

A stylized map of Europe is shown on the left side of the slide. The map is light blue and features several white stars of varying sizes scattered across its surface. The background behind the map is a pale yellow color.

Workshops

EAEA GENERAL ASSEMBLY

Malahide, October 2008

Workshop Title: Lifelong Learning and co-operation within the education Sector

Chair: Gina Ebner

Rapporteur: Jennifer Gunning

Questions	Areas Discussed	Main Points
<p>Are you/or is your organisation currently involved in partnerships within other areas in the lifelong learning sector?</p>	<p>Gina gave an overview of the aims of the workshop</p> <p>In Greece the cooperation works but differs in practice to the conceptional idea.</p> <p>There is a need to distinguish between cooperation and networking. Different levels of co-operation may be introduced: cooperation is learning from each other and is inclusive (not just discussing „dropouts, etc). Also the language used is important</p>	<p>Co-operation is needed to have a successful process It is power related and need clearness with regards to power.</p> <p>Co-operation is formal and networking is often enough.</p> <p>It is difficult to find the right partners.</p> <p>Co-operation is easier undertaken when the partners have common interests and values.</p> <p>It is important to find out what the co-operating area thinks of EAEA. EAEA has co-operation with member, institutions, life-long learning sector, trade unions, etc. There are already formal relations in place.</p>
	<p>In some projects involving governments or the formal structure the partnerships – are created to control partners. Real</p>	<p>= > This does not allow for development</p>



	partnerships/collaborations/co-operations need to be in action	
	Can EAEA support countries that do not have lifelong learning systems in place?	Lifelong learning is in initial phase in Bosnia Herzegovina. The time is not there yet. Often European co-operation is stranger than co-operating with internal ministries.
	Co-operation depends on persons and not on the institution. There are often problems when governmental institutions are involved in the projects. Enforced partnerships experiences are often negative and often do not trust each other.	It is difficult for non-profit organisations to give guarantees to the European Commission. It often depend on the culture of the persons involved Maybe it would work better with similar institutions
	There are often conflicts between the instituting. Being made to deliver something that someone develops is often difficult = loss sense of ownership.	Competition between NGO's and the commercial sector, which is continuously growing. Denmark's policies on integration are not working and the Folkhighschools could combat this.
	In order to understand each other it is important to work together with concepts and practices.	Norway offers state funding for partnerships and persons working in co-operations.
Areas good for partnerships	Intergenerational approaches often work. This brings together different groups.	For example the Norwegian Adult Education Association is



	<p>NGO's are free to invite anybody to co-operate.</p> <p>NGO's are organisations that can provide education</p> <p>Municipalities co-operate with many NGO's. Every Municipality can differ in their approach. Local governance is a crucial part of co-operation and it is often good to have local communities involved in the project.</p>	<p>involved in music and culture projects as well as with prisoners.</p> <p>Bosnia Herzegovina: Training of teachers who get offered skills that are not part of formal education. Pedagogical institutions acknowledge the accreditation of these courses. Schools have trust that these courses offer teachers.</p>
<p>Do you need lobbying for co-operation or co-operation for lobbying?</p> <p>Consulting</p>	<p>Gina gave an overview of a European level initiative for „civil dialogue“.</p> <p>Information consultations are of great importance</p> <p>Formal procedures of consulting can be off putting. There is a need for more active, involved participation.</p> <p>This is often consulted by Governments but not under the proper terms</p>	<p>Differences depend on the sector. Education has problems because education is part of the public sector. The European Commission offers its first stakeholder programme.</p> <p>And other more informal means of participation.</p> <p>Often given too much work to input or feed into within too little time.</p> <p>Often the „gate keepers“ in communities need to be proactive.</p> <p>In order to walk you need resources (timing, facilities, funding,</p>



	<p>Problems of funding on – multi level situation.</p> <p>The importance of evaluation brings often disadvantages for bigger organisations. Not due to the size but linked with quality. Nothing in progress due to equal funds being disseminated to organisations of different sizes.</p>	<p>etc.). Large-scale projects are more often evaluated.</p> <p>Insufficient funds often means that some organisations who have developed initiatives can not deliver on them because of lack of funding.</p>
<p>Recommendations for the EAEA Work plan</p>	<p>Adult learners week which highlight courses, learners and co-operations.</p> <p>EAEA family to increase</p> <p>Gina Ebner gave an overview of plans for information and virtual dialogue in work plan.</p>	<ol style="list-style-type: none">1) To take part in Adult learners week = concept active promotion, support and encouraging co-operation. Present at lobbying and promoting it.2) For this to happen sooner than later3) EAEA support more often, stimulus to be present. Information that gives the sense that EAEA is addressing you and your needs4) Example: once a month stimulus from EAEA5) Brochures on contribution for co-operation6) Working together virtually7) The Group agreed on mutual agreement for working virtually.



