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Commission

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Fifth European Education Summit

Bright Young Minds

1 December 2022



Manuscript completed in January 2023

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Luxembourg: Publications Office of the European Union, 2023



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Education
Summit



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Contents

Foreword

Mariya Gabriel, European Commissioner for Innovation, Research, Culture, Education & Youth

06

Opening Speech

Mariya Gabriel, European Commissioner for Innovation, Research, Culture, Education & Youth

08

Inspirational Speech

Ursula von der Leyen, President of the European Commission

10

Keynote Address

Margaritis Schinas, European Commission Vice-President, Promoting our European Way of Life

11

Setting the Stage

Roundtable on Developments that Marked Education in 2022

12

Dialogue with Youth Representatives

Biliana Sirakova, EU Youth Coordinator

14

Building the European Education Area: from Vision to Reality

15

Closer Together through Innovation

Implementing the European Strategy for Universities in Synergy with the New European Innovation Agenda

16



Every Child Matters

Pathways to School Success

18

Empowered in the Digital Age

Effective Provision of 21st Century Digital Skills in Education and Training

20

Education for Climate

Making a Change towards Environmental Sustainability

22

Shaping the Future

Better Investing in Education and Training Featuring the Launch of the Learning Lab by Commissioner Mariya Gabriel

24

Future-Proofing Education

Trends and Challenges

26

Inclusion of Displaced Pupils and Students from Ukraine

in Education in the EU Member States, from Early Childhood to Higher Education

28

Statement by the Incoming

Presidency of the Council of the EU

30

Closing Remarks

31



Foreword by the Commissioner

Mariya Gabriel

European Commissioner for Innovation, Research, Culture, Education and Youth

2022 was a particularly fruitful and successful year for the European Education Area.

I am proud to relay that with only two years since the adoption of the European Education Area Communication, in September 2020, 8 out of 14 strategic initiatives have already been delivered. The list includes the European Strategy for Universities and the Council Recommendations on Pathways to School Success, on Micro-credentials for Lifelong Learning and on Learning for the Green Transition and Sustainable Development. The first Progress Report, adopted by the European Commission on 18 November 2022, shows the impressive steps we have taken together to make the European Education Area a reality by 2025, and, most importantly, this serves as an invitation to enter into an open debate on the future prospects for education and training in Europe.

The 5th European Education Summit, the first ever hybrid, came at a perfect moment to take stock and jointly reflect on challenges and innovative approaches to address - in a more comprehensive manner. I am grateful that 24 ministers, 4 Members of the European Parliament, representatives of the European Committee of the Regions as well as of the European Economic and Social Committee, and experts from all over Europe accepted my invitation to enter into these discussions with me, our stakeholders and especially with the many young people who joined the Summit.

The 2022 theme we selected, “Bright Young Minds”, was an invitation to our youth to join us and make their voices heard. I especially thank all of them for their contributions, their ideas and their visions for the future of education and training in Europe. Every child matters

as every child has something to offer and potential to contribute to our society.

This booklet presents the key points raised and discussed during the 5th European Education Summit.

I very much hope that it will be read as an invitation to continue the discussions and build upon the Summit’s ideas and outlook. The European Education Area is a shared vision, and it is up to each and every one to actively contribute and make a reality for bright young minds in education and training today, to shape the Europe of the future.

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Education Summit



European Commission



Opening Speech

Mariya Gabriel European Commissioner for Innovation, Research, Culture, Education and Youth

The 5th edition of the European Education Summit 'Bright Young Minds' was opened by the host, **Commissioner Mariya Gabriel**. The Summit, according to the Commissioner, is a flagship event, an outstanding gathering. It gives a unique opportunity for the wider education and training community to take stock, learn from each other and jointly reflect on the future of the sector. The Commissioner emphasised that the European Commission is listening to the needs of the education and training community. By connecting every level of this community, from the European level down to grassroots, together we have been building the European Education Area (EEA).

Commissioner Gabriel then outlined some of the key examples, which contributed to the progress towards the achievement of the EEA. Thanks to the budget for Erasmus+ Programme which has doubled, but also through peer learning and the EEA strategic framework; through solid, reliable data, through the expert group on tackling disinformation and improving digital literacy, quality investment in education and training, and many others activities, we are shaping the EEA.

Commissioner Gabriel also referred to the Council Recommendations on blended learning, and on learning for sustainable development. Furthermore, she praised the work done on the European strategy for universities, Pathways to School Success. Finally, the Commissioner mentioned some other EU-funded projects, namely the Erasmus+ Teacher Academies, the Education for Climate Coalition as well as the Centres of Vocational Excellence.

