



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

ACTIVITY REPORT 2012



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THE EDUCATION OF ADULTS



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ACTIVITY REPORT 2012

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HIGHLIGHTS OF 2012

EVENTS

- Conference on Older Learners and Intergenerational Solidarity
- General Assembly and EAEA Grundtvig Award
- Policy Debate at the European Parliament
- Workshop on adult education and development
- Workshop for EAEA members from non-EU-countries
- EAEA Younger Staff Training

ADVOCACY

- Lobbying campaign for adult education / Grundtvig
- Participation in European Commission working groups on Financing and Quality
- Participation in Lifelong Learning Week at the European Parliament
- Presentations and inputs at a number of conferences, e.g. the launch conference on the Renewed Agenda for adult learning
- Meetings with decision-makers



EAEA Younger Staff Training 2012.

PUBLICATIONS

- EAEA Grundtvig Award Brochure
- Policy paper and Recommendations on Older learners – learning in later life.

STATEMENTS

- EAEA Statement on the Council Recommendations on the Validation of Non-formal and Informal Learning
- EAEA statements on Erasmus for All / Yes Europe

PROJECTS

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

This EAEA Activity Report refers to the period from January to December 2012 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 2012 and follows the Work Plan for 2012, which was approved by the General Assembly 2011 in Malmö, Sweden.

1. INFLUENCING PUBLIC POLICY

2012 was characterized by two main policy developments in adult education: On the one hand, the “Renewed Agenda for adult learning”, which had been prepared and already discussed in 2011, was finally launched in February 2012, and the future of the Lifelong Learning Programme was negotiated in and with the Council of the European Union and the European Parliament (EP).

1.1 MAINTAINING CONTACTS WITH THE EUROPEAN COMMISSION AND OTHER EUROPEAN INSTITUTIONS

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

EAEA was able to intensify its contacts with the EP, in fact organising a policy debate with two MEPs. After the policy debate, the Executive Board met with Tapio Säävälä, who was acting head of unit for adult education in the EC, and his colleague Martina Ni Cheallaigh.

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

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

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

EAEA worked intensively in Brussels, but also through its members at national level, to lobby for an improvement of the EC’s proposal for ‘Erasmus for all’. EAEA published a number of statements and template letters for its members, met with representatives of the member states and Members of Parliament and was invited to a number of meetings in order to disseminate our messages.

EAEA and the European Civil Society Platform for Lifelong Learning (EUCIS-LLL) worked successfully with the EP, with the rapporteur and the shadow rapporteurs and was supported by its members, who kept writing to and meeting with their national education representatives and MEPs. Finally, the EP report by rapporteur Doris Pack contained many of the demands by EAEA and constituted a real improvement of the original Commission proposal.



EAEA continued to play an active role in EUCIS-LLL (see below). Via the EUCIS-LLL Platform, EAEA continues to be represented in the Civil Society Liaison Group of the Economic and Social Committee; whenever education and training are on the agenda, adult education is one of the themes that are being discussed. The EUCIS-LLL Platform has been accepted as the eighth member of the Civil Society Contact Group (CSCG), a group of large European NGO platforms in the following fields: culture (EFAH), development (CONCORD), environment (Green 10), human rights (HRDN), lifelong learning (EUCIS-LLL), 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.

1.3 POLICY DEBATE AT THE EUROPEAN PARLIAMENT

MEP Heinz K. Becker (EPP, AT) and EAEA arranged a Policy Debate on ‘Active Ageing through Adult Learning’ on 27 September 2012 at the European Parliament. Providing learning opportunities for older people goes to the heart of the lifelong learning concept – It’s never too late to learn. Additionally, evidence shows that older people who participate in learning are healthier, have more social contacts and are more active.

The policy debate discussed how we can assure affordable quality provision for all aged people in Europe and how can we ensure outreach to those furthest from learning. What can the European institutions do? Mr. Becker and EAEA president Sue Waddington opened the debate and Mr. Tapio



EAEA President Sue Waddington, MEP Heinz K. Becker, Tapio Säävälä from the Adult Education Unit of the EC and MEP Katarina Nevedalova at EAEA Policy Debate in September 2012.

Säävälä presented the Commission's approach on learning at an older age. Jane Watts from NIACE (UK) talked about research on the benefits of older people's learning. Georg Müllner and Davide di Pietro presented good practice examples. MEP Katarina Nevedalova (S&D, SK) concluded the debate.

1.4 PLATFORM MEMBERSHIPS

Apart from its EUCIS-LLL membership, EAEA is a member of the Access2Culture platform, which was established by the EC in 2008. There, we are members of the working group on education and culture. EAEA is also an active member in the EC platform on Multilingualism, which has developed the Poliglotti project, in which EAEA is also a partner.

EAEA also participates in the Social Platform, in which it is a member and 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 significant 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 on page 42.

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

In 2012, EUCIS-LLL continued to receive core funding from the European Commission and was therefore able to continue its office in Brussels and organise various activities.



EUCIS-LLL supported the European Commission in the organisation of the 1st European Education, Training and Youth Forum and was particularly responsible for the online consultation launched prior to the event that targeted more than 2000 stakeholder organisations around Europe. The Forum, entitled "Investing in skills for growth and jobs", addressed the potential of the future Erasmus for All programme to respond to the education, training and youth challenges identified in the Europe 2020 strategy. In the past, EUCIS LLL had organised a so-called 'stakeholder forum', but the EC has moved away from a civil dialogue approach to a more general partnership approach, which was reflected in the forum.

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

OVERVIEW OF THE ACTIVITIES OF EUCIS-LLL IN 2012 IN FULL

| | |
|--|---|
| JANUARY <ul style="list-style-type: none"> EUCIS-LLL Position on the Joint ET2020 Implementation Report EUCIS-LLL Communication on social innovation in education & training | FEBRUARY <ul style="list-style-type: none"> EUCIS-LLL Communication on “The Digital Agenda and the Digital Inclusion Roadmap: Making the best of ICT in Life-long Learning!” |
| MARCH <ul style="list-style-type: none"> 6: Public Hearing on “Social Innovation in Lifelong Learning”, EESC, Brussels Coalition position paper: “Proposals to improve the draft regulation Erasmus for All” | APRIL <ul style="list-style-type: none"> Partnership agreement with the European Youth Forum |
| MAY <ul style="list-style-type: none"> 14: EUCIS-LLL Annual Conference on “Social Innovation for Active Inclusion: Lifelong Learning Contribution for a Better Tomorrow”, Leuven (Belgium) 15: EUCIS-LLL General Assembly 2013 EUCIS-LLL welcome new full members: DARE, EDEN, EEE-YFU, EFIL, FEDEC EUCIS-LLL welcome new associate members: ACC, EUF-CE, MENON EUCIS-LLL Press release: “Civil Society Organisations in danger in the Erasmus for All proposal!” Survey and feasibility study on National Stakeholders’ Forums | JUNE <ul style="list-style-type: none"> EUCIS-LLL calls for a structured dialogue in education and training Lifelong Learning Magazine (LLL Mag#1) on Validation of non-formal and informal learning in Europe |

Events Publications Positions Membership

| | |
|---|---|
| JULY <ul style="list-style-type: none"> EUCIS-LLL Conference report 2012 | AUGUST |
| SEPTEMBER <ul style="list-style-type: none"> EUCIS-LLL Press release: “Erasmus for All: Support to European Associations in Education & Training still needed” EUCIS-LLL Position: “Lifelong Learning in the European Social Fund 2014-2020: a strategic investment” EUCIS-LLL Position on Validation of non-formal and informal learning EUCIS-LLL position paper calling for a renewed Memorandum on Lifelong Learning | OCTOBER <ul style="list-style-type: none"> 18–19: European Education, Training and Youth Forum, Brussels EUCIS-LLL Communiqué to the European Education, Training and Youth Forum 2012 |
| NOVEMBER <ul style="list-style-type: none"> 26–29: Lifelong Learning Week “Rethinking Skills: A civil society perspective”, Brussels 28: EUCIS-LLL Public Hearing on “Basic Skills for Inclusive Growth: A civil society perspective”, EESC, Brussels Open letter to EU institutions on the Partnership principle in the Common regulation (signed along with more than 40 NGOs) | DECEMBER |



EAEA Secretary-General Gina Ebner as a workshop leader in the EC Conference on Active Ageing in November 2012.

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.

