



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

WORK PLAN 2017

GA-27.6.2017-08-01-GE

PREAMBLE

EAEA is the voice of (non-formal) adult education in Europe. EAEA is a European NGO with 141 member organisations in 45 countries and represents more than 60 million learners Europe-wide.

EAEA's main objectives are:

- Policy advocacy for lifelong learning at a European level;
- Provision of information and services for our members;
- Development of practice through projects, publications and training;
- International co-operation with other stakeholders in the field.

The EAEA promotes the social inclusion aspects of the Lisbon Strategy; it promotes adult learning and the widening of access and participation in formal and non-formal adult education for all, particularly for groups currently under-represented. The purposes of learning may be competence development for personal fulfilment and in employment related fields; for social change and active citizenship; for sustainable development and gender mainstreaming; for cultural and intercultural awareness and knowledge.

Following the introduction of annual themes of last year, the Executive Board proposes the following themes for 2017 and 2018:

2017: Engaging new learners

2018: *To be confirmed, please refer to the discussion paper on the future of the EAEA*

By following our priorities and by preparing the plans ahead we aim to fulfill our main objectives to promote adult learning and participation in (non-formal) adult education for all.

1. INFLUENCING PUBLIC POLICY

EAEA has been successful in establishing itself as a key stakeholder in education and training in Brussels. EAEA is invited to all the key events / working groups / conferences in the area of adult education and lifelong learning and is regularly asked to contribute and consult.

After a period of adjustments – the new Commission, the new European Parliament and the move of adult education to DG Employment – the situation has consolidated and new strategies have been launched.

This is now also the period where mid-term reviews (for EAEA the Erasmus+ review is of particular interest) are happening and the European institutions are getting ready to prepare for the next period from 2020 onwards.

On a political level, the development of the EU is uncertain. It is currently still difficult to foresee the consequences of Brexit. There will also be a number of elections in 2017 which will have an impact on the developments at the European level. What seems obvious at the time is that there is a growing division in European societies about how our future should look like.

EAEA presented its *Manifesto for Adult Learning in the 21st Century* in late 2015, where we demonstrated how adult education can help face the key challenges of Europe today. The manifesto will remain the key document for the work of the EAEA. We will, of course, develop additional statements on more topics – we see them as updates – or add to the themes elaborated in the manifesto.

The key message coming out of the manifesto

is and will be: adult education can help solve some of the main challenges in Europe. In order to do so, we need visibility, recognition and resources.

1.1 ADVOCACY

EAEA has reinforced its contacts with the European Commission. We not only have good contacts with DG EAC, but now also with DG Employment. We have established contacts with DG Justice and DG Development and will continue to intensify them. Due to the changes in both the Parliament and the Commission, EAEA has to re-establish contacts, find new supporters and convince new decision-makers about the importance of adult education.

In the European Parliament, EAEA, together with Lifelong Learning Platform, is continuing the interest group for lifelong learning under the lead of MEP Sirpa Pietikäinen from Finland. This group helps us promote and defend a wider and more holistic understanding of lifelong learning.

EAEA will also work with the new European Commission by continuing its work with the unit for adult learning but also by reaching out to the relevant Directors, Director-generals and Commissioners.

We will therefore put an emphasis on the following topics:

- Contact building and maintaining with European institutions and other associations;
- Contact building and maintaining with MEPs that are particularly interested in education and training or lifelong learning, employment, social inclusion and similar fields or that are members of committees in these fields (especially through the intergroup);

- Contact building with other institutions, organisations and persons relevant to policy making;
- Developing arguments, evidence and tools for non-formal adult education.

EAEA as a membership organisation can provide a platform for exchanges between policy-makers on the one hand and adult education representatives, staff, providers and learners on the other. Therefore, our events that bring together these different groups provide the opportunity to influence policy from the bottom up.

1.2 VISIBILITY

The voice of (non-formal) adult education needs to be present at meetings, conferences and working groups. We will therefore continue to give input at conferences, to lobby to be included in stakeholder meetings and other working groups and to raise the importance of adult education at a variety of meetings and get-togethers.

1.3 TAKING POSITIONS

In order to be recognised as a policy actor and interesting representative of a civil society sector, an organisation in Brussels needs to take position, present opinions on policies, offer clear perspectives of strategies and produce convincing policy recommendations, which are based on the EAEA members' experiences. EAEA is also aiming to produce and gather evidence for policy proposals.

1.4 REPRESENTATION

In early 2016, the European Commission started a new round of Working Groups to implement the ET 2020 strategy, which continue into 2017. EAEA is represented in two groups: the Working Group on Adult Learn-

ing, which concentrates on workplace learning, and the Working Group on Citizenship. EAEA has a seat in each group so that the voice of adult education providers and civil society can be taken into account. Additionally, EAEA regularly receives invites (from the European Commission, but also other bodies like National Agencies, the EESC etc.) to represent non-formal adult education at conferences and workshops.

