



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

ACTIVITY REPORT 2016

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EAEA General Assembly was held in Brussels, Belgium, in June 2016.

HIGHLIGHTS OF 2016

EAEA is proud to present the results of its activities in 2016. This EAEA Activity Report refers to the period from January to December 2016 and gives a general overview of the work of EAEA performed throughout this time. It is based on the application for core funding for 2016 and follows the Work Plan for 2016, which was approved by the General Assembly 2015 in Porto, Portugal.

ADVOCACY

- AIVD Award for EAEA's contribution to adult education in Slovakia
- EAEA Year of Adult Education
- Interest Group on Lifelong Learning
- Participation in EC working group on adult learning
- Presentations and inputs at a number of conferences
- Regular meetings with policy-makers

STATEMENTS

- EAEA statement: The new resolution of the European Council stresses the importance of citizenship education, April 2016
- EAEA statement: EAEA welcomes the Skills Agenda – a huge opportunity for Europe, June 2016
- EAEA Response to the European Pillar of Social Rights, October 2016
- EAEA Policy Paper: Learning and Skills for Adults in Europe, December 2016

PUBLICATIONS

- Grundtvig Award Brochure
- Country reports: Adult Education in Europe 2016: A Civil Society View
- Policy Paper: Learning and Skills for Adults in Europe

EVENTS

- General Assembly
- Annual Conference on Innovation in European Adult Education
- EAEA Grundtvig Award ceremony
- Policy Debate on Adult Education and Refugees
- European Consultation on Rethinking Education
- Workshop on Adult Education and Employment

PROJECTS

Coordinated projects

- AE-PRO – European Adult Education (Young) Professionals Learning Platform
- AVA – Action Plan for Validation and Non-formal Education
- FinALE – Financing Adult Learning in Europe
- implOED – Implementing Outreach, Empowerment, Diversity

Partner projects:

- AEMA
- DIMA
- EDU-FIN
- ELINET
- LEK-AE
- Live & Learn
- LQN
- Smart Generation
- VNFIL



Photo: Lifelong Learning Platform

Meeting of the Lifelong Learning Interest Group in February in Brussels. From left: Audrey Frith, former Director of the Lifelong Learning Platform, EAEA Secretary-General Gina Ebner and the chair of The Interest Group MEP Sirpa Pietikäinen (EPP, FI).

INFLUENCING PUBLIC POLICY

EAEA continues to be the main voice of civil society in non-formal adult education. In this capacity, we work with European and national bodies and stakeholders in order to represent the interest of our members and to promote adult learning.

The campaign for a European Year on Adult Education has led to the creation of new collaborations with other civil society organisations as well as a heightened self-confidence within the EAEA membership and the adult education community. 2016 was also

a year in which EAEA reflected intensively on the role of adult education for the inclusion of migrants and refugees through the collection and dissemination of best practices for the EAEA Grundtvig Award. Another key theme of 2016 was adult education and employment, for which the *New Skills Agenda for Europe* as well as *Upskilling Pathways* provided the background.

2.1 BUILDING BRIDGES ACROSS SECTORS FOR BETTER PARTICIPATION AND INCLUSION IN ADULT EDUCATION

Following the move of the adult education unit to Directorate-General Employment, Social Affairs and Inclusion (DG EMPL), EAEA focused on building bridges between adult education and ET2020 and improving participation and inclusion in adult education. Throughout 2016, EAEA collaborated closely with the European Commission, the European Parliament as well as other European institutions to achieve progress with ET2020 and the European Agenda for Adult Learning.

The European Commission sees EAEA as a strong partner when it comes to working with civil society on adult learning. In 2016, meetings with representatives of the European Commission took place regularly and EAEA was

invited by the European Commission to present its expertise in adult education on several occasions, attesting an excellent and very close collaboration. EAEA collaborated mainly with representatives of DG EMPL, while also maintaining a good relationship with the Directorate-General for Education and Culture (DG EAC).

In 2016, EAEA was also part of the Working Group on Adult Education as well as the Working Group on Citizenship, with the EAEA President and the EAEA Secretary-General as the main delegates. Both EAEA President as well as Secretary-General were invited to speak on behalf of non-formal adult education on numerous occasions, such as the main Adult Skills Conference in December 2016.

EAEA continued and strengthened its work on the Interest Group for Lifelong Learning by co-organising two meetings in 2016, one on Education for Personal Development and Well-being, and a second one on Employment and the Skills Agenda. The agenda was set together with the participating MEPs, in particular the chair MEP Sirpa Pietikäinen (EPP) and the co-chairs MEP Julie Ward (S&D) and MEP Krystyna Łybacka (S&D). By the end of 2016, 14 MEPs had joined the Interest Group and

showed a great interest to continue the common work. Through the Interest Group, EAEA achieved a closer cooperation with the European Parliament, a stronger advocacy for lifelong learning, and new possibilities to cooperate with stakeholders, all of which promoted excellence in advocacy.

2.2 LOBBYING FOR LIFELONG LEARNING, ADULT EDUCATION AND CIVIL SOCIETY PARTICIPATION

Based on the feedback provided by the members and other stakeholders, EAEA developed its policy strategies, prepared background papers and published statements and responses. While policy-makers at European and national level were the final targets of EAEA's policy work, it was through the members at national level that EAEA could exert impact.

In a statement, EAEA welcomed the Resolution of the European Council on "Promoting socio-economic development and inclusiveness in the EU through education: the contribution of education and training to the European Semester 2016". EAEA reinforced its message that citi-

zenship education is crucial for a better living together in a democratic and inclusive society, particularly in light of the European crisis and increasing radicalisation.

EAEA also analysed the first preliminary outline of the European Pillar of Social Rights in a response, underlining the importance of civil society in the design, monitoring and implementation of programmes and policies related to skills, education and lifelong learning.

The launch of the *New Skills Agenda for Europe* as well as *Upskilling Pathways* was a major political development at the European level that EAEA took up in its daily work with its members and stakeholders. This included consultations with the members and providing feedback to the European institutions in meetings with MEPs and representatives of the European Commission. EAEA reacted to the Skills Agenda in a Policy Paper on Learning and Skills for Adults in Europe. Moreover, EAEA planned several capacity building activities on this issue

for the network, such as developing an info-note on Upskilling Pathways that can also serve as a practical toolkit for the work at the Member





Photo: Helka Repo

Rosa M. Falgàs Casanovas, the President of the EAEA member Acefir presents the EAEA Manifesto. The Manifesto has been translated in several languages, including Catalan and Spanish.

States' level. These activities will be carried out in 2017.

Furthermore, EAEA developed a campaign for an EAEA Year for Adult Education, based on the experience and expertise gathered through a coalition on a European Year for Adult Learning. The Manifesto for Adult Education in the 21st Century will serve as the basis for the events and activities of the EAEA Year, thereby linking adult education events all over Europe under a common campaign. The Manifesto for Adult Education in the 21st Century proved to be a very useful tool for members who presented it to their local, regional and

national policy-makers and helped EAEA to translate it to 15 languages.

2.3 PLATFORM MEMBERSHIPS

EAEA's networking strategy serves to foster cooperation and networking with other European, national and regional stakeholders – European NGOs, CSOs, (European) institutions, trade unions, ministries, etc. – from various sectors to encourage cross-sectoral work. The cooperation across sectors and educational fields helps to achieve common objectives in a coherent and coordinated way as well as to increase permeability and transferability. This allows for increased exchange of experience

and good practices, to build stakeholder dialogues on European social and educational issues and policies as well as to work on transversal projects and policy initiatives.

In 2016, EAEA became a member of EMI (European Movement International), a European umbrella that brings together organisations from various fields that promote common European values and European citizenship. The membership with EMI enables EAEA to reach a broader audience beyond education and raise awareness about the role of (non-formal) adult education for other policy fields.

EAEA also signed a partnership agreement with its North-American sister organisation, the American Association for Adult and Continuing Education. The aim of the partnership is to strengthen adult education on both continents as well as to learn from each other's experience and work on common issues such as TTIP. This cooperation has already borne fruit when EAEA consulted AAACE for a Regional report on outcomes and results of CONFINTEA VI recommendations, commissioned by the UNESCO Institute for Lifelong Learning.

EAEA also strengthened its ties with development cooperation and relief

organisation CONCORD Europe. A member of the EAEA staff was elected member of the Steering Group of Hub 4 of CONCORD Europe that focuses on Global Citizenship Education and awareness raising campaigns. In light of the changed objectives of European policies towards education for active citizenship, the cooperation with CONCORD Europe was beneficial not only in terms of reaching out to the development education community, but also in terms of creating internal capacities within the EAEA network.

