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Attended events March 2018 – January 2019

# Information session on the priorities of the Austrian Presidency of the EU – Erasmus+

Brussels, 27 June 2018

Carine De Smet, EUNEC secretariat, attended this event.

Juliane Soyka, vice-chair of the Education Committee of the Austrian Presidency, presented [the priorities.](https://drive.google.com/open?id=0BxoqkSLulv-yYlJGWmMzNTc4WGNJNEIwTEU5TENBQTE2aXVn)

Barbara Nolan, Head of Unit at DG Education and Culture, presented the [Commission Proposal for the new Erasmus+ programme](https://drive.google.com/file/d/0BxoqkSLulv-yQmdPSEw5Y2xrcnRIb0tpZWkxVG9HUWpORkRv/view).

# Languages

European Commission, Brussels, 27 September 2018

Carine De Smet, EUNEC secretariat, attended this event.

**Context**

Learning languages at school is one of the actions towards the ‘European Education Area’, which is the topic of the next EUNEC seminar in Paris (May 2019). It is a follow-up of the Council Recommendation on a comprehensive approach to the teaching and learning of languages (22 May 2018). The Council Recommendation and the Commission Staff Working Document are provided as background documents for this event. From the Recommendation: ‘Language competences will play a key role in creating a European Education Area’. The annex to the recommendation identifies good practices supporting language awareness in schools and training centres.

Another background document is the Language Learning Publication (European Commission): results emerging from EU-funded projects with the aim to inspire education stakeholders and policy makers. There are four headings:

* Language learning and work;
* Addressing specific needs and groups;
* Language learning and intercultural education;
* Language learning through ICT and web-based games.

The conference is also related to the 2018 European Year of Cultural Heritage, being implemented through a series of initiatives at European, national, regional and local level.

**Report**

During the event, focus is on the richness of languages. The event is conceived as a ‘festival of languages’, aiming to enhance ‘langage awareness’. It’s about ‘donner envie’.

This richness is indeed experienced throughout the event, with songs in Sami and Breton, poetry in Maltese and Frison.

Speakers come from countries or regions where more than one language is spoken. There is an exhibition on minority languages. There are 225 languages in Europe! Living in regions where different languages are spoken, is seen as an asset, rather than as a ‘complication’.

Opening Session

Video message by Tibor Navracsics. Refers to the device of the Union: Union in diversity. Language is about cherishing our identity and diversity in Europe, and through multilingualism work towards unity.

Contributions in Maltese and Frisian (poetry reading), from the two European Capitals of Culture (Valletta and Leeuwarden).

First panel exchange: learning three languages in school

Participants form Spain/Ireland/Finland/Luxembourg and European Commission (Michael Teutsch, head of Unit Schools and Multilingualism).

Teutsch: Shift from bilingualism (already more or less acquired) to trilingualism. All learning just English is not good enough. Another shift: language learning not only for the academic strand, for the ‘happy few’, but must be appealing for everyone, even for those wo do not feel the direct need in their own environment/country. Teutsch refers to the shift in Erasmus+, opening up from higher education to school education and more specifically vocational education and training.

Jon Dunabeitia (neuroscientist). Being multilingual is possible for the brain. Evidence says that learning a third language as a bilingual is easier than learning a second language. It is about promoting effective use of languages, not knowledge about a language. Learning three languages for the sake of communication, not for just knowing the language.

Karin Pundel (National Languages Institute Luxembourg, Council of Europe). Main recommendation: focus on communication: learn through immersion, conversation.

Leen Nissila (National Institute for Education, Finland). Main recommendation (being implemented): start early (first year of compulsory education).

Francesca La Morgia (professor clinical speech and language studies, Ireland; born in Italy). Link with issue of migrant children. Language as a medium to become more tolerant. Recommendation: focus on language awareness (f.i. listen to a language nobody speaks...), on feeling comfortable with languages, on being proud of the language you speak. Stimulating learners to be curious about learning languages. Curiosity and motivation are key.

During lunch

Bilingual poetry reading in Sami (Norway) and Breton (France) and wall of languages.

Afternoon round table on strategies and successful practices for language teaching and learning in multilingual countries and regions

Opening by Kristina Cunningham (European Commission)

Presentation of case studies from Valencia, Basque country, Brittany and Frisian. Discussants are from Wales, Luxemburg, Ireland and Finland.