In order to have a stronger and wider influence, it is necessary to be represented in different networks, fora and platforms.

- Representation in the Lifelong Learning Platform (formerly EUCIS-LLL – see below);
- Representation in the Social Platform;
- Representation in CONCORD, the European NGO Confederation for Relief and Development;
- Representation in the European Movement International.

1.5 KEY ISSUES IN 2017

The following (policy) developments will be the focus of EAEA's work in 2017:

- Upskilling Pathways;
- The future of Erasmus+;
- The review of the key competences framework;
- The European Agenda for adult Learning;
- EAEA's long-, medium- and short-term strategies;
- Cooperation with the European Commission and Lifelong Learning Platform in the Lifelong Learning Week, which in 2017 will be combined with the EC's VET week.

2. COUNTRY REPORTS

EAEA will continue its long-term strategy that was launched in 2014, and will do another annual survey where our members give us feedback on important events, challenges and developments concerning adult education in their country. EAEA will then publish a report based on the responses, which will make it possible to deliver an annual civil society report about the state of adult education in Europe.

The report will:

- Inform colleagues across Europe – but also policy-makers at different levels – on what our members think about the main developments in adult education in their country;
- Make it possible to compare the situation of adult education providers across Europe;
- Propose ideas and good practices to colleagues and policy-makers across Europe.

Additionally, in a few years a more long-term comparison of developments will be possible. The reports have proven very useful in recognising trends in Europe or in European regions and in recognising the key challenges that adult education in general and our members in particular face.

3. ENGAGING NEW LEARNERS

It is of utmost importance for non-formal adult education to engage new learners. This can be in the form of outreach, especially to disadvantaged groups (see also EAEA's work in the two OED projects) but also other

forms, such as cooperations with SMEs etc. Especially in connection with the Upskilling Pathways strategy, this topic will be at the heart of EAEA's 2017 (and continuing) focus.

3.1 EAEA GRUNDTVIG AWARD ON THE TOPIC OF ENGAGING NEW LEARNERS

Adult education organisations have been very creative in reaching out to new learners, and this year's EAEA Grundtvig Award will celebrate these initiatives. This is particularly important within the policy context – the Council Recommendations on 'Upskilling Pathways' have just been launched, and one of the objectives is to reach out to new groups of learners.

Main aims:

- To raise awareness, at a European level, about adult education initiatives for engaging new learners;
- To raise awareness for the importance of adult education when it comes to helping people out of the 'low-skills trap';
- To celebrate the creativity when reaching out to new learners.

The Award ceremony will take place on 27 June 2017 in Girona, right after the General Assembly.

4. MANIFESTO FOR ADULT EDUCATION IN THE 21ST CENTURY – DISSEMINATION

In late 2015, EAEA launched the *Manifesto for Adult Learning in the 21st Century*. It highlights the enormous contribution that adult education can do to a number of European challenges. In 2016, it was widely dis-

tributed and used by the EAEA membership. In 2017, it serves as the basis for the Year of Adult Education in particular and EAEA's work in general.

Many EAEA members have volunteered to translate the Manifesto into their languages. As a result, the full version of the Manifesto is currently available in as many as 16 languages: Belarussian, Catalan, Dutch, English, Finnish, French, German, Georgian, Hungarian, Lithuanian, Portuguese, Romanian, Russian, Slovenian, Spanish and Ukrainian. The one pager is also available in 10 languages: Danish, English, French, German, Greek, Italian, Polish, Portuguese, Russian and Slovenian. All language versions are available online, some of them also in print.

According to the Member Survey conducted in early 2017, 51% of the respondents have already used the Manifesto, while 12% have not used it yet but are planning to. EAEA members use the Manifesto mainly as an advocacy tool for stronger adult education policies at the national and local level.

5. THE EAEA YEAR OF ADULT EDUCATION IN EUROPE 2017

In 2017 EAEA has decided to celebrate the Year of Adult Education in Europe. The Year of Adult Education is initiated by EAEA to make the power and joy of learning visible. We bring together European adult education organisations to demonstrate how adult learning can improve citizens' lives and prospects in Europe, both on a personal and on a professional level. We invite all adult education organisations in Europe to join the campaign to highlight the power and joy of learning.

EAEA is collecting events and campaigns organised by adult education organisations across Europe under the campaign "2017: The Year of Adult Education in Europe – The Power and Joy of Learning". The events will be published on the website and promoted in EAEA's communications channels. We collect the event organisers' key messages and best practices after the event, share them and bring them to policy-makers.

We will finalise the year with a celebration in Brussels in December 2017.

6. ADULT EDUCATION AND REFUGEES

EAEA started to work on the topic in 2016 but decided to continue as it remains topical and highly important for social cohesion in Europe. It represents a fundamental concern not only in terms of humanitarian rights, but also in terms of the need for more solidarity among the decision makers. It is also a major concern for many of our members, so the increase of dialogue on the topic and the involvement of the people of the host country is a key factor to take into consideration.

