



INTERNATIONAL COUNCIL FOR
ADULT EDUCATION



50 years

**in adult learning
and education**

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1. Introduction

- Roberto Guevara, President of ICAE

Recall, reflect and recommit, as we continue to write our history ...

We are often reminded that we need to learn the lessons of the past if we are to avoid making the same mistakes in the future. And significant milestones, like a 50th Anniversary, are indeed opportunities for us to recall and reflect, not only to learn the lessons from our mistakes, but more importantly learn the lessons from our achievements.

In preparing this publication we invited our friends and colleagues to recall and share the key events in our history. They identified significant dates, places, events, people and organizations that were part of our history.

I can still recall my first encounter with ICAE, which was during a side event at the CIVICUS 3rd World Assembly in Manila in 1999. I recall the feeling of being in awe as I was surrounded by adult educators whose articles I had only read but I had been inspired by.

We also invited colleagues to also reflect on these significant dates, places, events, people and organizations and share why these are significant to them.

On reflection, my first ICAE meeting in Manila was significant for me, because as a young community environmental educator, I was discovering a global movement that was committed to the same issues we were facing in the Philippines at that time. While the work was challenging, I knew I was not alone.



As you read through our shared history, let me invite you to make the most of the opportunity that this significant milestone, our 50th Anniversary brings - not just to recall and to reflect, but to recommit to the principles and values that ICAE stands for. While some of the words we use to refer to our work, like adult learning and education, and lifelong learning, may have changed. And some of the issues like the climate crises and the COVID pandemic may be new. Our commitment to securing the right for all youth and adults to have access to quality adult education has only gotten stronger.

Finally, let me take this opportunity to thank all those who have contributed to this publication, in particular, Aleksandra Kozyra, Marina Sakač Hadžić, Ricarda Motschilnig and Katarina Popović who have collected and edited this publication. Indeed, you are all evidence that we don't just recall and reflect on our shared history.

Together, we are writing our history.

2. Milestones

- Alan Tuckett, former President of ICAE, with the support of other members of the Editorial Board of this publication

1970

- 1972 CONFINTEA III TOKYO, JAPAN.
- 1973 ICAE FORMED IN TORONTO, CANADA. SECRETARY GENERAL J. ROBY KIDD.
- 1976 FIRST WORLD ASSEMBLY ICAE, DAR ES SALAAM, TANZANIA



- 1979 NEW SECRETARY GENERAL: BUDD HALL



- 1982 SECOND WORLD ASSEMBLY ICAE MARLY-LE-ROI, FRANCE

- 1983 FIRST WORLD ADULT EDUCATION MEETING IN CHINA, CO-ORDINATED BY ICAE V.P. CHRIS DUKE.



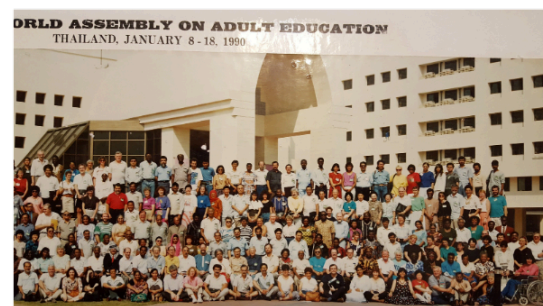
- 1984 PAULO FREIRE APPOINTED HONORARY PRESIDENT OF ICAE.



- 1985 THIRD WORLD ASSEMBLY ICAE BUENOS AIRES, ARGENTINA

- 1985 CONFINTEA IV PARIS, FRANCE. DECLARATION OF THE RIGHT TO LEARN.

- 1990 FOURTH WORLD ASSEMBLY ICAE, BANGKOK, THAILAND



- 1992 UN EARTH SUMMIT, RIO DE JANEIRO, BRAZIL. ICAE ACTIVE IN CONFERENCE FRINGE.

- 1994 FIFTH WORLD ASSEMBLY, CAIRO, EGYPT



- 1996 LILITA RAMDAS APPOINTED ICAE PRESIDENT

- 1997 CONFINTEA V. HAMBURG, GERMANY. ICAE PROPOSAL 'AN HOUR A DAY FOR LEARNING' ADOPTED. ICAE MEMBERS' PROPOSAL FOR GLOBAL ADULT LEARNERS' WEEK ALSO ADOPTED.