On another note, Commissioner Gabriel recalled the utmost importance of showing solidarity with Ukraine. She mentioned that the EU Education Solidarity Group for Ukraine mobilised all education governance levels to integrate Ukrainian refugees into EU education systems. Under the Erasmus+ Programme, the European Commission is providing Ukrainian 5th grade learners with textbooks developed under the new Ukrainian curriculum. These learning materials contain additional information on Erasmus+ opportunities for young Ukrainians.

The Commissioner also flagged some points that require further attention.

Firstly, the pandemic's aftermath: investment is not enough to ensure better education outcomes. To make sure these investments are truly transformative, we need to pair them with a solid evidence base provided by the whole community. Thus, the Learning Lab will bring different voices together while Member States prepare reforms and target funds.

Secondly, equity in education: in a fair society, everyone can work, no student is left behind, and no teacher is left unsupported. That is why 'Pathways to School Success' focuses on how to support inclusive learning environments. It addresses multiple 2030 EU-level targets from basic skills and early leaving to education and training, not to forget wellbeing at school.

Thirdly, a new innovation wave, deep-tech. Our education community will need to respond to it as well. We want our stakeholders to join us as we tackle this new challenge, for example through the deep-tech talent initiative of the European Institute of Innovation and Technology, aiming at up- and re-skilling 1 million people in deep-tech fields over the next three years. This means mobilising a huge network of over 3,000 partners, with universities, research institutes and businesses across Europe, bolstering our deep-tech education offer.

The Commissioner concluded by noting that the European Year of Youth (EYY) was about giving young people skills and competencies to realise. Youth is a fundamental part of the education community, whose voices on future challenges must be heard. The Commissioner stressed that there is no better way to invest in the EU's future than taking the EYY legacy into the upcoming European Year of Skills.

The Learning Lab will bring different impactful voices together while Member States prepare reforms and target funds.



Inspirational Speech

Ursula von der Leyen,
President of the European Commission

The first opening remarks were followed by an inspirational speech delivered by **Ursula von der Leyen**, President of the European Commission, via a moving video message.

The President opened her speech by narrating the story of Sofia, a Ukrainian refugee in Poland. Sofia who was welcomed in a local school in Warsaw, the President expressed gratitude 'from the bottom of her heart' to all teachers and students who cared for the successful integration of Ukrainian pupils, despite challenging circumstances, and gave them 'not just a new home but a new hope'. Sofia's story resonated with the audience, showing how hope, courage, resilience, and solidarity through the power of education, can strengthen personal and collective well-being.

Moreover, the President emphasised education as a fundamental right: Sofia's story is a universal example and European testament, showing how children of all origins have a place at Europe's schools. The European Education Area (EEA) aims at fostering a strongly inclusive educational environment.

The President further outlined two key challenges: firstly, she recalled the utmost importance of well-being at schools. The mental and physical health of students and teachers are crucial. She praised the work already done by Member States. For instance, in Estonia, the well-being of teachers and students has been monitored regularly since 2018. She outlined the link between the students' well-being and that of teachers. We should continue efforts to

put our teachers in the best possible conditions. In this regard, she mentioned the important work of the Commission expert group on wellbeing, aiming to create a safer and more caring environment, empowering teachers to thrive in their job.

Secondly, President von der Leyen talked about the collective wellbeing and the necessity to nurture skills, knowledge and the mindset in our schools for fighting climate change. We need people with the right skills to achieve the ambitions of the Green Deal and to become the first climate-neutral continent by 2050.

The President reminded that 2023 is the European Year of Skills. It will be about bringing together the education and training community to better match skills and build forward-looking education systems that champion green but also digital talents. The Education for Climate Coalition, a community led platform, contributes to safeguarding the wellbeing of future generations.

She also reiterated her 'full confidence in Europe's bright young minds'. We need to encourage them and give them the tools they need to shape Europe's green future.

Finally, the President concluded her speech claiming that Ukraine will be rebuilt as a 'free and democratic nation in Europe'. She again thanked everyone for their care and commitment, looking forward to the outcomes of the Summit's discussions.



Keynote Address

Margaritis Schinas
European Commission Vice-President,
Promoting our European Way of Life

Following the President's speech, **Margaritis Schinas**, Vice-President of the European Commission for Promoting our European Way of Life entered the stage for a lively interview: asked about the links between the European way of life and the European Education Area (EEA), Vice-President Schinas outlined the importance of policies, which have people at their heart. He outlined the increasing threats in Europe such as the instrumentalisation of migration, the Covid-19 pandemic, the recent war of aggression against Ukraine. He emphasised the need to build resilient and cohesive societies, with education as a core element of our European way of life.

