or Secretary General Katarina Popovic:

- UNESCO world Conference on Education for Sustainable Development, 17-19 May
- 5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being 29 November-1 December
- Online International Seminar on the Evolving Right to Education 10 December
- Fifth International Conference on Learning Cities 27-30 October



5.4.2 Global Alliance for Literacy (GAL), General Annual Meeting 2021

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

ICAE conducted break-out group discussions on "Partnerships for GEC-GAL initiatives on literacy educators." Three experiences on digital literacy and partnerships within the framework of equitable, inclusive and quality ALE were shared.

5.4.3 UNESCO's Inclusive LLL Conference in Bali and the Bali Manifesto

ICAE President Robbie Guevara participated in the Inclusive Lifelong Learning Conference that was held from 3 - 6 July 2023, in Bali, Indonesia. Robbie spoke in two plenary sessions where he advocated for the key commitments made in the Marrakesh Framework for Action (MFA) to recognise and resource adult learning as essential if we are to achieve lifelong learning opportunities for all. He also spoke at a parallel session on learning innovations for older learners.

The Conference adopted the [Bali Manifesto](#), embracing inclusion: a roadmap to lifelong learning for all. It called for the implementation of comprehensive lifelong learning policies, and the creation of inclusive learning spaces, curricula, learning pathways and learning materials. The Manifesto emphasized the importance of increased public investment in lifelong learning and the promotion of inclusive lifelong learning ecosystems that effectively cater to the needs of all learners, especially vulnerable and marginalized individuals and communities.

Organized by the UNESCO Institute for Lifelong Learning (UIL) and the Coordinating Ministry for Economic Affairs, Republic of Indonesia, the main objective of the conference was to promote the right to education throughout life and discuss strategies and actions to make lifelong learning more inclusive in ASEAN and other countries. And more specifically, to translate the recommendations of the Marrakech Framework for Action (MFA), adopted at the Seventh International Conference on Adult Education (CONFINTEA VII), into policy measures, strategies and programmes.

5.4.4 International Literacy Days

On the occasion of the International Literacy Day 2021, UNESCO Paris organized an online International Conference on 'Literacy for a human-centred recovery: Narrowing the digital divide'. The session "Inclusive and meaningful technology-enabled literacy programmes: creating synergies between literacy and digital skills" was moderated by ICAE Secretary General Katarina Popovic.



Conference "Literacy for a human centred-recovery: Narrowing the digital divide" 8-9/09/21

In 2022, ICAE published a reflection by ICAE President Robbie Guevara, the main message being to call on members to affirm the commitment made at CONFINTEA 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 meet 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)

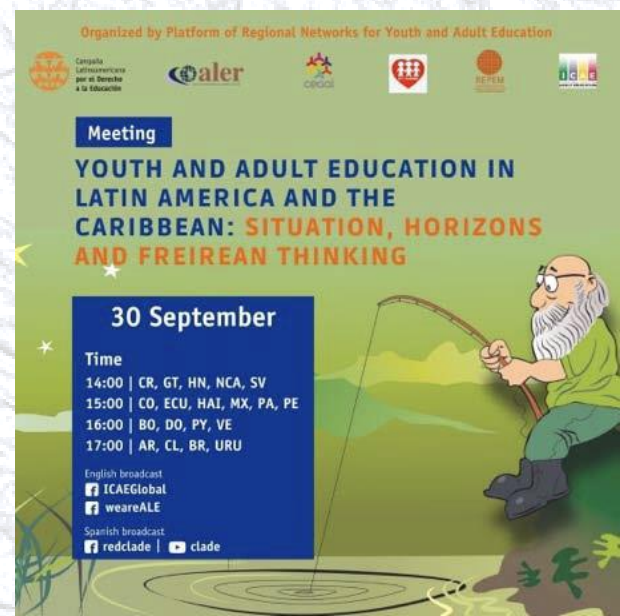
In 2023, UNESCO invited Timothy Ireland to deliver the keynote speech at the Global Conference held in Paris to celebrate International Literacy Day on 8th September under the theme "Promoting Literacy for a world in transition: Building the foundation for sustainable and peaceful societies".



5.5 Paulo Freire's anniversary 2021

As Carlos Alberto Torres (2019) writes in his Introduction to the Wiley Handbook of Paulo Freire, "In pedagogy, today, we can be with Freire or against Freire but not without Freire". ICAE celebrated Paulo Freire's 100th birthday through **a workshop as part of the Virtual World Social Forum 2021 on 26 January 2021**. The workshop allowed 200 participants from some 15 countries to exchange live and on social media with the panellists gathered for the occasion.

During September, the Latin American Campaign for the Right to Education (CLADE) launched a campaign through communication, awareness and dialogue activities in order to remember the importance of the legacy of the Brazilian educator Paulo Freire. In this framework, a webinar was held on 30 September – **"Youth and Adult Education in Latin America and the Caribbean – Situation, Horizons and Freirean thinking"**.



On the same day, the Jamaican Council for Adult Education (JACAE) hosted a **Webinar in honour of the 100th birthday of Paulo Freire**



On 16 November 2021 VHS Munich organised a digital event "**Empowerment in theory and practice: Getting active - individually and for the community**", on the REFLECT method inspired by Freire. Katarina Popovic, ICAE Secretary General, gave the introductory presentation, coordinated the discussion and together with Gerhard Quincke (DVV International) moderated working groups.

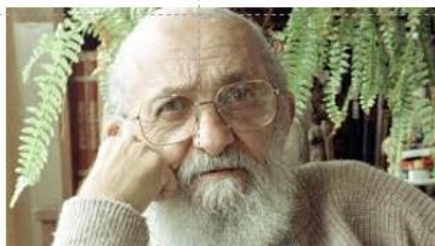
„München global engagiert: Ungleichheiten erkennen – gemeinsam mehr erreichen“

16 November 2021

Paulo Freire:

Empowerment in Theorie und Praxis:

Teilnehmende aktivieren und ihre Potenziale stärken



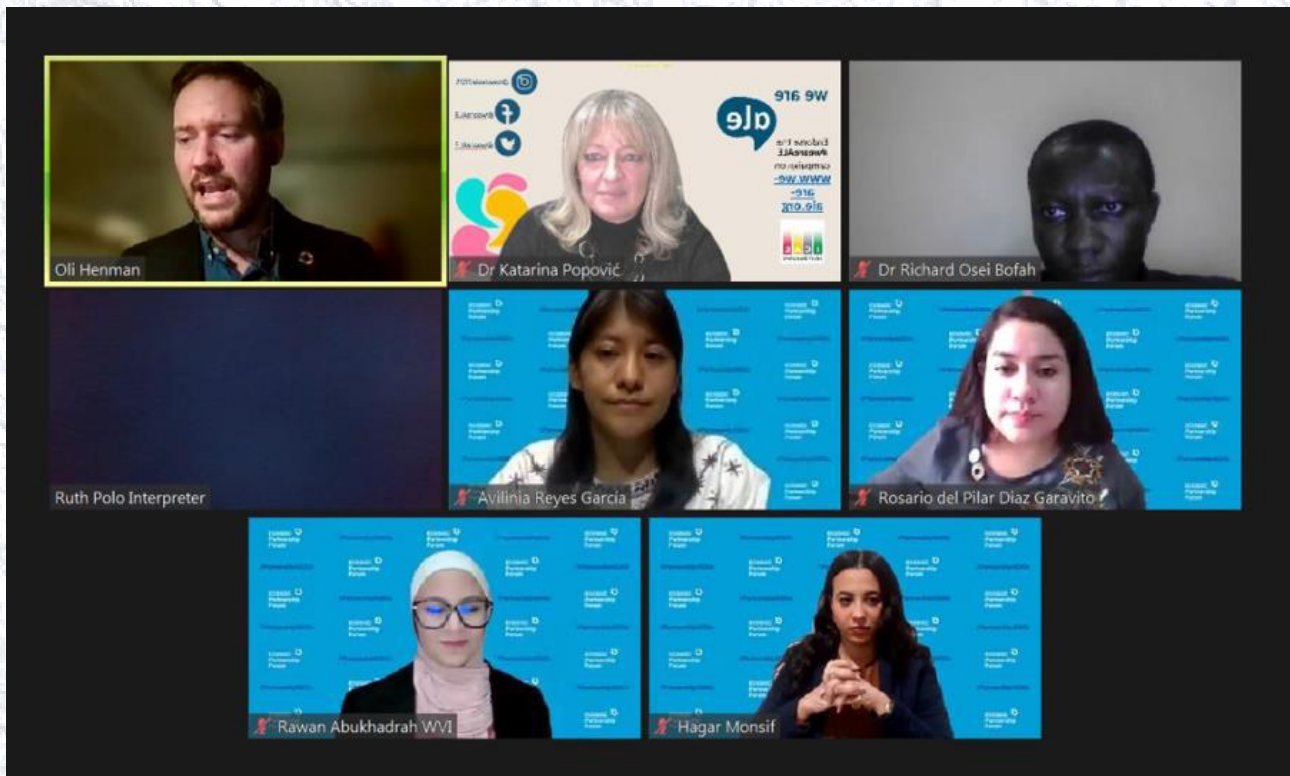
Prof. dr Katarina Popović, ICAE- Internationaler
Rat für Erwachsenenbildung; Universität Belgrad

5.6 ECOSOC² Partnership Forum 2022

The 2022 ECOSOC Partnership Forum was held on 2 February 2022 on the theme “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. 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.

