

# EAEA ACTIVITY REPORT

2008



EAEA

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

EAEA 09

## EAEA ACTIVITY REPORT 2008 - 2009

30/04/2009

GA – 22.06.09 – 03 – 01 – GE

This EAEA Activity Report refers to the period from October 2008 to April 2009 and it presents a general overview of the work of the EAEA performed throughout this time. It is based on the 3-year Work Plan adopted by the General Assembly in 2005 and the application for core funding from 2008.

The report follows the Work Plan 2009, which was approved by the General Assembly 2008 in Dublin. Due to the shift of the General Assembly from the second to the first half of the year, this report is shorter than in previous years.



EAEA Conference on the implementation of the European Commission Action Plan for Adult Learning, Budapest, December 2008..

# 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 DG EDUCATION AND CULTURE AND OTHER DG'S

Working contacts with Directorate-General Education and Culture (DG EAC) are getting closer each year; the main office is in regular contact with the Unit for Adult Learning. A particular highlight this year was a meeting with Commissioner Figel and Director General Odile Quintin.

The EU Commissioner Ján Figel, responsible for Education and Culture, met with EAEA's newly elected President Ms Sue Wadding-

ton, the EAEA Executive Board and Secretary General Ms Gina Ebner as well as EAEA staff representatives in order to discuss the role of EAEA and Adult Education in current and future European policies.

The Commissioner stressed in an in depth discussion the importance of Lifelong Learning in today's difficult time and pointed out that without lifelong learning, there will be no lifelong earning. He emphasised the importance of learning mobility and intercultural dialogue as key instruments for a future Europe of knowledge and underlined the need of an increased engagement of all Member States in the field of education and culture.

Answering some of the requests from EAEA on a deepening European engagement within learning the Commissioner replied that the trend is indeed to further increase the role of education across the whole field of Union policies. Answering a suggestion on increasing the speed of implementing lifelong learning policies the Commissioner replied by remarking that the Union has moved a long way already. Looking

back only ten years shows us clearly how much has been achieved. We should not lose sight of the fact that we are in the middle of a process, and we are clearly moving forward. He gave the example of the initiative to harmonise adult education systems through the European Qualification Framework, which now is gaining global interest. In education, the European Union is seen as a forerunner, creating an example for



On the way to meet Commissioner Ján Figel

others to follow. Thus education cannot for instance be ignored when the European Recovery Plan is being drawn up. In a detailed question session he strongly encouraged the representatives from non EU and EU accession countries to look for ways of cooperation within the current EU policy instruments and programmes and emphasised that this kind of cooperation is very welcome by the European Commission. The benefits are becoming more and more obvious to all those involved, because, said EU Commissioner Ján Figel, education unites.

This encounter was followed by a constructive meeting with Ms Odile Quintin, Director General for Education and Culture. She emphasised the need for extended cooperation with EAEA and also saw an increasing importance being given to education within other sectors. She especially mentioned that education and further training for adults is one of the key elements when trying to develop the European Recovery Plan. She did not, however, foresee any increases in the Union budget for education.

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).

The Executive Agency, in addition to the Lifelong Learning Programmes, now also administrates the core funding for European associations and good relations have been intensified.

## 1.2. ACTION PLAN CONFERENCE

EAEA organized its annual conference on The Implementation of the EC's Action Plan on 2 December 2008 in Budapest. It provided the opportunity to bring as many EAEA members together as possible and to discuss the five key actions in detail. This conference was the place where the 'top-down' met the 'bottom-up' while working together. Marta Ferreira and Marijke Dashorst presented the Action Plan, its implementation and related policy developments. Each working group was moderated by an EAEA and an EC representative, to ensure that the feedback would go in both directions.

The timing of the conference was also significant – it took place just before the European CONFINTEA VI preparatory conference, and most of the EAEA participants stayed on for the CONFINTEA preparation. We hoped that the recommendations and conclusions of the Action Plan conference would also contribute to the contents and strategy of CONFINTEA VI. We will of course continue to monitor and accompany the implementation of the Action Plan – this conference was just one of the many stepping stones to a stronger and



The Action Plan Conference.

better adult education and learning sector in Europe and beyond. The report of the conference is available on the EAEA website.

### **1.3. LOBBYING FOR LIFELONG LEARNING, ADULT EDUCATION AND CIVIL SOCIETY**

Due to time problems, EAEA had some problems to fill the representation at the Social Platform. It was agreed that the Brussels office would assure the representation as it is important to observe the adequate consideration of adult education in relation to social issues.

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 Jerermann, 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 (EPHA), 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.

### **1.4. 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 perspectives 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.

### **1.5. EUCIS PLATFORM LLL - THE EUROPEAN CIVIL SOCIETY PLATFORM ON LIFELONG LEARNING**

The platform successfully organised its General Assembly in March; exceptionally, no EU officials were present as it was seen as necessary to discuss internally how the Platform should continue working, the added value and relation towards European institutions. Four new members were accepted, so the Platform currently has 19 members. Gina Ebner, the EAEA secretary general, was appointed president of the EUCIS LLL platform in April, which will provide further visibility and civil society standing for the EAEA.

EUCIS-LLL organized a public hearing on «Access, equity and diversity in lifelong learning: how to successfully integrate populations of migration background in Europe?» in partnership with the European Economic and Social Committee, on 18 December 2008, in Brussels. More than ever, access to education and training has to be recognized as a right for all. This hearing with more than fifty participants enabled different educative ac-



## 2. INTERNATIONAL COOPERATION

It has been a rather intensive year with increased involvements of EAEA into processes which are building up. Here we are highlighting a few important areas and events:

### 2.1. CONFITEA VI PAN-EUROPEAN PREPARATORY CONFERENCE

EAEA is member of the ICAE and also participate in important global initiatives, such as the midterm review of the UN literacy decade and CONFITEA, UNESCO's International conference on adult education, which takes place every twelve years. EAEA is represented in the consultative group for the preparation of CONFITEA VI, which will take place 2009. Work on a Global Report on Adult Learning and Education (GRALE) has started. The regional preparatory CONFITEA conference for Europe, Israel and North America took place in Budapest December 3-5. EAEA encouraged its members to contribute to their country report, to get into the respective national delegations or to join the EAEA delegation in Budapest. EAEA also presented a statement at the beginning of the conference, which influenced the final official statement. EAEA is now getting ready to participate in CONFITEA VI as well as the civil society conference taking place just before (FISC). The president and secretary general will participate on behalf of the EAEA; it was decided not to present an EAEA statement but to join ICAE in presenting one statement on behalf of civil society;



