



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

WORKPLAN
2018

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Preamble

EAEA is the voice of (non-formal) adult education in Europe. EAEA is a European NGO with 142 member organisations in 44 countries and represents more than 60 million learners Europe-wide.

EAEA's main objectives are:

- Policy advocacy for lifelong learning at a European level;
- Provision of information and services for our members;
- Development of practice through projects, publications and training;
- International co-operation with other stakeholders in the field.

EAEA promotes adult learning and the widening of access and participation in formal and non-formal adult education for all, particularly for groups currently under-represented. The purposes of learning may be competence development for personal fulfilment and in employment related fields; for social change and active citizenship; for sustainable development and gender mainstreaming; for cultural and intercultural awareness and knowledge.

Following the introduction of annual themes of last year, the Executive Board therefore proposes the following themes for 2018 and 2019:

- **2018:** Cooperations and partnerships
- **2019:** Access and participation

By following our priorities and by preparing the plans below we hope to fulfil our main tasks: to be the voice of (non-formal) adult education at the European level and to provide services for our members.

1. Influencing public policy

EAEA has been successful in establishing itself as a key stakeholder in education and training in Brussels. EAEA is invited to all the key events, working groups and conferences in the area of adult education and lifelong learning and is regularly asked to contribute and consult.

There have been a number of initiatives and strategies that have potentially a positive impact on adult education: the European Pillar of Social Rights, the extended mandate of the new Working Group etc. Nevertheless, in the European Commission, Directorate-General for Education, Youth, Sport and Culture (DG EAC) now seems to concentrate on school education while Directorate-General for Employment, Social Affairs and Inclusion (DG Employment) is concentrating on up- and reskilling, which means that adult education in its broad understanding is only partly taken care of.

Nevertheless, the further development of the Europe and the EU is difficult to judge – nationalism is still growing, Brexit negotiations are ongoing and inequalities are increasing on many levels.

The European Commission has finally renewed efforts to relaunch Social Europe (European Pillar of Social Rights, a more social orientation of the European Semester), which includes lifelong learning and upskilling. How and whether this effort will be successful will be seen, but it does give EAEA and its members a stronger basis for advocacy.

EAEA presented its Manifesto for Adult Learning in the 21st Century in late 2015, where we demonstrated how adult education can help face the key challenges of Europe today. The Manifesto will remain the key document for the work of the EAEA. In order to follow and contribute to main developments in Europe and beyond, the manifesto will be updated in 2018. The key message coming out of the Manifesto is and will be: adult education can help solve some of the main challenges in Europe. In order to do so, we need visibility, recognition and resources.

1.1 Advocacy

EAEA has reinforced its contacts with the European Commission. We not only have good contacts with DG EAC, but now also with DG Employment and DG Development. EAEA is also increasingly working with representatives of EU Member States.

In the European Parliament, EAEA, together with Lifelong Learning Platform, is continuing the Interest Group for Lifelong Learning under the lead of MEP Sirpa Pietikäinen from Finland. This group helps us promote and defend a wider and more holistic understanding of lifelong learning. The group will come to an end in 2018 and a final event is planned for Lifelong Learning Week 2018.

EAEA will also work with the new European Commission by continuing its work with the unit for adult learning but also by reaching out to the relevant directors, director-generals and Commissioners.

We will therefore put an emphasis on the following topics:

- Contact building and maintaining with European institutions and other associations
- Contact building and maintaining with MEPs that are particularly interested in education and training or lifelong learning, employment, social inclusion and similar fields or that are members of committees in these fields (especially through the intergroup)
- Contact building with other institutions, organisations and persons relevant to policy making
- Developing arguments, evidence and tools for non-formal adult education.

EAEA as a membership organisation can provide a discussion platform for exchanges between policy-makers on the one hand and adult education representatives, staff, providers and learners on the other. Therefore, our events that bring together these different groups provide the opportunity to influence policy from the bottom up.