In addition, the Vice-President underlined that schools in the European Union concentrate on what makes Europe unique, such as the protection of minorities, the championing of human rights, equality and fairness. He gave particular mention to the values laid down in Article 2 of the Treaty on the European Union. It is a European duty to preserve these treasures. With this in mind, he stressed the schools' role, where learning about European awareness should continue to flourish.

When being recalled by the moderator about

this year's focus on our "Bright Young Minds" and asked how to live up to the demands of the young generations, the Vice-President outlined two main elements:

Firstly, on a macro level, he insisted that European education systems should provide opportunities to everybody. In this regard, he also mentioned the special duty of care for the Europeans who do not have the means or social background to access quality education. For him, it is not only essential to overcome barriers of unequal education systems and to foster equal opportunities, but it is even the policymakers' duty to enable a social ladder, open to everyone. This is what our European social model should provide for. We need to enable our young generations to prosper in Europe and this is also what the EEA is about.

Secondly, in his concluding remarks, Vice-President Schinas mentioned that on a micro level, EU financial support is needed. He recalled the broad support for the Erasmus+ Programme which led to a significantly increased budget of 26 billion EUR in the current funding period, now an integral part of the EEA ecosystem.

Setting the stage: Roundtable on Developments that Marked Education in 2022



Taking up the valuable inputs from the opening statements, **Commissioner Mariya Gabriel** hosted a roundtable on developments that marked education in

2022. In her statement, she reminded the audience that education is key to tackling societal challenges and that the European Education Area (EEA) is a common vision and mission for Europe.

After only two years, 8 out of 14 EEA initiatives have been delivered on topics such as blended learning in schools, learning for environmental sustainability, a European approach to micro-credentials, pathways to school success and a new vision for the higher education sector in Europe. Commissioner Gabriel also highlighted some priorities, such as the need to make the teaching profession more attractive, to provide better conditions for teachers' professional development, to better connect the worlds of education and innovation given that universities are key drivers of innovation. To this end, she praised the work done with the Erasmus+ Teacher Academies, the European strategy for universities, the new European Innovation Agenda and the progress achieved thanks to the European Universities Alliances and the European Network of Innovative Higher Education Institutions (ENIHEI). Finally, the Commissioner outlined that the European Year of

Youth offered many opportunities for dialogue on education and training with young people, who are the future of our societies.



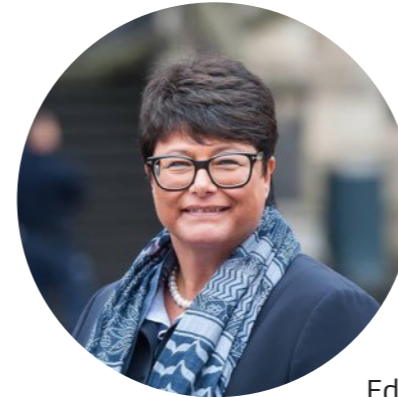
In a video message, **Commissioner Jutta Urpilainen**, gave a short update on the outcomes of the Transforming Education Summit convened by the United

Nations (UN) Secretary General during the UN General Assembly. She stated that increasing the share of the EU external budget for education is paramount for meeting key priorities in partner countries such as primary education, particularly for girls, and teacher training. Finally, she reiterated the importance of hearing the voices of young people and recalled the recent adoption of the Youth Action Plan in EU external action.



Representing the Czech Presidency of the Council of the European Union, **Minister Vladimír Balaš** (CZ), highlighted the Presidency's focus on

actions to overcome the pandemic's impact on education and training systems. Minister Balaš reiterated the changes brought into Presidency agenda by the geopolitical situation in Ukraine and called on Member States and the European Union to show solidarity and flexibility to face this challenge, while simultaneously dealing with inequalities in education, digital competencies, and support for teachers.



MEP Sabine Verheyen, chair of the European Parliament's Committee on Culture and Education (CULT Committee), focused on the

Erasmus+ budget underlining the necessity to tackle the problems of teachers and the shortage of high skilled staff, to invest in promoting transition towards the green economy. She expressed concern about the lack of well educated, up-to-date teachers for new technologies and new methods of teaching and made the point that 'teach the teachers is the main message in the European Parliament'. She also underlined the importance of Member States' involvement in the EEA to learn from best educational practices to then implement them.



A representative of the European Youth Forum, **Panagiotis Chatzimichail**, outlined the key elements of the EEA that resonate with the expectations of youth. He defined youth priorities to ensure participation and decision-making

not for, but with young people. He underlined that young people see education as a transforming power that builds skills, competences, tackles sustainability and climate challenges.



