



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

**ACTIVITY REPORT**

**2019**



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# 1 Highlights

## FutureLabAE

project kicks off,  
14-15 January, Paris



EAEA speaks at the **EQF Peer-Learning Activity**  
22 January, Brussels

EAEA participates in the **Education Summit**  
26 January, Brussels

Innovate  
learn  
share  
act!



Meeting with **EACEA Head of Unit**  
1 March, Brussels

Input at the **Mutual Learning Workshop:**  
Implementing Upskilling  
Pathways,  
27 March, Brussels

Webinars of the **UP-AEPRO project kick off**, 6 May

**EAEA Executive Board**  
members meet in Berlin,  
9-10 May, Berlin



EAEA hosts the final  
workshop of the  
**LQN project** on  
local development  
through citizens'  
empowerment,  
28 May, Brussels

January

February

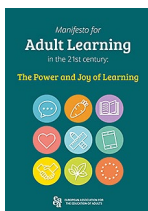
March

April

May

June

A new **EAEA manifesto for Adult Learning in the 21st Century** is published,  
4 February



**EAEA Executive Board** members discuss adult education with stakeholders from Southeastern Europe,  
25-26 February, Zagreb



EAEA host a study visit for its member **Portuguese Cerebral Palsy Association**  
1-4 April, Brussels



Meeting of **German members of EAEA**  
30 April, Bonn

**EAEA General Assembly**  
elects a new Board and President,  
26 June, Copenhagen

**EAEA annual events** bring together 130 participants from around Europe,  
26-27 June, Copenhagen



**EAEA Younger Staff Training**  
hosts 14 young European professionals in adult education, 23-27 September, Brussels

**Multiplier event** of FutureLabAE project and EAEA Executive Board meeting are held in Helsinki, 11-12 December



**UP-AEPRO project** partners and learners meet for a learning activity, 23-27 September, Brussels

Participation in the **consultation on LifeComp** 27 November, Brussels



Co-organisation of and input at the launch of **GRALE: Global Report on Adult Learning and Education** 5 December, Brussels

EAEA participates in the **Strategic Dialogue meeting** on the European Semester, 4 July, Brussels

July

August

September

October

November

December

EAEA meets with **Finland's minister of Education** Ms Li Andersson, 14 August, Helsinki



EAEA Secretary General Gina Ebner is inducted to the **International Adult and Continuing Education Hall of Fame** 19 September, Belgrade



Meeting with **Finnish Summer Universities representatives** 8 October, Brussels

Participation in the **Vocational Skills Week** 14-18 October, Helsinki

EAEA meets with Sabine Verheyen, **Chair of the CULT-Committee** 9 December, Aachen

# 2

## INFLUENCING PUBLIC POLICY



## 2 Influencing public policy

EAEA is proud to present the results of its activities in 2019. Representing 130 organisations in 43 countries, we continue to be the main voice of civil society in non-formal adult education. We work with European and national bodies and other stakeholders to raise awareness of adult learning and its wider benefits, and to advocate participation in adult learning among all groups of society.

### **Spotlight on life skills**

Our annual focus in 2019 was life skills and participation: exploring the role and benefits of developing our life skills as adults, and how improving those life skills can increase our chances of becoming lifelong learners.

Life skills were a cross-cutting theme of all our activities: in the innovative practices that our members presented at the Annual Conference, and the Grundtvig Award, but also in our approach to policy advocacy work and a number of the statements we published throughout 2019. A background paper on life skills and participation was published by EAEA in December of 2019 and was subsequently disseminated via email and social media platforms.

We also organised an event concerning life skills and participation during our conference in Copenhagen in June: it comprised five interactive sessions concerning life skills and participation, allowing for discussion and good practice sharing by the participants. EAEA's members contributed to the event both as presenters of best practices, and as moderators.

### **Citizenship and adult learning**

Looking towards the links between active citizenship and citizenship education for adults was another key topic of our policy and advocacy work in 2019. A publication titled "Adult Education and Citizenship" was printed and disseminated at the Bridge 47 conference in Helsinki and at

the Lifelong Learning Week in December 2019 which focused on citizenship and democracy. We also distributed the paper to a number of stakeholders in training and education through other events and meetings, as well as on social media and our website.

## **Looking towards the future: impact and sustainability**

Throughout the activities implemented in 2019, EAEA followed the annual theme of life skills and participation, exploring the link between how needs-based and learner-centred approaches can increase participation rates across Europe and thus make a lasting impact. Results of the survey carried out following the Annual Conference on Life Skills and Participation show that almost all participants feel more inspired and committed to implementing a life skills approach in their organisations, ensuring mid-term impact. Many of them have volunteered to join a new working group on Bildung as a direct result of the conference, thus taking more ownership of the topic and further strengthening the ties within the network.

EAEA's work throughout 2019 led to increased awareness of non-formal adult learning and education at different levels, contributed to successful implementation of EU policies in the field, and provided a civil-society perspective on key issues in adult learning and education. EAEA achieved impact by reaching different levels: the EU, national and regional policy level as well as the grassroots level.

## **Reaching different levels**

In keeping with a trend started in 2018, the national level had an increasingly important role in EAEA's work in 2019. EAEA is recognized for its expertise in European policy work in the field of adult education, and is regularly invited to consult on policy issues from a civil society perspective also at the national level. EU-funded projects coordinated by EAEA, such as the National Literacy Plan for Portugal and a project to develop a national plan for basic skills in Spain, are cases in point. EAEA also has a consultative role in two projects that focus on the implementation of Upskilling Pathways



in Slovakia.

