



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

WORKPLAN

2025

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Preamble

EAEA is the voice of (non-formal) adult education in Europe. EAEA is a European NGO with 120 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.

In the tradition of introducing of annual themes, the Executive Board therefore proposes the following theme for 2025: Flexible Learning Pathways.

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

2 Introduction

Currently, Europe is confronted with multiple challenges and crises:

- Ongoing wars and armed conflicts on European soil and in Europe's border regions, energy insecurity, global uncertainties, and geo-political tensions.
- Transformations of the labour markets, demographic change, digitalisation, labour and skills shortages, but also 'brain drain'.
- Inflation, reduction of public services and social welfare systems, social inequalities, and gaps in social inclusion as well as access to income, education, and health.
- Climate change, biodiversity loss, and an urgent need for a just green transition, but also increasing opposition to it.
- Rise of populist movements, disinformation, democratic backsliding, and shrinking spaces for active citizenship.

We are convinced that adult learning and education (ALE) can act as a key lever for resilience, empowerment and positive change in the face of these challenges. Building on this, EAEA aims to strengthen ALE across Europe and beyond – together with and, more importantly, through our members.

Our key activities in 2025 will be:

1. Activities around the EAEA annual theme of 2025 on Flexible Learning Pathways, including our Annual Conference and the EAEA Grundtvig Award 2025;
2. Analysing the results of the recent PIAAC study and bringing together key stakeholders and experts to develop evidence-based policy recommendations;
3. Addressing a number of key policy developments, including the Union of Skills, arts education (including STE(A)M strategies) and basic skills in ALE, Erasmus+ and the Multi-Annual Financial Framework beyond 2027;
4. Contributing to the CONFINTEA VII mid-term review process;
5. Publishing a new edition of the EAEA Country Reports;
6. Publishing our revised Manifesto for Adult Learning in the 21st Century in several new languages.

3 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.

3.1 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.

Our main objectives are:

- Put and keep ALE high on the political agenda in Europe, while using our influence and networks to also promote ALE globally, nationally and regionally
- Strengthen civil society supporters and providers of adult education
- Provide capacity building
- Become stronger in stakeholder engagement
- 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.

In the European Parliament, EAEA is cooperating with Lifelong Learning Platform on the newly established Intergroup for Education and Skills to achieve a higher visibility of adult learning and education at the European level. EAEA also continues to monitor the implementation of the CONFINTEA VII process and the Marrakech Framework for Action, including the mid-term review process planned for 2025. EAEA also continues its work in the two EC Working Groups on Adult Learning and Values.

These are the policy-related activities that EAEA will tackle in 2025:

- Union of Skills
 - Arts and STE(A)M education for adults
 - Basic skills
 - Bridging non-formal ALE with VET and Upskilling Pathways
- Just transition
 - Sustainability and green transition
 - Digital transition
- European Semester
- New European Agenda for Adult Learning (NEAAL)
- Individual Learning Accounts
- Microcredentials
- Europass
- Quality in ALE
- Improvements for Erasmus+, especially mobility of adult learners
- Participation in two Working Groups of the European Commission
- Monitoring discussions of the next generation of programmes

3.2 Union of Skills

Following the European Year of Skills from 2023 to 2024, the new European Commission announced the establishment of a Union of Skills, to be launched in 2025. EAEA will promote a holistic understanding of skills and the development of individuals, communities and society. Work and life skills are closely intertwined, which is why non-formal adult learning and education, including basic, digital and green skills, but also personal skills that all citizens need in their daily lives, including life and transversal skills as well as critical skills for strengthening sustainability, democracy, social inclusion and community development, must be part of the Union of Skills.

3.3 Intergroup on the Future of Education and Skills

Following the 2024 EU elections and as a result of the strong commitment of the Lifelong Learning Platform and EAEA, a parliamentary Intergroup on the Future of Education and Skills was established and launched at the end of 2024. The co-chairs of the intergroup are Members of the European Parliament (MEPs) Nela Riehl (Greens/EFA), Brigitte van den Berg (Renew Europe), Victor Negrescu (S&D), and Eleonora Meleti (EPP), supported by a number of other MEPs. A supportive European Parliament and MEPs who are committed to adult learning and education are of utmost importance. EAEA will raise awareness for ALE among the members of the Intergroup and develop recommendations for better EU policies as well as establish new alliances for ALE.