1.2 Visibility

The voice of (non-formal) adult education needs to be present at meetings, conferences and working groups. We will therefore continue to give inputs at conferences, to lobby to be included in stakeholder meetings and other working groups and to raise the importance of adult education at a variety of meetings and get-togethers.

1.3 Taking positions

In order to be recognised as a policy actor and interesting representative of a civil society sector, EAEA needs to take position, present opinions on policies, offer clear perspectives of strategies and produce convincing policy recommendations, which are based on the EAEA members' experiences. EAEA is also aiming to produce and gather evidence for policy proposals.

1.4 Representation

In early 2016, the European Commission started a new round of Working Groups to implement the ET 2020 strategy, which continue into 2017. EAEA is represented in two groups: the Working Group on Adult Learning, which concentrates on workplace learning, and the Working Group on Citizenship. EAEA has a seat in each group so that the voice of adult education providers and civil society can be taken into account. These groups are now coming to an end. Each group will present a final report.

The next generation of Working Groups is planned to be launched in the second half of 2018, and EAEA will again apply for participation in adult learning but also any other relevant group.

EAEA also receives invites regularly (from the European Commission, but also other bodies like National Agencies, the EESC etc.) to represent non-formal adult education at conferences and workshops.

In order to have a stronger and wider influence, it is necessary to be represented in different networks, fora and platforms.

- Representation in the Lifelong Learning Platform (formerly EUCIS-LLL)
- Representation in the Social Platform
- Representation in CONCORD, the European NGO Confederation for Relief and Development
- Representation in the European Movement.

1.5 Key issues in 2018

The following (policy) developments will be the focus of EAEA's work:

- The launch of the renewed EAEA strategy

- Upskilling Pathways
- The future of Erasmus+
- The European Agenda for adult learning
- The European Pillar of Social Rights
- The European Semester
- Cooperation with the European Commission and Lifelong Learning Platform in the Lifelong Learning Week
- Launch of a campaign for adult education in Europe that will prepare us for the European elections in 2019.

2. The Renewed EAEA Strategy

For the last two years, EAEA has been discussing the long- and medium-term developments in Europe and adult education and what this means for the EAEA. The discussions, led by the Executive Board and especially the President, will be summarised as outcomes for the General Assembly in 2018.

3. Country reports

EAEA will continue its long-term strategy that was launched in 2014, and will do another annual survey where our members give us feedback on important events, challenges and developments concerning adult education in their country. EAEA will then publish a report based on its members' responses, which will make it possible to deliver an annual civil society report about the state of adult education in Europe.

The report will:

- Inform colleagues across Europe – but also policy makers at different levels – on what our members think about the main developments in adult education in their country;
- Make it possible to compare the situation of adult education providers across Europe
- Propose ideas and good practices to colleagues and policy-makers across Europe.

The reports have proven very useful in recognizing trends in Europe or in European regions and in recognizing the key challenges that adult education in general and our members in particular face. In 2018 we will try to align the reports more with the European Semester and use them for advocacy in this instrument.

4. Cooperations and Partnerships – Theme of the year

Successful adult education strategies, initiatives and projects do not happen in isolation. Cooperations and partnerships are becoming more and more important and often contribute to more innovation, better provision and more participants. Cooperations and partnerships can promote:

- Better outreach to new learners;
- New adult education provision in new areas;
- New learning environments;
- New learning pathways;
- And much more!

Main aims:

- To raise awareness, at a European level, for successful cooperations and partnerships to further adult learning
- To raise awareness of the importance of cooperations and partnerships in adult education
- To inspire new partnerships and cooperations in and with adult education.

This year's theme is cooperations and partnerships. It is also the theme of the EAEA Grundtvig Award 2018. The Award Ceremony will take place during the General Assembly 2018 in Tallinn, Estonia (27/28 June 2018). The Annual Conference, organised around the same theme, will focus among others on the opportunities of digitalization and the resulting new partnerships in adult education, on cooperations with the business sector and self-organised cooperations.

