



CONFERENCE ON LIFELONG LEARNING, EQUITY AND EFFICIENCY

28–29 SEPTEMBER 2006 IN HELSINKI, FINLAND

**PROGRAMME, BIOGRAPHIES
AND FORUM DESCRIPTIONS**

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LIFELONG LEARNING, EQUITY AND EFFICIENCY

PROGRAMME FOR THE EU PRESIDENCY CONFERENCE

WEDNESDAY 27 SEPTEMBER 2006

Arrival in Finland and Helsinki

Accommodation at Hotel Scandic Continental and Hotel Arthur

17.00–20.00 Information desk open at Hotel Scandic Continental

THURSDAY 28 SEPTEMBER 2006

8.30 Registration at Finlandia Hall

9.25 Music performance by students from the Sibelius upper secondary school

9.30–10.45 **Plenary session I, Helsinki Hall, 1st floor**
Chairperson: *Mr Sakari Karjalainen*, Director General, Ministry of Education

9.30 Opening of the Conference
Mr Antti Kalliomäki, Minister of Education and Science, Finland
“Equity and Efficiency in European Education and Training Systems” presentation on the European Commission Communication, *Ms Odile Quintin*, Director General, DG EAC, European Commission
“Sustainable Leadership and Development in Education”
Mr Andy Hargreaves, Thomas More Brennan Chair in Education, Professor, Boston College

10.45–11.15 Coffee break

11.15–13.00 **Plenary session II, Helsinki Hall, 1st floor**

“Equity, Efficiency and Policy Making”
Mr Slavko Gaber, Assistant Professor, University of Ljubljana, Slovenia

“The OECD, Equity and Education”
Ms Barbara Ischinger, Director for Education, OECD

Instant interventions or questions
Chair presents the forums

13.00–14.30 Lunch at Finlandia Hall

14.30-17.30 **Four alternative forums (includes a coffee break)**

Forum 1 Helsinki Hall	Forum 2 Aurora Hall	Forum 3 Terrace Hall	Forum 4 Room 107
Equity and good learning outcomes	Evidence-based policy	Efficient financing of lifelong learning	Building on the past, learning for the future
Chairperson: <i>Mr Rudolf Tippelt</i> , Professor, Ludwig-Maximilians University, Germany	Chairperson: <i>Mr David Coyne</i> , Director, DG EAC, European Commission	Chairperson: <i>Mr Antti Moisio</i> , Principal Economist, Government Institute for Economic Research, Finland	Chairperson: <i>Ms Maria João Rodrigues</i> , Professor of Economics at ISCTE, Special Advisor to the European Commission, Portugal
Facilitators: <i>Ms Hannele Niemi</i> , Vice-Rector, Professor of Education, University of Helsinki, Finland <i>Mr Peter Fredriksson</i> , Director General, Institute for Labour Market Policy Evaluation, Sweden	Facilitators: <i>Mr Derk Reneman</i> , Director of Strategy Unit, Ministry of Education, Culture and Science, Netherlands <i>Mr Alain Michel</i> , General Inspector of Education, Ministry of Education, Higher Education and Research, France, President of the European Institute of Education and Social Policy	Facilitators: <i>Mr Angel de La Fuente</i> , Associate Research Professor, Institute of Economic Analysis, Spain <i>Ms Rita Asplund</i> , Research Director, Research Institute of the Finnish Economy ETLA, Finland	Facilitators: <i>Mr Andy Hargreaves</i> , Thomas More Brennan Chair in Education, Professor, Boston College <i>Mr Pasi Sahlberg</i> , Senior Education Specialist, World Bank
Rapporteur: <i>Mr Bernhard Chabera</i> , Federal Ministry of Education, Science and Culture, Austria	Rapporteur: <i>Ms Despina Martidou-Forcier</i> , Ministry of Education and Culture, Cyprus	Rapporteur: <i>Mr Boris Sloboda</i> , Ministry of Education, Slovak Republic	Rapporteur: <i>Mr David-Pascal Dion</i> , European Commission

- 19.30 Transportation from the Hotel Scandic Continental and the Hotel Arthur
- 20.00–22.30 Conference dinner at Restaurant Sipuli (address: Kanavaranta 7)

FRIDAY 29 SEPTEMBER 2006

9.30–13.00 **Plenary session III, Helsinki Hall, 1st floor**

Panel Discussion: **“Lifelong Learning: Equity and Efficiency - from Theory to Practice”**