EAEA used the Board meetings in Croatia, Germany, Denmark and Finland, to meet with national, regional or local policymakers. More specifically, EAEA Board members had fruitful meetings with representatives of the Croatian and German ministries responsible for adult education, as well as with regional stakeholders. Participation in the meetings of the Working Group on Adult Learning of the European Commission as well as active engagement of EAEA Board members on the national level on behalf of EAEA were also occasions to exert influence.

The European elections, held in May 2019, were also an opportunity for EAEA to engage its members in advocacy work at the national level. Members were proactive in contacting MEP candidates with questions proposed by EAEA and shared the answers with EAEA and on social media. The newly updated Manifesto for Adult Learning in the 21st Century, shared with members in early 2019, was the basis for members' advocacy work on the national level, as confirmed by the results of the member survey and an internal study carried out before the EAEA General Assembly.

At the same time, EAEA has reasons to be confident that the impact also reaches the local level. EAEA members working on regional and local level (associate members) report that they use EAEA's policy arguments also in their advocacy work. On several occasions EAEA was contacted by local organisations that are members of EAEA umbrellas, for example during best practice collections; members disseminated EAEA's statements and other publications via their newsletters, social media and websites. Importantly, the EAEA member survey from 2019 shows that over half of members (55%) consider EAEA's impact on their organisational level to be "strong" or "very strong".

EAEA has a key role in monitoring EU policies, providing feedback and advocating increased recognition of adult learning at the European level. Targeted communication to and with EU policymakers led to a better understanding of the importance of non-formal adult education and its wider benefits. In 2019 EAEA updated its Manifesto for Adult Learning in the 21st Century to make a strong case for adult learning, and used it in meetings with European policy-makers to explain its stand on adult

education. To provide civil society feedback on how EU policies in adult learning are taken up in Member States, EAEA continued to consult its members on the implementation of Upskilling Pathways and the European Agenda for Adult Learning. The civil society perspective was then shared with the EU levels through policy statements and publications disseminated online and/or in print at key events, and during meetings and inputs.

In recognition of its expertise in the field of adult learning and education, EAEA is regularly invited to contribute to EU-wide events and expert workshops organised by European stakeholders. In 2019 EAEA provided an input at the Mutual Learning Workshop on Implementing Upskilling Pathways, at an EQF Peer Learning Activity and participated in a consultation of the LifeComp Framework organised by the European Commission, among others. This ensured that the perspective of EAEA and its members on key issues in adult learning and education reached EU policymakers and European stakeholders.

Over the years, EAEA has developed a close relationship with both DG EMPL and DG EAC, as well as with the CULT and EMPL Committees in the European Parliament. Regular meetings with Education Attaches of the Council and activities in the Committee of the Regions, facilitated by one of the members of EAEA Board, were another opportunity to exert influence on the EU level.

Taking account of the changes following the European elections, EAEA reached out to the new Members of the European Parliament with formal letters and invitations to join the Lifelong Learning Interest Group. EAEA representatives also met with the Chair of the new CULT Committee. EAEA members were informed about the changes at the policy level post-elections and took the initiative to contact new MEPs from their countries, thus supporting EAEA in ensuring continuous impact in spite of the institutional changes.

EAEA's active use of pan-European platforms such as EPALE ensures outreach to the wider adult learning community in Europe; membership with ICAE and partnerships with ASPBAE and AAACE helps EAEA reach the global level. In 2019, the relationship with the UNESCO Institute for Lifelong Learning was further strengthened through the joint organisation of the

European launch of the Global Report on Adult Learning and Education (GRALE), a successful event that brought together high-level governmental, intergovernmental and civil society contributors from Europe and beyond.

Membership with, and active contribution to, the work of the Lifelong Learning Platform, CONCORD Europe and Social Platform also ensure a multiplying effect and sustainability of all activities of EAEA. Until mid-2019, EAEA Secretary-General was President of the Lifelong Learning Platform. EAEA is still represented in the Steering Committee of the Lifelong Learning Platform by Susana Oliveira, EAEA's former Vice-President.

## Statements and opinions



### IN 2019, EAEA CONTRIBUTED TO EU POLICIES WITH THE FOLLOWING PAPERS, RECOMMENDATIONS, AND RESPONSES:

- Life skills and participation in adult learning - **EAEA policy paper**
- The future of adult learning in Europe - **EAEA background paper**
- All we want is...a new Erasmus+ programme that strengthens European adult education - **EAEA's statement**
- Implementing the Agenda for Adult Learning: Are we there yet? - **EAEA's statement**
- Adult education and citizenship - **EAEA background paper**
- Council Recommendation on Validation of non-formal and informal learning (VNFIL) - **EAEA's response**
- Why Erasmus+ should include KA1 learning mobility for adult learners - **EAEA infographic**
- ET2020: What will come after 2020? – **EAEA's statement**
- European Parliament report on Erasmus+ - **EAEA's response**
- European Commission's stocktaking report on Upskilling Pathways: **EAEA's reaction and further recommendations**