5. Further development of the EAEA Manifesto for Adult Learning in the 21st century

In late 2015, EAEA launched the Manifesto for Adult Learning in the 21st century. It highlights the enormous contribution that adult education can do to a number of European challenges. In 2016, it was widely distributed and used by the EAEA membership. In 2017, it served as the basis for the EAEA Year of Adult Education in particular and EAEA's work in general.

Many EAEA members have volunteered to translate the Manifesto into their languages. As a result, the full version of the Manifesto is currently available in as many as 16 languages: Belarussian, Catalan, Dutch, English, Finnish, French, German, Georgian, Hungarian, Lithuanian, Portuguese, Romanian, Russian, Slovenian, Spanish and Ukrainian. The one-pager is also available in 10 languages: Danish, English, French, German, Greek, Italian, Polish, Portuguese, Russian and Slovenian. All language versions are available online, some of them also in print.

The Executive Board has decided that the Manifesto will remain the basis for the future EAEA strategy but acknowledges that some of the areas will need more elaboration (possibly in a series of annexes) and / or a different emphasis. The Board will therefore spend time and resources to follow this up.

6. General Assembly 2018

The EAEA General Assembly will take place in Tallinn on 27 and 28 June. On the second day, the participants will have the opportunity to participate in the annual conference on the topic of 'Cooperations and Partnerships', which is also the topic of the EAEA Grundtvig Award 2018

7. International Cooperation

EAEA will maintain its international work by continuing to follow up on the Belem Framework from CONFINTEA VI. EAEA will also continue its cooperation with the UNESCO Institute for Lifelong Learning in order to promote the implementation of the Belem Framework. Moreover, EAEA will strengthen its cooperation with the UNESCO through the Collective Consultation of NGOs on Education for All (CCNGO/EFA), UNESCO's key mechanism for dialogue, reflection and partnerships with NGOs in the framework of the EFA movement. Christoph Jost, director of DVV International, represents European civil society in lifelong learning in this body and works closely with the EAEA secretariat.

EAEA will also continue to actively contribute to the work of the International Council for Adult Education (ICAE) and collaborate with its regional sister associations such as the American Association for Adult and Continuing Education (AAACE) and the Asia South Pacific Association for Basic and Adult Education (ASPBAE). Uwe Gartenschlaeger is Vice-President for the European Region on the ICAE board.

Since 2015, EAEA has been an associate member of CONCORD Europe. As such, EAEA will continue to contribute to the inclusion of non-formal adult education in development. In 2016, a member of the EAEA staff was elected member of the Steering Group of Hub 4 on Global Citizenship Education, one of the four main policy bodies of CONCORD. EAEA will continue its commitment in this body. Furthermore, EAEA will continue to be active in the SDG Watch Europe for the implementation of the Sustainable Development Goals in Europe.

8. Information and communication

The Finnish government through its Ministry of Education and Culture continues to support a staff member of EAEA. Helka Repo, EAEA Communications Officer, is based at the Finnish organisation KVS (Kansanvalistusseura, The Finnish Lifelong Learning Foundation) in Helsinki. Due to rapid changes in technology and smartphone / tablet use, it has become necessary to adapt websites and social media strategies. EAEA

launches its new and responsive website in 2018.

Communication strategies need to be continuously adapted to new developments. Social media change their approaches and new legislation (especially the General Data Protection Regulation) necessitate an update of current approaches. EAEA will therefore elaborate a new communication strategy in 2018.

9. Lifelong Learning Platform

(European Civil Society Platform on Lifelong Learning)

EAEA has been an active member of EUCIS-LLL from the beginning. The organisation brings together 40 members from different lifelong learning sectors. In 2010, EUCIS-LLL was recognized as a unique representation by DG EAC and has received funding since then. Nevertheless, the financial situation continues to pose problems. In 2015, EUCIS-LLL celebrated its 10 years' anniversary and changed its name to LLLP – Lifelong Learning Platform. The EAEA Secretary-General Gina Ebner currently is elected Secretary General of the LLLP.