2000

- 2000 EXTRAORDINARY WORLD ASSEMBLY CONVENED TO DISCUSS DANIDA REPORT FINDINGS, MANILA, PHILIPPINES, ADOPTED A REVISED CONSTITUTION, ELECTED A NEW BOARD, PRESIDENT PAUL BELANGER.



- 2001 SIXTH WORLD ASSEMBLY ICAE, OCHO RIOS, JAMAICA AGREED TO MOVE HEADQUARTERS ICAE TO MONTEVIDEO, URUGUAY.



- 2002 CELITA ECCHER APPOINTED SECRETARY GENERAL AND SECRETARIAT MOVED FROM TORONTO TO MONTEVIDEO

- 2002 FIRST WORLD SOCIAL FORUM, PORTO ALEGRE, BRAZIL – ICAE ACTIVE PARTNER IN CREATING THE FORUM.

- 2004 FIRST ICAE'S INTERNATIONAL ACADEMY FOR LIFELONG LEARNING ADVOCACY (IALLA), BUSKERUD, NORWAY

- 2007 SEVENTH WORLD ASSEMBLY ICAE, NAIROBI, KENYA, - 'ADULTS RIGHT TO LEARN: CONVERGENCE, SOLIDARITY AND ACTION'.

- 2009 UNESCO'S CONFINTEA VI MET AT BELEM, BRAZIL. ICAE AND PARTNERS CREATED FISC, THE DYNAMIC CIVIL SOCIETY PRE-CONFERENCE

- 2011 EIGHTH WORLD ASSEMBLY ICAE, MALMO, SWEDEN. ALAN TUCKETT ELECTED PRESIDENT.



- 2014 RETIREMENT OF CELITA ECCHER AND KATARINA POPOVIĆ APPOINTED AS SECRETARY GENERAL.



- 2015 UN SUSTAINABLE DEVELOPMENT GOALS ADOPTED WITH GOAL 4 INCLUDING 'PROMOTING LIFELONG LEARNING FOR ALL', AND A RECOGNITION THAT ADULT LEARNING WAS KEY TO ACHIEVEMENT OF ALMOST ALL 17 GOALS

- 2015 NINTH WORLD ASSEMBLY ICAE, MONTREAL CANADA. SANDY MORRISON ELECTED PRESIDENT

- 2016 ICAE IX ACADEMY OF LIFELONG LEARNING ADVOCACY (IALLA), A FRANCOPHONE EDITION, BURKINA FASO



- 2017 CLOSING THE OFFICE IN MONTEVIDEO, MOVED TO MANILA, PHILIPPINES

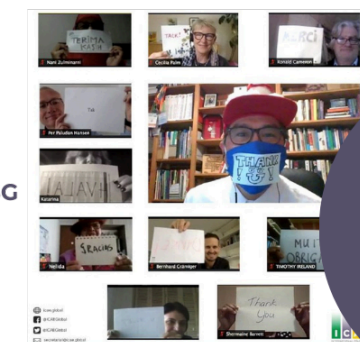
- 2020 SECOND PART (VIRTUAL) TENTH WORLD ASSEMBLY ICAE: ROBBIE GUEVARA ELECTED PRESIDENT.

- 2020 OFFICE IN MANILA CLOSED AND MOVED TO BELGRADE, SERBIA

- 2022 UNESCO CONFINTEA VII, MARRAKECH, MOROCCO. ICAE SG MEMBER OF THE DRAFTING COMMITTEE FOR MFA; CECILIA PALM WAS CONFERENCE RAPPORTEUR GENERAL.

- 2023 ICAE INDUCTED INTO THE INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME.

- 2023 ELEVENTH WORLD ASSEMBLY ICAE BALI, INDONESIA



2020

3. Navigating the Global Landscape

- Katarina Popović, Secretary General of ICAE

For ICAE, it's a steadfast commitment: wherever its members are, regardless of geography, culture, or politics, ICAE is there and stands by them.