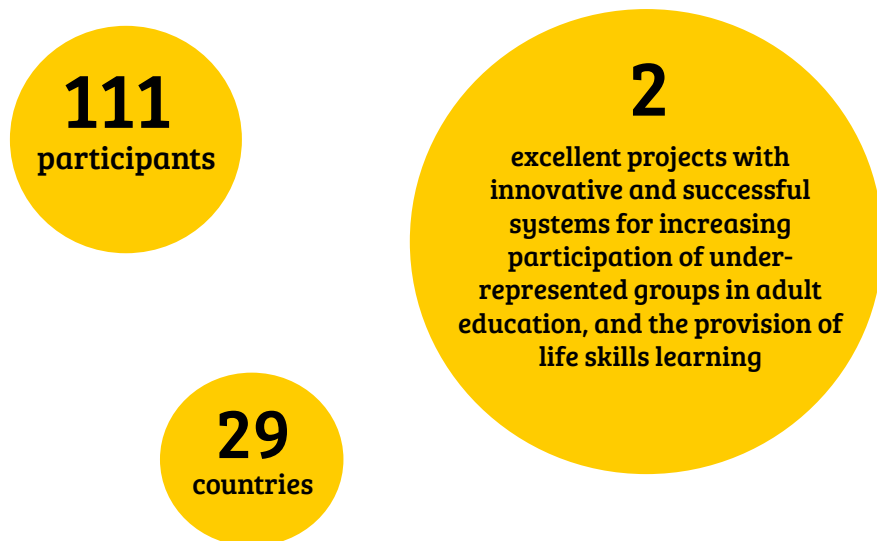
# 3

## CONFERENCES AND EVENTS



## 3 Conferences and events

### Annual events in Copenhagen, Denmark



### General Assembly

The General Assembly of EAEA members, which is the main decision-making body of EAEA, met on 26 June in Copenhagen to discuss and approve the EAEA financial and activity reports in 2018 and the plans for the year ahead. There were a total of 111 participants, with 29 member countries represented or present.

4 new associate members were approved at the 2019 General Assembly.



EAEA General Assembly took place in historical Vartov in Copenhagen.

## Grundtvig Award Ceremony

EAEA welcomed 23 applications with examples of innovative practices on life skills from around the globe. Our esteemed jury selected two winners who were invited to an award ceremony in Copenhagen. The event had 98 participants, many of whom were EAEA members and the event was widely disseminated through social media and the website.

“

**This award shows significance given by the EAEA to acquiring life skills in adult education and, more important, in informal and non-formal environments.**

**- Olena Korhzykova, DomSpain**

## WINNERS

### **National Category: The Street University, UNIEDA, in partnership with Upter and UPBeduca Biella (Italy)**

A project which reintroduced citizens to the pleasure of learning and being part of a community by placing the individual at the centre of the learning activity. In order to engage a bigger share of low-skilled adults in education, the project broke out of classroom walls to reach out to learners in public places. The objective was to address the so-called functionally illiterate people who have difficulties in daily living and employment tasks which require reading and writing skills beyond the basic level.

### **European Category: Open IT Up, DomSpain**

A project aiming to extend and develop educators' competencies in teaching literacy, as well as digital and entrepreneurial skills to vulnerable groups of adult learners by making use of new effective tools and technologies. The project's objective is to create opportunities for both educators and adult learners to acquire the knowledge and skills necessary to be self-employed.



**What we are lacking in Italy is the recognition of acquired competences in a non-formal setting. We hope that the visibility of this project and this recognition will reach political decision makers, and make them reflect on a reform that Europe is asking of us.**

**- Mariella Ciani, USE**





Street University receiving the Grundtvig Award.



Winner of the European Category, Open IT Up.

## Annual Conference: Life skills and participation

Our annual conference, held in Copenhagen on 26/27th of June, was dedicated to the topic of life skills and participation. The conference was organised in cooperation with the Danish Adult education Association (DAEA). It provided an opportunity for discussion on life skills and advocacy developments between our members, as well as a place to share best practices.

“

**How can we encourage a holistic approach to learning? Jobs might not be the key - but fun might be!**

– Lene Andersen



Lene Rachel Andersen at the annual conference: Adult education should help people to adjust to new realities.



Participants at the Annual Conference.

“

**We are proud of our diversity, but there are some areas where we need a common approach, life skills is one of these approaches.**

**– Katarina Popovic**

## EAEA Younger Staff Training

The 8th edition of the EAEA Younger Staff Training took place between 23 and 27 September in Brussels. Aiming to engage young adult education staff in European developments in the sector and provide a space for peer exchange, the training is organised annually (since 2011). Following on from the successes of study visits to Belgian adult education providers we decided to incorporate this into the training in 2019. The participants had an opportunity to visit Lire et Ecrire and Foyer in Brussels: Lire et Ecrire is a long-standing EAEA member, and Foyer is an important partner for our work on social inclusion.

**“ I met great people from all around Europe, I heard their perspectives, how they see adult education, life skills, basic skills, how we can use them.**

**- Vladimir, Serbia**

### **HIGHLIGHTS IN 2019:**

- 16 participants representing a variety of profiles and countries
- two study visits linking policy and practice
- all participants described themselves as “satisfied” or “very satisfied” with the training





Visiting the European Parliament.

“

I really enjoyed this Younger Staff Training because it could give me the opportunity to have an overall view of adult education and I could meet as well people from different countries to share ideas with.