Throughout 2016, EAEA participated in meetings of the SDG Watch, an alliance of civil society organisations that promote the implementation of the Sustainable Development Goals in Europe. EAEA signed a membership agreement with the SDG Watch at the end of 2016 and committed to a continued engagement in the alliance.

The close collaboration with the Lifelong Learning Platform (former EUCIS-LLL) was deepened by the common work on the Interest Group for Lifelong Learning as well as the nomination of the EAEA Secretary-General as the Secretary-General of the Lifelong Learning Platform (supporting the director of the Lifelong Learning Platform). Furthermore, EAEA was a member of the Erasmus+ coali-

tion initiated by the Lifelong Learning Platform and the European Youth Forum and provided regular feedback on the experience of the EAEA members with the Erasmus+ programme. EAEA and the Lifelong Learning Platform cooperated on several occasions on communication activities and the preparation of events, most importantly the annual Lifelong Learning Week in Brussels.

As in previous years, EAEA collaborated closely with its sister organisation the International Council for Adult Education. Former Board members of EAEA followed up on the work of ICAE and regularly reported back to the EAEA Board. Moreover, ICAE was a partner in *Networking at the EAEA General Assembly 2016*.

the AE-PRO project that finished at the end of 2016.

EAEA staff also regularly attended events and policy meetings of the Social Platform, with a closer collaboration taking place around the European Pillar of Social Rights.

In 2016 EAEA also strengthened its cooperation with UNESCO and the UNESCO Institute for Lifelong Learning. In October 2016, together with UNESCO and ICAE, EAEA organised a European Consultation on Rethinking Education. The event, which included a session in the European Parliament and three parallel workshops, brought together over fifty



policy-makers, representatives of civil society and adult education providers from several countries in Europe.

Moreover, the UNESCO Institute for Lifelong Learning commissioned EAEA to draft the Regional report on outcomes and results of CONFINTEA VI, expecting EAEA to deliver not only an overview of the developments in adult education since the last CONFINTEA, but also recommendations.

2.4 STATEMENTS AND OPINIONS

In 2016, EAEA contributed to EU policies with the following papers, recommendations and responses:

- EAEA statement: The new resolution of the European Council stresses the importance of citizenship education, April 2016
- EAEA statement: EAEA welcomes the Skills Agenda – a huge opportunity for Europe, June 2016
- EAEA Response to the European Pillar of Social Rights, October 2016
- EAEA Policy Paper: Learning and Skills for Adults in Europe, December 2016

As its key advocacy activities, EAEA prepares statements, responses and policy papers, based on the discussions with the Board, the members and the wider network. To discuss any issues

directly with European policy-makers, EAEA sends letters and proposes meetings. The EAEA statement on citizenship education led to meetings with DG EAC, while the statement on the Skills Agenda led to increased contact with DG EMPL.

2.5 RAISING VISIBILITY

2.5.1 AIVD AWARD FOR EAEA'S VALUABLE CONTRIBUTION TO ADULT EDUCATION IN SLOVAKIA

For its efforts to create stronger adult education networks at national level, EAEA was awarded the AIVD Award. The prize, conferred by Slovak EAEA member AIVD (Association of Adult Education Institutions in the Slovak Republic), was handed over by the Slovak Ministry for Education in a ceremony in Bratislava in October 2016. Honouring EAEA's valuable contribution to adult education in Slovakia, this prize was one of EAEA's highlights in 2016.

2.5.2 EAEA AT KEY MEETINGS AND EVENTS

In addition to meetings with policy-makers, EAEA tries to be present at other key meetings and events for adult education and lifelong learning. These are just some of the opportunities to present EAEA and its viewpoints. In 2016, EAEA participated in a large

number of working groups, conferences and meetings:

January

- *Policy meeting of the Social Platform, Brussels, 13 January*
- *ELINET conference, Amsterdam (NL), 20–22 January*
- *Participation in a Board meeting of AED (Adult Education and Development), Rabat (MAR), 24–29 January*
- *Participation in the Digital conference at the European Parliament, Brussels, 28 January*
- *Participation in a Strategic Dialogue Meeting, Brussels, 29 January*

February

- *Input at the symposium for Adult*

Education and Migration, Retzhof (AT), 1–2 February

- *Lecture at the Winterschool for Adult Education at University Würzburg, Würzburg (DE), 6 February*
- *Meeting of the Lifelong Learning Interest Group, Brussels, 16 February*
- *Participation in the UNESCO RVA Expert Group meeting, Paris (FR), 18–19 February*
- *Participation in a refugee debate at the EESC, Brussels, 22 February*
- *Participation in a debate on policy solutions for the migrant situation at Antwerp University, Antwerp (BE), 23 February*
- *Participation in a Debriefing by the Representation of Germany on the last Council Education, Youth, Culture and*

EAEA was awarded the AIVD Award for its contribution to adult education in Slovakia. On the left, EAEA President Per Paludan Hansen, Monika Korkošová from the Ministry of Education, Science, Research and Sport of the Slovak Republic, and Klaudius Silhar from AIVD in Slovakia.



Photo: Raffaella Khrer

Sport, Brussels, 29 February

- *Participation in the launch of the EU Agenda for Adult Learning, Athens (GR), 29 February – 1 March*

March

- *Participation in the CONCORD Hub 4 workshop, Brussels, 14–15 March*
- *Participation in the mLearn conference organised by EAEA member CPIP, Brussels, 15 March*
- *Presentation at a study visit of EAEA member Tia Formazione, Brussels, 16 March*
- *Participation in the DEAR Civil Society Forum, Brussels, 17–18 March*
- *Participation in the conference ‘EU Action Plan on the integration of third-country nationals’, Brussels, 21 March*
- *Participation in the Annual Convention for Inclusive Growth, Brussels, 21 March*

April

- *Participation in the EPALE NSS meeting, London (UK), 4–5 April*
- *Participation in the conference ‘Sustainable Networks for Inclusive Education’, Brussels, 11–13 April*
- *Participation in the SDG Watch meeting, Brussels, 11 April*
- *Input at the LLHub conference, Lisbon (PT), 15 April*
- *Input at the conference of EAEA member KEB, Berlin (DE), 20 April*

• *Social Platform General Assembly, Brussels, 21 April*

- *Meeting of German EAEA members, Bonn (DE), 25 April*
- *Input at the National Festival of Adult Learning of EAEA member APCEP, Lisbon (PT), 30 April*

May

- *Input at the conference of EAEA member ARGE Bildungshäuser, Linz (AT), 2–3 May*
- *Participation in the EARLALL conference, Brussels, 13 May*
- *ELM (European Lifelong Learning Magazine) Board meeting, Copenhagen (DK), 19 May*
- *Participation in a SDG Watch meeting, Brussels, 26 May*
- *Input at the event “Folkbildning Norden”, Copenhagen (DK), 30 May*
- *Lifelong Learning Platform GA and Annual Conference, Bratislava (SK), 30–31 May*
- *Participation in the Civil Society Days at the EESC, Brussels, 31 May–1 June*

June

- *Participation in the EBSN (European Basic Skills Network) conference, Ljubljana (SI), 1–3 June*
- *Debate of Social Platform on integration and Steering Group meeting, Brussels, 7 June*
- *Participation in a “Volkshochschultag”*

of EAEA member DVV, Berlin (DE), 8–10 June

- Participation in a Strategic Dialogue Meeting, Brussels, 8 June
- Input at a German Adult Education conference, Berlin (DE), 13 June
- Participation in the CONCORD General Assembly, Brussels, 13–14 June
- Participation in a Social Platform Task Force meeting on European Pillar of Social Rights, Brussels, 15 June
- Participation in a meeting of EC Working Group Adult Education, Brussels, 15–16 June
- Participation in the European Development Days 2016, Brussels, 16 June
- Advocacy Networking Lunch with guests from the European Parliament, Brussels, 16 June
- Participation in a meeting of EC Working Group Citizenship, Brussels, 16–17 June
- Research meeting with Public Libraries 2020, Brussels, 23 June
- Input at the UNESCO RVA expert group, Hamburg (DE), 23–24 June
- Input at a conference “Adult Education and the Labour Market”, Rijeka (HR), 30 June–2 July

July

- Participation in a Strategic Dialogue Meeting, Brussels, 6 July
- Participation in the Belarus Festival for Learning, Minsk (BY), 6–9 July

• Participation in a conference “Immigration and national identity: What strategies for integration?”, Brussels, 12 July

• Participation in a Skills Agenda event of Committee of the Regions, Brussels, 14 July

• Lecture at the Institute of Education at Minho University, Braga (PT), 14 July

September

• Participation in an EESC Public hearing on Roma women’s participation in public life, Brussels, 2 September

• Participation in a conference “Towards a coherent EU labour immigration policy”, Brussels, 8 September

