



17/05/2010  
EUN/EC/DOC/020

## Attended events : December 2009 – May 2010

### 1 Alicante Congress on 'Education and Migration'

Alicante, 21-22-23 November 2009

Ms Maria Emília Brederode Santos (CNE) attended the event.

This Alicante Congress is the outcome of preparatory meetings in Brussels and Zagreb (September 2009), Rabat and Cairo (October 2009), with the Algiers Congress (February 2009) as a starting point. It is organised by the European Movement International, the Casa Mediterraneo, the Bibliotheca Alexandrina, in collaboration with the European Movement from Valencia, the European Movement from Spain and the Alicante University. The congress is supported by the Valencia Region, the League of Arabian States, the European Commission and the Ministry of Foreign Affairs of Spain.

The objective of this South-North Mediterranean Dialogue is to define together a common vision on the future of this part of the world, and to encourage the cooperation between civil society of both sides of the Mediterranean.

This Congress is the second 'South-North Mediterranean Dialogue' and focused on the themes of Migration and Education; the debate was concentrated on the themes of mobility, employability, quality of the training, access to education, the link with the labour market.

Conclusions of the conference are available at [www.europeanmovement.eu](http://www.europeanmovement.eu).

Ms Brederode insists on some specific aspects:

The governments of the countries south of the Mediterranean found this conference extremely important; this is illustrated by the presence of several of their Ministers during the opening sessions, the closing sessions or even during all the conference. Abdelkader Messahel, Algerian Minister in charge of Maghreb and African Affairs, Amr Salama, Egyptian Minister of State and former Minister of Higher Education and Scientific Research and Agmed Akhchidhine, Maroc Minister of Education were present.

Participants from these countries seemed satisfied at the end of the event, although waiting for confirmation: all depends on the follow-up, is their careful synthesis. Their feelings can be summarised in the words of Albert Camus:

'Ne marche pas trop derrière moi – je peux te perdre de vue

Ne marche pas trop devant moi – je peux ne pas te suivre.

Marche avec moi, comme mon ami.'

A shared vision of the future...

Spain and, of course, the region of Valencia also accorded a lot of attention to this conference; this is illustrated by the fact that the Mediterranean dialogue was announced as one of the priorities of the Spanish Presidency of the EU.

The 'civil society' aspect of the conference was present through the presence of civil society organisations participating at the conference, but also through the presentation of a 'Mediterranean Citizens' Assembly', taking place in parallel with the conference.

Ms Brederode suggested to the conference the necessity of an urgent development of early childhood education in the countries of the South, the importance of an inclusive approach of school and of lifelong learning, and the elaboration of different forms of distant learning.

This report is also available in French at the EUNEC website [www.eunec.eu](http://www.eunec.eu).

## **2 Seminar on the Assessment of Key Competences**

Brussels, 15 October 2009

Geertrui De Ruytter (Vlor) attended the event.

A full report from the European Commission is now available at [www.eunec.eu](http://www.eunec.eu).

## **3 Lifelong Learning Infodays**

Brussels, 7 December 2009

Simone Barthel, President of EUNEC, and Carine De Smet (secretariat) attended the event.

The day was chaired by Brian Holmes, Head of Unit, EACEA.

Gilbert Gascard, Director at EACEA, gave introductory information on the history and role of the Agency. Helen Clark, Director at DG EAC, gave information about the current framework, the policy priorities and the main innovations. She referred to the four long term priorities of the updated strategic framework for Education and Training 2020 and to the corresponding short-term priorities. It is absolutely necessary that applications are related to these priorities, there has to be a clear link. She also insists on the fact that all propositions have to have a clear valorisation plan of the results of the projects (in a quantified way). Wim Van Steenkiste (Eurydice) presented the work and role of Cedefop and Eurydice. Gillian Mc Laughlin (EACEA) interviewed successful applicants gave information about submission and selection procedures, insisting again on the importance of making the project fit in the EU priorities; a major challenge remains the description of the impact of the results.

