



EAEA
ACTIVITY REPORT 2010



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HIGHLIGHTS OF 2010

EVENTS

- General Assembly and Grundtvig Award
- Policy breakfast at the European Parliament
- Book presentation
- Conference on The integration of non-formal adult learning in National Qualification Frameworks

ADVOCACY

- Letter to President Barroso and letter campaign to MEPs to support Action Plan and Grundtvig
- Participation in Adult Learning Working Group
- Presentations and inputs at a number of conferences
- Meetings with decision-makers

PUBLICATIONS

- Grundtvig Award Brochure
- Policy paper on the role of adult education in combating poverty.

STATEMENTS

- EAEA Statement on The Future of the Lifelong Learning Programme
- EAEA Statement on "EU Citizens' Rights – The way forward"
- EAEA Statement on EU 2020



EAEA General Assembly 2011



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GA – 16.06.2011– 03 – 01 - GE

This EAEA Activity Report refers to the period from January to December 2010 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 2010 and follows the Work Plans for 2010, which were approved by the General Assemblies 2009 in Bonn and 2010 in Yerevan.

1. INFLUENCING PUBLIC POLICY

One of the most important events that influences EAEA's activities was the publication in September 2007 of the Commission's Action Plan "It's always a good time to learn", a follow-up to the earlier "Communication on Adult Learning: It is never too late to learn". EAEA is very much involved in the implementation of the Action Plan. EAEA's President Sue Waddington is a member of the working group.

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). In addition to the Adult Learning Working Group (ALWG), meetings with Marta Ferreira, Martina Ni-Cheallaigh and Maike Koops have taken place.

The president and secretary general also met with the new Director General Jan Truszczyński and the Head of Cabi-

net, Philippe Brunet. We presented the EAEA, the need for a follow-up to the Action Plan and a strong Grundtvig Programme were the main topics of discussion.

Sometimes, other organisations can provide an introduction and/or platform for the EAEA. The Finnish Association for Adult Education, for example, met with Commissioner Olli Rehn and took the secretary general (SG) along to present EAEA, too. The Social Platform had invited Catherine Day, the Secretary General of the European Commission, as its key note speaker, and EAEA was able to underline the importance of adult learning to her.

EAEA also had contacts with other European institutions: the secretary general met with Staffan Nilsson, now president of the European Economic and Social Committee (EESC). We also had contacts with a number of MEPs. The president and SG also had the opportunity to meet with the European Ombudsman, who underlined his support for civil society organisations. EAEA also participated in a stakeholders' meeting organised by the Belgian presidency.

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



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1.2. **ADVOCACY FOR LIFELONG LEARNING, ADULT EDUCATION AND CIVIL SOCIETY**

In 2010, EAEA was pushing for the continuation and a strong follow-up for the Adult Learning Action Plan and a strong Lifelong Learning Programme, and especially Grundtvig.

We sent letters with this message to President Barroso, who replied, underlining his support. We also asked our members to write to the MEPs of their countries with the same messages, which many of them did. Again, we / they received some positive replies.

The policy breakfast, our participation in the adult learning working group and our high-level meetings underlined our messages.

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. Ruth Jermann, member of the EAEA executive board, has taken over the representation of the EAEA. The Conference of INGO in Strasbourg is the main place where NGOs of all European countries can come together to promote their thoughts, remarks and action plans.

Via EUCIS Platform LLL, 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. EUCIS Platform LLL 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 (EPAH), social (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 (e.g. lobbying register, European elections, budget) and provide an opportunity for capacity building among its members.

1.3. **POLICY BREAKFAST AT THE EUROPEAN PARLIAMENT**

EAEA organised the first in a series of policy breakfasts at the European Parliament. The event on March 17th was hosted by MEP Mary Honeyball, who is also an active member of the Culture and Education Committee in the European Parliament.

The breakfast was well attended, with some 35 participants showing up to listen to Professor Jyri Manninen from Finland and Professor Stephen McNair from England. They presented fresh research results showing the wider benefits of learning using both qualitative and quantitative methods. Some 12 years ago the British government set up an agency to study precisely these benefits, and they have by now accumulated a lot of evidence. In Finland the work



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has only just begun, and the first results echo those from the UK. Adult learners in Finland feel that participation in learning increases their self-confidence, their learning skills, and their ability to cope better in life, but this is not all. Society also benefits in many ways.

The presentations were followed by a discussion, where Hélène Clark, Director at the European Commission's Directorate General of Education and Culture said that it is very important for the Commission to receive evidence of learning benefits such as the ones presented during the breakfast. Marta Ferreira, head of unit for adult education / Grundtvig, also contributed to the discussion. This evidence helps keep lifelong learning on the agenda, which is now needed, as the Action Plan on adult learning is coming to an end and a continuation should be discussed. This evidence will make a very good case for the follow up.

1.4. PLATFORM MEMBERSHIPS

EAEA is a member of the 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 also an active member in the European Commission's platform on Multilingualism, which has now developed a project, in which EAEA is also a partner.

EAEA also participates in the Social Platform, in which it is a member.

EAEA is currently also an observer at CONCORD, the European Platform for Development.

1.5. STATEMENTS AND OPINIONS

In order to be recognised as a policy actor and interesting representative of a civil society sector, an organisation in Brussels needs to take position, present opinions on policies, offer clear per-



Sue Waddington, MEP Mary Honeyball and Marta Ferreira at the EAEA Policy Breakfast 2010.



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spectives of strategies and produce convincing policy recommendations. EAEA has published a number of papers in the last year, which you can find in the annex.

1.6. EUCIS PLATFORM LLL - THE EUROPEAN CIVIL SOCIETY PLATFORM ON LIFELONG LEARNING

2010 was an important year for EUCIS LLL: for the first time, it received a core funding from the European Commission and was therefore able to set up an office in Brussels and launch various activities that it had not been able to do before.

The EUCIS-LLL conference on “The social dimension of education and training” gathered more than 90 civil society representatives from around Europe in order to exchange and put forward recommendations to policy-makers. They represent parents, teachers, educators, researchers, from vocational training centres, universities, schools, adult education or local associations as well as representatives of institutions at local, national and European levels. They came together to share their perspectives and ideas on how to improve the social dimension of education and training in the framework of the new “EU2020” Strategy.