### 2.2. UN LITERACY DECADE

We are in the midst of this literacy decade, and all the data coming up via the Global Monitoring Report on Education for All show that we still have almost 800 Mio youth and adults not fully literate on this globe, and maybe still some 100 Mio children no places to complete schooling successfully. Halfway through the United Nations Literacy Decade (UNLD) 2003-2012, UNESCO has conducted a review of progress. The review has been a key opportunity to take stock and set a clear direction for the promotion of literacy between 2007 and 2012 in all key areas of the UNLD Plan of Action. The results of the mid-decade review have been submitted to the UN General Assembly in October 2008. The review not only examines the first five years of the Decade, but also contains a 'Call to Action' aimed at galvanizing future literacy efforts organized around three priority areas for focused attention during the remaining years of the Decade. These three areas are: 1) mobilizing stronger commitment to literacy; 2) reinforcing more effective delivery on the ground; and 3) harnessing new resources for literacy. These are the basis of a revitalized strategy for the second half of the Decade. EAEA president Sue Waddington participated in the High-Level Symposium and Technical Consultation which took place on 26-28 January 2009 at UNESCO Headquarters in Paris.

### 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 or-

ganisations. Uwe Gartenschlaeger, who was appointed Vice-President with special responsibilities for international issues, will be the EAEA representative in Concord.

#### **2.4. WORKING GROUP ON ALE OUTSIDE OF EUROPE AND GRUNDTVIG MUNDUS**

The executive board started a working group that deals with adult education and learning outside of the EY. The group are planning a publication for the end of 2009. EAEA has also decided to start lobbying for an opening of the Grundtvig programme to the countries of the European Neighbourhood policy, i.e. a Grundtvig Mundus programme similar to Erasmus Mundus.



### **3. PROJECT COOPERATION**

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. Nevertheless, due to limited resources, EAEA cannot get involved in too many projects. The executive board therefore underlined that EAEA should only engage in projects that contribute to EAEA's strategic and/or financial goals.

Projects where EAEA is currently involved as a partner:

#### **3.1. DOLCETA**

One of specific actions for consumer education which contribute to sustainable consumption is the Development of Online Edu-

cation 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. It is very easy to use for individuals as well as in a course and among many other things it includes practical exercises which can be used when teaching consumer education. The modules are conceived for adult learners with little or medium educational background, with 3 levels in each of the units – beginners, intermediate and advanced. One of the modules has been designed especially for Teachers and Trainers in order to provide

lesson plans and ready to use materials and information for teaching consumer education.

At the moment, we have 4 modules online:

- o Module 1 - Consumer Rights
- o Module 2 - Financial Service
- o Module 3 - Safety of Products
- o Module 4 – Teachers and Trainers support

The modules are available for 27 countries at [www.dolceta.eu](http://www.dolceta.eu)

New additional modules on sustainable consumption, financial literacy and services of general interests are in development and will be available for the public in September 2009. EAEA is responsible for testing of developed materials with real users and real educational environment as well as coordinates the work flow of the development team.

### 3.2. INFONET

INFOnet is a large Grundtvig 4 network project of Adult Education journals 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 is establishing 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 more than 28 members, including the journal LlinE. InfoNet is coordinated by Dr Mi-

chael 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 has been renewed for another 2 years and EAEA is actively involved into this follow up project which aim is to strengthen and expand of the network of specialist periodicals on adult education in Europe and to develop a sustainable concepts following the support phase.

### 3.3. EDA EDU - SYSTEM IN ACTION FOR STUDY CIRCLES IN VOCATIONAL TRAINING

Eda Edu aims to develop competences for trainers concerning transfer of innovation in SMEs through the use of Study Circles. It is targeted on organisations of VET system and SMEs.

In line with the objectives and priorities of the Leonardo Programme, the project aims to promote training for trainers in non formal vocational training. It will try to define a "Model of Competences" for trainers in that specific field and disseminate it together with other best practices through a "Model of Transfer". The development of competences for trainers will be realised through an experimentation process based on the related Model and focused upon the introduction of Study Circles concerning transmission of innovation in SMEs. The project will also realise a Transnational Consortium, opened to other potential partners around Europe, along with a Transnational Service which will provide tools, information and training service in order to maintain and consolidate trainers' competences on transfer of innovation within SME through the use of Study Circles. EAEA as a European umbrella Association has been responsible for the dissemination of project information and results as well as production

of marketing materials. The project ended in March 2009.

### 3.4. NEW PROJECT APPLICATIONS

EAEA agreed to become a partner in two new projects, but it will of course depend on the selection procedure whether these projects will actually start.

Projects EAEA agreed to become a partner:

#### 1. Ginco: Grundtvig International Network of Course Organisers

The aims of the GINCO network are:

- To contribute to improve the quality of GRU European training provision and its accreditation systems .
- To install effective mechanisms for co-operation between (potential) GRU course organisers.
- To strengthen the cooperation between the relevant stakeholders of GRU courses: AE providers, NAs, the European Commission and other relevant stakeholders.
- To contribute to the professionalization of adult education staff concerning GRU course provision and delivery
- To expand the GRU course provision in eligible countries of the LLL programme
- To support dissemination and sustainability of the GRU course provision

The network (NW), organised through different strands of activities, will provide a wide range of offer available to cover specific needs of the GRU training providers including:

- Support course organisers to link up their courses with LLP policy
- Support organisers in applying appropriate, innovative adult LLL didactics for

their courses

- Promoting the appropriate use of ICT in preliminary, face to face and follow up phases
- Support course providers in their care for quality
- Support improving intercultural skills of course organisers
- Provision of evaluation frames for the courses
- Support the organiser in follow-up and transfer of learning outcomes
- Support organisers focus on course impact on participants
- Improve dissemination of programme opportunities and courses
- Analysis of national course provision in LLP countries and development of strategies to improve the GRU course provision

#### 2.

#### Development of Creativity through Art

General Objective:

The objective of this network is the endorsement of reflective thinking and creativity in adult education through the means of art.

Results to be achieved:

The network aims at:

- Creating a working link among existing networks
- Providing an effective means for promoting communication on the subject of using the art to develop reflective thinking and creativity on a certain theme.
- Creating an electronic platform for sharing ideas related to the endorsement of reflection and creativity in adult education.
- Collecting relevant educational material that can be employed by both national and international institutions.

## 4. INFORMATION & COMMUNICATION STRATEGY AND SERVICES OF THE EAEA

### 4.1. INFORMATION AND COMMUNICATION STRATEGY

EAEA screened its fourth year movie at the General Assembly in Malahide, Ireland. The web sit underwent slight improvements, such as the new Video of the Month that appeared on the front page. The printed newsletter (4/year) was issued as normal, with a view to evaluate the recipient list to ensure a good coverage of key decisions makers on national and European level. The subscription base for the monthly electronic bulletins continued to grow throughout the year. They are complemented with the EAEA insider, a short summary sent to members only with the latest developments following each board meeting. The MemberNet section was expanded to include new areas.

