



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

**WORKPLAN**

**2019**

# Contents

<b>Preamble</b> .....	<b>2</b>
<b>1. Influencing public policy</b> .....	<b>3</b>
1.1. Advocacy	3
1.2. Visibility	4
1.3. Taking positions	4
1.4. Representation	4
1.5. Key issues in 2019	5
<b>2. Country reports</b> .....	<b>5</b>
<b>3. Life skills and participation – Theme of the year</b> .....	<b>5</b>
<b>4. Further development of the EAEA Manifesto for Adult Learning in the 21st century</b> .....	<b>6</b>
<b>5. General Assembly 2019</b> .....	<b>6</b>
<b>6. International Cooperation</b> .....	<b>6</b>
<b>7. Information and communication</b> .....	<b>7</b>
<b>8. Lifelong Learning Platform (LLL)</b> .....	<b>7</b>
<b>9. EAEA Younger Staff Training</b> .....	<b>7</b>
<b>10. Epale</b> .....	<b>7</b>
<b>11. Projects</b> .....	<b>8</b>
11.1. Projects coordinated by EAEA	8
11.2. Projects in which EAEA participates as a partner	8
11.3. Approval Pending	10
<b>12. Finances</b> .....	<b>12</b>
<b>13. Membership</b> .....	<b>12</b>
13.1. Membership Survey	12
13.2. Member involvement	12
<b>14. Staff issues</b> .....	<b>12</b>
<b>15. Meetings of the Executive Board</b> .....	<b>13</b>
<b>Preview 2020</b> .....	<b>13</b>

# Preamble

EAEA is the voice of (non-formal) adult education in Europe. EAEA is a European NGO with 133 member organisations in 43 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 2019 and 2020:

- **2019:** Life skills and participation
- **2020:** Outreach and access

The work plan is a reflection of the main conclusions of the strategic discussions presented to the General Assembly in 2018.

## Foundation:

The EAEA Manifesto for Adult Learning in the 21st century will continue to be the heart and soul of the EAEA's strategy.

## Main objectives:

- Put (and keep) adult education high on the agenda (in Europe, but also global, national and regional levels)
- Strengthen civil society in adult education
- Promote a comprehensive and holistic understanding of adult learning
- Maintain and strengthen the community of EAEA members
- Enable development and transfer of innovation
- Find partners and supporters of adult education at all possible levels

## Methods:

- A dynamic cooperation with our members
- Building capacities and using the expertise of the members
- Support for members and other institutions dealing with adult education by providing tools, expertise, peer learning and advocacy
- Events that are more focused and use new methodologies
- Closer cooperation with research
- Revision and update of all EAEA strategies (membership, communication etc)
- An active and working board
- A new campaign for 2019 (elections)

## Approach:

It is appropriate to review and possibly revise the foundation of EAEA's work (= the manifesto) regularly. A period of three years seems appropriate, as this is long enough for the dissemination and discussion of the manifesto topics but is flexible enough to react to changing circumstances.

The EAEA Executive Board has started to review the current manifesto and will present an updated version by the end of 2018 / in early 2019. EAEA is currently also revising its other strategies.

## Impact:

The main impact of EAEA's work should encompass the members of the one hand and the European institutions on the other. Additionally, EAEA and its members are meant to support each other to achieve an improvement and further progress of adult education on the level of the members' activities. The EAEA community and its supporters and partners should develop the capacity to have an impact on all levels: European, global, national, regional and local.

## 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. EAEA has also become instrumental on the national level in supporting members, institutes and ministries in drafting and implementing adult education policies.

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. The new Erasmus+ programme will be further negotiated, and for EAEA, it is crucial that adult education becomes stronger in the programme from 2021 onwards.

In May 2019, the next European Elections will take place so it is currently impossible to say what will happen in the 2nd half of 2019. DGs, responsibilities and policies might change. This will present a number of challenges: EAEA will have to present its vision for adult education and lifelong learning at the European level and be as present as possible in the relevant consultations and debates. We will also have to

prepare for possible new structures and Directorate-Generals, new members of the European Parliament and other new contacts. Considerable time will have to be spent on (re-) establishing contacts and supporters.

