



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

WORKPLAN
2020

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Preamble

EAEA is the voice of (non-formal) adult education in Europe. EAEA is a European NGO with 130 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, the Executive Board therefore proposes the following themes for 2020: Outreach and access.

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.

Due to the COVID-19 crisis, many plans have been changed, and as far as it is currently (April 2020) possible, changes to workplan will be indicated.

1. Introduction

2020 has proven to be a strange and challenging year. In January, the official 'Brexit' happened without a clear idea how the conditions of this break will look like.

The situation in Syria is not improving and neither is the situation of refugees. Unfortunately, many European countries insist on closing all borders. The attitudes in European countries seem to drift further apart so that agreements become more and more difficult. The agreement on the next Multi-Annual Financial Framework (MFF) is **concerned** (which means, e.g., that Erasmus+ and other programmes such as ESF and Horizon cannot be implemented until an agreement has been reached). The negotiations between EC and EP are currently blocked, so this is another challenge.

In February 2020, the Covid-19 pandemic started to have a sweeping impact on life in Europe. At the time of writing (April 2020), we do not know how long the pandemic will last and which consequences will follow. We can therefore only present the plans for 2020 without security that we will be able to implement them. We are indicating the changes that have already been put in place.

2. 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) has concentrated 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 meaning is only partly taken care of.

Due to the new Commission and Parliament, the future of adult education at the European level is not clear. This is a key advocacy challenge for 2020.

The other key issue is the development of the new EU programmes, especially Erasmus+, but also ESF and any other programmes of interest to adult education.

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 presented an updated version of the Manifesto that takes new developments and new examples on board. The Manifesto continues to be the key document for our advocacy work and our arguments.

2.1 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 Lifelong Learning. After the European elections, a new group has been established; meetings are expected to continue in 2020.

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:

- Maintaining and building contacts with European institutions and other associations
- Maintaining and building contacts 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.

The main issues are:

- Promoting a strong, holistic policy strategy for adult learning and education (ALE) at the European level
- A close link between policy areas
- Making adult learning and education an important part of the EEA
- A strong programme that supports the development of ALE in Europe
- Supporting and developing civil dialogue for ALE across Europe
- Supporting our members at the national, regional and local levels in advocacy for ALE.

2.2 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.

2.3 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.

2.4 Representation

In late 2018, the European Commission started a new round of Working Groups to implement the **Education and Training 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 education 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, CEDEFOP 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

2.5 Key issues in 2020

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
- Analysis of portfolios concerning adult learning and education
- Introducing the new EC and EP to the concept of adult learning and education
- Upskilling Pathways
- 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
- The situation of ALE due to the COVID-19 crisis.

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 your 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 recognising trends in Europe or in European regions and in recognising the key challenges that adult education in general and our members in particular face.

In 2020 we will continue the work started in 2019 and based on a project supported by the Finnish Ministry of Education and Culture, the country reports will be developed online through a database.

4. Access and Outreach – Theme of the year

Improving wellbeing, wages, self-confidence and social inclusion, adult education can help to promote equality in European society. However, those least likely to access adult education are often the ones that need it most. For many low-skilled adults, education is shrouded by stigma and discomfort. Reaching out to them is key to make learners' groups more diverse and inclusive. Low-threshold access programmes can help not only in developing the confidence of these adults, but also in providing them with skills or qualifications to develop their employability and careers.

This requires learning providers to be flexible and prepared to tailor education offers to the needs of a large diversity of potential target groups, including, in particular, learners from disadvantaged groups of society, such as disabled learners and learners with low levels of formal education. It also means accounting for changes in learning programmes to make learning more inclusive for all backgrounds, and cultural or religious beliefs. This diversity in adult education is, at the same time, one

of the greatest strengths of the sector, as it provides a space and opportunity for intercultural dialogue, encouraging integration and inclusion and helping to break down barriers in areas with strong cultural divides or tensions. Good practices from all over Europe show how adult education organisations and providers are making sure that every adult has the opportunity to learn.

Due to the current situation, we will put a particular focus on outreach and access during the crisis.

Access and outreach will also be the topic for the Grundtvig Award 2020. The Award Ceremony will take place later in 2020 or the following year.