• Participation in a Social Platform meeting influencing Timmermans, Brussels, 9 September

• Participation in an EESC event on Social Innovation for Refugee Inclusion, Brussels, 12–13 September

• Participation in a Social Platform Task Force meeting on European Pillar of Social Rights, Brussels, 13 September

• Input at a conference of EAEA member Learn for Life, Breda (NL), 16 September

• Input at a Erasmus+ coalition meeting, Brussels, 19 September

• Participation in the event “Higher education vs. vocational training – cooperation or competition?” at Representation of the German State of North Rhine-Westphalia to the EU,

Brussels, 21 September

October

- *Participation in an EPALE NSS meeting, Brussels, 5 October*
- *Participation in a DG Budget event on MFF, Brussels, 6 October*
- *Input at a European conference on Promoting Adult Education, Lisbon (PT), 6–8 October*
- *Participation in a European Civic Academy, La Rochelle (FR), 8–9 October*
- *Lifelong Learning Week, Brussels, 10–13 October*
- *Input at a DG EMPL event on ECVET, Brussels, 11 October*
- *Participation in a Lifelong Learning Platform Working Group Digital Learning, Brussels, 13 October*
- *Participation in an EPALE NSS meeting, Brussels, 12–13 October*
- *Participation in a Lire et Écrire conference “Influence on EU policy on literacy initiatives”, Brussels, 18 October*
- *Participation in an EU2020 Working Group meeting, Brussels, 19 October*
- *Participation in the UNESCO Cedefop conference on Skills, Paris (FR), 20–21 October*
- *Participation in a European Education, Training and Youth Forum, Brussels, 21 October*
- *Participation in the UNESCO SDG conference, Paris (FR), 24–25 October*
- *Workshop on the Manifesto for Adult*

Learning in the 21st Century organised by EAEA member Hungarian Folk High School Society, Budapest (HU), 27–28 October

November

- *Input at a UNESCO RVA expert meeting, Paris (FR), 3–4 November*
- *Participation in a conference “Slovak EU Presidency: a step forward for adult education”, Brussels, 8 November*
- *Input at an EC Expert Group meeting on Key Competences Review, Brussels, 8–9 November*
- *Participation in a “Future Symposium” for new opportunities for civic engagement, Linz (AT), 9 November*
- *Input at a CONCORD Hub 4 meeting, Brussels, 16–18 November*
- *Participation in the EC Working Group Citizenship, Brussels, 17–18 November*
- *Participation in an ESRILE conference, Bonn (DE), 17–18 November*
- *Participation in a Lire et Écrire conference “What is the concept of quality in the non-formal adult education field?”, Brussels, 18 November*
- *Input at a study visit for the Oslo Adult Education Service, Brussels, 18 November*
- *Participation in a conference of EAEA member AdB, Vlotho (DE), 22–23 November*
- *Input at the Adult Education Policy Forum, Bangkok (TH), and visit to DVV*

International Laos, Vientiane (LAO), 22 November–1 December

- *Participation in a Board meeting of EAEA member DVV, Berlin (DE), 24 November*
- *Participation in the Debriefing by the Representation of Germany on the last Council Education, Youth, Culture and Sport, Brussels, 24 November*
- *Participation in the EMI Members Council, Brussels, 25 November*
- *Participation in the Global Education Network conference, Paris (FR), 28 November*
- *Participation in the Validation Conference Cedefop, Thessaloniki (GR), 28–29 November*
- *Input at the Eastern Partnership Civil Society Forum, Brussels, 28–29 November*
- *Lifelong Learning Interest Group meeting, Brussels, 30 November*

December

- *Participation in an Adult Education Conference, Helsinki (FI), 2 December*
- *Input at a conference by EAEA member KEB, Brussels, 6 December*
- *Input at the EC Skills Conference, Brussels, 6–7 December*
- *Participation in the Social Platform conference on Investing in services for people's well-being, Brussels, 7 December*
- *Participation in the European launch*

of the 2016 Global Education Monitoring Report, Brussels, 9 December

- *Participation in a panel discussion "In 2017, Skills will be key", Brussels, 9 December*
- *Participation in a policy meeting "Educating young people for a digital Europe", Brussels, 9 December*
- *Participation in the SDG Watch Plenary, Brussels, 9 December*
- *Input at an Erasmus+ coalition meeting, Brussels, 12 December*
- *Participation in the policy meeting "Implementing the sustainable development goals", Brussels, 14 December*
- *Lecture at the University of Cergy-Pontoise, Paris (FR), 16 December*
- *Participation in the EC SDG High Level Political Forum, Brussels, 20 December.*



Photo: Clémence Garnier

European Consultation on “Rethinking Education”. From left to right: Sirpa Pietikänen (MEP), Carlos Vargaz Tamez (UNESCO), Katarina Popović (ICAE), Joke van der Leeuw-Roord (Euroclio), David Lopez (Lifelong Learning Platform), Allan Pall (European Youth Forum).

INTERNATIONAL COOPERATION

3.1 COOPERATION WITH INTERNATIONAL ORGANISATIONS AND BODIES

In 2016, EAEA deepened its cooperation with the international umbrella organisation for adult education, the International Council for Adult Education (ICAE), as well as with its sister organ-

isations, the Asia South Pacific Association for Basic and Adult Education (ASPBAE), and the American Association for Adult and Continuing Education (AAACE). Katarina Popović, ICAE Secretary General and former EAEA Board member, and Uwe Gartenschlaeger, Regional Director of DVV International

in South and Southeast Asia and also former EAEA Board member, were key link persons to EAEA's cooperation with international organisations and bodies and supported EAEA by providing information and updates on international developments in adult education. Moreover, EAEA further established a closer cooperation with UNESCO and the UNESCO Institute for Lifelong Learning by participating in civil society consultations and by being commissioned to draft the regional report for the new mid-term review of CONFINTEA VI.

3.2 DEVELOPMENT

2016, one year after the signing of the Sustainable Development Goals (SDGs), EAEA started to develop a strategy for monitoring the implementation of the SDGs, specifically of Goal 4 which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." EAEA works closely with the SDG Watch Europe on this issue and became a member of this civil society alliance in 2016.

Through its partnership with European and international organisations, EAEA reinforced its message that adult education and lifelong learning are crucial for the successful implementation of the SDGs. Lifelong learning should not only

be perceived as a stand-alone goal, but as an overarching theme that facilitates the implementation of all other goals as well.

3.3 EUROPEAN CONSULTATION ON "RETHINKING EDUCATION"

The European Consultation on "Rethinking Education", a UNESCO publication reaffirming the humanistic approach to education, was a joint endeavour of EAEA, ICAE and UNESCO. With 60 participants representing EU institutions, ministries, civil society and adult education providers from across Europe, the event included a lively debate at the European Parliament, as well as interactive workshops that focused on the most salient points of the publication.

Katarina Popović (ICAE) underlined the purpose of the debate: looking at what policies are needed in view of the emerging tensions and contradictions. Carlos Vargas Tamez (UNESCO) discussed the concept of education seen as a public good. Education needs to be reconsidered beyond the perspective of the state and include other players, particularly as the demand for education puts public finances under tremendous pressure. That said, outsourcing the responsibility for education from the public sector brings the risk of its

privatisation. This was expanded on by David Lopez from the Lifelong Learning Platform, who pointed out that education should continue to be seen as a public good, emphasising that it is never an expense, but an investment.

The panellists also appreciated the attention that the document pays to enabling learning environments. Sirpa Pietikäinen, Member of the European Parliament who hosted the event, highlighted that learning environments go beyond formal education, of which the document rightly takes notice. Allan Pall (European Youth Forum) emphasised that for many, the learning environment remains a barrier, and more attention should be paid especially to the needs of disabled learners.

The role of teachers and educators themselves should not go unnoticed. As the document recalls “the essential role that educators play in ensuring learning throughout life and beyond formal education systems”, more attention needs to be paid to their professionalisation. Joke Leeuw-Roord (EUROCLIO) pointed out that the key role of practitioners is frequently overlooked, as teachers and educators are rarely invited to contribute to high-level meetings and policy documents on education.

The speakers agreed that quality education is also a concept that requires rethinking. This was underlined by Allan Pall. To make sure that quality in education is assured, we need to put the learner and their needs at the centre. Rigid systems, difficulty in recognising non-formal learning and standardised testing leave behind learners who do not conform to the “one size fits all” standard.

As the boundaries between the sectors become increasingly blurred, a number of additional questions arise. Should policies governing education be global or local? If we see education as a public good, does it mean that it is publicly funded or publicly regulated? This was extensively discussed by the participants of the workshops, who also looked at the bridges between formal and non-formal education as well as the role of civil society for ensuring quality education.

