



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

ACTIVITY REPORT 2013



Lifelong
Learning
Programme

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GA- 18.06.2014-07-01-GE

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HIGHLIGHTS OF 2013

EVENTS

- Conference on The European Year of Citizens 2013 - The challenges and opportunities for adult learning
- General Assembly with elections of a new Executive Board and with a thematic focus on adult education in times of crisis
- EAEA Grundtvig Award
- Policy debate with the European Parliament
- Workshop on adult education and development cooperation at the European Development Days 2013
- Younger Staff Training
- Study visit by DVV International

ADVOCACY

- Lobbying for adult education / Grundtvig
- Participation in European Commission working groups on Financing and Quality
- Participation in Lifelong Learning Week at the European Parliament
- Launch of GRALE II



Participants of the ARALE Conference.

- Presentations and inputs at a number of conferences, e.g. the conference of the European Commission on Adult Education in Vilnius
- Meetings with decision-makers

PUBLICATIONS

- Grundtvig Award Brochure
- Policy paper on “Adult Education in Times of Crisis”

STATEMENTS

- EAEA Statement on the European Commission’s communication on “Rethinking Education”
- EAEA statement on PIAAC

PROJECTS

- OED - Outreach, empowerment, diversity
- ARALE – Awareness raising for adult learning and education
- BeLL – Benefits of Lifelong Learning (coordinator: DIE - Germany)
- GoAct
- InfoNet III

This EAEA Activity Report refers to the period from January to December 2013 and it presents a general overview of the work of the EAEA performed throughout this time. It is based on the application for core funding for 2013 and follows the Work Plan for 2013, which was approved by the General Assembly 2012 in Vienna, Austria.

1. INFLUENCING PUBLIC POLICY

2013 was characterized by two main policy developments in adult education: the Erasmus+ programme was negotiated and agreed on with the Council and the European Parliament as well as the OECD Survey on Adult Skills, PIAAC, was launched.

1.1 MAINTAINING CONTACTS WITH THE EUROPEAN COMMISSION AND OTHER EUROPEAN INSTITUTIONS

EAEA has had regular contacts with the adult education unit in the Directorate-General for Education and Culture (DG EAC). Informal meetings were happening throughout the year, and regular exchanges about plans and opinions were taking place.

EAEA was able to intensify its contacts with the European Parliament and the EESC through organising a policy debate with MEP Kent Johansson and MEP Katarina Nevedalová, as well as being consulted for input to reports on “Rethinking Education”. EAEA Secretary-General Gina Ebner met the Head of DG EAC Unit Ms Dana Bachmann and Mr Tapio Säävälä, the Head of Unit for Adult Education, to discuss their and our work for 2013. The European Commission was represented at the Policy Debate through Ms Bachmann, who was also one of the main speakers at our ARALE project conference on “Awareness raising for Adult Learning and Education”. At our Annual Conference on The European Year of Citizens, the European Commission was represented by Mr Tapio Säävälä.

In June 2013 the EAEA President as well as the Secretary-General met with the two DG EAC Directors, Pierre Mairesse and Antonio Silva Mendes in order to discuss further cooperation and future plan. Additionally, speakers from the European institutions were present during the Grundtvig in-service “Younger Staff Training” as well as during study visits, such as the yearly one-week visit by DVV International representatives.

EAEA continued to participate in the two Thematic Working Groups of the European Commission, on Financing and Quality. President Per Paludan Hansen represents EAEA in the Financing group, the Secretary-General in the Quality group.

Via the European Civil Society Platform on Lifelong Learning (EUCIS-LLL), the relationship with other units in DG EAC have been reinforced and EAEA has been very active in the stakeholder initiatives (see below).

1.2 LOBBYING FOR GRUNDTVIG, LIFELONG LEARNING, ADULT EDUCATION AND CIVIL SOCIETY

EAEA worked intensively in Brussels, but also through its members at national level, to lobby for the position of adult education within the Erasmus+ programme. During 2013 the programme was approved and the user guidelines were developed. EAEA and EUCIS-LLL worked successfully together to support these developments in order to make them user-friendly as well as to bring the programme close to the education reality. We were supported by our members, who kept writing to and meeting with their national education representatives and MEPs. EAEA provided the members draft letters and amendments.

EAEA continued to play an active role in the European Civil Society Platform on Lifelong Learning, Social Platform, ICAE and CONCORD.

1.3 POLICY DEBATE WITH THE EUROPEAN PARLIAMENT: PIAAC IS A TOOL FOR ACTION

On the 3rd of December 2013, EAEA gathered MEPs and European Commission representatives, as well as civil society actors to debate the PIAAC results and build up further actions in the framework of the EUCIS-LLL Lifelong Learning week 2013. “PIAAC study is a wake-up call for action for MEPs, teachers and NGOs around Europe”, concluded the MEP Kent Johansson in his opening remarks at the EAEA Policy Debate *PIAAC: What does it mean for adult learning?* According to the OECD’s PIAAC study on adult skills, around 20 percent of European adults have low literacy and numeracy skills. Gaps in literacy proficiency between generations are also getting wider.



Adult education tackles skills gaps

According to the EAEA adult education is a key for enhancing skills, competences and social participation in Europe. PIAAC proves that a person's skills tend to decline over the years, which demonstrates the importance of adult education. EAEA recommends public investment in adult learning and support for campaigns underlining the personal and social benefits of non-formal learning. Studies show that investing in adult education saves money for example from health costs.

Towards an inclusive Europe

EAEA underlines the importance of supporting the learning of disadvantaged groups, such as immigrants. Immigrants with foreign-language background have significantly lower proficiency in literacy and numeracy skills than native-born adults. Adult education enhances participation in societies. According to PIAAC there is a clear relation between trust and literacy levels.

PIAAC is an instrument for action

Studies such as PIAAC give lobbying tools for NGOs. For the European Commission, PIAAC offers a tool in tailoring policy. "Improving education and skills policies requires strong evidence. PIAAC provides this evidence", said Dana Bachmann, the Head of Unit of the DG Education and Training of the European Commission. The challenge now lies in turning the study findings into active policy. "We will discuss with the member states how to translate the outcomes of PIAAC into policy. I believe that EAEA and the European Commission should work together in a creative partnership to enhance adult education as a political priority", Bachmann concluded.

1.4 ADULT EDUCATION AND MIGRATION

EAEA received an invitation from Migration Policy Group (migpolgroup.com) and SIRIUS network (sirius-migrationeducation.org), to explore the potential for an EU working group on migrant education, which was discussed at the first stakeholder meeting on the 25 of March.

1.5 VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

The European Civil Society Platform on Lifelong Learning - EUCIS-LLL - has been advocating for validation as a key tool for lifelong learning for years

and has now set up a task force to further tackle the issue. Due to the high importance that this topic has among our members, EAEA decided to be part of it. The task force held the first meeting of the task force on 11 of July 2013. During 2013 it concentrated on the implementation of the 2012 Council Recommendation on the validation of non-formal and informal learning, as well as the current revision of Cedefop 2009 European Guidelines for validating non-formal and informal learning and 2010 European Inventory on validation.

1.6 PLATFORM MEMBERSHIPS

Since January 2007, EAEA has been one of the NGOs with participatory status at the Council of Europe and is thus a permanent dialogue partner in the Council of Europe, with Uwe Gartenschlaeger as the EAEA representative.



EUCIS-LLL

Via the EUCIS-LLL platform, EAEA continues to be represented in the Liaison Group Civil Society of the Economic and Social Committee; whenever education and training are on the agenda, adult education is one of the themes that are being discussed. The EUCIS-LLL platform has been accepted as the eighth member of the Civil Society Contact Group (CSCG), a group of large European NGO platforms in the following fields: culture (EFAH), development (CONCORD), environment (Green 10), human rights (HRDN), lifelong learning (EUCIS), public health (EPHA), social issues (Social Platform) and women (EWL). The joint efforts are aimed at developing the dialogue between civil society organisations and the EU institutions as an essential part of strengthening participatory democracy. The CSCG tackles issues that go beyond the individual sectors and provide an opportunity for capacity building among its members.

EAEA is also represented in the Civil Society Platform on Multilingualism (CSPM), which gathers prominent European-wide working head organisations of civil society which have expertise and experience in the field and cover all language-related fields of civil society. Since 2012 the platform has been proposed a second mandate to continue to promote multilingualism and policy developments within the European Union in a way that the Euro-

pean Commission has outlined for the coming years.

In 2013 the platform has been divided into four working groups to deepen some aspects of the multilingualism policies and give input about them to the Commission. Being part of the group on non-formal and informal language learning, EAEA had the chance to present an overview of non-formal methodologies in language learning to the platform members and the EC representatives, accompanied by several good practices. In particular, EAEA illustrated how these ways of learning might overcome the traditional obstacles to adult language learning.

Apart from its EUCIS-LLL and CSPM memberships, EAEA is also an active member in the European Commission's Access2Culture platform, which was established by the European Commission in 2008. There, we are members of the working group on education and culture. EAEA is a member of the International Council of Adult Education (ICAE), participates as a member in the Social Platform and is currently also an observer at CONCORD, the European Platform for Development.

1.7 STATEMENTS AND OPINIONS

In order to be recognised as a policy actor and significant representative of 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. EAEA has published a number of papers in the last year. EAEA has released statements on European Commission's communication on Rethinking Education, presented in November 2012, as well as on PIAAC, the OECD Study on Adult Skills, launched in October 2013 (see annex on the page 47).

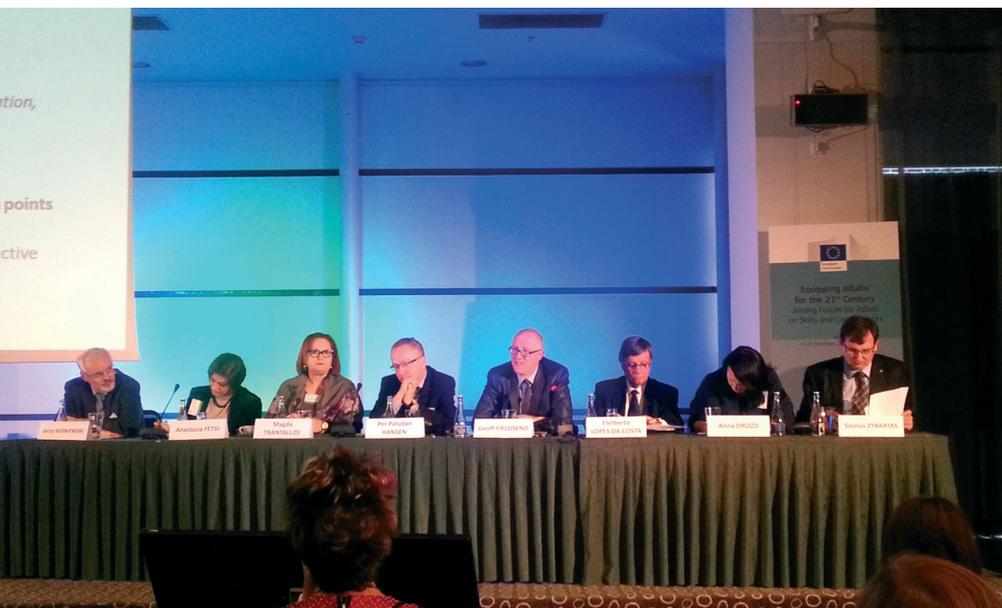
1.8 EUCIS-LLL - THE EUROPEAN CIVIL SOCIETY PLATFORM ON LIFELONG LEARNING

In 2013, EUCIS-LLL continued to receive core funding from the European Commission and was therefore able to continue its office in Brussels and organise various activities. The following overview presents the activities of EUCIS-LLL in 2013 in full: EUCIS-LLL supported the European Commission in the organisation of the 2nd European Education, Training and Youth Forum,



DVV International study group met with the MEP Heinz K. Becker.