In 2020, the framework contract that EAEA has with the European Commission will come to an end, and we will have to present a new strategy. It will therefore be necessary to agree on a future strategy for the EAEA, starting in 2019 and delivering a future approach at the GA in 2020 at the latest.

EAEA presented its Manifesto on Adult Learning in the 21st Century in late 2015, where we demonstrated how adult education can help face the key challenges of Europe today. In 2019, the Executive Board will present an updated version of the manifesto that will take new developments and new examples on board.

## 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, ran the Interest Group on LLL. Both organisations are already planning to launch a new group after the elections.

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 will also continue to monitor the SDG implementation in Europe (both inside and outside the EU) and contribute as much as possible. In order to strengthen our advocacy with the countries outside the EU, EAEA also cooperates with organisations such as Eastern Partnership Civil Society Forum.

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 late 2018, the European Commission started a new round of Working Groups to implement the ET 2020 strategy, which continue into 2020. EAEA is represented in two groups: the Working Group on Adult Learning, which concentrates on the future of adult learning and a stocktaking, and the Working Group on Values. EAEA has a seat in each group so that the voice of adult education providers and civil society can be taken into account.

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
- Representation in the Social Platform
- Representation in CONCORD, the European NGO Confederation for Relief and Development

## 1.5. Key issues in 2019

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

- The new Erasmus+ programme
- Proposals for the future of adult education in Europe
- Upskilling Pathways
- The European Agenda for adult learning
- The European Pillar of Social Rights
- The European Semester
- Contributing to and monitoring the SDGs
- Cooperation with the European Commission and Lifelong Learning Platform in the Lifelong Learning Week
- European Elections campaign
- Participation in VET week
- Participation in the Education and Training Forum and the Education Summit

## 2. 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 countries;
- 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 2019, based on a project supported by the Finnish Ministry of Education and Culture, the country reports will be developed online through a database.

## 3. Life skills and participation – Theme of the year

Life skills are building blocks of independence and self-efficacy. They are combinations of different capabilities that in general enable adults to become lifelong learners and to solve problems in order to live an independent life as individuals and participate in a collective life within society. Life skills are closely related to the key challenges adults are faced with in the modern world. This means, for example, taking care of their physical and mental health, actively contributing to their wellbeing, mastering financial matters, and coping with the digital environment. When skills are defined in this way, it becomes clear that competences embrace not only the needs of the individuals but also their knowledge and values.

Better life skills contribute to social and civic engagement, self-efficacy and employability of an individual. And from a wider perspective, they assure coexistence in democratic society, inclusion for all and active citizenship within a multicultural society. Therefore, life skills are indispensable for an individual to act in a specific environment in accordance with the basic principles of democracy and living together in a diverse society. Life skills provide adults with tools to face new challenges and

to provide practical and emotional support to those around them. Life skills are useful for the learners themselves, for people and communities around them and for communicating and transmitting experiences among generations.

The current essential needs of the individual are crucial and at the same time the main motivational factor for the combination of life skills that a person may strive to acquire. The accomplishment of the essential needs through life skills provision enables engagement and a positive learning experience, and as well stimulates new educational need. This, in turn, is a long-term benefit, expressed in greater autonomy, engagement and understanding of the challenges, and finally in new educational needs. This also means that the needs of the learners are the focus and starting point of the learning offer.

As Life Skills make learning relevant, they can also have an impact on the participation of all kinds of learners. The Executive Board therefore decided to combine Life Skills and participation as key topics for 2019.

Life Skills will also be the topic for the Grundtvig Award 2019. The Award Ceremony will take place during the General Assembly 2019 in Copenhagen, Denmark.

## 4. 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 and / or a different emphasis. EAEA will therefore publish an update of the manifesto in 2019.

## 5. General Assembly 2019

The EAEA General Assembly will take place in Copenhagen on 26 and 27 June. On the second day, the participants will have the opportunity to participate in the annual conference on the topic of 'Life Skills and Participation', which is also the topic of the EAEA Grundtvig Award 2019.

## 6. International Cooperation

EAEA will maintain its international work by continuing to follow-up 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. EAEA will continue to be active in the Steering Group of CONCORD's Hub 4 on Global Citizenship Education. Furthermore, EAEA will remain active in the SDG Watch Europe and will consult members about the implementation of the Sustainable Development Goals in their countries.