3.4 WORKSHOP “SDG4 AND LLL: WHICH SPACE FOR CIVIL SOCIETY?”

The Sustainable Development Goals (SDGs) set new targets for adult education and lifelong learning in countries of the Global South as well as in Europe. The workshop, which was jointly organised by EAEA and DVV International,



The Advisory Group for Adult Education and Development gathered in September to discuss the role of civil society in promoting Sustainable Development Goals.

aimed to bring together civil society organisations and stakeholders in adult education and development to investigate the challenges for the implementation of the SDGs in EU policies on non-formal adult education. The workshop also strengthened the cooperation between different stakeholders in adult education and development.

The participants of the workshop, among them representatives of civil society organisations and academia, discussed the implementation process of the SDGs at European level and challenges for civil society in adult education to contribute to a successful implementation. The tenor of the discussion

was that non-formal adult education as a vehicle for active citizenship needed to be strengthened in light of the focus of EU policies on education and training for the labour market.

However, the participants appreciated that the Paris Declaration from 2015 as well as the new Skills Agenda spotlighted the role of education for transversal and social skills, critical thinking and active citizenship. A good practice example illustrated how an increased cooperation between local authorities and civil society could be a central starting point for strengthening the voice of citizens and encouraging national governments to implement the SDGs.



Photo: Helka Repo

EAEA General Assembly 2016 gathered EAEA members from around Europe.

CONFERENCES AND EVENTS

4.1 EAEA GENERAL ASSEMBLY

See chapter 8.1.

4.2 EAEA GRUNDTVIG AWARD

See chapter 8.2.

4.3 EUROPEAN CONSULTATION "RETHINKING EDUCATION"

See chapter 3.3.

4.4 WORKSHOP "SDG4 AND LLL: WHICH SPACE FOR CIVIL SOCIETY?"

See chapter 3.4.



Participants of the policy debate “Adult Education and Refugees”.

4.5 POLICY DEBATE “ADULT EDUCATION AND REFUGEES”

The debate highlighted the role of adult education in the refugee crisis by presenting best practices and discussing the topic together with policy-makers and other stakeholders. The event was remarkably successful, attracting 60 participants from civil society, academia and European institutions. There was a large interest particularly from organisations not working directly in adult education, but on social inclusion issues with migrants and refugees as their main target groups.

MEP Liliana Rodrigues (S&D) opened the policy debate, appealing to governments to reinforce their adult educa-

tion policies. Thomas Huddleston from the SIRIUS Network for migrant education discussed the issue of qualifications obtained in countries outside of the European Union, and he pointed out legal implications of (forced) migration. This matter was taken up by Linda Ravo from DG Justice of the European Commission who expanded on the legal framework of the EU for migration, asylum and inclusion. EAEA members from several regions of Europe presented best practices from their countries – Germany, Turkey, Denmark and Italy. A refugee from Syria told his personal learner’s story and how learning as an adult had helped him to feel included in his host country’s society.

Thanks to the success of the topic and the discussion, EAEA decided to continue its work on the topic of refugees and migrants in 2017. “Adult education and refugees” was also the topic of the 2016 education of the EAEA Grundtvig Awards (see chapter 8.2.).

4.6 POLICY DEBATE “ADULT EDUCATION AND EMPLOYMENT”

The debate, opened by Dana Bachmann from DG EMPL, focused on the Skills Agenda as well as other European and global policies tackling low skills and education levels of adults in Europe. The participants discussed the cooperation and relation with vocational education and training and worked on a more detailed definition of non-formal adult education’s contribution to employment to promote excellence and innovation in this area. Katarina Popović, ICAE Secretary General, encouraged the participants to analyse the debate on skills for employment from a critical perspective.

The workshop also fostered the cooperation with stakeholders from the vocational (and other) sectors and provided a non-formal adult education perspective on European, national and regional skills developments. Monika Korkošová from the Ministry of Education, Science, Research and Sport of

the Slovak Republic also highlighted the potential of this shift towards integrating non-formal adult education and vocational education and training for the Slovak context.

eaea
GRUNDTVIG AWARD
excellence in adult education

ADULT EDUCATION & REFUGEES

PUBLICATIONS

5.1 EAEA GRUNDTVIG AWARD BROCHURE

Each year, EAEA awards excellent and innovative projects that follow a selected theme. In 2016, the EAEA Grundtvig Award highlighted initiatives that successfully engaged refugees and migrants in learning.

Both EAEA members and adult education organisations from outside the network responded to the call for applications by sharing a number of inspiring projects and programmes. A regranting scheme that has funded civic initiatives across Ukraine, intercultural pilots in Germany, pedagogical kits in Belgium, to

name only a few – all of the submissions showed that adult education plays a key role in the integration of refugees and migrants, and civil society across Europe has been doing outstanding work in this respect.

The Grundtvig Award brochure was published just before the EAEA Policy Debate on Adult Education and Refugees, which took place in September 2017. It was also disseminated at several events and meetings with policy-makers and organisations that work on migration.

5.2 ADULT EDUCATION IN EUROPE: A CIVIL SOCIETY VIEW

Yet again, EAEA worked closely with its members to draft the so-called “country reports”. One of the most important EAEA publications, it presents a civil society view of the recent developments and the persisting challenges at the national level in 37 European countries.

To draw a comprehensive picture of adult education in each country, EAEA asked members to respond to several detailed questions. The answers fed into a report that not only looks

at the national situation, but also at the issues that are shared Europe-wide. Several parallels were drawn: many EAEA members mentioned new legislation on adult education, increasing work on validation and the continuing need to engage new learners. This was also taken into account in planning EAEA activities, as EAEA picked “Engaging new learners” as the theme for 2017.

Comparing to the previous years, in 2016 the publication underwent some changes: it included references to the European Semester Recommendations when relevant and was refreshed in terms of layout. It was officially released online and in print in late 2016 and widely distributed at several events, for example during the Adult Skills Conference organised by the European Commission.

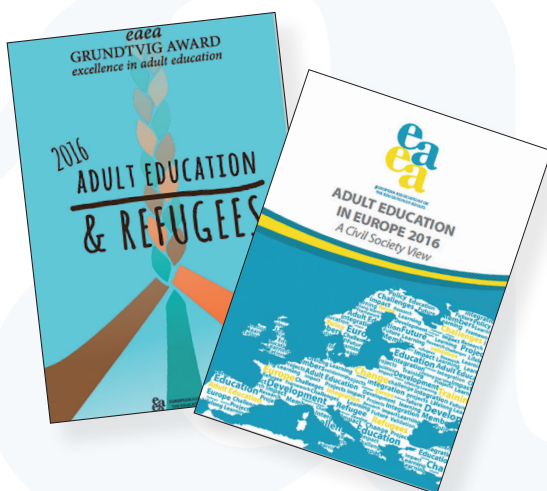




Photo: Helka Repo

AE-PRO project partners met with learners in Brussels in October 2016.

PROJECTS

The aim of EAEA is to be present in European projects of strategic importance with regards to advocacy, policy or exchange of practices in adult education and lifelong learning. EAEA participates mainly in Erasmus+ projects but is also looking at other funding programmes (i.e. DEAR, H2020, etc.). With the very

broad membership and strong network Europe-wide, EAEA is a natural project promoter. With increased tendency EAEA is also invited to contribute to projects content-wise, with good practice collection, research analysis and policy recommendations on different subjects.

EAEA COORDINATED PROJECTS

6.1 AE-PRO – EUROPEAN ADULT EDUCATION (YOUNG) PROFESSIONALS LEARNING PLATFORM

The AE-PRO project addresses a growing need of adult education staff across Europe to learn more about European developments and adult education in other countries. The project was launched in 2014 and built on the Grundtvig in-service European training for (younger) adult education staff delivered by the European Association for the Education of Adults (EAEA) from 2011 to 2013. The project focused on younger professionals but didn't restrict the access to the courses to the specific target group. The consortium believes that to prepare a generation of adult education staff for the challenges and opportunities ahead, the experience and wisdom of those who have come before is needed. Thus, the participation of older learners in the courses is considered a positive outcome of this project and intergenerational learning was fostered as much as possible throughout the whole project lifespan.

2016 was a very exciting year for a number of reasons:

- After the successful first edition of the

AE-PRO online course (April to December 2015), the consortium carried out a second edition structured according to the themes of the EAEA's recent publication "Manifesto for Adult Learning in the 21st Century";

- Partners launched and widely promoted the AE-PRO mobility charter which aims to foster cooperation between individuals, organisations and institutions;
- The consortium and the most active participants of the two courses met in Brussels on the 13th and 14th of October 2016 to reflect on the project, share feedback on the courses and brainstorm on future of AE-PRO.