- Maria Luisa, Spain

# EAEA IN MEETINGS AND EVENTS

## INFLUENCING POLICY

**Input at the EQF Peer-Learning Activity on validation of non-formal and informal learning**

Brussels (BE), 22 January

**Participation in the Education, Training and Youth Forum**

Brussels (BE), 24 January

**Participation in the Education Summit, European Commission**

Brussels (BE), 26 January

**Meeting with Croatian and Serbian stakeholders in adult education**

Zagreb (HR), 25 February

**Meeting with EACEA Head of Unit**

Brussels (BE), 1 March

**Participation in the working group on adult learning**

Brussels (BE), 12-13 March

**Input at the Mutual Learning Workshop: Implementing Upskilling Pathways**

Brussels (BE), 27 March

**January**

**February**

**March**

## RAISING VISIBILITY

**Meeting of Folkbildning Norden**

Reykjavik (IS), 15-16 January

**Board meeting of Adult Education and Development**

Stuttgart (DE), 21-23 January

**Meeting with representatives of Swedish folk universities**

Brussels (BE), 29 January

**Participation in the celebration of 100 years of VHS in Germany**

Frankfurt (DE), 13 February

**Breakfast event with MEP Sabine Verheyen**

Brussels (BE), 19 March

**Meeting with the representatives of the ASEM Lifelong Learning Hub**

Brussels (BE), 29 March

- **Participation in High-level conference on the Future of Work, hosted by the European Commission**
- Brussels (BE), 9 April

- **Participation in the Upskilling Pathways Conference organized by Cedefop**
- Brussels (BE), 20 May

- **Participation in the Annual Convention for Inclusive Growth 2019**
- Brussels (BE), 20 May

- **Participation in the ESF Transnational Platform Conference 2019**
- Brussels (BE), 21-22 May

- **Participation in the Policy forum on community lifelong learning centres, CEDEFOP and Lifelong Learning Platform**
- Brussels (BE), 29 May

- **Meeting with Evelyne Bidault, Ministry of Brussels Wallonie, Department of Adult Education**
- Brussels (BE), 14 June

## April

**Meeting of German members of EAEA**  
Bonn (DE), 30 April

## May

**Participation in the Workshop on Lifelong guidance policy and practice in the EU: trends, challenges and opportunities, organised by the University of Warwick**  
Brussels (BE), 15 May

**Meeting with Polish member STOP**  
Brussels (BE), 27 May

## June

**Meeting with Nordic Bildung, Copenhagen (DK), 18 June**  
**Participation in the Workforce Roundtable, organised by Forum Europe**  
Brussels (BE), 19 June

**Participation in the Annual Conference of the Lifelong Learning Platform**  
Brussels (BE), 19-20 June

• Meeting with the  
• Austrian Education  
• attaché  
• Brussels (BE), 9 July

• Participation in the  
• Strategic Dialogue  
• meeting on the  
• European Semester  
• Brussels (BE), 4 July

• Meeting with  
• Finland's minister  
• of Education Ms Li  
• Andersson  
• Helsinki (FI),  
• 14 August

• Meeting with  
• Director General  
• Mr Olli-Pekka  
• Heinonen, Finnish  
• National Agency  
• for Education  
• Helsinki (F),  
• 14 August

• Meeting with MEP  
• Matt Carthy  
• Brussels (BE),  
• 11 September

• Meeting with MEP  
• Mairead McGuinness  
• Brussels (BE),  
• 11 September

• Co-organisation of  
• and participation in  
• the meeting of the  
• Interest Group on  
• Lifelong Learning  
• Brussels (BE),  
• 25 September

• Meeting with  
• Francesca Caena,  
• Joint Research  
• Centre  
• Brussels (BE),  
• 26 September

July

August

September

• Participation in the  
• Workshop on the Future of  
• Non-Formal and Informal  
• Learning  
• Brussels (BE), 8 July

• Meeting with  
• representatives of the  
• Horizon 2020 Enliven  
• project  
• Brussels (BE), 17 September

• Participation in the ESREA  
• 9th Triennial European  
• Research Conference  
• Belgrade (RS),  
• 19-22 September



- Meeting with the special adviser of the Finnish Education Ministry Mikko Nupponen
- Brussels (BE), 4 October

- Participation in the Vocational Skills Week
- Helsinki (FI), 14-18 October

- Meeting with Alexia Samuel, DG EMPL, European Commission
- Brussels (BE), 31 October

- Meeting with the State Secretariat for Education, Research and Innovation in Switzerland
- Zurich (CH), 13 November

- Participation in the expert workshop on validation and flexible learning pathways
- Brussels (BE), 14 November

- Meeting with MEP Radka Maxová
- Brussels (BE), 19 November

- Participation in the consultation on LifeComp
- Brussels (BE), 27 November

- Co-organisation of and input at the launch of GRALE: Global Report on Adult Learning and Education
- Brussels (BE), 5 December

- Meeting with Sabine Verheyen, Chair of the CULT-Committee
- Aachen (DE), 9 December

- Participation at the Social Standards Taskforce at the Social Platform
- Brussels (BE), 19 December

## October

- Participation in the EPALE Conference
- Warsaw (PL), 1-2 October

- Participation in the European Week of Regions and Cities
- Brussels (BE), 9-10 October

## November

- Meetings with civil society representatives from Belarus
- Brussels (BE), 6-8 November