3.4 Our EAEA Manifesto translated in more languages

EAEA published a new edition of the EAEA Manifesto in 2024 to take account of new political developments (the last edition was published in 2019). Among other things, the topics of war and conflict, but also artificial intelligence, have been added and highlighted. In 2025, the manifesto will be translated into several languages with the help of our members and published in order to achieve a wider reach.

3.5 Visibility

The voice of (non-formal) adult learning and 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. EAEA continues to be recognised as a highly competent partner for adult learning.

3.6 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.

3.7 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, OECD 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. A good example are the working groups of the European Commission: President Uwe Gartenschlaeger represents EAEA in the WG on Values, and Secretary General Raffaella Kihrer in the WG on adult learning.

To have a stronger and wider influence, it is necessary to be represented in different networks, fora and platforms at the European and global levels.

- Representation in the Lifelong Learning Platform: EAEA is represented in the Lifelong Learning Platform through a member of the Steering Committee, Raffaella Kihrer, who was elected General Secretary in 2023.
- Council of Europe Working Conference on Digital Education: EAEA is represented through the elected expert of the Lifelong Learning Platform and EAEA Senior Policy and Projects Coordinator, Angeliki Giannakopoulou.

Other networks and associations, where EAEA is a member and represents adult learning and education, include the Social Platform, CONCORD Europe, SDG Watch Europe, the Bridge 47 policy network, and the Eastern Partnership Civil Society Forum.

EAEA is increasingly also working with some member organisations at the regional and national levels to support their advocacy work. Through projects, including the Erasmus+-funded project Partner-UP (Partnerships and Stakeholder Engagement for Upskilling Pathways) and a sub-contract in the German BMZ-funded “Regional Advocacy Academy”, EAEA has been able to reach the national, regional and even local levels of decision-making and implementation.

4 Country reports

EAEA will continue its **long-term strategy** that was launched in 2014 by collecting and analysing information about the state of adult learning and education in our members’ countries: this is where our members give us feedback on important events, challenges and developments concerning adult education in their country. The reports have proven very useful in recognising trends in Europe or in European regions and in recognising the key challenges that adult learning and education in general and our members in particular face. Furthermore, the country reports allow EAEA to give direct feedback to the Country-Specific Recommendations, a key instrument of the European Semester.

In 2025, EAEA will analyse the data collected throughout 2024 and publish a new edition of the Country Reports by the end of the year.

The country reports:

- Strive to be as representative as possible from a civil society perspective;
- Make it possible to compare the situation of adult education across Europe;
- Propose ideas and good practices to adult learning and education organisations and policy-makers across Europe.

5 Flexible Learning Pathways – Theme of the year 2025

In 2025, we will focus more intensively on flexible learning pathways. We will advocate for initiatives such as the validation of prior learning and promote the implementation of micro-credentials and Individual Learning Accounts for non-formal ALE to help adults recognise their formal and informal learning and continue their educational pathways in a flexible manner that also takes into account work, family, care duties, etc. We will focus on methodological innovation, in particular by taking into account the views of adult learners in order to increase the relevance of learning, motivation and participation. In addition, we will address the issue of flexibility and permeability between the various areas of lifelong learning and, accordingly, maintain and develop our cooperation with vocational education and training and higher education.

Throughout the year, EAEA will actively gather exemplary practices and formulate policy recommendations, engaging with policymakers and stakeholders. The theme links to EAEA's ongoing efforts in future-oriented transformative ALE, an approach that was developed in the EAEA-led FutureLabAE project. By placing a spotlight on how ALE can transform individual lives, communities, and society through flexible learning pathways, EAEA aims to foster discussions, capacity-building, and communication activities that drive positive change. The three main goals of this year's theme include:

- Promote the understanding of ALE's transformative potential through flexible learning pathways.
- Advocate for the inclusion of ALE in relevant EU policies and strategies that can have a positive impact on flexible learning pathways, such as micro-credentials and Individual Learning Accounts.
- Facilitate the exchange of best practices and policy recommendations to empower adult learners and educators across Europe.