However, the realities of administration and financial accounts couldn't be ignored, necessitating the need for an address, registration confirmation, and a bank account.

ICAE embarked on its journey with the establishment of an office in Canada in 1973, initiated by a group of non-state actors with support from national associations of adult education, academics, and practitioners. This initiative emerged after CONFINTEA III in Tokyo, reflecting a determination that civil society needed a voice in global discussions on adult education. With Robbie Kidd as the first Secretary General, a Canadian. Canada was a natural choice due also to its

international reputation and support for ICAE. Born in the period of post-decolonisation enthusiasm, in the spirit of international cooperation and the global rise and recognition of adult education, ICAE developed an impressive network during the time of Bud Hall as Secretary General. It increased its membership base, developed decentralised programming, and played a pivotal role in positioning adult education on the global landscape.



However, by 1999, despite a history of impressive work, ICAE faced difficulties and urgently needed revitalization. The decision was made to move from Toronto to Uruguay and establish the Secretariat in Montevideo, with generous support from the Latin-American organisation for women's rights – REPEM. ICAE continued to be actively engaged in global agendas and the critical voice of adult education, benefiting from the rich tradition of Latin-American social movements. Twelve rich years in Montevideo confirmed ICAE's position as the leading civil society advocate for the right to education across all ages and broadened the membership base.

In 2014, charismatic Secretary General Celita Eccher retired, and for the first time, ICAE decided to have the Secretariat and Secretary General at two different locations: Secretariat in Montevideo and Katarina Popović, newly elected Secretary General in Belgrade, Serbia – thousands of kilometers away. This arrangement worked exceptionally well due to the experienced and coordinated staff and the intensive use of digital communication which became a routine for ICAE even at that time.



The high costs of this arrangement gradually became burdensome, leading to the decision in 2018 to move to the other side of the world – to the Philippines, Manila, close to its important regional member,



ASPBAE. This marked another shift in ICAE's work – registered in Manila, with one staff member there, while others were widespread around the globe. ICAE joined the growing trend of global organisations with a small central unit and worldwide regional offices. This move helped reduce office costs dramatically but posed a challenge of coordination and a completely new way of working. The benefit of being, even when only virtually, closer to members in other regions, including Africa and Arab region, with continuously strong role of Asia Pacific and Europe, was obvious.

Experience taught us another lesson, evident from the establishment of ICAE in Toronto: ICAE has to be registered where the Secretary General is. Familiarity with responsible administrative bodies and banks proved indispensable for the smooth functioning of the organization. There was an additional challenge – as much as ICAE was global in its goals and activities, there were always rules and regulations in the concrete countries where ICAE was registered, usually not adequate for global working, multiplying the administrative burden.



ICAE at the HLPF in New York, 2019

In 2019 and 2020, ICAE experienced a dramatic cut in funding following the change in global discourses – a shift from adult education to lifelong learning, declining recognition and support for adult education and civil society. There was also a shift from grants and support to NGOs to project-type working, significantly changing the nature of work for many NGOs. Committed to its mission and values, ICAE decided not to change them and not to blindly follow the change of priorities. Sticking to adult education, led by a vision of a just world, and striving to be the voice of civil society and marginalized groups, ICAE had to face a dramatic cut in funding. In 2019 and 2020, ICAE operated with almost no external funds and had to rely completely on the support of its members. This fact caused an extreme reduction in staff and all costs and sped up the decision to move the Secretariat – now essentially the registration – to another part of the world.

With Katarina Popović as Secretary General, Serbia was a logical choice. Although in Europe (and ICAE kept trying to be close to the Global South), Serbia wasn't a typical European country but closer to the countries of the Global South – with its history of the non-aligned movement and a strong tradition in adult education – research, professionalization, and practice. Since the beginning of 2020, ICAE operates in Belgrade, with the support of its Serbian member – Adult Education Society. It enabled ICAE to participate in European projects fitting into the ICAE's agenda, contributing to the modest funding ICAE is currently receiving.

The virtual and digital way of working is the reality of the lower number of ICAE staff, enabling easier outreach and communication with members worldwide. This compensates for the dramatically reduced funding and enables the commitment and enthusiasm of ICAE's Executive Committee and its members worldwide to keep ICAE alive, alert, and enthusiastic, as its president, Robbie Guevara, would say.



