



Annual Report 2024

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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

Editorial by the Jose Roberto 'Robbie' Guevara

Remember, Reflect and Renew

This annual report invites us all to remember and reflect on 2024. I believe that as our lives seem to be getting faster and busier, it is important for us to remember what we did, remember the activities we hosted and participated in, and most of all remember the individuals, groups and communities whose lives we touched and whose lives touched ours.

Significant milestones, like the 60th anniversary of ASPBAE and the 70th anniversary of EAEA gave us the opportunity to formally remember and reflect. I was fortunate to have had the opportunity to join our members either online or in person to celebrate these milestones. These events allowed us to acknowledge those who forged the path before us, celebrate with those who joined us, and more importantly engage with those who will be responsible for moving us into the future. These milestones also remind us of how much we have achieved, not on our own, not just through our members, but through our partnerships with other civil society organizations, governments, inter-governmental bodies, like the UNESCO Institute for Lifelong Learning (UIL) and funders, like three Open Society Foundation (OSF).

Much of our work and funding, as you will note, continues to be project-based, often delivered in partnership with our members, but only for a specific period of time, usually 1-2 years. This project-based approach can potentially narrow the focus of our work to delivering outputs, which goes against the grain of who we are and how we have grown and sustained ourselves as an education movement. This is why, we have continued to place greater effort in working in partnership with our regional and national members, to not just deliver but to strengthen the bonds as we have in co-hosting workshops and co-delivering programs.

But we don't just collaborate, we co-learn. I was truly excited to be introduced during the EAEA Conference in Finland to *sivistys*, a concept that recognises that learning is part of our living, part of our cultures. Learning about this concept and experiencing how it is practiced reminded me of my own learning journey as a young environment educator in the Philippines, who discovered that our grassroots education work, which we described as community education or as community development within the social movement, was called adult education in other countries. It didn't just give me a new world, but a whole tradition of practice that I could relate to and contribute to. This is what ASPBAE and ICAE have given me as an educator.

Truly significant milestones (and even, I might add, annual reports) do help us remember and reflect. But these remembrances and reflections become more valuable only if they are able to strengthen us, motivate us, and renew us and our commitment to, in the case of ICAE, the right to quality adult learning and education, within the framework of lifelong learning for all.

What do you remember about 2024, that has helped renew your ALE commitments in 2025?

Regards,

Robbie

Jose Roberto Guevara, PhD
President ICAE

1 Global Advocacy

1.1 International Adult and Continuing Education Hall of Fame Conference 2024

The University of Florence, Italy, hosts this year's International Adult and Continuing Education (IACE) Hall of Fame Conference, under the theme, "*Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfillment.*" This esteemed event has brought together 150 participants from 26 countries, including Hall of Fame members, educational leaders, and advocates, all dedicated to advancing the impact of adult education worldwide.

ICAE was well represented at this year's conference, with the participation of current and former ICAE Board members contributing to essential discussions and celebrating achievements in adult education. A highlight of the event is the induction of Timothy Ireland into the IACE Hall of Fame, recognizing his impactful work and dedication to adult learning and empowerment. His induction affirms ICAE's enduring role in shaping the global adult education landscape: "*Once ICAE, always ICAE!*"

Event Highlights and Key Discussions

The conference opened with an engaging session focused on the CONFINTEA process, the Marrakech Framework for Action implementation, and the upcoming GRALE VI preparations. This session, chaired by representatives from the UNESCO Institute for Lifelong Learning (UIL), offered a platform for influential discussions on global frameworks that drive inclusive, accessible adult education worldwide. Former UIL directors Mr. Carlsen and Ms. Kempf were key contributors, taking part as chair and keynote speaker, respectively. Their input enriched the discussions on the progress, challenges, and future of global adult education frameworks.

Throughout the event, participants exchanged knowledge and fresh perspectives on adult and continuing education. Éva Farkas, chair of the IACE Hall of Fame, praised the gathering as a resounding success. She reported widespread appreciation from attendees for the collaborative and innovative spirit displayed across sessions, with participants expressing deep admiration for the dedication, expertise, and new ideas brought forward by Hall of Fame members and other leaders.

The 2024 Hall of Fame Induction Ceremony

A central moment of the conference was the IACE Hall of Fame induction ceremony, where 17 new inductees were honored for their exceptional contributions to adult education. This event celebrated the career achievements of the inductees, underscoring the profound impact of adult education on personal and societal transformation. The Hall of Fame ceremony highlighted the cumulative expertise within the field and the importance of intergenerational collaboration to tackle future challenges in adult education.



Current and former ICAE EC members at the HoF ceremony

Consultations about the GRALE 6 and CONFINTEA follow

Looking Forward: A Call for Collective Action

The 2024 IACE Hall of Fame Conference underscored the transformative power of adult education and lifelong learning to foster positive social change and personal growth. This gathering has strengthened ICAE’s commitment to supporting inclusive policies and practices that promote lifelong learning and to partnering with educators worldwide to ensure equitable access to education.

Congratulations to Timothy Ireland and all newly inducted Hall of Fame members! ICAE is honored to have contributed to this distinguished gathering and is inspired by the dedication of all participants working toward a future where adult education is accessible to all. For more information on the conference program, please visit the [University of Florence’s event page](#).



Conference on “Problematizing Adult Education as the Object of Comparative Studies”

The International Society for Comparative Adult Education held a conference “Problematizing Adult Education as the Object of Comparative Studies”, collaboratively between ISCAE and the European Society for Research on the Education of Adults (ESREA), as the last in series of the events in Florence. Several current and former ICAE members took part in it. Regional meeting CONFINTEA VII follow up for Central Asia, 16 May 2023



1.2 “The Power of Adult Learning and Education” Conference in Helsinki

ICAE co-organized and actively participated in the conference “The Power of Adult Learning and Education: Transforming Lives, Communities, and Society,” held in Helsinki, Finland, on June 11-12, 2024. This event, in collaboration with the European Association for the Education of Adults (EAEA) and the Finnish Lifelong Learning Foundation, highlighted the transformative impact of adult education. ICAE’s contributions included several activities.

The conference commenced with welcome words from Raffaella Kührer, Deputy General Secretary of EAEA, Lauri Tuomi, CEO of the Finnish Lifelong Learning Foundation and Vice-President of EAEA, and Robbie Guevara, President of ICAE. Robbie also moderated an interactive session in the plenary, engaging participants in discussions on making the impact of adult learning visible.

Furthermore, ICAE’s Secretary General Katarina Popović contributed to the plenary discussion facilitated by Gina Ebner of EAEA. This discussion featured speakers like Tuulikki Laes, a researcher at the University of the Arts Helsinki, Anna Ekström, former Swedish Minister of Education, and Alex Stevenson from the Learning and Work Institute in the UK.

ICAE-Facilitated Workshop: Global Perspective on Adult Learning and Education (ALE): Moderated by ICAE President Robbie Guevara and Secretary General Katarina Popović, this workshop explored diverse international approaches to adult learning and their implications for policy, practice, and personal growth. The session engaged participants in discussions on global trends, inclusivity, and effective practices, providing practical insights for their professional endeavors.



Key Discussions:

- Global Trends in Adult Education: Katarina Popović presented an overview of current global trends, including peace education, digitalization, and lifelong learning.
- Experiences by ICAE Vice Presidents: Video presentations highlighted regional challenges and innovative responses in adult education, emphasizing the need for advocacy, funding, and relevant curriculum development.

- Reflection and Collaboration: Small group discussions allowed participants to reflect on the insights shared and identify responses relevant to their own practices. The session on advocacy and global frameworks, like the Marrakech Framework for Action, underscored the importance of international collaboration.



The conference provided opportunities for networking, knowledge sharing, and collaboration among professionals from around the world. ICAE is proud to have been a part of this significant event, reinforcing our commitment to transforming lives and communities through adult education. For more details on the conference, visit [EAEA Conference](#).

1.3 UIL, ICAE and DVV International agree on closer coordination

“Education is a human right” – based on this fundamental assumption, the UNESCO Institute for Lifelong Learning (UIL), the International Council for Adult Education (ICAE) and DVV International want to coordinate their work more closely in the future.

This is the result of a first meeting between the new Director of the UIL, Isabell Kempf, who has been in office since January 2024, Katarina Popović and Per Hansen from ICAE and Uwe Gartenschlaeger, Director of DVV International.

At the meeting on 20 February in Hamburg, the participants discussed, among other things, how global formats such as the World Conference on Adult Education (CONFINTEA), which takes place every 12 years, or the process for achieving the global Sustainable Development Goals (SDGs) can be used more effectively to ensure greater attention and support for adult learning and education (ALE).

Participants agreed that ALE has a central role to play in green and digital transformation but can also help combat social upheaval and discrimination.