[Multilingual education and cultural expression – learning three languages in school](https://linkprotect.cudasvc.com/url?a=http%3a%2f%2fedl2018.onetec.eu%2findex.html&c=E,1,P1Jbwr-Hyfl7UHNt8jyZ4gITdjdrdiiitykHs-mfaGa0x43GkmqSR1EjkDl76yvWAvHBjUQA6evsbxFoyrlpbFIRrXCWM1efFbyD1l0e&typo=1).

# CNESCO International Seminar held in partnership with CIEP

Paris, 28 September 2018

Carine De Smet, EUNEC secretariat, attended this event.

**Presentation of CIEP by Pierre-François Mourier.**

CIEP (Centre International des Etudes Pédagogiques) is an institution of the French Ministry of Education, dealing a.o. with international public cooperation education. CIEP deals with assessment and certification, recognition of qualifications and international mobility. CIEP is member of the Sorbonne Université Alliance.

Three areas of intervention:

* Pivotal role in distributing knowledge and experiences;
* Organisation of conferences to issues facing educational systems;

Training courses and expert services. Strong trend in 2017: focus on teacher training in French language, enormous challenge for instance in Subsahara.

* Project management of bilateral or multilateral funding (not only EU); three strategic objectives of CIEP
* Promoting ‘francophonie’ and multilingualism;

Promoting international mobility. Inspiring example: ‘assistant teachers’, from France and from abroad.

**Presentation of Cnesco by Nathalie Mons, president**

It is the first Cnesco international seminar.

Cnesco is just five years old, a very young and small institution, created by law in 2014. Cnesco is independent.

Three missions:

* Evaluation of the state of education;
* Disseminate the results of evaluation and research; a structured strategy to assure that our findings and recommendations reach the field.
* Assess the evaluation methodologies employed by the Ministry (delicate!) and international bodies.

The composition of the council reflects independence. The Ministry is not represented. Cnesco has academics from various disciplines, parliamentarian and members of the Economic, Social and Environmental Council.

Cnesco has also an advisory board, including all stakeholders of education in France: teachers, school leaders, union, companies, local authorities, students, parents, ..).

Cnesco walks on two legs: scientific assessment and an approach based on participation:

* Scientific assessment based on the engagement of a network of 250 researchers (multidisciplinary);
* Participatory evaluation. Ideas don’t fly: so there is need for a strategy to have the results circulated in the educational community. The strategy includes consensus conferences and international comparisons conferences, …

Stakeholders are involved at different levels (surveys, studies, steering committees for conferences, advisory board, …), help Cnesco to write recommendations; but they don’t have impact on the evaluation.

**Methodology**

Emily Helmeid presents the consensus conference and the comparison conference. These conferences give the opportunity to share our work.

**Consensus conferences** are inspired by medical discipline. The objective is to address a rather controversial topic, to benefit from the full range of perspectives by researchers from various disciplines, and then elaborate a set of recommendations formulated by a jury of stakeholders (jury of about 20 persons, intensive preparation and follow-up). Final phase is to reach practitioners in the field.

The consensus conference (2 days) alternates between:

* Scientific briefings from the experts in response to a series of questions identified during the planning stages;
* Questioning of the experts by the stakeholders.

There is no specific timeslot for the jury during the two days event. The jury is trained/prepared before the conference and works at the recommendations after the conference. During the event, the jury is ‘kept together’ as a kind of court.

**Comparisons conferences** have the objective to present international analyses in other countries, to recommend a concrete set of actions that can be taken to treat the issue in France, and to facilitate the creation of a network of decision-makers that continue to work together on the issue.

This time, the recommendations are not formulated by a jury, but by the participants, in workshops.

The comparisons conference (2 days) alternates between:

* Expert plenary sessions;
* Participatory workshops focused on the French case.

**Presentation of the twin conference model**

Emily Helmeid (Cnesco), Leila El Khamlichi (Higher Council for Education, Training and Research, Morroco) and Raul Chacon Zuloaga (Agency for Quality in Education)

How to get involved in Cnesco conferences? Five steps, from very easy and accessible to very intensive and time-consuming:

* Virtual participation via streaming, with chat option. In French for CC or in French and English for ICC; possible to follow individually or with a group;
* Bring in an expert;
* Produce recommendations to be used in your own country = create your own jury and/or organise your own participatory workshops;
* Implement a full twin conference;
* We could have the same conference at different spots and gather all results.