5. General Assembly 2020

The EAEA General Assembly was planned to take place in Bratislava on 9 June. It will now take place online. The participants will have the opportunity to participate in the Annual Conference on the topic of 'Access and Outreach', which is also the topic of the EAEA Grundtvig Award 2020. If possible the conference will take place towards the end of the year.

6. International Cooperation

With the new EU Commission, work on the implementation of the Sustainable Development Goals (SDG's) has gained momentum. 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. Furthermore, EAEA will continue to be active in the SDG Watch Europe for the implementation of the Sustainable Development Goals in Europe. In addition, EAEA will closely follow up on the development of the Bridge 47 network that promotes the implementation on SDG 4.7 on global citizenship education (GCE) in Europe and beyond, and we will assess possibilities to cooperate in a pan-European network on GCE in the years to come. EAEA will also continue to promote global citizenship education in the context of adult learning, using a policy background paper published by EAEA at the end of 2019.

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 EAEA Communications Officer and supports the office in Brussels. EAEA is very grateful for the support of the Finnish ministry and KVS.

8. Lifelong Learning Platform (LLL)

EAEA has been an active member of LLLP from the beginning. The current representative in the LLLP steering committee is Susana Oliveira. The close cooperation between the two associations will continue. It brings together 42 members from different lifelong learning sectors.

LLL 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 eight 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.

The last few years have been very successful with a high number of participants and an adapted concept, which has proved very popular. The 2020 course would have taken place from 23 – 27 September, but it has been postponed.

10. Executive Staff Training

The first edition of the EAEA Executive Staff Training would have taken place on 27-28 October in Brussels. This training has also been postponed. It will provide a space for exchange among decision-makers at European adult education institutions and will offer in-depth information into EU policy level in adult education and lifelong learning. Through a series of meetings with key representatives of the European Commission and Members of the European Parliament, the participants will get closer insight into the EU decision-making process, new developments following the appointment of the new European Commission (2019 - 2024), and into how to target their advocacy to reach both the national and EU level.

11. EPALE

EAEA was part of the editorial board of EPALE from 2017 - 2019. At the end of 2019, the contract between the EC and the main contractor, Ecorys, came to an end. EAEA is currently negotiating with the new contractor, Tremend, to continue as thematic coordinator, with a larger role than before. 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 would also help prepare conferences and contribute to the overall strategy of EPALE. 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. Working Group on 'Bildung'

Based on the book 'The Nordic Secret' and the presentation of one of its authors, Lene Rachel Andersen, EAEA decided to set up a working group on how the concept of 'Bildung' (oriented on the German understanding of Bildung rather than the more functional education in English) can be related and applied to adult learning and education. Under the guidance of EAEA's President Uwe Gartenschlaeger, the group has developed a project concept and will submit an Erasmus+ project proposal.

13. Projects

Due to the COVID-19 crisis, some of the projects will have to be amended, meetings and conferences might have to be cancelled or postponed or held online. The duration of projects might also be extended.

13.1 Ongoing EAEA-led projects

NATIONAL LITERACY PLAN FOR PORTUGAL

- 2018- 2020; Funded by and implemented in cooperation with the Structural Reform Support Service in the Directorate-General of the European Commission.
- The project aims to improve the skills 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.

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.
- The project aims to 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.

FUTURELABAE

- 2018 - 2021 / Erasmus+ KA2
- FutureLabAE will provide adult education organisations, staff and trainers with resources and a space for discussing with and learning from each other on two main issues: the situation of democracy in Europe, where an increasing number of citizens start leaning towards xenophobic and populist parties or choose not to vote at all; and the alarmingly high number of people in Europe who lack basic skills, especially digital skills. The project will also provide adult education organisations with knowledge, expertise and tools to become more change-oriented and develop innovative provision which will have, on a medium-term, an extremely positive impact on low-skilled learners and the society as a whole.
- eaea.org/project/future-lab

UPSKILLING PATHWAYS IN AE PRO

- 2018 - 2020 / Erasmus+ KA2
- 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).
- eaea.org/project/up-ae-pro

13.2 Ongoing projects in which EAEA participates as a partner

13.2.1 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.
- eaea.org/our-work/projects/professionalisation/international-comparative-studies-students-practitioners-adult-education-lifelong-learning-intall

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

- 2019 - 2021
- **Aims:** to 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.
- eaea.org/our-work/projects/archive-policy-and-advocacy/dima-2-0