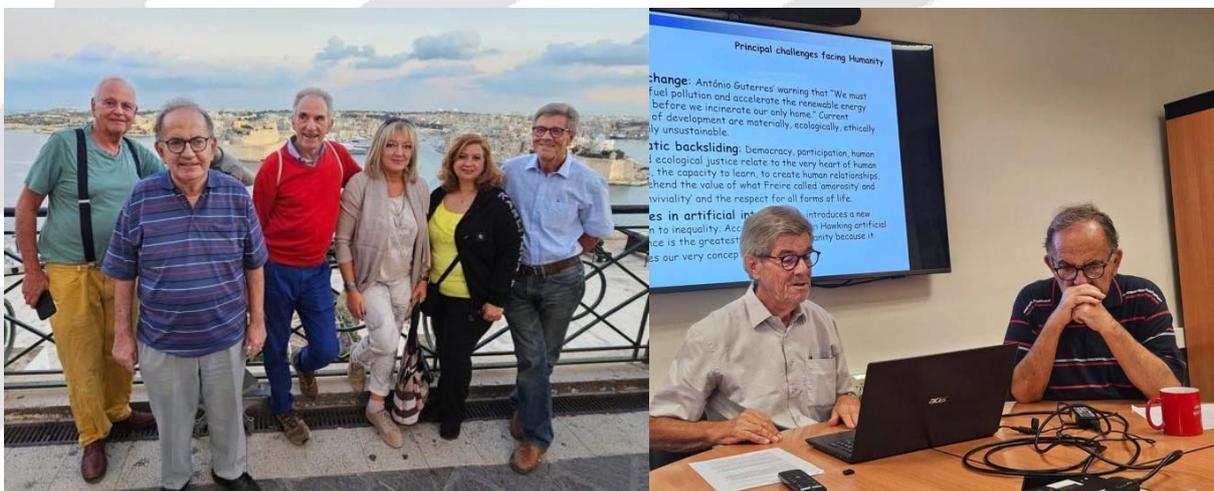


Representatives of UIL, ICAE and DVV International on 20 February in Hamburg

UIL, ICAE and DVV International have already been working together for many years on various topics and different projects and global processes. Among other things, they have published the updated version of [Curriculum globALE](#), the global framework curriculum for the training of adult educators together with the German Institute for Adult Education (DIE).

1.4 Global Adult Education Seminar, co-organized by ICAE and the University of Malta (UNESCO Chair in Global Adult Education)

The second hybrid Global Adult Education Seminar, co-organized by ICAE and the University of Malta (UNESCO Chair in Global Adult Education), has concluded with inspiring inputs, critical discussions, and valuable insights.



This year's seminar celebrated ICAE's 50th anniversary and brought together global leaders in adult education to explore the transformative impact of lifelong learning.

Participants Onsite:

- Peter Mayo (University of Malta)
- Katarina Popović (ICAE General Secretary, University of Belgrade)
- Alan Tuckett (former Director of NIACE, UK)
- Elsy Wakil (AHAED, Lebanon)
- Professor Timothy Ireland (UNESCO Chair in Youth and Adult Education, Brazil)
- Dr. Heribert Hinzen (former Director of DVV International, Germany)

Virtual participants via Zoom:

- Professor Shermaine Barrett (Kingston University of Technology, Jamaica)
- Professor Darlene Clover (University of Victoria, Canada)
- Professor Budd L. Hall (former ICAE General Secretary, University of Victoria, Canada)

1.5 CONFINTEA VII and the MFA follow-up

CONFINTEA 7 Conference at Mansoura University – May 15, 2024 (Elsy Wakil, ICAE EC Member)

Held at the Faculty of Education, Mansoura University, this conference discussed the practical implementations of the Marrakech Framework for Action. The event included speeches from key figures in adult education and highlighted the importance of civil society in enhancing education quality. The discussions focused on transitioning from traditional literacy to digital literacy and addressing gender disparities in education.

Activities in North America

There has been considerable activity in North America both in the US and Canada related to the Marrakesh Framework as well as other ICAE priority objectives. One of the member organizations the Coalition for Lifelong Learning (COLLO) sponsored a well-attended webinar on the Framework and related international work. ICAE was a co-sponsor of the event and Katarina spoke on behalf of ICAE. In addition, Raffaella Kihrer the Deputy Director of the European Association for Education of Adults was a presenter. The webinar provided an interactive forum for sharing and outlining potential follow up activities. COLLO and several of the other ICAE members are interested in following up on the webinar.

AAACE published a special issue of the Adult Learning Journal focusing on ConfinteA VII. The issue was edited by long time ICAE member Marcie Boucouvalas. Several attendees of ConfinteA VII were authors of articles.

1.6 HLPF on the UN Sustainable Development Goals

At the High-Level Political Forum (HLPF) 2024, education was emphasized across multiple sessions, even without being a primary focus. The UN Secretary-General's report and discussions within the forum highlighted the need for education and lifelong learning, with

efforts made to secure their inclusion in the Summit for the Future. Yet, while these discussions underscore the importance of lifelong learning, specific commitments to adult learning, coordinated international actions, and actionable outcomes are still lacking.

ICAE, as a key advocate within the Education and Academia Stakeholder Group (EASG), played a central role in ensuring that Adult Learning and Education (ALE) received dedicated attention. The EASG HLPF Report outlines ICAE's advocacy to position ALE as a fundamental component in fostering peace, human rights, and sustainable development, while the EASG Sectoral Paper goes further by explicitly calling for ALE programs to equip learners with critical skills such as literacy, vocational training, intercultural dialogue, critical thinking, and media literacy. This advocacy emphasizes the transformative potential of ALE in addressing systemic issues and promoting inclusivity.

These documents also underline the need for increased funding and policy support for ALE, emphasizing ICAE's ongoing work to champion ALE as a key driver for achieving global targets like Agenda 2030. With ICAE's active involvement, EASG continues to advocate for ALE-specific initiatives that empower adults to contribute meaningfully to societal resilience and progress.

EASG Side-Event

On July 10, the Education and Academia Stakeholder Group (EASG) hosted an official side event, focusing on the theme "Building Peace, Justice, and Strong Institutions through Education." The event was moderated by Grant Kasowanjete (GCE), and featured presentations from Jacob Blasius (GSF), Vernor Muñoz (GCE), Israel Coelho (CLADE), and Katarina Popović (ICAE), who discussed the transformative power of education in fostering peace, democracy, and social justice. Peter Waite, ICAE Vice-president also took part in the event and other HLPF activities. Key discussions revolved around innovative curriculum approaches, the role of open-source technologies, and the importance of education in promoting human rights and international understanding. An engaging panel discussion allowed participants to explore solutions for integrating peace education into various educational contexts. The event underscored the critical need for collaboration, increased financing and prioritization of education to break cycles of violence, empower marginalized communities, and promote sustainable peace. Presentations from Katarina Popović (ICAE) and Israel Coelho (CLADE) can be found in [The EASG Document Library](#).



As an EASG representative, Katarina Popović took part in a meeting with the Norwegian delegation and Deputy Minister Bjørg Sandkjær, discussing challenges raised at the CSO conference in Kenya and the HLPF, as well as issues related to financing efforts toward achieving the SDGs.

Read the full reports for more insights:

- [EASG Report HLPF 2024Download](#)
- [EASG Sectoral Paper 2024Download](#)

ICAE Secretary General Katarina Popović spoke at the side event organised by the Brazilian government, discussing the Brazilian experience for the construction of a new sustainable development goal - focused on ethnic-racial equality.



On 11 July 2024, UNESCO and the United Nations Group of Friends for Education and Lifelong Learning launched an exhibition, entitled Lifelong Learning for All – Empowering Individuals, Transforming Societies, on the margins of the HLPF. The exhibition highlighted the pivotal role of lifelong learning in achieving the Sustainable Development Goals (SDGs). Members of the EASG has visited the exhibition.

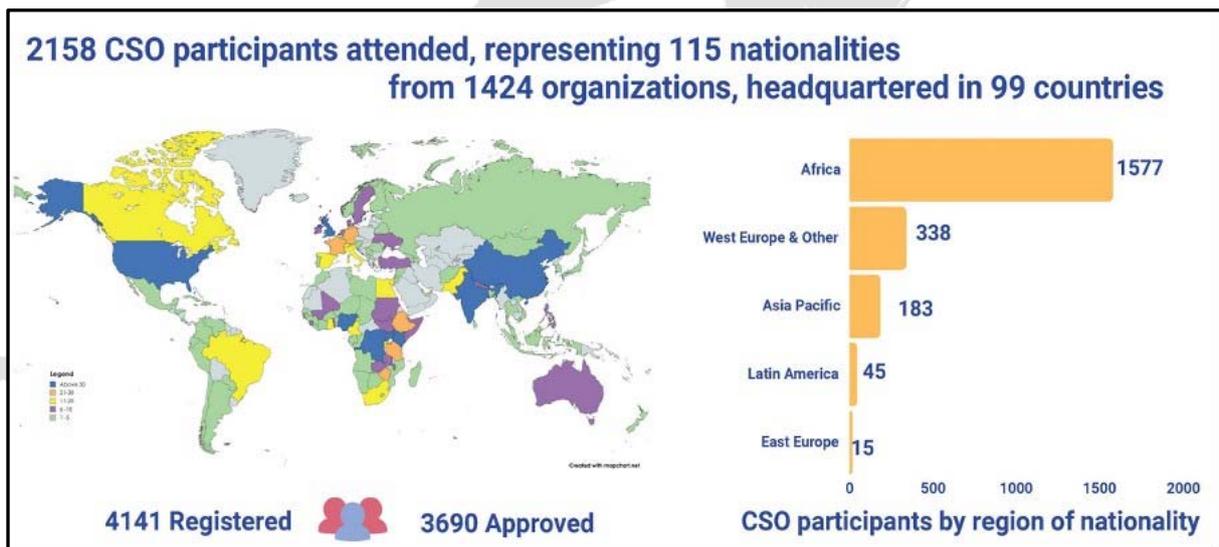
UN Civil society conference in Nairobi – Pact for the future and Impact Coalitions