Morroco and Chili explain how they organised their twin conference, together with Cnesco.

Their motivation: Why did they engage?

* The subject itself: the issue of early school leaving.
* The format: it is quite original, allowing international comparison and allowing an important number of local actors to benefit. It is innovative to have a group of education stakeholders sitting together in Morroco or Chili, and following a conference held in Paris.

Lessons learnt:

* It was a success, nothing but positive feedback;
* Enough time is needed to prepare and to plan (in order to reach a bigger audience); two months is a minimum. Preparation includes many mail and skype contacts with Cnesco, as well as inviting and preparing local participants.
* Be prepared technically! Foresee a plan B, and C (skype, whatsapp, …);
* Take into account differences between time zones, local habits (hours of prayer to be taken into account),…Tailored approach!
* As the conference is only in French (and English), Chili needed translation: logistic challenges for translation in a short period.
* Hardly any financial implications. On the contrary: savings on international budget. You just need a well equipped conference room.
* More time for questions and answers is needed, but this is also often the case in ‘traditional’ conferences.

# Launch of the Education and Training Monitor

Brussels, Berlaymont Building, 16 October 2018

Carine De Smet, EUNEC secretariat, attended this event.

The ET Monitor is a flagship publication for the European Commission. This year is the 7th edition. The Monitor is presented by Commissioner Tibor Navracsics.

Tibor Navracsics: The topic for this year is citizenship education (in view of the upcoming European Parliament elections), an often neglected aspect of education policy, as the focus is often more on employability. It is however, not only about economy, it is about society. Only 50 % of students have trust in civic institutions. Schools’ practices can influence civic attitudes (open classroom climate, promoting critical thinking, …).

Three parts in the Monitor:

* Citizenship education and civic competences;
* Progress towards the ET2020. Two headline targets (Early Leavers from Education and Training and Tertiary Educational Attainment) + other targets: Early childhood education and care; underachievement in reading, maths and science; recent graduates on the labour market and in VET; adult learning; learning mobility.
* Investing in education and training.

A second volume of the Monitor presents country reports. The Monitor is accompanied by a leaflet with progress towards the EU targets for 2020, and by factsheets per country.

*Overall conclusion*

The Monitor shows progress towards the benchmarks. Benchmarks on ESL and ECEC are practically met. But a major worry remains negative tendency in basic skills, with increasing numbers of underachieves revealed by PISA. Another problem remains the accessibility of education for all (inclusive education). Investment on education is recovering, but with average of 10,2 % in the EU, Europe stays behind. It is not only about investing more, but about investing smart and efficiently.

Now is a momentum: EU engages to work towards a European Education Area by 2025, puts education high on the agenda, and this is reflected in the budget. This will be further discussed during the European Education Summit (probably September 2019).

*Questions and answers*

* How can the ET Monitor help?

It helps Member States to identify challenges and differences, to position themselves, to identify possible partners to share experiences and work towards solutions.

* Are the benchmarks ambitious enough?

Benchmarks need to be realistic, illusions don’t help. But more investment is needed, indeed.

* How to enhance the attractiveness of the teaching profession (question by ETUCE director)? More professional autonomy needed?

Navracsics is not in favour of short-term solutions related to pay; in favour of longer-term solutions related to rebuilding prestige and respect. Need for a real strategy of talking respectfully about the teachers as agents of change. Strike balance between professional autonomy and being part of bigger system. Teachers will probably the theme of next year’s monitor.

* European Education Area, what about it?

Work in progress, towards 2025. Mobility and languages will be key (benchmark of two foreign languages), as well as more emphasis on digital skills and entrepreneurial skills. Education systems in Europe will remain autonomous, but we want to work towards a common goal (we see too much fragmentation now, need for more common ground, in view of competition with non-European education systems).

* What about a mobility indicator? It is not in the monitor. Is this so difficult?

Navracsics says that there is an indicator, refers to the Monitor. It is work in progress (confusion).