In the afternoon, there were parallel sessions on the sectoral programmes, the transversal programme, Jean Monnet actions and the e-form.

All presentations at

[http://eacea.ec.europa.eu/llp/events/infodays\\_2010/infoday\\_llp\\_2010\\_en.php](http://eacea.ec.europa.eu/llp/events/infodays_2010/infoday_llp_2010_en.php)

## **4 Grundtvig, a decade of European innovation in adult learning**

Brussels, 26-28 January 2010

**Marta Ferreira-Lourenco**, head of Unit Adult Education, DG Education and Culture welcomed the participants at the conference.

**Maria Joao Rodrigues**, special Advisor on European policies to the European Union institutions, Professor of European Economic Policies at the Institute for European Studies (ULB) highlighted **the importance of adult learning in the EU 2020 strategy**. She stressed the fact that the actual social and economic problems can be used as a unique opportunity to involve more people in adult learning. Adult learning, helping people to make the best of their abilities, is the central process to build a knowledge society with social inclusion.

Challenges: we need a stronger connection between adult learning and

- Prosperity (not only the GDP per capita, but also the wellbeing)
- Citizenship (preparing people to be national, European and global citizens)
- Solidarity (creating real access for all, assuring intergenerational links)

Goals:

- Overcome the deficit of adults who don't have secondary education
- Not only raising the levels, but also updating the competences (New Skills for New Jobs initiative)

Instruments:

- ET 2020 based on the Open Method of Coordination
- Upcoming common frameworks (EQF, ECVET, Europass, ..)
- Lifelong Learning programmes; adult learning should have a bigger share in these community programmes
- National programmes; need more ambition about concrete skills and competences, and about infrastructure

Incentives for LLL could be good guidance provisions, good family support provisions and better validation and recognition.

Critical conditions:

- Coordination between the Ministry of education and Training and the Ministry of Employment
- Stronger involvement of all stakeholders in civil society
- Create a real social movement in Europe to develop LLL as a central activity to be citizens in a knowledge society; social responsibility, not only about environment, but also about people.

**Alan Smith** (Deputy Head of Unit adult education; DG Education and Culture) made a presentation under the title '**Stimulating European Innovation in Adult Learning**'. Adult learning has been 'discovered' in the past decade, because of the fact that, beneath the surface, people are low-skilled; there is a mismatch between the needs of society and the skills in society.

Mr Smith merely insists on the fact that adult learning should be an inclusive concept: lifelong learning, including formal, non-formal and informal learning, involving all organisations and all the citizens.

**Doris Pack**, President, Education and Culture Committee, European Parliament presented **the view from the European Parliament on Adult education and Grundtvig**.

She claims that education is the alfa and omega of the Lisbon strategy; without ET 2020 there cannot be a EU 2020. Lifelong learning has to be a key issue in our policies. The European Year 2011 of Voluntary actions can enable people to have a rich non formal learning experience.

Ms Pack stresses the importance of a high quality adult education staff; the development of a diploma in adult education should be encouraged. People have to be encouraged to learn languages. Universities should be encouraged to offer wider access to adults with work experience, to older people. International cooperation should be enhanced; we think of a Grundtvig Mundus. And last but not least, we need reduction of administrative barriers.

**Anne Degrand – Guillaud** (DG General Employment, Social Affairs and Equal Opportunities) presents the **European Year 2010 for combating poverty and social exclusion: objectives and activities.**

Ms Degrand Guillaud insists on the natural link between the Grundtvig programme and the programme of the European Year.

In Europe, 1 in 6 people is affected by poverty (the poverty threshold is set at 60% of the median national income); this number has to be kept in mind through all the actions. Moreover, having a job may be the best route out of poverty, yet 8% of the people in work don't earn enough to escape from it.