EAEA will present refugee learners' stories and link them to policy messages. The final outcomes will be presented in Brussels in December.

7. GENERAL ASSEMBLY 2017

The GA will take place in Girona on 27 and 28 June. On the second day, the participants will have the opportunity to participate in the annual conference on the topic of 'Engaging New Learners', which will also be the topic of the 2017 EAEA Grundtvig Award.

8. INTERNATIONAL COOPERATION

EAEA will maintain its international work by continuing to follow-up the Belem Framework from CONFINTEA VI. EAEA will also continue its cooperation with the UNESCO Institute for Lifelong Learning in order to promote the implementation of the Belem Framework. Moreover, EAEA will strengthen its cooperation with the UNESCO through the Collective Consultation of NGOs on Education for All (CCNGO/EFA), UNESCO's key mechanism for dialogue, reflection and partnerships with NGOs in the framework of the EFA movement.

EAEA will also continue to actively contribute to the work of the International Council for Adult Education (ICAE) and collaborate with its regional sister associations such as the American Association for Adult and Continuing Education (AAACE) and the Asia South Pacific Association for Basic and Adult Education (ASPBAE). Uwe Gartenschlaeger is Vice-President for the European Region on the ICAE Board.

EAEA will also participate in the CONFINTEA VI Mid-Term Review, which will take place in Korea in October 2017.

Since 2015, EAEA has been an associate member of CONCORD Europe. As such, EAEA will continue to contribute to the inclusion of non-formal adult education in development. In 2016, a member of the EAEA staff was elected member of the Steering Group of Hub 4 on Global Citizenship Education, one of the four main policy bodies of CONCORD. EAEA will continue its commitment in this body. Furthermore, EAEA will continue to be active in the SDG Watch Eu-

rope for the implementation of the Sustainable Development Goals in Europe.

9. INFORMATION AND COMMUNICATION

Fortunately, the Finnish government through its Ministry of Education and Culture continues to support a staff member of EAEA. This position including the support of the Finnish government is situated at the Finnish organisation KVS Foundation in Helsinki, where Helka Repo works as the EAEA Communications Officer. EAEA is very grateful for the support of the Finnish ministry and KVS.

Due to rapid changes in technology and smartphone / tablet use, it has become necessary to adapt websites and social media strategies. EAEA will therefore revamp its website so that it becomes mobile responsive.

10. LLLP – LIFELONG LEARNING PLATFORM (EUROPEAN CIVIL SOCIETY PLATFORM ON LIFELONG LEARNING)

EAEA has been an active member of EUCIS-LLL from the beginning, and its President, David Lopez, is an EAEA Board member. In 2015, EUCIS-LLL celebrated its 10 years anniversary and changed its name to LLLP – Lifelong Learning Platform. The EAEA Secretary-General Gina Ebner has also been elected Secretary General of the LLLP.

The close cooperation between the two associations will continue. It brings together 40

members from different lifelong learning sectors. In 2010, EUCIS-LLL was recognised as a unique representation by DG Education and Culture and has received funding since then, nevertheless the financial situation continues to pose problems.

LLL provides useful papers, positions and events (e.g. the lifelong learning week at the European Parliament) and represents the lifelong learning sector in a number of bodies.

11. EAEA YOUNGER STAFF TRAINING

It has now been six years since EAEA started organising the annual EAEA Younger Staff Training. The participants of the trainings have formed 'younger staff network' and continue to exchange ideas, information and activities, and the project AE-Pro has been developed with the help of the network.

While the 2016 edition of the training did not take place because of the insufficient number of applications, the 2017 edition, currently being prepared, has undergone significant changes. The training will now take place in September, accommodating the wishes of potential participants and giving them enough time to apply for external funding (such as Erasmus+ Key Action 1).

The format of the training has also been changed – the 2017 training will have three different themes on different days (European policies, Communication and engaging new learners, Teaching methodologies), with the last day devoted to reflection and evaluation. Finally, in 2017 EAEA will partner with EPALE Belgium in organising the event,

which will help to reach out to more potential participants and speakers.

The call for registrations will remain open until mid-June.

12. PROJECTS

12.1 ONGOING PROJECTS

12.1.1 PROJECTS COORDINATED BY EAEA

IMPLOED - IMPLEMENTING OUTREACH, EMPOWERMENT, DIVERSITY

The project is a follow-up of a Grundtvig network that elaborated guidelines for trainers/staff in adult education and policy recommendations for policy-makers for engaging disadvantaged learners. The partners now want to implement the principles: Outreach – Empowerment – Diversity (OED).

The participation in adult education has stagnated or even decreased in some countries while we do know through the PIAAC survey that large numbers of Europeans lack basic skills. And while participation is low, those who do participate are already better educated. There is a real need across Europe to attract especially low-skilled and disadvantaged adults to education and to develop comprehensive strategies for engaging new learners.

The partners will work in 2 clusters:

- Provider level: 6 partners will work to implement the OED principles (i.e. mainly the methodological guidelines) at the provider level. They will adapt them to the training needs in their countries and regions.