Janis Fifka from the European Youth Parliament emphasised the expectations of youth to be equipped with the necessary instruments for life. He stressed the importance

for young people to access non-formal and informal education, to be involved in policy co-designing processes from agenda-setting to decision-making, to obtain the structural education and training funding of inclusive mobility. Mr Fifka highlighted that youth should be a crosscutting issue in all areas of policy, not only youth, culture, education and sport.



Dialogue with Youth Representatives

Biliana Sirakova
EU Youth Coordinator

In line with the Summit's theme 'Bright Young Minds', the EU Youth Coordinator, **Biliana Sirakova** put youth representatives centre stage and invited them to present their respective projects. Ms Sirakova acknowledged that these innovative projects set an example of how to engage and empower young people, creating links between formal and non-formal education and learning.



With the project "[Brussels by Bike](#)", **Levene Nijman** and **Leah Corsmit** cycled in May 2022 from Groningen, in The Netherlands, to Brussels, visiting schools in 9 cities and collecting input from 826 young people on 4

themes: citizenship and democracy, self-development, inclusiveness and climate as well as sustainability. The resulting youth manifesto was handed over to policymakers in the Netherlands as well as the EU institutions. During the conversation, Ms Nijman and Ms Corsmit reminded of the lifelong impact inspiring teachers have on their students' life. Furthermore, they highlighted the importance of soft-skills and fostering non-formal learning opportunities: 'We need one education system, in which everyone can flourish.'



Alexander Valach introduced the [JUNIOR INTERNET](#) an initiative by the Association for Youth, Science, and Technology (AMAVET) in Slovakia. The competition is intended for primary and secondary school

students and aims to encourage them to pursue further studies and careers in natural and technical sciences. Competitors are individual authors or a team of a maximum of three authors who are actively interested in creating websites, programming applications, digital graphics and design, writing texts and blogs, creating educational websites. The competition is also enriched by various workshops, discussions and presentations. Mr Valach mentioned that while having an inspiring teacher is the basis, showcasing former participants' achievements is critical in order for students to witness and aspire to inspirational role models.

The panellists agreed on the following key messages:

- Participation starts at school. Engaging young people from early age helps develop their citizenship, networking and communication skills.
- Applying a cross-sectoral lens, where young people are involved in different policies and topics that concern them is key.
- Young people have many bright ideas. We need to create an enabling environment where these ideas can flourish.

Ms Sirakova concluded the dialogue with a testament that 'youth voices are worth listening to', quoting Commissioner Gabriel's words from her welcoming speech.

Building the European Education Area: from Vision to Reality



Following a short introductory video, **Director-General Themis Christophidou** gave an overview of the state of implementation thus also referring to the recently

published [Progress Report](#) on the European Education Area's (EEA) implementation. She recalled how cooperation helped tackle recent unexpected challenges such as the Covid-19 pandemic and Russia's war of aggression against Ukraine, underlined the importance of EU funding dedicated to education and training reforms with a new Learning Lab supporting quality investment. Referring to some positive trends towards EU-targets, the Director-General also pointed to warning signs calling for more efforts to boost equity and tackle teacher shortages as discussed in the 2022 Education and Training Monitor.

Kelly Papadopoulou Electrical and Computer Engineering student, shared her experience with the Girls Go Circular project. She highlighted the positive influence of the project on her and her peers' self-confidence.



To make the project more impactful, she suggested building on the mutual importance of both family and school, of promoting game-based learning and of connecting girls with role models.

As representative of the new SALTO resource centre for inclusion and diversity in education and training,

Ljubica Petrović Baronica explained how SALTO centres are supporting national agencies and beneficiary organisations through research, awareness raising and capacity building. She advocated for reinforced efforts to include even more people with fewer opportunities



in the 2021-2027 Erasmus+ Programme.

Underlining the important contribution of the EEA to better citizenship education and the potential of the new Jean Monnet for Schools activities, **Conor Galvin**, Chair of the Doctorate in Education

programme at the University College Dublin School of Education, outlined that most challenges faced by the education and training systems are connected to teachers' lack of resources, information and confidence.

To tackle these issues, students in initial teacher education and experienced teachers are involved in making efficient ready-to-use materials.



The coordinator of the Bulgarian country group **Miglena Georgieva**, presented the work of the Education for Climate Coalition, an online platform where everybody

can share their ideas and develop learning materials and projects. Thus, pupils, students, teachers and trainers of all education contexts can collaborate in co-designing and developing new approaches on sustainability education and thereby contribute to the green transition.