**Panel Discussion: Citizenship Education**

* Isabel Menezes, Centre for Research and Intervention in Education Faculty of Psychology and Education Sciences – University of Porto.
* Isabelle De Coster, Education, Audiovisual and Culture Executive Agency, Eurydice
* Ralph Carstens, Co-Head of International Studies Unit, International Association for the Evaluation of Educational Achievement (IEA) — International Civic and Citizenship Education Study (ICCS).
* Bartek Lessaer, DG EAC.

Moderator: Jan Pakulski, DG EAC.

# Éducation à l’orientation : conférence de comparaisons internationales

Paris, 8-9 November 2018

This international comparisons conference is organised by the Cnesco, Conseil National de l’Evaluation Scolaire, EUNEC member

Carine De Smet, EUNEC secretariat, attended parts of this event

Programme, documents and presentations at <http://www.cnesco.fr/fr/education-a-lorientation-conference/>

# Global Education Meeting 2018: Education in an interconnected world: Ensuring inclusive and equitable development.

Brussels, Egmont Palace, 3 December 2018.

Carine De Smet, EUNEC secretariat, attended this event

The aim of the meeting is to provide a high-level forum for review of the progress towards the universal global education commitments since the adoption of the 2030 Agenda for Sustainable Development in 2015. All is framed by target 4.7 of the SDG’s: Education for Sustainable Development and Global Citizenship.

The expected outcomes are:

* An assessment of current progress toward the implementation of SDG4;
* An identification of recommendations for strategic areas requiring guidance and/or intervention;
* Agreement on key policy messages;
* Strengthening of coordinated support for the implementation of SDG 4.

The event consists of different parts:

* High level technical meeting (1,5 days) including a forum of parallel sessions open for stakeholders;
* A leaders’ meeting for Ministers, Vice-Ministers and/or heads of delegations (1,5 days) (Opening by H.M. Queen Mathilde of Belgium; Rudy Demotte and Hilde Crevits are chairs of the session).

Aaron Benavot summarized key messages to take forward at the end of the technical meeting.

*EUNEC participated at the forum session ‘Teaching and learning respect for diversity’.*

The session is co-organized by the Council of Europe, and chaired by Dov Lynch (Chief of Section for Global Citizenship and Peace Education UNESCO).

The international community is increasingly struggling with the notion of what it means to ‘respect diversity’ as well as ‘teach and learn’ about respect for diversity. UNESCO states that ‘deepening attitudes of empathy, solidarity and respect for differences and diversity’ are part and parcel of the experience of a global citizen and should therefore be nurtured and taught through education. The Reference Framework of Competences for Democratic Culture (Council of Europe) sets out the core values, skills, attitudes and knowledge and critical understanding that every citizen needs in order to be active in a democratic society. Education is seen as the main contributor to the development of these competences, and therefor to the development of a democratic culture.

Countries report that cultural diversity and tolerance is proportionally receiving less attention in the curricula then other objectives. It is less considered as a guiding principle. It is less emphasized in teaching materials. Cultural diversity and tolerance content focuses most often on ‘social and emotional learning’. We need to unpack what it means to teach respect for cultural diversity!

Sjur Bergan (Council of Europe, in the panel) insists on the difference between tolerance and respect. And on the notion of multiperspectivity.

Contributions lead to increased awareness of the variety of approaches to teaching diversity.

*EUNEC participated at the forum session ‘Civil society perspectives, bottlenecks and ways forward in SDG4 implementation’*

The working title of the session was ‘Civil society, public reporting and accountability’. This change in title reflects a change of focus.

The important role of civil society organisations in advancing SDG4 is stressed, in the field of:

* Raising public awareness, and enabling the voices of citizens to be heard;
* Developing innovative approaches;
* Documenting and sharing evidence from practice and research, holding government accountable for delivery, tracking progress, undertaking evidence-based advocacy, ensuring transparency in education governance and budgeting.

# The Right to an Inclusive Education. Conceptual Transition, Practices Transformation and Evaluation Challenges

Rabat, 7-8 January 2019

Manuel Miguéns, EUNEC president, attended this event

**Context**

Becoming a major lever in transforming education systems, inclusive education is a process aiming at increasing participation and reducing the exclusion of marginalized and vulnerable children, by responding effectively to the needs of all students. Inclusive education’s aim is to ensure equal rights and chances in terms of education. In this matter, it joins the orientations of the « Education to All » movement, founded on the fundamental principles of non-discrimination, equal opportunities, universal access and solidarity.