Chairperson: *Ms Riitta Lampola*, Head of International Relations, Finnish National Board of Education

Participants:

Mr David Coyne, Director, DG EAC, European Commission

Mr Koen Geven, Representative, National Unions of Students in Europe ESIB

Mr Burkhard Mielke, President, European School Heads Association ESHA

Mr Martin Rømer, General Secretary, Trade Union Committee for Education ETUCE

Mr Heikki Suomalainen, Chair of Education and Training Working Group, Confederation of European Business UNICE

11.00–11.30 Coffee break

11.30 Chairperson: *Ms Kirsi Lindroos*, Director General, Finnish National Board of Education

Results from the forums by Head Rapporteur

Mr Gaby Hostens, Director General International Affairs, Department for Education Flemish Community, Belgium

Future Challenges of Learning

Mr Markku Wilenius, Professor, Finland Futures Research Centre, Turku School of Economics and Business Administration, Finland

Closing of the Conference

Ms Kirsi Lindroos, Director General, Finnish National Board of Education

13.00 Lunch at the Finlandia Hall

14.45–15.45 Guided sightseeing tour of Helsinki (**English or French**)
Gathering at 14.30 outside the door K3 in Finlandia Hall



BIOGRAPHIES

Keynote speakers

Antti Kalliomäki

Antti Kalliomäki is the Finnish Minister of Education since 2005 and a Member of the Parliament of Finland since 1983. Mr. Kalliomäki is a member of the Social Democratic Party of Finland (SDP). He is former Minister of Trade and Industry (1995–1999), former Minister of Finance (2003–2005) and former member of Vantaa city council (1984–2000).

Odile Quintin

Odile Quintin took up the post of Director-General of DG Education and Culture at the European Commission in January 2006. She was previously Director-General of DG Employment, Social Affairs and Equal Opportunities (2000 to 2005). Beginning her career in the European Commission in DG Agriculture and DG External Relations she has been in the Employment and Social Affairs field for the past 25 years. Odile Quintin holds a post graduate degree in Public Law and Political Sciences and Comparative Public Law (1968).

Andy Hargreaves

Andy Hargreaves is the Thomas More Brennan Chair of Education in the Lynch School of Education at Boston College, with mission to promote social justice and connect theory and practice in education. Before this he was the founder and co-director of the International Centre for Educational Change at the Ontario Institute for Studies in Education, University of Toronto. Until he moved from England to North America, he taught primary school and lectured in several English universities. Hargreaves has held visiting professorships and fellowships in various countries.. He has written and edited many books. For example, *Changing Teachers, Changing Times*, and *Teaching In The Knowledge Society: Education In The Age Of Insecurity*, are awarded. He initiated and coordinated the editing of the International Handbook of Educational Change (Kluwer 1998) and he is founding Editor-in-Chief of the *Journal of Educational Change*. His most recent book is called *Sustainable Leadership*. Andy Hargreaves holds a Ph.D. in Sociology from the University of Leeds in England. His current research interests include the emotions of teaching and leading and the sustainability of educational change and leadership.

Slavko Gaber

Slavko Gaber is Assistant Professor at the Faculty of Education in the University of Ljubljana and a Member of Parliament in the National Assembly of Slovenia. Previously he has been a teacher and a lecturer of Sociology (1983–1992) and Minister of Education (1992–1999, 2000–2002). Besides management of educational reform in the Republic of Slovenia, he has worked, e.g. as an expert in preparation of Electoral Legislation and in preparation of Quality Assessment and Assurance Model in Education. He has collaborated as an expert also in the renewal of education in Montenegro and Serbia. He has a Ph.D. in Sociology from the University of Ljubljana. His fields of expertise include the systems of education, educational legislation, governance and management, curriculum development, teacher training, quality assurance, general education, education and human (children's) rights.

Barbara Ischinger

Barbara Ischinger took up the post of Director for Education of OECD in January 2006. She has held a range of senior international positions in the fields of international co-operation and education, with a focus on Europe, the United States and Africa. Her experience includes the reshaping of academic curricula and professional training to adjust them to the labour market conditions and social development. She has published numerous papers in English, German and French in the field of international relations and the international higher education system. From 1992 to 1994, she was based in Paris as Director of the Division of International Cultural Cooperation, Preservation and Enrichment of Cultural Identities in UNESCO. Since 2000, Ms Ischinger has been Executive Vice-President for International Affairs and Public Relations at the Humboldt-Universität, Berlin, Germany. Alongside her full-time appointments since 1993, she has been Adjunct Professor in the Institute for African Studies at Cologne University, Germany. Barbara Ischinger holds a Ph.D. from Heidelberg University and a post-doctoral degree from Cologne University in French-African literature.