DIGITAL ADULT EDUCATORS: PREPARING ADULT EDUCATORS FOR A DIGITAL WORLD (DIGITALAD)

- 2019 - 2021
- **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.
- eaea.org/our-work/projects/archive-professionalisation/digitalad

SUPPORT OF PROBLEM-SOLVING MENTALITY IN LIFELONG LEARNING FOR TRAINERS

- 2019 - 2022
- **Aims:** to enforce in a bottom-up inclusion, retention and outreach in the adult learning environment in order to maximize the positive effect for the direct and indirect target group.
- eaea.org/our-work/projects/support-support-of-problem-solving-mentality-in-lifelong-learning-for-trainers

13.2.2 Social inclusion

WIDTH "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.
- 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.
- 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.
- eaea.org/our-work/projects/education-by-the-way

MEASURES FOR ADULTS TO SUPPORT TRANSITION TO FURTHER EDUCATION AND RE-SKILLING OPPORTUNITIES (MASTER)

- 2019 - 2022 / Erasmus+
- **Aims:** To facilitate the reintegration of adults from disadvantaged groups into further formal education programmes or into the labour market, by improving their basic skills.
- eaea.org/project/measures-for-adults-to-support-transition-to-further-education-and-re-skilling-opportunities-master

DIVERSITY

- 2019 - 2022 / Erasmus+
- **Aims:** To accompany the 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.
- eaea.org/our-work/projects/archive-social-inclusion/diversity

13.2.3 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.
- mirva.openrecognition.org

13.2.4 Policy and advocacy

MOVED

- 2018 - 2020 - European Structural Funds (special call for projects for NGOs - Formulation of better public policy)
- **Aims:** 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.

BLUEPRINT FOR BASIC SKILLS DEVELOPMENT IN SLOVAKIA (BLUESS)

- 2019 - 2021 - Employment and social innovation programme, EASI
- **Aims:** To support development and implementation of the national strategy in basic skills of adults in Slovakia by mapping the situation related to literacy, numeracy and digital skills of the Slovak adult population, developing tools and methodologies to identify the needs of low-skilled jobseekers and other persons related to basic skills to train the staff involved in dealing with basic skills issues in adults in Slovakia.

13.3 Approval Pending

| Title of the project | Programme - Action | Applicant | Duration | Objectives |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REGALE – Regional capacity building for adult learning and education | ERASMUS+, KA3 AE Networks | EAEA, Belgium | 36 months | <ul style="list-style-type: none"> • To strengthen civil society in adult education at the regional and local level • To increase capacity of adult education actors at regional and local level • To create or foster cooperation among different stakeholders working in adult education (public authorities, AE and VET providers, employers, public agencies, NGOS, libraries, etc.) • To create a dialogue between regional authorities, providers and civil society organisations working on adult education • To learn from best practices and peers from all over Europe |
| BILDUNG - Building Inclusive Lifelong learning systems by Developing a European Understanding of Bildung for the Next Generations | ERASMUS+, KA2 | DWW INTERNATIONAL, Germany | 30 months | Exploring the concept of Bildung and its applicability to various fields, e.g. digitisation, sustainability etc.; development of a methodology for integrating “Bildung” in adult education; political recommendations. |
| AFOLL- Accessibility and Future Of Language Learning | ERASMUS+, KA2 | VHS WIEn, Austria | 24 months | Collection of best practices for language learning and democracy + study on use of language learning to promote democracy in different regions of Europe; toolbox of methods; policy recommendations. |
| INTALL for all - International and Comparative Studies in Adult Education and Lifelong Learning for all | ERASMUS+, KA2 | Wurzburg University, Germany | 36 months | To foster the European dimension of AE university courses. |
| All inclusive - Erwachsenenbildung und Inklusion: neue kooperative Ansätze | ERASMUS+, KA2 | KEB, Germany | 36 months | Jointly together in cooperation with the groups concerned, this project develops criteria for inclusive adult education institutions and transforms them into praxis. |