For the third time, EUCIS LLL co-organised the stakeholders’ forum with the DG EAC, this year in partnership with the European Youth Forum with the aim of consulting European stakeholders on the future of the programmes Lifelong Learning, Youth in Action and Erasmus Mundus. It followed online public con-

sultations on the programmes that the DG EAC launched in September 2010. The stakeholders underline the need for administrative simplification and for the possibility to include non-European participants. Other statements were about improving information and access, ensuring a transversal dissemination of projects’ results, ensuring more sustainability for projects and networks, providing quality assessment and transparent evaluation, innovative and flexible management, etc. The great majority of the stakeholders did not see the point of merging the current programmes - “evolution, not revolution”.

EUCIS-LLL co-organised a public hearing on «Recognising the role of volunteers and volunteering for social cohesion and active citizenship» with the European Civic Forum and Volonteuropa in partnership with the European Economic and Social Committee in Brussels.

In 2010, three working groups were set on the «Social dimension of education and training» (EAEA represented by Gina Ebner), on «Tools and Competences» (EAEA represented by Eeva-Inkeri Sirelius) and on the «Sustainability of Lifelong Learning» (EAEA represented by Sue Waddington).

Additionally, EUCIS LLL met with a number of decision-makers (e.g. the Director-General of DG Communication, Claus Sorensen) and published policy statements on a range of subjects.

Gina Ebner, Secretary General of EAEA, continues as president of the Platform.



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1.7. 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.

In 2010, EAEA was invited to the two Grundtvig conferences, in which the President Sue Waddington and Vice-president Eeva-Inkeri Sirelius were invited to speak. The Secretary General did a presentation at the 'Museums meet Adult Educators' conference.

Both President and SG were invited to the Belgian Presidency conference on 'Breaking the cycle of disadvantage', where they had roles in workshops.

Board member Britta Lejon and the SG represented EAEA at the DARE conferences.

Vice-president Katarina Popovic represents EAEA at the Editorial Board of the LlinE magazine.

There was also a meeting of German EAEA members hosted by Vice-president Uwe Gartenschlaeger. EAEA was also presented at a conference in Birmingham, at a study visit of UIL in Brussels and at the Future Forum of the Austrian VÖV.

2. INTERNATIONAL COOPERATION

2.1. COOPERATION WITH ICAE

EAEA continues to work on international issues, although the intensity of the work somehow lessened after the efforts of CONFINTEA and FISC in 2009.

ICAE's World Assembly 2011 will take place in Malmö, Sweden, and EAEA decided to hold its General Assembly back to back with this event so that its members could easily participate in both events.

Vice-presidents Katarina Popovic, Uwe Gartenschlaeger and secretary general Gina Ebner participated in the ICAE strategic seminar in Bonn in June 2010. The seminar had the following objectives:

- To provide an international space to debate on the current world changing context and to analyze the conjuncture and systemic issues.
- To identify the role of civil society organizations in this context and the implications for advocacy strategies.
- To exchange strategic visions on adult education and lifelong learning in the current context.
- To identify priorities and make proposals for the coming years:
 - ICAE vision & strategy
 - Structure and by laws
 - Preparation of the World Assembly



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2.3. DEVELOPMENT

EAEA has decided to apply for membership in Concord. CONCORD Europe is a European NGO confederation for relief and development. CONCORD Europe consists of 22 national platforms and European network organisations. Uwe Gartenschlaeger, who was appointed Vice-President with special responsibilities for international issues, is the EAEA representative in CONCORD. Due to statutory issues of CONCORD, the membership procedure has been delayed, but EAEA has been invited to join some working groups already, such as the Development Education Forum and the Enlargement, Pre-Accession and Neighbourhood working group.

3. CONFERENCES AND EVENTS

- **Book presentations**

In March 2010, EAEA organised a book presentation in Brussels. Uwe Gartenschlaeger, Vice-president of the EAEA and editor of the publication, and Katarina Popovic, board member and one of the authors, introduced 'European Adult Education outside the EU' to 30 representatives of the European Commission, the European Parliament, trade unions and colleagues from the lifelong learning sector.

The book was also presented in Minsk, Sarajevo and in Skopje.

- **Conference on The integration of non-formal adult learning in National Qualification Frameworks**

130 participants from 35 countries re-



Uwe Gartenschlaeger and Katarina Popovic at the book presentation in Brussels March 2010.



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sponded to the EAEA and NVL (Nordic network for adult learning) invitation to discuss the important issues of the European Qualifications Framework (EQF) and National Qualifications Frameworks (NQFs) with colleagues from all over Europe.

The theme of the conference is relevant for the different sectors of adult learning and the participants could really benefit from the cross-sectorial discussions. The main goal of the conference was to discuss the NQFs especially in relation to non-formal learning and to look for ways of developing the civic society approach to have in-formal and non-formal learning included in the EQF.

The conference provided highly competent expert presentations as well as possibilities for the participants to work in group sessions, to post and clarify ques-

tions important for them.

- **General Assembly and Grundtvig Award**

See chapter 7.1

- **Policy breakfast at the European Parliament**

See chapter 1.3

4. PUBLICATIONS

Grundtvig Award 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.

Policy paper on the role of adult education in combating poverty.

EAEA published a policy paper on the role of adult education in combating



EAEA/NVL Conference on NQF in Brussels November 2010.



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poverty. It consists of a scientific introduction, some good practice examples and policy recommendations.

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 where EAEA is currently involved as a partner:

5.1 DOLCETA

One of specific actions for consumer education which contribute to sustainable consumption is the **Development of Online Education Tools for Adults (DOLCETA)** project.

It started with the assumption that consumers need a minimum level of knowledge and education to understand the information and to use it in the most appropriate way. For this reason, DOLCETA modules serve to give consumers the necessary competences to compare products and services on the market; to decide on purchases; and to defend their rights as consumers. The legal and practical information is adapted to the national characteristics of each country.

DOLCETA offers interactive multilingual online learning on consumer rights and financial issues. The website contains hundreds of articles on consumer issues all there for the interested consumer to read. It also contains a lot of fact sheets, lesson plans and different types of educational material for teachers. Dolceta can be used in home economics, maths, citizenship, finance, science and more. It can also be used as a training or reference tool by consumer organizations and other NGOs, SMEs, and consumer counselors. All the educational material on the Dolceta site can be used and downloaded for free (provided you acknowledge the source). The articles on the Dolceta site are checked by pedagogical and legal experts in all EU Member States, and all the content is maintained and updated continuously. Teachers can use and adapt the Dolceta material to fit into the curriculum at different levels and in different subjects, in primary and secondary schools or adult education and community education programmes.