The project ended in December 2016, but the online courses are still available at ae-learning.eu. You can also join the Facebook group at: <http://bit.ly/2ryPWUw>.

The project was a fantastic success, going far beyond all expectations the project partners had when starting it in 2014. There was a massive response from the target group, adult education professionals, which proves that the products created matched the needs and expectations of the target group. Participants were very engaged, pro-active, and their

feedback demonstrates that they now feel part of a vivid and inspiring network of adult educators.

The project partners included: Kerigma (Portugal), DAEA (Denmark), RIO (Sweden), NIACE (UK), Adult Education Society (Serbia), KVS – the Finnish Life-long Learning Foundation (Finland), VHS Saarland (Germany), ICAE (Uruguay).

6.2 AVA – ACTION PLAN FOR VALIDATION AND NON-FORMAL ADULT EDUCATION

Often being the implementing bodies, adult education providers and stakeholders can play a major role in supporting Member States in devel-

oping their national validation systems. By analysing tools and existing methodologies as well as proposing solutions from the civil society perspective, this project was intended as a contribution to increasing the permeability and inclusiveness of validation systems in the EU. Believing that validation is crucial to enable people to move vertically and horizontally in their personal lives and careers, the consortium focused on the extent to which disadvantaged groups can access the validation systems, to their level of awareness of validation opportunities and the way in which providers and key actors can support them.

A policy debate on validation of non-formal and informal learning took place at the European Economic and Social committee (EESC) on the 29 June 2016.



Photo: Helka Repo

In 2016 the AVA consortium:

- organised an expert seminar to debate the main themes of the survey (Oslo, Norway – February 2016);
- drafted and widely promoted an Action Plan providing key messages and actions targeted at both policy-makers and adult education organisations;
- organised a policy debate at the European Economic and Social Committee in Brussels.

Participants in the project as well as the wider adult education community learned from each other, gained an insight into different validation tools, developed different approaches to support disadvantaged learners, proposed possible solutions to face systems' fragmentation, built partnerships between providers and sectors and understood existing European policies for validation better. The consortium also provided more practice-based evidences for better policy-making on the topic. The project got very positive feedback from validation stakeholders as well as the funding agency.

The AVA project ran from September 2014 to August 2016 and was funded with the support of the Erasmus+ programme. The consortium was composed of 6 organisations: the European Association for the Education of

Adults (BE), the Nordic Network for Adult Learning (NO), the Association of Austrian Adult Education Centres (AT), the Innovation and Social Development institute – Kerigma (PT), the Dutch Platform for International Adult Learning (Lfl) and the Euro Adult Education Association (RO). Find out more at: <http://www.eaea.org/en/projects/eaea-coordinated-projects/ava.html>

6.3 FINALE – FINANCING ADULT LEARNING IN EUROPE

The two-year project that started at the beginning of 2016 aims at creating more equitable, cohesive and sustainable adult education provision. This will be achieved by drawing on European best practices to establish key indicators for monitoring and evaluating the use of resources in the field.

In a context of demographic change and increasingly complex needs of society, adult education is a crucial instrument for promoting social cohesion. However, adult learning is often underfunded comparing to other sectors of the education system. Adult education throughout Europe faces the challenge to secure or improve its financing. Adult education providers themselves must cooperate across Europe to lay the foundations for better decision-making in financing adult education, and to share best prac-



ImplOED - Implementing Outreach, Empowerment, Diversity project builds on the practices developed in the OED project. It aims at implementing good practices on how to engage disadvantaged learners in adult education.

tices. The FinALE project will produce an advocacy toolkit, including a set of indicators to measure the financing of adult learning in Europe as well as recommendations for policy-makers, to ensure sustainable funding in the future.

The FinALE project brings together 9 partners, of whom 7 organisations work at the national level and 2 organisations work at the European level. The consortium met twice in 2016: the kick-off meeting took place in February in Hannover, Germany, and a second meeting to further the work on the products took place in September in Copen-

hagen, Denmark. More information: <http://www.financing-adult-learning.eu/>.

6.4 IMPOED – IMPLEMENTING OUTREACH, EMPOWERMENT, DIVERSITY

The ImplOED – Implementing outreach, empowerment and diversity – project offers policy-makers and adult educators tools to engage socially and educationally disadvantaged adults in lifelong learning. The consortium aims at ensuring learning opportunities for marginalised groups, such as migrants, minorities and adults that are caught

in a low-skilled trap, thus making adult education more inclusive.

The project builds on two of the OED Grundtvig network results (the guidelines for AE trainers and staff and policy recommendations) and has the purpose to implement them at different levels (policy and providers) as well as transfer them to different sectors (vocational, basic skills, etc.).

In 2016 partners developed their implementation plans and started to organise activities at:

- Provider level: six partners targeted staff, managers and trainers/teachers in adult education. They will rely on their membership and their knowledge of the challenges in their geographical areas to adapt the guidelines to the training needs in their countries and regions.
- Policy level: five partners targeted regional, national and European policy-makers by informing and training policy-makers on the concepts and implementation of OED.

The activities will be carried out until September 2017. All the partners will very closely monitor the questions, challenges and successes of those through an in-depth internal reflection as well as

an impact assessment.

The final product of impIOED will be an instruction manual for implementing OED that will bring together the learning points of all the partners, propose concrete solutions on how to make outreach, empowerment and diversity a reality as well as suggestions on how to transfer the OED products to different sectors and geographical areas.

The impIOED project is financed with the support of the Erasmus+ programme of the European Commission and brings together 11 organisations from as many countries. Find out more at: www.oed-network.eu; get involved by joining the OED Facebook group: <https://www.facebook.com/Outreach-Empowerment-Diversity>.

EAEA'S PARTNER PROJECTS

6.5 AEMA – ADULT EDUCATION MADE ACCESSIBLE

Access to adult education is a key factor for inclusion. However, not everyone has got equal access to adult education. The existing comparative data shows that people with disabilities are the group with the lowest rates of participation in post- and upper secondary educational settings, with evident consequences for employment. The AEMA Network aims

to change this by developing a shared network and quality framework on accessibility issues in adult education provision.

In 2016 the AEMA Network:

- finalised and broadly promoted a system for the Recognition of Achievements and Competencies through the Issuing of Accessibility Quality and Competency Badges, to build the organisational structure for a One-Stop Accreditation and Support Service, backed up by sustainable national Trust Networks;
- finalised and broadly promoted a qualitative and comprehensive “Accessibility Framework”, which includes Self-Assessment Tools and corresponding Online Applications for Adult Education Providers and Experts on Accessibility.
- continued updating the One-Stop Information portal.



The network consists of 12 organisations from 11 European countries and it's funded with the support of the Lifelong Learning programme. The project in 2016 applied for and got an extension of three months to finalise the evaluation and sustainability strategy and thus will run until March 2017. Find more information on the AEMA online portal:

<http://www.aemanet.eu/>

6.6 DIMA – TOOLKIT FOR DEVELOPING, IMPLEMENTING AND MONITORING ADULT EDUCATION

2016 was a crucial year for the development of the DIMA project. The partners finalised a number of intellectual outputs, preparing for the final testing of the curriculum.

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

In early 2016, the partners finalised the state of the art report on existing adult education strategies, policies and tools in partner countries and the European level, compiled by EAEA. What followed was a comparative study of needs assessment at national and EU level.

The two outputs helped the partners prepare the practical toolkit, which aims to facilitate the development, monitoring and assessment of adult educa-



The DIMA project partner met in Bratislava in November 2016 to finalise the content of the practical toolkit which aims to improve the development, monitoring and assessment of adult education policy.

tion. Organised around nine chapters, it outlines different stages of preparing and implementing a comprehensive adult education strategy. The toolkit is meant to be easy to read and interactive, and includes supporting questions and checklists to guide the reader through the process.

In late 2016, the partners also started working on the training curriculum. Building on the toolkit, it will serve as a training material for those who wish to organise courses on developing, implementing and monitoring adult education strategies. A training course will be made available on an e-learning platform in 2017 and tested by the partners.

The project consortium is coordinated by the Ministry of Education and Culture in Cyprus and financed with the support of the Erasmus+ programme of the European Commission. It includes partners from Cyprus, Belgium, Slovakia, Slovenia and Ireland. More information at: <http://dima-project.eu/>.

6.7 EDU-FIN – FINANCIAL LITERACY FOR YOUNG ADULTS AT RISK

Financial literacy is especially low among certain demographic groups. One of these collectives is young adults at risk. Most young adults are ill-equipped to deal with ever-increasing financial responsibility. Their lack of financial



The EDU-FIN transnational seminar took place in Brussels on 29th of June 2016.

education is probably one of the causes that reduces their opportunities of being competitive and access to learning and training opportunities.