| Title of the project | Programme - Action | Applicant | Duration | Objectives |
|----------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MOTIV-ACTION – MOTIVating Low-skilled Adults in ACcessing Upskilling PaThways to Increase OpportuNities | ERASMUS+, KA2 | Swedish Council for Higher Education, Sweden | 32 months | Develop e-guidance tools and methodologies that career counsellors could use to support adults with low skills (in particular digital skills) to find new employment opportunities. |
| WIJ - Women in job | AMIF | Lazio Region, Italy | 24 months | Promote innovative practices that include women migrants in sustainable economic development and social cohesion of local communities; in a process of validation and recognition of their skills, competences and studies; and in training offers. |
| EDUCESS - Educational Access and Uptake for All European Learners (resubmission) | HORIZON 2020 | Maastricht university, the Netherlands | 48 months | <ul style="list-style-type: none"> • The realization of a quantitative European research on the impact and learning outcomes of adult education; • The development of an overall Intelligent Decision Support System in which policy making and science have to be bridged in a sustainable way. • Translation of the research results on adult and continuing education into guidelines for the development of sustainable and innovative learning pathways next to inclusive and sustainable policies for disadvantaged and vulnerable target groups like low skilled, youngsters, unemployed, disabled, learners with different gender and learners with low levels of basic and functional literacy. |
| OPEN - innOvative Prison Education, learning and training Network (resubmission) | HORIZON 2020 | Vrije Universiteit, Belgium | 36 months | 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. |
| FOCAL - Fostering Outreach through Capacity-building for Adult Learning organisations | Erasmus+, KA1 | EAEA, Belgium | 15 months | The project will support adult education staff in improving their outreach strategies. |

| Title of the project | Programme - Action | Applicant | Duration | Objectives |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DISINFOEND - Dialogic Media Literacy against online disinformation and fake news focus on digitally excluded groups across Europe (resubmission) | Erasmus, KA3 Social Inclusion | Agora La Verneda, Spain | 36 months | 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. |
| Making 45+ be active Consumers by means Of adult Education and ICT Tools | ERASMUS+, KA2 | Nikanor, Bulgaria | 24 months | <ul style="list-style-type: none"> • To support adult educators in understanding better the characteristics of active older consumers; • To increase the awareness of adult educators about advantages and traps of Silver Economy; • To provide older consumers with the knowledge and skills to understand the making and receiving of the proposed truth in marketing and the need for legal, decent and truthful communication; • To support the development of critical thinking skills of adults. |
| GLAS - Guidance for Low-skilled Adults towards Skills Assessment and Validation | ERASMUS+, KA2 | Cik Trebnje, Slovenia | 24 months | <ul style="list-style-type: none"> • to support the setting up of and access to upskilling pathways for adults through skills identification and validation • to extend competences of professionals in adult education and guidance through improvement of their teaching and guidance methods and tools |
| SAFE - Safe spAces For lEarning | ERASMUS+, KA2 | EPATV, Portugal | 30 months | The aim of this project is to strive for social inclusion and change by improving and extending the supply of high quality learning opportunities for adults, through the creation of a comprehensive guide for creating and maintaining safe spaces for learning, including an extent research on safe space mentality in the life systems of people, meaning family, community and international identity. |

14. Finances

EAEA currently has a 3-year framework contract, and 2020 is the 3rd and final year of this operating grant. We are currently waiting for the new programme and how this grant will develop further. EAEA continues to be very active in project work, too. Since 2018, EAEA has also done work for DG REFORM on national developments in ALE, e.g. the Portuguese National Plan for Adult Literacy. We are hoping to have a new sub-contract for the editorial team of EPALE. EAEA also receives a subsidy from the Belgian MARIBEL fund, which is a joint fund with the aim to foster employment in the socio-cultural sector.

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

15. Membership

The last few years, EAEA has put considerable efforts into recruiting new members and improving services for existing members. 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 the Executive 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).

15.1. 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 87% of the respondents either “satisfied” or “very satisfied”. Members are particularly enthusiastic about EAEA information work, with satisfaction levels at 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. The new Manifesto for Adult Learning in the 21st Century has already gathered considerable praise, and members started to use it widely in their advocacy and communication work.

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

16. Staff issues

Currently, the following staff members work for the EAEA:

Brussels:

- **Gina Ebner**, Secretary General (80%)
- **Raffaella Kihrer**, Policy Officer
- **Francesca Operti**, Project Manager
- **Aleksandra Kozyra**, Membership and Events Officer
- **Matthias Jespers**, Administration Officer
- **Agatha Devlin** (CIP until April 2020)
- **Alejandra Piot** (CIP until November 2020)
- **Marina Vitiz** (CIP until July 2020)

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

- **Sari Pohjola**, Communications Officer

17. 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 2020, some of the five Executive Board meetings will take place online due to the COVID-19 pandemic. EAEA will monitor the situation closely and will organise physical meetings in September and/or December after the travel restrictions have been lifted. The venues will be chosen accordingly.