17-18 October in Brussels, which brings together various stakeholders once per year in order to discuss key policy developments linked to the Europe 2020 strategy, the strategic framework for European cooperation in Education and Training (ET2020) and the European Youth strategy. The 2013 Forum promoted the idea of “Working together for Reforms”, emphasising the need for policy-makers and key stakeholders to work in partnership, in order to foster the successful implementation of reforms at national and regional level, in particular through the opportunities offered by the new EU education, training and youth programme 2014-2020 Erasmus+. EUCIS-LLL was in particular responsible for the online consultation launched prior to the event that targeted more than 2000 stakeholders’ organisations around Europe. To prepare an open and rich discussion at the Forum, all stakeholders were called upon to convey their ideas of how they could contribute to reforms through the programme ahead of the Forum. The survey ran from 30 July to 7 October 2013, through which EUCIS-LLL collected 733 answers. In the past, EUCIS-LLL had organised a so-called stakeholder forum, but the European Commission has moved away from a civil dialogue approach to a



European Commission conference on adult education was organised in Vilnius, 9-10 December 2013.

more general partnership approach, which was reflected in the forum.

EAEA Secretary General stepped down as EUCIS-LLL president, while two EAEA Executive Board members were elected in the EUCIS-LLL steering committee: David Lopez as President and Gerhard Bisovsky as Treasurer.

1.9 RAISING VISIBILITY

In addition to the meetings with policy makers, EAEA tries to be present at other meetings and / or receives invitations to conferences. These are all opportunities to present EAEA and its viewpoints.

EAEA, i.e. the President, Vice-Presidents, Board members and Secretariat, were invited to participate and / or do presentations in thematic working groups, conferences and meetings:

- EACEA Infoday
- EC Peer Learning Activity, Vienna and Luxembourg

- EESC Civil Society Day, 6 March, Brussels
- National Coordinators Meeting, 25–26 April, Cardiff
- EUCIS-LLL Conference and General Assembly, 14–15 May, Vilnius
- Conference on Quality assurance, in the framework of the Irish presidency
- Civil society Shadow summit, 25 June, Brussels
- Future Forum, 3–5 July, Innsbruck
- “ForAge International Conference - The Future of Learning for Older People in Europe”, 30 September – 1 October 2013, Budapest
- Forum on Education and Training, 17–18 October, Brussels
- BOCAED, conference on technical and vocational skills development for the informal sector – DVV International, 16–17 October, Bonn
- ESREA conference, 7–8 September, Berlin, and 1–3 November, Bonn
- Conference “Working Together to Make a Difference! Civil Participation in Europe as a Challenge for Adult Education”, 15–16 November, Vienna
- EUCIS-LLL Lifelong Learning Week, 4–8 December, Brussels
- EC conference under the Lithuanian presidency on Adult Education, 9–10 December, Vilnius
- 25th years anniversary event of the Hungarian Folk high school association, Budapest.

2. INTERNATIONAL COOPERATION

2.1 COOPERATION WITH ICAE AND ASPBAE

EAEA established a close cooperation with ICAE (International Council of Adult Education) and ASPBAE (Asia South Pacific Association for Basic and Adult Education) through a working group, in order to work together on common policy issues as well as projects, regarding for example climate change education, development cooperation, validation, change and migration.



The EAEA website now includes a separate section on development cooperation, which includes updates, events as well as toolkits and resources on the topic: www.eaea.org/en/policy-advocacy/development.html. Andre Schläfli from Switzerland represents EAEA and the European region in the board of the ICAE as Vice-President. The President and Secretary-General of ICAE and ASPBAE participated in the EAEA Conference and General Assembly in Leicester, UK. Following these events, these persons together with further representatives of ICAE, ASPBAE and the EAEA Board and Secretariat met in an informal meeting in order to discuss further cooperation and projects.

ICAE, ASPBAE and EAEA representatives also arranged a meeting with Michael Matthiessen, Principal Advisor ASEM and Marek Repovsky, International Relations Officer SEE from the EEAS in Brussels (December 2013), discussing possible involvement in the preparation of the ASEM 2015 through the People-to-People Forum (AEPF) and the ASEM LLL Hub.



2.2 LAUNCH OF GRALE II

GRALE II was launched in Vilnius, Lithuania, on 8 December 2013. The launch was organised by the EAEA in cooperation with the International Council of Adult Education (ICAE) and the UNESCO Institute for Lifelong Learning (UIL) and supported by the Swiss Agency for Development and Cooperation (SDC). The Conference “Equipping adults for the 21st century – Joining forces for action on skills and competences”, which was held in Vilnius on

9 and 10 December 2013, during the Lithuanian EU Presidency, provided a framework that assured broad attention for the GRALE II launch. The launch was chaired by Gina Ebner, EAEA Secretary-General, and Werner Mauch, Senior Programme Specialist at the UNESCO Institute for Lifelong Learning in Hamburg. The report was presented by UNESCO Director Arne Carlsen, who recalled the objectives of GRALE. The aims are to demonstrate progress and developments since CONFINTEA VI, remind governments of their commitments, and offer governments the opportunity to track their progress against that of other countries. EAEA President Per Paludan Hansen underlined that GRALE is an important tool to improve the work of EAEA. Katarina Popovic, who spoke on behalf of DVV International, presented a South-East European perspective and gave an overview of the comprehensive activities undertaken in this region to carry forward the process initiated by CONFINTEA. The European launch of GRALE II gained much attention from the audience. Several issues raised by the report were analysed and discussed during the subsequent conference, which attracted over 200 people from all European regions.

2.3 DEVELOPMENT

EAEA and DVV International organised the workshop “Lifelong Learning in Development Cooperation - An Unfinished Agenda” at the European Development Days (EDD) on the 26th of November 2013 in Brussels.

Uwe Gartenschlaeger, Vice-President of EAEA, said the shift in focus from the Millennium Development Goal of universal primary education for all to a cradle-to-grave education cycle had given adult educators an opportunity to shape the future. With those remarks, delegates entered into a debate on development strategies and identified synergies needed for tackling the global challenges facing education and development.

Community involvement crucial

The primary concern that emerged was that lifelong learning in the post-2015 development agenda will need to put the learner’s wishes and needs at the heart of the process. Engaging learners’ voices is vital to ensuring sustained participation and involvement. “Community involvement is needed for learning. If you are surrounded by a safe culture and a safe community which supports you, you will not be afraid of taking the opportunity of edu-



EAEA Secretary-General Gina Ebner at the European Development Days in 2013.

cation as an adult”, said Sturla Bjerkaker.

Adult education – good tool for development

Gina Ebner, Secretary-General of EAEA, reminded that European lifelong learning policies provide a foundation for development around the world and must be tailored to the needs of individual countries. In discussing the key lessons of the European lifelong learning process for development cooperation, delegates concluded that raising levels of investment is crucial to ensure the sustainability of projects, so that people continue to learn throughout adulthood. “We need to look at what makes adult education a good tool for the transformation of society in a positive dimension”, said Balázs Németh.

3. CONFERENCES AND EVENTS

3.1 CONFERENCE ON “THE EUROPEAN YEAR OF CITIZENS 2013 - THE CHALLENGES AND OPPORTUNITIES FOR ADULT LEARNING”

This conference, organised on 7 June 2013 in Leicester, United Kingdom, together with NIACE (UK National Institute of Adult Continuing Education), explored the wider role of learning for active citizenship across society and European countries through inputs from across the membership of the EAEA. Key note speeches set the context from academics, policy makers and leaders, alongside practitioner-led workshops on four themes:



Key note speeches set the context from academics, policy makers and leaders, alongside practitioner-led workshops on four themes:

- Basic skills learning for active citizenship
- Migration, minorities and adult learning
- Adult learning as a tool for transnational tolerance
- The role of adult learning in democratic engagement

Aims

- to explore the contribution of adult learning to active citizenship and democratic engagement;
- to compare experience, practice and approaches and make recommendations for local, national and European developments;
- to discuss the issue of European citizenship, democracy and adult learning at a time of crisis.

Outcomes

By the end of the conference, participants had the opportunity to

- hear the latest thinking and policy analysis on the subject of adult learning for active citizenship;
- see practical examples of good practice from across Europe;
- contribute to discussions and draft a set of recommendations.

The recommendations from the workshops, together with other materials are available at the EAEA website:

<http://www.eaea.org/en/eaea/eaea-events/annual-conferences/the-european-year-of-citizens.html>.

3.2 GENERAL ASSEMBLY AND GRUNDTVIG AWARD

See chapter 7.1

3.3 POLICY DEBATE AT THE EUROPEAN PARLIAMENT

See chapter 1.3

3.4 WORKSHOP ON ADULT EDUCATION AND DEVELOPMENT

See chapter 2.3

3.5 YOUNGER STAFF TRAINING

At the end of November (25-29) EAEA organised the Grundtvig in-service training for younger staff, “European Adult Education and Lifelong Learning - Introduction for the Younger Staff”, for the third year running. During the week, 17 adult education professionals under the age of 40 had the opportunity to learn more about the EU institutions, advocacy work for adult education on a European level and adult education in each other’s home countries. The training included visits and meetings at the European Commission, the European Parliament and the Council of the European Union. The participants also conducted peer-to-peer sessions on “Adult Education in my country”, and EAEA organised in-house seminars and workshops, as well as meetings and interaction with other related European NGOs.

Together with the colleagues from the first training in 2011 and 2012, we now have a network of about 40 young adult educators who continue to work together.





Participants of the Younger Staff Training 2013 together with a part of EAEA staff.

3.6 DVV INTERNATIONAL STUDY VISIT

From 16 to 18 September 2013, EAEA hosted a DVV International study visit on European adult education and lifelong learning in Brussels. The invited experts in adult education and politicians from the Western Balkan States gained insight into decision making processes at the European level through presentations and meetings with actors from civil society and with European politicians.

Creating new strategies for adult education and vocational training

The Western Balkan States are part of the on-going negotiations about the enlargement of the European Union. The participants of the study visit met representatives of the countries Bosnia and Herzegovina, Macedonia and Serbia and Montenegro at the Directorate-General Enlargement at the European Commission, where they discussed issues of adult education in their respective countries. In a meeting with MEP Heinz K. Becker (European People's Party) they learnt more about the work of the European Parliament in adult education.

Lobbying and advocating for adult education

In a presentation by Julie Anderson, Education and Skills Attaché at the Permanent Representation of Ireland to the EU, the participants deepened their knowledge about the role of the EU presidency in the European legislative processes. Martina Ni-Cheallaigh and Maria Todorova, European Commission DG Education and Culture, emphasised the importance of a coherent strategy for adult education. Experts from European platforms and networks - Maurice Claassens and Agata Patecka (SOLIDAR) and Noé Viedma (EUCIS-LLL) - elaborated on how lobbying and advocacy work at different levels of the decision making process.