DOLCETA contains eight different modules on following thematic topic:

1. Consumer rights
2. Financial services
3. Product Safety
4. Teacher's corner
5. Sustainable consumption
6. Services of general interest
7. Financial Literacy
8. Food Safety

All modules are available in 27 different versions, one for each European Member State and in all official EU languages at www.dolceta.eu



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EAEA is responsible for testing of developed materials with real users in real educational environment as well as coordinates the work flow of the development of new modules and maintenance of the existing once. The project finishes in June 2011.

5.2. **InfoNet**

InfoNet is a Grundtvig network project of Adult Education journals/media in Europe. The project increases cooperation between adult education journals and offers a newswire for adult education. It is a European network of editors in the field of Adult Education and Life Long Learning with the main objective to build a community for sharing experience, knowledge and material (news, articles etc.) for editorial work. To achieve this, InfoNet has established a web based information service for the dissemination of news on Adult Education with European relevance.

From the second year, supported by an information bureau in Brussels, a regular information service is operating which works similarly to a news agency. InfoNet currently has members in almost all EU countries, including the journal LlinE (which is a trans-European organisation dedicated to the advancement of adult education, lifelong learning, intercultural collaboration and best practice research). InfoNet is coordinated by KBE (Catholic Association for Adult Education) with the project coordinator Dr Michael Sommer, editor of the German journal "Erwachsenenbildung" (Adult Education) and member of the Akademie Klausenhof, a large adult education

centre in Germany. The financial support for the project will end in September 2011. A new application for a third prolongation of this support has been submitted with EAEA as partner.

5.3 **GINCO**

Ginco: Grundtvig International Network of Course Organisers

GINCO is a Grundtvig network run by an international consortium of 21 partners, with the aim to create a European-wide network of adult education organisations actually running Grundtvig courses or willing to do so in the future. GINCO wants to network actual and potential Grundtvig course organizers and not only offering a forum for cooperation and exchange of expertise but also offering support for development, promotion of access, delivery, accreditation and sustainability of their courses. Looking at 'course delivery' Ginco supports course organisers to link up their courses with LLP policy and to apply appropriate, innovative adult LLL didactics and ICT for their courses. The network also helps to improve intercultural skills of course organisers and support course providers in their care for quality.

Special attention is paid to the follow-up and transfer of learning outcomes and course impact on participants. As for 'course provision' Ginco analyses the national course offer in LLP countries and develops strategies to improve the Grundtvig course provision.

Finally, Ginco is representing the in-



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terests and needs of Grundtvig training organisers and acts as a spokesman in front of the national agencies (NAs), the European Commission, the adult education sector and the educational public at large.

5.4.1. New projects

EAEA joined the following projects as a partner:

IPA — 'the second chance' — systemic development of elementary, practice-based adult education in Serbia

The project, with the overall objective of the development of a rigorously piloted and evaluated model for a national system for Functional Elementary Education of Adults (FEEA), will permit adults without elementary education a “Second Chance” for enhancing their social conditions and economic livelihoods. This is to be achieved through the development of policy initiatives which will ultimately be supported through legislative and regulatory mechanisms. The initial policy documents will form the basis for a three-cycle programme for participants, which will result in completion of years 1 to 8 of a functionalised elementary education, supplemented by needs-oriented vocational training. These cycles will be developed under the project, along with supporting materials and handbooks, and then piloted in 80 elementary schools (with partner VET schools) with the involvement of 4000 adult learners. To achieve all project results will necessitate the involvement of a range of partners at national and local

levels in the development of policy, the identification of needs, the development of programmes and the accessing of employment opportunities. Such a programme will also involve large numbers of school staff and others in the identification, recruitment education/training and retention of the participants. Another major component of the project is therefore that of training and capacity building. Much attention is also paid to the promotion of FEEA to the broader public, and the importance of this must not be underestimated. Whilst the importance of FEEA may be clear to the professional community, it is often those who would benefit most from it, i.e. the functionally illiterate, who appreciate this least. Indeed, such attitudinal issues may pose the greatest of challenges to the project, with motivation of participants having to be addressed throughout. Fortunately, further development of FEEA in Serbia can benefit from the findings of an earlier project (Functional Basic Education of Adult Roma, financed by the Roma Education Fund, Ministry of Education of the Republic of Serbia and dvv international, Bonn), which has already trialled (albeit on a smaller scale and with a narrower target group) not only policy and curriculum development, but also trainings and the use of assistants to act directly as supporters and interlocutors for participants.

Poliglotti4.eu – Civil Society Platform to promote Multilingualism

The Civil Society Platform on Multilingualism (CSPM) has been working over the last year on behalf of the European Commission. Given the composition of the Platform which gathers 29 promi-



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nent European-wide working head organizations of Civil Society, the Platform was divided into four working groups: Education, Linguistic Diversity and Social Cohesion; Translation and Terminology; Language Policy. The four working groups have started with fact finding and research activities to gather data on the situation of multilingualism in these fields, also collecting best practice examples. All these activities have led to the development of recommendations for the implementation of a European multilingualism (ML) policy. These recommendations have been presented in October 2010 and are the basis for the project. The project can rely on the expertise, experience in the field and networks of those 29 European organizations covering all language-related fields of Civil Society.

The platform considers that this will only constitute a first step towards the development and implementation of ML policies in Europe. Further work will be required to: Communicate and promote these recommendations directly to policy-makers at local and regional level; Provide policy-makers with practical advice and guidance on the formulation and implementation of ML policy; Raise awareness of the value and importance of ML in society as a whole; Provide to policy-makers as well as to the general public a range of tools which can facilitate ML. The research and recommendations of this project will focus particularly on three areas: lifelong learning, pre-school, and social/community services for social inclusion.

The principal physical output of this project will be a multilingual on-line Lan-

guage Observatory which we envisage will become the reference on the practice of multilingualism in Europe, and will persist beyond this two-year project. The Observatory will initially present: Information on the key motivators and inhibitors of ML in the three above-mentioned areas; their implications in the communication and implementation of multilingualism policy; Catalogues of ML practice and best practice in the three above-mentioned areas; A catalogue of ML tools which will have been evaluated and assessed for suitability according to context; Information and best practice on the implementation of ML policy by local and regional authorities. The anticipated impact will have several dimensions: Among local and regional authorities, a trend towards the generalised implementation of ML policy. Among organisations in the areas sectors studied, a trend towards systematic consideration and appropriate implementation of ML in daily work; Among the general public, greater awareness of the importance of ML.