EDU-FIN aims to establish a learning curriculum on financial education based on the contribution of young adults at risk which will allow meeting their real needs on financial literacy.

In 2016 the EDU-FIN partners:

- Finalised a methodology which promoted participative processes with young adults on the elaboration of educational curriculums;
- Developed a curriculum on financial

education addressed to young adults;

- Organised national seminars for the dissemination of the methodology and curriculum;
- Organised a transnational seminar in Brussels for the dissemination of the methodology and curriculum.

EDU-FIN is coordinated by Asociacion de Personas Participantes Agora (ES) and funded with the support from the Erasmus+ programme of the European Commission. The project ran until August 2016. More information at: <https://edufinproject.eu/>.

6.8 ELINET – THE EUROPEAN LITERACY POLICY NETWORK

ELINET is an alliance of organisations engaged in policy-making and promotion for literacy. It aims at improving literacy policies in its members' countries to reduce the number of children, young people and adults with low literacy skills in Europe. The network was established in February 2014 and received funding from the European Commission to complete a two-year work programme.

During the lifetime of this programme, the consortium developed evidence-based tools for all actors in the field of literacy that work locally, regionally, nationally and transnationally. Furthermore, the programme provided support to existing initiatives and initiated new ones.

ELINET was made up of 79 partner organisations from 28 countries (of which 24 are EU Member States). The ELINET partners comprised literacy networks and national literacy associations, education ministries and national agencies, international organisations (as UNESCO), foundations and NGO's, universities, research centres and teacher training institutions, volunteer organisations and other stakeholder groups working in the field of literacy. The network was coordinated by the University of Cologne

(Universität Köln). More information: <http://www.eli-net.eu/>.

6.9 LEK-AE – LET EUROPE KNOW ABOUT ADULT EDUCATION

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

The foundation of this strategic partnership is the European InfoNet Adult Education Grundtvig network, which has been developed since 2005 and is now a platform for information about adult education in Europe, based on journalistic contributions from correspondents all over Europe.

The partnership consists of ten organisations from the field of lifelong learning and adult education. Katholische Erwachsenenbildung Deutschland e.V., Germany, coordinates the project, and the partners are Akademie Klausenhof GmbH (Germany), Dansk Folkeo-

plysnings Samråd (Denmark), KVS (Finland), Caixa de Mitos Lda (Portugal), Asociația EUROED (Romania), CONEDU – Verein für Bildungsforschung und – medien (Austria), Nordic Network for Adult Learning (Norway), Vrije Universiteit Brussel (Belgium), and the European Association for the Education of Adults (EAEA, Belgium).

The consortium met in November 2016 at Akademie Klausenhof in Germany for a first test of the teaching material. Journalists writing for adult education were invited to a day-long training and multiplier event. Their feedback helped the project partners to further improve the quality of the curriculum. Other test runs and national multipliers in Portugal, Romania, Austria, Germany, Belgium, Finland, Norway and Denmark will be organised throughout 2017 and 2018.

More information: <http://www.eaea.org/en/projects/partner-projects/lek-ae.html>.

6.10 LIVE AND LEARN

The project Live and Learn tackled the need for an increased participation in adult education across Europe and the need to find new ways of sharing best practices among European adult educators. In the two-year project that ran

from September 2014 to August 2016, the project partners produced short documentary films about adult learners and educators with the purpose to raise awareness about adult education and increase the participation in adult learning.

The videos were launched at a multiplier event in Brussels in June 2016. Over 70 people, among them also European policy-makers, attended the screening that was followed by a debate with some of the protagonists. The videos were disseminated widely through European networks of EAEA and the partners, and continued to be used after the lifetime of the project, for example at an EPALE event in Belgium. By the end of 2016, the videos had reached up to 1500 views per video.

The partnership was formed by seven organisations with a wide knowledge and experience in the field of lifelong learning and adult education. The Finnish Lifelong Learning Foundation (KVS, Finland) was the project coordinator, and the partners were Deutscher Volkshochschulverband Ev (DVV, Germany), Learning and Work Institute (former NIACE, UK), Dansk Folkeoplysnings Samråd (DFS, Denmark), Kerigma (Portugal), and the European Association for the Education of Adults

(EAEA, Belgium).

More information: <http://www.eaea.org/en/projects/partner-projects/live-and-learn.html>.

6.11 LQN – LEBENSQUALITÄT DURCH NÄHE

Lebensqualität durch Nähe (Quality of life through proximity, LQN), aims at developing a comprehensive qualification and training programme developed and implemented with citizens in order to encourage them to jointly shape their local community through participatory projects.

LQN specific objectives are the following:

- to train and empower citizens, local facilitators and political representatives to play an active role in their municipality by recognising societal challenges and working on solutions through the implementation of concrete projects;
- to train project guidance to local facilitators and political representatives;
- to recognise and validate the competences and skills gained through civic engagement.

The project objectives will be reached

The LQN consortium kicked-off the project at a meeting in Schlierbach, Austria, in November 2016.





The Smart Generation project partners met in Romania in July 2016.

through the LQN process: trained local facilitators will teach local political representatives how to guide citizens in implementing their own participatory projects, and then citizens will be able to carry out these projects in their municipalities.

In this framework, the project foresees the following outputs:

- a consistent design of training courses and curricula for local facilitators, citizens and local political representatives;
- a competence-check tool to recognise and validate citizens' skills in civic engagement;
- a guide on the implementation of the

LQN-process in 10 model municipalities in Austria, Germany and Italy.

This Erasmus+ KA2 project kicked-off in November 2016 in Austria, and will run until 2019 under the leadership of SPES GmbH (Austria). Partners have already started working on the design of the curriculum for local facilitators. EAEA role will be to disseminate the project results at the European level, to contribute to the development of the competence-check tool and to organise a multiplier event in Brussels at the end of the project.

Learn more about the project: <http://www.eaea.org/en/projects/partner-projects/lqn.html>.

6.12 SMART GENERATION

While smartphones have become ubiquitous in everyday lives – and are also increasingly used in the classroom – little has been said about how to use them safely. The Smart Generation project, which started in late 2015, aims to raise consciousness among teenagers and young adults about a conscious use of a smartphone.

In 2016, the partners started working on the first intellectual outputs. A survey on the use of smartphones in and outside the classroom, conducted in all partner countries, brought almost 2000 responses from students and almost 500 from teachers and educators. The responses were carefully analysed and fed into the Pedagogical Model, whose first draft was prepared in late 2016. The Pedagogical Model is organised around four areas: identity, relationship, privacy/safety and knowledge, and includes activities that will help teachers and educators run workshops on a conscious use of a smartphone. It will be tested during pilot workshops in the spring of 2017.

The consortium is led by the Centro

Culturale Francesco Luigi Ferrari and includes partners from Belgium, Spain, Latvia, Romania and Italy. It is funded with the support of the Erasmus+ programme and will run until December 2017.

More information at: <http://smart-generation.wixsite.com/smartgeneration>.

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

The Peer Review Transnational Peer Review for Quality Assurance in Validation of Non-Formal and Informal Learning (VNFIL) Extended is a project that aims to increase the transparency, market relevance, consistency and transferability of VNFIL across Europe. It supports both Member State VNFIL systems by providing a common framework and tools, as well as transnational use of VNFIL by increasing mutual trust at the European level.

In 2016, the partners prepared a synthesis report on policies, systems and good practices on VNFIL that exist in their countries. They also drafted a manual as well as a toolbox and quality areas that served as a basis for the peer visits. A European Peer Training, organ-



Peer Review VNFIL Extended

ised in June 2016 in Vienna, also helped the partners familiarize themselves with the process of a peer review.

The peer visits, which remain the central activity of the project, started in late 2016 and will continue until mid-2017. Peers – both national and transnational – will come to the VNFIL provider to engage in a concise data collection and analysis and to subsequently provide personalised feedback. The findings will be summarised in comprehensive Peer Review Reports, one for each provider, using a common European format. The aim is to showcase best practices and pinpoint the areas that still call for improvement.

The project consortium is led by Erik-Kaemingk (NL) and is composed by 15 partners from 7 countries. It is funded with the support of the Erasmus+ programme and will run until June 2018.



Photo: Helka Repo

EAEA's Communication Unit is based in Helsinki, Finland.

INFORMATION & COMMUNICATION

7.1 EAEA COMMUNICATION TOOLS

The Finnish Ministry of Education and Culture continues to support the Communication Officer (through the Finnish Lifelong Learning Foundation (KVS)), and EAEA is very grateful for this

help. The social media presence was further strengthened in 2016 with a consistent way and pace of publishing.