The first thematic leaflet (on Gender education) was produced and distributed. A new version of the standard EAEA leaflet was produced and distributed.

EAEA Forums were opened, giving members a chance to discuss topical issues with a moderator and a concrete time table to help achieve tangible results.

EAEA wiki was opened, and members were invited to take part in the production of EAEA statements and other documents using collaborative methods.

The EAEA policy section was redesigned, and EAEA statements are now all collected and available from one place.

### 4.2. CONTACTS WITH EAEA MEMBERS

EAEA launched nine different Thematic Networks, online discussion groups to give its members the chance to discuss different topics, but also to support and advise the EAEA's policies and strategies in different areas. The general assembly will provide a chance to meet face to face, and towards the end of 2009 we expect the first results, recommendations and activities, which we will promote in the first half of 2010.

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.

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.

## 5. ACTIVITIES IN THE ORGANISATION AND THE OFFICES

### 5.1. ELECTIONS

At the last General Assembly, a new president and a new board were elected:

The newly elected President is:  
Sue Waddington (UK)

Executive Board members will be elected by the General Assembly for a two years term.  
The newly elected Executive Board:

- Eitan Israeli (Israel)
- Juan José Salado Sánchez (Spain)
- Per Paludan Hansen (Denmark)
- Mr Levan Kvatchadze (Georgia)
- Eeva-Inkeri Sirelius (Finland)
- Britta Lejon (Sweden)
- Dr Katarina Popovic (Serbia)
- Uwe Gartenschlaeger (Germany)
- Ingrida Mikisko (Latvia)
- Ruth Jermann (Switzerland)

At the board meeting in February 2009, Eeva-Inkeri Sirelius and Uwe Gartenschläger were appointed Vice-Presidents. Mr Gartenschläger will have the portfolio for international issues.

### 5.2. GENERAL ASSEMBLY AND GRUNDTVIG AWARD

For some years, the EAEA has now organised an adult learner award for excellent projects in adult education and learning. The topic of 2008 corresponded to the European Year of Intercultural Dialogue. EAEA received 27 European and 3 non-European submissions, a wealth of outstanding achievements to

choose from. The ceremony for the winners took place during the General Assembly in Ireland and we were delighted that the Irish President handed over the award. She gave an impressive and touching speech, which for many was the highlight of the event, and which provided ample opportunities for visibility in the media. For more information about the winning projects, please consult <http://www.eaea.org/index.php?k=15315> For an extensive video of the general assembly, excerpts of the speech of Irish President Mary McAleese and the award ceremony (plus interviews with participants and winners), please look at <http://www.vimeo.com/2425578>

The general assembly took place after the award ceremony. The elections were of course the highlight but workshops also provided the opportunity to discuss topics of interest among EAEA members.

### 5.3. MEMBERSHIP

New applications for membership have been received and are recommended by the Executive Board to the General Assembly for approval:

#### Associate

- Art Aspects Kunstverein e. V. Art Aspects Association (Germany)
- Jacobs Center on Lifelong Learning and Institutional (Germany)
- Університет менеджменту - University of Educational Management (Ukraine)

#### Ordinary

- Studieförbundet (Sweden)

- International public association "Education without Borders" (Republic of Belarus)

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

#### **5.4. FELLOWSHIP WITH THE EUROPEAN FOUNDATION CENTRE**

EAEA signed up to become a receiving organisation for the International Fellowship Programme of the European Foundation Centre, which aims to strengthen leaders in and boost international cooperation of European foundations and NGOs. The programme was initiated and is funded by the Robert Bosch Foundation in cooperation with other European and US foundations. From early March to mid-April, EAEA hosted Mihai Calalb from the organisation ORDSE in Moldova, who used his time in Brussels to meet with various colleagues and make contacts for his organisation. Staff of EAEA members can also apply for this programme if they want to do a fellowship at the EAEA office in Brussels. More information can be found at <http://www.efc.be/projects/ifp/>

#### **5.5. 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 or-

der to liaise with adult education and lifelong learning institutions in various host countries. In the reporting period, the Executive Board had three meetings, one in Brussels in November 2008; in Antwerp in February and in Copenhagen in April. Following each Board meeting the newsinfo EAEA Insider (a new service introduced in 2007) was distributed to all EAEA members with a short summary of the main decisions and discussion points. The meeting in February was combined with a policy day in Brussels, where the new board met with Commissioner Figel and Director General Odile Quintin. In the late afternoon, a get-together with representatives from the Social Platform and CONCORD was organized, ending with a social buffet with other EC representatives.

#### **5.6. FINANCES**

The Core funding application from the European Commission for 2009 has been approved.

The financial situation is stable. Nevertheless, EAEA still has not received any official notification concerning the audit for the core-funding of the years 2003 – 2006. It is probable that some repayment will have to be made to the European Commission. In the meantime, changes within EAEA and in the administration of the core funding programme ensure that any future audits will not pose a problem. The payments are now made on a flat-fee basis and an external auditor has to approve the final reports. Besides, the change in accounting firm and procedure also contributes to a more transparent system.

Additionally, there are members who do not pay their membership fees and thereby reduce the income of the EAEA.

On the other hand, DOLCETA is still providing enough funds to balance out set-backs and is providing a stable cash-flow situation.

## **5.7. SPONSORSHIP**

Telc could be won as a sponsor for the Action Plan conference in December. Until today, our efforts in finding sponsors have resulted in only short-time financial support.

## **5.8. OFFICES**

The offices, as executive bodies for the implementation of the work plan, followed the plans and decisions of the Executive Board as closely as possible. In order to coordinate the work better, it has proved useful for the offices to hold meetings together. A meeting took place in March 2009 in Bonn in order to prepare the next general assembly and to discuss the next steps in the action plan. The executive board also decided to start reviewing the agreements and the tasks and roles of the main and link offices in order to improve the work of all the offices.

## **5.9. STAFF CHANGES**

Ricarda Motschilnig has been working as a project assistant since May 2008. She will stay until June 2009 and then pursue a master's degree. A replacement for her will be searched for the 2nd half of 2009.

## **5.10. TRAINEES AND VOLUNTEERS**

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

- Esther Garcia Sanz (Spain)
- Deborah Loeffler (Germany)

One volunteer worked with the main office:

- Georgina Kokkinou (Greece/Belgium)

## **5.11. 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'. The travel and accommodation costs of some colleagues to participate in the General Assembly in Dublin and the Action Plan conference in Budapest were taken on.