Closing the session, **Themis Christophidou** thanked all the panellists for their work and great examples of how the EEA can make a difference and announced the 2023 EEA midterm review – a process of listening, dialogue and joint reflection to keep momentum and commitment of all to achieve the European Education Area.

Closer Together through Innovation: Implementing the European Strategy for Universities in synergy with the New European Innovation Agenda



In her introductory word, the moderator, **Themis Christophidou**, recalled that through the European strategy for universities, the goal of the European Commission is to support universities to adapt and thrive.

Commissioner Gabriel then opened the discussion and stressed the synergies between the European strategy for universities and the New European Innovation Agenda.



She emphasised that universities are key actors in mainstreaming an entrepreneurial mind-set amongst students, lifelong learners and early-career researchers. Innovation is indeed central in the strategy with actions such as mainstreaming innovative pedagogies and approaches, through living labs, reinforcing students' role in their innovation ecosystem, and incubators, helping student entrepreneurs develop their ideas into businesses. Other examples were the support of Erasmus+ traineeships in start-ups and bringing innovators to schools. Training talents is key to reach the Innovation Agenda goal of positioning Europe as a global leader in the next wave of innovation.

The rector of the University of Salamanca, **Ricardo Rivero**, presented the report of the [Network of Innovative Higher Education Institutions \(ENIHEI\)](#) with best practices and recommendations for the implementation of the innovation-relevant actions of the European strategy for universities and the talent pillar of the New European Innovation Agenda. Rector Rivero shared the reflections of the ENIHEI on how higher education institutions can ensure real progress and transformative innovation, resulting in 10 recommendations outlined in the report.



and



Alojzy Z. Nowak, rector of the University of Warsaw and member of the ENIHEI, emphasised the importance of supporting the university sector and strengthening the innovation potential of higher education institutions. He added that with the Covid-19 pandemic and the Russian war of aggression against Ukraine, there has been a lot of pressure for change in higher education institutions. They have learnt a lot by cooperating among themselves, in particular through European Universities Alliances, taking the example of his institution in the 4EU+ European University Alliance, and by cooperating with the business and innovation sectors.



Recalling that innovation and entrepreneurship education are necessary to strengthen an innovation culture and fuel an innovation-driven economy, **Minister Elvira Fortunato** (PT) introduced inspiring policy examples from Portugal such as the development of a national strategy to support start-ups and entrepreneurs through 'start-ups vouchers', or venture capital mechanisms aimed at financing companies in green innovation. She concluded by stating that supporting education and innovation is about changing mentalities and opening a space for universities and innovation players to talk together.

MEP Sabine Verheyen underlined the need for changing mentalities, adding that this is all about 'opening up the minds and the universities'. She highlighted that an innovative spirit requires an interdisciplinary perspective, networking and co-creation spaces between universities and companies. She also stressed that this objective was connected to the new European Bauhaus vision: putting together different actors

of universities and cities, citizens, students, researchers and entrepreneurs, together planning and designing innovative pathways for the futures.

Closing the session, **Commissioner Gabriel** noted that the European strategy for universities and the New European Innovation Agenda, provide a combined vision for the future. In this vision, universities are an asset to strengthen Europe's potential and lead the next wave of innovation. The Commissioner looks forward to further discussing this combined vision at the second Education and Innovation Summit in 2023.

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Universities are an asset to strengthen Europe's potential and lead the next wave of innovation.

Every Child Matters: Pathways to School Success



By highlighting education's importance for children's lives, **Michael Teutsch**, as moderator, introduced the panel discussion

and underlined the approach of the Council Recommendation on Pathways to School Success contributing to the systematic creation of equal education chances, reducing early school leaving and ensuring wellbeing at school.



Minister Clifton Grima (MT) reminded that students are all unique individuals. He stressed that education approaches should be less content-based and rather based on skills. In addition, Minister Grima

highlighted that education systems should lead students to follow the path they are more inclined to succeed in. He presented initiatives taken in Malta and called on countries to invest in education systems where students are at the centre and ensure students' full development so that they can reach their full potential.

Introducing the central consideration of emotional and physical well-being in Latvian schools,



Minister Anita Muižniece (LV) mentioned national guidelines to address bullying and implemented peer-to-peer programmes during the pandemic. She insisted on the need to build sustainable and cooperative systems between

municipalities, education institutions, pedagogical staff and parents, to create safe and supportive environments for children.



Minister Pap Ndiaye (FR) cited that three million young Europeans drop out of schools prematurely. Particularly in France, social equity is an educational challenge. The Refoundation

Council initiative was created for education stakeholders and students to share their project ideas, enable decentralisation and local actions, to prevent school dropout.