Workshop Title: CONFINTEA VI

Chair: KATARINA POPOVIC

Input: Helen Keogh

Rapporteur: Niamh O'Reilly

Questions	Areas Discussed	Main Points
What is inter-governmental conference?	<p>Answer in the presentation</p> <p>Presentation available from Helen Keogh Summary: 32 reports received on time – 30 national reports received.</p> <p>4-6th December – Budapest Regional Conference for North America, Israel and Europe. Will be basis for recommendations for CONFINTEA from this region. Will agree on regional report. Final date for report is 1st January 2009.</p> <p>1997 Hamburg – 2 documents produced including the Hamburg declaration. Hamburg – Not any mention of quality or benchmarks</p>	<p>The Pan-European CONFINTEA VI preparatory regional conference in Budapest will agree the regional report.</p>



Questions	Areas Discussed	Main Points
What input of editors of GRAEL?	Responsible for structure of report Read drafts Lack of documentation in adult learning and education is an issue.	
What is the point of GRAEL?	Viewpoints: Negative: Time and effort involved in such an undertaking Positive: Need written documentation on the current state of adult learning and education. Data may be out of date but is still important. As an advocacy tool – helps to keep adult education and learning on the agenda. No other report on the global state of education exists for other sectors – only in adult education.	
What can we do in our member states?	Ensure delegations to CONFINTEA VI	Role of Civil Society in preparation for CONFINTEA VI. How can the EAEA support this? 1 st December the EAEA are organising a conference in preparation for the regional conference. There is a Civil Society Summit (will take place in Brazil on the 18 th May. (?))
Contributions to CONFINTEA VI?	Do we need to invest in this?	Previously NGOs didn't participate, it changed in Hamburg. Now there are opportunities for increased involvement of civil society groups.
Key regional issues?	Collectively, is it better to do the key issues? NGOs should be part of the formal delegation Process of working on national reports – it brings countries together for analysis/advocacy/become partners with governments. The report has many	



Questions	Areas Discussed	Main Points
<p>Involvement of NGOS in National Report?</p>	<p>other benefits.</p> <p>Didn't appear to have involvement. EU reports must have NGO meetings/discussion. This is not the case for CONFINTEA reports. They do not have to have an NGO input.</p> <p>Social benefits of learning must be the focus – value of non-formal learning.</p>	
<p>Main issues for European report.</p>	<p>Same issues still there from the Eurydice report/communication on Lifelong Learning. Ideology of funding/financing/expenditure/investment. Leave to market to decide. Differs across the board.</p>	
<p>South Eastern Europe perspective</p>	<p>National report mirrors current situation. NGOs write national report when ministries didn't have the capacity to do it. Some said no to the process.</p>	<p>Main benefit of the process of creating National Reports – now there are designated people in the ministry responsible for adult education – a good result (Georgia). Due to the country report compilation need to link with NGOs.</p>
<p>Delegation to CONFINTEA VI?</p>	<p>Questions around who will comprise the delegation.</p>	<p>Put pressure on governments; ensure they take this event seriously! Share European-wide. We need the voice of the learner. Learners are an investment. How to make role of learner effective? Change in rhetoric is needed.</p> <p>Use different narrative/terminology more adapted to current situation. Can't use the same language as before. Rephrase things.</p>



Questions	Areas Discussed	Main Points
National Reports?	<p>Reports good in well managed countries. Important in develop professionalism in collecting data.</p> <p>Advocacy – have information in on time. Creating a pool of information. More synergies between important players (UNESCO/NIACE/UCAE/EAEA).</p>	
What can EAEA do?	<p>Adult education is an important ideological and political process.</p>	<p>Adult education must be considered as a public good. Need effective adult education in response to climate change, poverty and how to strengthen democracy.</p> <ol style="list-style-type: none">1. Have arguments2. Best messages