The objectives of the year:

- To better acknowledge the right of people living in poverty to play a full part in society
- To build and reinforce partnerships between actors working to fight poverty and social exclusion
- To increase awareness of the many forms of poverty and social exclusion, and inspire people to come together to combat them
- To generate new impetus in the struggle against poverty and social exclusion

The decision of the European Parliament and the Council about this European Year 2010 has been taken before the financial crisis; as a commitment to more effective and more efficient social inclusion policies, because poverty is not only economic but also social. The implementation of the year is a combination of decentralisation (National Implementation Bodies, and national programmes) and coordination at the European level (common information and awareness raising campaign, and a specific budget of 17 millions of euros). About 500 projects are expected.

All events on the website [www.2010againstpoverty.eu](http://www.2010againstpoverty.eu)

Critical conditions for the success of the year:

- Going beyond traditional sectors
- Partnership is crucial: involving social partners and civil society

**Helene Clark**, Director for Lifelong Learning programme and policies, DG Education and Culture, talked about **Grundtvig's contribution to the fight against social exclusion.**

Education can be a shield against poverty and against social exclusion; adult learning can help. In fact, the four priorities of Education and Training 2020 are related to adult learning.

Apart from the broad framework of ET 2020 there are more specific frameworks for adult learning:

- 'It's never too late to learn' (Commission Communication 2006)
- 'It's always a good time to learn' (EU Action Plan on Adult Learning 2007)

To support this action plan activities are organised to exchange experiences and good practices. Some activities of Grundtvig relate directly to social inclusion, but all contribute; Important target groups are senior citizens, migrants and functionally illiterate people.

The last day, conclusions of eight **workshops** were presented:

1. Broadening access, boosting participation
2. Recognition of a non formal and informal learning: towards innovative changes in formal education systems? The role of Grundtvig projects.
3. Professional development of adult education staff.
4. Basic skills, key competences, literacy and numeracy
5. Migrants: the role of adult education
6. Senior citizens and adult education
7. Disabilities and special needs
8. Active citizenship
9. Art, Music and culture.

Two major conclusions of the workshops in order to boost participation:

- |  |
|--|
| <ul style="list-style-type: none"><li>- Removing administrative barriers: the obstacles are known, it is time for action now, so focus on solutions. Keep it simple!</li><li>- Involve stakeholders . Don't do anything about us without us!</li></ul> |
|--|

Link to the event (with all powerpoint presentations):  
[http://ec.europa.eu/education/grundtvig/doc1974\\_en.htm](http://ec.europa.eu/education/grundtvig/doc1974_en.htm)

## **5 New Skills for New Jobs: Action Now**

Brussels, 4 February 2010

DG Education and Culture and DG Employment, Social Affairs and Inclusion of the European Commission

Simone Barthel, president of EUNEC, attended the event.

What jobs will be available in about 10 years? Is the training provided now useful to find a job tomorrow? Are skills needs and jobs changing all over the EU?

Adapting to change and ensuring the correct matching between labour market and supply is crucial if EU countries want to remain productive and competitive. The rapid change implies that EU countries have to become pro-active and be able to anticipate in order to be better prepared for future challenges.

This is why EU Member States have asked the European Commission to report on future skills requirements in Europe up to 2020. The "new skills for new jobs" initiative should help to:

- Improve the capacity to anticipate and match labour market and skills needs in the EU
- Reach the objectives set out in the EU's growth and jobs strategy
- Make best use of existing initiatives and instruments
- Gather results that are comparable at EU level
- Promote a truly European labour market for jobs and training that corresponds to citizens' mobility needs and aspirations

The conference presented the key findings of the report of an independent expert group, set up to advise the European Commission on how to advance the New Skills for New

Jobs agenda. Seven of the experts presented their set of recommendations, grouped along the following main lines:

- Provide the right incentives to upgrade and better use skills for individuals and employers
- Bring the worlds of education, training and work closer together
- Develop the right mix of skills
- Better anticipate future skills needs.

EUNEC could consider to work on this subject, spreading information about the report and working on the link of the new skills of new jobs and social cohesion. This work could be integrated in the work programme for 2011-2014.