6. INFORMATION & COMMUNICATION STRATEGY AND SERVICES OF THE EAEA

6.1. INFORMATION AND COMMUNICATION STRATEGY

The information and communication unit in Helsinki carries out the information work in EAEA. The Helsinki Adult Education Centre and the Finnish government through its Ministry of Education and Culture have been supporting our member VSY so that Johanni Larjanko can spend 80% of his working time on EAEA. Nevertheless, the finan-



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cial crisis led to a cut in the operational budget, which forced us to prioritize.

EAEA published a number of publications, such as the Grundtvig Award 2010 publication, the Grundtvig Award leaflet, several EAEA statements, and the regular EAEA News.

EAEA organised a survey on its website and received very positive feedback. Therefore, and due to limited resources, a lot of development work was put on hold. These include a new communication strategy for the association, our entry into social media, and our ideas for visual tools. We did produce a range of new banners on EAEA and the Grundtvig Award. These were used, for example, at the EAEA/NVL Conference on NQF in Brussels. The banners help the visibility of EAEA at a range of events.

New services include our own youtube channel, regular use of Bambuser for on-line streaming of events, our Facebook page "Lifelong learning and social media".

In addition to the above mentioned printed news, EAEA continued to produce monthly electronic bulletins, the EAEA policy newsletter, as well as the EAEA insider, the quarterly internal news service for members only.

The EAEA website grew with expanded sections including learners' voices and presentations of adult education systems per country. Visual improvements were also made by integrating youtube videos into the site, widening the content columns, and changing the way photos are displayed on the front page.

Towards the end of the year we responded to requests from several projects by offering tailor made dissemination packages. We also contacted newly approved Grundtvig projects with offers of dissemination services. This work will be followed up in 2011.

The EAEA Policy Breakfast on the Wider benefits of Learning, the presentation of the EAEA/DVV publication on Adult Education in Europe outside the EU, the EAEA General Assembly and Grundtvig Award 2010 and the EAEA/NVL Conference on NQF were all documented, and the results disseminated. We were also actively present at the Grundtvig Programme 10th year celebration conference in Copenhagen in September.

6.2. CONTACTS WITH EAEA MEMBERS

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 also started a more regular e-mail information service to the members, explaining what is going on at the secretariat in 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. All representatives of EAEA contributed to making adult education more visible and promoting the association at different levels.



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7. ACTIVITIES IN THE ORGANISATION AND THE OFFICES

7.1. GENERAL ASSEMBLY AND GRUNDTVIG AWARD

The General Assembly 2010 was organised in Yerevan, Armenia. This opened the possibilities to make new contacts and for members to participate who live in the vicinity and maybe could not participate in a meeting in Western Europe. We were happy to have a working group in Russian. We were supported by many colleagues from Armenia and learned more about adult education in the region.

For some years, the EAEA has now organised an adult learner award for ex-

cellent projects in adult education and learning. The topic of 2010 took the European Year of Combating Poverty and Social Exclusion as its starting point. The topic was Innovative Approaches in Adult Education and Learning - Key competences for social inclusion. EAEA received 8 European and 3 non-European submissions. The ceremony for the winners took place at the National Museum in Yerevan. The Minister of Education of Armenia handed over the Awards. The two winning organisations and projects were the following:

Grundtvig Award winners 2010

“Little Stories, Great Hopes”

The aim of the project, organised by the Centrum voor Volwassenenonderwijs



EAEA Grundtvig Award 2010 in Yerevan, Armenia.



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Turnhout (CVO), Belgium, is predisposing an autobiographical activity inside penitentiaries for promoting and encouraging the reconsideration of one's own past and re-planning one's future "beyond the bars". The project aims to "collect" the experiences of those detainees who, through narrations of their own life, work, suffering and imprisonment occurrences, try and want to find new perspectives and opportunities for their future. The inmates were invited to come to writing class, whereas teachers guided them through several chapters of the writing course. Each chapter focuses on one specific aspect of the inmate's life: "me and the family", "my job and my education", "friendship", "character and emotions", "life behind bars". The main goals of this project are the following: making prisoners look back, encouraging them to reflect about their past and at the same time preparing them to re-plan their future by making them write; encouraging prisoners to enjoy this creative writing and be stimulated by collaborating, by listening to and learning from each other. Prison writing helps prisoners to understand themselves, to voice their hopes and desires. In this way they are stimulated to open up and share their writings with others; according to the linguistic approach writing is an avenue through which the "healing process" begins. Writing does not only keep you company when isolated from everyday contact, it also enables you to express your feelings when those around you cannot. The therapeutic value is often really life-changing for these prisoners.

Grundtvig Award winner in the 'Outside of Europe' category 2010

"Community-based Alternative Learning and Development Program"

The aim of this project, managed by "People's Initiative for Learning and Community Development (PILCD)", Philippines, is to enhance the level of functional literacy of marginalized individuals, groups and vulnerable sectors of marginalized communities. It is expected that the development of their functional literacy will provide them learning tools and pave the way for the development of their knowledge, skills and abilities on the following issues: income generation; self-help and community organizing; governance and political participation; environmental protection; rehabilitation and sustainability. The target group is composed by farmers and women groups; parent groups; out-of-school youth, youth labourers and young adults; children and youth in conflict with the law. The Community-based Adult Learning and Development Programme offers rural communities and target groups continuing learning opportunities that cater to their needs according to their social, political, economic and cultural context. The functional literacy rate among youths and adults in marginalized communities is often low, primarily because these communities do not have access to alternative and continuing learning opportunities.

The program provides adults and youth in remote and poor rural communities – the majority of whom have limited or no experience of education – with alternative learning opportunities to enhance



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their literacy skills. The program has had a significant impact on the economic empowerment and the improvement of quality of life. The continuing training on sustainable agriculture resulted in the transformation of farmer participants to adopt sustainable farming practices such as composting and integrated pest management and the judicious use of chemical inputs.

7.2. MEMBERSHIP

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

ASSOCIATE MEMBERSHIP

- Comenes (Belgium)
- NGO 'House of science and technology (Bulgaria)
- Get to know the world Association (Finland)
- OLAP asbl – Luxembourg Productivity Center (Luxembourg)
- MELLearn – Hungarian Higher Education Lifelong Learning Network (Hungary)
- Directorate for Adult Lifelong Learning (Malta)
- Epsilon III Association (Romania)
- Labour Fund Zasavje (Slovenia)
- Umeå Municipality VIVA Municipal Adult Education (Sweden)

ORDINARY MEMBERSHIP

- La Ligue de l'Enseignement (France)

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



Ramon Mapa accepts the Grundtvig Award in the Outside of Europe category.