Workshop Title: EAEA Workplan 2009

Chair: SUE WADDINGTON

Rapporteur: Marta Lottes

Questions	Areas Discussed	Main Points
	ACTION PLAN ON LLL	<ol style="list-style-type: none">1. to use our expertise in different thematic areas through collection of good practice examples2. to support the Action Plan but to be a critical friend of it3. to collect evidence of work done in the sector4. learning skills to be included when talking about key competences of Adult Education staff
	CONFINTEA and INTERNATIONAL COOPERATION	<ol style="list-style-type: none">1. to push Adult Education on international agenda/within development policy2. closer cooperation with DG Development
	COOPERATION WITH MEMBERSHIP	<ol style="list-style-type: none">1. to monitor if the regionalisation within the sector is a permanent trend and what threats and/or opportunities does it bring?2. Online survey to analyse needs and expectations as well as expertise3. looking on ways to work more close together and cross border basis
	DISSEMINATION	<ol style="list-style-type: none">1. to focus on dissemination of project results from Grundtvig projects



Questions	Areas Discussed	Main Points
	INCREASING MEMBERSHIP	<ol style="list-style-type: none">1. being proactive2. Board meetings in non-active countries connected to information/recruitment events

Workshop Title: My Ideas for EAEA

Facilitator: Ruth Jermann

Note Taker: Brid Connolly

1. Discussion Topic: Why did we join EAEA?

- Networking
- Partners
- Professionalisation
- New projects
- Innovation
- Communication
- Information
- Sharing
- Practice
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2. Discussion Topic: What is my vision for an EAEA in the future?

Vision for EAEA

EU Level

- To have more influence at EU level to improve the status of adult and community education/non-formal education
- To develop the identity of EAEA as the ambassador for adult and community education/non-formal education through publicity, research, publications, and the practice of learners and educators, for example, with festivals of learning, and council of learners.

National Level

- To become more active as consultants for individual national governments
- To promote the identity of adult and community education by connecting with learners, participants and practitioners.

3. Discussion Topic: What can I bring to EAEA?

- Coaching and Training
- Anything to improve the situation for adult education
- Diverse perspectives
- Communities of practice
- Partnerships and networks
- Study circles
- Practice from Rural areas
- Intercultural learning
- Participation and empowerment for all adults
- Experience of projects, especially Grundtvig and Leonardo
- Experience of telecommunications and virtual learning environments
- Building networks between civil society and adult education

4. Discussion Topic: What can we do together?

We can keep the balance between the process and the purpose of adult education paying attention to membership, members, and awareness of what EAEA does, and how it does it, through focus groups, seminars and workshops, and summary report recommendations

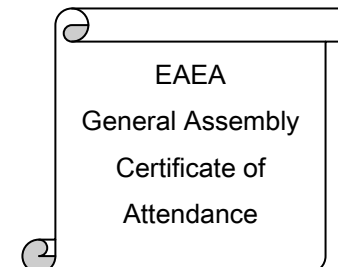
We can ensure policy development in the field of adult and community education, nationally and at EU levels

The *tree* was used as a metaphor:

The crown of the tree represents EAEA members and board

The trunk is the sustenance for the organisation

The roots are the practitioners, learners, non-members and other members



Finally

It was suggested that attendance certificate be awarded to everyone who participates in the GA.

Workshop Title: The European Commissions' Action Plan

Chair: John Lawton

Rapporteur: Ricarda Motschilnig

Attendees Present: 12

Questions	Areas Discussed	Main Points
	5 Key Messages 'It's never too late to learn' Communication European Commission 2006	<ol style="list-style-type: none"> 1) Remove Barriers to Participation 2) Increase the Quality and Efficiency of Adult Education Sector 3) Speed up the process of validation and recognition 4) Ensure sufficient investment 5) Monitor the sector
<p>Issues do be addressed by the adult learning system? Is EAEA's work plan strong enough/fit for this purpose?</p>		<ul style="list-style-type: none"> • Labour shortages • High number of early school leavers • Poverty and social exclusion amongst marginalised groups • Integration of migrants in the economy and society • Increase participation in adult learning • Have to bear in mind to distinguish between the sectors of non/informal learning and formal learning



