



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

WORKPLAN
2021

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Preamble

EAEA is the voice of (non-formal) adult education in Europe. EAEA is a European NGO with 124 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 2021: Digitalisation for the annual theme and Digitalisation and Democracy for the theme of the EAEA Grundtvig Award.

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

1. Introduction

The continuing pandemic has had an enormous impact on advocacy and events, the work of the secretariat, but especially the work of EAEA members. Provision was moved online wherever possible, and wherever necessary and possible, colleagues have been working from home. Travel within Europe continues to be almost impossible.

The government of the UK decided to leave the Erasmus+ programme, which is an added challenge to all the other restrictions / changes that are happening between the EU and the UK.

Certain countries are moving further and further away from European democratic structures, while a large part of the population of Belarus are continuing their protests against the government.

The member states of the EU managed to agree on the MFF, so finally the programmes (Erasmus+, ESF) can be launched.

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 are a number of challenges and issues that EAEA will tackle in 2021:

- The impact of the pandemic on ALE
- The continuation of the European Agenda for adult learning
- The role of ALE in the Recovery and Resilience Facility
- The launch of the new programme generation, especially Erasmus+
- Digitalisation
- The preparation for CONFINTA
- The further development of the Skills Agenda
- The role of ALE for older people

- Visibility for ALE in the European Education Area
- Contribution the Conference for the Future of Europe through European civil society.¹

Last year, the EAEA presented its strategy for 2020 – 2021. This document, together with the Manifesto continue to be the basis for our advocacy work and our arguments.

2.1 Advocacy

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 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
- Our members at the national, regional and local levels in advocacy for adult learning.

The pandemic has also had an impact on advocacy work in Brussels. While we have been able to maintain contacts and participate in meetings, it is still very difficult (almost impossible) to make new contacts and to work informally. A lot of networking happens during meetings and conferences, and while they continue online, these

1) From the EC website: The Conference on the Future of Europe is a citizen-led series of debates and discussions that will enable people from across Europe to share their ideas and help shape our common future. The Conference is the first of its kind: as a major pan-European democratic exercise, it offers a new public forum for an open, inclusive, and transparent debate with citizens around a number of key priorities and challenges.

informal exchanges very rarely happen. Additionally, many processes at the EU level have been delayed (e.g. the agreement on the MFF), so this adds to the overall challenging situation. At the time of writing (April 2021), EAEA hopes that meetings and conferences will be possible in real life at least later in the year.

This is particularly important as the sector of ALE in the European Commission has moved to a new unit at the beginning of the year. It is now in the general Skills unit. Additionally, some of the colleagues who have worked in this unit for years and therefore have had good relationships with the EAEA will be leaving during 2021. It will be crucial to establish good working relationships with the new colleagues.

In the European Parliament, EAEA, together with Lifelong Learning Platform, ran the Interest Group on Lifelong Learning. The group continues its work and will focus on older learners and intergenerational learning in 2021.

EAEA is currently putting an emphasis on three key topics in advocacy (in addition to others): the continuation of the European Agenda, investment in ALE and the impact of the pandemic on ALE.

The European Agenda for adult learning has come to an end in 2020, which means that there is no general policy strategy for ALE at the European level. Upskilling Pathways is fortunately continuing quite successfully (the pandemic has underlined its importance), but it concentrates on basic skills. EAEA already started in 2020 to advocate for a replacement / continuation of the Agenda, for example by contacting the German and Portuguese presidencies. Fortunately, the Slovenian presidency will work on this topic and make it one of their priorities in the second half of 2021. EAEA will play an important role to ensure that a holistic understanding of ALE is the basis for this strategy.

A second vital topic is investment in ALE, and especially the Recovery and Resilience Facility. In 2020, the EAEA briefed its members about the possibility for member states to apply for additional funds. One of the flagships is Up- and reskilling and education. EAEA has asked its EU members to advocate for investment in ALE and has also asked the EC to monitor and insist on appropriate funds to be included in the plans.