The Nairobi Conference, held on May 9-10, 2024, served as a pivotal platform for civil society organizations, UN officials, and other stakeholders to engage in preliminary discussions ahead of the Summit of the Future. Over 2,000 civil society representatives, member state officials, media, and volunteers from 115 countries participated, with a significant representation from Africa, women, and youth. The conference featured 62 off-site and online events, 38 onsite workshops, over 20 Impact Coalitions (ICs) meetings, 64 exhibits, and four plenary sessions, each reaching full capacity. The International Council for Adult Education (ICAE), represented by Katarina Popović, was an active participant, contributing to the vibrant and impactful dialogues. The conference focused on analyzing the five chapters of the “Pact for the Future” and its annexes, including sustainable development, peace and security, science and technology, youth and future generations, and global governance transformation.



EASG organising partners and members (ICAE, GCE, CLADE...)

Participants engaged in intergenerational dialogue, forming ICs to address various critical issues such as science-policy interface, AI governance, and future generations. Despite the promising formation of ICs, concerns were raised about their transparency, sustainability, and the risk of undermining existing civil society mechanisms such as the Major Groups and other Stakeholders (MGoS). Participants emphasized the need to strengthen these mechanisms, ensure meaningful participation, and resist corporate capture in UN processes to uphold principles of inclusivity and human rights. The conference outcomes, including a Co-Chair’s Summary and IC work plans, will be presented in New York on May 30, shaping the ongoing dialogue for the Summit of the Future.



1.7 Global Education Meeting (GEM) in Brazil

The 2024 Global Education Meeting (GEM) in Fortaleza, Brazil, from October 30 to November 1, 2024, gathered education stakeholders to assess progress on SDG 4, emphasizing equity and inclusion. Hosted by UNESCO and aligned with the Brazilian G20 presidency, the event included sessions on innovative financing, cross-sector partnerships, and strategies for accelerating SDG 4 progress, culminating in the Fortaleza Declaration. This declaration calls for urgent action to address the global education crisis, with only six years left to achieve SDG 4. For further details, visit [UNESCO’s GEM page](#).

Led by Secretary-General Katarina Popović, the International Council for Adult Education (ICAE) made a strong impact at the [Global Education Meeting](#). Through two sessions, ICAE showed its commitment to advancing inclusive, equitable education for adults, aligned with Sustainable Development Goal 4 (SDG 4): quality education for all.

Session on fostering youth and adult literacy and education

The session, hosted by the UIL, addressed the persistent challenges in achieving universal literacy and equitable access to quality adult learning and education. With rapid digital and green transitions, increasing misinformation, and growing inequalities, the session underscored the need for stronger policies, governance, and financing to support literacy as a lifelong process. Discussions highlighted the critical role of ALE in fostering citizenship, sustainable development, and socio-economic participation, emphasizing that literacy is not just about basic reading and writing but also about developing higher-order thinking skills, critical literacy, and digital competencies. Katarina Popović highlighted ICAE's stance on key issues, emphasizing the need to expand literacy beyond traditional models to better reach marginalized groups. She stressed that digitalization is a tool, not a solution, and must complement – not replace – face-to-face learning, aligning with Freire's concept of literacy as "reading the world." For digital literacy to be truly inclusive, infrastructure gaps, language accessibility, and content diversity must be addressed to avoid reinforcing Western-centric narratives. On financing, she underscored that literacy should be seen as an investment in social and economic resilience, not charity, calling for funding models that empower marginalized communities rather than short-term, project-based financing. She also highlighted the need for community-driven accountability mechanisms to ensure that funding serves real, local needs rather than external donor priorities.



The session on Fostering youth and adult literacy and education

UNESCO side event on the Futures of the Right to Education

As part of the 2024 GEM, this session examined the evolving right to education in the context of rapid global transformations, including technological shifts, climate change, demographic dynamics, and increasing societal polarization. The discussion explored how lifelong learning can be embedded within human rights frameworks, ensuring that education remains inclusive, equitable, and sustainable.



The UNESCO side event on the Futures of the Right to Education

The session also reflected on insights from Reimagining Our Futures Together: A New Social Contract for Education and the Transforming Education Summit, emphasizing the need for a rights-based approach to lifelong learning. K. Popović underlined the importance of safeguarding the right to education, rather than shifting the focus solely toward lifelong learning. While lifelong learning is essential, it should be understood as part of the broader right to education, rather than a replacement for it. Framing lifelong learning as a right in itself risks shifting responsibilities away from states and weakening existing legal obligations.

ICAE's Commitment to the Fortaleza Declaration

The conference ended with the Fortaleza Declaration, a pledge for cooperation to promote global education equity. ICAE's presence at the conference reinforced its role as a global leader in adult education, dedicated to accessible, high-quality learning and sustainable development.

Katarina Popović's leadership at this event reflected ICAE's mission to empower adults worldwide, promote inclusive education policies, and advocate for a fair, inclusive future for all learners. Katarina Popović, shared her insights and reflections on the 2024 Global Education Meeting in Fortaleza, Brazil, on a blog on [the Global Campaign for Education – Website](#).

Civil Society participants with Ms Isabell Kempf, UIL director



1.8 6th International Conference on Learning Cities (ICLC6)

The 6th International Conference on Learning Cities (ICLC6) in Jubail, Saudi Arabia, brought together policymakers, educators, and stakeholders from around the world to explore how cities can foster inclusive, sustainable, and lifelong learning opportunities. The conference emphasized the importance of collaborative partnerships, innovation, and equity in building resilient learning communities, with a strong focus on marginalized groups, digital transformation, and climate action.

During a plenary session, Katarina Popović, Secretary General of ICAE, highlighted the essential role of civil society organizations (CSOs) in learning cities. She emphasized that CSOs are uniquely positioned to reach marginalized communities, introduce innovative learning approaches, and drive inclusive educational policies. Their flexibility and grassroots engagement make them crucial partners in fostering equitable lifelong learning opportunities. She also addressed the importance of gender inclusion in learning cities, stressing that empowering women through education is not only a matter of equity but also a key driver of social and economic development, especially in the issues of sustainability. She underscored the need for intentional policies that ensure women's full participation in learning initiatives, highlighting that gender-responsive learning cities lead to stronger, more sustainable communities.

By embedding civil society—especially women-led initiatives—into lifelong learning partnerships, learning cities can create transformative, scalable models for climate action. These partnerships are not just about working together; they are about building inclusive, resilient urban ecosystems that can adapt and thrive in the face of global challenges.

Katarina Popović also moderated the parallel session 'Building Bridges, Not Walls: Global Citizenship in Learning Cities', where panelists shared experiences in strengthening global citizenship and peace education within the learning cities framework. The session explored how cities can promote tolerance, inclusion, and a sense of global belonging, leveraging education to foster empathy, active citizenship, and resilience in times of crisis.

Read more about the event [HERE](#):



1.9 International Literacy Day and 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 share good practices.

On 10 September 2024, ICAE participated in the Annual General Meeting of the Global Alliance for Literacy (GAL), which was organized as a side event of International Literacy Day (ILD). This year's ILD was held under the theme *"Promoting multilingual education: Literacy for mutual understanding and peace."*

The GAL meeting was held jointly with the Action Research on Measuring Literacy Learning and Educational Alternatives (RAMAED) and featured contributions from UNESCO Learning Cities, highlighting diverse perspectives on literacy innovation, multilingual approaches, and assessment alternatives.

ICAE contributed to the meeting with a statement emphasizing three key messages:

- the centrality of adult literacy to lifelong learning and the achievement of all SDGs,
- the crucial role of civil society in building partnerships that connect grassroots realities with global frameworks,
- and a strong call to avoid reducing literacy to a set of technical skills, invoking Paulo Freire's vision of literacy as the ability to "read the world."

1.10 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.

World Social Forum 2024 (WSF) in Nepal (Ronald Cameron on behalf of ICAE)

The World Social Forum (WSF) 2024 in Kathmandu was a significant success, offering renewed hope to alter-globalization movements worldwide. With over 50,000 participants recorded on the forum's website, 1,400 organizations from 98 countries, and 400 activities, the event demonstrated a strong commitment to social and environmental justice. The diversity of participants—from labor unions, peasant movements, women's organizations, LGBTQI groups, and indigenous communities—highlighted the forum's inclusive nature.