Kirsi Lindroos

Kirsi Lindroos is Director General at the Finnish National Board of Education since 2003. Ms Lindroos has been Director of the General Education Section in the Ministry of Education (2000–2003) and Development Manager and Special Advisor in the Association of Finnish Local Authorities (1993–2000). She has also been Director of General Education in the Association of Finnish Towns and Cities. Ms Lindroos holds a Master of Education degree from University of Turku, Finland. She started her career as a teacher in 1983 and worked later as Director of Finnish speaking education in Tammisaari town (1987–1990).

Gaby Hostens

Gaby Hostens is Director General of International Affairs at the Department for Education Flemish Community, Belgium. He has been working since 1998 in the Flemish Ministry of Education, Belgium, first as advisor to the Minister, then as Chief of Staff and later as Director General for Secondary Education. He started his career as a teacher in the Democratic Republic of Congo and in Belgium. Since 1994 he has been a member of the OECD education committee, acting as chairman 1997–2000. He has participated in various OECD activities, including review of education and training policies in different countries and membership of the steering group of the INES-Indicators of Education Systems. Currently he acts as chairman of the OECD Strategic Management Group. Gaby Hostens graduated in Germanic languages from the Catholic University of Louvain. His expertise includes initial teacher training, constitutional developments in education policies, reform of secondary education, curriculum development, quality assurance, European education policies and trade in education services.

Sakari Karjalainen

Sakari Karjalainen is Director General of the Department for Education and Science Policy at the Ministry of Education, Finland for the period from 2006 to 2011. Mr Karjalainen has been Director of the Department for Education and Science Policy since 2002. From 1995 to 2001, Karjalainen worked as the Secretary General of the Research Council for Health at the Academy of Finland. Prior to that he worked as a researcher at the Finnish Cancer Registry and as a medical director at the National Research and Development Centre for Social Welfare and Health. Mr Karjalainen holds an MD degree and is a Docent at the University of Tampere.

Markku Wilenius

Markku Wilenius is working as Professor in Futures Research at Finland Futures Research Centre, Turku School of Economics and Business Administration. He has worked previously e.g. as a research director and a director in the same centre. The nomination as Professor of Future Studies is the first one in the field in Finland. At the moment he is on a leave of absence from the directors post and he is in charge of the research project "Managing Creative Knowledge Capital". Currently he is also involved in a new project on the Future of Responsible Communication. He is a doctor of political sciences and also a Docent at the University of Helsinki. He is an active member in the Club of Rome. His field of expertise include culture's role and possibilities in the economic field and visionary and strategic management of organisations. One of his most recent publications is called *Education as Innovation in Portraying Finland, Facts and Insights*.

Forum 1

Rudolf Tippelt

Rudolf Tippelt is Full Professor and Director at the Institute of Education at the Ludwig-Maximilians University Munich. He has worked at the university since 1999, first at the Faculty of Psychology and Education as Student's Dean (1999–2002) and later as Dean (2002–2005). He has worked since 1977 as researcher, professor and director in different universities and institutes in Germany within the fields of curriculum planning, teacher training, educational planning, school and vocational training, adult and further training. He has vast experience also as an instructor and teacher for the German Foundation for International Development and as an expert for GTZ in various countries. Mr Tippelt has published many monographies and has contributed to scientific journals and books as an author and and an editor. Mr Tippelt holds a Ph.D. in Educational Science at the University of Heidelberg.

Hannele Niemi

Hannele Niemi is Professor of Education at the University of Helsinki and the First Vice-Rector for Academic Affairs since 2003. Hannele Niemi has participated as a member in many scientific councils, e.g. the Standing Committee of Social Sciences of the European Science Foundation, the Council for Society and Culture in the Academy of Finland and the Scientific Council of the University of Helsinki. She is the Scientific Director of the national research program "Life as Learning" of the Academy of Finland (2002–2006) and a Steering Committee member of the British national research program on Teaching and Learning. She is an advisory board member and reviewer for many scientific journals. As an educational scientist, she has been chair or researcher in many national and international evaluation projects for the development of educational research and teacher education. She has been involved in many expert and review tasks for the European Commission and has been a coordinator and a partner in several EU projects. Hannele Niemi holds a Ph.D. Her own research interest areas are teachers' professional development, value education and technology-based learning environments.