By ratifying the Convention on the Rights of the Child in 1993, Morocco recognizes the right to Education for all children, especially, those with disabilities (articles 23, 28, 29). Simultaneously, the ratification of the Convention on the Rights of Persons with Disabilities in 2009, enhances its engagement for this right at all education levels, from preschool to university, including life-long training (article 24).

Along with this, and in consistency with all these commitments, the Moroccan Constitution of July, 1st 2011, states clearly persons with disabilities rights and liberties, which involves, at the educational level, the implementation of an inclusive education system.

Four years later, the Higher Council for Education, Training and Scientific Research, fits in this same orientation by suggesting the three pillars of the Reform Strategic Vision 2015-2030, published by the Higher Council for Education, Training and Scientific Research, (equity and equal opportunity, quality for all and promoting the individual and the society). Therefore, inclusive education is now a major challenge in Morocco.

In order to support these orientations, and remain in consistency with the Strategic Vision fourth lever in particular, the National Authority of Evaluation at the Higher Council for Education, Training and Scientific Research, organizes, in collaboration with UNICEF, an international seminar on «**the Right to an Inclusive Education: Conceptual Transition, Practices Transformation and Evaluation Challenges** » on January, 7th & 8th 2019 at the Council in Rabat.

Various issues underline the organization of this seminar: what are the models and the mechanisms applied for educating children with disabilities as a response to policy willing and to the engagements taken in terms of inclusive education ?

What type of coordination should we apply to relevant actors (at the regional, national and international levels) to allow the building of a shared vision of the situation, to identify main challenges in order to ensure a work together?

How do politics and practices, in terms of evaluation, facilitate and guide teachings and learning in inclusive schools?

Therefore, with combining the participation of international and Moroccan experts in the field of inclusive education, one of the major objectives of this seminar is not only to generate awareness regarding challenges to be met, in Morocco and elsewhere, in favour of schooling children with disabilities, but also to identify current trends as well as real perspectives in inclusive education.

This seminar is part of the application of the Strategic Vision 2015-2030 which made equity one of the main pillars of the educational reform in Morocco. It will provide to the numerous actors of the educational community important information as regard to politics, participating countries’ conceptions and practices, without, however, judging the different systems.

**Programme**

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| **Monday, January, 7th 2019** |
| **08.15 – 8.45**  | **Participants’ welcome & registration**  |
| **8.45-9.00** | Projection of short movies on the subject  |
| **09.00 – 10.00** | **Welcome adress*** **Omar AZZIMAN,** President, Higher Council for Education, Training and Scientific Research
* **Giovanna BARBERIS,** UNICEF representative in Morocco
* **Latifa JBABDI,** Member of the Permanent Commission of Curricula, Programmes and didactic tools, Higher Council for Education, Training and Scientific Research
* **Rahma BOURQIA,** Director, National Authority of Evaluation, Higher Council for Education, Training and Scientific Research
 |
| **10.00 – 10.30** | **Opening lecture :****Let’s talk about inclusive education !*** **Charles GARDOU,** Distinguished lecturer, Lumière Lyon II University, Institute of Science and Practices in Education, Laboratory of Education, Cultures, Politics – France
 |
| **10.30 -10.45** | **Coffee Networking** |
| **10.45 – 12.15**  | **Plenary Session 1** **Inclusive Education: The road travelled and Challenged to be met****Chairwoman : Rabéa NACIRI,** Member of the Higher Council of Education, Training and Scientific Research* **Marianne SCHULZE,** Chairwoman of the independent monitoring committee for the implementation of the Convention on the Rights of Persons with Disabilities - Austria

**Existing international education models*** **Inclusive Education Specialist, UNICEF-USA**

**International issues related to students’ with disabilities inclusion** * **Fouad CHAFIKI,** Director of Curricula, Ministry of National Education, Vocational Training, Higher Education and Scientific Research - Morocco

**Strategies and perspectives : Education Model of students with disabilities - Morocco*** **Abderrahmane EL MOUDNI**, Director, Local information and Orientation Center for people with disabilities, Salé – Morocco