EAEA, i.e. the president, vice-presidents, board members and secretariat, were invited to participate and / or do presentations in thematic working groups, conferences and meetings:

- Participation in and contribution to the national coordinators (of Renewed agenda on Adult Education) Kick-off meeting in Brussels
- Participation in the Danish presidency conference on the European Year 2012
- Participation in and contribution to launch conference on the Renewed Agenda for adult learning
- Participation in the conference on Early School Leavers

- Participation in the Cyprus presidency conference on Literacy
- Participation in and contribution to the Education, Audiovisual and Culture Executive Agency (EACEA) Infoday
- Participation in and contribution to the EC conference on Active Ageing
- Participation in the Forum on Education and Training.
- Participation and contribution to the EC Conference Investing in Lifelong Learning – The Adult Dimension
- Participation in the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) in Copenhagen
- Participation in the Future Forum in Bavaria
- Participation in Asia-Europe People's Forum (AEPF) in Laos
- Participation in and contribution to the Symposium of Lifelong Learning Culture and Vocational Education and Training in Istanbul
- Participation in the conference 'Society for all ages' in Cyprus
- Participation in the Skills Panorama working group in Brussels
- Participation in Capitalizing in Validpack: going Europe wide (CAPIVAL) conference – Validation of competences as pathway towards professionalisation of the adult learning staff in Paris
- Participation in World Literacy Day in Berlin
- Participation in 'Closing Gaps, Opening Opportunities: Adult Education and Lifelong Learning in the Middle East in Jordan'

2. INTERNATIONAL COOPERATION

2.1 COOPERATION WITH ICAE

Andre Schläfli from Switzerland represents EAEA and the European region in the board of the ICAE (International Council of Adult Education) as Vice-president. An informal meeting between him, some representatives of the EAEA board and ICAE president Alan Tucket and treasurer Sturla Bjerkaker took place during the EAEA General Assembly 2012.



The EAEA secretariat also welcomed the ICAE president and treasurer in Brussels for meetings with representatives of European Commission's Directorate-General for Education and Culture and Directorate-General for Development.

Mr. Schläfli provided the following report:

The main tasks of ICAE in 2012 are summarised in the official annual report as follows (p.1): ICAE is basically known as the only global network that advocates for the right to education for all and lifelong learning, making advocacy actions for this right at the different global scenarios of the UN and of civil society as well. ICAE's advocacy actions are shared and carried out together with its members and this implies the permanent analysis of global and regional contexts, to ensure the effectiveness of its actions.

- How do we maintain a constant advocacy work under diverse conditions?
- How do we carry out this work in view of the significant restrictions imposed by cooperation?
- How do our members advocate for enshrined rights such as the human right to education, in their daily practice?
- How do we participate in the different events throughout the post 2015 process so as to exert pressure and maintain those achievements already obtained and reflected in different UN documents such as the UN Belem Framework of Action or the Agenda for the Future, as well as the EFA goals and MDGs?
- How do we keep alliances with different civil society organisations and

movements so as to share this huge task?

- How do we accomplish our objectives with minimum staff at the Secretariat and with our members who have also suffered important restrictions in their budgets?

All these questions and less relevant ones deserve attention and a constant strategic discussion within ICAE working commissions and their regional members so as to maximize resources and make sure that our actions have the strongest impact.

Thematic focuses in 2012

Among the specific actions taken and goals achieved by ICAE in 2012 I would like to point out the following activities, which are especially interesting for EAEA and for European organisations in the field of adult education:

Activities aimed at improving the capacities to advocate for the concept and practice of education in Rio+20: ICAE and its members participated in the Rio+20 process by organising several workshops, meetings and a virtual seminar. Moreover, ICAE succeeded in including several amendments and proposals in civil society documents and position papers, for instance at the UN Conference on Sustainable Development (for details see Annual Report, p. 2f).

As the Secretary-General points out: "One of the major achievements of the advocacy work of ICAE and its allies was the recognition in the zero draft document of non-formal education in the paragraph 231 and this was strongly supported by the governments of Norway and Switzerland." (Annual Report, p. 3)

Another important focus of the ICAE work in 2012 was the Sixth International Conference on Adult Education (CONFINTEA VI). ICAE has been actively involved in the UNESCO meetings of Global Report on Adult Learning and Education (GRALE) and the Advisory Group of CONFINTEA VI follow-up. ICAE is part of the GRALE Editorial Board and participated actively in the process of mapping the national progress reports 2012 and developing strategies for disseminating the forthcoming issue of GRALE. Additionally, an ICAE team attended the sixth meeting of the Collective Consultation of NGOs at UNESCO's headquarters in Paris, which focused on the post-2015 international education agenda (for details see Annual Report, p. 3f).

ICAE organised various meetings and virtual exchanges on education topics, some of them in co-operation with UNESCO and other partners. One of these events was the third World Forum on Lifelong Learning under the theme “Lifelong Learning, why and how?” (Marrakesh, Oct. 31 to Nov. 2).

Advocacy was a crucial theme in ICAE’s activities during the last year. We appreciate the great work, which was done especially by the general secretary and the president. We know from our work in Europe, that coordination and lobbying is very hard and we are happy to support all the initiatives of ICAE.

As EAEA, we believe that it is necessary for ICAE to concentrate on advocacy for adult education and promote a focus on political strategies related to education and lifelong learning. Especially in times of crisis and austerity, the meagre resources should be put to good use. We also encourage ICAE to seek financial support from different regions of the world, as the landscape has changed dramatically over the last few years (Crisis countries in Europe vs. BRIC countries).

2.2 DEVELOPMENT

In order to launch a debate on adult education and development, EAEA, together with dvv international and ICAE, organised a workshop in Brussels. The Workshop “Meeting the challenge: Skills Development and Adult Education in the informal sector” took place on the 4th December at the EAEA premises, Brussels. The advocacy workshop aimed at encouraging a discussion between education and development stakeholders on the challenges and opportunities for non-formal adult education. Thanks to this meeting a working group is created with the aim to promote adult education as priority for the external relations and development agenda of the EU.

2.3 COOPERATION WITH ASPBAE

EAEA established a close cooperation with Asia South Pacific Association for Basic and Adult Education (ASPBAE) in order to work together on common policy issues as well as projects on for example climate change, migration, etc.



3. CONFERENCES AND EVENTS

3.1 CONFERENCE ON OLDER LEARNERS AND INTERGENERATIONAL SOLIDARITY

The EAEA Annual Conference titled “Older Learners and Intergenerational Solidarity” took place in Vienna, Austria from the 3rd to the 5th of May 2012 and was organised together with the Austrian member Europahaus Burgenland. The event began with a key note speech and an introduction of the European context by the DG Education and Training of the European Commission. After that, participants did a gallery walk of interesting projects thanks to which they were able to learn about good practice, share fruitful ideas and networking. In the afternoon there was a possibility to choose a study visit to a Viennese adult education organisation. The second day a World Café has been organised with thematic tables in order to discuss the complex challenges concerning Older Learners. The topics ranged from Global Learning to Learners’ charters, quality of life to financing, active citizenship to intergenerational learning, outreach and technology.

About 80 participants discussed and exchanged opinions about the main challenges and the possible adult education responses to them. They identified the priorities of lifelong learning in relation to active ageing and developed recommendations for actions at a European, national and local level. These recommendations were integrated into the EAEA policy paper.

The report of the conference was published and is available at the EAEA website, together with other reports and materials on active ageing: www.eaea.org/active_ageing

3.2 GENERAL ASSEMBLY AND GRUNDTVIG AWARD

See chapter 7.1

3.3 POLICY DEBATE AT THE EUROPEAN PARLIAMENT

See chapter 1.3

3.4 WORKSHOP ON ADULT EDUCATION AND DEVELOPMENT

See chapter 2.2

3.5 WORKSHOP FOR EAEA MEMBERS FROM NON-EU-COUNTRIES

EAEA members from outside the EU tend to be confronted with specific problems: they look towards Europe for policy developments without having a voice in them on the governmental level, they generally do not have access to EU funding and, in some cases, democratic and civil society structures are challenged. They believe that adult education can be a powerful tool but very often the necessary infrastructure does not exist and support is lacking. EAEA and dvv international brought about 40 representatives together so that they could discuss their specific situation and challenges. The recommendations from this workshop were later discussed in the EAEA board and others will be debated within the regions and members.

3.6 EAEA YOUNGER STAFF TRAINING

The Grundtvig In-Service training “European Adult Education and Lifelong Learning - Introduction for the younger staff”, organised and hosted by EAEA, took place in Brussels from the 15th to the 19th October 2012.

During the training, the young adult education professionals learned about the European developments in lifelong learning and gained a deeper understanding on advocacy work at the European level. The group of 15 young colleagues met representatives of adult education stakeholders and European institutions and learned from each other. The group visited the Council of the EU and the European Parliament.