² The Economic and Social Council of the United Nations

Furthermore, the ICAE Secretariat took part 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.



5.7 7th Global Campaign for Education (GCE) World Assembly and Policy Motion on ALE and Marrakech Framework for Action (MFA)

ICAE actively participated in the 7th GCE World Assembly in Johannesburg, South Africa through the presence of the President of ICAE (Dr. Robbie Guevara), who was re-elected to the GCE Board representing Asia-Pacific, the Secretary General (Dr. Katarina Popovic) and Vice President for Africa (Ms. Carole Avande Houndjo) from 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.



5.8 DVV Volkshochschultag 2022

Under the theme "VHS 2030: Together in Diversity. Sustainable. Networked," the German Adult Education Association (DVV) hosted Europe's largest congress on continuing education. Several members of the ICAE Executive Committee actively participated, including Carole Houndjo and Katarina Popovic, the latter serving as a jury member for the Rita Süsmuth Award. ICAE members presented at the conference. Robbie Guevara, President of ICAE, spoke in a Parallel Forum on "Adult Learning and Education for Sustainable Development and Resilience."



5.9 UNEP's Stockholm+50 conference in 2022 - "No Greening without Adult Learning and Education"

The event took place on 3 June 2022 and was hosted by the European Association for the Education of Adults (EAEA), the International Council for Adult Education (ICAE) and SOLIDAR/SOLIDAR Foundation.

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 aimed 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.

ORGANISED BY

ea EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

ICAE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

solidar

IN ASSOCIATION WITH **STOCKHOLM+50**

No Greening without Adult Learning and Education!

 3 June 2022, 10.30 - 12.00 CEST

 Online - find the agenda and register at: <https://tinyurl.com/ALE-greening>

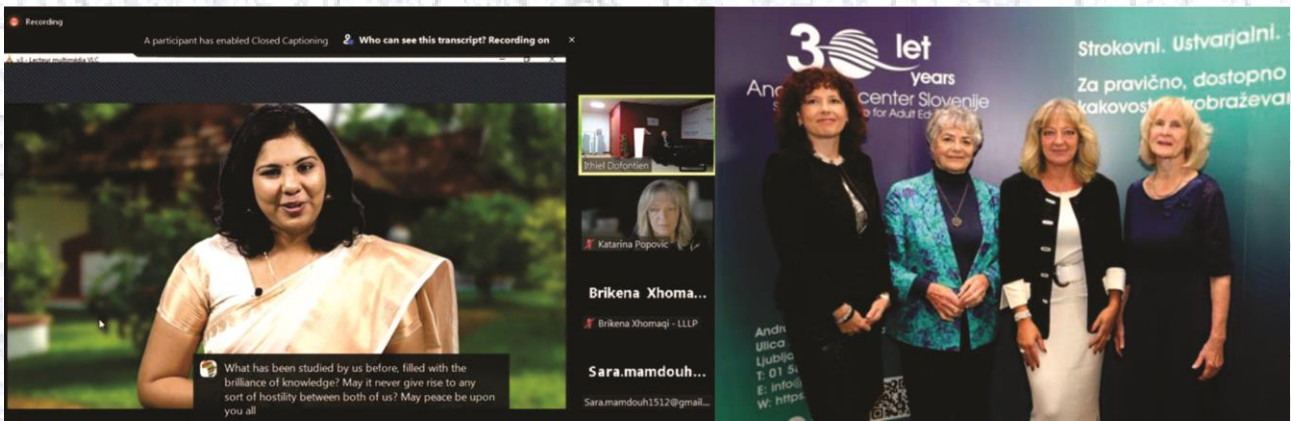
 #Stockholm50

5.10 Other events in which ICAE participated

The President and the Secretary General of ICAE, other members of the Executive committee of ICAE as well as representatives of regional and local members of ICAE also participated in the following events.

- EUCEN policy talks, Brussel 2021
- International Week at the Faculty of Philosophy at Ss. Cyril and Methodius University in Skopje, North Macedonia February 2022
- Transdisciplinary Dialogue Adult Education Effects and impacts of adult education: Wider Benefits of Lifelong Learning 5 May 2022
- 1st International Conference on Education and Training, Lisbon, Portugal 12-15 July 2022
- World Social Forum 2022 - Forum Learning and Knowledge for emancipatory practice, Mexico 1-6 May 2022
- DVV International conference and exhibition: 'Adult Education for Citizenship, on the Paths to Sustainable Development', Tunis, 30 March 2022
- Slovenian Institute for Adult Learning: Annual consultation on Adult Education, Portoroz, 25 and 26 October 2022
- ASEM Global Lifelong Learning Week, Cork City Ireland, 26-30 October 2022
- 70th anniversary of the UNESCO Institute for Lifelong Learning (UIL) 26 and 27 October 2022
- Global Student Forum - Academy in Activism, Leadership and Advocacy, 20 March 2022
- 26th Andragogical Colloquium in Slovenia 7 June 2022

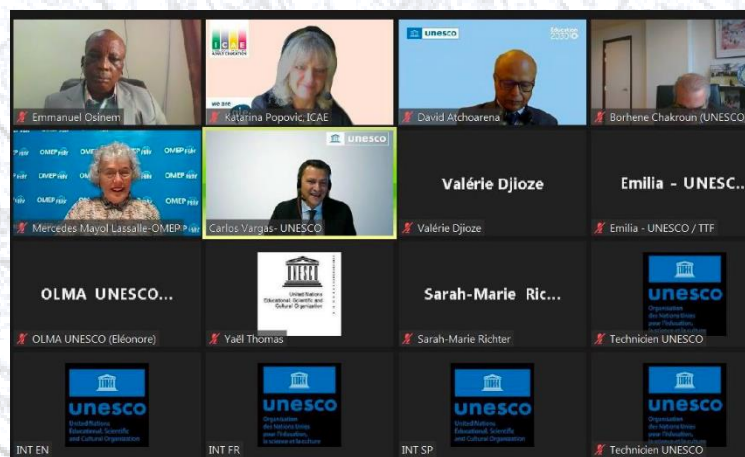




- World Teachers' Day 2022 by UNESCO, 5 October 2022
- 7th World Forum "Health Education for All, Today and Tomorrow", organized by the World Committee for Lifelong Learning and Senghor University, 7 to 9 March 2023
- SDGs and Marrakesh Framework for Action - what are the priorities for Egypt? UNESCO office in Cairo, 9 May 2023
- ICAE celebrated its 50th Anniversary at the conclusion of the ACE Aotearoa National Conference in Auckland, New Zealand, 15 June 2023
- UNESCO/UII Think tank meeting: Placing citizenship education within a lifelong learning perspective: From research to action at UNESCO/UII in Hamburg/Germany 31 August 2023
- International seminar on the role of academia in promoting adult education and LLL after the MFA, Morocco, 12 September 2023



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



6 Capacity building

6.1 Curriculum GlobALE

The UNESCO Institute for Lifelong (UIL) in 2020 signed a memorandum of understanding with DVV International, the German Institute for Adult Education (DIE) and the International Council for Adult Education (ICAE) to further develop the existing Curriculum GlobALE as a recommended tool for the pre-service and in-service training of adult educators.

Originally developed by DVV International and DIE (German Institute for Adult Education), Curriculum GlobALE is a cross-cultural core curriculum/competence framework for the training of adult educators worldwide. A revised version of the curriculum was provided to UNESCO Member States in early 2021. It consists of five modules, describing the relevant skills needed to lead successful courses and providing 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-assurance 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 and regions 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.





International launch of Curriculum globALE, 26 May 2021

6.2 Webinar series The Good Adult Educator 2020

The webinar series discussing “The good adult educator”, followed an edition of DVV International’s journal Adult Education and Development (AED) about professionalization in adult education. This offered the chance to discuss the topics raised in the print issue during webinars and to go deeper and broaden the analysis.