But the challenges remain – times have completely changed, for adult education, civil society, and global organizations. New discourses are not beneficial for social movements and those fighting against neoliberal trampling on human rights and the right to education. ICAE's history is not just the history of an organization – it's a record of the development of adult education over the last five decades, and the future development of ICAE will also reflect global trends. But not only that: It will remain the expression of the will and commitment of a huge number of people worldwide who still believe that another world is possible, a world where the right to education will be universal and will support improvement in all sectors of society, in the community, and for individuals. And it will remain the voice of those who believe that this world is worth fighting for. *A luta continua!*

4. Finding new ways of financing at difficult times

- *Sturla Bjerkaker, Former Treasurer of ICAE*

The main funding for ICAE came over the early years from Canada (CANIDA), both as permanent funding, and funding for special priorities and programs. At its peak, ICAE had a staff of around 20 people led by Budd Hall. Many of them were engaged for special programs. During the 1980s and up to Confintea V in 1997, ICAE also had program funding from Finland (for peace education), Norway (for women's education), Sweden and Denmark.

After Confintea V in Hamburg, and once Canada had stopped its funding, ICAE was almost bankrupt and Bud Hall "returned" and initiated a task force to discuss the reorganization of ICAE. We had a meeting in Oslo where Budd, Paul Belanger, Celita Eccher and others joined, and we managed to get some extraordinary funding from Norway (NORAD) for some more years.



Sweden (**SIDA**) participated in **the Funder's review (1999)**, together with **DANIDA**. I remember I had a dialogue about the review during the process with Arne Carlsen and the Swedish representative for SIDA, a person on placement in South-Africa.

The IALLA concept was mainly funded by Norway and created at a meeting in Oslo the year before the first IALLA at Buskerud, Norway, in 2004. The second was also in Buskerud in 2005. ICAE had a wish to continue with more IALLAs at Buskerud, but NORAD said they no longer could fund an activity taking place in Norway, so it was held in different regions of the world.

In the period 2000 - 2010, we had "Donor country meetings" in Finland, Sweden, Denmark and Norway, with all countries represented, and at the last one in Oslo, Switzerland also joined. But, the funding slowly disappeared from all these countries during this period. The main reason for this was that the agencies wanted to give priority to primary education and developed a more instrumental view on learning and education. That ICAE received its funding from the development aid and development cooperation bodies in these countries, and not from the educational bodies, could be seen as both an advantage and a failure. On the one hand it was an advantage, because the connection between education and emancipation and liberation was clear, on the other hand it was a failure because the educational bodies (ministries) had much more money, but focused more on education as an isolated phenomenon.

From 2003 and for a period of around ten years, also the UK through NIACE took part in the basic funding of ICAE. Indirectly, the German DVV International also funded some defined activities or programs. We could say the same for the role of UIL, and UIL became a more active partner for ICAE after the Confintea conferences, may be especially the one in Belem (2009).

In 2012, we had a meeting between ICAE and DVV in Bonn where it was decided to merge the ICAE magazine *Convergence* and the DVV magazine *Adult Education and Development* into a new magazine. This magazine was published once a year from 2013 (about the Post 2015 agenda) to 2019 (about the good adult educator) – seven issues all in all. ICAE had a strong voice at the editorial board and was responsible for the online follow up of each issue. When the German ministry closed its funding, ICAE restarted *Convergence* as an online publication.

After two years with no external funding at all, and with the two officers agreeing to be paid half-time, new funding was found through the Open Society Foundation. But given the precarious nature and small scale of its budgets, ICAE's staff and Executives must be congratulated on quite how much has been achieved.

5. Informing and engaging: ICAE's flagship publications

- Heribert Hinzen, Former Vice-President of ICAE

ICAE has been active with publications throughout the 50 years since its foundation. There have been too many to mention all, but some milestones could be selected.