The close cooperation between the two associations will continue.

LLLP provides useful papers, positions and events (e.g. the Lifelong Learning Week at the European Parliament) and represents the lifelong learning sector in a number of bodies. EAEA has always participated in Lifelong Learning Week, either with events of our own or by providing speakers to LLLP events. The Interest Group on Lifelong Learning is another shared activity of EAEA and LLLP.

10. EAEA Younger Staff Training

It has now been seven years since EAEA started organizing the annual EAEA Younger Staff Training. The participants of the trainings have formed the 'Younger Staff Network' and continue to exchange ideas, information and activities, and the project AE-Pro was developed with the help of the network.

After the cancellation in 2016, the 2017 course was again very successful with 18 participants. The content was also adapted to focus around a number of topics such as project management, communication and outreach. The 2018 course will take place from 24 – 28 September and the call for registrations will remain open until the end of May.

11. Epale

EAEA has been part of the editorial board of EPALE for some time now. This means that we provide blog posts, either written by the secretariat or someone in our network. We participate in the editorial board meetings, the meetings with the national support services (=the EPALE representatives in the different countries), we do podcasts and interviews. EAEA sees this as an additional opportunity to work with the adult education communities in Europe and to support cooperation between adult educators, institutions, countries and the European level.

12. Projects

12.1 Ongoing projects

12.1.1 Projects coordinated by EAEA

IMPLOED - IMPLEMENTING OUTREACH, EMPOWERMENT, DIVERSITY

The project is the follow-up of a Grundtvig network that elaborated guidelines for trainers and staff in adult education and policy recommendations for policy-makers for engaging disadvantaged learners. The partners now want to implement the principles: Outreach – Empowerment – Diversity (OED).

The participation in adult education has stagnated or even decreased in some countries while we do know through the PIAAC survey that large numbers of Europeans lack basic skills. And while participation is low, those who do participate are already better educated. There is a real need across Europe to attract especially

low-skilled and disadvantaged adults to education and to develop comprehensive strategies for engaging new learners.

The partners work in 2 clusters:

- **Provider level:** 6 partners implement the OED principles (i.e. mainly the methodological guidelines) at the provider level. They adapt them to the training needs in their countries and regions.
- **Policy level:** 5 partners implement OED on the policy level by informing and training European, national & regional policy-makers on the concepts and implementation of OED.

All partners will closely monitor their challenges and successes through impact assessment. As a final product, an instruction manual for implementing OED will be produced that will summarise the learning points, propose concrete solutions on how to make outreach, empowerment and diversity a reality for providers and policy-makers and how to transfer the OED products to other sectors and countries. The project aims at reaching at least 500 stakeholders/ multipliers directly and up to 1000 through communication. The long-term strategy is to implement OED across all European countries.

Coordinator: EAEA

Consortium: FOLAC, La Ligue de l'Enseignement, ENAEA, lernraum Wien, L&W, DAFNI KEK, KERIGMA, Solidarci, Drom Kotar Mestipen, KVS, DSU.

Duration: 01.01.2016 – 31.10.2018

FINALE - FINANCING ADULT EDUCATION

In most European countries, financing (non-formal) adult education remains problematic. In contrast to the formal system, the sources of financing are fragmented. On the side of public authorities, there is a distribution across different ministries, regional and local authorities and communes. Employers obviously play an important role as do public employment services. In many countries, the learners themselves contribute through fees. There are a number of different mechanisms and tools, which can be targeted at learners directly or at providers.

A working group from the European Commission has been working on the topic. This project has been a reaction and follow-up on this work. The consortium believes that there is a need to look into this topic from the point of view of civil society only and to update what has been achieved to make proposals for policy and financing practice that focuses on the providers and learners.