6 General Assembly 2025

The EAEA General Assembly will take place in Leipzig, Germany, back to back with the Annual Conference and the Grundtvig Award Ceremony. The events will be organised jointly with the host organisations DVV and VHS Leipzig.

7 Internal Processes

In order to accommodate the Secretary General Gina Ebner's wish to enter partial retirement and at the same time ensure a seamless succession, the Executive Board suggested Gina Ebner and Raffaella Kihrer swap positions at the beginning of 2025: Raffaella Kihrer will become Secretary General and Gina Ebner will take over the position of Deputy Secretary General (a role created by an internal regulation adopted by the General Assembly in 2024). This will enable a smooth handover during the course of 2025.

8 International Cooperation

EAEA will continue to participate in regional, civil society-led follow-up activities to UNESCO's CONFINTEA VII to promote the implementation of the Marrakech Framework for Action in Europe. In addition, EAEA will promote the implementation of UNESCO's Transforming Education process in adult learning and education in Europe, in particular the life skills strand. EAEA will continue to participate in the implementation process of the Declaration on Global Education to 2050.

EAEA will continue to actively participate in the work of the International Council for Adult Education (ICAE) and co-operate 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 Grämiger is Vice President for the European Region on the ICAE Board, former EAEA President Per Paludan Hansen is its Treasurer, and current EAEA President Uwe Gartenschlaeger is a regular member of the Board.

In 2025, EAEA's international work will focus on the global geo-political situation and support to adult educators and learning providers in countries affected by wars, crises, and fundamental political changes. For this, EAEA will continue its membership in the Eastern Partnership Civil Society Forum, Bridge 47, and other relevant networks. EAEA will also pro-actively work on the establishment of a new European alliance on Global Citizenship Education, with a view to supporting members working in this area and strengthening Europe's commitment to democracy, a just transition, and sustainability, and leaving no one behind.

9 Information and communication

In 2025, the Finnish government through its Ministry of Education and Culture continues to support a staff member of KVS (Kansanvalistusseura, The Finnish Lifelong Learning Foundation) in Helsinki who provides communication services to EAEA. Sari Pohjola is the EAEA Head of Communications and supports the office in Brussels remotely. EAEA is very grateful for the continued support of the Finnish ministry and KVS.

10 Lifelong Learning Platform (LLLP)

The LLLP, with EAEA as one of its founding members, brings together 44 European associations in education and lifelong learning – representing all forms and levels of education, from early childhood to adult education, and from informal to formal learning. The current representative on the LLLP Steering Committee is EAEA Secretary General Raffaella Kihrer, who also serves as LLLP General Secretary and Chair of the LLLP Working Group on EU2030 Policy Coherence.

The LLLP represents lifelong learning in a number of European and international high-level fora. The EAEA Secretariat contributes to the work of the LLLP by participating in working groups and providing input to policy papers and statements, especially those dealing with Erasmus+ and the European Education Area. EAEA will also endeavour to actively participate in LLLWeek in 2025, either with its own events or by providing speakers for LLLP events. EAEA and the LLLP also cooperate on the newly established Intergroup for the Future of Education and Skills.

11 Capacity building

In 2025, EAEA will provide several capacity-building opportunities for our members and other interested persons. In January, a new edition of the EAEA Project Design Training will take place in Brussels, followed by the ALE4TT training course on Advocacy for the Twin Transition in May, also in Brussels. In late June/early July, EAEA will organise a training course on climate justice and ALE in Brussels in the framework of the Horizon Europe-funded LEVERS project. In the autumn, another edition of the popular “ABC of ALE” (formerly Younger Staff Training) will take place in Brussels.

EAEA will also continue its cooperation with DVV International on the German BMZ-funded Regional Advocacy Academy 2.0 and co-organise a training course in Turkey in May as well as a regional conference in Moldova in September 2025.

Furthermore, EAEA will organise a stakeholder conference on the Just Transition in Brussels in September, a conference on Individual Learning Accounts in November, and a policy breakfast on microcredentials as an instrument to empower migrant adults. In the autumn, EAEA will also organise an event on the 30th anniversary of adult education at the European level.