- Policy level: 5 partners will implement OED on the policy level by informing and training European, national & regional policy-makers on the concepts and implementation of OED.

All partners will closely monitor their challenges and successes through impact assessment. As a final product, an instruction manual for implementing OED will be produced. It will summarise the learning points, and propose concrete solutions on how to make outreach, empowerment and diversity a reality for providers and policy-makers and how to transfer the OED products to other sectors and countries.

We think we will reach at least 500 stakeholders / multipliers directly and up to 1000 through communication. The long-term strategy is to implement OED across all European countries.

Programme: Erasmus+ KA3

Coordinator: EAEA

Consortium: FOLAC, La Ligue de l'Enseignement, ENAEA, lernraum Wien, L&W, DAFNI KEK, KERIGMA, Solidarci, Drom Kotar Mestipen, KVS, DSU

Duration: 01/01/2016–31/10/2018

FINALE – FINANCING ADULT EDUCATION

In most European countries, financing (non-formal) adult education remains problematic. In contrast to the formal system, the sources of financing are fragmented. On the side of public authorities, there is a distribution across different ministries, regional and local authorities and communes. Employers obviously play an important role as do public employment services. In many countries, the learners themselves contribute through

fees. There are a number of different mechanisms and tools, which can be targeted at learners directly or at providers.

A working group from the European Commission worked on the topic. This project is a reaction and follow-up on this work. The consortium believes that there is a need to look into this topic from the point of view of civil society only and to update what has been achieved to make proposals for policy and financing practice that focuses on the providers and learners.

Indeed, the partnership believes that there is an urgent need across Europe to:

- Improve funding of adult education;
- Improve efficiency of policies and public expenditure to reconcile the need for sound public finance and funding growth-friendly investments from providers and learners' points of views;
- Propose innovative solutions that can help to improve efficiency and the quality of public spending in education and training;
- Improve the knowledge about funding instruments and how they work and for whom;
- To increase our knowledge of why and where to invest and then implement the funding instruments;
- Continue the debate across Europe about participation in lifelong learning and especially of groups that currently do not participate and how to finance this participation.

The objective of the project is to provide a set of analyses and policy recommendations targeted at policy-makers of all levels (European, national, regional, local, communal) and at providers to be used

as advocacy tools. The partnership would like to monitor and analyse adult education policies and funding instruments and make proposals on how to improve them. This knowledge also benefits providers and adult education organisations as they will be able to use the analyses and recommendations in their own work. The partnership believes that this peer learning aspect across Europe will contribute to finding the best solutions for adult education in Europe by drawing on European best practices to establish key indicators for monitoring and evaluating use of resources.

Programme: Erasmus+ KA2

Coordinator: EAEA

Consortium: AONTAS, EARLALL, DAEA, Individual Learning Company, KERIGMA, NBEB, VHS

Duration: 31/12/2015–30/12/2017

LSE – LIFE SKILLS IN EUROPE

The LSE project aims to improve basic skills provision in Europe by explaining, further developing and upscaling the life skills approach.

The latter is a more comprehensive provision of basic skills that takes the life situation and wider needs of low-skilled people into account. That way, the provision becomes most effective as it is combined with highly relevant issues such as health, family, intercultural competencies, democracy etc. for the different project target groups (people from a disadvantaged background, refugees and people resistant to ‘foreigners’ and intercultural exchange).

Aims:

- Increasing the participation rates of

adults in lifelong learning;

- Fostering cooperation between agencies and stakeholders dealing with refugees on the one hand and the low-skilled on the other hand;
- Improving health situations, better school attendance of children, more chances for employment of the life skills learners;
- Increasing the recognition of the role of non-formal (adult) education in achieving social inclusion in the EU.

The project will produce several concrete outcomes:

- **A ‘glossary’ of ‘life skills’** based on a survey among adult education organisations, desk research and interviews, to present the different approaches and understandings of life skills across Europe;
- **A collection of good practices** of life skills initiatives across Europe, and an analysis of the practices to help understand what works and how to make it work;
- **A collection and analysis of tools** that are being used across Europe in order to promote and enhance life skills and intercultural understanding;
- A provision framework and transferable modules to create **an indicative framework for life skills provision**;
- **An Awareness Raising and Strategy toolkit** that will provide summaries of the lessons learnt through the project and contain proposals for life skills strategies at different levels.

Programme: Erasmus+ KA2

Coordinator: EAEA (DAEA is the applicant organisation)

Consortium: DAEA, L&W, DAFNI KEK, SIAE

Duration: 28/12/2016–27/12/2018

12.1.2 PROJECTS IN WHICH EAEA PARTICIPATES AS A PARTNER

AEMA – ADULT EDUCATION MADE ACCESSIBLE

Aims:

The AEMA Network aims at contributing to an increased participation rate of people with disabilities in adult education; increasing the number of adult education providers who make a visible commitment to increasing accessibility; and spreading good practice and comprehensive information to all stakeholders working with and for learners with disabilities (including experts and policy-makers).