## **ANNEX – POSITION PAPERS, OPINIONS, STATEMENTS**

Annex A –

EAEA Statement for the Pan-European CONFINTEA VI Preparatory Conference

Annex B –

EAEA Statement on Intercultural Learning

Annex C -

EAEA policy paper on Literacy

Annex D -

Migration and Mobility: challenges and opportunities for EU education systems.

Annex E –

Territorial Cohesion: challenges and opportunities for EU education systems.

Annex F -

Updated strategic framework - EAEA comments

Annex G-

EAEA Statement for the Employment Summit

Annex H

EAEA members

## ANNEX A

### THE EAEA'S STATEMENT FOR THE PAN-EUROPEAN CONFINTEA VI PREPARATORY CONFERENCE IN BUDAPEST

The Sixth International Conference on Adult Education (CONFINTEA VI) to be held in Brazil in 2009, gives an opportunity to take an overview of developments – issues, achievements, successes and failures of more than a decade of adult education since the last CONFINTEA, and to look ahead and set some new goals and new guidelines for adult education and learning in/for the new globalised world.

The EAEA as the largest European NGO and network working in the field of adult learning and education, places policy advocacy for lifelong learning as one of its main tasks and therefore has a special role and interest in the Preparatory Conference in Budapest and in the recommendations and messages that this conference will deliver to the other regions of the world. The EAEA is the European regional arm of ICAE, which is an accredited partner of UNESCO.

The new CONFINTEA period should be marked by necessary rebuilding of adult education's mission as the starting point. Wide, pluralist and humanist interpretations and practices are needed in the name of adult education's mission to reduce social differences and injustice and in supporting human dignity. On the background of new economic and technological challenges, we want to emphasize that adult learning and education still has a primarily social and community mission. One of the main challenges of the future will be to find new, functional ways to combine the role of adult education and learning as an instrument for improvement in numerous areas of human life on one hand and as a way for individual, social and economic development on the other.

Within Europe, adult education and learning faces the challenges of unequal economic development and financial recession, demographic changes and labour shortages, high numbers of early school leavers, poverty and social exclusion among marginalized groups, new migration patterns, low levels of participation, especially after the age of 34 amongst other problems. The EAEA has already contributed to the studies and initiatives of the European Commission to consider the impact of these challenges by, for example producing a report on "Trends and Issues in Adult Education in Europe." The EAEA is also concerned with the messages and goals defined in EFA, MDG, UNLD and LIFE.

#### **A Civil Society Organization message to the CONFINTEA VI**

Among the most important issues are those, which emerge from the structure and character of our organization. These messages are related to the role of the civil society in the consultation and preparation process for CONFINTEA VI:

•

The representatives of NGOs and CSOs should be offered the opportunity to make their contribution and to influence the outcome of CONFITEA VI. CONFINTEA V started this process by gathering numerous representatives of CSO and giving them the space to express their needs and to make a contribution based upon their specific and enriching achievements and expertise. Preparatory conferences should create forums for CSO and pave the way for their participation at the main confer-

ence in Brazil. There are strong reasons for the involvement of NGOs. They represent the pluralistic character of adult education provision; the autonomy and self-engagement of adult learner and the needs of the learners; and they have made an undeniable contribution to the rich and diverse practice of adult education;

•

The EAEA gives a high priority to widening participation in formal and non-formal learning and increasing access to learning opportunities. One of the ways to achieve this is to facilitate forums during preparatory process to capture the voice of adult learners, to acknowledge the importance of their involvement and commitment, and the necessity of listening to the views of people for whom adult learning is designed. This is particularly important for the 'hard to reach', including various marginalized groups, whose real needs and requirements cannot be fully appreciated when filtered through several layers.

The vulnerable groups and those not having access to education provision should not be ignored because of the efforts to contribute to a more competitive economy via adult education. New ways to develop inclusive approaches need to be found, not just in the terms of policy and strategy, but also in terms of financing and support; marginalized groups could and should contribute to and benefit from economic development (to mention some of them: elderly people, woman during life-span, minorities, disabled). Their voice should be heard in the preparation process as well

•

Civil society demands the opportunity for policy dialogue and advocacy on adult education and learning and CONFINTA VI should send an advocacy message, supported by renewed commitments at national, regional

and international levels to involve both learners and NGOs, in order to extend range of advocacy and lobbying initiatives for lifelong learning and adult education (such as adult learners weeks/festival and other innovative approaches and actions).

EAEA - main adult education and learning issues and topics for the CONFINTA VI

The EAEA fully supports the four global goals identified by ICAE. These relate to poverty and growing economic and cultural inequality; the right to education and learning of migrant women and men; the priority of adult education as part of EFA; and the need for policy and legislation to ensure the right to learn for all. These goals are as relevant to Europe as they are for the rest of the world. In Europe we have also had the opportunity to shape the priorities through the Lisbon goals and the Action Plan for Adult Learning, which are seen as significant to European countries outside the EU in addition to the Member States. Embedded in the need to redefine adult learning and its mission, the EAEA believes that there are some issues that need to be highlighted and acknowledged for their importance and contribution to the mission for adult education on the global level:

•

Non-formal and informal learning at all levels and in all areas, especially in the context of migration. The numbers of adults engaged in non-formal and informal adult learning should be increased; the process of recognition and validation of learning outcomes achieved in formal, informal and non-formal learning should be taken forward at a faster pace; stronger commitment and financial support by decision makers should be ensured; adult education in more formal contexts should be co-coordinated with informal everyday learning and non-formal learning opportunities, enabling the full implementa-

tion of both lifelong and life-wide learning, from which individuals, communities and societies could benefit;

- Non-vocational learning, (including training not directly related to employment) and liberal education seem to be losing out in the context of labour market needs, commercial constraints and pure instrumental approaches. A better balance between the two approaches could support the holistic vision of adult education and learning - ensuring a real world reference and relevance for the participants, but also providing a broader perspective and the potential for development at the same time;

- Similarly, learning for citizenship, peace and interculturalism can go hand in hand with gaining competencies, but new ways need to be found to improve learning in these areas. They are often overlooked by policy and decision makers and the contribution to this field by adult education is more often rhetorically acknowledged than actually implemented;

The same applies to education that helps people to gain an awareness of political changes, to understand them better and to take an active role in political developments in local and global areas. Significant social, political and economic crisis around the world and in Europe can leave people feeling powerless and uninformed; Adult education and learning could re-new its role for/within the new political context;

Two equally important components of learning active citizenship could be supported in this way – a structural/political one and a cultural/personal one;

- Society must not lose sight of the fact that the gender issue is still very important, especially in the context of literacy and inclusive education. Equal access to education, gender related provision and methods should be kept as

one of the main tasks for the post CONFINTEA VI period;

- Learning to learn and developing abilities for the learning through the life remains one of the crucial tasks for the full acceptance of the concept of lifelong learning, and adult learning has a crucial part to play by increasing motivation to learn among adults.