Further webinars and online events are planned to inform members about European and international policy initiatives and provide a space for discussion. For selected topics, EAEA is now increasingly focusing on cooperation with other organisations; among others, EAEA is cooperating with EBSN on a webinar on the latest PIAAC results. Information about all EAEA trainings and webinars will be shared with members in the member newsletters and targeted emails.

12 Stakeholder Engagement

EAEA works closely with a wide range of stakeholders, in particular with European platforms of which EAEA is a member, i.e. Lifelong Learning Platform, the Social Platform, Eastern Partnership Civil Society Forum, and SDG Watch Europe. We also collaborate with the European Basic Skills Network and the European Society for Research on the Education of Adults (ESREA), as well as several organisations in the field of vocational education and training, including the European Forum for Vocational Education and Training (EfVET) and the European Association for Regional and Local Authorities in Lifelong Learning (EARLALL) around the Gender Equality Task Force.

Moreover, we also work with national ministries (through ministries, but also the EC working group on adult learning), as well as social partners, and, in some cases, regional bodies and partners in order to raise awareness but also promote improved ALE policies and initiatives at all levels.

EAEA will, in 2025, continue its collaboration with the European Training Foundation on the joint Adult Learning Club and Cedefop on the Future Scenarios for Adult Learning.

13 Projects

EAEA has been successful in acquiring a number of larger projects as well as becoming partner in some larger projects.

13.1 Ongoing EAEA-led projects

SMALEi - Sustainability Matrix for ALE institutions

- 2022 – 2025
- Erasmus+ / KA2 Centralised
- The project aims to improve the sustainability of adult learning and education (ALE) providers and organisations all over Europe and increase their capacity to contribute to forward-looking (and sustainable) societal development.
- www.smalei.eu

Partner-Up – Partnerships and Stakeholder Engagement for Upskilling Pathways

- 2023 – 2025 (extended)
- Erasmus+ / Forward-looking
- Partner UP strives to improve the implementation of Upskilling Pathways, increase adult learners' participation in lifelong learning opportunities, and promote cooperation among relevant stakeholders.
- www.partnerup-project.eu

ENHANCE – Enhancing Adult Learners Voices

- 2023 – 2026
- Erasmus+ / KA2 Centralised
- The ENHANCE project focuses on bottom-up approaches and learners as agents of change in their communities, through the creation of a comprehensive and interactive matrix of existing initiatives that promote learners' voices, the creation of a roadmap, a set of recommendations and booklets for enhancing learners' voices, as well as the development of a series of podcasts that will be socially activated in the public space.
- <https://enhance-aontas.com/>

RALExILA – National Registries of Adult Learning and Education to support the Deployment of Individual Learning Accounts

- 2024 – 2025
- Erasmus+ / Forward-Looking
- RALExILA aims to develop and deliver a model and a proof of concept for an integrated information system of the national registries for training opportunities (focusing on ALE – Adult Learning and Education), with a methodology based on interoperability, accessibility and inclusiveness, also looking at quality of the ALE provision and the relevance of such training in terms of employability and personal development.
- <https://ralexila.eu/>

ETHLAE - Emerging Technologies for Holistic Literacy in Adult Education

- 2024 – 2026

- Erasmus+ / KA2 Centralised
- The aims to address the challenge of effectively integrating emerging technologies into adult learning and education contexts.

13.2 Ongoing projects in which EAEA participates as a partner

13.2.1 Social Inclusion and active aging

Ageing well – Science based habits of people who age well

- 2023 – 2025
- Erasmus+ / KA2
- The objectives of the project are to build the skills and competencies of older people (65+) to improve their wellbeing and empower them to actively participate in their communities, equip adult educators and carers to better support the elderly's wellbeing and active ageing, improve the quality of life for elderly, and the quality of education and services they receive, and provide the elderly with basic digital skills so that they can communicate with family and friends.

DigiFuse – Digital Fusion Environments

- 2025 – 2027
- Erasmus+ / KA2
- The project aims to create practical and evidence-based guidelines for improving education in (closed) detention and care institutions, supporting the development of digital readiness and resilience in these controlled learning environments.

