



22 May 2012
EUN/EC/DOC/002

Attended events : December 2011– May 2012

1. The role of social partners in implementing European tools and principles

Brussels, European Parliament, 24-25 November 2011

EUNEC participated at this conference, organized by CEDEFOP.

The conference addressed the challenge of implementing the European tools and principles and in particular discuss the role and responsibilities of social partners in this endeavour. The conference took as its starting point that the European tools and principles address individual as well as policy level needs and that they operate in-between the education and training system and the labour market. The conference thus addressed the issues of implementation, synergies and impact by asking the following three main questions:

- How can the European tools and principles support the renewal and reform of VET and lifelong learning?
- How can the European tools and principles support the individual learner/employee?
- Which could be the role of sectors in taking forward the implementation of EU tools and principles?

The conclusions, background papers and presentations are available at

<http://events.cedefop.europa.eu/EUtools2011/component/content/article/1-main/1-welcome.html>

2. Info session on the Presidencies of the EU

Brussels, 15 December 2011

Mette Mork Andersen, attaché education and youth at the Danish Permanent Representation at the EU, presented the priorities of the **Danish Presidency** in the field of education.

The growth agenda will be dominating the Danish presidency.

On the agenda of the European Council for Education (two meetings, one in February and one in May)

- The Joint Report. This is mainly a status report, which Member States committed to deliver every two years. (This is now being questioned, because of the big workload).

→ A recommendation on the validation of informal and non formal learning is to be adopted in January 2012.

→ Council conclusions on a benchmark for employability. This benchmark is politically important, as it confirms that policy is focusing on the transition from school to labour market. However, certain aspects of this transitions will never be captured in the figures?

→ Erasmus for All. The proposal for a new programme is a quite dramatic change, and is now being digested by the Member States. The structure of the programme, that was now based on the sector, will be based on the three key actions. Sectors will become less visible. Some actions seem to disappear completely, and will have to be covered by other programmes (Horizon 2020, ESF). The new proposal has to be seen against the background of the question what should be funded at European level rather than at Member States level.

Timeline: Now, there is still the very early phase. In January, a more detailed look at the text is planned; member states will have their say. The Danish Presidency will make a compromise text by the end of February, beginning of March. It is the responsibility of the Danish Presidency to defend this Presidency Draft. In May, their will hopefully be an agreement on the substance (not on the budget). This document, a 'partial general approach' will be one of the two outcomes in this field of the Presidency. A second one is a progress report that will be handed over to the Cyprus Presidency.

Besides the Council agenda, several big conferences will be organized:

- On Early School Leaving, on 1-2 March in Brussels
- On Entrepreneurship, in Denmark
- On VET and how to work together with business

More info at the website of the Presidency <http://eu2012.dk/en>.

Jelle Reynaert, attaché education at the Flemish representation within the Belgian Representation at the EU, presented an overview of the results of the **Polish Presidency** in the field of education.

The presentation of Jelle is based on a ppt by the Polish Presidency presented at a meeting in Warshau in the beginning of December.

The Polish Presidency had three overarching priorities:

- Mobility
- Higher education
- Adult learning

Each slide gives an overview of what has been realized per theme. More information related to conferences can be downloaded from the website of the Portuguese Presidency.

At the council of ministers for education, four items lead to conclusions:

- Language competences
- A composite benchmark on mobility
- Modernization of higher education
- A European agenda for adult learning

For more details on the results of the council meeting of ministers we refer to the overview of main policy lines (DOC 065).

3. International conference on education: Diverse talents for the future of Europe

Brussels, 5-6 March 2012

The opening session dealt with the broad context and included inputs from the European Commission and the OECD. In the afternoon, field visits showed how grassroots organizations of the immigrant communities support the educational opportunities for youngsters.

The second day: successive panels provided room for discussion with stakeholders. This part is hosted by the Flemish Ministry of Education and training.