- ICT can provide new opportunities for adult learning and efforts should be made to develop comprehensive computer literacy courses and access to the internet for all adult groups

### **Adult education and learning in Europe and the global world**

Europe is the region with many positive traditions in adult education and learning, - a region that set the trends, generates ideas and manages to establish relatively developed adult education systems. As such, it has a special responsibility in the global discussion on adult education and learning and for developing global partnerships and cooperation. Europe is very heterogeneous in terms of cultural diversity, economic development, social cohesion and democratic developments and complex in its sub-regional relationships and cooperation. Thus it has some comparable aspects with other regions, which enables constructive exchange and sharing during the preparatory process and after CONFINTEA VI. Europe as region has experiences to share, and the possibility to discuss many global and particular adult education phenomena with problem-solving potential and an evidence based-approach. At the same time, EAEA is concerned about the growing division of the European AE into an "EU - adult education" with a great variety for development and funding, and a "Non-EU adult education."

The pace of change is quickening in the economic, social and cultural environments

throughout the world. Especially in Europe, the EAEA envisages that adult education and learning can contribute to enabling individuals, communities, economies and societies to face these challenges and the various problems and opportunities of contemporary societies. The European region's experience provides an opportunity for reflection on the common global problems, including the areas defined by ICAE as priorities for CONFINTEA VI. European experiences could also help to gain a deeper insight and understanding of adult education and learning; to offer best practice examples; and to contribute to the discussion on the following aspects:

- Vocational education and training, also in the context of functional literacy and the process of increasing levels of qualification, skills and key competencies;
- Adult learning as a mean to overcoming barriers and conflicts caused by diversity, injustice, inequality, discrimination and exclusion;
- Adult learning as a tool to address differences of age, gender, race, territory, language, culture and special learning needs.
- European adult learning policy development as a positive example of co-operation in a region, which is developing and extending in the form of open dialogues.

The decade between two CONFINTEA in Europe has seen important changes of paradigms and some new views on adult learning and education, moving from the enthusiastic, comprehensive, all-encompassing approach of CONFINTEA V to a more sharpened, focused and professionalized approach. It has become clear that moving from rhetoric to practice and achieving the ambitious goals attributed to adult education, requires commitments at all levels and very concrete steps and action plans in order to develop:

- The structures of adult education and learning - system of providers, networks and quality assurance (for trainers, institutions and programs). Structures of entitlement and opportunity need to be developed by governments in partnership with the range of stakeholders, if we want to ensure participation for everyone;
- Sustainable state support of whatever kind needed, aimed at the creation of a framework which would open the space for the whole variety of flexible, innovative forms of adult education;
- A legislative base for adult education, covering not exclusively learning and education issues, but also related aspects from work, labour, migration and employment legislation. The legislation should also consider cross-cutting character of adult education and learning and include within in the measures and legislation in the areas of health, agriculture, environment protection and so on;
- Stable and sustainable financial resources developed via social partnerships. The whole range of various partners and stakeholders in adult education should be included in the financial planning by developing diverse sources, mechanisms and models of financing adult education;
- Systems of professional preparation of adult education staff - both for full-time and part-time adult educators, their in-service and pre-service training, based upon research of the needs and quality assurance. Closely related to this is need to make better use of research (both fundamental and applied) into adult education and learning and to improve the methods, teaching aids and creative approaches to adult learning for various groups
- The recognition of learning outcome, their harmonization through Europe via

prior learning assessment and acknowledgment of competencies gained in non-formal learning are one of the most valuable experiences of European adult education and learning policy and practice;

- Permanent discussion, full participation and unlimited mobility as further important principles of adult education and learning at local, regional and global levels.



This paper from the EAEA includes in our view, the European “lessons learned” for CONFINTEA VI, that could be shared with the others during the preparatory process, and should also be considered for the outcomes and in the final documents.

## ANNEX B

### EAEA STATEMENT: INTERCULTURAL LEARNING AND DIALOGUE

Intercultural learning takes place under global conditions of increased mobility, migration and the growing necessity for a lifelong learning strategy. At the moment and especially reinforced through the European Year of Intercultural Dialogue 2008 there is a general acknowledgement that intercultural competencies on different levels in society should be considered to be amongst the basic or core social skills. But at the same time neither education systems nor other important stakeholders working in the field of integration policies have fully grasped their responsibility for providing the necessary space for an intercultural dialogue in society and setting appropriate conditions for mainstreaming intercultural learning in the broadest possible sense.

#### 1. MAINSTREAMING INTERCULTURAL LEARNING

Intercultural Learning should become a general principle in adult education embedded in policy, programmes, structures and concepts and developed in dialogue between all stakeholders in a society. Intercultural Learning should be fully integrated in the field of education using all its forms – formal, non-formal or informal.

To achieve this Intercultural Learning has to be:

##### **Transversal at the policy level**

A set of policies should be developed and applied to all levels and areas of education/

learning. Planning the training activities, designing and elaborating the learning methods and materials for both facilitators and trainees should be included in both formal and informal systems.

#### **Cross-cutting at the level of learning**

The goals and objectives of Intercultural Learning are universal, so they refer to all parts of knowledge acquisition including social and political science, natural science, literature and cultural studies, arts and so on. Its cross-cutting principles should therefore be reflected in all programmes and subject areas in school, post-school and informal learning activities.

#### **Strategic and practical**

Every Intercultural Learning activity should be planned in compliance with appropriate standards, for example; – setting goals, the design of the programme, implementation, monitoring and evaluation of the activity.

## **2. ENHANCING GOOD PRACTICE**

Adult education plays an important role in enhancing good practice on different levels for intercultural dialogue to take place. But it is dependent on political conditions that promote a positive view of diversity as 'normality'.

#### **Encourage the integration of the target group**

The practice of Intercultural learning should promote the opportunity for groups from different cultures, religions or ethnicities to meet each other. The target group should be diverse. This means that we are in favour of courses and actions designed for particular or specific target groups, but not in exclusivity, therefore, a variety of different courses and activities should be promoted, for example

language classes with students from different nationalities.

#### **Transversal themes**

The incorporation of cross-cutting thematic topics in contents of learning programmes, such as environment, health, hygiene, and especially women and equality, enhance and reinforce the work done about values in an intercultural context.

#### **The active participation of the target group**

The active participation of the target group from the conception of the project throughout its whole development is essential as an element of the Intercultural Learning process that reinforces its independence and improves the group's sense of security in managing their own processes.