ICAE's publications across decades

CONVERGENCE. An International Journal of Adult Education started in 1968 from the Ontario Institute of Education in Toronto by Roby Kidd. Since 1973 it became the journal of ICAE with Edward Hutchinson as Editor, followed by Lalage Bown and Margaret Gayfer, in later years Bob Hill and Virman Man. As the imprint pointed out:

"CONVERGENCE is the only world-wide journal of adult education that addresses itself to issues, practices and developments in the broad field of international adult education... Since CONVERGENCE is a network of information, experiences and free opinions, letters of comment and information sharing are welcome".

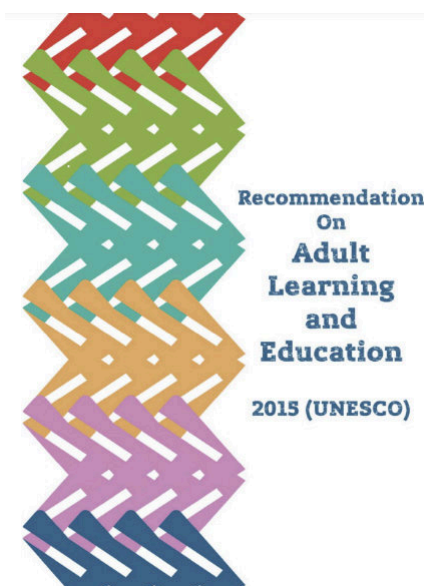


**CONVERGENCE Vol. IX,
No. 4, 1976**

CONVERGENCE stopped for a decade mainly for financial reasons. It came back to life in 2022 as an open access on-line journal, published by the UNESCO Chair in Global Adult Education, Faculty of Education, University of Malta in cooperation with ICAE and Peter Mayo as editor. Online publications here: <https://www.convergencejournal.org/>



voices rising became the ICAE Electronic Bulletin during the time the ICAE secretariat was based in Montevideo. It was part of the shift to communicate faster and appear more often which was made possible through a variety of moves towards digitalization. All in all it had 499 issues, informing members and beyond of major events, ICAE involvement in the global ALE and development agenda, especially in moving from the MDGs to the SDGs in 2015. It was very lively through photos and an attractive layout. A number of issues can still be found on ICAE website: <http://icae.global/en/library/voices-raising/>



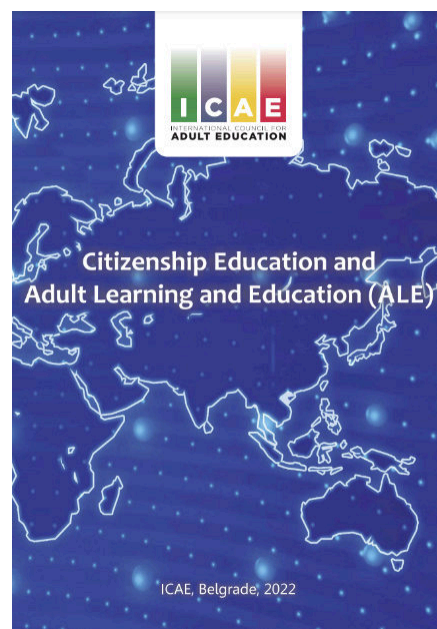
Advocacy Guides of ICAE were developed to strengthen "The right to education and lifelong learning: Supporting materials for advocacy in the post-2015 process". It was a major attempt by having them in English, French and Spanish as Parts I-VI in each of the three languages. Another important advocacy tool was related to the UNESCO Recommendation on Adult Learning and Education which has certain normative functions for all of us living and working in UNESCO member states.

Publications in collaboration

A few more publications should be mentioned as they were important at different stages in the ICAE development, and at the same time helpful for professional engagements and advocacy.

One such area was the **UNESCO reports** through independent international commissions. The first was the so-called Faure Report from 1972 *Learning to be: The world of education today and tomorrow* and where Martin Carnoy wrote a very critical article *Learning to Be – consensus and contradictions for CONVERGENCE*. It was different for the Delors Report in 1996 *Learning: the treasure within*. Here ICAE was invited by the Commission, and a small group met at the ICAE office in Toronto to prepare the statement *Adult education and lifelong learning: Issues, concerns and recommendations*. The Zewde Commission in 2020 invited ICAE again and a writers group was formed to produce the statement *Adult Learning and Education (ALE) – Because the Future Cannot Wait*.