Expected results:

- A One-Stop Information portal (AEMAnet.eu) where adult education providers and experts on accessibility can use an electronic self-assessment system to rate either their level of achievement or degree of competencies and people with disabilities can identify adult education providers, which meet their specific accessibility needs;
- A system for the recognition of achievements and competencies through the issuing of accessibility quality and competency badges, which enables to build the organisational structure for a One-Stop Accreditation and Support Service (Accessibility Check-Points);
- A list of Accessibility Criteria based on the real life perspectives of people with disabilities and the achievements of Adult Education Providers;
- A Competency Catalogue that clearly reflects what Experts on Accessibility should be able to do in order to support

accessibility on the different Accessibility Domains;

- A qualitative and comprehensive “Accessibility Framework”, which includes Self Assessment Tools and corresponding Online Applications for Adult Education Providers and Experts on Accessibility.

Programme: Lifelong Learning Programme

Coordinator: Queraum. kultur- & sozialforschung, Austria

Duration: 01/01/2014–31/03/2017

SMART GENERATION – SMARTPHONE POTENTIAL AND EDUCATIONAL RESOURCES FOR YOUNG GENERATION

Aims:

The aim of the SMART GENERATION project is to develop an innovative training model at the European level in order to promote a conscious use of the smartphone, its potential and its risks, and to open a public debate on the role of digital technologies in social relationships between young people and between generations.

Expected results:

- Analysis of the training needs of young people and teachers / educators about the smartphone;
- Training program on the conscious and critical use of the smartphone;
- Pilot model of workshops on Media Education in schools and in environments outside the classroom;
- Policy recommendations on the use of smartphones;
- Open source e-learning platform;
- Two multiplier events in Italy and Belgium.

Programme: Erasmus+ KA2

Coordinator: Centro Culturale Francesco Luigi Ferrari, Italy

Duration: 15/12/2015–14/12/2017

TRANSNATIONAL PEER REVIEW FOR QUALITY ASSURANCE IN VALIDATION OF FORMAL AND INFORMAL LEARNING (VNFIL)

Aims:

The project aims to increase the transparency, market relevance, consistency and transferability of VNFIL across Europe. It supports Member States to increase quality in their VNFIL systems by providing a common framework and inspiring tools to use the Peer Review methodology. This will lead to the increase of a mutual trust on VNFIL practices and policies at the European level and thus to an enhanced transnational use of VNFIL.

Expected results:

- State of the art of report of quality systems in VNFIL;
- Piloting activities and report;
- Policy paper and multiplier events;
- Update of the database of European Peer Review VNFIL peers;
- Update of the European Peer Review -VNFIL Toolbox, the European Peer Review VNFIL Manual as well as the VNFIL Peer Review training programme.

Programme: Erasmus+ KA2

Coordinator: Commanditaire Venootschap (CV), Netherlands

Duration: 01/10/2015–01/07/2018

DIMA – A TOOLKIT FOR DEVELOPING, IMPLEMENTING AND MONITORING ADULT EDUCATION STRATEGIES

Aims:

The aim of DIMA is to create a practical and

innovative toolkit for developing, implementing and monitoring coherent and participative adult education strategies. This, in turn, will allow adult education providers and local authorities to actively contribute to national and EU adult education policies, increasing adult participation in education and training in a lifelong learning perspective.

Expected results:

- Detailed review of state of the art;
- Meetings and focus groups;
- Open consultations with key stakeholders;
- Strategic visioning workshops;
- Trainings and seminars;
- Implementations of project outcomes;
- An international conference.

Programme: Erasmus+ KA2

Coordinator: Ministry of Education and Culture, Cyprus

Duration: 01/10/2015–30/09/2017

LEK-AE – LET EUROPE KNOW ABOUT ADULT EDUCATION

Aims:

The main objective for the LEK-AE project is to increase the professionalisation and quality of information work of adult education staff. In seminars, webinars and simulation games that are developed and designed in the project, adult education staff will learn more about public relations and journalistic writing. Furthermore, they will acquire skills to give this knowledge further to their colleagues and peers in adult education.

Expected results:

The project will develop its products in three phases:

- **DEVELOPMENT:** The first project year will focus on the development of the

Intellectual Outputs: a Training toolbox: “Journalism for adult educators” together with a simulation game “Journalism and literacy”, an e-learning tool “Journalism for adult educators” including a handbook on webinar methodology and a brochure on “Informing Europe about Adult Education”.

- **TESTING:** the second project year will be designated to the national consultation on the products developed. Partners will test the IOs in learning/training situations or ask experts for their feedback on the products.
- **ROLL-OUT:** during the final project year all partners will organise multiplier events on national levels in order to present and receive feedback to the project and its products.

Programme: Erasmus+ KA2

Coordinator: Katholische Erwachsenenbildung Deutschland – Bundesarbeitsgemeinschaft e.V. (KEB Deutschland e.V.)