EAEA is also trying to monitor the impact of the pandemic on ALE in general and its members in particular. Based on feedback and discussions, EAEA is publishing statements and background papers on the impact and making relevant recommendations.

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. As pointed out before, this poses a number of challenges in 2021, but the Board and the secretariat are putting in the necessary efforts to maintain the work.

2.2.1 #weareale

EAEA is joining the Campaign, which was launched in early 2021:

We are a global alliance of networks, associations and organisations for adult learning and education (ALE). We recognise the fundamental importance of ALE for justice, well-being and change. While Agenda 2030 identifies lifelong learning (LLL) as critical to attainment of the Sustainable Development Goals (SDGs), ALE which is a significant part of LLL, is largely invisible. For ALE to be seen, understood and valued, we need to advocate for greater involvement and investment by governments, donors, private sector, international organizations, and social movements. For the first time, an open alliance of ALE partners created and accepted a common global definition and a vision of adult learning and education. This includes three key domains of learning and skills: literacy and basic skills, continuing education and vocational skills, including liberal, popular and community education and citizenship skills, for youth and adults including the elderly. The ALE campaign strives to unite ALE advocates, organisations, and practitioners including health, workplaces, communities, universities, and media, to support the campaign and together strive for a healthier planet and a better world.

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

EAEA continues to represent ALE at the European and other levels as much as possible. 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. The EAEA president, board and secretariat are therefore representing the voice of ALE in Europe and beyond.

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
- Representation in the Civil Society Convention on the Future of Europe

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.

We are grateful to the Finnish Ministry of Education and Culture, which has enabled us to move the reports online to [the EAEA country report website](#).

4. Digitalisation – Theme of the year

In light of all the recent events, the world is moving to a digital-first society, as relationships, institutions and workplaces are increasingly becoming mediated by technology. While digital technologies have the power to platform everyone, there is still a lot of work to be done towards representativeness, openness and transparency. The digital gap has acutely widened, exposing a large group of the population with little or no basic digital skills, access and opportunities.

The new Online Working Group has decided that there are three main themes that EAEA could be working on:

Digital Gap

- Digital literacy
- Unequal chances to access online tools in contrast to the necessity to do so
- Access to equipment and broadband
- Digitalisation in the context of vulnerable groups:
 - disadvantaged learners
 - hard-to-reach learners
 - hard-to-serve learners

Democracy and Digitalisation (transversal topic)

- Digital Literacy / Competencies to identify valid sources in comparison to invalid sources
- Relationship between citizens and state
- Distance learning under challenging circumstances e.g. unavailability of technical equipment providing access to digital learning
- Privacy and data protection

Digitalisation in Adult Education: staff, methodologies and strategies

- Upgrading the profile of competences of teachers in adult education
- Distance learning under challenging circumstances e.g. unavailability of technical equipment providing access to digital learning
- Digital competences from an organisational and staff developmental viewpoint: developing strategies for digitalisation as an organisation

5. General Assembly 2021

The EAEA General Assembly was planned to take place in Brussels and EAEA had hoped to organise it as a hybrid event. Due to the third wave of the pandemic, it was decided to move it online. Because of that, it was decided to organise the annual conference in autumn, when hopefully enough colleagues will be vaccinated and can therefore attend in person. The GA will be combined with the final event of the project FutureLab.

6. International Cooperation

EAEA will maintain its international work by continuing to follow-up the Belem Framework from CONFINTEA VI. EAEA will also continue its cooperation with the UNESCO Institute for Lifelong Learning in order to promote the implementation

of the Belem Framework. In 2021 EAEA will start the European preparation for CONFINTEA, which will take place in Morocco in 2022.

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). Bernhard Graemiger is Vice-President for the European Region on the ICAE board, and EAEA's former President Per Paludan Hansen its treasurer.

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 cooperate with the Bridge 47 network that promotes the implementation on SDG 4.7 on global citizenship education (GCE) in Europe and beyond.

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 Kvs Foundation (also known as 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 (LLLP)

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.