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.

18. Preview 2021-2023

The strategic discussion is crucial in 2020 for the next few years. We are waiting for the new core funding, where we will, very probably, have to present a 3-year plan. The board therefore put together a draft strategy, which will be further discussed at the General Assembly 2020 and is annexed to this document.



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EAEA Strategy Document 2020–2023

Foundation and thematic focal points

The European Association for the Education of Adults (EAEA) is the voice of non-formal adult education in Europe. EAEA is a European non-governmental organisation (NGO) with 133 member organisations in 43 countries and represents more than 60 million learners across Europe.

Goal: Promote adult learning, and access to and participation in non-formal adult education for everyone in Europe.

Based on this overarching goal, our main objectives are:

- Put and keep adult education high on the political agenda in Europe, while using our influence and networks to also promote adult education globally, nationally and regionally
- Strengthen civil society supporters and providers of adult education
- Promote a comprehensive and holistic understanding of adult learning
- Promote quality and professionalization in adult education provision
- Maintain and strengthen the community of EAEA members
- Enable development and the transfer of innovation in adult learning across borders
- Find partners and supporters of adult education at all possible regional, national, and European levels

Foundation:

The human right for education is the starting point of EAEA's engagement. We are convinced that education should be inclusive, lifelong and life-wide. EAEA supports the implementation of the Sustainable Development Goals agenda, we are convinced that adult learning and education (ALE) can provide important contributions to reach the Agenda 2030.

The EAEA Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning is the heart and soul of the EAEA's strategy. Its second version was published

in 2019. An updated, third version of the Manifesto will be published no later than 2023. The updated Manifesto will take into account the thematic areas highlighted in this strategy as well as the discussions around a new “Bildung” concept that began in the summer of 2019.

The coming years will be shaped by the social and economic response to the COVID emergency in the same way that the last decade has been shaped by 2008 economic crash. EAEA is committed to a flexible response to challenges our societies will face in this context.

Thematic focus: *Promote a comprehensive and holistic understanding of ALE, including the professionalization of ALE provision and innovations in delivery and learning*

Europe and the Europeans are facing multiple challenges in a changing world: Peace and multilateralism are contested, migration and digitalization are transforming the world we know, the consequences of climate change are affecting our daily life and our future. At the same time, European societies are ageing, the economy and the labor market are undergoing constant changes and the open and democratic European life style is contested from the outside and inside.

ALE (Adult Learning and Education) has a lot to contribute to deal with these challenges. In the upcoming years, EAEA will focus on four key topics.

The first of the EAEA four key topics, “Access and Outreach” was adopted as the topic for 2020. The annual topics for the upcoming three years will be taken from the other three focus areas proposed in this strategy.

The measures to implement these topics will be specified in the annual work plan. They include policy papers, the Grundtvig Award, conferences, meetings and trainings, publications, and projects. Additionally, the EAEA Board of Directors will establish working groups on each of the topics under the coordination of the President and Vice-presidents. It is intended that during the period of this strategy EAEA participates in at least one European project for each of the thematic focus areas.

Access and Outreach

Access and outreach is agreed as a joint annual topic for 2020. The main focus is on welcoming people into education who might not currently be able to participate, or

have an interest to participate in education through normal channels. It describes the idea that all adults, regardless of their background, gender, age, abilities or social class, should have an equal opportunity to participate in learning.

The impact of digitalization on ALE

This topic includes two aspects: The impact of digitalization on ALE and its institutions, and digitalization as a subject of teaching and learning (including digital literacy, digital skills for work, and digital competency as a citizen with a specific focus on people facing obstacles for participation, e.g. elderly learners)

Promoting European values among citizens

ALE is crucial to enable European citizens to reflect, decide and shape their future. On the one hand, ALE has a potential to act as a kind of vaccination against xenophobia and authoritarianism, allowing us to learn about our fellow citizens. On the other hand ALE can enable citizens to act responsibly and participate in the necessary transformations in society, economy and personal life, grounded in firm values (e.g. human rights) and a sense of global responsibility.