The partnership believes that there is an urgent need across Europe to

- improve funding of adult education
- improve efficiency of policies and public expenditure to reconcile the need for sound public finance and funding growth-friendly investments from providers' and learners' points of view
- propose innovative solutions that can help to improve efficiency and the quality of public spending in education and training
- improve the knowledge about funding instruments and how they work and for whom
- to increase our knowledge of why and where to invest and then implement the funding instruments
- continue the debate across Europe about participation in lifelong learning and especially of groups that currently do not participate and how to finance this participation.

The FinALE project provides a set of analyses and policy recommendations targeted at policy-makers of all levels (European, national, regional, local, communal) and at providers to be used as advocacy tools. The partnership has monitored and analysed adult education policies and funding instruments and made proposals on how to improve them. This knowledge also benefits providers and adult education organisations as they will be able to use the analyses and recommendations in their own work. The partnership believes that this peer learning aspect across Europe has contributed to finding the best solutions for adult education in Europe by drawing on European best practices to establish key indicators for monitoring and evaluating use of resources.

Coordinator: EAEA

Consortium: AONTAS, EARLALL, DAEA, Individual Learning Company, KERIGMA, NBEB, VHS

Duration: 31/12/2015 – 30/03/2018

LSE - LIFE SKILLS IN EUROPE

The LSE project aims to improve basic skills provision in Europe by explaining, further developing and upscaling the life skills approach.

The latter is a more comprehensive provision of basic skills that takes the life situation and wider needs of low-skilled people into account. That way, the provision becomes most effective as it is combined with highly relevant issues such as health, family, intercultural competencies, democracy etc. for the different project target groups (people from a disadvantaged background, refugees and people resistant to 'foreigners' and intercultural exchange).

LSE aims at:

- Increasing the participation rates of adults in lifelong learning
- Fostering cooperation between agencies and stakeholders dealing with refugees on the one hand and the low-skilled on the other hand
- Improving health situations, better school attendance of children, more chances for employment of the life skills learners
- Increasing the recognition of the role of non-formal (adult) education in achieving social inclusion in the EU.

The project will produce several concrete outcomes:

- a **'glossary of life skills'** based on a survey among adult education organisations, desk research and interviews, to present the different approaches and understandings of life skills across Europe
- a **collection of good practices** of life skills initiatives across Europe, and an analysis of the practices to help understand what works and how to make it work
- a **collection and analysis of tools** that are being used across Europe in order to promote and enhance life skills and intercultural understanding
- a provision framework and transferable modules to create **an indicative framework for life skills provision**
- **an Awareness Raising and Strategy toolkit** that will provide summaries of the lesson learnt through the project and contain proposals for life skills strategies at different levels.

Coordinator: EAEA (DAEA as applicant organisation)

Consortium: DAEA, EAEA, L&W, DAFNI KEK, SIAE

Duration: 28/12/2016 – 27/12/2018

12.1.2 Projects in which EAEA participates as a partner

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

Aims: The project aims to increase the transparency, market relevance, consistency and transferability of VNFIL across Europe. It supports Member States to increase quality in their VNFIL systems by providing a common framework and inspiring tools to use the Peer Review methodology. This will lead to the increase of a mutual trust on VNFIL practices and policies at the European level and thus to an enhanced transnational use of VNFIL.

Results:

- State of the art of report of quality systems in VNFIL
- Update of the European Peer Review VNFIL Website
- Update of the European Peer Review VNFIL Leaflet
- Piloting report
- Evaluation report
- Update of the database of European Peer Review VNFIL peers
- Update of the European Peer Review -VNFIL Toolbox, the European Peer Review VNFIL Manual as well as the VNFIL Peer Review training programme.

Coordinator: Commanditaire Vennootschap (CV), Netherlands

Duration: 01/10/2015 – 01/07/2018

LEK-AE - LET EUROPE KNOW ABOUT ADULT EDUCATION

Aims: The main objective for the LEK-AE project is to increase the professionalization 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.