The following networks were excluded:

- Federation of Societies for the Spread of Knowledge (Bulgaria)
- Università Popolare degli studi di Milano (Italy)
- Foundation for Educational Services (Malta)
- Association of Polish Adult Educators (Poland)
- International Center for Financial and Economic Development (Russia)
- Pskov Regional Adult Education Association (Russia)
- Siberian Adult Education Association (Russia)
- Eurobir Education, Project and Consulting (Turkey)
- Kahramanmaras Vocational Education and Training Center (Turkey)



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7.3. 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.

January 2010 (Budapest)

The first meeting of the Executive Board in 2010 had the aim to set up the guidelines of the cooperation during the year, as well as to decide on the implementation of the work plan for 2010.

March 2010 (Brussels)

The meeting in March had the aim to further discuss the details of the work plan and to evaluate the activities so far. Furthermore in preparation for the General Assembly, a decision on the yearly documents (such as activity reports, work plans, budget overviews etc) needed to be made and details of the yearly conference to be discussed and set up. This meeting was combined with the policy breakfast in the European Parliament.

June 2010 (Yerevan)

The meeting in Yerevan was focused at the GA event and the papers related to this meeting, it took place just before the General Assembly.

September 2010 (Lisbon)

In Lisbon, the Board met with representatives of the ministry, but also had the chance to learn more about the New Opportunities Programme by meeting with colleagues from the ANQ and to visit a validation centre. Finally, a meet-



EAEA Board Meeting, March 2010, Brussels.



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ing with adult education organizations from all over Portugal was held.

The board decided to present the presence of its members at the meetings in the annual report

Name Number of days attended
(3 meetings / 2 days, 1 m / 1 d)

Sue Waddington	7
Eeva Inkeri Sirelius	5
Eitan Israeli	5
Uwe Gartenschlaeger	7
Juan Jose Salado Sanchez	0
Per Paludan Hansen	7
Levan Kvatchadze /	
Irina Khantadze	4
Katarina Popovic	7
Britta Lejon	7
Ingrida Mikisko	5
Ruth Jermann	7

7.4. FINANCES

The core funding application from the European Commission for 2010 was approved. The final report for 2009 was accepted.

In 2010, the 3-year framework contract with the European Commission came to an end and EAEA put forward a bid for a new contract at the end of 2010.

Unfortunately, there are members who do not pay their membership fees and thereby reduce the income of the EAEA. In 2010, the write-off/depreciation of unpaid membership fees of almost 18.000 EUR caused an unfortunately high negative end result for 2010.

On the other hand, DOLCETA still provided enough funds to balance out most of the set-backs and provided a stable

cash-flow situation.

7.7. STAFF

Andrew Button, project assistant, left EAEA after the end of his contract in December 2009. He was replaced by Sanni Roinevirta from Finland, who has been working at the EAEA office in 2010 and will stay until June 2011.

The permanent staff of EAEA main office in 2010:

Valentina Chanina, Administrator
Gina Ebner, Secretary General
Marta Lottes, Project Manager

7.9. TRAINEES AND VOLUNTEERS

In the reporting period, the following trainees did their internship at the Brussels Main Office:

1. Norbert Kuijpers, Netherlands
2. Andrea Iori, Italy
3. Michal Sorejs, Czech Republic

7.10. BOB SCHOUTEN FUND

The Bob Schouten Fund, established in 1981 in commemoration of the international work of Bob Schouten, the long-standing 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 2010, some reimbursements to the trainees were covered by the Bob Schouten Fund.



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ANNEX – POSITION PAPERS, OPINIONS, STATEMENTS

EAEA Submission to the consultation on financial regulations

January 2010

European Association for the Education of Adults (EAEA aisbl)
Rue d'Arlon 40
B - 1000 Brussels
Register Identification Number
3334854676-12

Introduction

The EAEA is an NGO with 128 members in 42 countries, representing non-formal adult education and learning on European level. EAEA's members mainly participate in the Lifelong Learning Programme (and here mostly in Grundtvig); some also work with ESF projects, TEMPUS and related programmes.

EAEA itself has received core funding for European associations through the Jean Monnet programme. Our response to the consultation is therefore based on the day-to-day experiences of working with European projects and grants.

EAEA members think that European programmes contribute extensively to their work, their organisations, and their countries. In a recent survey on the Grundtvig programme, EAEA members made comments such as:

- It has broadened our view on general adult education issues and politics.

Our organisation:

- gained wider experience and knowledge in adult education at international level
- enhanced international network of relevant educational and other diverse institutions
- gained more experience in teamwork and intercultural communication at international level
- enhanced visibility at international level
- improved possibilities of learning by sharing ideas and teaching methods
- improved self confidence
- improved language and intercultural communication skills

The members said that they got new international contacts, broader understanding of adult education as well as language learning in Europe (different systems, models etc.), better insight into the specific topics, a lot of extremely useful discussion (processes), new ideas, concepts, ways of approaching challenges, new projects etc.

It is important that Grundtvig raises new themes such as higher acceptability of non-formal or informal competences or supports projects on "difficult" topics such as integration, gender or senior citizens etc. It widens the view towards Europe and it plays an important role for the improvement of intercultural understanding and learning.

Grundtvig is important to improve the quality of lifelong learning activities also at national level through exchanges of competences, experiences, didactic tools; to increase transnational relations and networking in this field. Particular-



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ly, Grundtvig actions are important in our country especially because the LLL politics are currently absolutely insufficient EAEA would therefore like to underline the importance of EU funding and contribute to a better regulation and administration.

Question 1: Are you sufficiently informed about upcoming calls for proposals in a timely manner?

What improvements would you suggest?

EAEA answer: Concerning the Lifelong Learning Programme and other calls that concern the lifelong learning sector, the overview is easily and timely presented at the DG EAC and EACEA websites.

Nevertheless, there might be other calls in other DGs / organisations that could be interesting, but which are more difficult to follow. Why not introduce a similar system to the information about consultations linked to the lobby register? There, you can sign up to receive information about consultations in certain areas - one could do the same with calls for proposals and tenders.

Question 2: should the rules be more flexible on co-financing requirements taking into account the type of actions and project managers? How could in-kind contributions best be dealt with, while adhering to the non-profit principle?

EAEA answer: Concerning this issue, there is now a chance to integrate more flexibility, which takes into account the way non-governmental and non-profit organizations work. Very often, the bud-

get that is accounted for only shows a fraction of the real working budget of the association. In kind contributions - mainly in the form of working hours - can consist of volunteer work, resources by member associations, work by presidents, chairs or board members etc. An association might have only one employee but might be able to provide the work of four. This makes it extremely difficult to provide co-financing when in-kind contributions are not possible.