Education for Sustainable Development (ESD)

ESD is the global key concept for enabling citizens and communities to make informed decisions and act in times of climate change. The topic includes three aspects: How can ESD shape ALE services, how can it shape ALE institutions and how can ESD be transformed into (local) action.

Advocacy in Europe: *Put and keep adult education high on the political agenda in Europe, while using our influence and connections to promote adult education globally, nationally and regionally*

Advocating for a better recognition of ALE in Europe is a key mission of EAEA. In the upcoming years, the following issues are the focus:

- To ensure a better funding for ALE in the Erasmus+ program, including the possibility for ALE providers to apply to all actions of the program

- To advocate for adequate measures to mitigate the impact of the COVID-19 crisis. We expect national governments and the European institutions to take effective measures to enable ALE providers and staff to manage the consequences of the crisis.
- To ensure that ALE is well represented in the new ET 2030 strategy
- To advocate for a continuation of the European Agenda for Adult Learning (EAAL) as a key priority for the Commission's engagement in ALE. With the impact of COVID including a closing of borders and re-nationalisation of EU nations, strategies and frameworks like EAAL, which promote cross country collaboration for the benefit of learning and intercultural exchange, will become even more important for the EU to support in order to avoid a (further) deterioration of European cooperation in the medium and long term.

EAEA in the world: *Put and keep adult education high on the agenda at all levels (in Europe, but also globally, nationally and regionally)*

During the period of this strategy, CONFINTEA VII will take place in 2022. The CONFINTEA process represents the key reference for EAEA's work globally during the coming years. This will include the following activities:

- Supporting EAEA members in their efforts to influence CONFINTEA national reports
- Ensuring a strong civil society representation with clear messages during the Regional Conference for Europe/North America
- Supporting our global umbrella association the International Council for Adult Education (ICAE) in ensuring a strong civil society representation at the global event

EAEA is committed to contribute to the development of ICAE. A specific focus in the upcoming period should be given to strengthen ICAE's institutional capacities and ensuring the sustainability of the organization.

Service and Capacity Building for the members: *Strengthen civil society in adult education, maintain and strengthen the community of EAEA members*

EAEA is committed to providing valuable services to its member organizations. This

includes support in arranging events on the European level, guidance and support in advocating for specific interests of the members nationally and regionally, and providing spaces to network with other members across Europe. EAEA will continue to offer dissemination services for members so that our members can share the good work they are doing across the continent. Staff members and members of the Board of Directors are also available to contribute to national member events on issues to impact or are impacted by European policy issues.

The board will work on an increased involvement of member organizations in EAEA's work using their capacities, expertise and capabilities especially for advocacy action at the national level and implanting projects.

Concerning member Capacity Building, the Younger Staff Training will be offered annually. Additionally, a Senior Staff training will be offered in 2021. Both formats will be evaluated by a tracer study in 2022 and modified, if needed, in line with the outcome of the evaluation.

Institutional sustainability

EAEA members are from countries of the Council of Europe. This understanding of our continent leads to the need to develop a strategy for the work in member countries from outside the European Union. This strategy should be developed and adopted by the EAEA General Assembly in 2021.

The financial sustainability of the organization relies on three main pillars:

- Membership fees: A working group of the Board of Directors will revise the current scheme and suggest proposals for modification, with recommendations being made to membership no later than the 2021 General Assembly
- EU Core funding: During the duration of this strategy, the EAEA office and Board of Directors will prepare the applications for core funding in 2020 (for the period 2021-23) and 2023 (for the period 2024 – 26)
- Project funding: EAEA will continue to participate in projects funded by the European Union or other donors. Ideally, the topics of the projects should be related to our core mission and this strategy.

- Support for the communication officer by Finnish government: EAEA office and board will work in close cooperation with our Finnish members to ensure continuation of the financial support provided generously by the Finnish government.

EAEA will maintain and develop its office in Brussels to ensure high level services and advocacy efforts for its members. The Board of Directors is committed to support the General-Secretary and the office team in these efforts and ensure that enough qualified staff capacities are available and work facilities will be adequate. Communication is a key instrument to reach the objectives identified in this Strategy Document. The Board of Directors will discuss and adopt the existing communication strategy in 2022.

Monitoring and evaluation

Annually, the board will report to the GA on the implementation of the strategy. Based on the result of the discussion at the GA, the strategy will be adopted to the current needs.