While the event was a triumph for Nepalese social movements, international participation was lower than in previous years due to financial, logistical, and environmental concerns. Nevertheless, WSF 2024 reinforced the importance of global citizenship education, particularly in South Asia, and emphasized the role of lifelong learning in fostering international solidarity.

ICAE was unable to attend in person but politically supported the event, with CEAL playing a vital role in panels on Palestine, feminism, international solidarity, and popular education. The success of WSF 2024 now sets the stage for future mobilizations, including WSF 2026 in Benin and upcoming thematic forums in Bolivia, Colombia, and Montreal. Moving forward, key challenges remain in mobilizing younger activists, fostering transnational networking, and strengthening anti-systemic resistance, with major initiatives like the International Coalition to Stop Genocide in Gaza and the International Anti-Fascist Conference in Brazil seeking to drive change.

Read the full article by Ronald Cameron [HERE](#)



Conference “On the Way towards EU Integration: Countries of Eastern and South-Eastern Europe reforming Lifelong Learning Systems”

ICAE took part at the event organised by DVV International, EAEA and ETF, held in Brussels, on 13 March 2024 at the European Committee of the regions. The conference gathered participants from UNESCO, ETF, European regional bodies and DVV International from Bonn and from several European countries, aiming to reflect on the state of adult education and lifelong learning systems in these countries. Participants learned about the current EU policies and participation trends in the field of ALE and about insights from EU-candidate countries and some case studies on successful reforms and practises from the field of ALE / LLL.



Inception workshop for the Implementation Guide of the Recommendation on Education for Peace, Human Rights and Sustainable Development UNESCO, HQ 26 and 27 March 2024

In November 2023, all 194 UNESCO Member States adopted the Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development. This was a milestone achievement for the field of education. UNESCO then set up the mechanisms to implement the Recommendation moving forward. One of these activities involved creating an [implementation guide](#) to unpack the themes its themes and turn it into concrete policy guidance. Workshop at UNESCO Headquarters in Paris supported UNESCO in the initial phases for creating the implementation guide.

Hybrid Meeting on Adult Learning and Teaching in Egypt May 14, 2024 (Elsy Wakil, ICAE EC Member)

Hosted at the UNESCO Regional Center for Adult Education in Egypt, this event focused on the theoretical and practical frameworks of adult learning and teaching. Inaugurated by Egypt's Minister of Education, the seminar emphasized renewing capacities in adult education and addressed the need for digital inclusion and entrepreneurship in adult education. The series aims to build capacity across the Arab world, aligning with the Marrakech Framework and the 2030 Agenda.



Regional Workshop on Engaging Civil Society in Non-Formal Education
May 21-22, 2024 (Elsy Wakil, ICAE EC Member)

Conducted at the League of Arab States headquarters in Cairo, this workshop brought together civil society representatives, government officials, and experts. The sessions covered non-formal education, the achievements of the Arab Decade for Literacy, and shared regional experiences. The workshop concluded with recommendations to enhance adult education through partnerships, professional development, and innovative educational approaches.



International Women's Day Meeting within the Marrakech Framework
March 8, 2024 (Elsy Wakil, ICAE EC Member)

Held in Beirut, Lebanon, this event focused on gender equality in adult education. It featured presentations on curriculum changes to promote gender equality and successful initiatives like the "Woman and Life Curriculum" from Egypt. The meeting highlighted the need for funding, safe learning environments, and increased women's participation in adult education and political decision-making.



International research workshop on teachers as lifelong learners: Policy and practice
Shanghai, China 12-14 June 2024. (Timothy Ireland on behalf of ICAE)

Within the context of recent discussions on teacher shortages and transforming the profession and the emerging trends in education impacted by the effects of global phenomena such as climate change, conflicts, demographic trends, migrations and technological evolution, the need for teachers to become lifelong learners has become increasingly prevalent. This has given rise to the need to explore what features of lifelong learning should be embedded in teacher development policies and practices. Within this context of historical policy work in the field of lifelong learning and teacher professional development, the UNESCO Institute for Lifelong Learning (UIL) and Shanghai Normal University (SHNU) initiated a project entitled "Teachers as lifelong learners: International research, policy and practice on Lifelong Learning for teacher education (2023-2025)". The project aims to generate evidence on policies and practices for developing and preparing teachers as lifelong learners and to identify implications for policy, practice and research. The international workshop, held in Shanghai (China) from 12 – 14 June, brought together 30 experts representing academia, research institutions, relevant national and regional governmental and non-governmental agencies, professional associations and multilateral organizations that contribute to national and global agendas on LLL and LLE, teacher education and teachers. The workshop sought to analyse and build consensus on the research objectives, methodology and scope of this project. The ICAE was proud to be present and to defend the need to include teachers from the field of adult and non-formal education within the scope of the project.



US National Coalition for Literacy in Washington

A formal presentation was made by Peter Waite to the US National Coalition for Literacy in Washington during its May meeting. The meeting focused on activities of ICAE and the value of membership for several of the organizations attending.

AAACE conference

At the AAACE conference there was an excellent pre-conference for the Commission on International Education which is a unit of AAACE. There was a broad discussion of international initiatives as well as exploration of various options for further international work. Several individuals active with ICAE were in attendance including Christy Rhodes, Linda Morris, Marcie Boucouvalas and Peter Waite. Peter Waite, the North American Representative for ICAE, was part of a panel on the Changing Trajectory for Adult Education. The panel addressed a number of important issues and Peter addressed the importance of ICAE and the international initiatives from both the Sustainable Development Goals and the Marrakesh Framework from Confinter VII.



AAACE conference panel (from left to right): Tricia Berry (AAACE President), Peter Waite (ICAE Vice President), Randy Bowman and Helena Worthen

Education Champions Honored in West Africa (Carole Houndjo, ICAE Vice-President for Africa)

In 2024, the Concours des Champions de l'Éducation was held to identify and honor exceptional contributions to the education sector in West Africa. Supported financially by the Swiss Cooperation, the competition highlighted innovative practices and impactful projects in education.

Following a rigorous selection process, three outstanding organizations from Benin, Burkina Faso, and Senegal were awarded for their remarkable achievements. These champions exemplified excellence and innovation in advancing education across the region.

The awards ceremony took place in December 2024, celebrating the winners and their contributions to the field of education. This initiative underscored the importance of collaboration and investment in education to inspire progress and innovation.

More information [HERE](#).





2024 Digital Transformation and Lifelong Learning” International Conference: Empowering Lifelong Education in the Digital Age

The “2024 Digital Transformation and Lifelong Learning” International Conference was held on October 24–25, 2024, at the Shanghai Open University, China. Organized by Shanghai Open University, in collaboration with UNESCO/UIIL and supported by leading tech organizations, the event focused on leveraging digital transformation to enhance lifelong education globally.

The conference gathered ministerial and expert delegations from 12 countries, addressing themes such as adaptability, inclusiveness, and creativity in lifelong learning.

The conference concluded with an awards ceremony recognizing digital lifelong learning best practices and setting the agenda for future collaboration within the newly launched Global Network for Digitalization in Lifelong Learning.

This international gathering underscored the transformative potential of digital technologies in fostering accessible and sustainable education for all.



Katarina Popović, ICAE Secretary General, spoke at the plenary session

Three International Workshops were organized by UNESCO/UIIL in collaboration with Shanghai Open University (SOU), from 21-23 October in Shanghai

1. Capacity Building Workshop: "Empowering Cities to Become Key Players for Lifelong Learning Advancement"

This capacity-building workshop is part of the UNESCO Global Network of Learning Cities (GNLC) initiative. The GNLC is a policy-oriented network established in 2013 to facilitate exchange among cities worldwide. The GNLC provides guiding documents, technical support, and training to assist its 356 members in building learning cities. To further advance the concept of learning cities in UNESCO Member States in Asia and the Pacific and Africa, UIL and SOU delivered a capacity-building workshop to teams from selected countries in these regions.

In line with the GNLC's priority to support education for sustainable development and climate action within urban communities, the capacity-building workshop put an emphasis on this topic.

Katarina Popović moderated the workshop and held the presentation on "The power of Adult Learning and Education (ALE) in formal, non-formal and informal settings in building inclusive learning cities"



2. Strengthening Digital Competencies of Adult Educators: Focused on bridging gaps in policy and practice through innovative digital tools and strategies.

UIL and SOU have initiated a project with the core objective of improving the digital competencies of adult educators worldwide. As part of the project, UIL has developed an indicative Digital Empowerment for Lifelong learning, Teaching and Andragogy (DELTA) Framework as well as sample training modules addressing each domain of the Framework. Countries can use the DELTA Framework and sample training modules to prepare adult educators for the present and future application of digital skills in their instructional practice and professional development. The DELTA Framework consists of three domains, namely instructional practice, digital empowerment and transformative practice, whilst each domain organizes competencies across three (3) sub domains: knowing and being, socio-emotional, and values-driven engagement.