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

9. Capacity building

In 2021, EAEA will continue to improve its capacity-building for members. In March 2021, EAEA will launch a survey to consult members on content-related and logistical aspects of future capacity-building activities. As members have consistently asked for more policy updates, new webinars and online events are already planned to inform members about European and international policy initiatives (such as the new Erasmus+ programme or the upcoming CONFINTA VII) and to provide a space for discussion. Some events, for example one bringing together non-EU members, will have specific target groups in mind for a more focused discussion. Recordings of all inputs will be made available to all members.

In addition, EAEA will consider organising the EAEA Younger Staff Training face to face, if travel restrictions are eased by September 2021. The virtual community Younger Staff in Adult Education will continue to be supported by EAEA. A new Erasmus+ KA3 project REGALE will also provide new opportunities for capacity-building for adult learning stakeholders in Europe, in particular building bridges between adult learning providers and regional/local authorities.

10. EPALE

EAEA has joined the new contractor for EPALE as adult education experts in its Central Support Service. 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 also helps 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.

11. 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.

11.1 Ongoing EAEA-led projects

11.1.1 RECOGNITION, VALIDATION, ACCREDITATION MODEL FOR BASIC SKILLS IN SPAIN

- 2019 - 2021; Funded by and implemented in cooperation with the Structural Reform Support Directorate-General of the European Commission (DG REFORM).
- 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.

11.1.2 SUPPORT FOR DESIGN LIFELONG LEARNING STRATEGY IN CYPRUS

- 2020 – 2021, funded and implemented in cooperation with the Structural Reform Support Directorate-General of the European Commission (DG REFORM).
- The project aims to design a Lifelong Learning Strategy for 2021-2027 and an Action Plan for its implementation. The Commission agreed to provide support and financing to the Ministry of Education, Culture, Sport and Youth in Cyprus as part of the Work Programme for year 2020 of the Structural Reform Support Programme. The project's final goal is to increase participation in adult education and training and employability of young people in Cyprus.

11.1.3 FUTURELABAE

- 2018 - 2021 / Erasmus+ KA2
- FutureLabAE provides 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 and the alarmingly high number of people in Europe who lack basic skills, especially digital skills. The project also provides 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

11.1.4 REGIONAL CAPACITY BUILDING FOR ADULT LEARNING AND EDUCATION (REGALE)

- 2021 – 2024 / ERASMUS+, KA3 AE Networks
- RegALE aims to set up or reinforce networks of adult education organisations and to create synergies with regional/local authorities in order to increase their impact and sustainability. This will be achieved by increasing the partners' capacity (and of their networks, stakeholders, partners and members at their level of action) to respond to their challenges, build cooperation structures, and promote an adult education culture in communities, cities and regions.
- www.regalenetwork.eu

11.1.5 BUILDING INCLUSIVE LIFELONG LEARNING SYSTEMS BY DEVELOPING A EUROPEAN UNDERSTANDING OF BILDUNG FOR THE NEXT GENERATIONS (BILDUNG) - CO-LED BY EAEA AND DVV

- 2020-2023/ Erasmus+ KA2
- The Bildung project contributes to innovation of the European adult education sector by adopting the holistic concept of 'Bildung' and exploring its political and practical potential for adult learning and education. The concept, rooted in the tradition of the enlightenment and the Nordic Folkbildning envisages an education, targeting all aspects of development of individuals, communities and societies, including e.g. ethical, emotional and scientific dimensions in a holistic manner.
- eaea.org/project/bildung

11.1.6 FOSTERING OUTREACH THROUGH CAPACITY-BUILDING FOR ADULT LEARNING ORGANISATIONS (FOCAL)

- 2020 – 2022 / ERASMUS+, KA1
- The project responds to two key challenges faced by the ALE sector: the need for improved outreach strategies to include learners from disadvantaged backgrounds, and the need for more capacity-building opportunities for adult education staff. The role of adult learning providers is key in identifying the existing barriers, removing them and reaching out to learners in their everyday environment, and the project aims to support the consortium and their members in this process.