Speakers at the three webinars were

- Uwe Gartenschlaeger, DVV International, together with Katarina Popovic, ICAE presented “Glocalisation – How the Curriculum globALE was localised in Laos to train adult educators”
- Carole Avande Houndjo, Pamoja West Africa, spoke with Vincent Houessou, Ministry in charge of literacy in Benin, about “The role of continuing education in providing good adult educators”
- Haldis Holst, Deputy General Secretary of Education International discussed with Joke van der Leeuw-Roord, EUROCLIO Founder and Special Advisor “Why It is not enough to fund teacher training”



6.3 IALLA 2023

The International Academy of Lifelong Learning Advocacy (IALLA) is a global training program established in 2004 by ICAE, with the primary goal of identifying and supporting professionals, leaders, and activists in the field of Adult Learning and Education (ALE). IALLA aims to enhance their understanding, knowledge, and advocacy skills in ALE. It utilizes a participatory methodology and emphasizes networking and experience-sharing as effective tools for collective learning. Over the years, ten editions of IALLA have taken place in various regions, with the most recent being held in Lebanon, bringing together 16 participants from 12 countries.

The 10th IALLA training program focused on the theme of "Women and Adult Education" and employed a hybrid format, combining both online and onsite components. It featured a week-long onsite workshop in Beirut, Lebanon (26 April to 2 May 2023), along with three online introductory sessions and three follow-up sessions. The online sessions provided foundational knowledge, including global advocacy for women's education, the history of feminism, and discussions on women's contributions in advancing women's rights.

The academy facilitated diverse discussions on gender equality, recognizing the complexities of discrimination, historical legacies of colonialism, and the influence of cultural, social, and economic factors on women's access to education. Additionally, it fostered a commitment to continued collaboration, with participants organized into small groups working on various thematic areas related to gender equality. These groups will contribute to an online seminar in 2024, ensuring sustained efforts and a lasting impact in the pursuit of gender equality in adult education worldwide.





7 Projects

7.1 Study on “Financing Adult Learning and Education”

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

Against this background two studies have been conducted that make an attempt to shed light on the current situation from a global perspective, by analysing cases of selected countries, presenting good practice examples, discussing challenges and existing financing models. The first study “Financing Adult Education. The way forward: what works, how and why?”, elaborated in partnership with ICAE, addresses the overall ALE sector was published in 2021. The second study, commissioned by DVV International to an international expert team, looks deeper into public financing of the often underestimated field of popular, liberal and community education, which can be found here:

[https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Analysis/DVV International Analysis Financing Popular ALE Web2.pdf](https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Analysis/DVV_International_Analysis_Financing_Popular_ALE_Web2.pdf)



7.2 SAFE project

ICAE was a partner in the [Safe spAcEs For Learning \(SAFE\) project](#). The project duration was October 2020 to March 2023. The aim of the project was to strive for social inclusion and change by improving and extending the supply of high-quality learning opportunities for adults, through the creation of a comprehensive guide for creating and maintaining safe spaces for learning, including extended research on safe space mentality in the life systems of people, meaning family, community and international identity. In 2022, ICAE organized a partner meeting in Belgrade, Serbia.

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

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



7.3 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

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Eidgenössisches Departement für
Umwelt, Verkehr, Energie und Kommunikation UVEK
Bundesamt für Umwelt BAFU

Situation in der Schweiz: Fokus Klimaprogramm Bildung

SVEB: Die Rolle der Weiterbildung im Klimaschutz

Veranstaltung im Kontext der Weltkonferenz für Weiterbildung CONFINTEA VII, 21.04.2022

Séverine Haldi, Abteilung Ökonomie und Innovation, Bundesamt für Umwelt

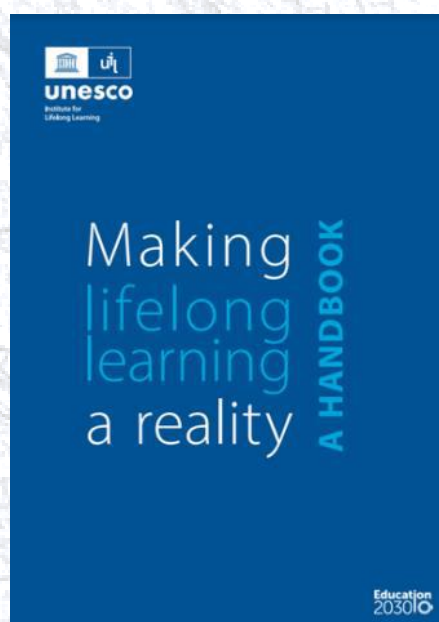
7.4 Journal CONVERGENCE re-launched 2022

The last issue of Convergence was a special issue for CONFINTEA VI published in 2007. 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 launch took place during the Civil Society Forum within CONFINTEA VII.



7.5 UIL Handbook on Lifelong Learning 2022

A new handbook "[Making Lifelong Learning a Reality](#)" was launched by UIL at CONFINTEA 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.



7.6 Tale project

ICAE is a partner in the Tale project – Transformative Adult Learning for Green Transition with a duration of 24 months between December 2022 and November 2024. The project 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. 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.

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)



**Transformative Adult Learning
for Green Transition**

8 Partnerships and cooperation

8.1 Bridge 47 network

ICAE has been a member of an international consortium that won the big EU DEAR project on the topic of Global Citizenship Education (GCE) “The Bridge 47 Network-Together for a human education; Together achieving SDG 4.7” (2017 to 2021). Robbie Guevara and Katarina Popovic were members of the Bridge 47 Steering Group, actively contributing and regularly participating in the Corona taskforce and Sustainability Group. Ricarda Motschilnig acted as part-time-staff member for the Bridge 47 network team and supported the European and Global Policy Activities as well as working groups in this regard.

The purpose of the project was to mobilize global civil society to contribute effectively to global justice and eradication of poverty through global citizenship. The Network assisted in setting up sustainable working structures for the network and facilitated the coordination.

The aim was to set up the network in such a way that the network and its activities could be sustained by the network members themselves, and no longer be dependent on external funding after the project ended.

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

8.2 Cooperation with Academia

8.2.1 University of Würzburg: Civil Society and Adult Education – Traditions, Practices and Shaping a “New Normal” 2021

On 28 May 2021, this workshop organized by the University of Würzburg and ICAE aimed to explore the role of civil society in adult learning.

	
	PROFESSORSHIP FOR ADULT & CONTINUING EDUCATION
INTERNATIONAL WORKSHOP 28 MAY 2021 moderated by Prof. Dr. Katarina Popović, DAAD Visiting Professor at University of Würzburg	
CIVIL SOCIETY AND ADULT EDUCATION - TRADITIONS, PRACTICES AND SHAPING A „NEW NORMAL“ -	
University of Würzburg, together with International Council for Adult Education, aims the exploration of the role of civil society in adult learning in education, taking a closer look at different contexts, challenges and restrictions current crises imposes on civil society, and its potential to help shaping “new normal” aligned with the human rights commitments and principles of justice and equity.	
OPENING REMARKS <i>Regina Egetenmeyer,</i> <i>Professor at University of Würzburg</i> <i>Roberto J. Guevara, ICAE President</i>	09:30 a.m. - 1:00 p.m. (CET)
WHAT IS CIVIL SOCIETY? Origin, emergence, transformations and the current role of civil society <i>Christophe Aguilton, Professor at Université Paris-Est Marne-la-Vallée,</i> <i>Researcher at Orange Labs, founder of Attac France, Paris</i> <i>Katarina Popović Professor at University of Belgrade and</i> <i>DAAD Visiting Professor at University of Würzburg, ICAE Secretary General</i> Modern civil society and adult education – a fight in a global spaces <i>David Archer, Head of Participation and Public Services at ActionAid,</i> <i>Board member of the Global Campaign for Education</i> <i>Ricarda Motschilnig, Policy and Advocacy Officer, ICAE</i>	
WHAT DOES CIVIL SOCIETY MEAN AROUND THE WORLD? Civil society - the main pillar of adult learning and education in Asian context <i>The Asia South Pacific Association for Basic and Adult Education</i> Civil society – a recognised partner in adult learning and education in Sweden and Nordic countries <i>Cecilia Palm, Secretary General of Folkuniversitetet, Stockholm,</i> <i>ICAE Executive Committee Member</i>	2:30 p.m. - 17:30 p.m. (CET)
CLOSING REMARKS <i>Katarina Popović, Professor at University of Belgrade and</i> <i>DAAD Visiting Professor at University of Würzburg, ICAE Secretary General</i>	
Venue: Zoom* - Registration (until May 22nd): lifelong.education@uni-wuerzburg.de <small>*By participating, you agree that the workshop may be recorded. The recordings are used for academic and research purposes only.</small>	

8.2.2 10th ESREA (European Society for Research on the Education of Adults) Triennial Conference – New Seeds for a World to Come Policies, Practices and Lives in Adult Education and Learning 2022

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 and Gina Ebner, Secretary General of the European Association for the Education of Adults (EAEA) both participated as Round Table chairs.