Katarina Popović spoke on the topic: Global Trends in Adult Learning and Education–Adult Educators humanism in the age of digitalisation.

3. The sixth workshop in its series on “Strengthening Education Systems from a Lifelong Learning Perspective”

Teams from five UNESCO Member States, consisting of key stakeholders such as policymakers and leading researchers involved in lifelong learning and education, were guided in the development of a lifelong learning policy, implementation strategy or targeted action plan. This was done through a variety of learning activities such as online meetings with experts and other country teams, as well as individual and collaborative tasks designed to deepen the participants’ understanding of the key topics and themes influencing lifelong learning policy development. Team leaders from each country team will work intensively to refine their team’s lifelong learning policy, implementation strategy, or targeted action plan.

XIII CLADE Assembly: Strengthening Adult Education Advocacy

On November 28, 2024, Nora González Chacón, Vice President for Latin America of the International Council for Adult Education (ICAE), presented a comprehensive report at the XIII CLADE Assembly. The report highlighted global challenges and opportunities in adult learning and education, emphasizing the need for innovative strategies and strengthened partnerships.

Key discussions included ICAE’s 2024–2027 strategic objectives, which focus on advancing advocacy, capacity building, and equitable lifelong learning opportunities. Nora González Chacón reinforced ICAE’s commitment to empowering marginalized communities and promoting the human right to education while advocating for improved financing mechanisms and policy reforms.



Campaña Latinoamericana por el Derecho a la Educación

ASPBAE 9th General Assembly and 60th Anniversary (original by Helen Dabu, Secretary General ASPBAE, shortened)

The Asia South Pacific Association for Basic and Adult Education (ASPBAE) held its 9th General Assembly, Regional Strategic Planning Workshop, and 60th Anniversary celebration from November 25-28 in Da Nang, Vietnam. Over 100 ASPBAE members and partners from about 30 countries attended, hosted by the Vietnam Association for Education for All (VAEFA). Under the theme "60 Years of Learning and Acting Together: For a Peaceful, Inclusive, Gender-Just, and Climate-Ready Future for All," the event featured strategic discussions and capacity-building sessions.

ASPBAE Secretary-General Helen Dabu opened the event by referencing a Vietnamese proverb, emphasizing gratitude towards those who built ASPBAE's 60-year legacy. ASPBAE President and ICAE Vice-President for Asia Pacific, Nani Zulminarni, highlighted advocacy for marginalized groups and the importance of education rights.

A plenary session focused on rights-based approaches within lifelong learning, featuring Uwe Gartenschlaeger, Director of DVV International. A commemorative session honored past ASPBAE leaders, with contributions from former Secretary-General Maria Khan and ICAE President Dr. Jose Roberto Guevara. The assembly concluded with the induction of the new Executive Council for 2025-2028, introducing incoming President Peter Clinton from ACE Aotearoa, New Zealand.

Read the full text [HERE](#).



2 Capacity Building

2.1. 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 - currently implemented in East Africa (Tanzania, Uganda, Ethiopia), North Africa (Tunisia, Morocco, Algeria, Mauritania) and Egypt.

2.2. Curriculum GlobALE in Egypt, organised by UNESCO office in Cairo

After completing the full cycle of five Curriculum GlobALE modules in Egypt, the final examination marked the culmination of the group's journey toward CG certification. The participants represented a wide range of institutions, including several ministries, the Adult Education Authority, institutes and universities, and civil society organizations. The final training and examination were held at the UNESCO Regional Centre for Adult Education (ASFEC), while the festive certification ceremony took place in Cairo, at the premises of the General Authority for Literacy and Adult Education — also marking the occasion of International Literacy Day.

This diverse group performed at an impressively high level, demonstrating not only strong competencies but also a clear readiness to apply the knowledge gained and to multiply its impact across various communities and professional contexts.



2.3. Curriculum GlobALE in Benin (Carole Houndjo, ICAE Vice-President for Africa)

From November 18–22, 2024, Pamoja Network, with the support of DVV International, hosted a Training of Trainers on the GlobALE Curriculum in Grand-Popo, Benin. The event brought together 17 participants from Benin, Burkina Faso, Côte d'Ivoire, Ghana, Mali, Niger, Nigeria, and Togo.



This training focused on Module 1, revisiting key concepts such as learning pillars, major educational theories, and the role of social movements in adult education. Participants also explored themes including the influence of international organizations, decision-making processes, education policies, funding tools, and challenges in adult education governance and financing.

This collaborative effort strengthened the participants' capacities, fostering cross-regional engagement and advocacy for adult education.





3 Projects

3.1 Transformative Adult Learning for Green Transition (TALE)

ICAE was 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.

Tale project in Helsinki

How do active citizens form communities that work together for the benefit of the environment?: This was discussed at the meeting of the Tale project in Helsinki. We explored the city nature and heard about an environmental activism campaign “Let’s overrun the planning, not the forest” from Aino Juvonen, who has launched the campaign in Helsinki.



We also did an imaginary study visit as Mia Talikka from Southern Helsinki Adult Education Centre presented the plans for the new sustainable adult education centre, and Future Living Specialist Kimmo Rönkä explained how the generations block it is part of will be created. "In developing co-housing, we need common sense, but we also need common hands," said Rönkä. This also describes the Tale project goals well.

We discussed how adult education and green activists can cooperate so that it's beneficial for both. ALE organisation may, for example, pick up a topic a green grassroots initiative has started, and take part in advocacy the initiative has launched. For example, we need more sustainable food systems, so the more actors are spreading the message, the better.

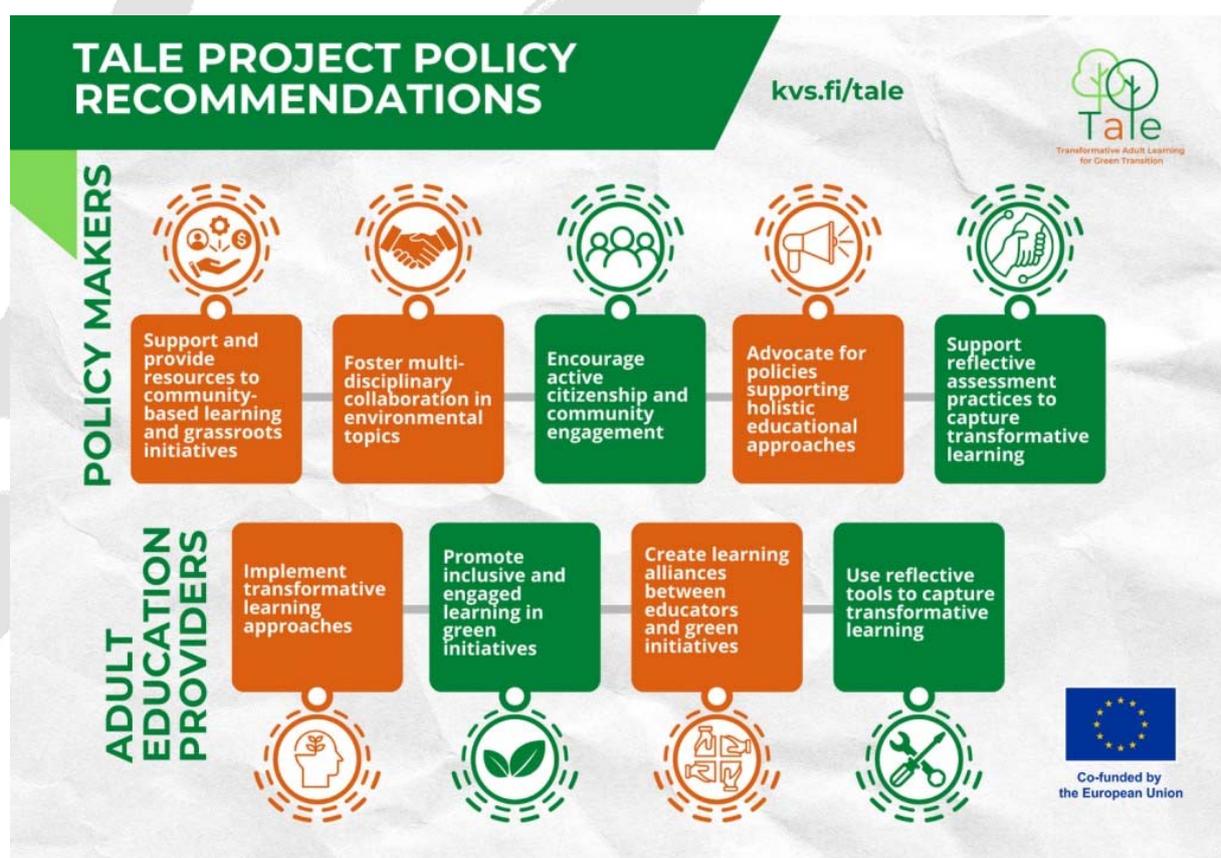
Final Event: Celebrating Achievements and Reflecting on Next Steps

The TALE project recently culminated in a well-attended final event, where participants and stakeholders gathered to review the project's achievements and share insights gained over its course. This event showcased the successes of TALE's initiatives, from fostering digital literacy and intercultural understanding to promoting sustainable development through adult learning. The event also provided a platform to discuss future directions for adult education and the critical role it plays in empowering individuals and communities.