Peter Fredriksson

Peter Fredriksson is the Director-General of the Institute for Labour Market Policy Evaluation (IFAU) and Associate Professor at the Department of Economics, Uppsala University. He is also a research fellow of IZA and CESifo. His main area of research is labour economics and he has worked on issues concerning immigration, education, labour mobility, and the design of unemployment insurance. He has co-authored a book on the performance of Swedish schools (*The Market Comes to Education – An Evaluation of Sweden's Surprising School Reforms*) and has published in various journals. Mr Fredriksson holds a Ph.D. from Uppsala University (1997).

Forum 2

David Coyne

David Coyne is Director for Lifelong Learning: Education and Training policies at the European Commission, responsible for coordinating the Commission's education and training policy activities. He has been Director for Education, responsible for coordinating the Commission's education programmes and activities, and Head of Unit for the Policy Coordination of the European Social Fund. He has been a member of the private office of Sir Leon Brittan, Vice President of the Commission responsible for external trade, relations with the US/Canada/China and the OECD countries, pre-enlargement issues and Anti-Trust Policy. He has also been an administrator (subsequently principal administrator) in the field of Education and Youth, writing, negotiating and running the EU's earliest programmes supporting youth exchange and foreign language learning. He has a degree in Anglo Saxon, Old Norse and Celtic from Cambridge University.

Derk Reneman

Derk Reneman is Director of Strategy unit at the Dutch Ministry of Education, Culture and Science. Previously he was Director of Policy Research for Intomart, one of the largest research companies in the Netherlands. He has also worked as a project manager for the Dutch National Bureau of road safety analysis. His Ph.D. thesis was on the susceptibility of the government to information and knowledge.

Alain Michel

Alain Michel is General Inspector for the French Ministry of Education since 1994. Previously he was e.g. Deputy Dean of the French Ecole Nationale d'Administration (ENA) (1978–1984) and General Director of the National Training Centre for Social Security Staff (1984–1986). He has extensive experience in the areas of education policy, evaluation and assessment, forecasting and prospective, economics and sociology of education and teacher training. He was a member of the Governing Board of CERI/OECD (1994–2004) and he has been a member of the steering group of "The school of tomorrow" activity since 1998. He has worked as an expert/consultant for UNESCO, the European Commission and the Council of Europe. He is President of the Board of the European Institute of Education and Social Policy and Director of the review Administration et Education. He is a former president of the French National Association of Education Administrators. He graduated in Economics, Sociology and Political Science in the University of Aix-en-Provence. He was a post-graduate student in Northwestern University (USA).

Forum 3

Antti Moisio

Antti Moisio works as Principal Economist in the Government Institute for Economic Research (VATT) in Finland. His main research topics include public services, regional development and local public economics. At the moment Dr. Moisio coordinates productivity research programmes in VATT. He has taught economics in University of Jyväskylä and Université de Rennes 1 (France) during the past four years. He is currently a member of several expert committees for Ministry of Finance, Ministry of Education, Ministry of Social Affairs and Health and Ministry of Interior. He received his doctorate in economics from University of Jyväskylä in 2002.

Angel de La Fuente

Angel de La Fuente is Associate Research Professor at the Institute of Economic Analysis in Campus de la Universidad Autónoma de Barcelona. He is also an adjunct Professor at the Departamento de Economía e Historia Económica. In addition, he is a Research Fellow of CESifo and CREA. He has contributed to many publications and journals and worked as assistant editor, editor and member of editorial board in various journals. He has been a member of the editorial board of *Investigaciones Económicas* since 1999 and of *Economic and Social Review* since 2001. He has worked as Consultant for the European Commission, the OECD, the World Bank, the Spanish Ministry of Finance and several Spanish regional governments. He is Senior Expert within the European Expert Network on the Economics of Education. Angel de la Fuente holds a Ph.D. from the University of Pennsylvania (1991).