The programme, presentations, speeches and expert group report are available at <http://ec.europa.eu/social/main.jsp?catId=822&langId=en&eventsId=232&furtherEvents=yes>

## **6 Stakeholder meeting: Mainstreaming occupational safety and health (OSH) into education**

Brussels, 24 February

European Agency for Safety and Health at Work

Dominique Lemenu (Conseil de l'Éducation et de la Formation) and Carine De Smet (EUNEC secretariat) attended the event.

In the first session: presentations dealing with the recent developments in the field of mainstreaming OSH into education, and with the EU policy perspectives on mainstreaming OSH into education. During the interactive session the participants discussed OSH issues in small groups.

Overall conclusions and presentations at

[http://www.enetosh.net/webcom/show\\_article.php/c-29/nr-139/p-1/i.html](http://www.enetosh.net/webcom/show_article.php/c-29/nr-139/p-1/i.html)

## **7 'Progress towards the Lisbon objectives in education and training. Indicators and benchmarks 2009'**

Brussels, Vleva (Liaison Agency Flanders Europe), 2 March 2010

Mia Douterlungne (secretary general EUNEC) and Roos Herpelinck (Vlaamse Onderwijsraad) attended the event.

Anders Hingel, European Commission, DG EAC, presented the report 'Progress towards the Lisbon objectives in education and training. Indicators and benchmarks 2009.'

Information, links to the powerpoint presentation and relevant documents at

<http://www.vleva.eu/content/6213>

## **8 EU 2020 Strategy: Raising the Game!**

Brussels, 3 March 2010 (European Movement)

The EMI held a seminar on the Europe 2020 Strategy in the premises of the Czech Permanent Representation to the EU, gathering leading experts, social partners, the Presidents of the European political parties, as well as a wide range of civil society representatives.

**Pat Cox**, President of the European Movement International, stated that "in terms of employment, the economic crisis, through job losses, has driven us back two decades to the early 1990s. This is in a context of constraints on public finances unmatched since that time. One must add to this mix the sclerotic and dysfunctional state of the banking and financial sector and the consequential limited access to vital credit, especially for SMEs." He went on to add that "the strength of a medium term perspective such as Europe 2020 is that it offers a road map for coherent policy making over time faced with challenges such as the ferocity of global competition and Europe's ageing demographics." However, he concluded that, "this (could) not and must not take away from the fierce urgency of now".

This idea was echoed by a number of contributions made throughout the Seminar.

**Prof. Maria João Rodrigues**, the leading expert on the Lisbon Strategy, described the Europe 2020 as an "appealing agenda" but added that in respect of credibility it needed to be backed by the "necessary political and financial instruments".

Speaking on behalf of Business Europe, **Philippe de Buck**, Director General, noted "the sense of urgency" about the current economic situation, and insisted that the European Commission should be accountable for its period in office between now and 2014, even as it develops a mid-term strategy for 2020.

**John Monks**, General Secretary of the European Trade Union Confederation, expressed himself to be a "skeptic of Europe 2020". Noting a Financial Times' headline story - Hedge funds raise bets against Euro -, he remarked: "this is today; what will Europe 2020 have to say about that?"

**Poul Nyrup Rasmussen**, President of the Party of European Socialists, suggested that a time had come to establish "a mutual guarantee system" to insure deficit states against the risk of sovereign default, which could be managed by the European Investment Bank. Referring to what he called "the lack of concrete proposals", he wondered "if the European Commission is living in another world".

Speaking on behalf of the European Liberal Democrats, **Annemie Neyts**, President, described the Lisbon Agenda as "a dismal failure" and criticized the ineffectiveness of the "non-compulsory Open Method of Coordination", adding that any new strategy needs "carrots and sticks".

**Gunnar Hökmark**, Co-Chairman of the European People's Party Working Group on Economic and Social Policy, said that a time had come to move away from tired declaratory strategies like "best in the world" and recommended instead focusing on the best reforms available. He concluded by sharing his concerns that if it doesn't get the economy right, "Europe risks losing influence in the World".