Policy Recommendations: A Blueprint for the Future of Adult Learning

One of the TALE project's most significant outcomes is a set of policy recommendations aimed at strengthening adult education frameworks across Europe. These recommendations advocate for increased investment in adult learning, emphasizing the need for policies that recognize lifelong learning as essential to social cohesion, economic stability, and sustainability. ITALE partners call on policymakers to prioritize adult education in national agendas, ensuring that learning opportunities remain accessible, inclusive, and responsive to the needs of diverse populations.

Tale project policy recommendations: [Download](#)



Toolkit for Adult Educators: A Practical Resource

In addition to policy recommendations, TALE has developed a dedicated toolkit designed specifically for adult educators. This toolkit provides practical resources, strategies, and best practices to enhance adult learning programs. It is a hands-on guide that helps educators create inclusive, adaptable learning environments tailored to the diverse needs of adult learners, making lifelong learning a feasible and impactful reality.

Read the toolkit: [Link](#)

Looking Forward: Podcast Series as a Follow-Up to the TALE Webinar Series

The project continued with an podcast series, which built on the success of the TALE webinar series. This series provides a platform for educators, learners, and policymakers to explore key themes from the project in greater depth, covering topics such as community resilience, intercultural dialogue, and digital literacy. The podcast aims to extend TALE's reach, making its insights and best practices accessible to a wider audience.

The project consortium consisted 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)



Read more about the Tale project: [Link](#)

3.2 ALE4TT

The ALE4TT project supports ALE organisations in better communicating, advocating and developing strategies to convince third parties such as policymakers why ALE has a crucial role to play in a just transition process. It will also support them in building a wider network with diverse allies from the broader digital and green community. It's organised by the [European Association for the Education of Adults \(EAEA\)](#), the [Swiss Federation for Adult Learning \(SVEB\)](#) and the ICAE, and co-financed by [Movetia](#), taking place from 1 September 2023 to 31 August 2025.

Multiple global and European policy agendas recognise the challenges of the digital transition and the green transition, from Agenda 2030 to the European Green Deal. Increasingly, the green and digital transitions are no longer considered separately, but as a twin transition. The twin transition assumes that the green and digital transitions are mutually dependent. Digital skills are essential for learning about climate change, participating in solutions or finding climate-friendly alternatives. Green and digital transitions are also connected, as large amounts of data are energy-intensive.

International Training in Belgrade

From 27 to 30 May 2024, the course "Advocacy for Twin Transition" took place in Belgrade. Participants from all over the world exchanged views on green and digital transitions and discussed how to strengthen the role of adult education in the twin transition.

The three-day course was organised by the SVEB in collaboration with the EAEA and the ICAE. The project is financed by Movetia.

Linking the green and digital transition

The background: Green and digital transitions are increasingly no longer discussed independently of each other in the political and professional dialogue, but as a twin transition. Against this background, one of the aims of the course was to make the link between the topics more visible.



During the three days, the participants dealt with the role of adult education in green and digital education and thus also with the twin transition from a theoretical perspective, using examples from different countries and specific tasks. The last day of the course focused specifically on the question of advocacy opportunities in the twin transition.

Field Visit at the Kolubara Coal Mine

One highlight of the training was a visit to the Kolubara coal mine. Lignite extracted in open-pit mining is by far the most important energy resource in Serbia. The visit showed participants the destruction of the landscape caused by open-cast mining, but also illustrated reforestation efforts and alternative information projects by artists and environmental activists. The Kolubara coal mine and the projects visited are an exciting example of the costs and interconnectedness of the digital and green transition.

Tour in the city of Belgrade

The participants experienced an example of the use of digital methods to visualise climate change during a tour of the city of Belgrade. Google Maps offers the possibility to highlight exciting points and add text to them. With the help of a prepared route, the group passed, for example, disused wells, concrete squares and artificial trees. Both the visit to Kolubara and the tour in Belgrade provided the participants with a vivid illustration of how the digital and green transition are connected and intertwined.



Overall, the training taught how to use advocacy strategies to strengthen the role of adult education in the twin transition. Before and during the course, several country-specific action examples were developed to be addressed in the future.

The [main outputs](#) of the project are:

- An international training programme on ALE and the twin transition, co-created with participants from ALE organisations
- An advocacy toolkit bringing together case studies and methods that can support ALE providers in advocating ALE in the twin transition.
- Policy Recommendations for researchers, policy-makers and ALE professionals.



3.3 JUST4ALL

Just4All is an EU-funded initiative promoting a just transition through inclusive and innovative lifelong learning and adult education. The action's overall objective is to support an inclusive recovery and digital and green transitions in Europe. More specifically, it aims to develop integrated, inclusive, and innovative adult learning and education (ALE) models that promote just transition, with a special focus on migrants, women, and low-skilled adults.

Titled "Building Social Innovation Learning Laboratories in Europe through a Just Transition for All and with All", Just4All is a two-year project running from October 2023 to September 2025.

This partnership offers a wide range of expertise in the project's key areas, sustainable platforms for training and peer exchange, as well as a sounding board for new ideas and innovative tools. Together, SOLIDAR, EAEA and ICAE – bring more than 900 Civil Society Organizations from 75 countries in Europe and worldwide, a network with vast opportunities to disseminate the project's results and raise awareness on adult education and just transition.

Improving adult education curricula, stimulating inclusive debates, and strengthening national and EU policies are all key to enabling Just Transition in Europe, including for women, migrants and low-skilled adults. With strong local and regional buy-in, Just4All will facilitate the implementation of the first principle of the European Pillar of Social Rights (EPSR) on Access to Education, training and life-long learning, and its 20th on Access to Basic Services.



The project collected [45 best practices](#) across local, national, and international levels, focusing on:

- **Green Skills & Employment** – Programs like Cycle-Up (upcycling skills) and Digital Literacy for Circular Economy integrate sustainability into ALE.
- **Social Inclusion** – Grey4Green (elderly in nature conservation) and Climate Heroes (community climate action) engage marginalized groups.
- **Educator Training** – International ESD Alliance and Can-Do Guide equip ALE institutions with just transition strategies.

- **Policy & Advocacy** – Initiatives like the Cyprus National Lifelong Strategy integrate green transition into lifelong learning policies.

Just4All Webinar Series

The [webinar series](#) brought together experts to discuss:

- **Green Skills & Sustainability** – Multi-sector collaboration needed for green job training.
- **Social Inclusion** – Addressing barriers for marginalized groups in ALE.
- **Policy & Funding** – Long-term funding and EU policy alignment are crucial for ALE sustainability.



National Background Papers

Country reports highlight:

- Policy Gaps – Many nations lack formal ALE strategies for a just transition.
- Funding Challenges – Short-term funding limits long-term ALE impact.
- Cross-Sector Collaboration – Stronger links between civil society, businesses, and policymakers are needed.
- Country Insights – Germany focuses on vocational training, Spain on community projects, and Cyprus on policy integration.



4 Publications

4.1 Convergence

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.

Timothy Ireland and Shermaine Barrett continued to represent ICAE in the editorial board, along with Katarina Popović.

Links to the issues published in 2024: <https://www.convergencejournal.org/previous-issues>

4.2 Towards a Learning Planet: 50 years of ICAE and the 11th World Assembly in Bali, Indonesia (Narrative Report)

In November 2023, the International Council for Adult Education (ICAE) convened in Bali, Indonesia, for a three-day conference commemorating its 50th Anniversary and hosting its 11th General Assembly. This landmark event, co-hosted with regional and local partners ASPBAE and PEKKA, marked a significant milestone in ICAE's history, drawing 100 participants from 44 countries to reflect on ICAE's contribution to adult education and to envision its future.

The preparations for the event started in 2022, including a Virtual General Assembly held in October 2023, and culminating in the in-person three-day conference held from 28th – 30th November at the Holiday Inn Resort Baruna Bali. The event featured a two-day World Assembly focused on the history and future of the global ALE movement, followed by a one-day General Assembly that discussed and affirmed the ICAE Strategic Guidelines 2024 – 2027.

The gathering underscored the pivotal role of ICAE as a civil society network in fostering a global adult education movement. The celebrations balanced the global character of the ICAE while engaging with the local culture and community.

The assembly paid special homage to Balinese culture, integrating traditional rituals, community visits, and cultural performances. These elements not only enriched the participants' understanding of the local context but also highlighted the significance of cultural integration in adult education practices globally. Bali's selection as the location of the assembly was strategic, offering a unique blend of cultural and contextual diversity. The

community visits to Balinese civil society organizations, dedicated to adult education, showcased sustainable and community empowerment processes, reinforcing the importance of place in adult learning.

The assembly served as a reflective platform for assessing ICAE's contributions over the past fifty years and a forward-looking forum for shaping its strategic direction. Discussions on the Strategic Guidelines 2024 – 2027, informed by regional perspectives, underscored ICAE's commitment to strengthening its global advocacy, capacity building, network, and partnerships.