We therefore recommend two approaches: the co-financing rates should be kept very low, especially for programmes that contribute to European Commission policy developments and there should be certain flexibility in determining the co-financing rate and how it is determined. For example, an NGO working mainly with volunteers should have the chance to provide lower co-financing.

Question 3: Should the use of lump sums, flat rates become the norm rather than the exception?

Should the rules allow for costs to be covered on the basis of expected outputs? If yes, can you provide concrete examples?

EAEA answer: We support a shift to lump sums and flat rates wherever possible. The current practice of very detailed financial planning, which is then administrated in a strict way and leaves little room for flexibility over the project period, is very time consuming and discouraging. We would also welcome financing that relies less on financial outcomes and details but on the results of the project.



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Question 4: Should the rules strictly adhere to the non-profit principle or should there be room for some flexibility in this matter? Do you have examples of good practices from other public authorities?

EAEA answer: we would urgently recommend that this be allowed some flexibility. This concerns especially our experiences with the core funding as European Association. A small surplus automatically leads to the reduction of the European subsidy, which makes it impossible to foresee any - even small - reserves. These reserves might prove to be crucial for the good management of an NGO. We therefore suggest that a surplus of up to 10% of the subsidy can be used as a reserve without leading to a reduction of the funding or the loss of the non-profit status.

Example from Denmark:

In Denmark the standard rules are like this: If an organisation is asking for a grant/core funding from a ministry, the amount is set by the donor according to the application. The sum must be shown as an income in the annual accounts; afterwards the ministry will check the accounts and approve it.

There is no rule for setting the surplus off against the grant. Thus it is possible to transfer money from one fiscal year to the next. A certain net capital is regarded as a necessity for all organisations.

Question 5: What, in your view, would be the appropriate amount for low and very low value grants?

EAEA Answer: We suggest a doubling of

the current amounts, i.e. 50.000 for low and 10.000 for very low grants.

Question 6: How could the rules on operating grants be more flexible? In which way? What are your views on the duration of framework partnership agreements?

EAEA Answer: While the general objective of decreasing European funds is understandable, it puts additional pressure on NGOs. The financial situation of NGOs is a constant struggle for survival and resources. For most NGOs, the development is also not linear. There might be years where other sources provide more support, the following it might be less. Any system that foresees a steady decrease does not take this into consideration.

For most NGOs, the support by the EU is not enough anyway, and other sources of financing have to be tapped into. Negotiations about the decrease of Community funding should be more based on a dialogue with the Commission and probably based on the decrease in the percentage of the funding rather than the amount.

Question 8: From your experience, what alternative solutions could be proposed for prefinancing payments while safeguarding tax payers' money?

EAEA Answer: Remove the requirement for interest accrued on pre-financing. The amount of money that goes back to the European Commission is in no relation to the resources necessary to administrate it.



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Question 9: What mechanism, other than pre-financing guarantee, could be explored while ensuring adequate protection of community funds?

EAEA Answer: Remove the option to require financial guarantees from the Financial Regulation. If there is a significant risk to advance funding, the Commission should change to paying quarterly in advance. Allow grants to be refused on the basis of significant financial risk, but only after taking into account the beneficiaries being targeted.

Question 10: Based on your experience, do you think current thresholds are still adequate or should they be increased, and why?

EAEA Answer: We propose a doubling of the amounts for the thresholds. When it comes to smaller amounts - which are often linked to complicated procedures - it is often more difficult to find enough tenderers that are interested!

Question 11: How could the application procedure for both grants and contracts be further improved?

EAEA answer: For this answer, we rely on and agree again with the proposal in the report 'Striking the Balance'.

The eligibility requirement information should be removed from the application process and be replaced by a separate submission to an 'Eligibility Database'.

Initial vetting could be through remote access to a database including questions that require yes/no answers, or values, that enable the system to 'estimate' eligibility.

For first time applicants, the legal documents, which are usually in a local language and usually unique to a country, should be sent to the Commission's national representation for checking by a national official. This would have to be completed before a contract could be signed.

After the first application records would only need to be updated.

A 3-5 - page concept paper, plus an outline budget and a Logical Framework Analysis should be used to judge project relevance and give an overview of the activities. It should not be more than 5 pages.

The full application form should be completed only by those who are selected for the next stage. This can then show more detail of the project activities and the associated costs. It should include only enough information to form a reasonable view of the applicant's capacity and skills, whether the activities are likely to lead to the achievement of the objectives, that the activities are adequately costed, and that a contract can be agreed. It should expand on the 3 page concept paper that has already been approved for the application to reach this stage.

The cost of producing the full proposal, including planning costs and the cost of raising co-finance should be included as part of project costs eligible or a grant. They should be limited to a maximum percentage of the grant available.

The number of organisations selected to reach the full application stage should



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be limited to enable very high pass rates to minimize the costs of failed applications to both NGOs and the Commission.

fectiveness and Accountability. Report by F.M. Partners Limited, 2005. P. 34.)

The objective should be to keep the requirements to the minimum necessary so that applications:

- Can be easily understood
- Can be reviewed cost effectively
- Minimise the cost of the process to the Commission and to applicants

To facilitate this, any point scoring system should focus on key drivers, not detail.

Co-finance

The time given between concept paper and full application should take into account:

- Value of co-finance to be raised and likely partners
- The number of partners who have expressed interest

It is only at this stage that firm commitments need to be obtained from co-financiers and partners.

Contract

There should a published time limit set for completing contracts. The Commission should be bound by these time limits. If the deadline is missed, the NGO should be allowed to begin work on the project, and claim the costs of the work done prior to signature.

(We have taken this recommendation from 'Striking a Balance. Efficiency, Ef-



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EAEA Statement on EU2020

January 2010

EAEA
Rue d'Arlon 40
1000 Brussels
ID Nr in the Register: 3334854676-12

Response of the EAEA to the Commission Working Document 'Consultation on the Future 'EU 2020' Strategy'

Introduction

The European Association for the Education of Adults (EAEA aisbl) is an NGO with 128 members in 42 countries, representing adult learning not only in the European Union, but also in the countries of the Council of Europe. Our members range from local learning centres to large national associations.

They represent more than 5000 associations, reaching an estimated 60 million adults each year.

EAEA promotes adult learning of all kinds, but with a particular focus on:

- Increasing participation in learning
- improving access to learning
- targeting currently under-represented groups in society

The EAEA has contributed to the work of the Commission on the current Lisbon Strategy by:-

- Disseminating information about the Lisbon strategy and the subsequent lifelong learning policy papers, including the Memorandum on Lifelong Learning and the Action Plan

'It's never too late to learn', to its members and the NGO Adult Learning sector in the wider Europe.