Moreover, participants met representatives of the Commission’s DG Education and Culture as well as DG Enlargement. They also got acquainted with the activities of the European Civil Society Platform on Lifelong Learning (EUCIS-LLL) and the Social Platform. Furthermore, the group had a chance to discuss with Mette Mørk Andersen, the attaché for Education at the Representation of Denmark to the EU. Participants had also the opportunity to discuss adult education on a global level with Alan Tuckett, President of International Council for Adult Education (ICAE).

A fundamental part of the training consisted of a mutual learning within the group, guided by the EAEA Secretariat. Participants exchanged their experi-



Participants of the Younger Staff Training 2012 together with a part of EAEA staff.

ences on different situations at a national level and shared good practices undertaken by their organisations. This allowed the group to identify common challenges of the adult education field and analyse possible ways of proceeding in facing them. In-depth discussions were dedicated to adult education in times of economic crisis. Also methods and tools used in lobbying for adult education were examined.

The group was composed by young adult education professionals from four European countries (Germany, Portugal, Sweden and United Kingdom), three candidate countries (Macedonia, Montenegro and Turkey) and four neighbouring countries (Bosnia and Herzegovina, Belarus, Kosovo and Serbia). Together with the colleagues from the first training in 2011, we now have a network of about 25 young adult educators who continue to work together.

4. PUBLICATIONS

4.1 EAEA GRUNDTVIG AWARD 2012 BROCHURE

EAEA published a summary of all the received submissions of the EAEA Grundtvig Award 2012, thereby providing an outstanding collection of good practice examples across Europe and outside. In 2012 the theme of the Award was “Activating Older Learners”.

4.2 POLICY PAPER AND RECOMMENDATIONS ON “OLDER LEARNERS – LEARNING IN LATER LIFE”

EAEA published a policy paper on active ageing through adult learning which identifies several key areas that must be addressed in order to create an efficient adult education service for older people.

This paper as well as the recommendations include securing access to high quality learning for older persons by clear information on learning of older persons. Also the digital gap should be bridged by targeting elders within ICT strategies and policies.



5. PROJECTS

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

PROJECTS IN WHICH EAEA WAS INVOLVED AS A COORDINATOR IN 2012:

5.1 OED – OUTREACH, EMPOWERMENT, DIVERSITY www.oed-network.eu

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



In 2012 the OED network collected and analysed good practice examples from across Europe, which tackle the overlap of social inclusion and active citizenship. This publication (available in EN, FR, DE) can be found under www.oed-network.eu.

OED wants to:

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

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

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

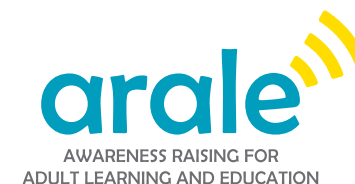
Partner organisations:

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

THE FOLLOWING PROJECT WAS APPROVED IN 2012, ALTHOUGH WORK WILL START IN 2013:

5.2 ARALE – AWARENESS RAISING FOR ADULT LEARNING AND EDUCATION

This is an accompanying measure in Grundtvig, with the Danish Association for Adult Education and the Estonian Association for Non-formal Adult Education as partners.



Due to its non-formal nature, non-formal and non-vocational adult education is often fragmented, lacks the financial and structural support that other sectors enjoy and its importance is often not recognized enough. We therefore think that a specific measure on awareness raising is necessary across Europe.

Objectives:

- A coherent summary of awareness raising campaigns across Europe, which increases the knowledge about adult education
- Incentive and expertise for the adult education community to initiate more campaigns
- A stronger support for the European agenda on adult learning through the application of advocacy campaigns
- Further tools to improve people's participation in lifelong learning, which means an increase in the lifelong learning benchmark through campaigns directed at the general public

Generally, this project will try to deal with a number of questions, such as: How can we reach out to mainstream media so that adult education becomes more of an issue? What have been successful arguments and strategies to draw more adults to learning? What have been successful arguments towards policy-makers so that they have started / continued to support adult education? Which partnerships are necessary for campaigning? Have there been campaigns that have successfully targeted disadvantaged learners? What are the possibilities of and for a European campaign?

PROJECTS IN WHICH EAEA WAS INVOLVED AS A PARTNER IN 2012:

5.3 BELL – BENEFITS OF LIFELONG LEARNING

bell-project.eu



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

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

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

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

5.4 ENIL –

EUROPEAN NETWORK FOR INTERGENERATIONAL LEARNING

www.enilnet.eu



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

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

EAEA's role within the project is basic dissemination and the organisation of a final conference in Brussels. The project duration is 3 years and will end in December 2013.

5.5 INFONET III

www.infonet-ae.eu



In autumn 2012 the third phase of the InfoNet Grundtvig network was launched. The project increases cooperation between adult education journals/media in Europe and offers a newswire for adult education. It is therefore a European network of editors in the field of Adult Education and Lifelong 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 III has established a web based information service for the dissemination of news on Adult Education with European relevance This regular information service is operating similarly to a

news agency. InfoNet currently has members in all European countries and cooperates closely with the journal LInE (which is a trans-European journal dedicated to the advancement of adult education, lifelong learning, intercultural collaboration and best practice research). EAEA is a member of the steering committee and editorial board of InfoNet III as well as contributes with articles on adult education on the European level.

5.6 GINCO – GRUNDTVIG INTERNATIONAL NETWORK OF COURSE ORGANISERS

<http://www.ginconet.eu>



GINCO is a Grundtvig network run by 21 European-wide adult education organisations, which are actual and potential Grundtvig course organisers. The network did not only offer a forum for cooperation and exchange of expertise but also support for development, promotion of access, delivery, accreditation and sustainability of their courses.

As one of GINCO's aims is to improve the Grundtvig course provision, in terms of quantity and quality, the GINCO consortium analysed the Grundtvig course offer as present in the training database at two different moments: June 2010 and October 2011 covering all the courses between January 2010 and December 2012. This analysis led to a report, drafted in 2012 and presented at the 3rd GINCO conference, which was held in Hasselt, Belgium, from the 27th to the 29th September 2012. The conference was focused on the quality and variety of the Grundtvig course offer and was also an occasion to disseminate all the work done by the network and discuss how to further continue with its activities.

Furthermore, during the same year a competition called GINCO AWARD has been carried out by the GINCO network in cooperation with the National Agencies. It had the purpose to identify successful and innovative courses in 3 categories (ICT use, quality care and validation of learning outcomes). The best courses have been awarded of a quality label for Grundtvig courses and presented as best practice at the final GINCO conference.

5.7 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 trialed (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.

5.8 POLIGLOTTI4.EU – CIVIL SOCIETY PLATFORM TO PROMOTE MULTILINGUALISM

<http://poliglotti4.eu>



The Poliglotti4.eu project is a two year (2011-2012) project which aimed at creating a multilingual on-line Language Observatory to serve as a reference on the practice of multilingualism in Europe. Project's outcomes includes: Information on the key motivators and inhibitors of multilingualism (ML); catalogues of ML practice and best practice in the three above-mentioned areas; a collection 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.

During the project's last year, the consortium finalised the project's products and further disseminated them to a larger public. In this regard, the conference titled "One continent, many tongues: a spotlight on Europe's linguistic wealth" was organised by the consortium. It took place in Parma, Italy from the 15th to the 16th of November and brought together experts and multilingual talents from across Europe with the aim to highlight the outcome of project and to raise the voice of Europeans who live and work in multilingual Europe representing diverse fields such as science, art and culture, education, economics, politics and public spaces.

The Civil Society Platform on Multilingualism (CSPM) gathers 29 prominent European-wide working head organisations of Civil Society which have expertise and experience in the field and cover all language-related fields of Civil Society. The platform has been working on behalf of the European Commission from 2009 to 2011. In 2012 the EC has proposed a second mandate for the Platform to continue to promote multilingualism and policy developments within the European Union in a way that aligns with the new challenges and priorities that the European Commission has outlined for the coming years, especially with regard to the new programme for education and training, youth and sports (Erasmus for All/YES Europe).

DISSEMINATION CONTRACTS

EAEA offers service contracts for dissemination activities.