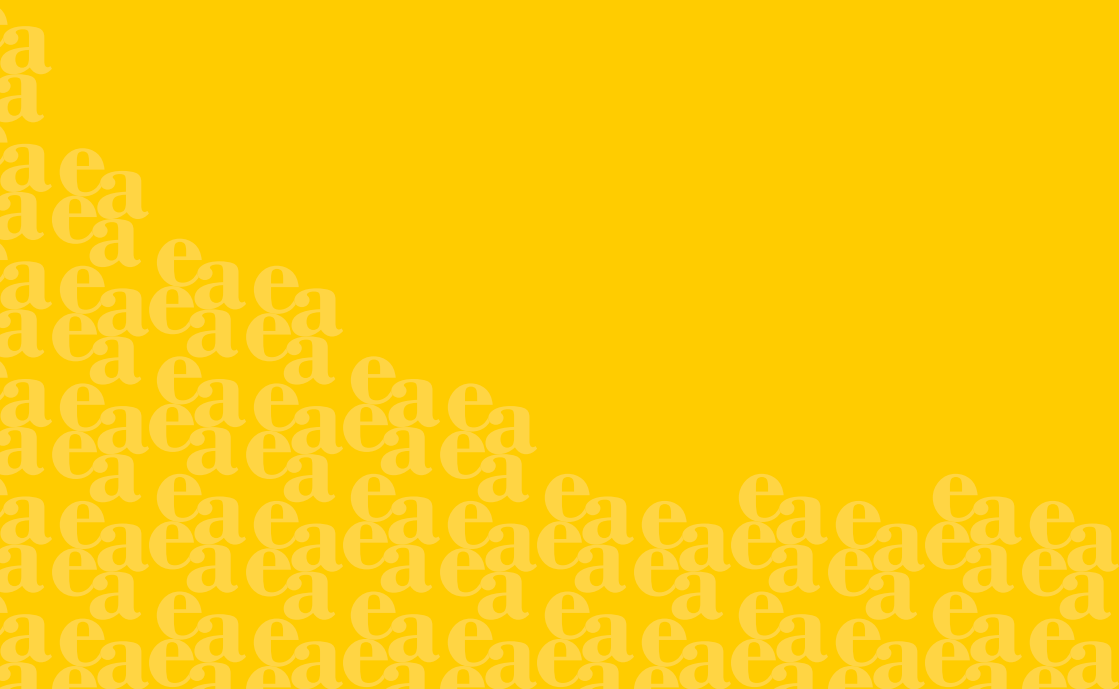
## December

- Input at the Civil Society Forum, Lifelong Learning Week
- Brussels (BE), 2 December

- Input on citizenship education at the opening reception for the Lifelong Learning Week
- Brussels (BE), 2 December

# 4

## PUBLICATIONS

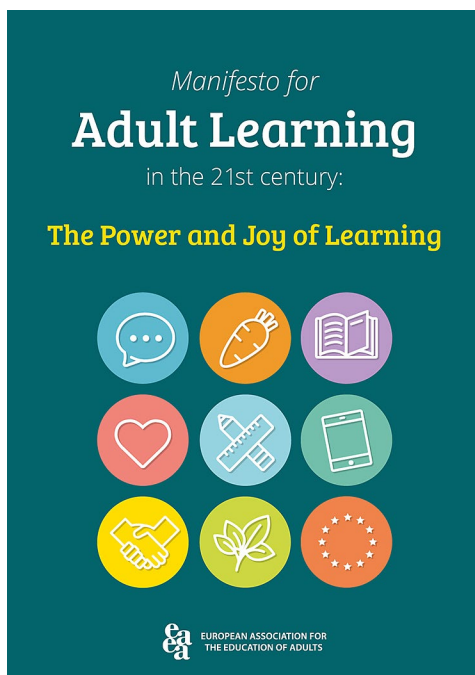


## 4 Publications

### EAEA Manifesto

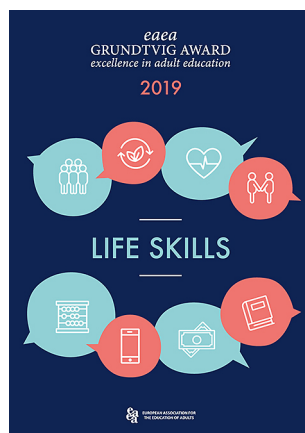
In 2019, EAEA published an updated and revised version of its Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning. It outlines the challenges in which adult education can play a key role and its transformative power. The manifesto is targeted at European, national and regional policy makers to demonstrate the benefits of adult learning. The manifesto communicates EAEA's vision of a Learning Europe with all necessary skills, knowledge and competences.

EAEA proposes a Europe-wide effort to go one step up, to develop a knowledge society that can deal with the challenges of our time. This demands sustainable investments now – on the European, national, regional and local levels in adult education. The manifesto presents nine current European challenges, which adult learning helps to solve: active citizenship and democracy; health and well-being; life skills for individuals; social cohesion, equity and equality; employment and work; digitalisation; migration and demographic change; and lastly, sustainability. It also outlines adult education policies as well as other key European and international policies where adult learning can have an impact. The manifesto is available online and in print.



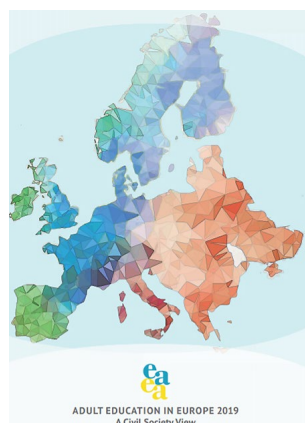
## EAEA Grundtvig Award brochure

The annual EAEA Grundtvig Award collects examples of great practices and projects, bringing out creative and out-of-the-box results that create change. The 2019 Grundtvig Award publication presents 23 nominee projects on the topic of Life Skills and showcases various ways to foster learner centred approach in adult education. Publication was widely disseminated to relevant stakeholders and policy-makers on a European, national and regional levels. The publication is available both online on the EAEA website and in print.