## **9 ESCO Stakeholders' conference (European Skills, Competencies and Occupations Taxonomy)**

Brussels, 17-18 March 2010

Koen Stassen (Vlaamse Onderwijsraad) attended the event.

Organized by the European Commission, DG employment, social affairs and equal opportunities and by DG education and culture.

The first day of the conference, Wallis Goelen (DG Empl) and Gordon Clard (Dg EAC) set the scene: the relevance of ESCO for employment policies and for education and training policies. Then, Henric Stjernquist (DG Empl) explained what is ESCO and how it can be used; Jens Bjornavold (CEDEFOP) talked about the link between ESCO and education and training; Lambert Kleinmann (DG Empl) talked about the role and kind of involvement for stakeholders.

The afternoon sessions of the first day and the morning of the second day there were workshops, followed by a panel discussion on the way forward.

Powerpoint presentations and background documents are available at the EUNEC secretariat.

## **1 0 Thematic Forum School – Business Cooperation**

Brussels, 24-25 March 2010

DG Education and Culture of the European Commission

Simone Barthel, President of EUNEC, and Carine De Smet (secretariat) attended the event.

This conference underlined the many different advantages that collaboration can offer to schools and businesses.

European Commissioner Androulla Vassiliou was excused and replaced by Odile Quintin, Director General of DG EAC, who worked before at the DG Employment, Social Affairs and Equal Opportunities. She insisted on not limiting the School – business cooperation to higher education. Ms Quintin referred to the new Europe 2020 strategy and the key role of education and training within this strategy. She also referred to the New Skills for New Jobs initiative, and what this means for teaching and learning. The need for more school business cooperation has increased: Europe 2020 proposes to build shared solutions, rather than to work in isolation.

The first key note speech presented the business perspective: Jan-Eric Sundgren, Senior Vice President of AB Volvo (ERT, European Round Table of Industrialists). He illustrates that the ERT vision for a competitive Europe in 2025 is very much in line with the Europe 2020 strategy. As Europe will face large scale competence disparities in the MST area, European stakeholders will need to coordinate efforts. ERT believes business has an increasingly important role to play in partnerships with education to support students and teachers.

The second key note speech presented the school education perspective. Frank Vandembroucke, Member of the Flemish Parliament and Minister of State, former Flemish Minister of Work, Education and Training. He insisted on the overall objective of equal opportunities. The strategic objective of education is to provide young people with a starting qualification: prepare them for the labour market, but also prepare them to be responsive, reflective and active citizens. There is a need to develop a large talent development coalition, which is not exclusively the task of education. We have to look for a common analysis and vision with other sectors. Work will become more important in education; but this does not have to mean that education has to be the servant of the labour market.

Workshops focused on 4 topics:

- Maths, science and technology

- Transversal competences
- Motivation
- Teachers and trainers

Conference programme and background at

[http://ec.europa.eu/education/school-education/doc/agenda\\_mar\\_2010\\_en.pdf](http://ec.europa.eu/education/school-education/doc/agenda_mar_2010_en.pdf)

Presentations and conclusions at

[http://ec.europa.eu/education/school-education/doc2279\\_en.htm](http://ec.europa.eu/education/school-education/doc2279_en.htm)

## **1 1 European Associations Coordinators Meeting**

Brussels, 6 May 2010

Simone Barthel, President of EUNEC, and Carine De Smet (secretariat) attended the event.

**M Ralf Rahders** gave an overview of the day programme. He mentioned that, during evaluations, in contacts with experts, it appeared that the description of the impact of the work programmes should improve; that's the reason why this item is on the agenda in the afternoon.

**Ms Ilona Pokorna** gave an overview of the selections results of the 2009 call for proposals and feedback of the evaluation of 2009 final reports.

**M José Pessanha** presented recent developments in the Europe 2020 strategy and the mobilisation from education and training actors.