8.2.3 9th International Adult Education Academy 2022 - Comparative Studies in Adult Education and Lifelong Learning in Würzburg, Germany

ICAE again took an active part in the International Adult Education Academy in Würzburg. The 9th Adult Education Academy, held 7 – 18 February, 2022, was a great success, with 84 participants from 19 different countries discussing international perspectives on adult education and lifelong learning.



8.2.4 Open Society Foundation

ICAE utilized a grant from the Open Society Foundation (OSF) for a project titled "Adult Learning and Education – Paving the Road to the Transformed Future," spanning from 1 January 2022 to June 30 2023. The primary project purpose was to enhance policy and practice in Adult Learning and Education (ALE) within a human rights framework, with a specific focus on advancing the Sustainable Development Goals (SDG) 4 Agenda, especially concerning women's education.

The project's activities were extensive and multifaceted. Initially, ICAE actively participated in UNESCO's Seventh International Conference on Adult Education (CONFINTEA VII) in Morocco in June 2022. We engaged in the preparatory process, serving on the Advisory Committee and hosting regional online Civil Society Organization (CSO) workshops/round tables to discuss regional priorities. We also played a pivotal role in the Civil Society Forum (CSF) at CONFINTEA VII, where the CSF Declaration was presented. ICAE was instrumental in shaping the Marrakech Framework for Action (MFA), emphasizing the importance of ALE in lifelong learning.

The project also focused on promoting public education financing and the outcomes of ICAE's study on Global Citizenship Education, including Education for Sustainable Development. This work led to recommendations for increased public funding for ALE and strengthened the integration of citizenship education in lifelong learning practices.

Furthermore, the project delved into gender equality in ALE, emphasizing the role of women in ALE, and integrated these discussions into the CONFINTEA VII process. Although a separate Women's Summit did not occur, ICAE's inclusive approach ensured that gender perspectives were considered across various events during CONFINTEA VII and in the resulting MFA. These efforts further led to advocacy actions on women and education in the United Nations space.

The project also included capacity-building activities through the International Academy for Lifelong Learning Advocacy (IALLA), which held its 10th edition in Beirut, Lebanon, in March 2023. This edition, combining online and offline components, equipped ALE professionals with knowledge and skills and fostered collaboration. ICAE's participation in the development of an online community of practice on gender equality in youth and adult non-formal education was another significant achievement.

The project evaluation highlighted the enhanced visibility of civil society's role in ALE, which empowered ICAE and its network to engage in global policymaking, including the UN's Agenda 2030 implementation and monitoring process. The lessons learned included the importance of united efforts, timely planning, effective communication, and the value of delegation of responsibilities. The next steps involve continuing advocacy work, capacity building through IALLA, and maintaining a strong presence in global policy-making spaces.

In summary, the OSF grant enabled ICAE to make substantial contributions to the advancement of ALE, women's education, public education financing, and global citizenship education while strengthening its position as a key civil society partner in shaping ALE policies on a global scale.

8.2.5 Global Alliance for Literacy

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

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".

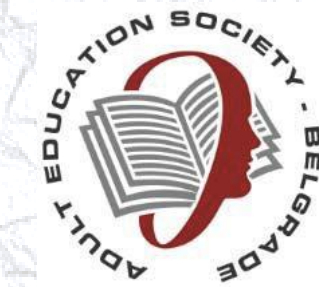
At the GAL Annual General Meeting, a new approach to literacy assessment was presented, and partners invited to contribute.

9 Governance

During the period spanning from 2020 to 2023, the International Council for Adult Education underwent significant changes and faced unique challenges that shaped its governance and operational strategies, leading it to adapt to external factors while remaining steadfast in its commitment to its mission.

In 2019/2020, the Executive Committee made a momentous decision to relocate the organization's registration to Serbia. This strategic move was prompted by staffing changes within ICAE's Manila base and the imperative to streamline operations for greater efficiency and cost-effectiveness. This transition marked an important shift in ICAE's operational approach.

Furthermore, with the invaluable support of the Serbian National NGO Adult Education Society, one of our national members, and the dedication of our staff members, ICAE achieved smoother operations while reducing costs. The registration in Serbia enabled ICAE to actively participate in EU projects, thereby allowing ICAE to contribute a global perspective to European discussions and expand its thematic reach. Importantly, this transition bridged the financial gap until ICAE secured support from the Open Society Foundation (OSF) in 2022.



In light of the challenging financial landscape resulting from the loss of major funders in 2018, ICAE relied on a combination of reserves, membership fees, smaller projects, and the continued support of our largest members to sustain our activities.

The onset of the COVID-19 crisis coincided with the election of a new Executive Committee. Despite the necessary budgetary constraints and the physical meeting restrictions, ICAE's use of information and communication technology since 2014 proved instrumental. It enabled virtual Executive Committee meetings and facilitated outreach for more effective engagement with our members worldwide.

Throughout this period, the unwavering commitment of the Executive Committee, the dedication of our Secretariat, and the open communication with members and strategic partners played a pivotal role in successfully navigating the challenges posed by the COVID-19 interruption and the financial crises, which coincided in 2020 and 2021.

The grant awarded by the Open Society Foundation in 2022 and 2023 revitalized ICAE's capacity to engage fully in our core activities, including lobbying, advocacy, capacity building, and active participation in global policy events. Despite these positive developments, the current budgetary constraints necessitate sustained efforts in intensive fundraising, particularly considering the limited staffing capacity within the Secretariat.

Executive Committee

President	Jose Roberto 'Robbie' Guevara
Treasurer	Per Paludan Hansen
Vice President for the Caribbean Region	Shermaine Barrett
Vice President for Europe	Bernhard Grämiger
Vice President for Africa	Carole Avande Houndjo
Vice President for Latin America	Timothy D. Ireland
Vice President for the Arab Region	Reem Rabah
Advisor from the Arab Region 2021-2023	Elarbi Imad
Vice President for North America	Thomas J. (Tom) Sork
Vice President for Asia Pacific	Nani Zulminarni
Regular EC members	Ronald Cameron
	Christoph Jost
	Cecilia Palm
Past President (incl. by Constitution)	Sandra Lee Morrison
Secretary General	Katarina Popović

Secretariat:

Policy and Communication Officer	Ricarda Motschilnig
Financial and Legal Officer	Dušan Zdravković, Adult Education Society
Assistant	Majda Richer, Adult Education Society

The Executive Committee met virtually 16 times and in person in Marrakech in 2023.

Sub-Committees (met additionally in between EC meetings as needed):

- Constitution Advisory
- Policy Advocacy and Capacity building
- Membership Partnership Information and Communication
- Finance Advisory and Human Resources
- Ad Hoc 50th anniversary

10 Information and communication with members

Over the past four years ICAE has been dedicated to enhancing information and communication with its members. Through a series of initiatives, ICAE has ensured that its members stay well-informed and engaged. Monthly newsletters, which transitioned to quarterly updates in 2023, have been a cornerstone of this effort, delivering timely insights, updates, and highlights directly to the inboxes of our valued members.

Additionally, ICAE has leveraged the power of onsite and online events to foster knowledge sharing and interactive discussions, providing a platform for members to engage with experts and peers.

Social media activities have been a vibrant part of our communication strategy, with platforms such as Twitter and Facebook serving as dynamic hubs for discussions, announcements, and networking. Furthermore, our information and communication campaigns on social media have amplified critical messages and initiatives, ensuring that our global community remains informed, connected, and empowered throughout this period.

11 ICAE 50th anniversary and ICAE World Assembly

Preparations for the ICAE 50th anniversary, which commenced in 2022 during CONFINTA VII in Marrakech, leading up to the planned celebration at the upcoming ICAE World Assembly in Bali, Indonesia, 27 November to 1 December 2023, have been a dynamic and ongoing process. We wish to acknowledge the generosity of ASPBAE and PEKKA as our regional host and local organisers, respectively.