#### **Promoting empowerment**

In non-formal or informal educational community projects, the actions which aim to develop the "empowerment" of minorities should offer support so that each group is able to define its needs, look for its own resources and to define its own identity inside the society that hosts it. As an example, enabling community consultation with the representatives of different migrant associations.

#### **Recreational spaces (sports, art...) based in the learning environment**

Intercultural Learning projects and practices based in sport, recreation and arts activities are a good approach to overcome barriers and let people have fun together. Music or any other artistic expression used by facilitators or trainees in their own collective and individual skills is also an important element of Intercultural learning.

#### **Contents should be taken from reality**

Intercultural Learning is mainly an adaptation

relating to the new reality affecting both minority or immigrant and the host or majority communities. Therefore, the contents should be taken from a concrete social reality.

## RECOMMENDATIONS

EAEA and NILE recommend that the European Commission continue the positive impact of the European Year of Intercultural Dialogue. The Commission can help mainstream intercultural learning in diverse areas and provide a platform for exchange. It can also continue to activate member states to do more in this area.

Intercultural Learning needs space and financing - EAEA recommends that member states but also regional and local actors work to provide these spaces and finances.

Adult learning providers need to be aware of the demands of intercultural learning (e.g. by training their staff, as it is a key competence, especially for tutors). EAEA recommends that all adult learning institutions take up intercultural dialogue as a cross-cutting subject, increase their know-how in this area and provide the necessary conditions for intercultural learning to take place.

EAEA should continue to research and to promote case study examples of good practice in intercultural dialogue across Europe and further afield. In this way, EAEA can help to maintain the momentum and focus which has been achieved during the European Year of Intercultural Dialogue and make it easier for others to see how success can be achieved in practical terms.

All adult education learning providers, at whatever level and in whatever context, are

asked to consider how they currently involve all learners in decision making. This should cover all aspects of planning, delivery and financing. In this way, the views of all learners and potential learners can be considered and providers can be seen to be more accountable to their learning communities.

The degree to which intercultural dialogue is a reality for learners and providers should be a question asked in adult learning institutions' quality assurance processes, whether through self-assessment or external validation. Without it, it could be argued; providers are simply not taking into account the complex realities of Europe today. They will be ill-prepared for the global perspectives that must now be a regular part of all of our daily thinking and activities.

This text was originally produced by the colleagues in the NILE-Project [www.intercultural-learning.net](http://www.intercultural-learning.net) and then adapted by EAEA.



## ANNEX C

### EAEA POLICY PAPER ON LITERACY

#### EAEA and Literacy

How do youth and adult literacy fit into EAEA's work and programmes?

Many of EAEA's member organisations provide adult literacy courses, some of them (e.g. Belgium's Lire et Ecrire) even concentrating almost exclusively on this issue. EAEA's member organisations deal with early school leavers, e.g. in second chance schools, prisoners, migrants etc. Many of these people need basic literacy skills, which we provide.

EAEA is currently building up a system of working groups and thematic networks, of which adult literacy will be one. EAEA is also involved in the DOLCETA project, which provides online resources for consumer education. Some of these resources are directly targeted at adult literacy teachers.

After a period of neglect, literacy is now on the European agenda and there is a growing concern among Governments and adult education providers to address the need to raise literacy levels among adults.

In connection and cooperation with the European Commission, EAEA is working on the Action Plan on Adult Learning, where tackling the issue of adult literacy is one of the underlying themes, and in which EAEA will strongly participate.

EAEA has also made a strong commitment to working internationally, and literacy is one of the main topics.

How does EAEA expect to contribute to one or more of the three priority areas, and any of their sub-points, from now to 2012?

The EAEA executive board will discuss this issue in one of its next meetings and agree on a plan. We are aware that this topic needs stronger commitment to tackle policy changes and investments, which are all of interest to the EAEA. We can assure a stronger commitment to advocacy for literacy on the European level, reaching the most important stakeholders in Brussels and as part of our contribution to the regional CONFITEA process. We will also work with the European Commission on benchmarks, pedagogy, assessment and evaluation of literacy. We will support grassroots efforts (especially of our members) on different levels to develop a common vision.

We strongly support the capacity development, initial training and continued professional development of literacy actors - we are already supporting the development of our staff; this will also be the topic of our annual conference next year, and we will put an emphasis on staff working in the literacy and numeracy area. We do see the need for more investment in literacy programmes and better support of our member organisations in its delivery. We strongly support better and more research (also the better coordination of existing research) and its transfer to policy makers for better decision-making. We have already encouraged the exchange of good practice but will increase our efforts.

We will advocate more funding and better and more information about literacy programmes.

Additionally, we have the possibility to raise awareness and encourage exchange through specific events (EAEA Grundtvig award, policy breakfasts etc.), but we will have to accommodate this in our annual work programmes. As the period you are indicating goes until 2012, we can assure you that at least one of our events will be dedicated to literacy, numeracy and basic skills within a key competences framework.



## ANNEX D

# MIGRATION AND MOBILITY: CHALLENGES AND OPPORTUNITIES FOR EU EDUCATION SYSTEMS.

A response to the consultation on the Green Paper from the European Association for the Education of Adults (EAEA)

grant communities.

The EAEA welcomes the publication of the Green Paper and the opportunity provided by the Commission to participate in the debate on how education policies may better address the challenges posed by immigration and internal EU mobility flows.

The EAEA is an association which promotes adult learning and the widening of participation and access to formal and informal adult education for all, particularly for groups currently under-represented by

- providing policy advocacy for lifelong learning at an European level;
- developing practice through publications, projects and training;
- international co-operation with other stakeholders in the field

The EAEA has 131 members from 41 countries (of which 25 are EU members). The majority of the members organisations are NGOs. Many of our member organizations work with mi-

## INTRODUCTION

The EAEA fully recognises the credibility of the background and challenges described in the Green Paper. The prevalence of educational underachievement of migrant children in the school systems of many EU countries acts as a further barrier to economic and social integration of migrant communities. By examining the causes and consequences of these levels of educational disadvantage, Member States may be able to share policy and practice approaches to address the challenges.

## POLICY CHALLENGES

The Green Paper provides evidence of the policy challenges.

The EAEA would like to suggest further exploration of the different educational outcomes

of different migrant communities.

Many EU countries are experiencing 'super diversity' as a relatively new phenomenon. In the past, where migrant communities existed in member states they tended to be relatively small in number.