All students should be given sufficient resources to improve their results. This was a key point underlined by **Secretary of State José Manuel Bar**

Cendón (ES) who stressed

that strong attention should be given to inclusion. This is why Spain chose to focus on people and their wellbeing at the centre of their political action and educational system. Mr Cendón recognised the importance of teachers, and the necessity to support them.

MEP Petra Kammerevert emphasised the EU-wide lack of highly qualified teachers. Rethinking teacher education is



necessary, to increase the profession's recognition. Smaller classes enable good teaching conditions and learning environments, which in turn increases students' motivation.



As President of the European Trade Union Committee for Education (ETUCE), **Larry**

Flanagan emphasised that teacher wellbeing is a prerequisite for children's wellbeing. Thus, a societal approach is crucial for an effective equality education and successful learning. It is

important to ensure competitive salaries for teachers and quality education.



Being a teacher herself, **Iglia Atanassova**, focused on teachers' support, which in turn contributes to equal chances for children. Mentoring programs and Erasmus+ opportunities allow exchange on best practices:

belonging to a community sustains teachers' motivation and contributes to their work quality.



Finally, Professor **Paul Downes** presented his views on how multidisciplinary approaches are key to tackle mental health issues: the cooperation between family outreach support, education and health sectors, increases the impact on children's wellbeing.

Empowered in the Digital Age: Effective Provision of 21st Century Digital Skills in Education and Training



Opening the session, the moderator **Antoaneta Angelova-Krasteva** referred to the Digital Education Action Plan 2021-2027, which addresses the impact of the Covid-19 pandemic and proposes a long-term approach to Europe's digital

transformation. The Action Plan consists of 14 initiatives, which include two recently launched guidelines for teachers and educators: on tackling disinformation and promoting digital literacy, and on the use of Artificial Intelligence (AI) and data, in teaching and learning. She stressed that the growing demand for digital skills includes new specialised digital skills for traditional professions, and that there remains a major gender imbalance in the digital sector.



Petr Štěpánek, alumnae from Smichov Secondary Technical School in Prague, stressed the importance of distinguishing between digital skills and digital habits.

Compared to digital skills, digital habits are not trained and refer to the way people automatically and unconsciously use digital technology. He also raised the point that there are massive resources available thanks to the EU and civil society, to build a safe and empowering digital environment for children.



Asude Altıntaş, CEO of Twin Science, explained that their company focuses on Science, technology, engineering, and mathematics (STEM)-based education for a sustainable future, reaching more than

1,500 schools in more than 60 countries. Since children can only aspire to what they know exists, schools need to promote role models in the digital domain. This relates to gender equality in the digital sector, where girls' interest should be supported.

Opening the political reflections on the experts' input, **Minister Vladimír Balaš** (CZ) emphasised that training digital skills must be a learning process based on



intergenerational solidarity. Allowing people of all ages to learn from each other is part of the call for democracy, humanity, equality, and human rights.



Minister Radovan Fuchs (HR) highlighted that nowadays everybody needs to be digitally competent. In

the modern world, digital technology is an essential component of people's lives. He stressed that digital skills developments should consider people's wellbeing and mental health, while facilitating educators' practices.



Insights into the German approach was offered by **State Secretary Jens Brandenburg** (DE) who explained that the federal states are responsible for implementing the

digital infrastructure tool: Digitalpakt Schule. He stressed

that the use of digital opportunities and the right set of skills are crucial for both the green and digital transition. Furthermore, he mentioned the importance of the AI campus for supporting the use of AI as teaching tool and topic.



Stressing the significance of reformed and financed Recovery and Resilience Plans, **MEP Victor Negrescu** underlined the need for better monitoring to understand what is working well and where to improve the efforts

in order to build the European Education Area (EEA) together. He also strongly supported the exchange

between Member States on European level through the Digital Education Hub and highlighted that existing challenges can only be overcome by working together.

Antoaneta Angelova-Krasteva concluded the panel discussion outlining that digital habits, wellbeing and intergenerational learning, empower people in the digital age. She stated that the Commission looks forward to continuing the work on digital skills with Member States, especially during the European Year of Skills 2023. The panel outcomes will contribute to a proposal for a Council Recommendation on improving the provision of digital skills, which will be adopted in 2023.

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Digital habits, wellbeing and intergenerational learning empower people in the digital age.

Education for Climate: Making a Change towards Environmental Sustainability



The panel moderator, **Stefan Zotti**, opened the discussion by highlighting progress in sustainability education at European level.

In the course of 2022, we have seen the adoption of both the Commission's new reference framework for sustainability competences, GreenComp, and the Council Recommendation on learning for the green transition and sustainable development, and the actions of the Education for Climate Coalition platform.