Results:

The project will develop its products in three phases:

- **DEVELOPMENT:** The first project year focused on the development of the Intellectual Outputs: a Training tool box: “Journalism for adult educators” together with a simulation game “Journalism and literacy”, an e-learning tool “Journalism for adult educators” including a handbook on webinar methodology and a brochure on “Informing Europe about Adult Education”.
- **TESTING:** the second project year was designated to the national consultation on the products developed. Partners will test the IOs in learning/training situations or ask experts for their feedback on the products.
- **ROLL-OUT:** during the final project year all partners will organise multiplier events on national levels in order to present and receive feedback to the project and its products.

Coordinator: Katholische Erwachsenenbildung Deutschland – Bundesarbeitsgemeinschaft e.V. (KEB Deutschland e.V.)

Duration: 01/10/2015 - 30/09/2018

LQN - LEBENSQUALITÄT DURCH NÄHE

Aims: Lebensqualität durch Nähe (Quality of life through proximity) aims to develop and implement comprehensive qualification and training programme with citizens in order to encourage them to jointly shape their local community through participatory projects. LQN overall objective is to contribute to a positive social development in the targeted municipalities, more cooperation between municipalities and a quicker resolution of local challenges.

Results:

- consistent design of training courses and curricula for local facilitators, citizens and local political representatives
- Competence-check tool for citizens to recognise their skills in civic engagement
- guide on the implementation of the LQN-process in 10 model municipalities in Austria, Germany and Italy
- training of citizens and local political representatives in 10 municipalities
- implementation of local projects by citizens in 10 municipalities
- 3 multiplier events, whose 1 in Germany and 1 in Belgium

Coordinator: SPES GmbH

Duration: 1.09.2016 – 31.08.2019

MIRVA - MAKING INFORMAL RECOGNITION VISIBLE AND ACCESSIBLE

Aims: The aim of MIRVA, is to study the conditions of an open recognition environment through the exploration of:

- The potential benefits of Open Endorsement as proposed by the Open Badge 2.0 specification;
- The conditions (technical, educational, political, etc.) for the successful implementation of Open Endorsement;
- The services that could emerge from the information generated through Open Endorsement;
- The mitigation of the risks of poor endorsements practices (e.g. LinkedIn!);
- The conditions for creation of an effective continuum between informal and formal recognition.

Expected results:

- A dynamic Inventory of resources related to Open Recognition
- A draft specification of an Open Endorsement environment and its services;
- A series of pilot projects to study the impact of Open Endorsement practices;
- A series of discussion papers, guidelines and recommendations on Open Recognition;
- A Community Portal and bi-monthly Newsletters; and
- A series of open workshops, seminars and conferences.

Applicant: Espace Mendès, France

Duration: 01/09/2017 – 31/08/2020

Funding Agency: French Erasmus+ agency

ERASMUS+ KA3: DCDS - DIGITAL COMPETENCES DEVELOPMENT SYSTEM

Project's Aims:

- Develop an innovative multilingual Digital Competences Development System (DCDS) and use it to train low-skilled adults (25+) in the non-formal Education sector in different European Countries
- Support non-formal training providers in planning and delivering flexible and modular training offers

- Empower policy-makers and stakeholders in formulating policies for developing and recognising adults' basic digital competences, designing and implementing a Policy Influence Plan (PIP) in the fields of adult education, digital competences and e-inclusion
- Collect and analyse evidence to substantiate innovative policies and practices through a field test of the DCDS
- Expected results:
 - Methodology for the development of DCs
 - Handbook for implementing the methodology (for the trainers and for the training providers – telecentres)
 - Creation of a suitable online-environment , face-to-face support by trainers (e-facilitators) in using it
 - Personalized learning application with gamification
 - Validation and certification of digital competences
 - Reports and policy recommendations based on data analysis, including policies for recognition, PIP
- Complete alignment of the system with the European Digital Competence Framework for Citizens - DigComp.