## 7. Information and communication

Fortunately, the Finnish government through its Ministry of Education and Culture continues to support a staff member of EAEA. This position including the support of the Finnish government is situated at the Finnish organisation KVS (Kansanvalistusseura, The Finnish Lifelong Learning Foundation) in Helsinki. Sari Pohjola is the new EAEA Communications Officer and supports the office in Brussels. EAEA is very grateful for the support of the Finnish ministry and KVS.

EAEA is now following the communication strategy that was approved in 2018. Additionally, EAEA is on the board of Elm magazine and continues to contribute to and disseminate the online magazine.

EAEA is also on the thematic board of EPALe and contributes with blog posts, communities of practice, online discussions and podcasts.

## 8. Lifelong Learning Platform (LLLp)

EAEA has been an active member of LLLp from the beginning. The EAEA secretary general Gina Ebner is president of the LLLp until June 2019.

The close cooperation between the two associations will continue. It brings together 42 members from different lifelong learning sectors.

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.

## 9. 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 '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 a shaky period (mostly due to the change from Grundtvig to Erasmus-mobilities), the last few years have been very successful with a high number of participants and an adapted concept, which has proved very popular. The 2019 course will take place from 23 – 27 September and the call for registrations will remain open until mid-June.

## 10. 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.

# 11. Projects

## 11.1. Projects coordinated by EAEA

### NATIONAL LITERACY PLAN FOR PORTUGAL

- Funded by and implemented in cooperation with the Structural Reform Support Service in the Directorate-General of the European Commission.
- **Aims:** to contribute to improving the skill level of the adult population in Portugal by fostering the participation rate of adults in lifelong learning, especially among those with very low basic skills. The specific objective of this project is to contribute to the design of a National Plan for Adult Literacy in collaboration with the Ministry of Education of Portugal and with the support of other relevant stakeholders and civil society organisations.

### FUTURELABAE

- 2018 - 2021 / Erasmus+ KA2
- **Aims:** FuturelabAE will provide adult education organisations, staff and trainers with resources and a space for discussing with and learning from each other. Importantly, it will also provide knowledge, expertise and tools to become more pro-active in order to develop innovative, change oriented provision which will have, on a medium-term, an extremely positive impact on low-skilled learners and the society as a whole.
- <https://eaea.org/project/future-lab/>

### UPSKILLING PATHWAYS IN AEPRO

- 2018 - 2020 / Erasmus+ KA2
- **Aims:** UP-AEPRO addresses the constant need and interest of adult education (AE) trainers and staff to learn more about European developments in adult education and other countries' systems and innovation. In particular, the project contributes to deepening the knowledge and fostering the discussion about the recently launched European strategy in adult education, the Upskilling Pathways initiative (UP).
- <https://eaea.org/project/up-aepro/>

## 11.2. Projects in which EAEA participates as a partner

### 11.2.1. Professionalization

#### INTERNATIONAL AND COMPARATIVE STUDIES FOR STUDENTS AND PRACTITIONERS IN ADULT EDUCATION AND LIFELONG LEARNING (INTALL)

- 2018 - 2021 / Erasmus+ KA2
- **Aims:** To develop a methodology for building joint structures in the professionalisation activities of universities and practitioners in adult education and lifelong learning.
- <https://eaea.org/our-work/projects/professionalisation/international-comparative-studies-students-practitioners-adult-education-lifelong-learning-intall/>

#### LEBENSQUALITÄT DURCH NÄHE (QUALITY OF LIFE THROUGH PROXIMITY) – LQN

- 2016 - 2019 / Erasmus+
- **Aims:** To develop a comprehensive qualification and training programme together with citizens in order to encourage them to jointly shape their local community through participatory projects.
- <http://www.lebensqualitaet-durch-naehe.eu/>



## 11.2.2. Social inclusion

### DIGITAL COMPETENCES DEVELOPMENT SYSTEM (DCDS)

- 2018 - 2019 / Erasmus+
- **Aims:** To establish a framework that will provide the low-skilled adult European population with the basic digital and transversal competences needed for employment, personal development, social inclusion and active citizenship.
- <http://www.dcds-project.eu/>