5.9 THE LIT.VOC PROJECT www.literacy-and-vocation.eu

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



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

- Handbook Europe 2012, Together Against Functional Illiteracy
- Facts, information and Solutions (April 2012)
- Identifying Literacy Needs for Vocational Purposes
- For Vocational Guidance Professionals (September 2012)
- Requirements for oral and written communication, mathematics as well as media skills in selected vocational settings (November 2012)
- Core Curriculum (February 2013)
- E-Learning-Tool Train& Assess (August 2013)

The project results are notably based on European cooperation. The systemizing of the approaches ensures that a wide range of approaches is included into the project products and resources are used efficiently. The proposed

exchange of experience not only among partners but also among stakeholders, teachers and trainers offers insights into the different educational and political situations of the different countries.

The members of the development partnership:

- Zukunftsbau GmbH (leading organisation) GERMANY
- Gobierno de Navarra, Departamento de Educación - SPAIN
- Berufsförderungsinstitut Oberösterreich - AUSTRIA
- VUC Sønderjylland - DENMARK
- DBAZ Pleven - BULGARIA
- Lancaster and Morecambe College - United Kingdom

5.10 EURO LOCAL

eurolocal.info



EUROlocal is the European storehouse on the local and regional dimensions of lifelong learning. During 2011 EUROlocal has published a wealth of online information.

And the work continues. You are invited to enter your own case study, charter, tool, project description, publication or whatever linked to the development of learning cities and regions.

EUROlocal reinforces the EC policy on lifelong learning regions by collecting the tools, strategies, learning materials, reports and everything concerned with their development.

The essence of the EUROlocal project is collaborative and interactive. The partners continue to make significant contributions to the development of the concept and practice of the learning region in their own right. EUROlocal represents an easily-accessible resource for local initiatives to the collective experience and knowledge resulting from these pan-European efforts.

EURO local offers:

TOOLS: Self-learning materials. Audit tools, course materials, personal and organisational development tools, learning needs analyses, videos. consultation tools etc that can be used to raise the level of participation of people and organisations in learning region/city development

CASE STUDIES: On Finance, Development Strategies, Skills Development, Active Citizenship, Innovation and Creativity, Culture and Heritage, Communication - any initiative that would help a region to understand the steps to be taken in order to become a learning region or city.

PUBLICATIONS: Papers, Books, Research and Development Reports, Charters, Projects and Outcomes, Presentations, Monographs etc that will expand knowledge of learning region and city development and highlight the need for learning in people and organisations.

INTERACTIVITY: Initiatives to increase the contribution of schools, adult education, universities, business and Industry, local authorities, libraries, museums, communities and people in learning region/city life and growth. Includes international cooperation and learning organisation development.

Project outcomes: EURO local offers a lot of useful information if you are interested in learning regions and learning cities.

6. INFORMATION AND COMMUNICATION STRATEGY AND SERVICES OF THE EAEA

6.1 INFORMATION AND COMMUNICATION STRATEGY



A major change happened in 2012: due to internal restructurings, the position of EAEA communication officer was moved from the Finnish Adult Education Association to the Finnish Lifelong Learning Foundation (KVS). Consequently, Aura Vuorenrinne replaced Johanni Larjanko as Communications Officer.

The Finnish ministry continues to support the Communication Officer (now through KVS), and EAEA is very grateful for this help.

Consequently a new EAEA communication strategy was designed. Its purpose is to modernise some communication tools (i.e. newsletter, website), redefine methods to reach different target groups and increase the involvement of members and stakeholders. In the framework of this strategy a new visual identity was developed for EAEA and approved by its Board. As the current website remains a valuable source of information on adult education in Europe for our membership and other interested parties, during this year it has been constantly updated while been slightly reorganised and made it more user-friendly.

EAEA continued producing and distributing printed materials such as the Policy Papers, the EAEA annual report and the EAEA Grundtvig award brochure to the membership as well as to stakeholders and policy makers interested in adult education. In order to enlarge the reader audience and to respect the environment, 2012 newsletters have been produced mainly electronically. EAEA also continued to produce weekly electronic EAEA insider, the internal news service for members only. The EAEA Policy Debate, the EAEA General Assembly, the Annual Conference and the Advocacy Workshop were all documented, and the results disseminated at all our events and beyond.

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 continues the regular internal e-mail information service to the members, explaining what is going on at the secretariat in Brussels ("News from Brussels").

Members of the Executive Board, the President, Vice-Presidents, and Secretary-General have been invited to a number of events, conferences, seminars, meetings and discussions. All representatives of EAEA contributed to making adult education more visible and promoting the association at different levels.





EAEA Grundtvig Award winners 2012 Gulru Azamova from the Tajikistan office of dvv international (left) and Elisabeth Trudel from the University of Education in Freiburg (right) with EAEA President Sue Waddington and the former Education Minister of Austria, Hilde Hawlicek.

7. ACTIVITIES IN THE ORGANISATION AND THE OFFICES

7.1 GENERAL ASSEMBLY AND EAEA GRUNDTVIG AWARD

The General Assembly 2012 was organised in Vienna, Austria. The event was well attended, with 108 delegates from 32 countries coming together to discuss adult education policy, current challenges in the member countries and the top priorities for EAEA for the coming years.

Austerity measures across Europe have hit the sector hard, with several member organisations closing down or dropping its membership as a result. Fortunately new NGOs and organisations are still being founded, so this year the amount of members leaving and the amount of new members approved were about the same. Some time was spent reflecting on the joint EAEA-ICAE World Assembly “A World Worth Living In”, organised in June

2011. Other topic that raised interest was the proposed new European Union Programme “Erasmus for All”, that is scheduled to replace the current Lifelong Learning Programme in 2014. There are growing concerns in the adult education community that civil society and all issues related to it are being replaced with short term employability measures.

The topic of the EAEA Grundtvig award in 2012 was “Activating Older Learners”, which was handed over during the EAEA General Assembly. The EAEA Grundtvig Award aims at promoting good practice examples in adult education around Europe and outside of Europe and to raise awareness for a chosen topic, to contribute to the further development of good practice examples in this regard. 14 projects were submitted in the European category and 2 projects in the ‘outside of Europe’ category. The jury, composed by some members of the EAEA Board, chose two excellent projects, which were awarded at a ceremony after the General Assembly. Hilde Hawlicek, former Austrian minister of education, former MEP and currently Secretary-General of the European Seniors Association, handed over the awards.

7.2 EAEA GRUNDTVIG AWARD WINNERS 2012

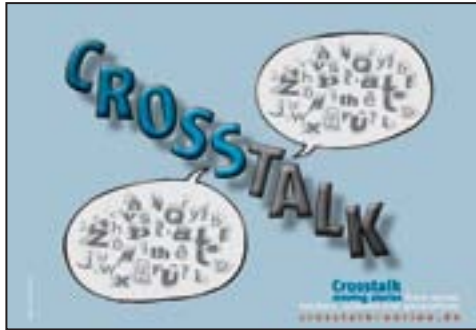
7.2.1 Moving Stories and Generations

EAEA Grundtvig Award winner in the European category 2012

The Crosstalk project aimed at giving seniors, schoolchildren, young people and migrants the skills and confidence to communicate effectively at local media and thus to make an active contribution to their own-community. The project was designed and carried out by a team of 9 European partners in 7 countries which included community media practitioners, adult education specialists and university researchers.

The “Moving stories and Generations” sub-project promoted and sustained genuine cooperation between old and young via media production. It targeted senior citizens, children and young people who live together closely but often rarely communicate with each other, and allowed them to come into contact and exchange stories about their youth.

The first phase of the project consisted in a media education course which provided different generations with the desire, self-confidence, and neces-



sary expertise to be involved in the local media production and to tell stories about the games they played or play today.

In its second phase the participants put in practice the skills they had learned. Senior citizens and children/young adults visited their favourite places, interviewed each other in turn and produced an audio guide, which takes the listener directly to the actual venues.

The results of the project are on the one hand the products: the 3 audio-guides, the interactive maps on the internet and on CD and the manual with course materials. A handbook gives examples and course schedules which can be used by youth centres, by school teacher or by assistants to elderly people.

Project coordinator: University of Education Freiburg, Institute of Media in Education

7.2.2 Potter's Wheel

EAEA Grundtvig Award winner in the 'Outside of Europe' category 2012

The project's main goal was to contribute to improve the social environment and economic conditions of lonely aged people of Dushanbe City through non-formal education in ceramic handcrafting and communication with younger generations. It was launched by Central Asian Gerontology Center (CAGC) as a pilot project for Dushanbe city active ageing people based on the existing social and economic programs implemented by the CAGC in Tajikistan.

Project methodology includes: establishment of a pottery studio with relevant facilities for making diverse ceramic handicrafts and small pots; trainings especially tailored for older learners which have been developed by professional tutors and pottery practitioners; workshops and discussion clubs. Annual exhibitions and regular sales served as a source of income and enabled the project to be sustainable.