Applicant: All Digital

Duration: 01/01/2018 – 31/12/2019

Funding agency: Education, Audiovisual and Culture Executive Agency (EACEA)

ERASMUS+ KA3: SKILL HUBS - TRANSNATIONAL UP-SKILLING GUIDANCE AND TRAINING MODEL IN PRISONS

Aims: To develop transnational upskilling guidance and training models in prisons, education of low skilled adults (prison inmates), to increase their chances on the labour market.

Expected results:

- Development of a detailed methodology which can be used by counsellors and teachers, including
 - boosting their entrepreneurship mind-set in order to establish contacts in local communities

- training/guidelines on how to prepare individualized document of learning achievements for inmates
- Concrete recommendations for establishing the methodology in prisons
- Establishment of innovative skillHUBs in prisons in order to enable acquisition of basic and transversal skills, with “innovative” meaning focus on basic and transversal skills in individualized, real-life, problem-oriented situations with an aim to improve integration into education system, labour market and mainstream society after end of sentence.

Applicant: Trebnje Center for Education and Culture

Duration: 01/11/2017 – 30/04/2020

Funding agency: Education, Audiovisual and Culture Executive Agency (EACEA)

ERASMUS+ KA1: ODESEA - ORGANISATIONAL DEVELOPMENT FOR STRENGTHENING EUROPEAN ADULT EDUCATION

Aims: to promote the organisational development of the partner organisations through staff mobilities to trainings and job shadowings

Expected results:

- Acquisition of new skills, competencies and knowledge required for the respective positions in the organisations

Applicant: Lifelong Learning Platform

Duration: 01/06/2017 - 31/08/2018

Funding agency: Agence francophone pour l'éducation et la formation tout au long de la vie (AEF-Europe)

12.2 Approval Pending

| ACRONYM | EAEA ROLE | FIELD | MAIN OBJECTIVE | PRO-GRAMME |
|-----------------------------|--------------------------------------|---|---|----------------|
| MATCH | Coordinator and applicant | Social cohesion; volunteering | To find out, test and promote mentoring initiatives for newly arrived. | AMIF |
| FUTURE LAB | Coordinator (INFREP applicant) | Democracy; digitalisation | To discuss how adult education can shape the key challenges of Europe. | ERASMUS+ (KA2) |
| UP-AEPRO | Coordinator with EPATV | Professionalisation; Online learning | To organise a course on Upskilling pathways and support the monitoring of the initiative. | ERASMUS+ (KA2) |
| IN TALL | Partner (coordinator: Uni Würzburg) | Professionalisation; mobilities | To foster the European dimension of AE university courses. | ERASMUS+ (KA2) |
| TAC | Partner (coordinator: NCK) | Older learners; key competences | To map competences needed for older people; support organisations in providing them. | ERASMUS+ (KA2) |
| Education by the way | Partner (coordinator: S.T.O.P.) | Micro learning | Develop new forms of learning for adults, esp. with low basic skills. | ERASMUS+ (KA2) |
| One Europe | Partner (coordinator: KEB) | Civic & intercultural competences; intergenerational learning | To promote story telling in order to strengthen a European identity. | ERASMUS+ (KA2) |
| LEARNING RIGHT(S) | Partner (coordinator: CEIPES) | Migration; special needs; social inclusion | To develop tailored learning opportunities to individuals (most of them migrants), as well as professional guidance to adults with dyslexia. | ERASMUS+ (KA2) |
| ELTAGSs | Partner (TED University coordinator) | English language learning; global citizenship | Develop globally-networked and -themed English language teacher education courses, units, activities, teaching and learning materials, and assessment and evaluation tools. | Horizon 2020 |
| WIDTH | Partner (CreA Onlus coordinator) | Social inclusion; intercultural learning | Women in diaspora communities as champions of learning to live together. | Erasmus+ (KA2) |

13. Finances

EAEA finished its 3-year framework contract with the EACEA in 2017 and has applied, successfully, for the next 3-year framework contract. EAEA continues to be very active in project work, too. Since 2016, EAEA has also had a sub-contract with ECORYS in order to be part of the editorial team of EPALE. This contract was renewed for 2018 and 2019.