13.2.2 Professionalisation of the adult learning sector

ALE4TT – Advocacy for ALE and the Twin Transition

- 2023 – 2025
- MOVETIA
- The project aims to build capacities of Swiss and international organisations in policy and advocacy for ALE and the twin transition, exchange knowledge on how ALE can contribute to the process of a digital and green transition on a transnational level, and raise awareness of the existing global policy frameworks and their relevance on the national level.

Q-ALE - Quality assurance in non-formal Adult Learning and Education

- 2025 – 2026
- Erasmus+ / KA2 Small-Scale
- The project aims to research and examine existing models of quality assurance, including certification systems and Training of Trainers for adult educators and trainers and compose a model that could be tested (piloted) in the international community (following Design Thinking approach).

13.2.3 Upskilling Pathways

MOVE UP – MOtherhood Valorisation and Empowerment for professional development

- 2023 – 2025 (extended)
- Erasmus+ / Forward-Looking
- The MOVE-UP project intends to develop a flexible and quality upskilling pathway for low skilled unemployed or inactive mothers, offering the opportunity of assessing, validating and further developing their prior learning for facilitating their participation in training and in the labour market, by enhancing the competences they gain thanks to their role of parent. The focus of the prior learning is on the Personal, Social and Learning to learn competence (PSL) that they gained/are gaining thanks to their role of parent, thus by using and preliminarily valuing it as a driver for upskilling.

INCLUSIVE PATH – Developing Inclusive Transition Pathways to Post-secondary Education for young adults with disabilities

- 2025 – 2027
- Erasmus+ / KA2
- The INCLUSIVE PATH project aims to enhance the transition of individuals with intellectual and developmental disabilities (IDDs) to post-secondary education (PSE)/Adult Learning & Education (ALE) through capacity building of educators and staff in Secondary Education (SE) and PSE, and empowerment of families and their children with IDD.

13.2.4 Sustainability

LEVERS – Learning Ventures for Climate Justice

- 2023 – 2026
- Horizon Europe
- LEVERS aims to develop a flexible, inclusive education system that equips learners with both scientific knowledge and holistic competences to address the complex challenges of the climate crisis, fostering engaged and informed societies. LEVERS focuses on climate justice, aiming to integrate varied perspectives, prioritise social justice and care, and test the effectiveness of Learning Ventures in science education engagement.

ENGAGE4BIO – Better understanding and intensified engagement in bio-based systems with fostering training and skills development

- 2022 – 2025
- Horizon Europe
- Engage4BIO will strengthen circular, sustainable bioeconomy and sustainable regional development through engaging quadruple helix actors - taking into account their diversity of societal, economic and cultural perspectives from five regional bio-based systems (and five associated regions) in processes of design thinking, co-creation, (re)training and skills development.

JUST4ALL – Building social innovation learning laboratories in Europe through a just transition for all and with all

- 2023 – 2025
- ESF+ / EaSI Centralised
- JUST4ALL aims at promoting social innovation to achieve a just transition in the field of adult learning and education (ALE), targeting women, lower skilled adults and migrants. It does so by developing an educational and a policy dimension and involving national CSOs (AEs) expert in the provision of ALE to vulnerable groups in four European countries (France, Ireland, Cyprus and Sweden),

TWIN-IN – Promoting responsible TWIN transitions in European agrifood systems through INnovation and learning alliances

- 2025 – 2027
- Erasmus+ / Partnerships for Innovation - Alliances
- The project, focusing on the agrifood sector, which operates under the high pressure of climate change, aims to develop and test a new model for education and training tailored to the complex needs that twin transitions generate.

13.2.5 Life Skills

PRISCILA – Fostering Personal, Intercultural, Social and Citizenship Competences for Lifelong Learning to Empower Migrant Adult Learners

- 2023-2025
- Erasmus+ / KA2
- The main objective of this project is to empower migrant adults through the development, piloting, evaluation and multiplication of the PRISCILA method, trainer handbook and quality provision and recognition guide for the attainment and certification of personal, social and learning to learn, intercultural and citizenship competences for lifelong learning, based on inclusive (adapted to learner needs), comprehensive (multidimensional and complexity-based learning) and participant-centred (learner-led process) methodologies.