The project provided important opportunities for self-realization and income-generation for active older learners: indeed, by sharing their experience and the newly obtained pottery skills the trained aged people feel more confident and expand their social networking. Besides, the new pottery club allowed them to understand the importance of communicating with younger generations by facilitating informal discussions. Furthermore, sharing their gained knowledge and practices was instrumental to revitalize the Tajik pottery tradition.



Project coordinator: Central Asian Gerontology Centre

7.3 MEMBERSHIP

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

Associate membership:

- Adult Education Association (Azerbaijan)
- Business Foundation for Education (Bulgaria)
- National Forum Alternatives, Practice, Initiatives (Bulgaria)
- Association for the Development of Life Skills (Cyprus)
- Foundation for NGO Development "West-Ukrainian Resource Center" (Ukraine)

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

The following networks were excluded:

- Ergon Kek (Greece)
- Perfekt Business Consulting, Training and Publishing Company (Hungary)
- Universita Popolare di Roma (Italy)
- South-Russian Science-Educational Centre of the Institute of Social

political Research (Russia)

- Epsilon III Association (Romania)
- UPDEA (Spain)

The following associations left the membership in 2012:

- United for Innovation & Quality in Education (Austria)
- ACC- Association for Community Colleges (Denmark)
- Art Aspects Kunstverein (Germany)
- Transport and Sakaru Institute (Latvia)
- ANOP (Portugal)

7.4 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.

One of the board members, Beate Gfrerer from Austria, resigned and Gerhard Bisovsky was appointed as her replacement. Britta Lejon, board member from Sweden, resigned at a later stage.

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.

14–16 March 2012 in Vilnius, Lithuania

The Executive Board met with Lithuanian officials at the Parliament as well as with EAEA colleagues from the Baltic region.

27–29 June 2012 in Toulouse, France

A meeting with EAEA colleagues from France and Spain was organised in order to discuss the situation of adult education in the region – especially in times of crisis – as well as to think about further cooperation (expectations, projects, etc.).



Part of the EAEA Executive Board and staff visiting ISMEK learning centre in Istanbul, Turkey in December 2012.

26–28 September 2012 in Brussels, Belgium

The board meeting was combined with the policy debate, hosted by MEP Becker at the European Parliament on the issue “Active Ageing through Adult Learning”. Furthermore Jens Fischer-Kottenstede, EC liaison officer to the OECD, met with the Executive Board in order to discuss the PIAAC study. Also Tapio Säävälä, Acting Head of Unit DG EAC and Martina Ni Cheallaigh, DG EAC participated in the Executive Board Meeting discussing the Renewed European Agenda on Adult Education, the report on Literacy by the High Level Expert Group and the EC Communication on Rethinking Education.

5–7 December 2012 in Istanbul, Turkey

The Executive Board members met with directors from various civil society organisations in the education field in order to discuss the situation of adult education in Turkey as well as possible future steps to work together.

7.5 FINANCES

In 2012, EAEA renewed its funding in the framework contract with the Executive Agency in the Jean Monnet – KA3 strand.

Unfortunately, there are members who do not pay their membership fees and thereby reduce the income of the EAEA. In 2012, the write-off/depreciation of unpaid membership fees was 3.415 Euro. The unpaid membership fees for 2011 are very high: 7.250 and more than 8.000 are still open for 2012. The economic crisis has probably had an impact on these numbers. The Executive Board agreed to establish a reserve fund in order to compensate for possible losses and emergencies.

In 2012, the membership fees have been adapted to the inflation rate according to the official index, and this will continue to be applied.

EAEA continues its agreement with EfVET, which provides EfVET with support and regular income to EAEA.

7.6 STAFF

Generally, EAEA is one of the Brussels NGOs with relatively little staff rotation, but 2012 turned out to be a more turbulent year: Project Assistant Sanni Roinevirta left in January. Project Manager Marta Lottes, after many years with EAEA, decided to return to Poland for family reasons in August, and, as already explained in the communication chapter, Communications Officer Johanni Larjanko was replaced by Aura Vuorenrinne in Finland.

A big thank you is due to both Marta and Johanni, who supported EAEA for a long time – we wish them all the best!

The staff list for 2012 therefore looks like this:

Valentina Chanina, Office Manager

Gina Ebner, Secretary-General

Marta Lottes, Project Manager until July 2012 / Ricarda Motschilnig, Policy Officer from June 2012

Sanni Roinevirta, Project Assistant until January 2012 / Francesca Operti, Project Assistant from February 2012



EAEA staff in August 2012: Francesca Operti, Aura Vuorenrinne, Gina Ebner, Ricarda Motschilnig and Valentina Chanina.

7.7 BOB SCHOUTEN FUND

The Bob Schouten Fund, established in 1981 in commemoration of the international work of Bob Schouten, the longstanding first Secretary of the European Bureau of Adult Education, aims to 'assist workers in adult education to make themselves familiar with international aspects of their work by studying Adult Education abroad in one of the countries of Europe'. In 2012, the participation of one younger staff member from Belarus in the Grundtvig Inservice training was covered by the fund.

8. ANNEX – POSITION PAPERS, OPINIONS, STATEMENTS

8.1 EAEA RESPONSE TO THE PROPOSAL FOR A COUNCIL RECOMMENDATION ON THE VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

The European Association for the Education of Adults (EAEA) welcomes the proposal on the validation of non-formal and informal learning. EAEA sees validation as a key tool in order to promote lifelong learning, to ensure more flexible learning pathways, to encourage learners and build their self-confidence as well as to create a more comprehensive understanding of competences.

EAEA especially welcomes the obligation to member states to implement national validation systems until 2015 and to ensure the inclusion of stakeholders, among them civil society and education and training providers, in the development and implementation of these national systems.

EAEA would like to draw the attention to two important points: EAEA sees validation of non- and informal learning as a necessary and important step in a person's lifelong learning career. One key intent of validation should be the encouragement to take up further learning in order to take further steps. We therefore believe that any national system for validation should include and ensure adequate learning opportunities for people to continue, i.e. adequate adult and continuing education offers.

EAEA is concerned about a statement in point 3: 'Access to validation is affordable for citizens who wish to undertake a validation procedure.' This seems to imply that people will have to pay for the validation procedure in any case. We strongly recommend that the financing of the validation system be carefully considered and to be available for free, at the minimum for those with low qualifications and for the unemployed.

EAEA, and especially its member organisations in the European member states, will work with the relevant institutions in order to help develop and

implement the national systems. EAEA members in non-EU countries will support their national authorities to follow the best European practices in this field.

8.2 EAEA STATEMENT ON THE DRAFT REPORT ON THE LIFELONG LEARNING PROGRAMME II

The European Association for the Education of Adults welcomes the draft report of the European Parliament (rapporteur: Doris Pack). We appreciate the renaming of the programme and the fact that Grundtvig (as well as the other sub-programmes) will continue within the new structure of the programme. EAEA welcomes that the mobility of adult learners will be continued through the learning partnerships, which have been very successful and popular in the current programme. We propose that the other two mobility schemes for adult learners, i.e. workshops and senior volunteering, will also be continued.

EAEA welcomes the fact that the participation of European Neighbourhood countries has been clarified and extended. The exchange with non-EU countries can enrich the European debate but also reinforce adult education as a tool for democracy and human rights, especially in the European Neighbourhood countries.

EAEA believes that the budget increase for adult learning to 6 % is already a big improvement, although a clear assessment is currently difficult as the overall budget will still be decided. Grundtvig is a programme that is the target of many groups and sectors within lifelong learning due to its non-formal nature. It is, for example, being used for young adults' non-formal training, parents' education as well as non-formal teachers' training. Adequate funding is therefore crucial. In order to secure this funding, EAEA proposes to match at least the percentage for Youth, i.e. 8,3 %. EAEA understands that the training for unemployed people remains the main task of national unemployment services and the European Social Fund, but believes that the transfer of innovation in this field should remain an important issue for the Lifelong Learning Programme. EAEA is still sceptical about the 'sustainable systemic impact' that the programme is aiming for. Focusing too much on the systemic level can have an adverse effect and impede a broader participation.

Indeed, smaller projects may not have a systemic impact but they do have greater qualitative individual, organisational and societal impacts (especially projects aimed at social inclusion and active citizenship). Civil society organisations should be recognised as agents of social change and innovation and their projects should not be hindered because their impact is not directly measurable.