### WIDHT "WOMEN IN DIASPORA COMMUNITIES AS CHAMPIONS OF LEARNING TO LIVE TOGETHER"

- 2018 - 2021 / Erasmus+
- **Aims:** To improve empowerment of migrants and disadvantaged people, in particular women, in strengthening and supporting pre-literacy and socialization activities. It will also increase the level of linguistic proficiency in order to facilitate social and occupational integration.
- <https://eaea.org/our-work/projects/social-inclusion/width-women-diaspora-communities-champions-learning-live-together/>

### TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL (SKILLHUBS)

- 2018 - 2020 / Erasmus+
- **Aims:** To develop a transnational counselling and training model for inmates and to elaborate recommendations for the introduction of the model into national prison education systems across Europe.
- <http://www.skillhubs.eu/>

### EDUCATION BY THE WAY

- 2018 - 2020 / Erasmus+
- **Aims:** To design and implement new, flexible methods and approaches in non-formal education for adults with low competences.
- <https://eaea.org/our-work/projects/education-by-the-way/>

## 11.2.3 Validation of learning

### MAKING INFORMAL RECOGNITION VISIBLE AND ACTIONABLE (MIRVA)

- 2017 - 2020 / Erasmus+
- **Aims:** To improve the recognition of non-formal and informal learning through the use of Open Badges. Project examines different conditions necessary to create a favourable environment for Open Endorsement, and provides guidelines for various target groups: organisations, practitioners, communities, individuals, technology providers and their clients.
- <https://mirva.openrecognition.org/>

## 11.2.4 Policy and advocacy

### MOVED

- European Structural Funds (2018 - 2020)
- A special call for projects for NGOs - Formulation of better public policy
- The goal of the project is to map current situation in AL in Slovakia mainly in the regions and to elaborate proposals supporting modern European policy in adult education and its implementation in practice. For implementation of the project we will sign memoranda on cooperation with the institutions on national level (Ministry of Education, National Institute for LLL, AIVD) and with partners in the regions (8 regions). We would like to reflect upon the concepts of learning regions and learning cities.

### BLUESS

- EaSI Up programme
- **Aim:** BLUEES is a collaboration of partners working together to support the development and implementation of the national strategy in basic skills of adults in Slovakia. It utilises shared learning and expertise across the partnership.

### 11.3. Approval Pending

Title of the project	Programme - Action	Applicant	Duration	Objectives
<b>OPEN (innOvative Prison Education, learning and training Network)</b>	Horizon 2020 European Training Network (ETN) of the H2020-MSCA-ITN-2019	Vrije Universiteit Brussel (Belgium), Research group "Participation and Learning in Detention"	3 years	OPEN aims to investigate the outcomes of innovative types of prison education, learning and training, as well as the underlying mechanisms and contexts that affect the realisation of these outcomes.
<b>lidia4@ll Upscaling Digital Literacy and Inclusion of Adults</b>	ERASMUS+ KA3 Social Inclusion (EACEA)	Instituto de Educação (IE-ULisboa)	2 years	Upscale LIDIA project (Portuguese project)
<b>Dialogic Media Literacy against online disinformation and fake news focus on digitally excluded groups across Europe</b>	ERASMUS+ KA3 Social Inclusion (EACEA)	Agora La Verneda (Barcelona)	3 years	The purpose of the project is to develop education policies that will expand dialogical media literacy as an effective tool for the identification of online misinformation and fake news, encouraging the inclusion of digitally excluded groups.
<b>SUPPORT - SUPport of Problem-solving mentality in lifelOng leaRning for Trainers</b>	ERASMUS+ KA2	Panevėžys EducationCenter PEC (Lithuania)	2,5 years	By supporting the trainers in what we call "problem-solving" situations, with multiple tools and methods as well as valuable background information and scenarios, the project aims to enforce in an antihierarchical way inclusion, retention and outreach in the adult learning environment.
<b>DIVERSITY</b>	ERASMUS+ KA2	NBEB - Lower Saxony League for Liberal Adult Education	30 months	To accompany the EU AE systems in the mentality shift from focussing on migrants as distinct target groups and preparing them for integration into the society around them, towards including migrants into the providers' regular programmes as an equal target group to actively and directly foster diversity and inclusion in AE and in society.
<b>Accessibility and Future of Language Learning</b>	ERASMUS+ KA2	City of Bonn (VHS)	24 months	Language is at the heart of preserving cultural heritage and national identity. The project is therefore examining which foreign languages are taught in a selection of adult education institutions in European countries, as understanding and speaking the national language is always an expression of appreciation and acceptance of a country's cultural and national identity.