A total of fifteen workshops were conducted, which were organized by members and partners of the ICAE. Additionally, four strategic workshops specifically focused on discussing the Strategic Guidelines for 2024 to 2027 were conducted. The World Assembly was distinguished by the contributions of keynote speakers, including high-ranking officials from the Indonesian Ministry of Education, a representative from the UNESCO Institute for Lifelong Learning (UIL), and a youth educator from the South Pacific.

The event celebrated the achievements of the adult education movement while fostering dialogue on future challenges and opportunities. The adoption of Strategic Guidelines for the next four years, the sharing of insights from workshops and community visits, and the symbolic exchange of ALE messages encapsulated the spirit of collaboration and hope that defines ICAE. The 50th Anniversary dinner and the closing ceremonies further celebrated the collective journey, remembering past leaders, recognizing achievements, and welcoming future endeavors with optimism.

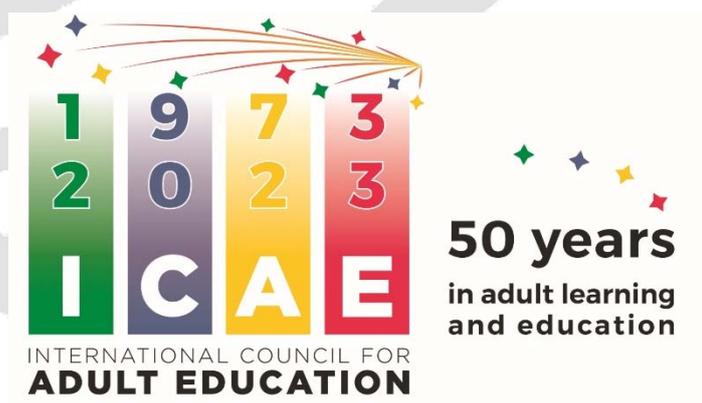
In conclusion, the 11th World Assembly of ICAE in Bali not only commemorated half a century of remarkable contributions to adult education but also reinvigorated the global movement towards a learning planet. Through cultural immersion, strategic discussions, and collaborative planning, the event laid a robust foundation for ICAE's continued advocacy, capacity building, and partnership efforts, ensuring its pivotal role in shaping the future of adult education globally.

Read the full report [here](#) and the Executive Summary (both in English) [here](#).

[Retrouvez le résumé du rapport ici](#)

[Consulte aquí el resumen del informe](#)

[هنا العربية باللغة للتقرير التنفيذي الماخص على اطالع](#)



Several follow-up events were organised. One of them was Symposium “Outcomes of the Eleventh World General Assembly. The ICAE... and Prospects for collaboration”, organised by Moroccan Forum for Lifelong Learning, March 23, 2024

As part of the activities outlined in the action plan of the Moroccan Forum for Lifelong Learning, a series of online seminars were scheduled to be organized. These seminars address the topics related to the interests of stakeholders involved in adult education in Morocco and the Arab world under the title "Ramadaniyat of the FORUM." The first webinar focused on the recommendations of the eleventh World Assembly of the International Council for Adult Education (ICAE) and ways to implement them.

4.3 ELM Magazin Interview with Robbie Guevara

In an interview with ELM Magazine, ICAE’s President, Robbie Guevara, emphasized the critical role of flexibility and collaboration in shaping policies that meet the evolving needs of adult learners worldwide.

As adult education landscapes shift and diversify, Guevara highlights the power of adapting strategies to local contexts while fostering strong partnerships. He shares insights on how effective policy can bridge gaps and provide lifelong learning opportunities for everyone, particularly the most marginalized.

Read the full interview to explore ICAE’s vision of a responsive, inclusive adult education policy that empowers communities across the globe: [“Flexibility and partnering needed in adult education policy”](#).



5 Organisational development and governance

5.1 Finances and funding

In a global climate that remains increasingly challenging for civil society — and particularly for adult learning and education — ICAE continued to operate with modest resources and a strong sense of strategic discipline. As donors gradually withdraw from the ALE sector and civic space faces growing pressure worldwide, sustaining advocacy and engagement has become ever more demanding.

In this context, the support from the **Open Society Foundations** has remained crucial. ICAE managed these funds carefully and responsibly, maintaining low overheads while ensuring consistent presence and active engagement wherever it mattered most.

Equally important is the **ongoing support of our members**. While the total sum collected through membership fees is not large, it represents a steady and reliable contribution — a testament to shared commitment, trust, and common values. In addition to financial support, members have provided **in-kind contributions**, including time, expertise, and local facilitation, which have been invaluable to ICAE's visibility and impact. Through these collective efforts, ICAE has been present wherever it was essential to raise the voice of adult learners and civil society.

In parallel, ICAE has taken steps to strengthen its financial resilience. A **Finance Advisory Group** was established to support strategic planning and decision-making in this area. The **engagement of a Funding Officer** was approved, and preparations were made for applying to various sources of support, including bilateral donors, private foundations, and potential funding partners. These steps signal a renewed effort to diversify and expand ICAE's resource base in alignment with its mission and global role.

Collaboration has helped compensate for the limitations in financial resources. Our partners have supported ICAE's participation in key events, co-organised activities, and created spaces for shared advocacy. In several **EU-funded projects**, ICAE contributed a global perspective, brought in participants from across continents, and promoted mutual learning through diverse experiences. These projects not only helped improve our financial sustainability, but also deepened our reach and relevance by connecting local, regional, and global levels.

Despite constrained funding, ICAE has remained active, visible, and globally connected — thanks to a community of members and partners who continue to believe in the transformative power of adult education.

5.2 Governance

In 2024, the Executive Committee met virtually five times, while subcommittees met multiple times throughout the year.

Sub-Committees:

- **Finance, Funding and Human Resources Committee:** Per Paludan Hansen (chair), Uwe Gartenschlaeger, Bernhard Grämiger, Elarbi Imad, Peter Waite, Robbie Guevara, Katarina Popović and Ricarda Motschilnig
- **Action Plan 2024 Working Group:** Keshawna Salmon-Ferguson, Elsy Wakil, Cecilia Palm, Carole Avande Houndjo, Robbie Guevara and Katarina Popović
- **Transition Working Group:** Robbie Guevara (chair), Per Paludan Hansen, Uwe Gartenschlaeger, Nani Zulminarni, Elsy Wakil, Cecilia Palm, Carole Avande Houndjo, and Katarina Popović
- **Project Working Group:** Bernhard Grämiger (chair) and all EC members
- **Financial Advisory Group supported the work of the Finance Committee:** Per Paludan Hansen (chair) Bernhard Grämiger, Maria Khan, Gina Ebner, Helen Dabu, Taka Miyake, Uwe Gartenschlaeger, Elarbi Imad, Peter Waite, Robbie Guevara, Katarina Popović and Ricarda Motschilnig.



6 Information and communication with members

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 2024, 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.