EAEA regrets that operational grants are restricted to the Youth sector. The argument that for the continuity of the youth sector, it is crucial to ensure that youth NGOs receive also in future operating grants for their work in the field is just as true for the lifelong learning sector (currently, operating grants for European associations are administered under Jean Monnet, key activity 3). EAEA would also like to see a stronger involvement of civil society in the planning, implementation, monitoring and evaluation of the programme as well as the European Civil Society Platform on Lifelong Learning (EUCIS LLL) directly mentioned as a reference civil society partner in the framework of a regular dialogue in education & training. EAEA will carefully consider the details of the draft EP report and will propose some amendments in order to further improve the programme.

8.3 PROPOSAL TO THE EUROPEAN PARLIAMENT'S DRAFT REPORT ON THE NEW FUNDING PROGRAMME (LIFELONG LEARNING PROGRAMME)

Article 7, 2b

| Text of the Parliament report | Amendment proposed by EAEA |
|---|--|
| 2b. In the field of Grundtvig (adult learning), learning mobility of individuals between participating countries shall support mobility of staff in the form of either teaching, taking part in professional development activities or assistantships abroad. | 2b. In the field of Grundtvig (adult learning), learning mobility of individuals between participating countries shall support mobility of staff in the form of either teaching, taking part in professional development activities or assistantships abroad and mobility of adult learners in order to foster European citizenship. |

Justification

We believe that mobility should not be restricted to young people. Especially low-qualified people have often very little opportunity to participate in Europe. The promotion of European citizenship through (adult) learning activities and mobility could be a key instrument. A good example from the current programme is the 'senior volunteering' Grundtvig action.

Article 8, 2b

| Text of the Parliament report | Amendment proposed by EAEA |
|--|---|
| <i>(aa) multilateral projects, in particular those aimed at improving training systems by focusing on the transfer of innovation involving the linguistic, cultural and legal adaptation to national needs of innovative products and processes developed in different contexts.</i> | <i>(aa) multilateral projects, in particular those aimed at improving training systems by focusing on the transfer of innovation involving the linguistic, cultural and legal adaptation to national needs of innovative products and processes developed in different contexts, for example in tackling unemployment through training.</i> |

Justification

While the training for unemployed people remains the main task of national unemployment services and the European Social Fund, the transfer of innovation in this field should remain an important issue for the Lifelong Learning Programme.

Article 13, 1. a.

| Text of the Parliament report | Amendment proposed by EAEA |
|-------------------------------|---------------------------------|
| iv) [6 %] to adult learning. | iv) [8,3 %] to adult learning. |

Justification

EAEA believes that the budget increase for adult learning to 6 % is already a big improvement, although a clear assessment is currently difficult as the overall budget will still be decided. Grundtvig is a programme that is the target of many groups and sectors within lifelong learning due to its non-formal nature. It is, for example, being used for young adults' non-formal training, parents' education as well as non-formal teachers' training. Adequate

funding is therefore crucial. In order to secure this funding, EAEA proposes to match at least the percentage for Youth, i.e. 8,3 %.

8.4 EAEA PRESS RELEASE: “ERASMUS FOR ALL” VOTED AT THE EUROPEAN PARLIAMENT: MEPS ENDORSE EAEA’S VIEWS ON ADULT LEARNING

EAEA’s advocacy work paid off as MEP’s voted for increasing the budget for adult learning and keeping the Grundtvig subprogramme for adult education on board in the forthcoming Union Programme for Education, Training, Youth and Sport (YES Europe), previously known as Erasmus for All.

The Committee on Culture and Education (CULT) strongly endorsed the report of MEP Doris Pack (EPP, DE), and other important amendments at a vote in Brussels on 27 November 2012. EAEA is pleased that a number of MEPs across different groups and parties have supported our aims during the process. We appreciate all their efforts to improve the programme, to strengthen adult learning, to support social inclusion and access to the programme, and to increase the participation of different stakeholders.

The Association lobbied successfully for the budgetary increase for adult learning in the forthcoming programme. In the Commission’s proposal the portion of adult education was alarmingly low, only 2 % of the total budget. Endorsing the rapporteur’s suggestion, the CULT Committee decided to increase the budget earmarked for adult learning to 6 %. EAEA believes that this is a big improvement, although a clear assessment is currently difficult as the overall budget is yet to be decided.

Additionally, the MEPs decided to keep the titles of subprogrammes, like Grundtvig for adult learning and Comenius for school education, on board. Commission’s proposal was to include all subprogrammes under the title “Erasmus for All”. Furthermore, the CULT Committee decided to rename the programme as “YES Europe” instead of “Erasmus for All”.

EAEA appreciates the fact that Grundtvig subprogramme will continue within the new structure of the programme. Grundtvig targets many groups and

sectors within lifelong learning due to its non-formal nature. It is, in addition to non-formal general adult education, being used for young adults’ non-formal training, parents’ education as well as non-formal teachers’ training. Finally, EAEA is pleased that the MEPs decided to introduce specific and sustainable administrative grants to European organisations active in the field of education and training.

The text adopted by the CULT Committee will be discussed and voted in plenary next year. During 2013, the Parliament also enters into a dialogue with the Council of European Union and The European Commission, to negotiate the final legislative resolution.

8.5 EAEA POLICY PAPER: OLDER LEARNERS – LEARNING IN LATER LIFE

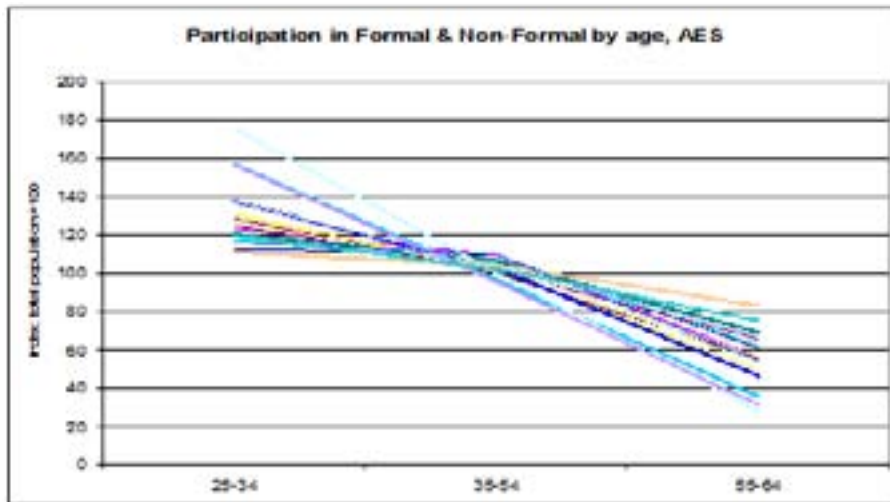
Older people are a large and growing part of the EU’s population and this is changing our societies in important and fundamental ways. Older persons wish to be active participants in their workplaces and communities, but in many cases opportunities and facilities are not available or accessible. Learning provides many of these opportunities, and research has shown the benefits:

To put it simply, does learning lead to social inclusion? This question can be answered in the affirmative. Those who continue to attend further education in older age, expand their social relations and assess better their state of health, and certainly independent of gender. Education can thus lead to greater social integration. Older people who attend further education courses commit themselves voluntarily, they have more confidence in political institutions, take part in campaigns, petitions and political discussion. Another influence stemming from educational participation is the ownership of new media queried through computers and the Internet. People who take part in organised educational processes tend to have access to the new information technologies. (Kolland, Ahmadi, Hauenschild, Vienna, 2009)

It is therefore necessary to provide high quality learning opportunities for all older people, which, in turn, will need the necessary framework of policies, funding, structures and access.

I Participation in learning

Participation in adult learning declines with age:



As both the Adult Education Survey (AES) and the Labour Force Survey take only people up to 64 into consideration, we don't have European data on the participation of older people, but we can assume that participation rates are declining even more the older people get. The British Inquiry into the Future for Lifelong Learning (Schuller, Watson, 2009) found the following data for the UK, which we can use as an example: Weighted participation ratios across the four life stages:

| | 18–24 | 25–49 | 50–74 | 75+ |
|-------------------|-------|-------|-------|-----|
| Formal learning | 3.250 | 225 | 27 | 5.5 |
| Informal learning | 325 | 90 | 27 | 5.5 |

Source: IFLL

The expenditure on formal and informal learning mirrors the participation:

Expenditure on formal and informal learning across the four life stages, 2008

| | 18–24 | 25–49 | 50–74 | 75+ |
|---------------------------------|----------|---------|---------|-------|
| Total expenditure (£ millions) | £ 47.141 | £ 6.057 | £ 1.397 | £ 285 |
| Percentage of total expenditure | 86 % | 11 % | 2.5 % | 0.5 % |

It is obvious that more efforts, support, knowledge, outreach and funding are needed so that more older people can and will participate in learning.