Rita Asplund

Rita Asplund is Research Director at the Research Institute of the Finnish Economy ETLA, with responsibility for the research programme *Labour Market and Education Economics*. Her major research interests concern the economic significance and funding of investments in education and training, as well as wage determination and labour market institutions. Rita Asplund holds a Ph.D. and she is Docent in labour economics.

Forum 4

Maria João Rodrigues

Maria João Rodrigues is Professor of Economics at ISCTE, Higher Institute of Social Sciences and Business, University of Lisbon. She is Special Advisor to the European Commission for the Lisbon Agenda and President of the European Commission's Advisory Group for Social Sciences, composed by European academic personalities. She is a member of the Governing Board of the European Policy Centre Council, Brussels, and a member of the Board of Notre Europe, association created by Jacques Delors. She has a degree in Sociology from the University of Lisbon, 3 Master Degrees in Economics and a *doctorat en Science Economique* (Ph.D.), from the University of Paris I (Sorbonne). She is the author of more than sixty publications and has participated in some hundred conferences as a keynote speaker. Her latest award is Légion d'Honneur – Chevalier, of the French Republic, for her role in the European integration and the Lisbon strategy, 2005.

Pasi Sahlberg

Pasi Sahlberg is Senior Education Specialist at the World Bank in Washington, DC. He is a former staff member of the Finnish National Board of Education and the Director of the Centre for School Development at the University of Helsinki. He has experience in training teachers, coaching schools and advising education policy-makers in educational change in over 35 countries. He has published writings on school development, educational change and improving classroom learning, most recently *Policy Development and Reform Principles of Basic and Secondary Education in Finland since 1968*, *Raising the Bar: How Finland Responds to the Twin Challenge of Secondary Education*, *Education Policies for Raising Student Learning: The Finnish Approach*, *Education Reform for Raising Economic Competitiveness*, and *Teaching and Globalization*. Pasi Sahlberg holds a Ph.D. from the University of Jyväskylä, Finland. His research interests include educational change, school improvement, international education policies, cooperative learning and mathematics education.

PANELISTS

Riitta Lampola

Riitta Lampola is Head of International Relations at the Finnish National Board of Education. Before taking the position in 2004, she worked as Head of Department for Education and Research at the Nordic Council of Ministers in Copenhagen, Counsellor of Education at the Permanent Representation of Finland to the European Union in Brussels, and as National Expert at the European Commission, DG Education, Training and Youth in Brussels. Previous to her international experience, she worked as Head of Unit at the Finnish National Board of Education and before that at the National Board of Vocational Education. She started her career as a teacher at the Haaga Institute (Polytechnic for hotel and catering management). She has an MA degree from the University of Helsinki.

Burkhard Mielke

Burkhard Mielke is President of the European School Heads Association (ESHA) that represents 37 organizations from 30 European countries (2006-2008). Previously he worked as President Elect of ESHA, National Coordinator of Germany for ESHA, and as President of the Organization of School Principals of North Rhine Westphalia, Germany (SLV-NRW), as a board member of the German Federal School Headmasters Organization (ASD) and as ICP Board Member, representing Germany. He has established student and teacher exchange programs with partner schools in Tunisia, China, the USA, England, Finland, France, Italy and Spain. He has university degrees in Romanic languages, philosophy, education and physical education. He holds a Ph.D. since 1984.

Koen Geven

Koen Geven is a representative of ESIB - The National Unions of Students in Europe. He studies political science at the University of Amsterdam. Within the Dutch National Union of Students, he has held several functions, including being a member of the executive committee in 2004 and 2005. Within ESIB he is currently responsible for quality assurance and the Lisbon Strategy of the European Union.

PANELISTS

Martin Rømer

Martin Rømer is General Secretary of the Trade Union Committee for Education (ETUCE), the European social partner on education issues, representing 112 national Teacher Trade Unions at all levels. He is former President of the Danish Union of Teachers, the Danish Central Organisation of Public Employees. Since 1995, he has been working in Brussels, first with EU education issues and since 2002 as General Secretary. He is a member of the Education and Training 2010 Coordination Group. Martin Rømer holds an MBA in Human Resources.

Heikki Suomalainen

Heikki Suomalainen is Senior Adviser in the Confederation of Finnish Industries and Chairman of the Education and Training working group of the Confederation of European Business (UNICE). He is also Spokesperson for Employers Group in Social Dialogue in Education and Training, Spokesperson for Employers Group in European Social Fund Committee and Chairman of the Finnish Adult Education Council. Heikki Suomalainen holds a Master of Law degree from the University of Helsinki.