Shaping adult education in the Western Balkan States

During the study visit, the participants expanded their professional networks and experiences in adult education in their countries. They signalled their wish for a better cooperation in the field of adult education between the Western Balkan States and the European Union. “Learning about the role and the organisational structures of organisations like EAEA, EUCIS-LLL and SOLIDAR was very instructive. We want to build on that knowledge in our countries. We also think it was very important for us to see how the issue of adult education looks at the European level, and to get to know policies and strategies,” the participants said.

4. PUBLICATIONS

4.1 EAEA GRUNDTVIG AWARD 2013 BROCHURE

EAEA published a summary of all the received submissions of the Grundtvig award, thereby providing an outstanding collection of good practice examples across Europe and outside.

4.2 ANALYSIS OF PIAAC: OECD SURVEY ON ADULT SKILLS

During the autumn 2013, EAEA analysed the results of the OECD adult skills survey PIAAC. Based on this analysis a statement and a media release were published. EAEA also produced an infonote presenting the main results of the PIAAC. These documents can be found in the annex section (page 47 onwards).

4.3 STATEMENT: ADULT EDUCATION IN TIMES OF CRISIS

The economic crisis has affected our members in different ways, and we considered the impact this has had on our work. We therefore reflected on the changes that the crisis has had on adult education, whether these changes were imposed on us or whether we think we have to redefine our work ourselves. Therefore in 2013 EAEA initiated an online consultation with EAEA members and interested persons on how the crisis (economic, social, democratic, personal) affected adult education in their countries. The discussions were finalised at the EAEA General Assembly on 6 June with three workshops that focused on the topics “Adult education in times of crisis: policy development”, “Adult education in times of crisis: grassroots targets and strategies” and “Adult education in times of crisis: EAEA’s approach for the future”. Finally EAEA received 12 national inputs from EAEA members on the situation in their countries. All these very interesting reports, experiences, ideas and recommendations, as well as discussion with the Executive Board gave input to the EAEA statement on Adult Education in Times of Crisis, which was published online (http://www.eaea.org/media/policy-advocacy/eaea-statements/2014_eaea-statement_adult-education-in-times-of-crisis.pdf). This statement has been presented to key stakeholders and decision makers as well as circulated and disseminated

widely on European (and national) level.

4.4 LEAFLET: WHY IS ADULT EDUCATION IMPORTANT?

EAEA produced a leaflet “Why is Adult Education important?” that sheds light on the various benefits adult education has. The leaflet explains European decision makers, why investing in adult education makes good sense for individuals, communities and economies as a whole. The leaflet offers the EAEA members a useful policy advocacy tool also on local and national level. The leaflet was spread widely to the EAEA membership and adult education policy makers and other stakeholders.



5. PROJECTS

Our aim is to be present in European projects of strategic importance with regard to advocacy policy in adult education and lifelong learning. EAEA is requested as a partner in European projects with increasing tendency. An important role that the association takes over in these projects is disseminating projects in development and project results as well as disseminating good practice examples.

PROJECTS IN WHICH EAEA WAS INVOLVED AS A COORDINATOR IN 2013:

5.1 OED – OUTREACH, EMPOWERMENT, DIVERSITY

This is a Grundtvig network coordinated by EAEA - which brings together 17 organisations from 14 countries. Our aim is to tackle the need for outreach to marginalised groups, especially migrants and ethnic minorities, for the development of more diversity in adult education, and especially the inclusion of learners' voices, and for the empowerment of its learners to become active European citizens.



In 2013 the OED network developed methodological guidelines for trainers and adult education institutions working with marginalised groups. These guidelines were discussed during a trainer workshop in Sweden as well as tested in practice on national level in 14 countries. All OED publications and products (in EN, FR, DE) can be found at www.oed-network.eu.

OED aims to:

- provide a collection and analysis of good practice examples from across Europe that tackle the overlap of social inclusion and active citizenship (EN, FR, DE);
- analyse outreach strategies to marginalised groups and provide information to other adult education institutions how to organise this;
- promote diversity in adult education organisations and their training;
- develop empowerment strategies based on good practice and experiences of the network in order to activate learners from disadvantaged backgrounds;

- improve teaching methodology for diverse target groups that empowers them and publish methodology guidelines for trainers (EN, DE, FR);
- improve the management of adult education institutions through diversity and the inclusion of learners' voices;
- look at how including diverse learners' voices can improve adult education;
- provide policy recommendations (EN, FR, DE) that will tackle the integration of marginalised groups, their empowerment and participation in lifelong learning;
- organise a European conference in Brussels to present the results.

The network will have an impact on the participating institutions, teachers, trainers and (managing) staff in adult education, learners (especially from disadvantaged groups), other stakeholders in lifelong learning and policy makers. The network will improve approaches in reaching out to disadvantaged groups, promoting diversity in organisations, improve teaching methodology, promote active citizenship by participatory strategies and support the development of better policies aimed at integration and lifelong learning.

Partner organisations:

1. European Association for the Education of Adults (Belgium)
2. Deutsches Institut für Erwachsenenbildung (Germany)
3. Finnish Lifelong Learning Foundation (Finland) (Partnership transferred from Finnish Adult Education Association in 2013)
4. Deutscher Volkshochschul-Verband e.V (Germany)
5. FOLAC – Learning for Active Citizenship (Sweden)
6. International Organisation for Migration Vienna (Austria)
7. Educational Disadvantage Centre, St Patricks' College (Ireland)
8. HYDRA (Turkey)
9. DAFNI KEK (Greece)
10. Danish Adult Education Association (Denmark)
11. La Ligue de l'Enseignement (France)
12. National Institute of Adult Continuing Education (United Kingdom)
13. Estonian Non-formal Adult Education Association (Estonia)
14. NGO Home of Science and Technology (Bulgaria)
15. Movimiento Por la Paz El Desarme y la Libertad (Spain)
16. Drom Kotar Mestipen - Roma Association of Women (Spain)

17. lernraum.wien - Wiener Volkshochschulen (Austria)

Find more information here: www.oed-network.eu.

5.2 ARALE – AWARENESS RAISING FOR ADULT LEARNING AND EDUCATION

The ARALE project was funded by an accompanying measure grant from the Grundtvig programme. The partners were EAEA, the Danish Association for Adult Education (DAEA) and the Estonian Association for Non-formal Adult Education (ENAEA).



Due to its non-formal nature, non-formal and non-vocational adult education is often fragmented, lacks the financial and structural support that other sectors enjoy and its importance is often not recognised enough. The project tried to deal with questions such as: What have been successful arguments and strategies to draw more adults to learning? What have been successful arguments towards policy-makers so that they have started / continued to support adult education? Have there been campaigns that have successfully targeted disadvantaged learners? What are the possibilities of and for a European campaign?

The main objectives of the project were to create: a coherent summary of campaigns across Europe, incentive and expertise for the adult education community to initiate more campaigns, further tools to improve people's participation in lifelong learning and a stronger support for the European agenda on adult learning through the application of advocacy campaigns.

The project was kicked-off with the launch of a survey aiming at collecting good practices for raising awareness on adult education in Europe targeting policy makers, the general public or specific target groups. Out of the 56 campaigns from 19 countries submitted, 26 submissions were chosen to be part of the best practice collection that was published online on the EAEA webpage: www.eaea.org/en/projects/eaea-coordinated-projects/arale/best-practice-collection.html. The final conference took place on the 2nd and 3rd of October, with 70 participants from 20 European countries. According to a survey done after the conference, 86.6% of the participants

were satisfied or very satisfied with the conference. A publication containing the conference report and general recommendations was produced after the conference.

PROJECTS IN WHICH EAEA WAS INVOLVED AS A PARTNER IN 2013:

5.3 BELL – BENEFITS OF LIFELONG LEARNING



Especially in times of economic crises, we need to underline how important adult learning and education are, and need to provide evidence and tools for our arguments, which is exactly what this project intends to do.

The aim of the BeLL-project is to analyse wider benefits of non-vocational adult learning in nine European partner countries. The focus is on non-formal adult education, which is usually based on voluntary participation and non-vocational topics. The target groups are active adult learners, highly educated as well as lower educated persons, who have participated in non-formal education courses.

The key idea is to collect comparative data referring on a research framework from an earlier study conducted in Finland in 2008 (Manninen & Luukannel 2008). Previous research on the wider benefits of non-formal adult education have demonstrated that non-formal adult learning can lead to an increase in active citizenship, self-confidence, creativity and motivation for further learning, and contribute towards social capital (social networks and communities), identity capital (self-esteem etc.) and human capital (skills and competencies) (see Manninen, J., 2010; Schuller, T. et. al 2005).

Comparative data about learning opportunities and wider benefits will help member states to estimate their own situation, as well as to make evidence based decisions about development of provision of lifelong learning opportunities. Empirical evidence gained through this study will help to strengthen adult education in the different countries.

2013 has been a crucial year for BeLL, as the consortium finished the collec-

tion of the quantitative data and conducted the qualitative interviews (8 per country). Thought-provoking and motivating results have been individuated thanks to the data analysis. The final report will be available in 2014 and duly disseminated throughout Europe. The report will also contain recommendations to policy makers, which could serve as a powerful tool to advocate for adult education sector in the EU.

Find more information here: bell-project.eu.

5.4 ENIL – EUROPEAN NETWORK FOR INTERGENERATIONAL LEARNING

The main aim of the European Network for Intergenerational Learning is to promote Intergenerational Learning (IGL) by bringing together and supporting sustainable, effective practice in the field, by facilitating the exchange of ideas and expertise beyond individual projects, and by creating a mechanism for practitioners to influence policy and practice.



The Network responds to the need identified among practitioners to offer a platform and incentives for fostering new ideas and new developments in intergenerational learning across Europe, and to provide the infrastructure for on-going exchange of expertise, good practice, news, research and developments in the field.

EAEA's role within the project is basic dissemination and the organisation of a final conference in Brussels. In 2013 the ENIL network finalised project outcomes such as the IGL dictionary and the IGL memorandum. This latter is particularly important as it contains recommendations to enhance and mainstream IGL in the EU. Furthermore, a fruitful conference, investigating intergenerational practices of European cities, was organised in November 2013 in Cuenca, Spain.

Find more information here: www.enilnet.eu.

5.5 INFONET III

InfoNet III aims at:

- Providing a comprehensive, constantly growing database (InfoService) with reports (news, articles, background articles, interviews, etc.) related to adult education (currently around 600 articles);
- Providing a thematic information letter (Info-Letter), issued every two months as a PDF file with links to the InfoService database;
- Having a network of correspondents (journalists / experts) all across Europe;
- Cooperating with important organisations and networks.



Around 40 correspondents from all over Europe, working in the field of adult education, create reports about various topics for InfoNet in accordance with high quality criteria, which can also be republished in other media. The product of their work is freely available via an online database in English.

Furthermore, InfoNet distributes a digital newsletter (InfoLetter), focusing on one main theme. In 2013 a close cooperation with the LInE quarterly magazine (www.lline.fi/en) was established. As a result, themes of the newsletters are agreed on collectively and the correspondents contribute to each other's publications and articles. Each InfoLetter reaches about 7500 readers, while the interest is increasing. InfoNet III will maintain this service and make further improvements based on the experiences. It covers almost every European country by partnership (29) and some freelance partners. Also innovative elements like a new quality management system, Web 2.0 elements and cross area/country reports about developments outside Europe will be included.