EAEA uses an integral multimedia approach to promoting its activities, in involving its membership and in distrib-

uting its projects and activities results: electronic newsletters, briefings, online questionnaires, press releases, policy papers, statements, social media activities and website information. The EAEA website (EN, partly available in DE/FR), as well as EAEA's Facebook and Twitter are well known in the AE sector for providing information about developments in adult education at the European level regularly and on time.

EAEA also uses a specific mailing list targeted at policy makers (around 1,000 receivers), which focuses on policy recommendations and transfer of innovation. This list includes policy makers at European, national and regional level.

The results of EAEA's work are published, distributed and disseminated through the website, social media, the EAEA newsletters, special publications, statements and press releases. Further dissemination is done through EPALE, ELM (European Magazine for Lifelong Learning), the media of the Lifelong Learning Platform, Social Platform, ICAE (International Council for Adult Education), CONCORD Europe, European Movement International, as well as other allies in the field of adult education and lifelong learning for all.

Launched in 2015, EPALE became a central platform for sharing and discussing information about European adult education in 2016. The use of EPALE was integrated in EAEA's dissemination strategy, and the EAEA Secretary-General was appointed Advising Board member of EPALE. Through a service contract with EPALE, EAEA provided content for policy news on EPALE and moderated online discussions, for example through the newly established EAEA Community of Practice.

EAEA also provided tailor-made dissemination services to organisations and project partnerships. These services, which might include publication of articles on EAEA website, promotion on social media and through newsletters, are offered for free to EAEA members.

7.2 IMPACT OF EAEA COMMUNICATION TOOLS

By continuing and further elaborating its communication strategy in 2016, EAEA increased its impact in all its communication tools:

- the newsletter (increase from 2130 receivers to 2208 receivers), sent 5 times a year;
- the members' internal newsletter, sent every two weeks, with around 250 subscribers;

- social media;

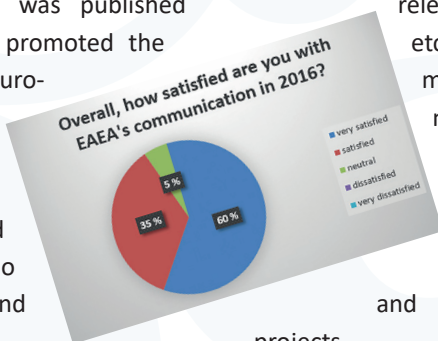
- o The EAEA Facebook page gained around 1000 followers in 2016: we went from 1,600 likes to 2,600 likes, which represents a 60% increase and continues the trend from 2015. The most popular social media posts reached up to 7,000 readers.

- o EAEA's Twitter had 2,200 followers by the end of December 2016, growing at a rate of 3 new followers per day. The most popular tweet was published on 19 December: it promoted the campaign for the European Year for Adult Education 2017, and it gained almost 7,000 impressions and engaged 285 users who liked, retweeted and clicked on the tweet.

- The EAEA website reaches a large number of adult education practitioners around Europe. The EAEA website registered 60,259 sessions in 2016, roughly 5,000 per month. Similar to 2015, 32% of the users were returning visitors, while 68% were newcomers.

7.3 SATISFACTION WITH EAEA COMMUNICATION WORK

According to EAEA's membership survey, in 2016 95% of the respondents were "very satisfied" or "satisfied" with EAEA's communication work, a small increase compared to the previous year. The most important communication channels for the EAEA members were the EAEA Newsletter, targeted e-mails (News from Brussels, press releases, statements etc.), and the EAEA members' internal newsletter. In terms of content, EAEA members appreciated particularly policy news and information about



projects.

Following a consultation with the EAEA Communications Officer and the input from the members collected during the survey, in 2016 EAEA Membership Officer improved the bi-weekly member newsletter, making certain items shorter and thus improving its readability.





Photo: Helka Repo

EAEA General Assembly in July in Brussels.

ACTIVITIES IN THE ORGANISATION AND THE OFFICES

8.1 EAEA GENERAL ASSEMBLY

“Innovation in European adult education” was the theme of the General Assembly that gathered around 60 persons in Brussels on 28 June 2016.

Following an introductory speech by Paul Holdsworth, DG EMPL from the European Commission, EAEA members discussed the New Skills Agenda for Europe. To bring in new synergies in

adult education, EAEA focused also on building bridges with other sectors, for example through a cross-sectorial campaign on a European Year for Adult Learning, which led to an EAEA Year for Adult Education in 2017. A development workshop discussed European perspectives on the SDGs and the role of civil society to contribute to efficient policy-making and increase participation in adult education.

At the event, EAEA welcomed 11 new members, resulting in a total of 141 members in 45 European countries. The new members introduced themselves to the General Assembly and received

a “welcome package” including their membership certificates.

8.2 EAEA GRUNDTVIG AWARD

In 2016, EAEA awarded the best projects on adult education and refugees/migrants. With almost thirty submissions from Europe and beyond, the award showed how adult learning can facilitate the integration of refugees and migrants into the host communities.

As every year, EAEA awarded projects according to three categories: those implemented at the national/regional/local level, at the European level and

EAEA Secretary-General Gina Ebner holding an EAEA Grundtvig Award 2016 prize, a sculpture by Mohammad Alkarkhy.



those from outside of Europe. The Award Ceremony took place on 28 June in Brussels, and the awards were handed over by Sophie Beernaerts from the European Commission and EAEA President Per Paludan Hansen.

The project awarded in the national category, From Destruction to Creation, aimed at promoting of a culture of open dialogue among internally displaced persons in Ukraine. Through a regranting scheme, local communities were invited to organise diverse cultural activities to help deconstruct stereotypes and build mutual respect.

The winner of the best European project, TLC Pack from VHS Cham in Germany, focused on developing occupational specific language resources to support migrants already working – or aspiring to work – in the care giving sector. The TLC Pack offers a practical response to an existing problem: while the number of migrant caregivers across Europe is growing, many of them lack the necessary language and inter-cultural competences.

St. Andrew's Refugee Services (StARS) in Egypt, who won in the international category, offers adult and children

EAEA Grundtvig Awards 2016 were given to StARS, TLC Pack and From Destruction to Creation projects.



education, psychosocial services and legal assistance for refugees. With its wide range of language, technical and professional development courses, the project aims at not only developing a set of skills among refugees and migrants, but also creating a network of learners and employers.

The winners discussed their initiatives in detail, looking at the challenges and lessons learnt, during the EAEA General Assembly, where adult education and refugees was the theme of one of the workshops. The best practice examples were also discussed during the EAEA Policy Debate on Adult Education and

Refugees, which took place in Brussels on 28 September. One of the organisations that applied for the award, Lai-momo from Italy, participated in the event as a speaker.

8.3 MEMBERSHIP

8.3.1 CONTACTS WITH MEMBERS

The Membership Officer presented a new membership strategy proposal at a Board Meeting in 2016, to be developed in 2017. The proposal was drafted following a careful analysis of the results of the Member satisfaction survey conducted earlier during the year. The strategy focused on increasing

EAEA's old and new members met at the EAEA General Assembly in July.



the engagement of members; they have now been involved in the newly opened EAEA Community of Practice on EPALE and in the preparation of the campaign 2017: The Year of Adult Education in Europe. Following the request of the members, EAEA also organised a Regional Meeting for Central Europe in Bratislava in October 2016.

As every year, several delegations and staff members from EAEA members and affiliated organisations visited the main office and received information on EAEA's activities, its role at the European level and possibilities for members to get involved. The EAEA Secretary-General continued to regularly send internal e-mail information to the members, explaining what is going on at the secretariat in Brussels and in terms of policy developments at the European level ("News from Brussels").

In 2016, EAEA continued to consult its members on different issues. Most importantly, EAEA worked closely with them to draft the annual "country reports", as well as in the preparation of the initiative "2017: Year of Adult Education in Europe".

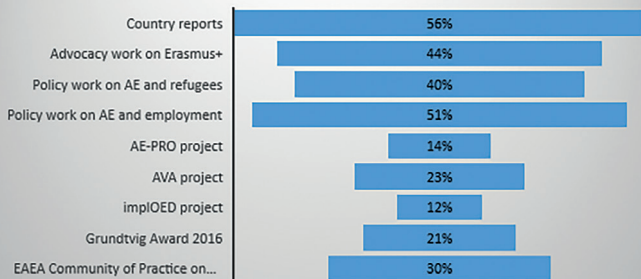
8.3.2 MEMBER SATISFACTION

In early 2017, EAEA conducted the annual Member Survey to see how satisfied the members were with EAEA work in 2016. The survey showed that the members remain very satisfied with EAEA services as well as specific activities undertaken by EAEA in 2016.