EAEA successfully changed its joint commission. This means that the salaries are now being indexed, but that EAEA will also have access to training that is financed by the joint commission ('commission paritaire' - CP). This CP also runs the so-called MARIBEL fund which is a joint fund with the aim to foster employment in the socio-cultural sector.

In December 2017, the MARIBEL fund published a call for funding full-time staff for new members of the CP, and EAEA successfully applied. We will now receive up to 40.000 Euro per year for a new staff member, and Matthias Jespers was recruited as Administration Officer in late February 2018.

The secretariat is supported by the accountant Dimitri Dupont, the external auditor Pierre Lerusse and the internal auditors Henk Hijnk and Gerhard Bisovsky.

14. Membership

The last few years, EAEA has put considerable efforts into recruiting new members and improving services for existing members. EAEA will therefore take the opportunity to review the strategy and, if necessary, adapt it.

In 2017, members' engagement in the network increased, mainly through their active participation in the EAEA Year of Adult Education in Europe. 23 members of EAEA participated in the Year, and 26 representatives of 14 member organisations came to the final events of the Year in Brussels, breaking the pattern of members only travelling to the General Assembly.

Since 2018, members will be increasingly involved also in content production for EAEA through the launch of the "Speaker's corner" on the new website of EAEA, in cooperation with ELM.

EAEA members are also involved in the activities of EAEA through News from Brussels, which concern European policy developments and are sent by the EAEA Secretary-General, as well as the general newsletter and e-mails regarding topics of particular interest to the members (such as new calls or project partner searches within the network).

14.1. Membership Survey

The annual membership survey has been conducted since 2013. The most recent results show that satisfaction with EAEA among members has stayed high, with 85% of the respondents either "satisfied" or "very satisfied". Members are particularly enthusiastic about EAEA information work and advocacy at the European level, with satisfaction levels at nearly 90%. The survey results also show that most of the respondents use EAEA templates, statements and infographic for their advocacy work, to illustrate and strengthen their arguments.

Members are also predominantly satisfied with the choice of the annual theme in 2017, Engaging new learners – 80% of the respondents described it as "very relevant" or "relevant". The theme for 2018, partnerships and cooperations, has been rated even higher: 93% have described it as "relevant" or "very relevant". 92% of the respondents would recommend membership with EAEA to another organisation, which represents a 6% increase from the previous year.

Potential members of EAEA are regularly contacted via email, through the Get Involved newsletter and personalized emails. In 2018 and 2019, to assure a more personalized contact, EAEA Executive Board Members have agreed to increase their participation in member recruitment.

15. Staff issues

Currently, the following staff members work for the EAEA:

Brussels:

- **Gina Ebner**, Secretary-General
- **Raffaella Kihrer**, Policy Officer
- **Francesca Operti**, Project Manager
- **Aleksandra Kozyra**, Membership and Events Officer
- **Matthias Jespers**, Administration Officer
- **Georgios Karaiskos**, Project Assistant (with an 'immersion professionnelle' contract until the end of 2018)

Helsinki (financed by the Finnish Ministry of Education and Culture):

- **Helka Repo**, Communications Officer

16. Meetings of the Executive Board

The meetings of the Executive Board are necessary for the decision-making of EAEA. Additionally, the meetings are held in different countries, which enable the Executive Board to meet with policy makers and (potential) member organisations in order to learn more about the situation, challenges and needs of adult education organisations in the respective countries. In 2018, meetings will be held in Bergerac, Stockholm, Tallinn, and Brussels (a further venue tbc).

The Board continues to be very active, representing the EAEA at events, contributing to policy discussions and papers and even helping with more general, logistic and operational matters.

Preview 2019

The theme for 2019 will be 'access and participation'. EAEA is also planning a number of activities that will prepare for the European elections (e.g. surveys for candidates) and the new European Commission.



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THE EDUCATION OF ADULTS

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