



10 December 2012

EUN/EC/DOC/052

Attended events October – December 2012

1. European Education, Training and Youth Forum. Investing in skills for growth and jobs.

Brussels, 18-19 October 2012

Manuel Miguéns, member of the CNE and of the EUNEC executive committee, and Carine De Smet, EUNEC secretariat, attended this event.

Two rounds of workshops have been organized, one on policy cooperation challenges and the role of stakeholders, another one to the potential of Erasmus for All activities/actions to tackle the challenges.

The outcome provided input for the November Council Conclusions on Europe 2020 and for the implementation of Erasmus for All.

The Forum gathered 350 participants: Education and Training as well as youth stakeholders, national and regional policy makers, representatives of the business world and civil society. It was prepared through an online consultation of more than 2000 stakeholders' organisations.

The plenary sessions can be watched again on the webstream:

<http://engage.vevent.com/index.jsp?eid=1691&seid=40>

2. Teacher Education for Inclusion. Profile of inclusive teachers.

Brussels, 9 October 2012

This session was organized by the Flemish Education Council, in Brussels, on 5 October 2012.

Roos Herpelinck, member of the EUNEC executive committee and of the Vlor, and Carine De Smet, EUNEC secretariat, attended the event.

The teacher education for inclusion project has explored how all teachers are prepared via their initial teacher education to be 'inclusive'. The three year project set out to identify the essential skills, knowledge and understanding, attitudes and values needed by everyone entering the teaching profession, regardless of the subject, specialism or age range they will teach or the type of school they will work in. The project is conducted by the European Agency for Development in Special Needs Education.

The TE4I project has lead to a number of outputs that are available at the project website <http://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion>.

3. Jean Monnet conference. Sustainable growth in the EU. The role of education and training.

Brussels, 13-14 November 2012

Carine De Smet, EUNEC secretariat, attended this event.

Education and training are at the heart of the political agenda as European Union leaders grapple with the economic crisis and its consequences for young people who have borne its brunt: youth unemployment among 15-24-year-olds has increased by 50% since the start of the crisis in 2008 and, today, one in five young Europeans – more than five million – are without a job.

The Europe 2020 strategy for jobs and growth has set benchmarks to reduce early school leaving and increase the share of graduates. Educational and training institutions need to increase their impact through the use of new teaching methods which promote open, flexible and innovative ways of learning. They also need to focus more on developing skills which are in demand on the labour market.

Those are the main issues which were debated at the conference. The three main sessions were dedicated to the following topics:

- New education for new growth.
- Skills for the 21st century. Mapping the needs of the labour market.
- Inclusion for growth.

There was also an opportunity to discover information about EU grants which will be available in 2013 under the Jean Monnet programme.

4. European Commission conference: "One Step Up in later life: learning for active ageing and intergenerational solidarity"

Brussels, 20 November 2012

Mia Douterlungne, EUNEC general secretary, attended this event.

The conference focused on developing ideas and orientations for European cooperation in the field of adult learning, in particular on learning as a stimulus for active ageing and on intergenerational learning.

The purpose of the conference is fourfold:

- To identify the key elements of the role of learning in an ageing society and its implications for Europe and to reflect on how to address key priorities defined in the European Agenda for Adult Learning;
- To take stock of national developments and existing research, and disseminate and review the results of good practices;
- To analyse and assess the numerous good practices developed by Grundtvig projects and their potential for dissemination, mainstreaming and transfer to new countries or settings;
- To develop ideas for further policy cooperation in the field in the framework of the European Agenda for Adult Learning.

Memorandum with key messages from the workshops at
http://ec.europa.eu/education/doc/memoageing_en.pdf