**Roads travelled, lessons learned and future challenges**  |
| **12.15-12.45** | **Q & A** |
| **12.45-14.15** | **Lunch break** |
| **14.30–17.00** | **Parallel workshops** |
| **Workshop 1 : what articulation of support mechanisms to ensure education accessibility for children with disabilities ?***What are theses mechanisms ? Do they exist ? What are their particularities and modalities of articulation  ?***Moderator : Hamid AKKAR,** Member of the Higher Council for Education, Training and Scientific Research **Grand témoin : Philippe CHAIZE,** Director of Community-based Inclusive Development at CBM International, former Director of the Association for Better Autonomy of People with Mental Disabilities - France* **Mohamed ADERDOUR**, Director, Regional Academy of Education and Training, Rabat-Sale-Kenitra, Morocco
* **Ahmed AIT BRAHIM,** Head of Department of Social Insertion of disabled people, Ministry of Solidarity, Women, Family and Social Development, Morocco
* **Khalid BENHASSAN,** Director, Mohammed VI National Centre for people with disabilities, Morocco
* **Najat EL GHARBI,** Head of Department, School and University Health, Directorate of population, Ministry of Health, Morocco
 |
| **Workshop 2 : Which practices adaptation for an inclusive education ?** *Which basic and ongoing training for school professionals ? How can exams be managed ? How can we prevent and walk along with disabled children and their families ?* **Moderator :** **Abdelghafour EL ALLAM**, Member of the Higher Council for Education, Training and Scientific Research **Grand témoin : Soumia AMRANI,** President, Collectif Autisme Maroc* **Franck Sahaguian**, National Education Inspector, Training Coordinator – National Research and Training Institute on the Education of Disabled Youths and Adapted Teaching – France
* **Mohammed SASSI,** Director, National Centre for Evaluation, Exams and Orientation, Ministry of National Education, Vocational Training, Higher Education and Scientific Research, Morocco
* **Mohammed BAIDADA,** Expert with several national and international organisations and institutions in the fields of education, training, social development and human rights, Morocco
* **Soulaiman AMRANI,** Director, Association Hanane for the Protection of disabled children, Tetouan, Morocco
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| **17.00-17.15** | **Coffee Break Networking** |
| **17.15** | **End of first day activities** |

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| **Tuesday, January, 8th 2019** |
| **09.00 – 10.30** | **Plenary Session 2** **Inclusive Education: what challenges and innovations in terms of evaluation ?** **Chairman : Mahjoub EL HIBA,** University Professor * **Serge THOMAZET**, Lecturer and Reseacher, Clermont Auvergne University, Research Laboratory of Activity, Knowlegde, Sharing of Experience, Education - France

**Evaluation in the context of Inclusion** * **Humberto Javier RODRIGUEZ FERNANDEZ,** Director of the Humberto Ramos Lozano Mainstream School of Specialisation (Monterrey) – Mexico

**Assessment, from intentions to tools*** **Jean HORVAIS,** University Professor, Departement of Specialized Education and Training, Québec University (Montreal) - Canada

**Assessment and Inclusive Practices : a case of the Network of Public Alternative Schools in Quebec*** **Rkia CHAFAQI,** Survey and Analysis Specialist, National Authority of Evaluation, Higher Council for Education, Training and Scientific Research

**Assessing the model of disabled Children education in Morocco : Presentation of quality survey results** |
| **10.30-11.00** | **Q & A**  |
| **11.00-11.15** | **Coffee Break Networking** |
| **11.15 – 12.45** | **Plenary Session 3****Inclusive Education: What are the conditions to carry a job together ?**  |
| **Chairman : Nicolas EGLIN**, Director of the Regional Cluster for the Departmental Association for Public Education Pupils (69) - France |
| * **Lucia DE ANNA** Professor of Didactics and Special Pedagogie, Department of Motricity Science, Humanities and Health, Università degli Studi di Roma “Foro Italico” – Italia

**Collaboration between various partners involved in the education inclusion process in Italia.** * **Serge Ramel,** Associate Professor of La Haute École Pédagogique Lausanne, founding member and codirector of the International Research Laboratory on inclusive education – Switzerland

**Conditions for participation of the concerned persons*** **Mohamed ELKHADIRI,** Member of the Economic, Social and environmental Council, President of the Collectif for the promotion of disabled people’s rights, Maroc