Report

http://www.educationconference.eu/wp-content/themes/twentyten/uploads/Report_InternationalConferenceonEducation5-6March2012.pdf

4. Social Innovation in education and training

Brussels, 6 March 2012

This public hearing was organized by EUCIS-LLL.

On the agenda: <http://www.eucis-III.eu/pages/images/stories/EUCIS-LLL-Innovation-Seminar.pdf>

Speakers: http://www.eucis-III.eu/pages/images/stories/public-hearing/speakers_ph_eucis-III_6march2012.pdf

5. Learning for well being

Brussels, 27 February 2012

EUNEC participated in the launch conference on *Learning for Well Being: a policy priority for children and youth in Europe – a movement for change*. The conference was organized by the Learning for well-being Consortium of Foundations, in partnership with Eurochild, the European Foundation Centre and the Calouste Gulbenkian Foundation.

The conference aimed to promote a holistic learning experience, with active engagement of participants and launched/discussed a new policy glossary and underlying principles of learning for well-being, as part of an attempt to broaden and mainstream the campaign.

The key components of the learning for well-being framework are:

- building on each child's unique potential
- respect for inner diversity
- focus on nature and quality of relationships
- participation of children and youth
- consider the whole person, process and system.

The consortium launched its policy glossary 'Learning for Well-being; A Policy Priority for Children & Youth in Europe'.

More information about this conference and presentations at <http://www.eiesp.org/site/pages/view/80-learning-for-well-being-conference-february.html>.

6. Early School Leaving

Brussels, 1-2 March

The European Commission, DG EAC, organized this conference on 'Reducing Early School Leaving: efficient and effective policies in Europe'.

The conference brought together more than 300 practitioners, researchers and policy makers to discuss ways of tackling early school leaving. The conference launched a European expert group in this field, which will meet regularly to exchange experiences and good practice currently locked behind national and regional borders in Europe.

The Conference website is now available at the following address: http://ec.europa.eu/education/school-education/confesl_en.htm: a detailed Conference report, summarising the main elements and conclusions of the two days' discussions, as well as key notes and presentations from the workshops and the exhibition.

7. Presentation 'Understanding Education Policies with Key Data in hand'

Brussels, Madou, 26 April 2012

In February 2012 Eurydice published 'Key Data on Education 2012' (see DOC 006). It traces the main developments of European education systems over the last decade. The data are produced by three sources: Eurostat, Eurydice and PISA (OECD).

EUNEC was invited by Margarida Gameiro (Head of Unit A4 – analysis and studies – DG EAC) to the presentation conference. The key data were presented by Arlette Delhaxhe and Stanislav Ranguelov from the EACEA.

They insisted on three main conclusions:

- Efforts are needed to attract more people to the teaching profession
- The financing of education is the main challenge in times of crisis
- Highly educated people have better employment opportunities

Forthcoming: Eurydice announces a publication on the impact of the crisis on education policy in Europe by November 2012 and a study on the impact on teacher salaries by the end of June 2012. On 5 June, the publication on key competences will be presented.

http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/134EN.pdf

8. "Comenius Partnerships – helping schools team up across Europe"

Brussels, 3-4 May 2012

The European Commission organised this conference dedicated to Comenius school partnerships. The aims are to discuss what makes cross-border co-operation between schools successful and what creates lasting impacts, to explore the links between school projects and wider school policy developments and to give participants an opportunity to forge new networks for future co-operation.

Participants came from ongoing school partnerships as well as national and European authorities and associations involved in the making and shaping of school policy. Four thematic workshops looked at school co-operation in the light of current policy issues such as improving learning environments, teachers' competences, inclusive education and the internationalisation of schools.

<http://comeniuspartnerships.teamwork.fr/en/information>

9. Social innovation for active inclusion: Lifelong Learning contribution for a better tomorrow.

Annual conference of EUCIS-LLL, Louvain, 14 May 2012

A report of this conference will be available by the next Executive Committee meeting.