- Taking an active role in representing the Civil Society Adult Education sector as members of EAC Adult Learning Working Group and focus groups.
- Responding on behalf of the Civil Society Adult Education sector to consultations relating to the Education and Training 2010 objectives.

We therefore welcome this opportunity to respond to the consultation on the Commissions working document on the future strategy and envisage continuing to play an active role in the interface between the Commission and the NGO sector in lifelong learning.

What we like in the working document

The EAEA supports the priorities identified in the paper, including basing growth, opportunity and social cohesion on knowledge and innovation; empowering people in inclusive societies through the acquisition of new skills and the fostering of creativity and innovation; and a more efficient consumption on non-renewable energy and resources to meet environmental goals.

We very much agree with and support the statement that 'Cutting spending in forward-looking areas such as education and research would make this (i.e. achieving the EU 2020 goals) more difficult to achieve.'

Two of the sections make reference to lifelong learning.



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These are:

Creating value by basing growth on knowledge

We welcome the importance given to lifelong learning in this section and fully agree with the reference to strengthening education as one of the most effective ways of fighting inequality and poverty. The paper also refers to the high number of low achievers in basic skills and groups that are vulnerable to exclusion, where education can provide a route into employment and enhance social cohesion.

Empowering people in inclusive societies

This section emphasises the importance of continuing education and training to gain new skills to adapt to changing working patterns and the need for lifelong learning opportunities to be much more accessible. Target groups are identified where employment rates need improving including migrants, those with low levels of education and women.

We are convinced that these statements need to be combined with actions in order to establish sufficient financial conditions for change.

Where we would like to see improvements to the working document

- Lifelong learning, adult education and the wider benefits of learning

We appreciate that lifelong learning has become a focus of the 2020 strategy. We think that the definition and scope

of lifelong learning as presented in the document need to be improved.

Today, faced with unresolved, as well as new challenges, education is more important than ever as an empowering tool to release the creative potential of people and communities and as a critical resource that adds to the well-being of our citizens.

Learning and education can provide people with the necessary capabilities, skills and competences to exercise and advance their rights, take control of their destiny, contribute to equity and inclusion, help to end poverty and build equitable, tolerant and sustainable societies.

Learning and education are a valuable investment which brings social benefits by creating more democratic, peaceful, inclusive, productive, healthy and sustainable societies.

Significant financial investment is essential to ensure quality provision of learning and education.

Inclusive education is fundamental to the achievement of human, social and economic development. The development of the potential of all citizens contributes significantly to living together in harmony and with dignity.

These points illustrate the broad range of adult education and its wider benefits. For the EU 2020 strategy we therefore suggest the following improvements:

We regret that the only sector of education identified in the paper as being in



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a position to make a contribution to the priorities set out is the University sector. The majority of the population of Europe do not have access to University education, and even if participation rates are increased to 50% of the relevant age group (as is the target in some EU countries), most people in the next ten decades will not gain their knowledge and skills from higher education institutions. While Universities will play an important role in research and innovation, we should recognise and encourage the learning opportunities and creativity realised through the contribution of other education sectors including Adult Education. A whole range of organisations, such as civil society organisations, adult education providers, community learning centres, social partners, should be recognised as key actors in lifelong learning.

The need in the next ten years is for policies and programmes that lead to improvements in basic skills and competencies for large sections of the population including the use of ICT; greater adaptability of the work force; increased environmental awareness, more democratic participation; 'active ageing' in ageing societies; better integration of migrants; and social cohesion in a crisis situation. The Adult Education sector can make a contribution to all of these objectives through the provision of formal and non-formal learning opportunities, guidance and programmes tailored to the needs and interests of particular groups and particular localities. This is already happening but it needs a further push and more commitment by the EU and Member States if the learning opportunities are to be extended to larger

sections of the EU population.

We especially urge that the proposal for a new phase of the lifelong learning programme (p. 6) not be restricted to young people and that Grundtvig programme be included. Additionally we strongly urge that the existing programmes be extended and new programmes designed in order to meet the needs that have not been met. The new phase of the lifelong learning programme - from 2013 onwards - will also need an increase in its funding, with a special emphasis being put on adult learners.

We also recommend that the potential of non-formal and informal learning should be recognized in the document. The lifelong learning concept should be combined with the life wide learning - this is a European achievement that we cannot give up!

Finally, lifelong learning not only contributes to a more equal, fair and social Europe, it also has a positive impact on economic development and on achieving other priority goals defined in the Strategy;

- Lifelong learning and its contribution to democracy and active European citizenship

The Strategy misses one crucial challenge - the relation and trust between European institutions and its citizens. Participation in European election is at an all time low, and we think that is therefore of utmost urgency that the EU tackles the democratic development of its institutions and its communication with the citizens in the next ten years.



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Europe needs to increase its efforts to increase active European citizenship. Adult education should be recognized as a tool to (re) start a dialogue with Europeans about shared values for the future of our continent. The ambitions of the 2020 strategy will only be achieved with the help of lifelong learning. We cannot build a greener economy with citizens, who are not convinced and unwilling to change their habits. How can this be done without using the instruments developed within the Lifelong Learning community?

Education, transparency and empowering people are important but not only in order to enhance employability. The right to education must be seen not only in the perspective of the needs of the labour market but as a basic democratic right. Education is needed if European citizens are to be encouraged to be active citizens.

Although the Strategy refers to partnerships at one point, we would like to see this concept strengthened even further. Partnerships are crucial for the implementation of European ideas and policies, and as a civil society organisation, we can only underline the important role we can play in connecting the EU institutions and citizens.

Conclusions

The Commission working document is written in preparation for an exit from the financial crisis with the aim of entering a new sustainable social market economy, which is smarter and greener, where we will be more innovative and use resources better. The key input is knowledge and an emphasis is placed

on the role of universities to help deliver some of the objectives.

The EAEA would suggest that the key resource is the people of Europe and that learning opportunities, that unleash creativity and innovation, encourage social cohesion and participation, and enable people to be socially, economically and environmentally active should be available to all people who live in the EU, rather than just the wealthier elite.

We would advocate an adult education initiative across the EU, involving Member States, Regions, the Social Partners and Civil Society, with leadership provided by the EU in which every individual, beginning with the groups most vulnerable in the financial crisis to social exclusion, be offered the entitlement to gain further learning opportunities. This entitlement should not be restricted to young people, but extended to adults who have had the least learning opportunities in the past.