<p>For each action:</p> <ol style="list-style-type: none">1) What is happening in your country?2) Key issues, which might have an effect on the achievement of the action?3) How EAEA might help you to achieve action?4) What is missing? What else need to be done in terms of new action? <ul style="list-style-type: none">• Effects of reforms in all sectors?	<ol style="list-style-type: none">1) Analyse the effects of reforms in all sectors of Education and training in member states on adult learning2) Improve the quality of provisions in the adult learning sector3) Increase the possibility for adults to go „one step up“, higher qualification at least one level higher than before4) Speed up the process of assessment of skills and social competences and have them validated and recognised in terms of learning outcomes5) Improve the monitoring of the adult learning^	<p>Ad 1)</p> <ul style="list-style-type: none">• What is the participation (1 day, 3 month, ½ year, etc.?)?• The EC Action Plan is a stimulus and has impact on policy decisions by organisations• Organisations should advocate to governments the Action Plan• Governments should develop their own adjusted Action Plan• It is important in countries to know the impact of non/informal learning<ol style="list-style-type: none">i. But they can measure all effectsii. How should governments report to EC<ul style="list-style-type: none">• The EC is mainly interested and goes for quantity of adult learning (hours of study, etc.)• Therefore it is important to make quality assessment (not only hard facts), such as self-assessment and make these effects available and report to the EC• There is too much evaluation/assessment/checking/research/surveys, etc. However the „real thing/action“ is missing. They are often nice goals however the practical realisation is missing• The EC Action Plan is very much influenced by the EAEA and is an important instrument and the only tool EAEA has. There
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<ul style="list-style-type: none">• The EC and EP have not much effect/influence on country/regional level – partly because of long communication ways. How can EAEA influence the EC and EP?		<p>is no other solution, the EC shares the same ideas and is now on the same side. However this is sometimes hard to display to the outer world.</p>
<ul style="list-style-type: none">• Find connection between non-formal learning and skills.• How can EAEA help to show effects?• Look at tools of assessment of effects and sharing possibilities.	<p>Effects on Political level</p>	<ul style="list-style-type: none">• Because of some positive results form an (qualitative/not just quantitative) evaluation of the non-formal-learning sector in Sweden, an increase of economic support for this sector from the state could be seen.• Adult education has to be considered as economic good and as an investment. It has positive effects on the community• In Sweden the participation in non-formal/informal learning decreased a few years ago. Therefore it was decided to establish dialogue with politicians on national level. Following conferences where organised that increased the participation due to good dialogue with the politicians. The people felt more connected with the political levels and the increase therefore also had economical effects.



<ul style="list-style-type: none"> Is it enough to know that we have good quality? 	<p>2) Improve the quality of provisions in the adult learning sector</p> <p>Quality Frameworks</p>	<p>Ad 2)</p> <ul style="list-style-type: none"> The EAEA focuses on the delivery of quality in adult learning staff and services, however the quality of teaching is only one aspect. Also the Quality of Guidance should be considered. <ul style="list-style-type: none"> 2 Groups: <ul style="list-style-type: none"> - improvement of generating Adult learning offers - how to certify this quality In <u>Germany</u> as EFQM is used, which brings all aspects in focus to ensure a system of Quality of Management In <u>Sweden</u> it is necessary to prove/show quality (by internal/self-assessment/and external validated) in order to receive support = <u>The UK</u> has frameworks to share information => these are quality indicators <p>however the definitions of quality/frameworks = very systematic, also other soft values may be considered</p>
<p>-</p>	<p>Professional development of adult learning staff</p>	<ul style="list-style-type: none"> More money needed for the training of teachers in future The non-formal-learning sector is hard to identify and measure. Therefore it is hard to have a good quality if there is a problem with the identification. The formal learning sector is clearer, with clear roles and goals



		<ul style="list-style-type: none">• The quality is best defined by the organisations themselves (experience of the learner), with additional external input.
What are the benefits of adult learning?		<ul style="list-style-type: none">• To be an active and informed citizen• Able to choose life, influence one's situation of life• Decision making• More democratic society• Second chance, skills learning• Personal growth and fulfilment• Social capital• Social cohesion• Economic growth• Knowing that I CAN learn• Communication skills• Health• Sharing thoughts, belonging• Increased self-confidence and self – esteem
What does good quality look like in the delivery of adult learning?		<ul style="list-style-type: none">• A democratic of the learning situation• Received in a pleasant way that is suited to interest• Enthusiastic and motivated learners, eager to learn• Personalised, empowering• Long-term importance



		<ul style="list-style-type: none">• Chance when needed• Curiosity• Learning with fun• Transfer theory to practice• Reflexivity generated• Taste of success• Regulated importance for every learner• Intellectual engagement• Equality• Desire to want more
What makes good quality in the delivery of adult guidance services?		<ul style="list-style-type: none">• Existence of good tools for identification of the educational need of the potential learner• Language/training/culture/intercultural skills• Personal curiosity• Political media talking• When clients are helped to set the best opportunities for their needs• Counsellor/tutor with competence and personal curiosity• Motivating to attend learning• Database up to date and inclusive• National visibility



		<ul style="list-style-type: none">• Clear goals and purpose to choose between• Independent• Free of charge• With follow up
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