FORUM DESCRIPTIONS

Forum 1. Equity and good learning outcomes

1. Equality and equity are the basic values underpinning European democracies. They are not, however, interpreted in the same way in different countries. What does equity/equal opportunity mean in education across Europe?
2. Education is seen as one of the key factors for competitiveness. Equity in education as a political aim is not enough, the aim must also be to produce the best possible results. The fundamental question in education is thus how to combine equity with high-quality performance. What are the characteristics of an education system that combines equity with good learning outcomes?
3. Ensuring the prerequisites of learning and growth is an ever greater challenge for European democracies. The strong interrelation of learning outcomes and welfare has been shown in many studies. What are the characteristics of an education system that not only produces high-quality learning outcomes but also provides structures and conditions conducive to children's and young people's well-being?
4. How can EU cooperation help us achieve the aims discussed above and resolve the problems involved?

Forum 2. Evidence-based policy

1. Governments should be able to make enlightened decisions based on information about the state of affairs in education. To this end, governments need means and tools for obtaining factual information about local developments. The challenge is all the more difficult owing to the current European trend towards devolving decision making powers. What tools do/should governments use in order to have the situation well in hand, especially in decentralised systems?
2. Governments should be able to redirect education policy in response to changes in society. This entails that the educational administration has means for anticipating changes. It also entails that the educational administration cooperates with other sectors. What kind of cooperation has been found effective? What types of foresight have been found useful?
3. In making decisions, governments should be able to use information on the practical experiences gained by different stakeholders and about the systematic utilisation of research findings. So far, research data in either of these areas has not been used to any large extent in decision-making. What kind of information is needed to convince policy-makers? How to progress in this area?
4. How can EU cooperation help us achieve the aims discussed above and resolve the problems involved?

Forum 3. Efficient financing of lifelong learning

1. According to the European strategy, it is necessary to invest more and better in human capital. To this end, sufficient resources need to be allocated to education and training. Nevertheless, many countries are on stringent education budgets and have to make cutbacks instead of increases, which is counterproductive in terms of the strategy goals and jeopardises educational quality. How to ensure increased investment in education? How to define efficiency in this context?

2. The demand for efficiency is highlighted under circumstances of budgetary cutbacks. Faced with ageing populations and dwindling student numbers, many European governments are forced to come up with new ways of producing educational services. For this, they need more information on the productivity of services and on the differences in efficiency between service producers. Governments need to explore possibilities to reallocate public funding, for instance, in order to find more resources for pre-primary and/or adult education. How are the educational funds distributed between different forms of education? What could be the share of private funding in lifelong learning? What has productivity and efficiency measurement to offer to decision-making?

3. Education and training have significant linkages with other social sectors. Education is believed to generate social outcomes at both micro and macro levels, notably through improved health, civic activity and falling crime rates. How to approach the effect of social outcomes of education on other social sectors?

4. How can EU cooperation help us achieve the aims discussed above and resolve the problems involved?

Forum 4. Building on the past, learning for the future

1. In our rapidly changing world, it is increasingly difficult to decide what knowledge and skills students should learn at the different stages of their education careers. On the one hand, it is considered vital that education and training give an adequate understanding of what has happened in the past. On the other hand, it is important to acquire knowledge and skills needed in the future. How can the education system solve this dilemma of expectations regarding the past and the needs regarding the future?

2. The current transition in education and training is towards local decision-making and local steering. In terms of the teaching profession, this means that teachers, together with the local community, can decide how education is organised. How can the ongoing changes in schools and teaching be taken

into account in developing modern teaching profession? What does growing multiculturalism mean in terms of teachers' professional profiles?

3. Alongside its more traditional mission, education is called to serve the competitiveness of the national economy. One remedy suggested for increasing competitiveness is better and longer education and training, ICT skills and innovativeness. How to make education and training serve both competitiveness and general educational and cultural aspirations in society?

4. How can EU cooperation help us achieve the aims discussed above and resolve the problems involved?

Presentations can be found at

<http://www.minedu.fi/OPM/Tapahtumakalenteri/2006/09/lifelonglearning.html>

Commission's communication on Efficiency and equity in European education and training systems with supporting materials in various languages can be found at

http://ec.europa.eu/education/policies/2010/back_gen_en.html



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