In the UK for example the population of a major city may have been made up of the host community and two or three large and relatively stable migrant communities from the former commonwealth. In the last 10 years however the number of migrant communities has grown considerably and is much more diverse, with migrants from a large number of countries, both inside and outside the EU. The patterns of settlement also are more diverse with new migrant communities moving to smaller towns and rural areas. The migrants include refugees, those seeking family reunion, students, and economic migrants. Among the latter category there are groups that intend to stay in the UK, those who intend to return home and those who migrate frequently from one country to another. The educational achievements of migrant groups varies considerably. Some, such as those from India and Eastern Europe are highly successful in initial education in the UK; others including those from Bangladesh and Pakistan do far less well than the host community. In considering policy responses to underachievement in initial education it is necessary not to view migrants as a homogeneous group, but rather as a set of diverse groups with different characteristics and different barriers and opportunities to meet the challenges of migration. Different communities may require different policy initiatives to enable them to make progress in national school systems and their new localities.

## POLICY RESPONSES

### Involving parents

The Green Paper identifies the important role that mothers play in influencing school performance. In some migrant communities mothers (and grandmothers, who also have a child rearing role) are the family members with the fewest opportunities to learn the language of the host community. This may be because they are not economically active and therefore are not seen as in need of language learning for employment; they may have fewer contacts outside their own language group; they may have heavy family responsibilities which keep them in the home; and they may have no access to the money necessary to pay for language classes.

However this lack of knowledge of the language used at school means that mothers cannot easily support their children's learning or understand the school and the pre-school systems or wider developmental opportunities that their children may benefit from.

An important policy response to this challenge is to ensure that women gain access to language learning, which is appropriate to their situation. Primary schools or nurseries are ideal locations for parent education where parents and grandparents can learn the language with a view to supporting children's learning.

Family learning initiatives can also involve parents from the host and settled communities and aid the integration of migrant communities.

**Starting Learning at the earliest opportunity**  
Evidence from a range of projects suggests that the earlier children and adults gain access to learning opportunities in the new country,

the more motivated they will be to succeed. When new migrants arrive in an EU country there is often a delay before the children gain school places and an even longer delay before adults gain the right to access language learning. During the waiting period both children and adults learn to survive without learning the language or gaining accurate knowledge about their new surroundings. It is important that policy responses are developed to enable new migrants to have their learning needs and existing learning achievements assessed in order to provide appropriate school or learning programmes at the very earliest opportunity.

### **RECOGNISING PRIOR LEARNING**

The Green Paper states that the knowledge that migrants have accumulated loses its value in a new country. It states that the EQF should improve this situation for migrating EU citizens.

However third country migrants are not likely to benefit from this development. The EAEA suggests that further developments to recognise the knowledge and experience of all migrants gained through formal and non-formal learning should be speeded up.

In view of the need for more teachers and support staff in schools with migrant backgrounds it is clear that systems to recognise and build upon the experience of migrants as educators in their home countries would assist migrant children and adults in their new learning environments.

### **THE ROLE OF ADULT EDUCATION**

The Green Paper suggests that partnerships between schools and voluntary and community organisations could contribute towards raising the expectations of migrant parents, their children and their teachers. Such partnerships could also enable migrant children to benefit from wider educational and cultural experiences in their new countries and provide mentors for young migrants. Migrants' organisations can also help to provide the support necessary to maintain the home languages through the provision of after school clubs etc.

There is a role for adult education in providing the support for community organisations in developing such partnerships, roles and capacities, and in training volunteers from both migrant and host communities to work together and understand the cultures and contexts of intercultural dialogue.

### **THE ROLE OF THE EU**

The Commission has already played an important role in identifying the challenges and producing both the Green paper and the synthesis of research findings for policy makers.

This role could be developed by continuing to identify evidence of the needs, policy responses and examples of strategies and good practice. Consideration could be given to drawing up guidelines for the basic requirements to meet the educational needs of new migrants- both children and adults. In doing so the learning needs of adults should be taken into consideration, since the family experiences of children have the greatest influence on their learning outcomes. All parents

should understand the educational systems of the countries in which they are living; the expectations of the school systems regarding their children's learning; the support they as parents should provide before and during their children's schooling; and the wider opportunities that their children should be able to participate in. Family and Community education should therefore have a significant place in the measures designed at policy and programme level in order to ensure that migration and mobility enables EU countries to benefit from the talents of new migrant communities.



## ANNEX E

### TERRITORIAL COHESION: CHALLENGES AND OPPORTUNITIES FOR EU EDUCATION SYSTEMS.

A response to the consultation on the Green Paper from the European Association for the Education of Adults (EAEA)

The EAEA welcomes the publication of the Green Paper and the opportunity provided by the Commission to participate in the debate on how education policies may better address the challenges posed by turning territorial diversity into strength.

The EAEA is an association which promotes adult learning (AL) and the widening of participation and access to formal, non-formal and informal adult education (AE) for all, particularly for groups currently under-represented by

- providing policy advocacy for lifelong learning (LLL) at an European level;
- developing practice through publications, projects and networks;
- international co-operation with other stakeholders in the AE field

The EAEA has 131 members from 41 countries (of which 25 are EU members). The majority of the members' organizations are NGOs. Many of our member organizations provide professional and non formal education for different target groups including employed people.

## INTRODUCTION

The EAEA recognizes the importance of coordinating policy for an incredibly rich EU territorial diversity. Territorial cohesion is about ensuring the harmonious development of all EU territory and about making sure that their citizens are able to make the most of inherent features of these territories. As such, it is a means of transforming diversity into an asset that contributes to sustainable development of the entire EU. Increasingly, competitiveness and prosperity depend on the capacity of the people and businesses located there to make the best use of all of territorial assets.

Cooperation along with the flow of technology and ideas as well as goods, services and capital is becoming an ever more vital aspect of territorial development and a key factor underpinning the long-term and sustainable growth performance of the EU as a whole.

## **TOWARDS A MORE BALANCED AND HARMONIOUS DEVELOPMENT.**

The key challenges of the 21st century are rapid change, technological growth, demography and globalization. The directions of the Lisbon strategy and these challenges make us look for innovative solutions to increase economic growth and employment, to become competitive in the rapidly changing world. One of the solutions is to increase the role and effectiveness of AE by finding new opportunities for adults to improve their knowledge and perfect their skills throughout the lifespan turning them not only into more effective and informed employees but also active citizens.

The European Commission, in the documents „Adult learning: It is never too late to learn“ (2006) and Action plan on Adult Learning „It is always a good time to learn“ (2007), has stressed the necessity for the improvement of accessibility of AE and motivation of the population to engage in it. The participation rate of adults in AE rises very slowly. One of the education benchmarks is the participation in lifelong learning, which should be 12.5% by 2010. In many of EU countries adult participation rate is low, for example, in Latvia it is 6.9%. Lithuania, Italy, Bulgaria and Greece and many other countries are in a similar or worse situation. One main reason is the unbalanced territorial development, which is based on:

- weak accessibility to adult education institutions;
- little financial capacity;
- a weak IT infrastructure;
- long distances to education institutions.