**Inclusive Education and governance** * **Sandrine AMARE,** PhD in Education Science, Lumière Lyon II University, Studies Director of Collège Coopératif Auvergne Rhône-Alpes – France

**Knowledge to Action: Working cooperatively, it’s not a common place!** |
| **12.45-13.15** | **Q & A** |
| **13.15-14.30** | **Lunch Break** |
| **14.30 – 16.45** | **Parallel Workshops** |
| **Workshop 3 : Inclusive Education: the concern of all of us. How can we solve the articulation complexity between different actors ?***Inclusive Education is everyone’s concern ! Who are the protagonists ? what is the role of everyone ? How to collectively address the educational needs of students with special needs, both today and tomorrow?  Which levers to actuate? What type of organization should we promote ?***Moderator**: **Nadia Amal BERNOUSSI,** Member of the Higher Council for Education, Training and Scientific Research **Grand témoin : Abdelmalek ASRIH,** President, North Regional Network for disabled people’s right, Morocco * **Nicolas BORDET,** Director of the Metropolitan and Departmental Association of friends and parents of mentally disabled children - France
* **Mohamed JAY MANSOURI**, Director, Regional Academy of Education and Training of Souss-Massa, Morocco
* **Said HANSALI,** Coordinator, Observatory of Disabled people’s rights, Ministry of Solidarity, Women, Family and Social Development, Morocco
* **Céline ABRIC**, Head of Mossion in Morocco, Humanité & Inclusion - Maroc
 |
| **Workshop 4 : Inclusive Education : to which changing in social representations ?***How can we act to change our perception in favour of an inclusive education? How do media contribute to the promotion of an inclusive education? How to undo from segregated representations?* **Moderator : Latifa JBABDI,** Member of the Higher Council for Education, Training and Scientific Research **Grand témoin : Alessio COVELLI**, Lecturer and Researcher in Inclusion Didactics and Pedagogy, Università degli Studi di Roma “Foro Italico” – Italia* **Nicolas EGLIN**, Director of the Regional Cluster for the Departmental Association for Public Education Pupils (69), composed of the Regional and Technical Centre for Visual Impairment, families, medico-social services and the PEP(69) Training Centre, Chairman of the National Federation of Disabled Pupil Support Associations –France
* **Rachid EL GUENOUNI,** Researcher in Social Psychology, Head of mission in the office of Head of Government, Morocco
* **Nabil MAAROUFI,** Accessibility Project Manager, Collaborator-Provider of the Moroccan Universities Network for inclusive education for visually impaired students at Mohammed V University, Advisor in the field of accessibility at the Alaouite Organization for blind people protection, Morocco
* **Abdelaziz ARSI,** University Professor, Faculty of Education Sciences, President, Deaf People Forum, Morocco
 |
| **16.45-17.00** | **Coffee break** |
| **17.00 - 17.30** | **Conclusions** |
| * **Rkia CHAFAQI,** Survey and Analysis Specialist, National Authority of Evaluation, Higher Council for Education, Training and Scientific Research
* **Meryem SKIKA,** Adolescent and Youth Development Officer, UNICEF Morocco
 |
| **17.30 – 18.00**  | **Seminar Closing** |
| * **Giovanna BARBERIS,** Representative, UNICEF in Morocco
* **Rahma BOURQIA,** Director, National Authority of Evaluation, Higher Council for Education, Training and Scientific Research
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# Forum on the future of learning

Organised by the European Commission, Brussels, 24 January 2019

Manuel Miguéns, EUNEC president, attended this event

Organised at the initiative of Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport  by the European Commission, DG EAC, the event provides an open platform for exchanges between education, training and youth stakeholders and policymakers. The main discussions focus on key issues that education and training will be facing in Europe and beyond until 2030, including the challenges associated to demographics; inclusion and citizenship; technological change and the future of work; digitalisation of society; environmental concerns; and investments, reforms and governance.

The Forum builds on the work of the European Education and Training Expert Panel, which consists of independent experts from across Europe. The Panel members present their findings on these six challenges and there is an opportunity to provide input to the preparation of the new EU education and training cooperation framework beyond 2020. The Forum also highlights some of the European Union’s main initiatives driving forward the future education and training, including non-formal and informal learning, in particular via the Erasmus programme.

<https://ec.europa.eu/education/events/forum-on-the-future-of-learning_en>