EAEA is a member of the steering committee, editorial board and sustainable working group of InfoNet III as well as contributes with articles on adult education on the European level and leads a work package on European Networking. Find more information here: www.infonet-ae.eu.

5.6 ROM-ACT – WIDENING ROMA WOMEN´S ACCESS TO NON-FORMAL AND INFORMAL LEARNING VALIDATION SYSTEMS

The aim of ROM-ACT is to widen recognition of the skills and competences that the Roma and Travellers communities have acquired in formal and non-formal activities and to encourage centres for adult education and civil society organisations to support non-academic Roma women in their process of informal and non-formal learning validation.



The ROM-ACT project has an innovative approach because it involves Roma women and invites them to make contributions and recommendations in order to improve the impact and the accessibility of non-formal and informal validation systems. Furthermore it encourages and helps centres for adult education and civil society organisations to support and accompany non-academic Roma and Travellers women in their process of informal and non-formal learning validation.

The outcomes of the project are the following:

- Draft national and European reports on the state-of-art of the inclusiveness of the validation systems in the project partners' countries.
- Validate the non-formal and informal learning of 50 non-academic Roma women
- Conduct an awareness raising campaign to sensitize public opinion and adult education providers on the potential of validation in relation to disadvantaged groups.
- To carry out a lobbying campaign for national governments with the aim to incorporate the contributions of the project in the non-formal and informal learning validation systems and give policy makers concrete recommendations on how to do it.

ROM-ACT is a three year GRUNDTVIG Multilateral project coordinated by the Romani Association of Women Drom Kotar Mestipen (ES). The consortium is composed by 7 members from 6 countries. EAEA is responsible for coordinating the dissemination and conducting awareness raising and lobbying campaigns at the European level. The first will be addressed to

media, adult education institutions and the general public; the second to European policy makers.

In 2013 the consortium started its activities with the compiling of the national and European report, the agreement on the outline of the awareness raising campaigns and the creation of the main dissemination tools.

Learn more on the project website: www.rom-act.eu.

5.7 KNOW YOUR LIFESTYLE – INTRODUCING SUSTAINABLE CONSUMPTION IN 2ND-CHANCE EDUCATION



The project has the purpose to introduce global education in the second chance courses, to create an innovative pedagogical approach for discussing sustainable consumption and globalisation with second chance students and to establish a strong thematic network among Adult Education Centres and NGOs about development education. It is a three-year EuropeAid project, with DVV International as project coordinator, and Estonian Non-Formal Adult

Education Association, Slovenian Institute for Adult Education (SIAE) and the Carinthian folk high schools as partners.

Objectives

The final aim of “Know Your Lifestyle - Introducing Sustainable Consumption in 2nd-chance education” project is to make learners acknowledge the link between local personal consumption and the resulting global impact, and thus give young people the opportunity to look critically at their own consumption and to develop alternative courses of action.

Outcomes

The main outcomes of this project are:

- The development of teaching materials and training opportunities which will provide teachers with the capacity to deal with development education and globalisation;
- The organisation of activities embedded with the second chance course that will involve the students and creation of curriculums;

- A network in which experts not only in specific aspects of development politics, but also in development education or global learning get together and exchange methodologies and good practice.

In 2013 project partners worked on the training material and started the testing phase with 2nd-chance education providers. As disseminator partner, EAEA developed the valorisation plan and supported the coordinator in the development of the dissemination tools.

5.8 GO-ACT – GENERATIONS IN ACTIONS – THE ROLE OF INTERGENERATIONAL LEARNING IN ACTIVE AGEING

The GO-ACT project focused on intergenerational learning in different fields, such as adult education, working life, early year's education, and intercultural contexts. The consortium consisted of 3 partners: Elternverein Baden-Württemberg (coordinator), EAEA and the AGE Platform Europe.



The aims of the GO-ACT project were to:

- raise awareness of policy makers, persons dealing with educational planning, academics and umbrella organisations as well as the general public on the importance of lifelong learning in ageing processes;
- change the common image of elderly people and ageing in Europe through educational means and awareness raising (inclusion of journalists);
- transfer knowledge, methods and good practice for intergenerational learning from projects supported under the four main Actions of the LLP and;
- develop ideas for innovative approaches to intergenerational learning.

GO-ACT was a Grundtvig accompanying measure which began in November 2012 and ended in October 2013. During this period, a position paper was drafted, a good practice collection was compiled and an interesting conference was organised by the project consortium. Gathering 50 stakeholders from all over Europe to debate active ageing policies and the role of education in fighting prejudices towards elderly people, the project

conference (17-18 June 2013) has been the main outcome of GO-ACT. This event set the basis for further cooperation among participants who met again in September 2013 to discuss further developments of their partnership.

For more information see goact-project.eu.

5.9 IPA — ‘THE SECOND CHANCE’ — SYSTEMIC DEVELOPMENT OF ELEMENTARY, PRACTICE-BASED ADULT EDUCATION IN SERBIA



The final conference of the project “Second Chance” was held in the Palace of Serbia Belgrade, 12 September 2013. The aim of the project, which was launched in Serbia in 2010 with EU donation of EUR 4.5 million, was to develop and test a programme for Functional Elementary Education of Adults. During three years of piloting, the new programme gave the opportunity to 4,535 adults to return to school, obtain elementary education and vocational training and start a better life. Starting from this school year, the programme was introduced in the regular education system in Serbia.

The education programme is intended for adults above 15 years of age with incomplete elementary education or without vocational qualifications, priority being given to socially vulnerable target groups. The curriculum is organised in 3 cycles, each lasting one school year: the first cycle (I-IV grades), the second cycle (V-VI grades), and the third cycle (VII-VIII grades and training for 30 vocational profiles). All those who successfully complete the FEEA curriculum receive an elementary school diploma and a certificate on vocational competence. Adding knowledge to their life experience, participants and their families will get a second chance to live a better life. The FEEA concept was piloted by 70 elementary school teams (directors, teachers, psychologists, and pedagogical assistants) and 84 teams in secondary vocational schools. More than 1,300 teachers were trained in delivering curriculum for adults by 50 teacher-trainers.

The results of the “Second Chance” Project contributed to the National Assembly’s adoption of the Law on Adult Education in June 2013, and in July, the Ministry of Education, Science and Technological Development pub-

lished two rulebooks, by which the FEEA programme was introduced in the regular education system starting with the current school year. With the introduction of the FEEA programme in the regular education system, the pathway to its sustainability has been opened.

Find more information here: drugasansa.rs/?lang=en.

5.10 DISSEMINATION CONTRACTS

EAEA offers service contracts for dissemination activities.

5.10.1 THE LIT.VOC PROJECT

The project Literacy and Vocation - lit.voc - identifies literacy needs for vocational purposes and develops concepts and materials for literacy and numeracy education (skills for life) in Europe. Workplace literacy is the ability to communicate effectively in a workplace using (but not restricted to) written information and other forms of communication. This includes communicating appropriately to fulfill company goals, solve problems, accomplish tasks, and to think creatively and critically on the job. It requires being able to determine what, how, with whom, why, and when to communicate orally or in writing, and how to use language and quantitative information to do this.



The project partnership suggests that workplace oriented literacy programmes are the most effective way to build the literacy skills of people already in employment or in apprenticeship. To support policy makers, civil servants, teachers, trainers and many more lit.voc develops concepts and materials that focus on how to plan and implement workplace oriented literacy programs with the following publications:

- Handbook Europe 2012 Together against functional illiteracy - Facts, information and solutions (April 2012)
- Identifying literacy needs for vocational purposes - a guide for vocational guidance professionals (September 2012)
- Requirements for oral and written communication, mathematics as well as

media skills in selected vocational settings (November 2012)

- Core Curriculum (February 2013)
- E-Learning-Tool Train & Assess (August 2013)

For more information see www.literacy-and-vocation.eu.

5.10.2 THE YELL2 PROJECT

EAEA signed a dissemination contract with Volkshochschule im Landkreis Chamou of 6 months, from May 2013 to the end of October 2013. The contract included social media posts, emails to EAEA members, an article in the EAEA newsletter, and on the webpage and the distribution of promotion material at the GA.



The YELL2 project was a Key Activity 2 Languages Accompanying Measures Project supported by the Lifelong Learning Programme, running from November 2012 to October 2013. The main aim of the project was to disseminate the results of the European Language Label Award winning “Yell Network” to raise awareness of its main product, the Virtual Documentation Centre, which hosts an array of resources designed to improve language learning and to encourage creative teaching to inspire more young learners to learn languages.

5.10.3 ILEAC – INTERGENERATIONAL LEARNING FOR ACTIVE CITIZENSHIP



The ILEAC project aims at giving citizens from different generations the opportunity to reflect on the reasons behind the European integration, to debate on the relevance of EU policies on citizens’ daily lives and to initiate an intergenerational dialogue about the significance of the European values and to actively participate in the EU democratic process.

In the framework of the project many events will be organised:

1. National seminars - One-day seminar will be organised by each partner, paying particular attention in involving over-65 adults and under-30 youngsters among participants. Each seminar will consist of two parts: a general framework on the European functioning provided by experts and “European stories”, a discussion moment where small groups of over-65 citizens will tell life stories and personal testimonies regarding the life in Europe before the beginning of the integration process.
2. National interaction workshops - Each partner will organise a one-day workshop in each country, where over-65 adults and under-30 youngsters, will be divided into groups, where each of them will then identify specific issues in their country (or city) and will try to use a EU tool to solve it.
3. A European conference (Turin, November 2014).

Each event will produce a concrete output:

- A publication which collects stories emerged from the national seminars, offering a transnational point of view that overcome the national individual situations, fostering reflection on the advantages of EU membership and supporting at the same time the preservation of the European memory.
- Online modules which contain the methodology used in the national workshops will be created to allow replicating this intergenerational experience on a larger scale.
- Recommendations on how the EU can be more understood by the EU citizens and on the importance of intergenerational learning for our society will be drafted after collecting messages from the European conference.

6. INFORMATION AND COMMUNICATION STRATEGY AND SERVICES OF THE EAEA

6.1 INFORMATION AND COMMUNICATION STRATEGY

The Finnish Ministry of Education and Culture continues to support the Communications Officer (through KVS), and EAEA is very grateful for this help. In 2013, the new EAEA communication strategy was implemented and the new visual identity put in place. The communication tools (i.e. roll-ups, conference folders, newsletter and leaflets) were modernised as well as methods redefined in order to reach different target groups and increase the involvement of members and stakeholders. In particular you can find the newly designed advocacy flyer “Why is adult education important?” on the EAEA website.

The website remains a valuable source of information on adult education in Europe for our membership and other interested parties. During this year it has been constantly updated and redesigned according to the new visual identity. EAEA continued producing and distributing electronic and printed materials such as the policy statements, press releases, the EAEA annual report and the EAEA Grundtvig award brochure to the membership as well as to stakeholders and policy makers interested in adult education. In order to enlarge the reader audience and to respect the environment, 2013 newsletters have been produced electronically. EAEA also continued to produce the internal e-mail news service for members only and produced daily news updates through its social media channels (Facebook and Twitter) in order to keep a wide audience informed. The EAEA Policy Debate, the EAEA General Assembly, the Annual Conference, study visits and the workshops were all documented, and the results disseminated at all our events and beyond.