Bringing in an expert's view, senior researcher **Iselin Mulvik** pointed to the need for a comprehensive approach to environmental sustainability education, in

order to change behaviours

and mindsets. She urged Member States to adopt more concrete action plans, linking education for environmental sustainability to other policy fields in interdisciplinary ways, starting at early stages of education.



The creation of more environment friendly schools is one of Cyprus' main priorities as explained by **Minister Prodromos Prodromou**

(CY). He noted that Cyprus is in the process

of reviewing the national strategic framework for education for sustainable development for 2030, by strengthening professional development

programme for educators, school staff and principals, improving the system for certifying schools as sustainable and designing programmes for green innovation and entrepreneurship.



Recalling the discussions on the side events during the COP27, **Minister Ligia Deca** (RO) underlined that climate education is a shared investment in our future. Romania has allocated important funds in its national

Recovery and Resilience Plan

to set a national network of green schools and to support teachers' and students' environmental skills and attitudes. She informed that a strategy for environmental education will be adopted soon, which will include a green week for outdoor activities for all pupils and measures to support the acquisition of green skills for all learners



Minister Igor Papič

(SI) called for parallel processes involving all actors to reach the goals in higher education and he highlighted the challenges faced by teachers and professors.

He singled out the reform of higher education institutions undertaken in 2022 in Slovenia towards the green and digital transition. He called for providing the higher education system with both expert knowledge in narrow areas and the ability to work together in interdisciplinary teams.



In her video message, **MEP Michaela Šojdrová** raised the need for Member States to implement the Council Recommendation with a long-

term perspective, involving all relevant parties in education and training, and highlighted the need for adequate support for teachers. Protecting the environment and fighting the climate change has been one of the most pressing issues for the youth during the European Year of Youth (EYY) and the Conference on the Future of Europe. She recalled that environmental sustainability is covered by the citizenship competence and as such should be promoted to empower learners and enable them to play an active part in society.

Member of the European Economic and Social Committee (EESC), Tatjana Babrauskienė underlined critical thinking and a cooperative mindset as the most important skills linked to sustainable development. As young people are



more progressive on this issue, she called for linking the Council Recommendation on learning for the green transition and sustainable

development, to the ones of

youth and for the European Year of Skills to be built on the EYY's outcomes.

When asked by the moderator to look forward to our education systems ten years from now, all panellists were optimistic and foresaw schools significantly transformed as learning communities, with the sustainability mindset holistically integrated in all education institutions and more youth involvement in education decision-making. Sustainability education is a real comprehensive reform agenda for all our education systems and is our common and shared responsibility.



Shaping the Future: Better Investing in Education and Training Featuring the Launch of the Learning Lab by Commissioner Mariya Gabriel



As moderator, **Themis Christophidou** opened the discussion and recalled that investing in education and training is investing in our future. Commissioner Gabriel highlighted that promoting

quality investment is a priority for the EU. The Commission's expert group on quality investment in education and training called for more systemic and robust evaluations and concluded that benefits will be greater if this expertise is gathered at EU level. The Learning Lab on Investing in Quality Education and Training will provide evaluation tools and methods to Member States who can participate in its activities on a voluntary basis. The Commissioner invited all Member States to join and to be open to learn from each other.



The chair of the expert group, **Gabrielle Fack**, recalled that investing in the most disadvantaged pupils is very efficient because it helps to close the education and equity gaps. Nevertheless,

there are some areas where evidence is still lacking which needs to be addressed in a joint effort.



Minister Li Andersson (FI) highlighted the importance of making public spending in education efficient in terms of quantity, quality, and inclusiveness.

Education should be seen as an investment, not as a cost. Finland is carrying out a pilot experiment on pre-school years and their role in closing the learning gap and supporting more disadvantaged children.



In **Minister Joan Subirats Humet's (ES)** view, the main challenge of the Learning Lab will be to find ways to reinforce the connection

between evidence and educational practices. Translating the evidence into acquired knowledge or relevant policy messages that can be used by policymakers is the Lab's key challenge. Speeding up evaluation processes is key to influence the decision-making processes in the Member States.



Minister João Costa congratulated Commissioner Gabriel for choosing the word "Lab" because he believes education is an experimental field per se. Since 2015,

Portugal has increased its education expenditures. They regularly run pilot experiments with schools keen to participate in this exercise. They try to scale up the possibilities, not the solutions.



Stressing that good collection of data is the pre-condition for any evaluation, **Minister Giuseppe Valditara** explained that in Italy the collection of data has become an

important part of their education and training systems. They have open data on pupils' education outcomes, teachers, and education infrastructure.