By investing in Europe's key resource- its people- the next ten years could be a period of sustainable growth, innovation, higher levels of employment and social progress.

EAEA, 13 January 2010

Ref. num: 09 - 245 - 01 - GE



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The response of the European Association for the Education of Adults (EAEA aisbl) to "EU Citizens' Rights – The way forward": Consultation on how to strengthen the rights stemming from Union Citizenship

European Association for the Education of Adults (EAEA aisbl)
Rue d'Arlon 40
B – 1000 Brussels
Register Identification Number
3334854676-12

Introduction

The EAEA is an NGO with 128 members in 42 countries, representing non-formal adult education and learning on European level. EAEA itself and many of its members have been very active in citizenship education and think that active citizenship is an essential part of lifelong learning and therefore an excellent tool for empowering citizens in achieving their rights.

1. What are the main obstacles European Union citizens currently face in the exercise of their rights resulting from Union citizenship? What could be done to address these obstacles (for example, by providing citizens better and simpler access to information, advice and problem-solving assistance etc)?

Too many EU citizens do not know their rights and have therefore no idea how to reinforce them. European civil society organizations, especially in the lifelong learning sector, can help.

Active adult education organisations constitute, together with other civil society organisations, a foundation for a

strong civil society. They form a structure of crucial importance for a sustainable democracy. Non-formal learning is an important tool for discussing and promoting the European idea itself as well as the rights that come with it. If civil society is to be capable of successfully generating involvement in Europe, decisionmakers at EU, national and local levels must embody and pay attention to the democratic activities carried out by civil society organisations. Programmes, networks and initiatives that are designed to encourage active citizenship should aim to include adult education organizations.

3. What are the main obstacles faced by European Union citizens when moving to or residing in another EU country? What could be done to remove these obstacles and enhance this right (for example, by improving enforcement of EU rules; simplifying administrative procedures, etc)?

Some progress has been made through the developments of NQFs and the EQF in recognizing formal academic and vocational qualifications across the EU, but too many obstacles remain which create barriers for citizens to have the right for their national qualifications recognized in another EU country. The network of NARICs needs to be reviewed and the services provided made more accessible. New initiatives are needed, especially when it comes to the recognition of non- and informal competences when moving from one EU country to another. Current initiatives by the EC on the recognition and validation of prior learning have to be reinforced.



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5. What could be done to improve consumers' access to goods and services from other Member States (for example by harmonising consumer legislation or otherwise motivating companies to sell cross-border)?

The European Commission has already supported Consumer Education (especially for adults – cf the DOLCETA project), which is an important tool for informing and empowering European consumers. EAEA suggests increasing efforts in this area.

7. What could be done to increase involvement in the democratic life of Union citizens residing in another EU country (for example, by facilitating their participation in political parties, etc)?

8. What could be done to increase voters' participation in European Parliament elections (for example, by carrying out electoral campaigns focusing on European issues, etc)?

We would like to answer questions 7 and 8 at the same time by suggesting a European Adult Education Initiative, an initiative that invests in the education and learning of citizens. The initiative will promote the acquisition of the EU's key competences, such as learning to learn, social and civic competences, cultural expression, digital competence and entrepreneurship.

This will promote social cohesion and more people will be able to join the labour market. It will also prepare Europe for future challenges such as demographic and environmental change. Non-formal learning is crucial for pro-

moting learning for sustainable development.

An investment in adult education now – despite and because of the crisis – will bring longterm benefits. Non-formal adult education and informal learning can reach out to people and foster a sense of community and citizenship. It is an asset and a necessity for Europe, its member states and its regions.

Brussels, 11 June 2010



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EAEA Additional comments on the consultation on the future programme in the field of education and training

November 2010

European Association for the Education of Adults (EAEA aisbl)
Rue d'Arlon 40, B - 1000 Brussels
Register ID number: 3334854676-12

Submitted by: Gina Ebner, Secretary General

In addition to the four objectives from ET2020, we think that demographic change should be introduced as a fifth objective. This objective would open themes such as migrants, intergenerational learning and older learners; Taking the upcoming demographic changes in Europe into consideration, we think this is timely and important topic for life-long learning.

We think that a stronger complementarity and cooperation between the LLP and the ESF are necessary (and the directorates responsible for them). While the LLP should continue to provide innovation and new ideas, the ESF could play a bigger role in the implementation of such ideas. Additionally, both programmes should more strongly support the policy developments of the EU and cooperate more effectively in doing so.

EAEA believes that it is vital that non-vocational adult learning and education should remain a strand in the lifelong learning programme. Projects that deal with issues such as social inclusion, active citizenship, creativity and personal

development, older learners etc. need to be supported. We therefore suggest that Grundtvig remains as an independent programme. Synergies with other programmes should nevertheless be possible and also promoted.

Grundtvig should be further opened to participants from outside the EU. We suggest a first focus on the countries of the European Neighbourhood Policy and then a further development of this Grundtvig Mundus programme. Additional funds should be made available for this.

A sub-programme on 'Transfer of Innovation' as it exists in Leonardo could be introduced in Grundtvig as well.

In the centralised actions, a closer relation between programme and policy is recommended. The Action Plan on Adult Learning and its successor are developing policy recommendations at the European level, which should be a strong focus of the centralised actions.

Taking into consideration that the resources for high quality and necessary research in adult education are very limited (even for providing evidence for further policy developments), sufficient funds of the Grundtvig programme should be reserved for this purpose.

A further reduction and simplification of bureaucratic procedures are highly recommended.

Application procedures need to be further simplified.

Financial regulations should be easier



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and more transparent.

Late payments should be avoided.

A review of the National and Executive Agencies could help improve procedures in this respect, too.

Additional funds and time for the dissemination period are recommended. A more centralized approach to exploitation could also be considered. Calls for tender could replace some of the multi-lateral projects and networks in order to ensure a closer connection between policy and practice.

And finally...

In order to increase the impact of Grundtvig, more funds are necessary. This means both the funding of the lifelong learning programme in general as well as the percentage of Grundtvig within the LLP. Within the lifelong learning cycle, adults form the largest group of potential beneficiaries. Considering huge challenges such as demographic change, we need the necessary funds to tackle them. We therefore suggest that 20 % of the lifelong learning programme budget will be dedicated to the Grundtvig programme.



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EACEA

Education, Audiovisual & Culture
Executive Agency

With the support of the Lifelong
Learning Programme of the EACEA

EAEA General Assembly 2011