11.2 Ongoing projects in which EAEA participates as a partner

11.2.1 Policy and advocacy

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

- 2019 – 2021 / Erasmus+ KA2
- **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

11.2.1.2 BLUEPRINT FOR BASIC SKILLS DEVELOPMENT IN SLOVAKIA (BLUCESS)

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

11.2.2 Professionalization

11.2.2.1 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

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

- 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.
- eaea.org/our-work/projects/archive-professionalisation/digitalad

11.2.2.3 SUPPORT OF PROBLEM-SOLVING MENTALITY IN LIFELONG LEARNING FOR TRAINERS

- 2019 – 2022 / Erasmus+ KA2
- **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

11.2.3 Social inclusion

11.2.3.1 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

11.2.3.2 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/our-work/projects3/measures-for-adults-to-support-transition-to-further-education-and-re-skilling-opportunities-master

11.2.3.3 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

11.2.3.4 SAFE SPACES FOR LEARNING (SAFE)

- 2020 – 2023 / ERASMUS+
- **Aims:** To improve and extend the provision of high quality learning opportunities for adults by designing a comprehensive guide for creating and maintaining safe spaces for learning.

11.2.3.5 MOTIVATING LOW-SKILLED ADULTS IN ACCESSING UPSKILLING PATHWAYS TO INCREASE JOB OPPORTUNITIES (MOTIV-ACTION)

- 2020-2023 / Erasmus+ KA2
- **Aims:** To create new career opportunities for unemployed adults by increasing and improving digital guidance services in Europe.
- www.motiv-action.eu

11.2.3.6 ALL INCLUSIVE – ADULT EDUCATION AND INCLUSION: NEW COOPERATIVE APPROACHES (ALL IN)

- 2020-2023 / Erasmus+ KA2
- **Aims:** To foster inclusive adult education by analysing and transferring the success factors of the most inclusive adult education institutions to the other providers and organisations of the sector all over Europe.
- eaea.org/our-work/projects/all-inclusive-adult-education-and-inclusion-new-cooperative-approaches-all-in

11.2.4 Validation

11.2.4.1 GUIDANCE FOR LOW-SKILLED ADULTS TOWARDS SKILLS ASSESSMENT AND VALIDATION (GLAS)

- 2020-2022 / Erasmus+ KA2
- **Aims:** to develop inclusive methodologies and guidelines for adult education practitioners for the assessment and validation of basic skills and guidance services.
- eaea.org/our-work/projects/glas

12. Finances

As the programme guide for the new Erasmus+ programme was delayed, the European Commission extended the 3-year framework contract for the operating grant for a fourth year. 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. EAEA also works for EPALE through a sub-contract. 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 Caterina Casanovas and Gerhard Bisovsky.

13. Membership

In 2021, EAEA has put a new effort in getting members more involved in the work of the secretariat. As colleagues have become more accustomed to online working, EAEA has introduced working groups.

13.1 Online Working groups

EAEA has established a group on digitalisation, which is the theme of the year. The group will advise the secretariat and board on the topic in general but also for the Grundtvig award and the conference.

A second group brings together members from outside of the EU in order to discuss their needs, challenges and successes.

13.2 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 93% 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. EAEA members are involved in the activities of EAEA through News from Brussels, which concern European policy developments and are sent by the EAEA Secretary General, as well as the general newsletter and e-mails regarding topics of particular interest to the members (such as new calls or project partner searches within the network).

14. Staff issues

Currently, the following staff members work for the EAEA:

Brussels:

- **Gina Ebner**, Secretary General (80%)
- **Francesca Operti**, Deputy Secretary General and Head of Projects
- **Raffaella Kihrer**, Head of Policy (maternity leave until June)
- **Aleksandra Kozyra**, Head of Capacity-building
- **Matthias Jespers**, Administration Officer
- **Christin Cieslak**, Head of Programmes (and replacement for Raffaella Kihrer)
- **Tina Mavrič** (CIP until December 2021)
- **Panagiotis Chatzimichail** (CIP until August 2021)

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

- **Sari Pohjola**, Communications Officer

15. Meetings of the Executive Board

The meetings of the Executive Board are necessary for the decision-making of EAEA. Normally, the meetings are held in different countries, which enables 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 2021, unfortunately, a number of meetings will have to be held online. Nevertheless, the board members have been and are very active and committed. EAEA hopes that meetings in person will still be possible this year so that the informal exchanges between the board members but also board and secretariat can take place.