6.2 CONTACTS WITH EAEA MEMBERS

In 2013 a new Membership officer was appointed who developed a strategy improving the services to the members as well as increasing the membership, in particular in currently less-represented European regions and countries. At the beginning of the year EAEA launched a membership

survey to measure the satisfaction of its members with its work and to look for areas for improvement. Furthermore a new membership leaflet (in English, French and Italian) was produced, explaining the benefits of EAEA membership and aiming to reach out to potential new members.

Based on a membership workshop at the General Assembly an action plan for the EAEA membership was developed with the objective to create stronger synergies between members and a stronger awareness of other member's activities by:

- facilitating member's knowledge of each other;
- making more use of the knowledge that is available in the network;
- better underlining the benefits of being an EAEA member.



Among other things, the presentation of the members on the EAEA website has been improved, a separate member section included as well as the communication with and among members increased and better structured.

As every year, several groups and individuals visited the main office and received information on EAEA's activities, its role at a European level and possibilities for members to get involved. The Secretary-General continues the regular internal e-mail information service to the members, explaining what is going on at the Secretariat in Brussels ("News from Brussels"). Members of the Executive Board, the President, Vice-Presidents, and Secretary-General have been invited to a number of events, conferences, seminars, meetings and discussions. For example the Secretary-General is invited annually by the German EAEA members in order to transfer information on adult education policy from European level to national level. All representatives of EAEA contributed to making adult education more visible and to promoting the association at different levels.

EAEA Solidarity Fund

To enhance the quality of its members, EAEA proposed the establishment of an EAEA Solidarity Fund. It will help fund / support travel and subsistence

costs for member organisations that would otherwise not be able to take part to EAEA events such as EAEA conferences and the General Assembly. The idea for this fund was created at a workshop in Kiev in September 2012. We discussed the possibility of EAEA supporting the participation of non-EU members at EAEA events with colleagues from the non-EU region. On the one hand, there is little money for adult education in these countries and on the other hand, they cannot apply for Grundtvig mobility funds, either. Additionally, the economic crisis has also worsened the financial situation of some of our members in EU countries, too.

7. ACTIVITIES IN THE ORGANISATION AND THE OFFICES

7.1 GENERAL ASSEMBLY AND GRUNDTVIG AWARD

6 June, Leicester, United Kingdom

The EAEA General Assembly 2013 event was organised in cooperation with the National Institute of Adult Continuing Education (NIACE) on 6th of June in Leicester, UK. The event was well attended, with 108 delegates from 32 countries coming together to discuss adult education policy, current challenges in the member countries and the top priorities for EAEA for the coming years. In Leicester also the new President and Executive Board were elected by the EAEA members.



Sue Waddington from The National Institute of Adult Continuing Education (NIACE), UK, left her position after four and a half years as the President of EAEA. Her work is continued by Per Paludan Hansen who represents the Danish Adult Education Association. The newly elected Executive Board has 11 members in addition to the President.

- Gerhard Bisovsky (Verband Österreichischer Volkshochschulen, Austria), EAEA Board Member since 2012
- Joyce Black (NIACE, UK), Vice-President EAEA Board Member since 2013
- Uwe Gartenschlaeger (DVV, Germany), Vice-President, EAEA Board Member since 2008
- Tapio Kujala (Finnish Adult Education Association, Finland), EAEA Board Member since 2013
- David Lopez (La Ligue de l'enseignement, France), EAEA Board Member since 2011
- Mariana Matache (EUROED Association, Romania), EAEA Board Member



The newly elected board members.

since 2013

- Niamh O'Reilly (AONTAS, Ireland), EAEA Board Member since 2011
- Susana Oliveira (Kerigma, Portugal), EAEA Board Member since 2013
- Katarina Popovic (Adult Education Society, Serbia), Vice-President, EAEA Board Member since 2008
- Dennis Wacht (Learn for Life, the Netherlands), EAEA Board Member since 2013
- Amelie von Zweigbergk (Swedish Adult Education Association), EAEA Board Member since 2013

The topic of the EAEA Grundtvig award in 2013 was “Active citizenship and transnational solidarity - Adult Education as a tool against nationalism, chauvinism and xenophobia”. The first EAEA Grundtvig Award in Adult Education was launched in 2003 by EAEA in order to recognise and celebrate excellence in adult education. It highlights project results that produce new ideas, new partnerships, new methodologies and a new understanding on how we can work in adult learning. The Award is given to an organisation

or participants who present the best product of a transnational project in adult learning.

In 2013, 12 projects were submitted in the European category and one project in the “outside of Europe” category. The EAEA jury, composed by three Executive Board members, decided that in 2013 no award will be given to the latter category and lauded the winner, FILM-IN for “unlocking [the learner’s] creative potentials ... to empower them and to prepare them for meeting other cultures and exchange with them.” The Award Ceremony was held on the evening 6th of June at Mercure Hotel in Leicester, UK and was handed over by the Mayor of Leicester.

7.2 GRUNDTVIG AWARD WINNER 2013

FILM-IN project’s objective was to use films as an innovative instrument for social inclusion, strengthening cultural awareness and expression and learning European languages. The project aimed at stimulating social inclusion by enhancing learners’ creativity through script writing, film making and learning to convey visual messages in digital age and by motivating them to get interested in film art.



FILM-IN promoted transnational solidarity by involving organisations from six countries and supporting 123 mobilities. It targeted adults with mental health difficulties, senior citizens, unemployed, immigrants, early school leavers and people at risk of social exclusion.

The jury was impressed of the creativity of the project: “Especially for the participants from the vulnerable groups unlocking their creative potentials proved to be a great way to empower them and to prepare them for meeting other cultures and exchange with them,” the jury stated.

FILM-IN was coordinated by a Lithuanian organisation Jolingva. Partners included Centro Territoriale Permanente n. 10 - I.C. “E.Fermi” (IT), 360 graden

Theater (NL), Didaxis - Cooperativa de Ensino (PT), Kayseri Teknik ve Endüstri Meslek Lisesi (TR) and Eastern Vocational Enterprises Limited (IE). The project was carried out between 1 August 2010 and 31 July 2012.

7.3 MEMBERSHIP

New applications for membership were received and approved by the General Assembly.

Ordinary membership:

- “Armenian Lifelong Learning League” Union of Legal Entities (Armenia)
- Ustanova za obrazovanje odraslih “Socijalno-edukativni centar” Banja Luka - Institution for Adult Education “Social - educational center” Banja Luka (Bosnia and Herzegovina)

Associate membership:

- Association for Roma community development SUMNAL (Macedonia)
- Cojys za razvoj na o – Alliance for development of adult education and lifelong learning (Macedonia)
- Kerigma, Instituto de Inovação e Desenvolvimento (Portugal)

We are glad to further expand our network and consolidate our position as the largest association for general adult education.

The following members (have not paid their fees for more than 3 years) were excluded:

- Croatian Association for the Education of Adults (Republic of Croatia)
- Danmarks Pædagogiske Universitet (Denmark)
- Association Lifelong Learning (Hungary)
- UNIEDA Italian di Educazione degli Adulti (Italy)
- Youth for Exchange & Understanding (Kosovo)
- Agroinstitut NITRA (Slovakia)
- Agency EUROFORMES, n.p.o (Slovakia)

The following associations left the membership in 2013:

- Copenhagen Adult Education Institute (Denmark)
- Västra Nylands folkhögskola Folkakademin (Finland)
- Jacobs Center on LLL & Institutional Development (Germany)

- TWP Kielce Towarzystwo Wiedzy Powszechnej Kielce (Poland)
- NBV – The Educational Association of the Sobriety Movement (Sweden).

7.4 EAEA MEMBERSHIP SURVEY: INCREASED SATISFACTION OF MEMBERS WITH EAEA'S WORK

95 % of EAEA members “satisfied” or “very satisfied”

The overall satisfaction of our members with the work and services of EAEA is very high according to our last membership survey from March 2014. Compared to last year, the overall satisfaction rate increased by 5,6 %, and the percentage of “very satisfied” members increased by 9,9 %.

Information and advocacy work very valuable for members

More than 50 % of the participants said that they were “very satisfied” with EAEA’s provision of up-to-date information on EU policy developments about adult education and of advocacy on the European level for non-formal adult education and lifelong learning. Furthermore, more than two thirds of the participants were “very satisfied” or “satisfied” with the dissemination of project information and results from the adult education sector, with the cooperation with EU institutions and international and national NGOs, and with the provision of services and recommendations for the member’s international, national and regional policy work.

Although the satisfaction rates with EAEA’s help with partner searches and dissemination of projects as well as with the Younger Staff Training were quite high (over 50 %), they indicate space for improvement.

Activities on European level rated very successful

The most important activities of EAEA in 2013 were the advocacy and information work concerning Erasmus+ and PIAAC. Nearly 90 % of the participants of the survey said that the statement on the PIAAC results was “very good” or “good”, and 70 % highlighted the statement on Rethinking Education as either “very good” or “good”. The percentage of members who were not aware of EAEA’s activities was very low (0-5 %). This result can certainly be interpreted as a good sign for EAEA’s communication policy concerning its activities.

In line with these results, the European level was mentioned as the most

important level of impact by 95 % of the participants. More than two third of the members thought that EAEA’s work had the biggest impact on their organisation’s level and on the regional level of adult education, and more than half of the members considered the influence on the national level as very high. However, there is a significant number of people – 35 percent – that said that EAEA did “not” or “probably not” have any impact on the national level.

Involvement in a big network and sharing information as key selling points

The survey showed that the key selling points of EAEA were the involvement in a big network, and the possibility to collect and to share information about European developments in adult education. These two viewpoints appear to have remained unchanged in comparison to the survey from last year.

7.5 EXECUTIVE BOARD AND PRESIDENT

The Executive Board and its preparatory body the Bureau (President, Vice-Presidents and Secretary-General) are supervising the work carried out in the association. Primarily the Board works on policy level, leaving the running of the association to the Secretary-General. The role division is clearly defined in the constitution of the association.

The Executive Board aims at supporting adult education issues at transnational as well as country levels: The EAEA Board is rotating its meetings in order to liaise with adult education and lifelong learning institutions in various host countries.

Board participation in 2013

Board 2011/2013	Total amount of days for the first half of 2013
Sue Waddington	2 days
Uwe Gartenschlaeger	2 days
Katarina Popovic	2 days
Gerhard Bisovsky	2 days
Per Paludan Hansen	2 days
David Lopez	2 days
Aram Avagyan	2 days
Ivo Eesmaa	2 days
Pirkko Ruuskanen-Parrukoski	2 days
Niamh O’Reilly	On maternity leave

Board 2013/2015	Total amount of days for the second half of 2013
Uwe Gartenschlaeger	4 days
Katarina Popovic	4 days
Gerhard Bisovsky	2 days
Per Paludan Hansen	4 days
David Lopez	2 days
Niamh O'Reilly	2 days
Dennis Wacht	4 days
Amelie von Zweigbergk	4 days
Tapio Kujala	4 days
Susana Oliveira	4 days
Joyce Black	4 days
Mariana Matache	2 days

10- 12 April in Bucharest, Romania

Hosted by our member EuroEd, the Executive Board met Romanian Parliament with representatives of the Ministry of Education, Ministry of Culture, National Employment Agency and The National Authority for Professional Qualifications in order to discuss the role and involvement of the Governmental institutions in the Adult Education Field in Romania. Various adult education organisations presented key issues and good practice examples in Romanian adult education.