7 Financial Report

ICAE - CATEGORIZED INCOME AND EXPENDITURE 2024									
INCOME	Code	Income RSD	Income EUR	Income USD	Income Total in EUR*	Income Total in RSD*	Income Total in USD*		
1. MEMBERS CONTRIBUTION AND ROLLOVER		1.579.576,92	41.247,12	164.537,71	212.848,91	24.906.494,30	221.511,96		
1.1 Membership fees	110	0,00	14.268,00	8.596,10	22.527,92	2.636.102,04	23.444,81		
1.2 Solidarity contributions	120	0,00	0,00	198,50	190,74	22.319,06	198,50		
1.3 Rollover	130	1.579.576,92	26.979,12	155.743,11	190.130,26	22.248.073,20	197.868,64		
2. DONORS, GRANTS		0,00	27.977,40	14.975,00	42.366,75	4.957.540,70	44.091,09		
2.1 EU project - TALE	210	0,00	4.039,00	0,00	4.039,00	472.623,18	4.203,39		
2.2 EU project - JUST4ALL	220	0,00	0,00	0,00	0,00	0,00	0,00		
2.3 SVEB project - ALE4TT	230	0,00	15.065,00	0,00	15.065,00	1.762.829,47	15.678,15		
2.4 EU project - SAFE	240	0,00	6.794,00	0,00	6.794,00	794.999,23	7.070,52		
2.5 Third part funding UN CSO Conference	250	0,00	2.079,40	0,00	2.079,40	243.320,78	2.164,03		
2.6 UNESCO project - Empowerment in Action	260	0,00	0,00	14.975,00	14.389,35	1.683.768,04	14.975,00		
TOTAL INCOME		1.579.576,92	69.224,52	179.512,71	255.215,66	29.864.035,00	265.603,05		
EXPENDITURE	Code	Expenditure RSD	Expenditure EUR	Expenditure USD	Expenditure Total in EUR*	Expenditure Total in RSD*	Expenditure Total in USD*		
1. PROGRAMMES		-5.021.844,79	-24.875,37	-959,18	-68.713,32	-8.040.482,58	-71.509,98		
1.1 Coordination (gross) 55% of total	300	-3.083.074,03	-15.544,10	0,00	-41.891,80	-4.901.965,34	-43.596,82		
1.2 Policy and advocacy for ALE and LLL									
1.2.1 CONFINTEA VII	321	-91.635,00	-1.768,50	0,00	-2.551,61	-298.575,85	-2.655,46		
1.2.2 World Assembly	322	-140.342,81	-4.186,90	-565,36	-5.929,51	-693.840,78	-6.170,84		
1.2.3 ALE and SDGs - HLPF	323	-135.797,48	-921,75	0,00	-2.082,26	-243.655,96	-2.167,01		
1.3 Capacity building									
1.3.1 Webinars	331	0,00	0,00	0,00	0,00	0,00	0,00		
1.4. Projects									
1.4.1 TALE	341	-62.661,00	-541,90	0,00	-1.077,40	-126.071,37	-1.121,25		
1.4.2 JUST4ALL	342	-612.912,84	-1.912,22	-393,82	-7.528,54	-880.951,64	-7.834,96		
1.4.3 ALE4TT	343	-895.421,63	0,00	0,00	-7.652,20	-895.421,63	-7.963,65		
2. ORGANIZATION DEVELOPMENT		-3.574.717,35	-15.353,73	-1.061,24	-46.922,72	-5.490.656,87	-48.832,49		
2.1. Coordination (gross) 45%	300	-2.522.515,12	-12.717,90	0,00	-34.275,11	-4.010.698,91	-35.670,12		
2.2. Communication and information	420	-145.719,00	-18,02	0,00	-1.263,32	-147.827,61	-1.314,74		
2.3. Membership and partnership	430	39.682,51	-710,76	-1.027,01	-1.358,48	-158.962,57	-1.413,77		
2.4. Meetings and fundraising	440	-78.938,71	-1.792,65	0,00	-2.467,25	-288.705,47	-2.567,67		
2.5. Office - admin., account., admin. costs, bank charges	450	-387.556,55	-114,40	-34,23	-3.459,32	-404.791,83	-3.600,11		
2.6. Office - audit	460	-479.670,48	0,00	0,00	-4.099,23	-479.670,48	-4.266,07		
TOTAL EXPENDITURE		-8.596.562,14	-40.229,10	-2.020,42	-115.636,04	-13.531.139,45	-120.342,48		
EXCHANGE		RSD	EUR	USD	* National Bank of Serbia middle exchange rate list on 31.12.2024				
Exchange EUR-USD			0,00	0,00					
Exchange USD-EUR			0,00	0,00					
Exchange EUR-RSD		1.160.500,00	-10.000,00					1 EUR =	117,0149 RSD
Exchange USD-RSD		7.546.618,00		-70.000,00				1 USD =	112,4386 RSD
BALANCE		RSD	EUR	USD	Total in EUR*	Total in RSD*	Total in USD*		
		1.690.132,78	18.995,42	107.492,29	136.727,57	15.999.162,55	142.292,44		

8 Auditor's Report



**AUDITOR'S REPORT - AGREED-UPON PROCEDURES REPORT
REGARDING SPECIAL PURPOSE FINANCIAL REPORT FOR 2024**

INTERNATIONAL COUNCIL FOR ADULT EDUCATION - ICAE



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AGREED-UPON PROCEDURES REPORT

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ANNEXES:

Annex I – Financial Report

Annex II – List of Transactions Verified



MOORE STEPHENS Revizija i Računovodstvo d.o.o.

Privredno društvo za reviziju računovodstvo i konsalting
Studentski Trg 4/V, 11000 Beograd, Srbija
Tel: +381 (0) 11 3033 250, 3033 260; Fax: 2181 072
Matični broj/ID: 06974848; PIB/VAT: 100300288

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AGREED-UPON PROCEDURES REPORT

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

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

In accordance with the Contract that International Council for Adult Education – ICAE agreed with us, we provide our Agreed-upon procedures report (“the Report”) on ICAE special purpose financial report, prepared on activity-based costing, for the period covering 1 January 2024 to 31 December 2024 (“ICAE Financial Report”). ICAE requested certain procedures to be carried out in connection with ICAE Financial Report for the purposes of reporting to ICAE Board and ICAE members. Namely, this Report is prepared solely for ICAE internal use and solely for the purpose of submission by ICAE to its Board and its members.

Our engagement was income and expenditure verification which is an engagement to perform certain agreed-upon procedures with regard to the ICAE Financial Report. The objective of this income and expenditure verification is for us to carry out certain procedures to which we have agreed and to submit to ICAE an Agreed-upon procedures report with regard to the procedures performed. The procedures to be carried out are listed in Chapter 1 of this Report.

The total income which is the subject of this verification amounts to EUR 255,215.66. We verified all income presented in the Financial Report.

The total expenditure which is the subject of this verification amounts to EUR 115,636.04. We verified all expenditure presented in the Financial Report. ,

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

Responsibilities of the Engaging Party

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

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

Practitioner’s (Auditor’s) Responsibilities

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

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

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

Professional Ethics and Quality Control

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

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

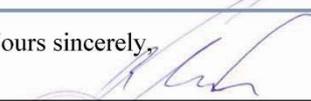
Procedures and Findings

We have performed the procedures below, which were agreed upon with the ICAE in the terms of engagement. Namely, the ICAE, as engaging party (who is the responsible party) has acknowledged that the procedures are appropriate for the intended purpose of the engagement and their purposes, respectively. The intended users of this report are ICAE Board and ICAE members. These procedures were performed to assist ICAE Board and ICAE members in evaluating whether the expenditure and the income presented in Financial Report for 2024 are eligible in accordance with ICAE financial plan and activities during 2024.

	PROCEDURES	FINDINGS
1	Income - Verify that funds paid to ICAE and presented as income were properly reflected in the accounting records of the ICAE	We found that the funds received by ICAE as grants and members contribution and rollover were properly reflected in the accounting records of the ICAE i.e., it was recorded in accordance with the provisions of the local accounting regulations. The amounts presented in the financial report are in line with those stated on the respective bank statements and supporting accounting documents.
2.	Expenditure - Obtain a listing of all expenditures during the period from 1 January 2024 to 31 December 2024 for the agreed-upon procedures engagement and perform the following:	We obtained a listing of all expenditures and incomes and the financial report.
a.	Verify that expenditure item is recorded in the ICAE accounting system and is recorded in accordance with the applicable accounting standards of the country where the ICAE is established and the ICAE's usual cost accounting practices	We found that the expenditures are recorded in the ICAE's accounting system and were recorded in accordance with the applicable accounting standards in Republic of Serbia and the ICAE's usual cost accounting practices. In addition, ICAE keeps accounts by using an appropriate accounting and double-entry book-keeping system. This system is running in accordance with the accounting and bookkeeping policies and rules that apply in Republic of Serbia. As per Serbian regulation, the chart of accounts is prescribed by Ministry of Finance. So, the ICAE is obliged to use a prescribed chart of accounts in its accounting system. On the other side, for the purposes of reporting to the Board and members, the expenditures were classified by following the ICAE activities (activity-based costing). Therefore, the ICAE maintains the

		supplementary accounting records for expenditures by using excel files, it contains information on expenditures classified in way to show ICAE activities on cash basis. Accordingly, the financial report is supported by a transaction listing manually prepared from the ICAE's accounting records. We agreed the transactions through to the accounting system, gaining assurance that reported costs were recorded in the ICAE's accounting system.
b.	Verify that expenditure items are substantiated by appropriate evidence and supporting documents and if applicable, verify that it is in compliance with the terms of the donors' contracts	We found that the expenditures are substantiated by appropriate evidence and supporting documents. Namely, the documentation exists to support the expenditures in accordance with the ICAE's rules and regulations and the supporting documentation is in line with documentation usually used by the ICAE for similar transactions. Moreover, it includes documentations such as: service contracts, invoices issued by suppliers, bank statements, etc. In addition, the transactions per bank statements agree with those reflected in the accounting records and financial report.
c.	Verify that the monetary value of expenditure item agrees with underlying documents (e.g. invoices, salary statements)	We found that the monetary value of expenditure items agrees with underlying documents.
3	Verify exchange rate used for conversion of expenditure and income into reporting currency	We found that all transactions in the financial report are presented in their original currencies and translated into presentation currencies: EUR, USD and RSD by applying the NBS official middle exchange rates applicable on 31 December 2024.
<p>The total expenditure which is the subject of this verification amounts to EUR 115,636.04. These expenditures were presented in the accompanying financial report under two main categories: Programmes and Organization Development.</p> <p>The total income which is the subject of this verification amounts to EUR 255,215.66. These incomes, the funds received by ICAE, were presented in the accompanying financial report as Members contribution and rollover and Donors, grants.</p>		

Yours sincerely,


 Bogoljub Aleksić, Managing Partner


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

17 April 2025



INTERNATIONAL COUNCIL FOR
ADULT EDUCATION

International Council for Adult Education

Conseil International pour l'éducation des adultes

Consejo Internacional de Educación de Adultos

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