Following ICAE's report '**Agenda for the future: Six Years Later**' for the mid-term review of CONFINTEA V, Global Reports on Adult Learning and Education (GRALE) were published by UIL from 2009. The 5th GRALE was on *Citizenship education: empowering adults for change*. ICAE wrote a background paper supporting the thematic discussion *Citizenship Education and Adult Learning and Education (ALE)*. *The relevance of citizenship education (CED) for the further development of adult learning and education (ALE) and its impact on (current and future) ALE practice from ICAE's perspective*.



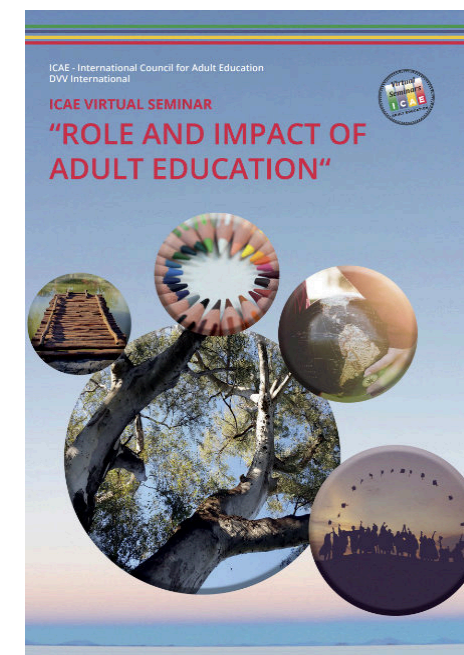
Advancing **CONFINTEA VII** the issues around ALE policy, legislation and financing were under debate in light of the *Marrakech Framework for Action*. ICAE took this challenge and came up with a study by: Popović, K. (2021). *Financing adult learning and education: The way forward: what works, how and why?*



Drafting Committee of the Marrakech Framework for Action at CONFINTEA VII

In many respects there has been a close cooperation in the field of publications between ICAE and DVV International who published its flagship journal *Adult Education and Development* for 45 years. Colleagues from ICAE became authors frequently and shared the work on the Editorial Board. However, the last decade was special: The journal was published by DVV International with ICAE as a cooperating partner and as the convener of virtual seminars on the thematic priorities chosen.

All these examples show that ICAE is making use of publications in a variety of forms to support its advocacy and policy activities as well as capacity building efforts. At the same they demonstrate the impact of ICAE on global developments of ALE.



6. Building Capacity: IALLA

- Carolina Clavier, participant of IALLA (ICAU)

Double Celebration for ICAE: Celebrating 50 Years of Lifelong Learning Advocacy and the 10th edition of IALLA

This year marks a significant milestone for the ICAE as we celebrate our 50th anniversary. However, there's an added cause for celebration: the 10th edition of the ICAE Academy of Lifelong Learning Advocacy (IALLA). This dual commemoration highlights the organisation's enduring commitment to promoting lifelong learning and adult education globally.

A Bit of History

The genesis of IALLA dates back more than 40 years, based on examples from courses offered by Dawn (DTI: Dawn Training Institute) and CEAAL (Course for Leaders in Popular Education) and with the support of Paul Beranger, Alan Tuckett, Sturla Bjerkaker, Astrid Tonner and Segio Haddad, Celita Eccher began shaping what later would become one of the pillars of ICAE: the IALLA – International Academy of Life Long Learning Advocacy. In addition to being a training course for adult education advocates, it was an opportunity to strengthen the organisation. The goal was for people to come together in an environment of equality, forming a network that operated more informally and fostered stronger interpersonal relationships.



IALLA VIII 2014, Jordan



IALLA IX 2016, Burkina Faso

"IALLA is a unique learning and cultural translation hub, where we constantly learn from diverse educators worldwide. Each course offers a distinct experience, fostering a community of passionate learners. It's a space where we recognise the humanity, knowledge, and affection in others, and we can grow by embracing our differences. IALLA isn't just another course; it goes beyond education to promote the right to education." - Celita Eccher, Former Secretary General.