16. Preview 2022-23

The Executive Board of the EAEA proposes the following themes for the next two years:

2022:

Transformative Learning & Citizenship Education (a particular focus will be on European Citizenship)

2023:

Education for Sustainability Development and Greening in ALE



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Europe is more than the EU: roadmap

Towards a stronger cooperation between EAEA and its non-EU members

Introduction

The European Association for the Education of Adults has an understanding of “Europe” within the borders defined by the Council of Europe. Therefore, the EAEA with 124 member organisations in 43 countries is proud to represent member organisations from both the EU and non-EU countries. Yet as demonstrated by the last survey targeting specifically EAEA non-EU membership, there are several barriers that keep non-EU members from getting more involved in EAEA’s policy and advocacy work, not least because they see EAEA’s policy focus as limited to EU member states.

The present paper briefly summarizes the results of the survey and offers a proposal on how EAEA could improve its work with and for non-EU members. Its objectives are based on four areas that the survey results have defined as key for EAEA non-EU membership: advocacy, information, exchange and funding.

Key objectives

1. Strengthening EAEA’s advocacy work for an improved EU Neighbourhood Policy at the European level, and supporting the advocacy work of non-EU members at their respective levels

Concrete activities developing the advocacy of EAEA further and strengthening the relevance for membership from outside the EU could be as follows.

Supporting advocacy on the national level

- Provide information, analysis and comments to policy documents and processes beyond EU (SDGs, UNESCO)
- Provide information and analysis of selected EU policy documents on ALE from the lens of non-EU-members

- Improve information about good practices on selected ALE related issues, regardless of their origin (EU or non-EU)
- Offer participation of board members and staff at advocacy activities and consultations (this can be enhanced especially in the light of the advanced use of digital tools)
- Publish annually one document relevant for members outside EU (targeting on their needs)

Advocacy for improved EU Neighbourhood Policy

- Establish sustainable links to the DGs in charge
- Develop a Policy Statement on the role of ALE in this context
- To build strategic alliances with other stakeholders - Council of Europe, Eastern Partnership Civil Society Forum, ect. and use their platforms/events to promote ALE

Advocacy for improved ERASMUS + programme

- more possibility for non-EU-members to be involved not only into the youth projects, but also under adult education program

Advocacy on the global level

- in interaction with UNESCO, the UN pay more attention to the situation and needs of non-EU members

2. Improving EAEA’s information and communication work by valuing different perspectives, including those of non-EU countries

- Improve information about good practices on selected ALE related issues, regardless their origin (EU or non-EU)
- Introduce a special column/chapter in the EAEA newsletter
- include the perspective of non-EU members in the thematic policies developed by the EAEA.
- one of the EAEA’s campaigns could be named as our working group “Europe is more than the EU”

3. Fostering cooperation and exchange between EAEA members by offering opportunities for peer-learning and capacity building

- Reflect on effective use / (and sustainable development) of the Bob-Schouten-Fund
- To include in the annual work plan activities for the sub-regions (Eastern Europe, Mediterranean, EAEA and Nordic countries, etc.)
- Every year to find at least one topic, which is relevant for non-EU members and to find appropriate format for their involvement.

4. Involving non-EU members, when possible, in project proposals, and identifying sources of funding that would be open to non-EU members

- Establish a benchmark of one project proposal annually open to non-EU-members
- Develop other funding opportunities (e.g. foundations)

Overarching:

- Appoint a staff member responsible for working with members outside the EU
- Put the issue of ALE outside the EU on the agenda of every second board meeting (at least twice a year) and appoint one board member as responsible for this topic
- Develop options for enabling board meetings and GAs in countries outside the EU