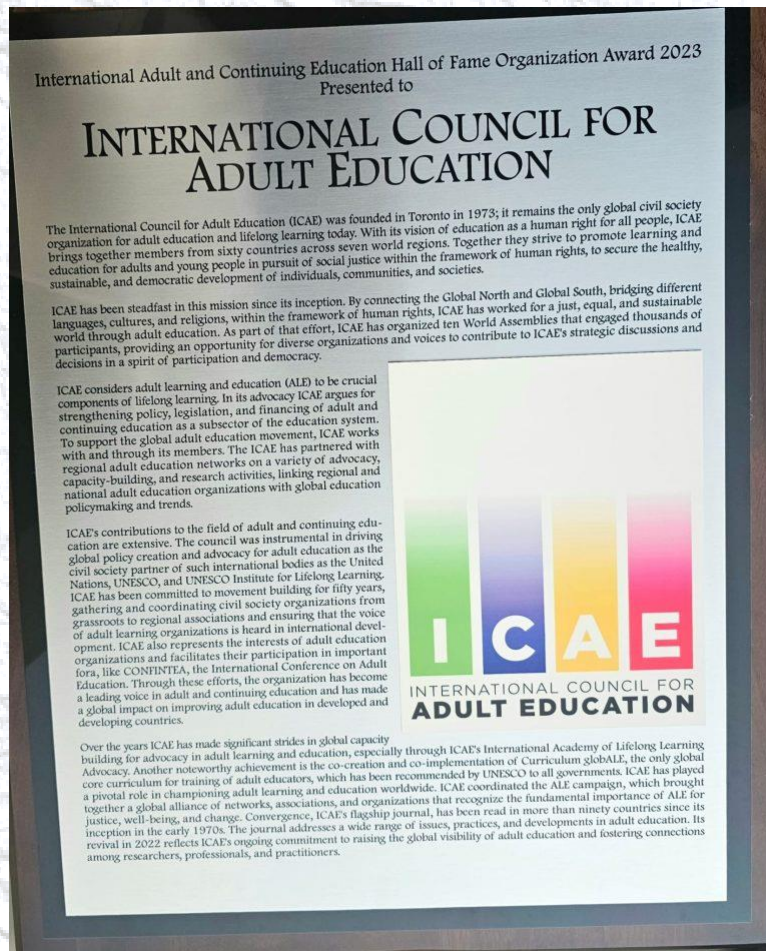
These preparatory activities have been marked by a dedicated and collaborative effort involving members, partners, and stakeholders from around the world. Throughout this journey, there have been discussions, planning sessions, and coordinated initiatives aimed at ensuring a memorable and impactful anniversary celebration. The anticipation and excitement continue to build as we work together to reflect on our achievements, chart the course for the future, and celebrate five decades of dedicated work in advancing adult learning and education. This celebration serves as both a commemoration of our past accomplishments and a catalyst for the transformative potential of adult education in the years ahead.



12 International Adult and Continuing Education Hall of Fame - Where the spirit of learning is the lasting legacy

In 2023, a significant year marking its 50th anniversary, ICAE received the Organisational Award of the International Adult and Continuing Education (IACE) Hall of Fame, in recognition of its unwavering commitment and remarkable achievements as the sole global civil society organisation for adult education and lifelong learning. The ceremony was held in conjunction with the American Association for Adult and Continuing Education (AAACE) in Lexington, Kentucky.

IACE Hall of Fame - Reflecting the Great Diversity of Adult and Continuing Education, honours leaders in the fields of continuing education and adult learning, serving as an enduring source of inspiration for the next generation of continuing education leaders. Additionally, it recognizes outstanding organisations through the Organisational Awards, which spotlight organisations that have made distinguished contributions and significantly impact the field of adult and continuing education. The organisation award is a highly visible component of the Hall of Fame's dedication to lifelong learning.



13 4-year Financial Report

13.1 Financial Data 2020-2022 (EUR)

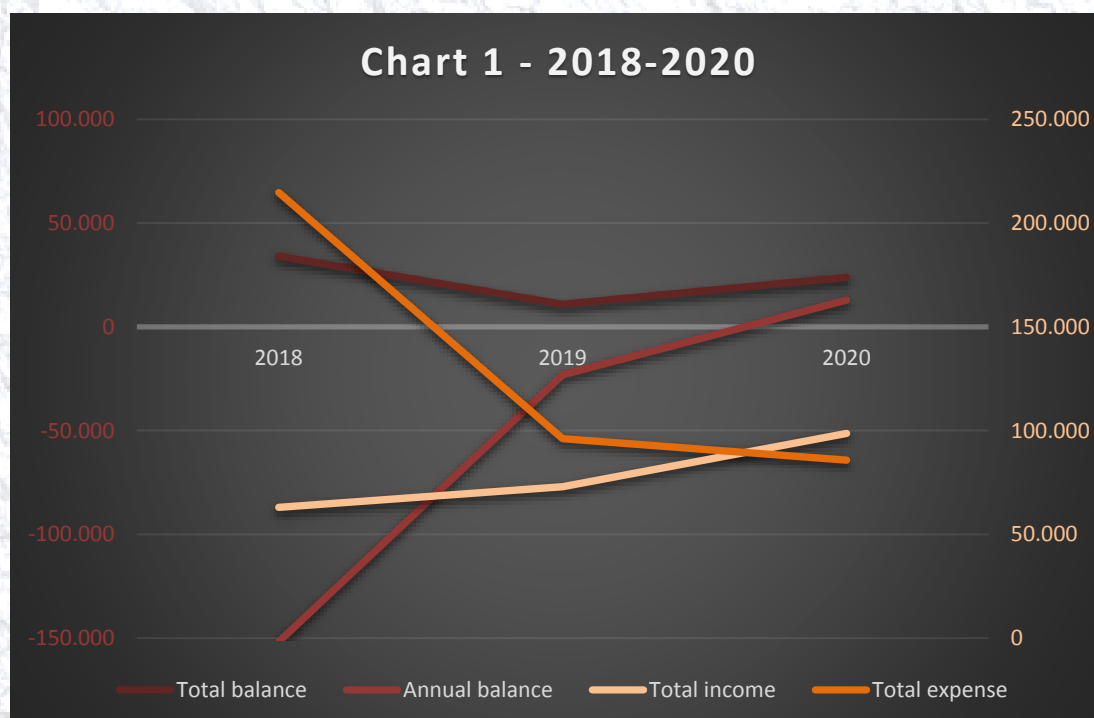
Income	2020	2021	2022
Membership fees	26.863	26.322	23.291
Members' solidarity contributions	12.170	29	3.997
Members' grants	19.323	9.326	0
Total members' contributions	58.356	35.677	27.288
Open Society Foundations	0	89.170	280.755
EU projects	19.120	19.404	21.591
Other income	2.800	0	0
Total income	80.276	144.251	329.634

Expenses	2020	2021	2022
Projects Expenses	10.409	3.844	46.340
ICAE Organization and Networking	1.366	1.113	1.407
Total projects expenses	11.775	4.957	47.747
Core costs (administration & coordination)	57.991	63.995	67.567
Total expense	69.766	68.952	115.314

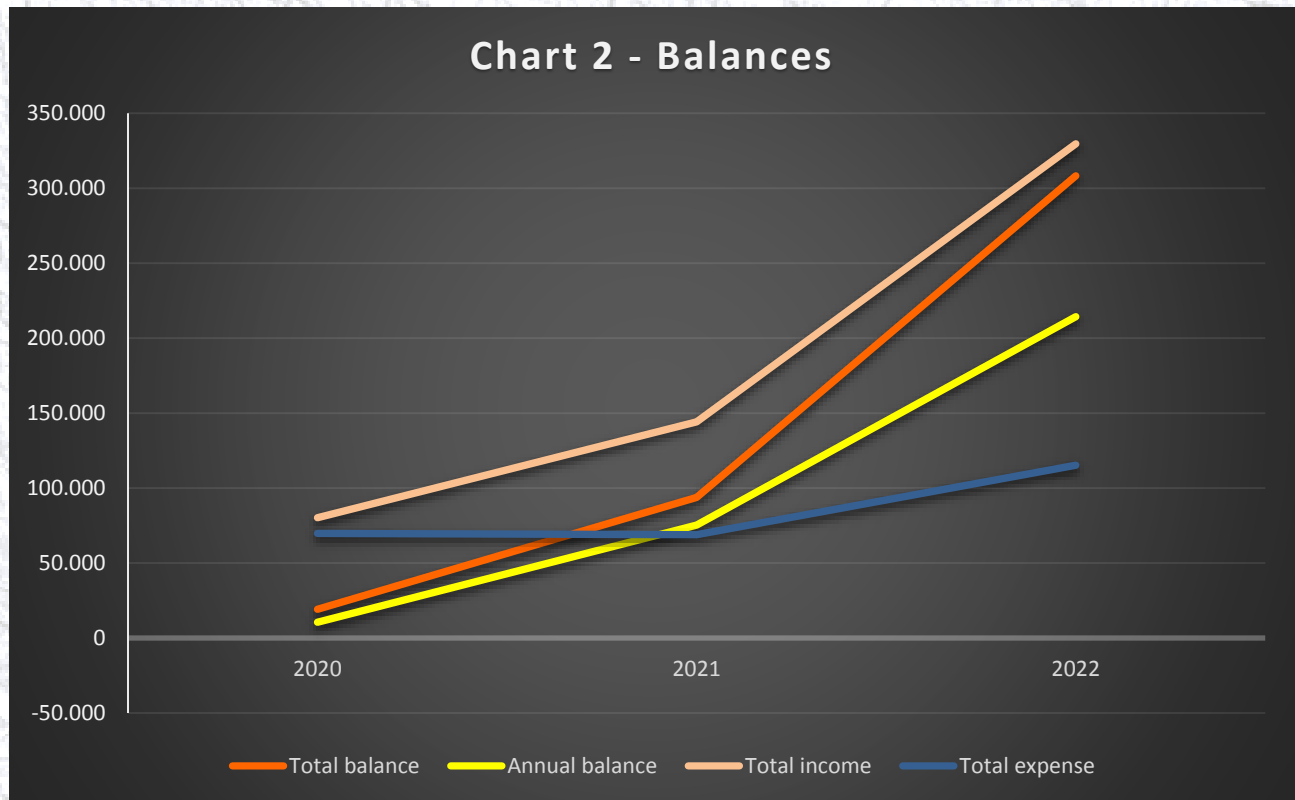
Balances	2020	2021	2022
Annual balance	10.510	75.299	214.320
Total balance	19.192	93.820	308.267