II International policy frameworks

The value of lifelong learning for older people has been identified in research and international policy frameworks:

UN Principles for older people

Lifelong learning is noted in the points under the UN Principles for Older People:

- Independence: Older persons should have access to appropriate educational and training programmes.
- Participation: Older persons should remain integrated in society, participate actively in the formulation and implementation of policies that directly affect their well-being and share their knowledge and skills with younger generations.
- Self-fulfillment: Older persons should be able to pursue opportunities for the full development of their potential. Older persons should have access to the educational, cultural, spiritual and recreational resources of society.

WHO (2002) Active Ageing: a Policy Framework

The WHO Policy Framework for Active Ageing summarises the current evidence which constitutes the determinants of active ageing, many of which acknowledge the role of lifelong learning. Education and lifelong learning are seen as key factors for ensuring health, participation and security in later life. To make this possible, an age-friendly policy is regarded as essential.

UN Madrid International Plan of Action on Ageing

Lifelong learning is noted in the UN policy direction 'older persons and development', which underlines the need to provide opportunities, programmes and support to encourage older persons to participate or continue to participate in cultural, economic, political, social life and lifelong learning. Education is seen as crucial basis for an active and fulfilling life.

European Agenda on Adult Learning

Also the European Agenda on Adult Learning recommends: make well-developed learning provision for seniors, in order to promote active, autonomous, and healthy ageing, and which uses their knowledge, experience, social and cultural capital for the benefit of society as a whole. One of the priorities for the period 2012 until 2014 is the enhancement of learning opportunities for older adults in the context of active ageing, including volunteering and the promotion of innovative forms of intergenerational learning and initiatives to exploit the knowledge, skills and competences of older people for the benefit of society as a whole.

2012 – European Year for Active Ageing and Solidarity between Generations

The European Year is intended to raise awareness of the contribution that older people make to society. It seeks to encourage policymakers and relevant stakeholders at all levels to take action with the aim of creating better opportunities for active ageing and strengthening solidarity between generations. The European Year 2012 seeks to promote active ageing in three areas: Employment, Participation in society, Independent living

III Recommendations

EAEA identifies several key areas that must be addressed in order to create an effective and efficient adult education service for older people.

Securing access to high quality learning

Unfortunately, older people who participate in learning are still in the minority:

The younger the person, the higher the school-leaving qualifications, the higher the income and the larger the place of residence, the greater the likelihood of participation in adult education will be. People tend to attend educational events when they are working. Interest wanes after retirement. This is especially true for men.

In addition to the socio-structural element, there is also a perceptible social dimension. Older adults with a social network outside the home, which is characterised by frequent personal contacts, attend courses / programmes significantly more frequently.

Participation in adult education is conditioned not only by socio-demographic and social considerations, but also by certain personality traits. If learning processes are perceived as an inner satisfaction or emotional experience and not as an effort, then the educational offers are taken up.

Those who are learning in old age (in an organised manner) have also taken part in learning processes during their working life. As such, learning in older age should be seen as a continuous process. The important thing here is that such learning is not taken up recently. If people attend vocational and/or general adult education and training regularly in their forties and fifties, then they will continue to do so in older age. (Kolland, Ahmadi, Hauenschild, Vienna 2009)

We therefore need to make sure that learning does not remain the privilege of a relatively small, middle-class, well-educated minority – learning in all its forms should become part of everyone's retirement.

Adult education providers should make sure to offer appropriate learning opportunities and that information, guidance and counseling services for older learners are provided. But it will be also up to companies to provide and encourage learning for everyone across the ages. It will be up to governments to make sure that older people from a disadvantaged background will have the possibility to participate (e.g. by supporting outreach activities, no or very low course fees, funding). It should be ensured that older

people have access to financial and economic learning resources.

Clear, concise and understandable information about learning among older persons should be given, who need to be aware that these offers are available in the first place. EAEA highlights the importance of guidance as a continuous process that enables older learners to identify their capacities, competences and interests, to make educational and training decisions and to manage their life paths in learning.

Finally, campaigns that underline the social and fun dimension of learning for older adults can help raise awareness and participation.

Making the lifelong learning needs of older learners a priority for providers

It is necessary to look at the barriers to learning opportunities for older learners and make sure that they are accessible in terms of venue, cost, timing and duration as well as relevant to their day-to-day living. Barriers vary when looking at different generations regarding learners' educational level and the connection to employment. Also, out-dated perceptions such as 'you can't teach an old dog new tricks' mean additional, psychological barriers.

EAEA therefore recommends investing in the competences of trainers working with older adults and providing clear, concise and understandable information for older persons. Outreach work and partnerships (e.g. with seniors' organisations) is especially important. In this regard, EAEA calls for bottom up processes and grassroots advocacy that includes the (potential) learners themselves. At all levels, including the European level, there is a need for structures to facilitate learners' voices and listen to them.

Intergenerational learning

Intergenerational learning can contribute enormously to social cohesion by promoting understanding and cooperation between different generations. Additionally, the benefits to all the participants in intergenerational projects, young and older, tend to be huge: from more confidence to new friendship and practical skills and knowledge. We therefore need to encourage best practice identification and exchange and to create models for adaptation, awareness raising campaigns for the benefits of intergenerational learning, to create space for models for intergenerational learning within the curricula, and finally funding and legal frameworks to facilitate the process.

Older workers

Traditionally, learning in companies has been reserved for younger and better educated staff. EAEA promotes a change of mindset about working, learning and ageing by enhancing flexibility and diversity in learning and working in later life. More innovative work practices and learning measures for older workers are required, by bringing forward the voice and initiative of older workers themselves.

Workplace learning opportunities for older workers, coupled with strong learning support (such as learning and studying skills, IT skills, etc.), leads to a feeling of being valued, appreciated and needed, and contributes to their employability.

Social partners should be involved in improving the life of older workers. It is necessary to plan learning and employment strategies for older workers in an integrated manner. For example skills development is made possible through providing opportunities for lifelong learning, which should be made accessible up until retirement. Employers should offer improved flexibility and systematic organisation and provision of training (such as sabbaticals), which also has positive organisational effects (on staff retention, conflict resolution, management, etc.). These positive outcomes can also be seen through intergenerational competences transfers in the company, such as mentoring schemes for sharing of skills, competences and know-how between the generations. Finally, recognizing and documenting older workers' core competences, makes employers and social partners aware of the existing valuable skills base.

Health benefits

Healthy ageing is not just about prolonging life, but rather ensuring that we age in good health for as long as possible. Many of the illnesses in later life are preventable, and research shows that there exists a significant link between education and health. Learning is a major means in maintaining mental activity, enabling older people to cope better with daily life, to stay independent and to participate in society. EAEA encourages the development of proactive health policies focusing on adult learning and health promotion, which is universal, equal and targeted.

Very old learners and mental health

As we live longer mental illnesses, such as Alzheimer's disease and therefore dementia are widely acknowledged to be one of the most pressing problems facing health and social care systems. Dementia affects people in all countries and the number is expected to double by 2030 (65.7 million) and more than triple by 2050 (115.4 million)¹. Therefore one of the greatest challenges of our time is how society cares for persons with dementia, how they can and want to keep their independence and stay active. There are already initiatives and institution (such as Hogewey in the Netherlands and Aigburth Care Homes in Leicester UK) dealing with that challenge, which have developed innovative, humane ways of caring for people with dementia. Learning at an advanced age, is always a central concept of these institutions and initiatives, and learners report positive emotional or mental health benefits. It is speculated that mentally stimulating activities have positive and lasting impact on cognition and may even prevent or delay dementia and Alzheimer's disease (Snowden, 2001, in Simone and Scullin, 2006)². Because of that EAEA underlines the positive impact of adult learning to the mental health of very old learners. It is essential to raise awareness of the benefits of learning in care settings and encourage providers and various stakeholders to extend and enhance learning opportunities for older people in care settings.

Digital bridge

Participating in society in Europe increasingly depends on digital access – from e-forms and e-governments to online shopping and electronic communication, access to computers and the internet become more and more important. EAEA believes that digitalization for senior learners should be a key part of all active aging policies. ICT strategies and policies should proactively target older people. IT equipment, curricula and training methods have to be tailored to the needs of and be in line with the life interests of the senior learners. Many good practice examples in intergenerational learning have involved ICT skills and a transfer of these innovations is very desirable.