The most important element in the Updated Strategic Framework for Education and Training (ET 2020) are the four long term strategic objectives: Lifelong learning and mobility; Quality and efficiency; Equity, social cohesion and citizenship; innovation and creativity (incl. entrepreneurship) and the five benchmarks which are agreed on by the Council: 95% of children between 4 and the start of compulsory education in ECE; less than 15% low achievers in reading, maths and science; less than 10% early education leavers; 40% of 30-34 years olds with tertiary attainment; 15% of adults participate in lifelong learning.

José Pessanha states that ET 2020 in a way anticipated Europe 2020; that's one reason why Education and Training is so prominently present in the Europe 2020 strategy. There has never been a stronger commitment in the field of education and training. If the two benchmarks (on early education leavers and tertiary attainment) will be accepted in the new Europe 2020 strategy (in June 2010), this commitment will even become stronger.

José Pessanha also presented the Joint Progress report, which is basically a summary of what has been achieved in the Member States.

Finally, The Europe 2020 strategy was presented, with emphasis on the fact that education and training is in the heart of this strategy:

- The EU targets on early education leavers and tertiary attainment
- Two flagship initiatives: New Skills for New Jobs and Youth on the Move
- Three integrated guidelines (n° 4 – 8 – 9)

**M Guido di Fiore** explained the guidelines for the administrative and financial management, monitoring and reporting.

In the afternoon session, **Professor Marleen Brans** (Public Management Institute, Catholic University of Leuven) presented the concept of impact on the basis of the results of the study (EUNEC subcontract) and the theoretical framework underpinning impact and effectiveness of stakeholders participative policy making. During workshops, lead by professor Brans, Jan Van Damme and Gianluca Ferraro, European Associations discussed on the impact of their activities on the general public and on the policy making process: experiences, methods of impact evaluation, interaction with civil society, national governments and European policy makers.

## **1 2 Annual Conference of the Lifelong Learning Programme**

Barcelona, 19 May 2010

Simone Barthel, president of EUNEC, attended the event

### **"Looking beyond 2013"**

This conference was a first consultation about the next European programme beyond 2013. Participants were representatives of the countries, national Agencies, partners of the ending program, some other stakeholders like EUNEC. The invitation said:

*The Lifelong Learning Programme is a joint project of all European countries designed to facilitate exchange, cooperation and mobility between education and training systems in participating countries. It is a strong commitment oriented towards fostering a united Europe and making education accessible for people of all ages, regardless of socioeconomic status. The Lifelong Learning Programme strengthens social cohesion, active citizenship, intercultural dialogue and equality between men and women.*

*During this conference, the focus will be on the role of the Lifelong Learning Programme in its various aspects, and the deepening need for Europe to have high quality, flexible educational systems and training. In turn, this will support citizens in reaching their full potential and in preparing for the workplace, promoting social inclusion and the assumption of responsible citizenship.*

*We aim to promote an active dialogue among participants to obtain significant contributions regarding the activities of the next generation of the Lifelong Learning Programme.*

The programme for 2011-2013 is yet prepared and the calls are launched.

There were valorisation stands of **EVE, EST and ADAM new databases**.

- The platform EVE will provide a single access point for European project results of all DG EAC programmes: from the Lifelong Learning Programme to Culture, Youth and Citizenship.
- ADAM (Advanced Data Archive and Management System) provides information on innovative projects funded by Leonardo da Vinci on a European scale.
- EST (European Shared Treasure), a database where teachers, trainers and educators cooperating in partnerships will share the wealth of their experience.