* This table is derived from the annual financial reports. The variances in exchange rates utilized in different years have been factored into the overall balance figures. Consequently, these values may not align precisely with the simple summation of the current year's annual balance and the total balance from the previous year.

13.2 Financial Results – Comments and Explanations



After a critical period spanning 2018-2019, ICAE's financial stability improved in 2020. This was achieved through significant cost reduction measures implemented between 2017 and 2019, complemented by robust support from our members. In 2018, members' contributions constituted 89% of our total income, and in 2019, this support remained strong at 72%. Notably, DVV International played a pivotal role by providing key support through project grants, contributing 25% of our total members' contributions in 2018, and 45% in 2019.

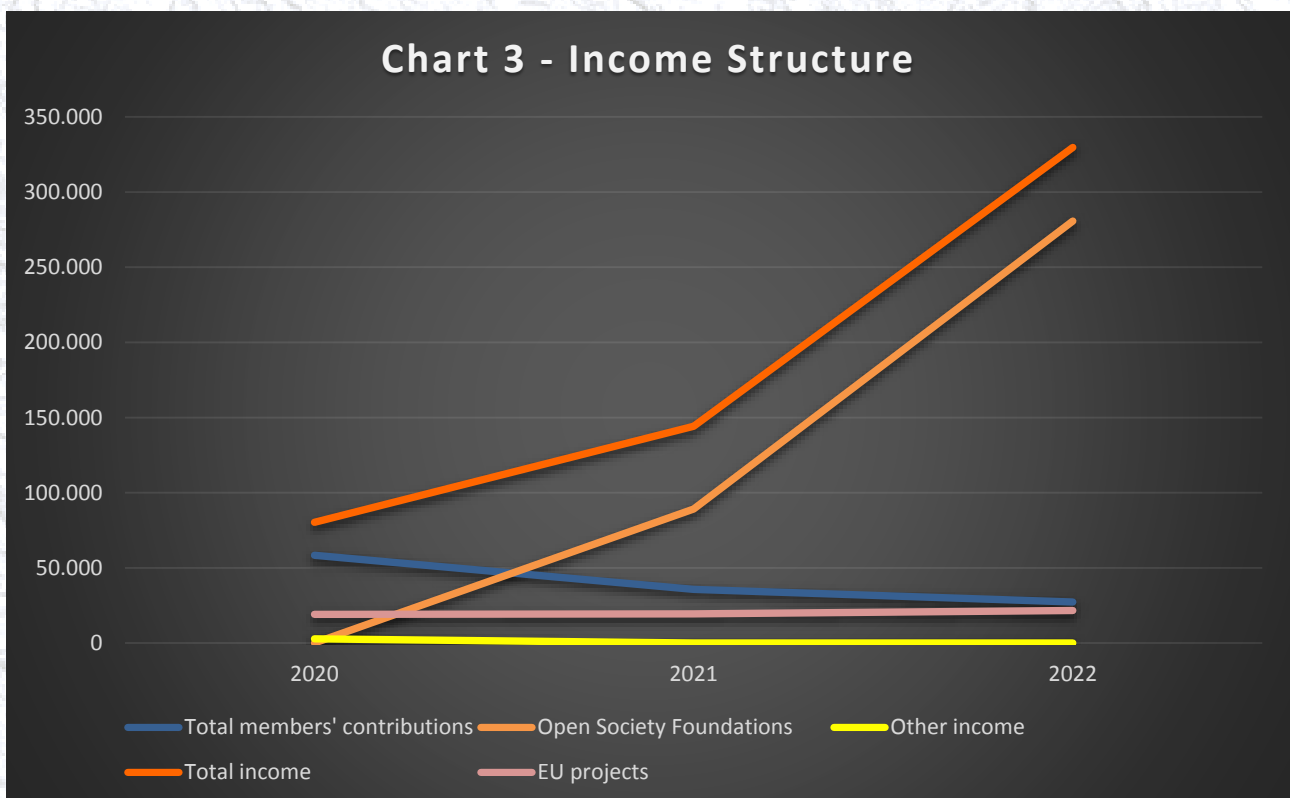


The balance charts spanning from 2020 to 2022 vividly illustrate that ICAE's financial foundation during this period was strategically built to a satisfying standard. As a result, the current financial situation stands in stark contrast to the preceding period, representing an incomparable improvement. This financial phase was characterized by stable development. For a more comprehensive understanding, we will delve into the specifics of income and expense sources. However, it is important to emphasize that our substantial success during this period is undeniable.

Before we delve into the specifics of our income and expense structures, it is essential to highlight several key factors that provide context for a more comprehensive interpretation of our financial results.

- The onset of the COVID-19 crisis rendered in-person professional gatherings impossible throughout 2020 and 2021. Consequently, many professional meetings and events transitioned to online platforms, substantially reducing travel and accommodation expenses. This shift led to a significant reduction in activity-related expenses in both 2020 and 2021.
- An increase in funding sources generally corresponds to an increase in our overall activities, which in turn results in higher project expenses.
- A significant reduction in both the quantity and salaries of Secretariat staff was deemed an acceptable measure during the crisis period. However, it is crucial to recognize that this should not serve as a permanent solution. The same principle applies to the support provided to the Adult Education Society between 2020 and 2023, which was designed as a short-term solution to navigate the crisis.

- While member project grants, where members provide grants to ICAE for specific activities within their existing projects (due to ICAE's unique capacity in lobbying, promotion, data gathering and analyses... on the global scale), have played a vital role in sustaining ICAE during the recent financial crisis, they have not yet been fully harnessed as a long-term financial solution. It's noteworthy that, apart from DVV International and SVEB, no other partners have engaged in this mechanism.
- When we reflect upon ICAE's 'golden financial decade' from 2007 to 2016, marked by an average annual income of \$600.000, it becomes evident that new financial strategies are imperative. The landscape has evolved; donors capable of providing continuous contributions of this magnitude have become scarce. Additionally, ICAE's agenda, while significant, no longer enjoys the same level of global recognition in relation to contemporary global objectives. The one-time donation received from OSF in 2022 as general support to our organization is not easily replicated. Moreover, opportunities like the recent EU call for strengthening umbrella organizations (EuropeAid/175018/DH/FPA/Multi) are few and far between. Unfortunately, this opportunity was not seized, due to a procedural oversight that did not originate from within ICAE.



The income structure chart clearly highlights the significant impact of two donations from the Open Society Foundation (OSF) during this period.

The first donation, amounting to 89.000EUR in 2021, was provided to support the Civil Society Forum (CSF) and IALLA. A portion of the activities and associated expenses for CSF was realized in 2022, while IALLA was postponed until 2023. Consequently, this will result in a decrease in the annual balance for 2023, as there will be no corresponding income to offset these costs. When assessing the effect of this donation, it's essential to consider the entire period of impact, which encompasses both the donation as income and the expenses incurred in connection with the activities funded by this donation. This period spans from 2021 to 2023. It's important to note that, had it not been for the second OSF donation in 2022, the total balance for 2022 would have been a mere 27.000EUR, resulting in an annual balance for 2022 of -66.000EUR!

In 2022, ICAE received a second donation from the Open Society Foundation (OSF), totalling 281.000 EUR, as general support for the organization. This contribution has been, and will continue to be, instrumental in bolstering ICAE's operations in the near future. Already in 2023, thanks to this

donation, ICAE has the capacity to organize both the World Assembly and General Assembly, two substantial and financially demanding activities.