Supporting and Financing learning

Providing learning opportunities for older people goes to the heart of the lifelong learning concept – EAEA believes that it's really never too late to

1 www.who.int/mediacentre/news/releases/2012/dementia_20120411/en/index.html

2 Simone, P. and Scullin, M. (2003) "Cognitive Benefits of Participating in Lifelong Learning Institutes"

learn. Nevertheless, many people across Europe still believe that they don't need to learn any more from a certain age onwards. This belief of course is often linked to an understanding of learning that is formal, goes back to negative school experiences and is often due to the fact that people haven't learned 'consciously' in a long time.

In recent years and especially in times of crisis, some governments and institutions have looked at adult learning from a strictly employability-oriented perspective: investing in learning should help people either acquire or keep their jobs. This is certainly an important aspect (and is definitely related to EAEA's recommendations for older workers – they should have the same chance to secure their employability as younger people), but active aging challenges this. EAEA, together with member organisations, has worked on the wider benefits of adult education and we believe these are especially crucial for older people. Considering that demographic change will have an enormous impact over the next decades, Europe needs to prepare for the consequences. Investing in the learning of all people across the lifelong learning range and especially of older people, going beyond the concept of employability, will be crucial for the future of Europe's people.

Adult Education Providers

- As mentioned above, adult education providers should offer information, guidance and counseling services on non-formal and informal learning to help older people better understand the skills they have gained through their life-experience and to better recognise how these skills can be used.
- Develop outreach activities and appropriate³ opportunities for older people without recent learning experiences. Promoting 'learning to learn' competences can be helpful, too.
- Research found that older learners learn differently from other age groups. Certain courses are considered more suitable to undertake with peers. For other courses an intergenerational setting may be more appropriate. EAEA suggests that adult education providers should consider a mixture of targeted learning groups, both heterogeneous and homogenous groups.
- Enhancing informal adult learning for older people in care settings calls for learning providers, care homes, health institutions and policymakers to

3 AONTAS (2008) "Don't stop me now - Report on the Lifelong Learning Needs of Older People"

work together, in order to improve, adapt and widen these opportunities.

- EAEA calls for grassroots processes: when designing and offering learning opportunities, there is a need to facilitate learners' voices and listen to them. It is about working and learning with older people rather than for them. The learners are experts about their needs.
- EAEA recommends adult education providers to invest in the competences and skills of trainers working with older adults as well as to raise the awareness and positive attitude among adult educators working with older learners.

National governments

- National governments need to implement national strategies for the elderly with a strong focus on adult learning.
- National awareness campaigns for the benefits of learning can give a boost to active aging through adult learning.
- Partnerships with care homes, learning providers and health institutions should make sure that ideal learning settings for very old learners and persons in care settings are created and available.
- It is known that policy development is likely to be more effective if the process involves consultation and involvement of older people, who are the experts on their own lives and needs.
- Government should work with social partners and civil society to deliver effective services for older people.
- Appropriate funding and structural support are necessary to extend the participation of older people in learning, especially those with lower economic and educational levels.
- More information about the participation of older people in learning is needed, therefore more data beyond the age of 64 should be collected. The member states should agree to extending the relevant EUROSTAT surveys to at least 70.

Companies

- Many companies are not aware of the potential learning brings to their older employees and few provide special supports aimed at workers aged over 45. They should see themselves as learning organisation and invest in learning for everyone. Learning is not something that only hap-

pens at a younger age, but should be part of everyday (working-) life at any age. This can be done through training measures, coaching and guidance for older staff or in the form of sabbaticals.

- Knowledge management initiatives within the companies can leverage older staff's particular strengths such as their experience. Older employees might act as mentors to younger staff and also teach at the company's corporate university to pass on knowledge built up through years of experience.

Social Partners

- Social partners need to understand the possibilities of non-formal learning and which opportunities and benefits are brought along.
- Partnerships and enhanced cooperation with adult education providers can ensure conditions and services relevant to the needs of older people.
- Learning models in which the social partners play active roles (e.g. shop stewards as learning counselors) have proven to be very successful and need to be extended and transferred. In these models, a particular focus should be put on older workers.

European Union

- In the Lifelong Learning Programme, the Grundtvig programme focuses on adult learning. There is also a specific mobility action on 'senior volunteering' that deserves promotion and more support. The next programme should also provide for an emphasis on older learners.
- Promote adult learning provision for older people in Europe, but especially in countries that do not have a tradition of non-formal learning participation of older people, through campaigns, grants, funding, etc.
- Monitor the European Agenda: the renewed European agenda has set priorities for the participation of older learners. In order to achieve progress, we propose setting concrete objectives and monitoring the developments closely.
- We encourage other institutions on the European level – the European Parliament, the European Economic and Social Committee and the Committee of the Regions – to consider and promote active aging strategies and campaigns with a special emphasis on adult learning across Europe.

8.6 EAEA RECOMMENDATION FOR ACTIVE AGEING THROUGH ADULT LEARNING

a. To secure access to high quality learning for older persons, we need

- awareness raising campaigns about the benefits of learning at an older age
- clear, concise and understandable information on learning aimed at older persons
- guidance services for older learners

b. To promote Intergenerational learning, we need

- best practice identification and exchange in order to create models for adaptation
- awareness raising campaigns demonstrating the benefits of intergenerational learning
- models for intergenerational learning within the curricula
- funding and legal frameworks

c. To support the learning of older workers, we need

- to develop innovative work practices and learning measures
- to listen to the voices and support the initiatives of older workers themselves
- to involve social partners in order to plan learning and employment strategies for older workers in an integrated manner
- accessible lifelong learning opportunities up until retirement
- improved flexibility as well as systematic organisation and provision of training (e.g. sabbaticals)
- mentoring schemes for sharing skills, competences and know-how between generations
- to recognise and document older workers' core competences

d. To promote the health and wellbeing of older persons through learning, we need

- proactive health policies focusing on adult learning
- awareness raising of the benefits of learning in care settings
- to extend and enhance learning opportunities for older people care settings
- to enhance the skills of the tutors and adult educators working with older people in care settings

e. To bridge the digital gap, we need

- older persons to be proactively targeted within ICT strategies and policies
- to tailor IT equipment, curricula and training methods to the needs of and be in line with the life interests of the senior learner.
- transfer of good practice examples in intergenerational learning involving ICT skills

To make the lifelong learning needs of older learners a priority,

a. EAEA recommends adult education providers to

- look at the barriers to learning opportunities for older learners
- develop outreach activities for older people and partnerships, including the (potential) learners themselves
- listen to, involve and facilitate older learners' voices when planning, designing, offering and evaluating learning processes of adult education
- value the wisdom of older people and draw upon during the learning process
- create a learning environment that is safe and supportive, confidence is nurtured, praise and encouragement given and a group learning approach is taken
- design appropriate learning offers, which are accessible in terms of venue, cost, timing and duration as well as relevant to their day-to-day lives.
- provide clear, concise and understandable information, guidance and counseling services for older learners
- recognize different experiences of people, different learning styles and the different levels and types of progress in learning process.
- consider a mixture of targeted learning groups, both heterogeneous and homogenous groups
- improve, adapt and widen informal adult learning for older people in care settings
- invest in the competences and skills of trainers working with older adults
- raise the awareness and positive attitude of adult educators for working with older learners

b. EAEA recommends national governments to

- implement national strategies for the elderly with a strong focus on adult learning
- ensure that older people (in particular those from a disadvantaged

background) have access to financial and economic learning resources, as well as structural support

- consult and involve older people in policy development
- work with social partners and civil society to deliver effective services for older people
- establish partnerships with care homes, learning providers and health institutions
- initiate national awareness campaigns for the benefits of learning
- collect more participation data beyond the age of 64 and extend EU-ROSTAT surveys to at least 70

c. EAEA recommends companies to

- invest in, provide and encourage learning for everyone across the age groups (through training measures, coaching and guidance for older staff)
- encourage older employees to act as mentors to younger staff and also to contribute to the company's corporate training schemes to pass on knowledge

d. EAEA recommends social partners to

- establish partnerships and cooperation with adult education providers
- extend and transfer learning models in which the social partners play active roles (e.g. shop stewards as learning counselors) with a particular focus on older workers

e. EAEA recommends the EU to

- require institutions on the European level to consider and promote active aging strategies
- put an emphasis on older learners in the next Lifelong Learning Programme
- promote and support the mobility action on 'senior volunteering'
- promote awareness raising campaigns on the benefits of learning at an older age across Europe
- promote learning of older people through the provision of grants and funding schemes
- include concrete objectives and the monitoring of the participation of older learners within the framework of the renewed European Agenda



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