IALLA III 2007, Uruguay

IALLA: Nurturing Lifelong Learning Advocates

IALLA is central to ICAE's global mission, a comprehensive program for building international capacity in Adult Learning and Education (ALE). It expands participants' understanding of ALE and enhances their advocacy skills through shared experiences, collaborative learning, and networking. It links individuals and organisations dedicated to adult education and the right to lifelong learning, nurturing generations of advocates who believe in accessible lifelong education.

“IALLA is a worldwide network that brings together diverse experiences, promoting lifelong learning equality. It's an inspiring, transformative experience that deepens our commitment to global advocacy and fosters lasting friendships. Forever bonds of deep friendships forged through a life-enhancing adventure for which I'm eternally grateful.” Niamh O'Reilly - Maynooth University.



IALLA VI 2010, Montevideo

A Global Force for ALE

Since its first edition in 2004 in Norway, IALLA has attracted candidates from diverse regions. With 223 graduates from 89 countries, IALLA contributes to the ALE movement's goal of addressing global challenges such as social and economic inequality, poverty reduction, gender equity, and sustainable development through adult education.

“From the capacity-building perspective, I could indeed confirm that IALLA editions were important milestones for the professional careers of IALLA graduates from the ICAE-member organizations. For those of us who have remained related/connected to the ALE sector, the IALLA was a unique experience and true enrichment.” Levan Kvatchadze - DVV International.

The Unique Power of IALLA: Learning Through Diversity

IALLA has been an invaluable platform for countless lifelong learning advocates. It has not only broadened their knowledge but has also instilled a deep sense of shared resilience and a commitment to collective advocacy work. The unique nature of IALLA, as a learning and cultural translation space, allows individuals from diverse backgrounds to create a transformative experience transcending traditional learning, adapting to the emerging issues and every new challenge we have been facing through the years.

“I believe IALLA is a most cherished space for dialogue, where different traditions of adult education and lifelong learning enter into conversation. I have had the pleasure to continue exchanging with many colleagues from ICAE and former IALLA friends. I am very happy to learn of the 10th edition and the 50th anniversary of ICAE. I wish you many happy returns...and reunions!” Carlos Vargas Tames - UNESCO.

In summary, as ICAE celebrates its 50th anniversary, the 10th edition of IALLA serves as a testament to the organisation's enduring commitment to advocating for lifelong learning and adult education. Through IALLA, ICAE continues to foster a global community of passionate advocates who recognise that education is not just a right but a powerful catalyst for social change and a more equitable world.

7. A space for advocacy, learning and solidarity: ICAE as a community

- Aleksandra Kozyra, participant of IALLA X (EAEA)

How has ICAE supported its diverse network of members over the past five decades? How do ICAE members get engaged in the activities? From fostering cross-regional solidarity to coordinating joint policy actions, ICAE members reflect on the value of being a part of a vibrant global network.

Forging a common front

"ASPBAE is a proud founding member of ICAE and an active partner in its 50-year efforts to offer a compelling global civil society voice promoting the right to transformative ALE," says Maria Khan, Secretary General of the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

"This global voice has done well in shaping critical global education and adult education policies to spur much needed country-level actions guaranteeing the right to education, of which ALE is a fundamental part." For ASPBAE, joint advocacy action is a key value of membership with ICAE.



ASPBAE at CONFINTEA VII

"ICAIE bridged diverse perspectives, experiences and discourses to forge common CSO fronts that powerfully challenged governments and donors to meet their obligations in doing far more for ALE, evident in successive CONFINTEA processes, in the Education for All platforms, and more recently within the SDG-SDG4 processes," lists Maria.

For many members of ICAE, it is especially CONFINTEA, the International Conference on Adult Education, that showcases the importance of joint advocacy at the global level.

"I recently did a bit of research on how long EAEA and or ICAE have been involved and I could find proof that that we have been active since at least the second CONFINTEA, in some form or other. Of course, it is necessary and beneficial that there is a global body that coordinates that," says Gina Ebner, Secretary-General of the European Association for the Education of Adults (EAEA).