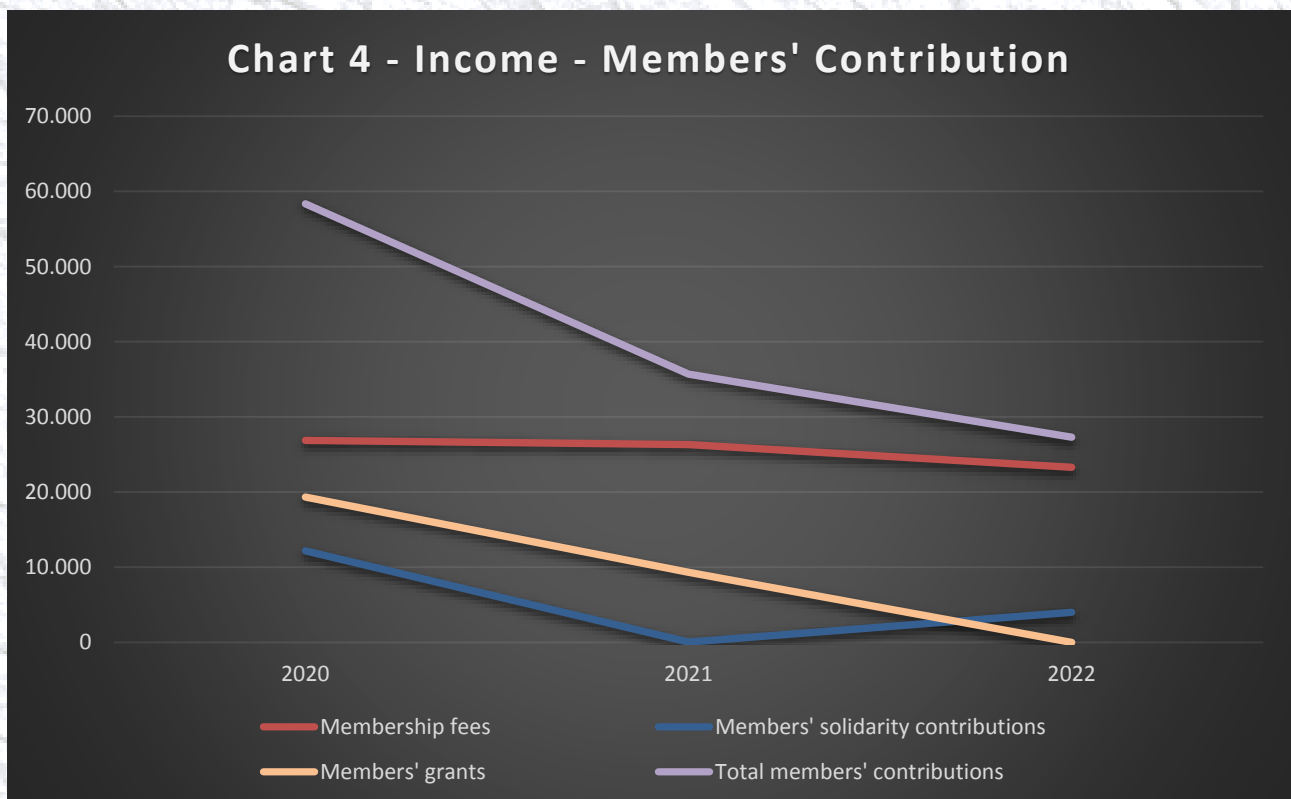
The income from EU projects has remained stable at a level of 19.000EUR, constituting 30% of the core costs. While EU projects have not imposed significant expenses on ICAE, they hold value. However, there are nuances to consider. In the context of ICAE and its involvement in specific EU projects, they do not exert significant financial strain. These projects are, on one hand, beneficial. Nevertheless, they are not entirely aligned with ICAE's global agenda as they require a substantial portion of ICAE's limited human resources. Additionally, ICAE may not have the capacity and expertise to assume a leadership role in such projects. Furthermore, being an organization registered in Serbia, ICAE's staff is subject to comparatively low honorarium norms when budgeting for EU projects. This results in an exceptionally high number of working hours invested in these projects. Consequently, EU projects, including those ICAE has previously engaged in, are financially regarded as a secondary income source of debatable value for the organisation. They play a role in enhancing ICAE's profile, fostering valuable experience, and contributing to our networks, partnerships, and collaborative efforts.

During the period spanning from 2020 to 2022, members' contributions held the second position in terms of financial importance, following the Open Society Foundation (OSF). As detailed earlier, these contributions have proven to be the bedrock of ICAE's financial stability.

The members' commitment to ICAE's well-being was evident not only during the challenging years of 2018-2019 but also in 2020. Their support was manifest through multiple channels, starting with a remarkable achievement of collecting membership fees at an all-time high. Additionally, members demonstrated their solidarity through a contribution campaign that augmented the collected membership fees by an impressive 45%. Furthermore, members' project grants made a substantial contribution, contributing 72% to this remarkable total.

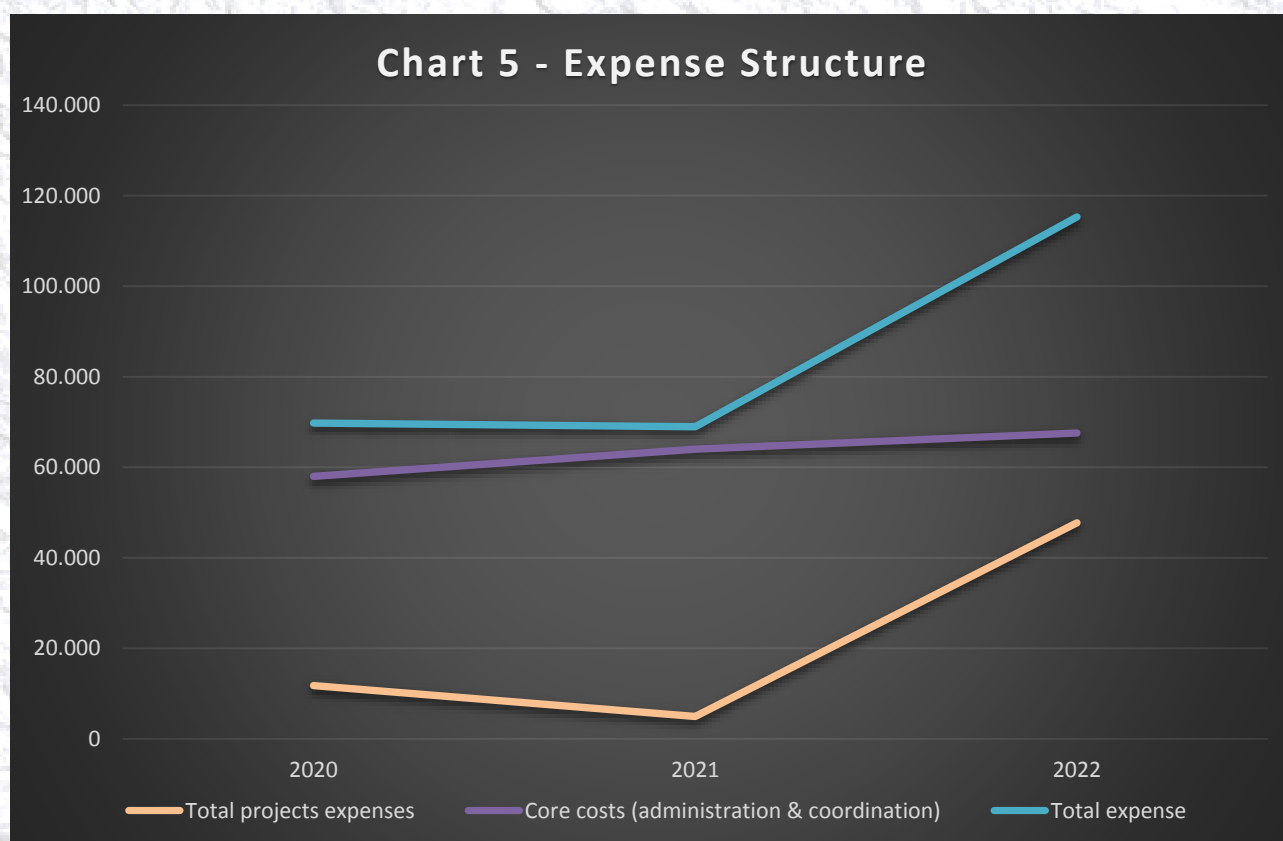
In sum, members' contributions accounted for an impressive 73% of the total income in 2020.

In light of this substantial contribution, it is prudent to commence our analysis by examining Chart 4, which illustrates the breakdown of income derived from Members' Contributions.



The noticeable decline in 2021 is primarily attributed to the fact that the members' solidarity contribution action in 2020 was a one-time occurrence, sparked by our urgent call for support. In 2022, the solidarity contribution was not the result of a widespread members' solidarity action. Rather, nearly 80% of this contribution stemmed from the generous donations of two individual members, namely DVV International and ASPBAE, for specific occasions.