Duration of the project: 01/10/2015–30/09/2018

LQN – LEBENSQUALITÄT DURCH NÄHE

Aims:

Lebensqualität durch Nähe (Quality of life through proximity) aims to develop and implement comprehensive qualification and training programme with citizens in order to encourage them to jointly shape their local community through participatory projects. LQN overall objective is to contribute to a positive social development in the targeted municipalities, more cooperation between municipalities and a quicker resolution of local challenges.

Expected results:

- Consistent design of training courses and curricula for local facilitators, citizens and local political representatives;
- Competence-check tool for citizens to recognise their skills in civic engagement;
- Guide on the implementation of the LQN-process in 10 model municipalities in Austria, Germany and Italy;
- Training of citizens and local political representatives in 10 municipalities;
- Implementation of local projects by citizens in 10 municipalities;
- 3 multiplier events, 1 in Germany and 1 in Belgium.

Programme: Erasmus+ KA2

Coordinator: SPES GmbH

Duration: 01/09/2016–31/08/2019

12.1.3 APPROVAL PENDING

PROJECTS WITH EAEA AS THE COORDINATOR

LEASA – LEARNER-CENTRED SKILLS ASSESSMENTS – PRACTICE, FRAMEWORKS, POLICY

With its focus on people with low basic skills and its intention to facilitate their learning and upskilling pathway in an encouraging and smooth way, the project addresses access for disadvantaged people to adult education. It will also investigate the institutional framework of skills assessment, which has a strong focus on co-operations and systems on regional levels.

Aims:

The project aims to contribute to the creation of learner-centred approaches that encourage potential learners to start and con-

tinue their learning journey; interlocking and interlinking networks at the systemic level that enable learning pathways; and effective and efficient basic skills strategies.

Expected results:

The consortium will:

- Provide an overview of existing tools and analyse them according to their appropriateness for non-formal adult education, their intended target groups and their potential to encourage learners for further learning;
- Draft guidelines and principles for learner-centred skills assessments that encourage further learning;
- Analyse the institutional framework (systems of cooperation / learners, civil society and communities / providers) and encourage an implementation that will enable skills assessment and the transition to learning pathways;
- Make evidence-based recommendations and guidelines for the:
 - o Micro-level: how to do learner-centred skills assessments and how to evaluate tools;
 - o Meso-level: how to implement skills assessment systems as a first step of an upskilling pathway.

Programme: Erasmus+ KA3

Applicant: EAEA

Duration: 1/1/2018–31/12/2020

Funding agency: Education, Audiovisual and Culture Executive Agency (EACEA)

UP-AEPRO – UPSKILLING PATHWAYS IN AE-PRO

UP-AEPRO addresses the constant need and interest of adult education (AE) trainers and staff to learn more about European developments in adult education and other coun-

tries' systems and innovation in the field. In particular, the project contributes to deepening the knowledge and fostering the discussion about a recently launched European strategy in adult education: the Upskilling Pathways initiative (UP).

Aims:

- Increase the knowledge about the Upskilling Pathways initiative and other Lifelong Learning policies at the European level;
- Allow the exchange of innovation across Europe on the Upskilling Pathways initiative related topics;
- Improve quality, professionalisation and capacity building of AE staff and providers;
- Support UP-AEPRO learners and partners to develop online learning and introduce ICT tools into their daily work;
- Increase the intercultural skills of AE trainers and staff;
- Strengthen the cooperation with peers and policy-makers in their countries and in Europe;
- Improve the UP initiative implementation at different level by enabling AE trainers and staff (and the organisations for which they work) to be involved.

Expected results:

- An online course on the Upskilling Pathways initiative including four innovative modules on the following topics: Policy overview and European Advocacy, Skills assessment, Tailored-made offer and Validation and recognition;
- Five peer learning sessions organised by the learners themselves with the support of the UP-AEPRO partners;
- A transnational learning activity in Brussels in September 2018.

Programme: Erasmus+ KA2

Applicant: EPATV (but EAEA will be the actual coordinator)

Duration: 1/10/2017–30/09/2019

Funding agency: Portuguese Erasmus+ agency

PROJECTS WITH EAEA AS A PARTNER

EADILLS – ENHANCE ADULT LEARNERS DIGITAL SKILLS

Aims:

- Support low-skilled adults in digital competences in order to foster their employability, socio-educational and professional development;
- Support actions that develop and disseminate tools for assessment of digital competences;
- Support actions that apply the “learning outcomes” approach in carrying out quality and relevant education and training activities.

Expected results:

- Extending and developing educators' competences, particularly in the effective teaching of digital skills (training course for educators);
- Training course in ICT for low skilled adults;
- Quality Framework for adult training Organisations addressed to low digital skilled employees with the objective to encourage and motivate them and effectively support their learning.