5-6 September in Berlin, Germany

During an intensive workshop at the folk high school Berlin-Mitte, the newly elected Board members had the possibility to get to know each other and exchange perspectives, plans and ideas for the coming two years.

2-3 December, Brussels, Belgium

The Executive Board meeting in Brussels gave the members the opportunity to take part in the EAEA Policy Debate on PIAAC, as well as EUCIS-LLL Life-long Learning Week, which hosted various events by a range of organisation and topics this week.

7.6 FINANCES

In 2013, EAEA renewed its funding in the framework contract with the Executive Agency in the Jean Monnet – KA3 strand.

7.7 STAFF

The EAEA staff continues to grow and we are very happy to see full office spaces:

In January 2013, Tania Berman (France/Luxembourg) joined the EAEA team as a Membership Officer and in August, Thor Rutgersson (Sweden) started to work at the Brussels office on basis of an EC Grundtvig assistantship grant. Aura Vuorenrinne travelled to Brussels for a job shadowing of a few weeks in order to get to know the work there first hand. From our Finnish communication charter we can report some news: Aura Vuorenrinne went on parental leave! We congratulate her very much to her little baby boy but also welcome Helka Repo to the team.

The staff list for 2013 therefore looks like this:

- Valentina Chanina, Office Manager
- Gina Ebner, Secretary-General
- Ricarda Motschilnig, Policy Officer
- Francesca Operti, Project Officer
- Tania Berman, Membership Officer
- Aura Vuorenrinne/Helka Repo (from November 2013), Communications Officer
- Thor Rutgersson, Grundtvig Assistant

7.8 BOB SCHOUTEN FUND

The Bob Schouten Fund, established in 1981 in commemoration of the international work of Bob Schouten, the longstanding first Secretary of the European Bureau of Adult Education, aims to “assist workers in adult education to make themselves familiar with international aspects of their work by studying adult education abroad in one of the countries of Europe”. In 2013, the participation of one younger staff member from Ukraine in the Grundtvig in-service training was covered by the fund.

8. ANNEX – POSITION PAPERS, OPINIONS, STATEMENTS

8.1 EAEA STATEMENT ON THE EUROPEAN COMMISSION'S COMMUNICATION ON RETHINKING EDUCATION

The EAEA welcomes the Communication by the European Commission and agrees that Education and Training, and especially investment in Lifelong Learning, play a vital role in boosting growth and jobs. EAEA also agrees that basic skills are crucial for European economies and for people's participation in society. We would like to raise three main points, which we believe the Communication neglects to underline. First, the potential of non-formal adult learning:

The Communication touches on the issue of low-skilled adults and mainly concentrates on workplace learning and open learning sources. We believe that non-formal adult learning¹ provides an enormous potential to reach out to different groups of adults, to draw them into learning pathways and to upskill them in non-formal settings, whether in or outside the work place. Non-formal adult learning can reach out to young adults (e.g. school drop-outs) and to migrants, to name just two groups. Non-formal adult learning can boost resilience and self-confidence of individuals in times of crisis, which will enable them to deal with the challenges of the economic crisis².

We therefore propose a recommendation that foresees continued investment in non-formal adult education, thereby using its potential to support adult learners inside and outside the workplace.

1 Non-formal learning is any organised, structured educational activity, carried out outside the framework of the formal system and in some ways connected with providers (institutions, organisations and teachers).

2 As opposed to: Formal learning can be understood in the context of traditional educational institutions, which occurs in a defined, organised and structured environment in terms of space, time and material. The transmission of knowledge, skills and attitudes (with the stress on knowledge) is done deliberate and systematic. Formal learning is intentional from the learner's point of view and typically leads to validation and certification.

Second, a comprehensive understanding of lifelong learning:

EAEA understands that the current situation in Europe necessitates a strong focus on jobs and growth. Nevertheless, we would like to underline that lifelong learning needs to be understood from a more comprehensive perspective: formal, non-formal and informal learning³ are equally important, and a too narrow focus on purely economic results of learning could actually have a detrimental effect on European societies, e.g. by privileging those who are already in the learning process and better qualified, thereby increasing educational inequalities across Europe. Additionally, the current crisis overshadows other developments that need attention, and ignoring them can lead to crises in the mid- and long-term future. We know that demographic change has already started to have impacts on European societies, and will only increase in severity. Furthermore European societies see growing numbers of persons with low literacy skills as well as increasing numbers of school drop outs, who need support and adult (basic) education services. The communication does refer to low-skilled adults, but mainly in the context of workplace learning. While this is an important aspect, it is necessary to promote outreach and basic skills strategies by adult education institutions. Another key issue is the growing loss of trust in European institutions and an increasing loss of European cohesion.

All these issues need to be tackled in order to prevent future challenges, and lifelong learning, especially non-formal adult learning, are excellent tools to help deal with them.

We therefore propose to add three recommendations: to invest in older learners and intergenerational learning, to invest in basic skills and to launch a trans-European discussion of European values and cohesion with the help of non-formal adult education.

Third, the recognition of civil society as a main partner:

EAEA especially welcomes the annex on 'Partnerships and flexible pathways for life long skills development', which clearly states the importance of non-

³ Informal learning applies to self-directed or self organised learning, in flexible, open forms and ways, outside the traditional education institutions or organisations, sometimes even without any clear idea that the process is about learning.

governmental organisations and civil society organisations. Nevertheless, we would like to underline that civil society, and especially European associations and national umbrella organisations, have a very specific role that needs to be recognized and supported. They serve as links between the European and national levels of policy making on the one hand and the grass-roots level of lifelong learning on the other. We believe that both sides need these links: the grass-roots level needs the information and the possibility to give feedback to policy developments, and the European and national policy levels need this feedback in order to develop policies that actually work and can improve systems. We therefore recommend continued support for European and national associations.

8.2 EAEA RESPONSE TO THE EUROPEAN PARLIAMENT'S REPORT ON 'RETHINKING EDUCATION'

The European Association for the Education of Adults (EAEA) welcomes the European Parliament's report on Rethinking Education that was adopted in the Education and Culture Committee this week.

EAEA agrees that “the role of education to be much broader than just fulfilling the economic targets of European and national strategies; reaffirms, in this connection, the primary mission of education as being the preparation of individuals for life as well as for being active citizens in increasingly complex societies”.

EAEA also welcomes the strong focus on equality of access to education in the report and the understanding that special outreach to and measures for vulnerable groups are necessary for more inclusive lifelong learning systems.

EAEA very much supports the proposed structured dialogue with learners – adult education strives to include learners' voices in its decision-making and strongly promotes the empowerment of learners and the improvement of quality this approach brings to lifelong learning.

EAEA emphasizes the important role of civil society when it comes to designing and implementing lifelong learning strategies. We believe that partnerships between policy-makers and civil society are necessary to link poli-

cies to practice – this way, the quality of lifelong learning systems can be improved and reforms that work in practice can be implemented.

EAEA agrees that flexible and individualised learning pathways are important for people to get into and stay in lifelong learning. Combined with these pathways, efficient systems for recognising and validating prior learning are necessary – EAEA therefore calls on member states to respect the aims they have set themselves in the Council Recommendations and especially to work with civil society and providers of non-formal learning in order to establish excellent systems.

EAEA concurs that the participation of adults in lifelong learning is far too low, but would like to go beyond the recommendations of both European Commission and European Parliament: We believe that adult education is the key for more knowledge, skills, competences and participation in Europe. It has the potential to increase competitiveness and employability but also democracy, inclusion, health and well-being. The PIAAC results clearly show the need for more investments and efforts when it comes to adults learning – please consult also our statement and recommendations on the results of PIAAC at <http://www.eaea.org/en/policy-advocacy/piaac.htm>.

8.3 EAEA INFONOTE ON PIAAC

The Programme for the International Assessment of Adult Competencies (PIAAC) is an international survey conducted in 34 countries. It is a collaboration between governments, an international consortium of organisations and the OECD (Organisation for Economic Co-operation and Development) assists governments in assessing, monitoring and analysing the level and distribution of skills among their adult populations as well as the extent of skills use in different contexts. The goal of PIAAC is to assess and compare the basic skills and the broad range of competencies of adults around the world. The assessment focuses on cognitive and workplace skills needed for successful participation in 21st-century society and the global economy. Specifically, PIAAC measures relationships between individuals' educational background, workplace experiences and skills, occupational attainment, use of information and communications technology, and cognitive skills in the areas of literacy, numeracy, and problem solving. Such information can help governments to evaluate policies and design more effective interventions.

By providing a direct measure of key cognitive skills in addition to measures of formal educational attainment, PIAAC will offer a far more complete and nuanced picture of the stock of human capital than has yet been available in most countries. In particular, PIAAC will give a picture of the distribution of the proficiency of the population according to the types and level of cognitive tasks they can perform together with the levels of formal education and training achieved. PIAAC will enhance the understanding of the effectiveness of education and training systems in developing basic cognitive skills and key generic work skills. For older cohorts, PIAAC will allow examination and analysis of the processes of skills loss and maintenance and the effectiveness of education and skill formation systems in supporting skills development over the lifecycle.

The PIAAC project seeks to answer the following policy questions:

1. How are skills distributed? A comparison of skill levels, skill requirements, mismatches and investments in education and training across countries, and within countries across demographic categories, regions, sectors of industry, levels and fields of schooling.

2. Why are skills important? The relation of skills to relevant labour market outcomes like employment opportunities, earnings, job security, and skill utilisation, as well as to other outcomes such as health, civic and political engagement.

3. What factors are related to skill acquisition and decline? The relation between various learning activities – education, training, informal learning activities - and skill acquisition. The relation of experiences at work, in education and everyday life to skill decline among older individuals.

PIAAC involves two parts

- The OECD Survey of Adult Skills
- Education and Skills Online Assessment

I . OECD SURVEY OF ADULT SKILLS

PIAAC is a complex assessment: the data collection is being conducted in multiple languages, in numerous countries with diverse populations, cultures, education and life experiences.

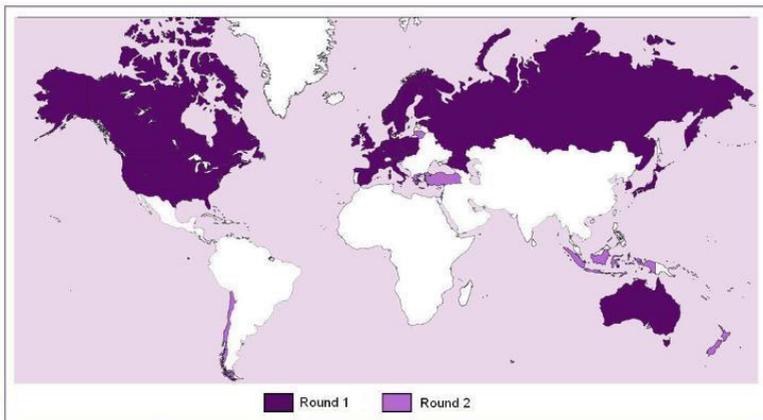
- The survey involves interviewing 5 000 adults aged 16 to 65 in their homes - 5 000 in each participating country; countries can choose larger samples

to obtain more detailed information about groups of interest (e.g. younger cohorts).