## Adult education in Europe 2019: A Civil Society View

The annual country reports provide the perspective of non-formal adult education providers and umbrella organisations on national developments in adult learning. In 2019, members were asked about recent developments in their countries, their links to EU and international policy, especially Upskilling Pathways, Sustainable Development Goals, and the European Agenda. In total, EAEA collected responses from 30 countries. (out of the 43 represented in EAEA membership). The publication is available online and in print. EAEA has also been active in the development of our new country reports database which makes the information more accessible, as well as improves the ecological footprint (<https://countryreport.eaea.org/>).



# 5

## INFORMATION SERVICES



## 5 Information services

### Communication channels

EAEA continued to provide its members and other stakeholders with articles, blog posts, statements, policy papers, infographics and newsletters of adult learning and lifelong learning policy developments at the European level. EAEA's active social media presence, current topics and frequent news production ensure we retain the interest of members, policy makers, stakeholders, educators and the wider public. EAEA focuses on targeted and engaging communications according to our communications strategy.

Members received regular updates via email, through informal "News from Brussels" and through the bi-weekly member newsletter. The EAEA communication strategy aims to make members active participants in policy developments. EAEA's info-notes and infographics met with positive reactions from members, who use them at their national or local level. EAEA's general newsletter (published six times per year) has also remained popular and gained new subscribers.

EAEA's active use of social media, contributed to a significant increase in the number of followers on Facebook and Twitter. Policymakers also followed EAEA's social media channels and engaged with EAEA especially via Twitter.

Throughout the year, EAEA remained active on EPALE, regularly publishing blog posts and articles.

EAEA's communication is always mindful of our key stakeholder: the members. The use of communication channels to develop advocacy tools was fully exploited by EAEA during 2019. Members were active in reaching out to their policy makers using the renewed EAEA Manifesto for Adult Learning in the 21st Century as a key advocacy tool, and it was translated to several languages.

The Finnish Ministry of Education and Culture continued to support the Communication Officer (through the Finnish Lifelong Learning Foundation – KVS).

## Satisfaction with EAEA communication

EAEA members remained very satisfied with EAEA communication; all members who replied to the EAEA survey in early 2020 were “satisfied” or “very satisfied” with EAEA communication. 96% of respondents to our satisfaction survey said that they shared EAEA information content using their own social media accounts, allowing for further dissemination of publications, data and toolkits.

**Adult education  
transforms lives. It  
opens new job  
opportunities, creates  
pathways to learning  
and builds new social  
networks.**

How will you support adult learning in the EU?



**Be an #ALEsupporter  
at #EUElections2019**

Banner from EAEA social media campaign during the 2019 European Elections.

**Impact of EAEA communication work**



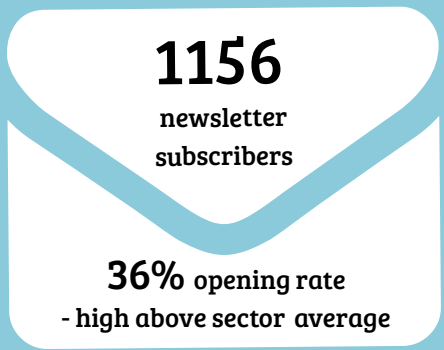
**↑ 15% INCREASE**



**23% INCREASE ↑**



**↑ 8.5% INCREASE**





# 6

## PROJECTS



## 6 Projects

EAEA's projects focus on advocacy, policy and exchange of practices in adult education and lifelong learning. As a network of over 130 organisations, EAEA is a natural promoter of project results and as a project partner is frequently responsible for dissemination. However, with increasing tendency EAEA is also asked to lead or contribute to project outputs, especially those that have a policy focus or involve a best practice collection.

### **RECOGNITION, VALIDATION, ACCREDITATION MODEL FOR BASIC SKILLS IN SPAIN**

- **2019-2021 / Funded by and implemented in cooperation with the Structural Reform Support Service in the Directorate-General of the European Commission**
- **Aims:** Improve the integration of low-skilled adults in education and, in the long-term, in the labour market in Spain. Its main activities include the drafting of a diagnostic report on the state of play of basic competences and an international report on European good practices; the development of a proposal for a reference framework and of an evaluation and accreditation model of basic competences; and the undertaking of a pilot.

## UPSKILLING PATHWAYS IN AEPRO

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



## NATIONAL LITERACY PLAN FOR PORTUGAL

- **2018-2020 / funded by the EU and implemented in cooperation with the Structural Reform Support Service**
- **Aims:** Improve the skill level of the adult population in Portugal by increasing 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. It will also provide knowledge, expertise and tools on developing innovative, change oriented adult learning provision which will have an extremely positive impact on low-skilled learners and the society as a whole.
- **Info:** [eaea.org/project/future-lab](http://eaea.org/project/future-lab)



## Partner projects / Policy and advocacy

### DEVELOPING STRATEGIES FOR ADULT EDUCATION PROVIDERS AND ADULT EDUCATORS (DIMA 2.0)

- **2019-2021 / Erasmus+ KA2**
- **Aims:** Improve the capacity of adult education providers to be able to design strategies and programs, to reach out more effectively to low skilled or low qualified adults.
- **Info:** [eaea.org/our-work/projects/archive-policy-and-advocacy/dima-2-0](http://eaea.org/our-work/projects/archive-policy-and-advocacy/dima-2-0)



## BLUESS: BLUEPRINT FOR BASIC SKILLS DEVELOPMENT IN SLOVAKIA

- **2019-2021 / EASI**
- **Aims:** To support the development and implementation of the national strategy on basic skills of adults in Slovakia.