13.3 Project Applications 2025

Application year	Acronym	Full project name	Funding programme
2025	EDUtainment	Edutainment to build resilience against polarisation	Erasmus+ KA2
2025	Path4EU V2	Path4EU continuation	Erasmus+ KA2
2025	Oral History	Counter archives and film making for adult education	Erasmus+ KA2
2025	NADIA	Natural Disaster Training for European Adults	Erasmus+ KA2
2025	SHIFT ALE	SHaping Fair Transitions through Adult Learning and Education	Erasmus+ KA2
2025	JUDO4ALL	Judo for Lifelong Learning	Erasmus+ (Sport)

2025	ProAde	Standardisation in AE professionalisation	Erasmus+ KA2
2025	Gardens4Seniors	Seniors and Community Gardens for environmental, social and educational benefits	Erasmus+ KA2
2025	SABLEU	Sustainability Capacities for Changemaking	Erasmus+ KA2
2025	ETWA	European Teacher Well-being Academy	Erasmus+ Teacher Academy
2025	ALE4FF	ALE for Fairer Futures	CAN Europe
2025	BE THERE	Breaking Barriers: Trauma-Informed and AI-Enhanced Guidance for Adult Education and Lifelong Learning	Erasmus+ Forward-Looking (Adult Learning)
2025	EDUGAME	"Escape to Knowledge"	Erasmus+ Forward-Looking (Digital)
2025	AI-THICAL	Equitable Pathways: A Human-Centric Framework for Fair and Inclusive Educational LLMs	Erasmus+ Forward-Looking (Digital)
2025	CAN	Counselling and career guidance for Adults to value Neurodiversity	Erasmus+ Forward-Looking (Adult Learning)
2025	DIALOGUE	Democracy, Inclusion, and Active Learning: Opportunities for Gathering, Understanding, and Empowerment in Europe	CERV (Citizens Engagement and Participation)

14 Finances

Following a successful application, EAEA will again receive an Operating Grant from the European Commission in 2025 as part of a framework agreement from 2023 to 2025. This framework agreement makes annual funding requests possible. The amount of the operating grant is EUR 175,000. EAEA also receives a grant from the Belgian MARIBEL fund, a sectorial levy fund to promote employment in the socio-cultural sector.

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

We are very happy that the Finnish Ministry for Education continues its support for the communication office of the EAEA in Helsinki (situated at KVS). We thank the ministry and our colleagues at KVS for this very important assistance.

15 Membership

In 2025, EAEA will continue the efforts to involve members in day-to-day content work in EAEA through their participation in EAEA thematic working groups. EAEA members are involved in the activities of EAEA through News from Brussels, which concern major 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).

Members will continue to be invited to online discussions, especially those concerning policy issues, such as the European Education Area, Erasmus+ and other key areas.

16 Staff

Currently, the following staff members work for EAEA:

Brussels:

- **Raffaella Kihrer**, Secretary General
- **Gina Ebner**, Deputy Secretary General and Head of Policy (50%)
- **Karen Maniraho**, Administration and Finance Coordinator
- **Viola Pinzi**, Technical Advisor (50%)
- **Tina Mavrič**, Head of Capacity-Building
- **Angeliki Giannakopoulou**, Senior Project and Policy Coordinator
- **Greta Pelucco**, Policy and Research Coordinator
- **Maria Gonçalves Ribeiro**, Project and Policy Coordinator
- **Charlotte Ede**, Capacity-Building and Project Coordinator
- **Marina Sakač Hadžić**, Communication and Capacity-Building Officer
- **Davide Muraro**, Policy Coordinator (on extended leave from March to December 2025)

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

- **Sari Pohjola**, Head of Communications

17 Meetings of the Executive Board

The meetings of the Executive Board are necessary for the decision-making of EAEA.

Three face-to-face Board meetings are planned for 2025: in Thessaloniki, Greece (February), Leipzig, Germany (June), and Paris, France (September). Two additional Board meetings will be held online, one in April, and another in late November/at the beginning of December.

18 Preview 2026

The Executive Board of the EAEA proposes the following theme for next year:

2026: Resilience and Hope