- Literacy and numeracy skills and their ability to solve problems in technology-rich environments are assessed.
- A broad range of information from the adults taking the survey, including how their skills are used at work and in other contexts such as the home and the community are collected.
- Respondents answer questions via computer, although they can opt to complete a pencil-and-paper version of the survey.
- National authorities in participating countries are responsible for sampling, translating survey instruments and questionnaires, collecting and processing data.

Where is the survey undertaken?

Two rounds of the Survey of Adult Skills are under way: Round 1 (2008-13) with 24 participating countries, whose results will be released in October 2013, and Round 2 (2012-16) with 9 participating countries, whose results will be released in 2016. A third round is scheduled to begin in May 2014. First results will be released on 8 October 2013⁴.



A n

important element of the “added value” of the OECD Survey of Adult Skills

4 Participating countries: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, *Indonesia, Ireland, Israel, Italy, *Lithuania, Japan, Korea, the Netherlands, New Zealand, Norway, Poland, *the Russian Federation, *Singapore, the Slovak Republic, Slovenia, Spain, Sweden, Turkey, the United Kingdom, and the United States.

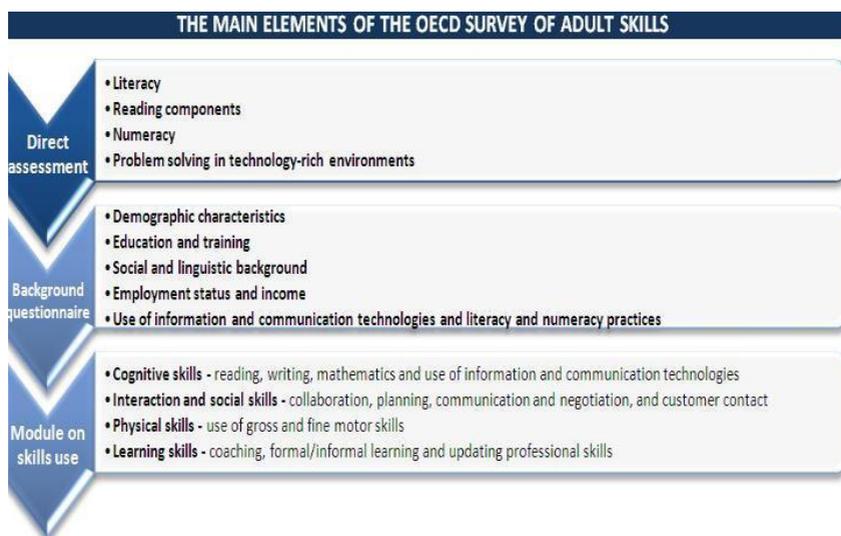
*OECD partner country

compared with national surveys is its international comparative dimension.

The survey is designed

- to be valid cross-culturally, cross-nationally and cross-language
- for countries to be able to administer the survey in their national languages and still obtain comparable results
- to provide comparative analysis of skill-formation systems and their outcomes, and international benchmarking regarding adult skills.

Main Elements of the Survey



a. The direct-assessment component of the survey evaluates the skills of adults in three domains: literacy, numeracy and problem solving in technology-rich environments. These skills are necessary in a broad range of contexts, from education through work to everyday life (free preview).

b. The PIAAC background questionnaire includes a range of information regarding the factors which influence the development and maintenance of skills such as education, social background, engagement with literacy and numeracy and ICTs, languages, as well as information on outcomes which may be related to skills. Information is collected on the current activity of

respondents, employment status and income. In terms of non-economic outcomes, PIAAC includes questions on health status, volunteering, political efficacy and social trust.

c. Module on Skills Use - The survey uses an innovative “job-requirements approach” to ask adults who are employed about a number of generic skills they use in the workplace. The survey asks adults how intensively and how frequently they use these skills at work. Information is also collected about four broad categories of generic work skills: cognitive skills, interaction and social skills, physical skills, and learning skills.

- Cognitive skills encompass reading, writing, mathematics and the use of information and communication technologies.
- Interaction and social skills cover collaboration and co-operation, planning work and use of time for oneself and others, communication and negotiation, and customer contact (e.g. selling products and services and advising).
- Physical skills involve the use of gross and fine motor skills.
- Learning skills cover activities such as instructing others, learning (formally or informally), and keeping up-to-date with developments in one’s professional field. In addition all respondents are asked about the frequency and intensity of their reading and numeracy related activities as well as their use of ICTs at home and in the community.

Who benefits from the OECD Survey of Adult Skills

- Educators, policy makers, labour economists and experts can use survey information to develop economic, education and social policies that will continue to enhance the skills of adults.
- Development agencies, international organisations, and other development partners can use the evidence from the data analysis to provide advisory services and support to countries.
- The ultimate beneficiaries could be citizens across participating countries who will benefit from more effective policy development and implementation.

Link to previous international surveys

The OECD Survey of Adult Skills builds on knowledge and experiences from Using Data from the Survey of Adult Skills for Policy Decision Making When establishing the PIAAC strategy, emphasis has been placed on being able to

two international surveys of adult skills – the International Adult Literacy Survey (IALS) (1994-98) and the Adult Literacy and Life Skills Survey (ALL) (2004-07). PIAAC enhances and expands on these previous assessments' frameworks and, at the same time, improves upon their design and methodologies.

The OECD survey considerably extends the scope of measuring adult skills to include those skills relevant to the digital age, particularly in the domains of literacy and problem solving. PIAAC also breaks new ground by introducing a self-reported measure of the use of skills at work.

The links between the three surveys will allow literacy levels to be compared over a 13-17-year period for some countries.

Links between skills assessed in the OECD Survey of Adult Skills, ALL and IALS

OECD (2008 – 2013)	ALL (2004-2007)	IALS (1994-1998)
	Prose literacy	Prose literacy
	Document literacy	Document literacy
Literacy (combined prose and document)	Literacy (combined prose and document*)	Literacy (combined prose and document*)
Reading components		
		Quantitative literacy
Numeracy	Numeracy	

inform policies relevant to the following overarching themes:

- adult competencies and their individual as well as aggregate economic and social outcomes;
- the design and quality of education systems and levels and distributions of adult competencies;
- enhancing the prospects of adults at risk;
- improving school-to-work transitions and reducing youth unemployment;
- population ageing and lifelong learning.

Therefore the data from this survey will facilitate a better understanding of:

- Performance of education and training systems
- The extent and dimensions of illiteracy and poor literacy
- Gaps between labour markets and education and training
- Equity levels in access to education and intergenerational mobility
- Young people's transition from education to work
- Identification of at-risk populations
- Links between key cognitive skills and variables, such as demographics, educational background, health, etc.

II. EDUCATION AND SKILLS ONLINE ASSESSMENT

The Online Version of PIAAC (in cooperation OECD and the European Union) Education and Skills (E&S) Online is an assessment tool designed to provide individual level results that are linked to the survey measures. E&S Online measures a set of skills, including being able to understand and use printed and electronic texts, reason with numbers, and solve problems in technology environments.

The Main Elements of Education & Skills Online Assessment

E&S Online is a fully computerised measure, available over the internet. It allows individuals to choose which skills they want to assess. They can elect to get information on their reading component skills, problem-solving skills and on selected non-cognitive skills. E&S Online is available in several languages: English (Canada, Ireland, UK, US), French (Canada, France), Spanish (Spain, US), Czech, Italian and Japanese.

What information will be provided?

E&S Online will provide individuals and/or organisations with an easy-to-read report after the completion of the assessment. These reports will characterise the strengths and weaknesses in each cognitive area assessed. Scores will be reported in terms of described proficiency levels that capture the progression of task complexity and difficulty. In addition individuals and/or organisations will be able to benchmark their results against the OECD Survey of Adult Skills results from their country and internationally.

Who can take the assessment?

- Researchers who would like to have access to tests that could allow benchmarking to deepen and complement the results of their assessment efforts at a national or regional level.
- Organisations concerned with adult literacy and numeracy who seek literacy level benchmarks to compare with results of training.
- Universities, vocational education and training centers can use E&S Online as a diagnostic tool for incoming students and their literacy course needs.
- Government organisations interested in assessing learning needs for unemployed, prison populations or economically disadvantaged.
- Public or private companies who want to use the results to help with recruitment and candidate assessment and to identify training opportunities for their workforce.
- Students or out-of-school youth transitioning to post-secondary education/training who can use the results to assess their individual course needs.
- Adults of any age who either wish to re-enter an educational or training environment or want to demonstrate their workforce readiness skills.
- Any individuals who might want to compare their results with those obtained at the national and international level or to determine whether their skills have improved over time as the result of educational efforts.

III THE NEXT STEPS - THIRD ROUND

Expanding to more countries. The OECD is actively soliciting interested government officials and policy makers for a third round of the OECD Survey of Adult Skills, planned for 2014-18.

Financing. The OECD will work with low and middle-income countries interested in participating in the OECD Survey of Adult Skills, donors and other agencies to ensure sustainable funding to meet the costs of

implementation.

Capacity building. The OECD provides countries with continuous training and high-level technical support throughout the survey process, as well as access to high-quality expertise in measuring adult skills.

- Timetable for third round
- Learn how to join the Third Round of the survey here.

PIAAC Contact Information

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Related documents

- Andreas Schleicher, “PIAAC: A NEW STRATEGY FOR ASSESSING ADULT COMPETENCIES”, in International Review of Education, Springer 2008
- PIAAC Background Questionnaire
- Background Questionnaire – Conceptual Framework
- <http://www.oecd.org/site/piaac/>

8.4 EAEA STATEMENT ON PIAAC RESULTS

The European Association for the Education of Adults (EAEA) welcomes the launch of the results of Programme for the International Assessment of Adult Competencies (PIAAC) yesterday the 8th of October. PIAAC clearly demonstrates that Europe needs to invest in adult education – it is a loud wake-up call to Europe and the member states to start acting NOW.

EAEA hopes that the PIAAC results will lead to a European-wide debate on the skills and competences of adults, raise the awareness for and increase investment in adult learning. The assessment proves the requirement for continuous learning in Europe, underlining “a strong positive relationship between participation in adult education and skills proficiency”. We need a ‘Learning Europe’ where everyone can and wants to participate in learning.

The PIAAC publication states that “While countries cannot change the past, policies designed to provide high-quality lifelong opportunities for learning can help to ensure that the adults of the future maintain their skills” (Skilled for life? Key Findings from the Survey of Adult Skills, p.13).

- PIAAC shows that in average 20 % of the EU adult population have low literacy and numeracy skills. Urgent action is needed to improve literacy across Europe.

- Additionally the skills of a person tend to decline over the years if they are not used frequently. Therefore PIAAC proves that the literacy gap in literacy proficiency between generations is getting wider. The level and distribution of skills differs markedly across countries, within countries and between generations.

- PIAAC clearly demonstrates the need to encourage disadvantaged adults to improve their proficiency and EAEA agrees that it takes innovative approaches, community involvement as well as investment to reach out to disadvantaged learners.

We believe that adult education is the key for more knowledge, skills, competences and participation in Europe. It has the potential to increase competitiveness and employability but also democracy, inclusion, health and well-being. EAEA would therefore like to underline the following eight recommendations.