All these reasons stand in the way of increasing of human capacity.

## **POLICY RESPONSES**

### **Improve accessibility**

The Green Paper stresses the balance among different EU regions. EAEA wants to underline the importance of adult education. By connecting territories, increasing road building and providing public transport services, the EU will improve people's access and participation in AE, and help to provide adults with pathways to improving their knowledge and competences for better life and promote their competitiveness in labour market. A better distribution of adult education centres in less-populated areas will also contribute to the social cohesion and well-being of people living there.

### **Improve IT nets**

Using new technologies will help many people to provide access to opportunities for lifelong learning. Many people will use the Internet for learning; communication and distance education as one of tools for raising their education level. It will realize lifelong learning possibilities in their every-day lives.

### **Raise the financial capacity**

In many of the new EU countries adult education is expensive. People, who want to

participate in non-formal education, have to contribute a lot, but the unemployment, low skills and knowledge force them to stay outside of lifelong learning. Harmonious EU development with more and better support for adult education and learning will improve the situation. By acquiring new competences, these people can upgrade their standards of living, which will contribute to a better and more democratic society.



There is a large role of territorial cohesion that can provide better access, motivation and conditions for LLL.

## ANNEX F

### UPDATED STRATEGIC FRAMEWORK – EAEA COMMENTS

EAEA welcomes the updated strategic framework and agrees with many of its recommendations and strategies. There are welcome proposals in the paper such as the suggestion to raise the benchmark for participation of adults to 15% from 12.5% and the reference to a greater involvement of stakeholders and social and civil society partners in the policy dialogue and in implementation. In order to improve the paper, we would nevertheless make the following suggestions:

One weakness in the paper is the lack of consideration of how the current economic crisis could impact upon individuals and groups for years to come and the role that education and training could play to enable people to adapt to new labour market and social conditions such as greater levels of unemployment and lower incomes and the threats to social cohesion. One suggestion could be that the Commission and member states investigate how learning opportunities could prepare those most at risk of long term unemployment to meet new challenges both in the work place

and in their personal lives. Benchmarks could be set in relation to the % of unemployed people participating in education (incl. non-formal learning) and training.

An additional point that deserves to be seen as a challenge is sustainable development and climate change, to which education and learning can contribute.

In order to succeed with the ambitions in the Lisbon strategy there is an urgent need for national systems for life-long learning. Member states differ in many ways and there will of course be many different solutions on how to make life-long-learning a reality. But it is a fact that each member state must have a politically legitimate system which enables the ambitions of life-long-learning. On page 8 the commission writes; "To provide high quality outcomes on a sustainable basis, the governance of education and training systems must also be addressed." This is, for example, a part of the text that could be developed and where the discussion could be extended. We

would like to take this opportunity to point out the fact (according to many different studies, for example by OECD) that countries that have a publicly financed system for life-long-learning also are countries that have achieved more in life-long-learning.

Another comment concerns the fact that most of the benchmarks that the Council set for 2010 will not be reached. The Commission expresses its concern regarding the development and underline the importance of further actions from the member states. Some analyses on the possible causes to the failures would have been very useful. When lacking information about the causes it is uncertain and problematic to continue with the same methods, priorities and actions as before.

A further weakness relates to the fact that some sections put an emphasis on children only. One example appears in the sections on equity and active citizenship. The only benchmarks relate to children (pre-primary) and early school leavers. The same is true for migrants. The paper emphasises the need to improve the educational attainments of children. There is little mention of the education-

al needs of adult migrants.

Building on the work of CEDEFOP on new skills, we suggest a high-level group including representatives from Civil Society and Adult Education that will explore the social and personal skills and competences for the future.

EAEA would also like to express its concern that adult education and especially non-formal education and learning might be neglected in the implementation of the EQF on member state level. We therefore ask the European Commission to ensure an adequate role of adult education and AE providers in the development and implementation of the EQF in the member states.

For a future initiative we also propose to open the GRUNDTVIG programme to the countries of the European Neighbourhood Programme and beyond.

Finally, we recommend that the important work on the implementation of the five key actions of the Action Plan on Adult Learning and Education be continued.

## ANNEX G

### EAEA INPUT FOR THE EMPLOYMENT SUMMIT OF MAY 7 AND THE COMMISSION'S FORTHCOMING CONTRIBUTION TO THE JUNE EUROPEAN COUNCIL

- Lifelong learning is an investment. Now is the time to implement the plans such as establishing national systems of lifelong learning. Through campaigns and efforts from all stakeholders we can create a lifelong learning culture in Europe. This needs strong partnerships on national, regional and local levels, an involvement of government, social partners and civil society. Non-formal adult education can play a crucial part in reaching and teaching adults.
- Now is a good time to implement the European Commission's Action Plan for adult learning, and especially the 3rd key action: Increase the possibilities for adults to go one step up and achieve at least one level higher qualification. Member States should explore the possibility of setting national targets increasing the skill level

of the target population (see the Adult Education Initiative (1997-2002), the largest ever investment in adult education in Sweden)

- EAEA asks the Commission and member states to investigate how learning opportunities could prepare those most at risk of long term unemployment to meet new challenges both in the work place and in their personal lives. Benchmarks could be set in relation to the percentage of unemployed people participating in education (incl. non-formal learning) and training.
- EAEA suggests that member states establish a guidance service that helps adults in vulnerable employment situations to plan their careers and gain an insight into any further education and training that might increase their employability in a new economic environment, which includes the recognition and validation of their skills and experiences. It may mean redirecting systems to meet the needs of particular target groups in partnership with social partners and adult education organisations.
- In addition the further development of adult education services addressing key competences may be required to help people develop generic skills such as literacy, numeracy, use of ICT, problem solving and social skills etc. This could be part of an activation model at a time of increasing unemployment. Also, for vulnerable groups the combination of basic education and vocational training, i.e. embedded learning has been proven successful and can contribute to employability.
- The barriers to learning should be examined by the member states. In particular several member states restrict unemployed peoples access to learning since enrolment in a course may be seen as limiting a person's chance to get a job.
- Consultation with potential learners (as well as examining labour market needs) is required if programmes are to be designed that motivate people to learn.
- Modular approach to the programs of education and training (which gives the possibility to adapt to the labour market needs, to individualize the learning/training program and make specific combination for each individual, enabling also different dynamic of the obtaining skills and certificates for everyone).
- Member states can create jobs in the third sector / civil society organisations, which will contribute to more employment and active citizenship at the same time.