## Partner projects / Professionalisation

### 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.
- **Info:** [eaea.org/our-work/projects/professionalisation/international-comparative-studies-students-practitioners-adult-education-lifelong-learning-intall](https://eaea.org/our-work/projects/professionalisation/international-comparative-studies-students-practitioners-adult-education-lifelong-learning-intall)



## DIGITALAD: DIGITAL ADULT EDUCATORS - PREPARING ADULT EDUCATORS FOR A DIGITAL WORLD

- **2019-2021 / Erasmus+ KA2**
- **Aims:** To prepare adult educators to become digitally literate, build their capacity to use and teach with the use of innovative digital tools and resources and integrate digital tools in their teaching practices for employability.
- **Info:** [eaea.org/our-work/projects/archive-professionalisation/digitalad](https://eaea.org/our-work/projects/archive-professionalisation/digitalad)



## SUPPORT: SUPPORT OF PROBLEM-SOLVING MENTALITY IN LIFELONG LEARNING FOR TRAINERS

- **2019-2022 / Erasmus+ KA2**
- **Aims:** To enforce in an anti hierarchical way inclusion, retention and outreach in the adult learning environment in order to maximise the positive effect for the direct and indirect target group.
- **Info:** [eaea.org/our-work/projects/support-support-of-problem-solving-mentality-in-lifelong-learning-for-trainers](https://eaea.org/our-work/projects/support-support-of-problem-solving-mentality-in-lifelong-learning-for-trainers)



## Partner projects / Social inclusion

### 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.
- **Info:** [eaea.org/our-work/projects/education-by-the-way](https://eaea.org/our-work/projects/education-by-the-way)



### 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.
- **Info:** [eaea.org/our-work/projects/social-inclusion/width-women-diaspora-communities-champions-learning-live-together](https://eaea.org/our-work/projects/social-inclusion/width-women-diaspora-communities-champions-learning-live-together)



## DIVERSITY: INCLUDING MIGRANTS THROUGH ORGANISATIONAL DEVELOPMENT AND PROGRAMME PLANNING IN ADULT EDUCATION

- **2019-2022 / Erasmus+ KA2**

- **Aims:** The aim of DIVERSITY is to accompany the EU adult education systems in the mentality shift from focusing on migrants as distinct target groups and preparing them for integration, towards including migrants into the providers' regular programs as an equal target group to actively foster diversity and their inclusion in adult education and in the society.

- **Info:** [eaea.org/our-work/projects/archive-social-inclusion/diversity](http://eaea.org/our-work/projects/archive-social-inclusion/diversity)



## 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.

- **Info:** [www.dcds-project.eu](http://www.dcds-project.eu)





## MASTER: MEASURES FOR ADULTS TO SUPPORT TRANSITION TO FURTHER EDUCATION AND RE-SKILLING OPPORTUNITIES

- **2019-2022 / Erasmus+ KA2**
- **Aims:** To facilitate the participation of low-skilled adults in formal education and in the labour market by reinforcing their personal, social and learning competence, and to improve the capacity of adult education providers to reach out to the target groups through a multi stakeholder outreach strategy and a tailored training provision
- **Info:** [eaea.org/project/measures-for-adults-to-support-transition-to-further-education-and-re-skilling-opportunities-master](http://eaea.org/project/measures-for-adults-to-support-transition-to-further-education-and-re-skilling-opportunities-master)



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

- **2018-2020 / Erasmus+**
- **Aims:** To 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.
- **Info:** [www.skillhubs.eu](http://www.skillhubs.eu)



## Partner projects / 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.
- **Info:** [mirva.openrecognition.org](http://mirva.openrecognition.org)



# 7

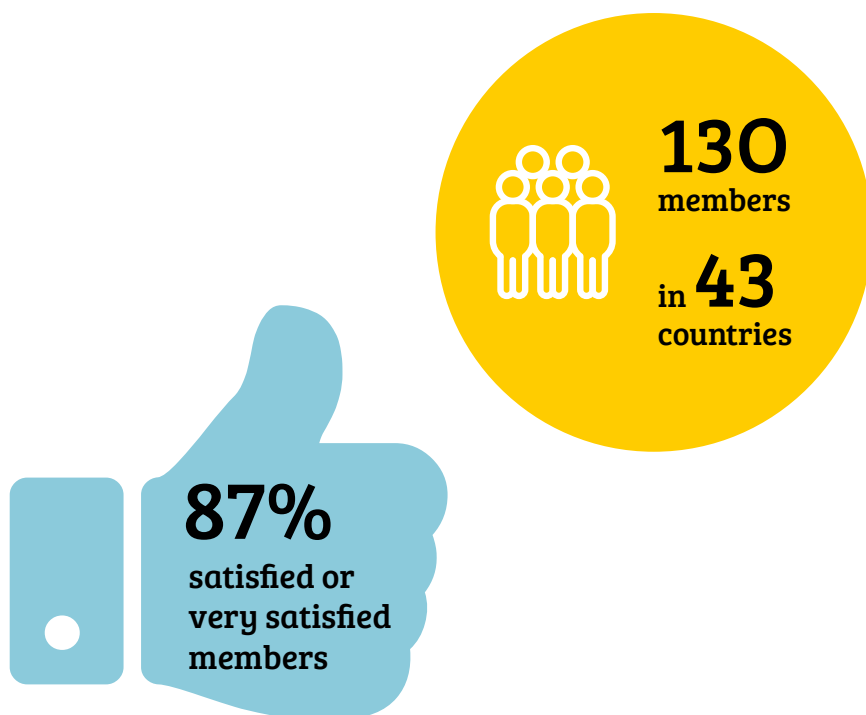
## MEMBERSHIP



## 7 Membership

EAEA continued and improved its membership strategy to offer more capacity-building opportunities to its members, to include them even more in day-to-day work, and to foster a fruitful exchange of best practices and peer learning within the network. New and participatory tools used at EAEA conferences successfully increased the engagement of members in the events as well as ensured more personalized feedback about EAEA work.