EIGHT RECOMMENDATIONS

1. Public investment in adult learning.

As the PIAAC results show, public investment in adult education and learning is crucial especially for those who left initial education without any qualifications and those who are living in poor households. In combination with campaigns and promotion, investment in learning infrastructure and adult education staff, as well as training and courses are needed.

2. European and national campaigns underlining the personal and social benefits of non-formal learning.

All too often, education and training are presented as necessities and ob-

ligations, which will keep away those with negative learning experiences. Non-formal adult education has the possibility to reach people who are distant to the formal education system and educational achievements.

3. Provision of basic skills training in close cooperation with civil society organisations.

Literacy as a continuum is the most significant foundation for an active participation in a rapidly changing society, which is about comprehensive life-long and life wide learning including numeracy, IT skills, civic and financial literacy. In order to tackle the Europe wide problem of low literacy among persons of all ages, we recommend close cooperation between governmental and civil society organisations in order to raise awareness and develop appropriate measures.

4. 'One step up' adult education initiative.

The initiative will qualify a certain number or percentage of the population to secondary-level schooling, engaging all relevant stakeholders.

5. Acknowledgement of the potential role that adult education can have in times of crisis (both personal and social).

Participating in learning activities can provide a stable time framework, a community, a chance for re-orientation, a safe place, a new challenge, social recognition, and end up being an important tool for empowerment.

6. Establishment of coherent lifelong learning systems.

It should be possible for everyone not only to advance to the next level, but also to change direction. These systems can be an incentive for people to continue in their learning career. The integration of informal and non-formal learning in National Qualification Frameworks is therefore a crucial development. EAEA recommends setting up an integrated system with an emphasis on recognition of prior learning. Additionally, individual education and training courses should count towards a recognised qualification, which might encourage many more people to enter an educational pathway.

7. Reaching out to under-represented groups.

EAEA also draws attention to the different under-represented groups and possible target groups who may need special measures to attract them back to learning (e.g. migrants, older people, prisoners, etc.). One size does

not fit all; learning offers should be tailor-made so they are relevant to the groups concerned. Unfortunately when innovative and successful projects are set up to attract particular groups, they are often short lived because of a dependency upon short-term funding and the methodologies not being mainstreamed.

8. Cooperation among stakeholders that act simultaneously at various levels in a coherent way.

In order to achieve a higher participation rate and to overcome barriers to learning, partnerships on different levels and a close cooperation with civil society organisations (CSOs) are necessary. The financing of CSOs is crucial so that they are able to reach out to learners. In addition to civil society organisations, a number of other actors needs to contribute to more adult learning in Europe:

a. Social partners: Both employers' and employees' representatives can be a driving force in the education and training of workers.

b. Companies: Skilled workers, whose competencies are kept up-to-date and who have a chance to develop professionally within their company, are the main assets of firms. Companies that invest in training and education have a much higher chance to survive and prosper in the competitive markets of today.

c. Small and medium sized enterprises (SMEs): Investing in training is often a challenge for SMEs (limited time, personal and financial resources). EAEA would like to underline that there are many good practice examples for solutions to such problems. We propose an increased and strategic dissemination of these good practices among SMEs. Even and especially for SMEs, education and training can make a big difference for their competitiveness.

BACKGROUND

The OECD Survey of Adult Skills, also known as PIAAC, is an international survey carried out in 24 countries. PIAAC measures the key workplace and cognitive skills needed for individuals to participate successfully in society and for economies. The collected data assists governments in assessing, monitoring and analysing the level and distribution of skills among adults. European Association for the Education of Adults (EAEA) is the voice of non-

formal adult education in Europe. EAEA is a European NGO with 116 member organisations in 43 countries. It represents 40–60 million adult learners Europe wide.

EAEA will further analyse and discuss the PIAAC results, please follow us on our designated website: <http://www.eaea.org/en/policy-advocacy/piaac.html>.

8.5 MEDIA RELEASE ON PIAAC: EUROPE MUST INVEST IN ADULT EDUCATION

The European Association for the Education of Adults (EAEA) welcomes the launch of the Programme for the International Assessment of Adult Competencies (PIAAC) results earlier today. They are a loud wake-up call to Europe to start immediate action.

The PIAAC results should lead to a European-wide debate on the skills and competences of adults and raise the awareness for and investment in adult learning. The assessment proves the requirement for continuous learning in Europe, underlining “a strong positive relationship between participation in adult education and skills proficiency”. We need a ‘Learning Europe’ where everyone can and wants to participate in learning. The PIAAC publication states that “While countries cannot change the past, policies designed to provide high-quality lifelong opportunities for learning can help to ensure that the adults of the future maintain their skills” (Skilled for life? Key Findings from the Survey of Adult Skills, p.13).

EAEA underlines the helpful role that adult education can have in times of crisis (both personal and social). Participating in learning activities can provide a stable time framework, a community, a chance for re-orientation, a safe place, a new challenge, social recognition, and end up being an important tool for empowerment.

Adult education is the key for more knowledge, skills, competences and participation in Europe. It has the potential to increase competitiveness and employability but also democracy, inclusion, health and well-being.

PIAAC clearly demonstrates the need to encourage disadvantaged learners and provide basic skills training. Literacy as a continuum is the most sig-

nificant foundation for an active participation in a rapidly changing society, which is about comprehensive lifelong and life wide learning including numeracy, IT skills, civic and financial literacy. In order to tackle the Europe wide problem of adult illiteracy, EAEA demands close cooperation between governmental and civil society organisations in order to raise awareness and develop appropriate measures.

Background

The OECD Survey of Adult Skills, also known as PIAAC, is an international survey carried out in 33 countries. PIAAC measures the key workplace and cognitive skills needed for individuals to participate successfully in society and for economies. The collected data assists governments in assessing, monitoring and analysing the level and distribution of skills among adults. European Association for the Education of Adults (EAEA) is the voice of non-formal adult education in Europe. EAEA is a European NGO with 116 member organisations in 43 countries. It represents 40–60 million adult learners Europe wide.

8.6 MEETING THE CHALLENGE: LIFELONG LEARNING FOR ALL

Together with ICAE and DVV International.

In December 2012, representatives from the European Commission (DG EAC and DG ENLARG), the EESC, the European Parliament and European NGOs, initiated a dialogue among education and development stakeholders on the challenges and opportunities for non-formal adult education in the development sector.

Lifelong learning is a key for achieving social change and reducing poverty levels around the world. It has the capacity to positively affect many dimensions of poverty, peace, reconciliation as well as conflict prevention. Adult education creates change through enhancing employment prospects, improving health levels and financial literacy of poor people as well as giving better chances of acquiring the tools needed to run their own lives. However these benefits are often not understood outside of the educational discourse and there is a lack of recognition of the education sector when looking at development goals, in particular non-formal adult education. Policy makers and even civil society organisations often do not include education interests. As a result the respective UN Millennium Development Goals and “Education For All” targets for 2015 will mostly be missed, especially the EFA

goals explicitly affecting adult learners.

For the Inclusion of Adult Education in Development Strategies

We can see that development strategies do not include the education sector so far. If so, then these initiatives are focused on primary education. However we believe that in particular adult education should be considered and taken into account because of various reasons.

And we call on you to support us in this work. Because: synergies among different actors are needed for tackling global challenges of adult education. These should support adult education and development through:

I. Promoting Adult Education at policy level

- Ensuring Lifelong and Lifewide Education for All, because: Education is a Human Right.
- Making the case for the wider impact of (non formal) adult learning at policy level (education and finance ministries)
- Embed adult education in (development) policies and strategies as a substantial part of key policy and strategy documents (planning, budgeting, monitoring)
- Increasing funding for the non-formal adult education sector
- Supporting the development of strong adult education strategies with structures and systems in developing countries.

II. Engaging learners' voices

- Ensuring citizen participation and involvement
- Develop outreach activities and partnerships
- Listening to, involve and facilitate citizen's voices when planning, designing, offering and evaluating learning processes and development strategies
- Building and strengthening civil society alliances
- Sharing good practice experiences.

III. One shoe does not fit all – context matters

- Recognizing different experiences and life situations of people
- Validating skills which in particular contribute to the personal and professional growth of individuals

- Using the concept of “life skills“ for increased livelihoods rather than skills training for employment only
- Working pragmatically within existing structures.

Each stakeholder has the responsibilities in the implementation of development policies, in inspiring support and engagement for education. Education is a tool towards equality, sustainability and human right. Also the public has to be made more aware of the importance of education for poverty reduction, because: “No development without Education.”

8.7 WHY IS ADULT EDUCATION IMPORTANT?

European Association for the Education of Adults (EAEA) is the voice of non-formal adult education in Europe. EAEA is a European NGO with over 120 member organisations in more than 40 countries and represents more than 60 million learners Europe-wide. EAEA promotes adult learning and access to and participation in non-formal adult education for all, particularly for groups currently under-represented.

EAEA’S MAIN ROLES

- Policy advocacy for lifelong learning at European level
- Development of practice through projects, publications and training
- Provision of information and services for our members
- International cooperation

Investing in adult education makes good sense for individuals, communities and economies as a whole. Research shows that adult education has wider benefits. People given chance to learn and develop are:

PRODUCTIVE

They participate in the workforce and make the economy grow and develop. Adult learning can improve employability and income, especially for groups such as migrants and women from ethnic minorities. It has an important role in maintaining, re-skilling and upgrading the skills of those with the greatest need for support.

HEALTHY

They live healthy and fulfilled lives. Adults who take at least one course be-

tween the age of 33 and 42 are more likely to have given up smoking, increased their exercise and their life satisfaction. When conducting a survey among adult learners in Finland, 28 % of interviewees cited mental well-being as an outcome of learning and 13 % mentioned improved physical health.

WELL-OFF

They are less likely to slip into poverty. Adult learning can help substantially to reduce poverty through enhancing employment prospects and giving better chances of acquiring the tools needed to run their own lives. It has an empowering role in times of crisis, providing a stable community, a chance for reorientation, a safe place and social recognition.

LAW-ABIDING

They are less-likely to commit crime. Research on the Wider Benefits of Learning shows that learning is strongly related to propensity to commit crime. People with no qualifications are more likely to be persistent offenders. Education and training reduces the risks of people engaging in criminal activity and re-offending.

HAPPY

They nurture their creativity and imagination. 35% of adult learners see a strong correlation between adult learning with happiness and well-being. Direct effects of adult learning relevant to wellbeing are self-efficacy, -belief and -worth. Four-fifth of learners reported a positive impact on areas such as confidence and life satisfaction.

SUPPORTIVE PARENTS

They ensure that their children develop a love of learning and take full advantage of education. Educational attainment in one generation has positive effects in the next generation. Parental education influences the children's performance in education, because they provide their children with educational support.

ACTIVE CITIZENS

They participate in their own communities and civil society. Those who participate in one or two courses are 13 % more likely to vote. The European Social Survey finds a strong and consistent positive relationship between

years of education and interest in politics. Every additional year of education in general raises the likelihood of voting in national elections by 3 %.

OPEN-MINDED

They support and respect people with different abilities and cultural beliefs. Adult learning is associated with more open-minded perspectives on race and authority, greater understanding of people from different backgrounds, challenging previously held beliefs and with a sustaining effect.



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