EAEA Board in 2011, Malmo, Sweden

The importance of collaborative work in the process of CONFINTEA is also singled out by the Latin American Campaign for the Right to Education (CLADE).

“The link between CLADE and ICAE goes back a long time and has always meant the possibility of dialogue, debate, reflection, joint positions in international spaces such as the High-Level Political Forum and in the specific spaces of EPJA, which stands for Youth and Adult Education,” says Nelsy Lizarazo, Coordinator of CLADE.



ICAE and CLADE

One example is the Platform of Regional Networks for Youth and Adult Education, which had a crucial role in advocacy work ahead of CONFINTEA VII.

“From this space we were able to generate a broad participatory process both in the regional consultation and in the global consultation, gathering the voices of teachers, students, academia, civil society organizations for the construction of a regional positioning whose main aspects were highlighted in the document officially provided by UNESCO from the region. Then, the articulation and advocacy work carried out with ICAE and sister networks in Marrakech was a very significant experience for CLADE and for the sister organisations that actively participated there,” says Nelsy.

Creating a space for learning

Several ICAE members highlighted the importance of capacity-building. For the Arab House for Adult Education and Development (AHAED), it represents a shared objective of both organisations.

“ICAE and AHAED share a common mission and emphasize the significance of capacity building efforts to strengthen their work towards realizing education as a fundamental human right for all, particularly for women who often face barriers to education,” says Elsy Wakil, Secretary-General of AHAED. “Recognizing the importance of adult and youth learning in fostering cultural, social, economic, and sustainable development, as well as poverty reduction, we have collaboratively organized IALLA: Academy for Lifelong Learning Advocacy, focusing on Women and Adult Education.”

A comprehensive training course and the primary international capacity-building initiative developed by ICAE, IALLA is an important learning space bringing together lifelong learning advocates from around the globe. The 10th edition of the IALLA took place in April 2023 and was hosted by AHAED in Mount of Lebanon.

“This collaborative initiative allowed us to leverage our strengths and expertise to address global literacy challenges, making a meaningful impact on the lives of adult learners,” says Elsy.



IALLA X 2023, in Lebanon, hosted by AHAED

The opportunity to participate in the IALLA has been appreciated by CLADE, whose staff member joined the 10th IALLA, but also by Pamoja West Africa, who joined earlier editions of the training.



Rethinking Education with PAMOJA members, 2017 Burkina Faso

“Since joining ICAE, the Pamoja network has benefited from numerous capacity building trainings in the field of advocacy thanks to the support of ICAE,” says Carole Ghislaine Avande Houndjo, Coordinator of Pamoja.

She lists the examples: “In November 2016, five members of the network took part in the ninth edition of the French-speaking IALLA course which was held in Burkina Faso. In 2017, the Secretary General of ICAE trained around twenty members of the PAMOJA network in Morocco on effective advocacy techniques. All members of the Pamoja network are grateful to ICAE for its presence and insight in international advocacy places so that the education of all adults in the world is assured.”

From a sense of community to a shared purpose

All ICAE members underline the key role of solidarity and collaboration to establish a community.

“Thanks to being a member of ICAE, we have the possibility to have exchanges with other regions to have a global exchange that we're not only in a European context, but also get experiences and can learn from Asian or Latin American members,” says Gina.

“Our experience as a member of ICAE has been marked by camaraderie, a shared vision, and a collective commitment to improving adult learning and education opportunities for all. Membership with ICAE has not only enriched our advocacy efforts but has also fostered a sense of community and shared purpose among organizations dedicated to adult education,” reflects Elsy on behalf of AHAED.

“For ASPBAE, ICAE has always offered an invaluable space for cross-regional engagement, learning and solidarity – a legacy to be honoured and preserved,” concludes Maria.



This publication provides insight into the collaborative efforts of ICAE and its European members, highlighting the achievements of ICAE over the past five decades.

We extend a warm invitation to ICAE's partners and friends, especially those from other regions, to enhance this representation by contributing additional information, documents, stories, and photos that you would like to share (please send them to secretariat@icae.global).

Your valuable contributions will be seamlessly integrated into the growing online version, ensuring a comprehensive and dynamic showcase of our collective work.