## Introduction

### **The new Director-General for Education and Culture appointed by the**

**Commission, Jan Trzuszczński**, took some lessons from the last LLP, before giving the awards 2010 to the best project of each part of this programme. The year 2010 was the year for combating poverty and social exclusion. The European Union is one of the richest areas in the world, but still 17% of EU citizens have such limited resources that they cannot afford the basic provisions. This means that 5 million persons are concerned! One the keys to a better situation is the high quality of education for each. We have to manage innovative solutions to permit the access for everybody (migrants, people with special needs, victims of violence, people without access to the ICT...) to this best education. That was the criteria for the 2010 awards. The winners were projects about :

- migrants inclusion,
- intergenerational ICT project,
- language café (places to meet people to practice speaking other languages, share cultural interests or just simply socialize)
- gender equity : Athena II (thematic network of Women's Studies academics and students in Europe)

After 2013, a new generation of programmes will arise. Budget is yet in debate in a very difficult period with great risks of exclusion and also of lost talents. Young people are the key for the future. Education is thus a high priority in EU 2020. We will have to take in account the outputs of "New skills for new jobs" and keep the common objectives of excellence and equity. So we don't have to build a new LLP but we have to move toward a more integrated LLP (Socrates, Leonardo, e-learning...).

The budget should be of a billion Euros by year making choices taking into account the economical situation. Funds will come from the EU but it 's necessary to encourage the states to add a national budget to those actions.

- 60% for mobility : students (Erasmus, Comenius), apprentices (Leonardo), adults in training (Grundtvig) and also, very important, teachers, trainers, staff. We want to simplify the administrative work and to reduce the number of agencies (2 European agencies and 1 national agency)
- 40% for enhancing the quality of the national education and training systems: cooperation at the political level, development of tools and implementation of ECTS, ECVET, CEC, Europass...

Enhance efficiency supposes a better synergy between the programs: LLP, Youth on the move<sup>1</sup>, international dialog (languages), new skills for new jobs' initiative (NSFNJ).

## 4 workshops

Some statements from the workshops :

1. Let's move together (mobility) :

- Mobility is an added value for youngsters and all the beneficiaries but also for the institutions and for the enhancement of the quality of the system. We have to convince all the stakeholders .

---

<sup>1</sup> **Youth on the Move** is a registered charity and personal development organization founded to facilitate social mobility amongst young people living in deprived areas

- The criteria to choose people for an exchange should be more explicit and coherent between schools in all the countries.
  - We have to increase the number of mobility but in the same time the quality.
2. Let's work together (partnerships) :
- Multilateral projects, partnerships, networks should include cooperation with other partners in the field of enterprises, world of work (employers and employees, trade unions ...)
  - Develop also partnerships with regions which exist now founded by their own funds or by the FSE.
3. Let's implement together (simplification of management procedures) :
- 64 types of programmes are offered and there are different forms of management for each, accompanied by diverse national and European agencies with different modes of control! It is a necessity and a priority to simplify and unify in a single LLP program with a coherent management.
  - to do it, we have to work bottom-up and take in account the viewpoint of the users.
4. Let's be together (social inclusion and active citizenship):
- increase the number of disadvantaged students implies to work in mutual trust, to work together for a long time, to include different partners (education, training, social assistance, etc) and to work on the concept of mentoring.
  - Barriers have to be broken: for instance by paying the passport of people that need it to move to Europe, by giving priority to cross-border partnerships.
  - Necessity of a better dissemination and sustainability of partnerships
  - Imply schools, extra-curricular, intergenerational approaches...

## **Conclusion**

Hélène Clark, Director at the European Commission, put the emphasis on the will to maintain the aim of equity, excellence, combating poverty and exclusion.

For her there is a triple impact of the LLP:

- For people who are the beneficiaries of the actions
- For the systems which are cooperating
- For policy making in the field of education and training.

We must simplify the management at the European level but the states have also to limit their own priorities to centralise actions on some common objectives.

The consultation process on the future LLP 2014-2020 is now under way. All suggestions from the stakeholders are welcome.

## **Remark:**

David Lopez vice-president of EUCIS, was in Barcelona. We have had a long discussion about the relations between our networks. I met Audrey before at a meeting in Brussels and she has explained the situation of our partnership to their assembly (14<sup>th</sup> of May in Barcelona). DL told me that they have found a possibility to cooperate with the FREREF which has the same problem of partnership (regional policy makers, researches and regional authorities). We could meet him to see if it's possible to use the same arrangement or to find a other solution.

To be discuss with the executive committee.