Once again, it was the members' project grants that played a pivotal role. These grants experienced a decrease in 2021 (grants by SVEB and DVV International) and eventually, they disappeared entirely in 2022, which contributed to a declining trend in the total members' contribution curve. Despite these fluctuations, it's worth noting that members' fees have remained stable and, historically, at a remarkably high level. Any minor decreases in 2021 and 2022 can largely be attributed to the economic challenges that prevailed during these years.



Explaining the expense situation is relatively straightforward. The total expense attributed to projects and activities exhibited minor fluctuations between 2020 and 2021 due to varying activities within different EU projects. However, a notable increase in expenses occurred in 2022, primarily driven by the aforementioned Civil Society Forum, a substantial global event that incurred significant costs. This highlights how the income received in 2021, especially the OSF donation 1, led to higher expenses in 2022.

In ICAE's financial reporting, core costs encompass the combined expenses for coordination salaries, office costs, and audit expenses. These core costs remained consistently low during the reporting period. In fact, core costs in 2020 reached the lowest point in ICAE's history, a direct outcome of significant measures and temporary crisis-related solutions. It's important to note that this achievement was made possible, in part, by the limited in-person activities due to the prevailing COVID situation.

Throughout this period, with support from the Adult Education Society, ICAE managed to maintain remarkably low monthly office costs. These expenses encompassed office equipment, working materials, legislative support and representation, organizational administration and bookkeeping, national accounting, financial reporting, analyses, and occasional organizational assistance. The total monthly expenditure for these critical functions amounted to a mere 241 EUR per month.

Furthermore, Adult Education Society went the extra mile by providing audit services through one of the most prestigious audit firms, Moore Stephens, at only 50% of the regular market rate in Serbia for all three years.

Despite the dramatic income fluctuations from 2020 to 2022, core costs remained relatively stable. In 2022, despite the organization of a major international event like the Civil Society Forum, core costs did not experience a significant increase.

However, it's important to recognize that this unique approach, which has yielded positive results, may not be sustainable in the upcoming period. With major international events like the General Assembly and the World Assembly on the horizon, increased in-person activities, and a substantial uptick in financial turnover, we may need to reassess our approach.

13.3 Perspective of 2023

The perspective for 2023 has been presented in alignment with the reporting period and is based on a budget projection.

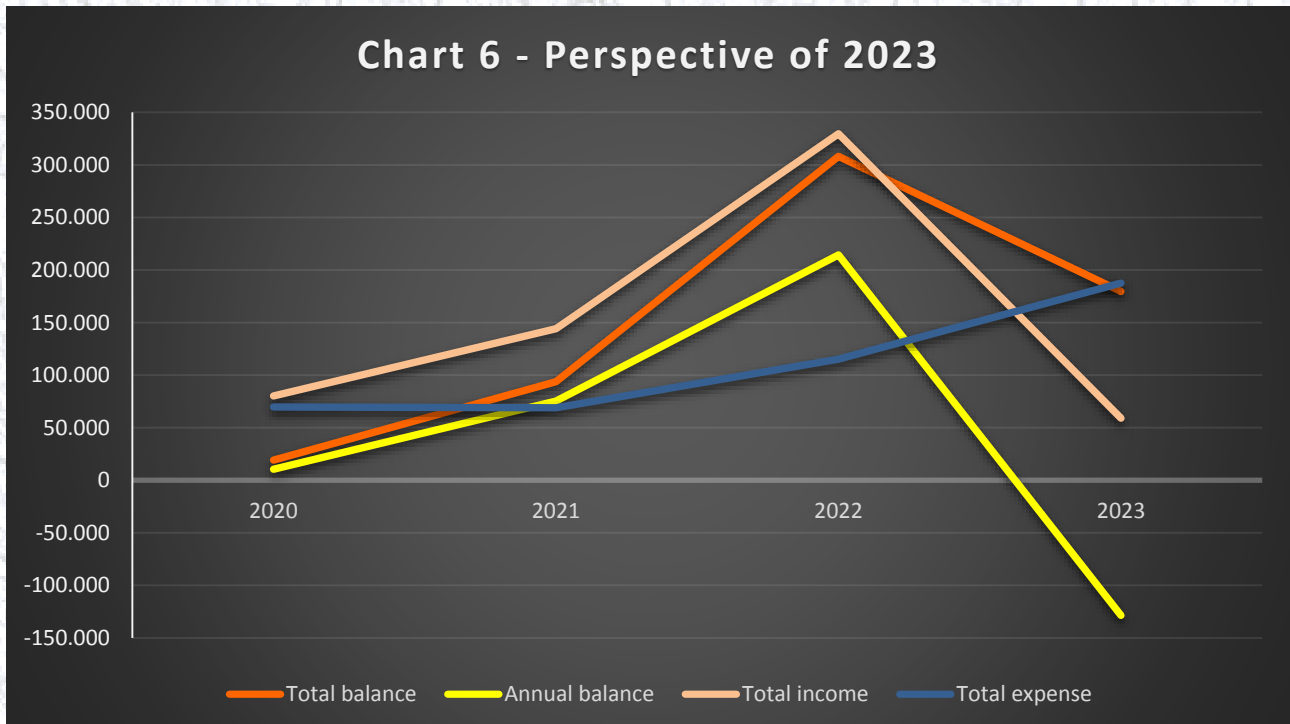
A comprehensive report on the full financial details for 2023 is currently not available, as neither the calendar year nor the fiscal year has concluded. Members can anticipate receiving the complete financial report for 2023, along with the audit report, in the first half of 2024.

Income	2020	2021	2022	2023
Membership fees	26.863	26.322	23.291	27.000
Members' solidarity contributions	12.170	29	3.997	500
Members' grants	19.323	9.326	0	0
Total members' contributions	58.356	35.677	27.288	27.500
Open Society Foundations	0	89.170	280.755	0
EU projects	19.120	19.404	21.591	31.500
Other income	2.800	0	0	0
Total income	80.276	144.251	329.634	59.000

Expenses	2020	2021	2022	2023
Projects Expenses	10.409	3.844	46.340	96.600
ICAE Organization and Networking	1.366	1.113	1.407	7.500
Total projects expenses	11.775	4.957	47.747	104.100
Core costs (administration & coordination)	57.991	63.995	67.567	83.500
Total expense	69.766	68.952	115.314	187.600

Balances	2020	2021	2022	2023
Annual balance	10.510	75.299	214.320	-128.600
Total balance	19.192	93.820	308.267	179.667

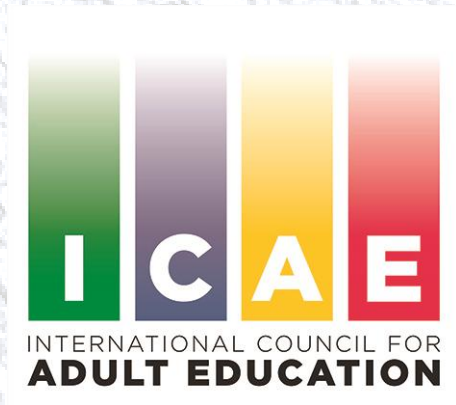
As elucidated earlier, the year 2023 is characterized by significantly elevated project costs coupled with substantially lower income. This combination is expected to result in a dramatic shift in the annual balance, with a notable negative value. It's noteworthy that, in a year when ICAE is organizing World Assembly, one of the most expensive international events within a four-year period, the level of income is lower than that recorded in 2020.



The OSF donation, which was received in 2022, is intended to supply resources for the upcoming three years. While ICAE aims to secure additional resources during this period, it's essential to acknowledge that without a substantial income of at least 100.000 EUR in each year of this period, the financial outlook is anticipated to resemble Chart 6 – with a negative annual balance and a total balance curve trending downward.

In conclusion, this financial report offers a comprehensive overview of ICAE's financial performance and outlook for the reporting period spanning from 2020 to 2022. It is evident that the organization navigated through challenging times, making strategic adjustments and benefiting from the generous support of members and external entities. The report highlights the pivotal role of income sources, notably donations from the Open Society Foundation, members' contributions, and project grants, in shaping the organization's financial stability. It also underscores the impact of core cost management and cost-saving measures. Furthermore, the report sheds light on the risks that may affect the financial stability of ICAE in the future. As the financial landscape for 2023 unfolds, there are both opportunities and challenges on the horizon, as ICAE gears up for the organization of significant international events and heightened financial turnover.

The forthcoming financial report for 2023, along with the audit report, will provide a more detailed account of the organization's financial standing. We extend our gratitude to all members and partners who have contributed to the financial sustainability of ICAE and remain committed to addressing the challenges and opportunities that lie ahead, in pursuit of financial stability.



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