Programme: Erasmus+ KA2

Applicant: ERUDICO- Innovation in Education, CZ

Duration: 01/12/2017–31/05/2020

Funding agency: Czech Republic Erasmus+ agency

MIRVA – MAKING INFORMAL RECOGNITION VISIBLE AND ACCESSIBLE

Aims:

The aim of MIRVA, is to study the conditions of an open recognition environment through the exploration of:

- The potential benefits of Open Endorsement as proposed by the Open Badge 2.0 specification;
- The conditions (technical, educational, political, etc.) for the successful implementation of Open Endorsement;
- The services that could emerge from the information generated through Open Endorsement;
- The mitigation of the risks of poor endorsements practices (e.g. LinkedIn);
- The conditions for creation of an effective continuum between informal and formal recognition.

Expected results:

- A dynamic Inventory of resources related to Open Recognition;
- A draft specification of an Open Endorsement environment and its services;
- A series of pilot projects to study the impact of Open Endorsement practices;
- A series of discussion papers, guidelines and recommendations on Open Recognition;
- A Community Portal and bi-monthly Newsletters; and
- A series of open workshops, seminars and conferences.

Programme: Erasmus+ KA2

Applicant: Espace Mendès, France

Duration: 01/09/2017–31/08/2019

Funding Agency: French Erasmus+ agency

RE-LINK – REFUGEES LINKED WITH COMMUNITY

Aims:

“RE-LINK: Refugees linked with community” is a project to promote the inclusion of refugees into the local community through participation in different activities. It is also a project promoting democratic values, human rights, social inclusion, non-discrimination and active citizenship.

The aim of the local activities is to bring the local community and refugees together. Through different activities refugees will be able to learn the language in everyday life and learn about culture, traditions and values of the community.

All partners work together because we realised the need of more material for their daily educational work to support the inclusion of refugees into their communities. It is important to do it with an intercultural view; it is effective for overcoming people’s national views.

Expected results:

- Research about innovative approaches and organise local activities together with refugees and locals;
- Best practices collection as a free e-publication in English and disseminated all over Europe to reach adult educators, volunteers, general public and also policy-makers.

Programme: Erasmus+ KA2

Applicant: Ljudska Univerza Ptuj, Slovenia

Duration: 01/12/2017–30/11/2019

Funding Agency: Slovenian Erasmus+ agency

LAIC – LEADING TO ACTIVE AND INFORMED CITIZENSHIP THROUGH LANGUAGE, JOB AND HEALTH

Aims:

The project aims to promote integration and social inclusion of migrants, particularly women, through the civic and socio-linguistic trainings. The training will have the objective to facilitate information and access to the local services in connection with the offer provided by schools and other local institutions.

Expected results:

- Teacher training;
- Training Modules design and implementation;
- Local experimentations (voluntary initiatives of pre-nate literacy, CV and Personalised Training Plans for migrant women, workshops based on story telling);
- Mobility activities for women and teachers;
- Evaluation of the experimentation impact;
- Agreements signed by local institutions involved in hosting migrant population.

Programme: Erasmus+ KA2

Applicant: CPIA 7, Italy

Duration: 01/09/2017–31/08/2020

Funding Agency: Italian Erasmus+ agency

DCDS – DIGITAL COMPETENCES DEVELOPMENT SYSTEM

Aims:

The project will:

- Develop an innovative multilingual Digital Competences Development System (DCDS) and use it to train low-skilled adults (25+) in the non-formal educa-

tion sector in different European countries;

- Support non-formal training providers in planning and delivering flexible and modular training offers;
- Empower policy-makers and stakeholders in formulating policies for developing and recognising adults’ basic digital competences, designing and implementing a Policy Influence Plan (PIP) in the fields of adult education, digital competences and e-inclusion;
- Collect and analyse evidence to substantiate innovative policies and practices through a field test of the DCDS.

Expected results:

- Methodology for the development of DCs;
- Handbook for implementing the methodology (for the trainers and for the training providers – telecentres);
- Creation of a suitable online-environment, face-to-face support by trainers (e-facilitators) in using it;
- Personalised learning application with gamification;
- Validation and certification of digital competences;
- Reports and policy recommendations based on data analysis, including policies for recognition, PIP;
- Complete alignment of the system with the European Digital Competence Framework for Citizens – DigComp.

Programme: Erasmus+ KA3

Applicant: Telecentre Europe

Duration: 01/01/2018–31/12/2019

Funding agency: Education, Audiovisual and Culture Executive Agency (EACEA)

SKILL HUBS – TRANSNATIONAL UP-SKILLING GUIDANCE AND TRAINING MODEL IN PRISONS

Aims:

To develop transnational upskilling guidance and training models in prisons, education of low-skilled adults (prison inmates), to increase their chances on the labour market.

Expected results:

- Development of a detailed methodology which can be used by counsellors and teachers, including
 - o boosting their entrepreneurship mind-set in order to establish contacts in local communities;
 - o training/guidelines on how to prepare individualised document of learning achievements for inmates.
- Concrete recommendations for establishing the methodology in prisons;
- Establishment of innovative skillHUBs in prisons in order to enable acquisition of basic and transversal skills, with “innovative” meaning focus on basic and transversal skills in individualised, real-life, problem-oriented situations with an aim to improve integration into education system, labour market and mainstream society after end of sentence.