Title of the project	Programme - Action	Applicant	Duration	Objectives
<b>Developing Strategies for Adult Education Providers and Adult Educators</b>	ERASMUS+ KA2	CARDET (Cyprus)	2 years	Follow-up on DIMA (Designing, Implementing and Monitoring Adult Education Strategies) but from the perspective of (adult) education providers.
<b>Digital Adult Educators: Preparing Adult Educators for a Digital World</b>	ERASMUS+ KA2	University of Latvia	2 years	Develop digital skills of adult educators.
<b>Learning Right(s) - Tailoring Learning Opportunities for Migrants with Dyslexia</b>	ERASMUS+ KA2 (Italian NA)	CEIPES (Italy)		Training AE staff on how to work with migrants with dyslexia  Digital learning for migrants with dyslexia
<b>European eStory Lab: European Digital Storytelling for adult educators</b>	ERASMUS+ KA2	KEB (Germany) Michael Sommer	30 months	Purpose of the project is that adult educators learn to prepare and manage digital storytelling workshops, where people with different cultural backgrounds and ages come together and create together videos about their roots and their understanding of "home" and "Europe".
<b>MASTER - Measures for Adults to Support Transition to further Education and Re-skilling opportunities</b>	ERASMUS+ KA2 (Italian NA)	FORMA.Azione srl Italy	28 months	The proposal intends to facilitate the reintegration of adults from disadvantaged groups into further formal education programmes or into the labor market, by improving their basic skills.

## 12. Finances

EAEA currently has a 3-year framework contract, and 2019 is the 2nd year of this operating grant. 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 2018, we were able to receive funding for a full-time staff member, and Matthias Jespers started in February 2018 with the support of this fund.

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

## 13. 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.

The Executive Board analysed the membership structure of the last few years and realised that a number of the new members that had been recruited recently also left very quickly or that others never paid their membership fee. The GA in 2018 therefore decided that new members would have to pay within 4 months in order to confirm their membership. It was also decided that the recruitment would be done on the recommendation of board members and members.

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).

### 13.1. 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.

### 13.2. Member involvement

The board will also consider how to involve members more in its activities and themes and will discuss and then launch a possible strategy in 2019. This will also contribute to the strategy discussion that should take place in late 2019 / early 2020.

## 14. Staff issues

Currently, the following staff members work for the EAEA:

#### Brussels:

- **Gina Ebner**, Secretary General
- **Raffaella Kihrer**, Policy Officer (on maternity leave from Nov. 2018 – April 2019)

- **Francesca Operti**, Project Manager (on maternity leave from December 2018 – mid-June 2019)
- **Riccardo Gulletta**, Project Manager (maternity cover for Francesca until June 2019)
- **Aleksandra Kozyra**, Membership and Events Officer
- **Matthias Jespers**, Administration Officer
- **Georgios Karaiskos**, Project Assistant (until January 2019)
- **Silvia Tursi** (with CIP contract until October 2019)

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

- **Sari Pohjola**, Communications Officer

## 15. 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 2019, meetings will be held in Zagreb, Berlin, Copenhagen, 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 2020

The theme for 2020 will be 'access and outreach'. EAEA will work with the new Commission and the new Parliament to promote and strengthen adult education at the EU level and beyond.



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

**Mundo-J, Rue de l'Industrie 10, 1000 Brussels**  
Tel. +32 2 893 25 22  
eaea-office@eaea.org  
www.eaea.org



Co-funded by the  
Erasmus+ Programme  
of the European Union



Ministry of  
Education  
and Culture

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The publication has received funding from the Ministry of Education and Culture in Finland.