Satisfaction with membership is monitored through the annual member survey; members' views about EAEA work in 2019 were collected during the survey that was carried out in January and February 2020.



## Changes in membership

All changes in the membership in 2019 were approved by the EAEA General Assembly in June 2019:

**The following organisations became **associate** members of the association:**

- Die Wiener Volkshochschulen GmbH (VHS Wien) - The Viennese Adult Education Center Ltd. (VHS Vienna), Austria
- DDF - Departamento de Desenvolvimento e Formação da Câmara Municipal de Lisboa - Lisbon City Council's Department for Training and Development, Portugal
- ABF Norden (ABFN) - The Workers educational association of the Nordic Countries, Sweden
- Landesverband der Volkshochschulen Schleswig-Holsteins e.V. - Association of Adult Education Centres in Schleswig-Holstein, Germany

**The following organisations were **excluded** from the membership due to non-payment of membership fees in 3 years:**

- Zdruzenie Asocijacija za demokratska inicijativa, North Macedonia
- InfoCons Association, Romania
- Escuelas para la Vida, Spain
- Foundation for NGO Development, Ukraine
- Association for Education and Ageing, UK

**The following organisations **left** the membership:**

- Institute of Entrepreneurship Development, Greece
- Associació ESPIRAL-Entitat de Serveis, Spain

# IMPACT ON ADVOCACY

**92%**

describe EAEA's impact  
on the European level  
as "strong" or "very  
strong"

**80%**

"satisfied" or "very  
satisfied" with EAEA  
advocacy work

**90%**

"satisfied" or "very satisfied"  
with EAEA's provision of up-  
to-date information on EU  
policy developments

**68%**

see the strongest  
impact of  
membership in  
their advocacy  
work



New EAEA Executive Board was elected at the General Assembly in Copenhagen.

## EAEA Executive Board 2019-2021

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 were 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.

### Executive Board meetings in 2019

- Board meeting – Zagreb, Croatia: 25-26 February 2019
- Board meeting – Berlin, Germany: 9-10 May 2019
- Board meeting – Copenhagen, Denmark: 25 June 2019
- Board meeting – Brussels, Belgium: 12-13 September 2019
- Board meeting – Helsinki, Finland: 12-13 December 2019

# EAEA Executive Board 2019



**EAEA PRESIDENT**  
**UWE GARTENSCHLAEGER**  
GERMANY

EAEA President since 2019  
EAEA Board member 2009 – 2015



**EAEA VICE-PRESIDENT**  
**BERNHARD GRÄMIGER**  
SWITZERLAND

EAEA Vice-President since 2019  
EAEA Board member since 2017



**EAEA VICE-PRESIDENT**  
**BENJAMIN HENDRIKSEN**  
IRELAND

EAEA Vice-President since 2019  
EAEA Board member since 2019



**EAEA VICE-PRESIDENT**  
**GRO SVENNEBYE**  
NORWAY

EAEA Vice-President since 2019  
EAEA Board member since 2019



**DINA SOEIRO**  
PORTUGAL

EAEA Board Member since 2019



**ALEX STEVENSON**  
UK

EAEA Board Member since 2019





**GEORGE A. KOULAOUZIDES**  
GREECE

EAEA Board Member since 2019



**KARIN TUDAL**  
FRANCE

EAEA Board Member since 2019



**LAURI TUOMI**  
FINLAND

EAEA Board member since 2019



**KLAUDIUS ŠILHÁR**  
SLOVAKIA

EAEA Board Member since 2017



**GALINA VERAMEJCHYK**  
BELARUS

EAEA Board Member since 2015



**MONICA WIDMAN LUNDMARK**  
SWEDEN

EAEA Board Member since 2019

## Finances

In 2019, EAEA successfully applied for one year's core-funding, managed through a three-year framework contract with the Education, Audiovisual and Culture Executive Agency. EAEA also renewed its service contract with EPALE to provide contents and manage communities of practice for the electronic platform. EAEA also received funding through the Belgian Maribel Fund to cover the salary of the newest staff member. The Younger Staff Training brought some income as in 2019 it again hosted a high number of participants. As in previous years, extensive project work contributed to the financial stability of EAEA. Furthermore, membership fees were - as they have been for many years - an important part of our financing.

### Staff

The EAEA staff underwent a number of changes in 2019.

- **Gina Ebner**, Secretary General
- **Francesca Operti**, Project Manager (on maternity leave up until May 2019)
- **Raffaella Kihrer**, Policy Officer (on maternity leave up until April 2019)
- **Sari Pohjola**, Communication Officer
- **Aleksandra Kozyra**, Membership and Events Officer
- **Matthias Jespers**, Administration Officer
- **Georgios Karaiskos**, Project Assistant (up until January 2019)
- **Silvia Tursi**, Policy Assistant (up until October 2019)
- **Agatha Devlin**, Policy Assistant (from September 2019)
- **Alejandra Piot**, Project Assistant (from November 2019)

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  
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