Programme: Erasmus+ KA3

Applicant: Trebnje Center for Education and Culture

Duration: 01/11/2017–30/04/2020

Funding agency: Education, Audiovisual and Culture Executive Agency (EACEA)

13. FINANCES

EAEA is now in the third year of its 3-year framework contract with the EACEA. EAEA continues to be very active in project work, too. In the 2nd half of 2016, EAEA also signed a contract with ECORYS in order to be part of the editorial team of EPALE. This contract continues in 2017.

EAEA has also applied to change its joint commission. The current commission is not active, and the one EAEA has applied for is the one in which most other LLL associations are organised in. This commission has the advantage that it offers free training to the staff members under this commission as well as a scheme which creates additional staff resources.

EAEA, together with LLLP, is also lobbying for an increase in the operating grant for the next period.

The secretariat is supported by the accountant Dimitri Dupont, the external auditor Pierre Lerusse and the internal auditors Henk Hijnk and Andre Schläfli.

14. MEMBERSHIP

The new member strategy focuses on increasing member involvement in the activities of EAEA. To make sure that the members are not only well informed of but also engaged in EAEA daily work, EAEA continues to improve the membership services and has introduced a few changes. A summary of the new membership strategy was presented in late 2016 and the full document was made available for the EAEA Board in early 2017.

The bi-weekly EAEA Member News have

proven successful since their introduction in mid-2014. After consultation with the Communications Officer and analysis of the 2016 Member Survey, the EAEA Membership Officer has considerably shortened the news items, thus improving the readability. According to the latest membership survey, conducted in February 2017, 75% of the respondents now follow the Member News, comparing to 67% in the previous year.

EAEA members are also involved in the activities of EAEA through News from Brussels, which concern European policy developments and are sent by the EAEA Secretary-General, as well as the general newsletter and e-mails regarding topics of particular interest to the members (such as new calls or project partner searches within the network).

MEMBERSHIP SURVEY

An annual membership survey, introduced in 2013, monitors the satisfaction of the EAEA members with EAEA’s work and services and collects input for improvement. The membership surveys show that the satisfaction rate, especially of “very satisfied” members, has increased throughout the last years. The EAEA Member Survey 2017 shows that an overwhelming majority of EAEA members – 89% – are “very satisfied” or “satisfied” with membership, and no respondent has described themselves as “dissatisfied” or “very dissatisfied”. Almost all respondents were “very satisfied” or “satisfied” with EAEA’s provision of up-to-date information on EU policy development about adult education in 2016, and an equally high number was “very satisfied” or “satisfied” with EAEA’s advocacy work on the European level for non-formal adult education and lifelong learning. EAEA members also remain consistently satisfied

with EAEA’s choice of annual themes. The two themes in 2016 were described as “relevant” or “very relevant” by over 80% of the respondents; the 2017 theme – Engaging new learners – also reached almost 80%.

Potential members of EAEA are regularly contacted via email (through the Get Involved newsletter and personalised emails) as well as by phone. As some EAEA members have mentioned they would be available to increase the promotion of EAEA in their countries, this opportunity will be explored in 2017. EAEA members will also be contacted about the promotion of EAEA through the Year of Adult Education in Europe.

Candidate members, who sometimes have to wait almost one year until officially joining EAEA, now receive not only the Member News, but also have their own sub-pages on EAEA websites, where their status is clearly marked.

15. STAFF ISSUES

Currently, the following staff members work for the EAEA.

BRUSSELS:

- Gina Ebner Secretary-General (90%)
- Raffaella Kihrer Policy Officer
- Francesca Operti Project Manager
- Aleksandra Kozyra Membership and Events Officer
- Clémence Garnier Junior Project Officer (until June 2017, with an ‘immersion professionnelle’ contract)

HELSINKI

(financed by the Finnish Ministry of Education and Culture)

Helka Repo Communications Officer

16. MEETINGS OF THE EXECUTIVE BOARD

The meetings of the Executive Board are necessary for the decision-making of EAEA. Additionally, the meetings are held in different countries, which enable the Executive Board to meet with policy makers and (potential) member organisations in order to learn more about the situation, challenges and needs of adult education organisations in the respective countries. In 2017, meetings will be held in Vienna, Brussels, Girona, Tiflis and Brussels.

The Board continues to be very active, representing the EAEA at events, contributing to policy discussions and papers and even helping with more general, logistic and operational matters.

Next Board elections will take place at the General Assembly in Girona.

PREVIEW TO 2018

For a more detailed plan, please consult the discussion paper on the future of the EAEA.

The General Assembly and EAEA Grundtvig Award 2018 will take place in Tallinn, Estonia, on 27 and 28 June 2018.



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



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