Almost 90% of the respondents claimed to be either "satisfied" or "very satisfied" with EAEA's work, and none of the respondents declared themselves as "dissatisfied" or "very dissatisfied". Similarly, the members



What was/were, in your opinion, our most important activity/activities in 2016?



remain very happy with the provision of specific services – 90% of EAEA members are “very satisfied” or “satisfied” with EAEA’s advocacy at the European level for non-formal adult education, as well as with cooperation with EU institutions, international and national NGOs – in fact, 86% of the respondents described EAEA’s impact at the European level as “very strong” or “strong”. Very high satisfaction levels (88%) were also noted for the provision of up-to-date information on EU policy developments on adult education and dissemination of project information.

EAEA members were also predominantly satisfied with EAEA activities and publications in 2016 – the Policy Paper on Learning and Skills for Adults in Europe and the EAEA Statement on the Skills Agenda received particular praise for their relevance (from 95% and 92% respondents, respectively). Members

were also very positive about the choice of the annual themes in 2016 – 88% of the respondents described Adult Education and Refugees as “very relevant” or “relevant”, and as many as 92% expressed the same opinion about Adult Education and Employment.

8.3.3 CHANGES IN MEMBERSHIP

As a result of the membership strategy, the EAEA General Assembly received and approved many new applications for membership in 2016, resulting in a total of 141 members in 45 European countries.

The following organisations became ordinary members of the association in 2016 (approved by the General Assembly):

- Tia Formazione – Italy
- Educational Center PRO DIDACTICA (ECPD) – Republic of Moldova



Photo: Helka Repo

New EAEA members from Spain received a membership certificate at the General Assembly.

- Ukrainian Adult Education Association (UAEA) – Ukraine

The following organisations became associate members of the association in 2016 (approved by the General Assembly):

- University Cibale – Croatia
- Fund of Further Education (FFE) – Czech Republic
- Union Peuple et Culture – France
- Kerry Action for Development Education (KADE) – Ireland
- Association “Culture and cultures” – Italy
- Kosovo Pedagogical Institute (KPI) – Kosovo
- Consortium For Adult Education In

Alto Palancia – Spain

- Association for Education and Ageing (AEA) – UK

The following members were excluded, in accordance with internal rules:

- Adult Education Association of Georgia – Georgia
- Festival della città medievali – Italy
- Unione National Lotta contro l’Analfabetismo (UNLA) – Italy
- Labour Fund Zasavje – Slovenia

The following members left:

- Diversity Challenges – UK
- Agro-Meslehet Non-Governmental Organisation – Azerbaijan
- Studieförbundet Vuxenskolan – Sweden.

8.4 EXECUTIVE BOARD AND PRESIDENT

The Executive Board and its preparatory body the Bureau (President, Vice-Presidents and Secretary-General) are responsible for the overall direction and policy development of the association. The Board works primarily on policy level, leaving the running of the association to the Secretary-General. Nevertheless, Board members have also been extremely helpful in advising the secretariat on different matters, from practical to operational to general issues. The role division is clearly defined in the constitution of

the association. It is also very much a working board, contributing actively to the meetings, representing EAEA in different bodies and conferences, and representing the EAEA at events, as well as connecting with other members.

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 life-long learning institutions in various host countries.

The Board has currently 12 members.

EAEA Executive Board met the Slovenian Minister of Education, Maja Makovec Brenčič in a meeting in Ljubljana.



EAEA EXECUTIVE BOARD 2016



EAEA PRESIDENT
PER PALUDAN HANSEN
DENMARK

EAEA President since 2013. EAEA Board Member since 2008.



DAVID LOPEZ
FRANCE

EAEA Board Member since 2011.

EAEA
VICE-PRESIDENT
JOYCE BLACK

UNITED KINGDOM
EAEA Board Member since 2013.



MAJA MAKSIMOVIC
SERBIA

EAEA Board Member since 2014.



EAEA
VICE-PRESIDENT
SUSANA OLIVEIRA

PORTUGAL, NOMINATED BY SLOVENIA
EAEA Board Member since 2013.



MARIANA MATACHE
ROMANIA

EAEA Board Member since 2013.

GERHARD BISOVSKY
AUSTRIA

EAEA Board Member since 2012.



NIAMH O'REILLY
IRELAND

EAEA Board Member since 2011.



ESTHER HIRSCH
GERMANY

EAEA Board Member since 2015.



PIRKKO RUUSKANEN-PARRUKOSKI
FINLAND

EAEA Board Member 2011–2013, acting Board Member since January 2016.

KENT JOHANSSON
SWEDEN

EAEA Board Member since 2015.



GALINA VERAMEJCHYK
BELARUS

EAEA Board Member since 2015.



EXECUTIVE BOARD MEETINGS IN 2016

Board meeting in Ljubljana, Slovenia, on 18–19 February 2016

The first Board meeting of the year was dedicated to preparation of the activities for 2016: discussion on EAEA's annual themes, the EAEA Grundtvig Award 2016, the Manifesto for Adult Learning in the 21st Century, the EAEA advocacy strategy, and EAEA's international cooperation. The Board also met with representatives of Slovenian adult education institutions and the Slovenian Minister of Education, Maja Makovec Brenčič.

Board meeting in Dublin, Ireland, on 27–28 April 2016

At the meeting in Dublin, the EAEA Board focused on the financial plan and the preparation of the General Assembly and Annual Conference 2016 as well as the EAEA Grundtvig Award 2016. Further points for discussion were the European Pillar for Social Rights and the New Skills Agenda for Europe. The Board also participated in an AONTAS European Policy Impact Seminar which was hosted by the Irish Department of Education and Skills.

Board meeting in Brussels, Belgium, on 28 June 2016

The EAEA Board convened in the

morning of the day of the General Assembly to prepare the event and discuss the EAEA Grundtvig Award ceremony. The auditors and the EAEA accountant were invited to present an update on the finances. Moreover, Uwe Gartenschlaeger, Regional Director of DVV International South and Southeast Asia and former EAEA Board member, discussed international development issues with the Board.

Board meeting in Bratislava, Slovenia, on 17 October 2016

At the meeting in Bratislava, the discussion on the workplan for 2017 was high on the agenda. The Board members also discussed key political developments, such as the Skills Agenda, Erasmus+ and the Interest Group for Lifelong Learning. The meeting also served to prepare the workshop on adult education and employment, taking place in Bratislava on 18 October.

Board meeting in Brussels, Belgium, on 5 December 2016

The objectives of the last Board meeting of the year were to discuss the EAEA Year for Adult Education, the advocacy strategy for 2017 as well as discuss the finances and recent political developments in adult education. Szilvia Kalman (from DG EAC, the European Commission) met the EAEA Board to

present the Commission's strategy for citizenship education.

8.4 FINANCES

In 2016, EAEA successfully applied for one year's core funding, managed through a three-year framework contract with the Education, Audio-visual and Culture Executive Agency that was established in 2015. EAEA also signed a service-contract with EPALE to provide contents and manage communities of practice for the electronic platform.

However, we also lost some income because the Younger Staff Training needed to be cancelled due to the very small number of registrations. EAEA also did not host any paid study visits in 2016. These losses were partly compensated through new projects such as Life Skills for Europe that EAEA is coordinating.

8.6 STAFF

The EAEA staff underwent some changes in 2016. Tania Berman, former EAEA Policy Officer, left for new professional endeavours in August 2016. Raffaella Kihrer, who was previously the EAEA Membership and Events Officer, took over her tasks, while Aleksandra Kozyra, the former Junior Project Officer, became the new Membership

and Events Officer.

Aura Vuorenrinne, EAEA Communications Officer, also moved on to new professional tasks in June 2016. Her position was taken over by Helka Repo, who, having worked for EAEA in 2013–2014, was already familiar with the organisation.

We would like to thank Tania and Aura for their outstanding work and commitment to promoting adult education!

The staff of EAEA in 2016:

- Gina Ebner, Secretary-General
- Tania Berman, Policy Officer (until August 2016)
- Francesca Operti, Project Officer
- Raffaella Kihrer, Membership and Events Officer (until August 2016) and Policy Officer (since September 2016)
- Aura Vuorenrinne, Communications Officer (until June 2016)
- Helka Repo, Communications Officer (from June 2016)
- Aleksandra Kozyra, Junior Project Officer (until September 2016) and Membership and Events Officer (since September 2016)
- Clémence Garnier, Junior Project Officer (since September 2016)
- Ricarda Cramer, volunteer.



From left to right, a part of the EAEA staff of 2016: Gina Ebner, Francesca Operti, Raffaella Kihrer, Ricarda Cramer, Aleksandra Kozyra, Tania Berman.

The European Association for the Education of Adults is an international non-profit organisation (A.I.S.B.L.) registered under Belgian law.







EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

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