Emil Boc, Member of the Committee of Regions, recalled the importance of involving local and regional authorities in the Learning Lab because education remains local. He also

stressed that supporting investment in education and innovation in all corners of Europe, is key to reducing education and equity gaps.

After this first round of reflections, the **Lifelong Learning Platform** presented the main outcome of their Lifelong Learning Week dedicated to investment in education and training.

Reflecting on how to make sure that every euro

spent in our education and training systems can contribute to boosting education outcomes and equity, panellists concluded that three main aspects play a major role: i) all Member States should work together to share good practices and find solutions to common challenges; ii) policy makers should be responsive to what the evidence shows, learn to be patient because evidence takes time, and not be afraid of failing; and iii) the Learning Lab should involve local and regional authorities, and facilitate the creation of education communities with different actors.



Commissioner Gabriel concluded by inviting all Member States to join the work of the Learning Lab to create a new culture of evaluation in the EU.

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The Learning Lab on Investing in Quality Education and Training will provide evaluation tools and methods to Member States.

Future-Proofing Education: Trends and Challenges



The moderator **Akis Kyriacou** opened the panel discussion by emphasising the importance of future proofing education when faced with current challenges such as the global

pandemic, the Russian war of aggression against Ukraine, rising costs of living, and democratic backsliding. Similarly, demands on education to promote important societal developments such as a green transition, sustainability, and inclusion are increasing, while at the same time investments in education are being reduced. Mr Kyriacou introduced the purpose of the panel as two-fold: to examine the future challenges for education and to identify some of the crucial measures for addressing those challenges.

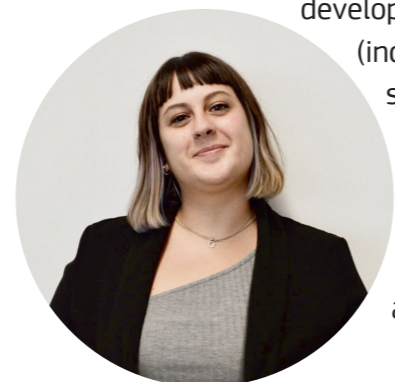


Discussing current and future challenges, **Minister Claude Meisch** (LU) addressed two trends that will likely continue to put pressure on education systems in Luxembourg, but also

across the EU: the need to promote digital skills among young people and the need for schools to be better equipped to receive a more diverse student population due to migration. The Minister

underlined the importance of ensuring all children are equipped with the skills that allow them to realise their full potential, especially in a world that is changing rapidly and requires us to re-think the role of humans in an increasingly digitalised world.

Emphasising the importance of accessible lifelong learning, **Giuseppina Tucci**, President of the Lifelong Learning Platform, identified underinvestment in formal, as well as non- and informal, education, as one of the main challenges. Ms Tucci also highlighted the importance of ensuring that the purpose of education is not simply the economic and individual benefits, but also includes the societal benefit of human development. Education



(including its governance) should be co-created together with all stakeholders in the community, from ministers to teachers and students.



Highlighting teachers' and learners' needs, **Deputy Minister Maria Gaydarova** (BG) stressed that teachers should be supported through professional training, including pedagogical methods for innovative

classrooms, competitive salaries, better working conditions, and robust educator communities. Simultaneously, promoting transversal, socio-emotional and metacognitive skills all combine to help students navigate life.



Minister Robbert Dijkgraaf (NL) outlined challenges like the convergence of disciplines, labour shortages, future skills promotion, and the transitions' speed. Rigid education systems should

be replaced by a transdisciplinary approach and incorporating good practices. Measures such as allowing teachers and students to allocate time to their personal and professional development, and schools' collaboration with local stakeholders, improve society's innovation.



Discussing the challenges and opportunities of stakeholder cooperation, **Eva Keiffenheim**, Independent Writer and Educator, noted that education systems should be transformed by identifying collaborators,

prioritising long-term impact despite changing political priorities, managing differing expectations, and constructing new measures of educational success.



Finally, the President of the European Students' Union, **Matteo Vespa**, mentioned the importance of quality investments in higher education. It is crucial to accommodate higher education systems to

(foreign and refugee) students' needs, and promote resilience, as many young people suffer from mental health problems and poverty. Cooperation with students and policymakers lead to well-informed and effective policies.

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Teachers should be supported through professional training, including pedagogical methods for innovative classrooms, competitive salaries, better working conditions, and robust educator communities.

Inclusion of Displaced Pupils and Students from Ukraine in Education in the EU Member States, from Early Childhood to Higher Education



Themis Christophidou

opened the session by stating that one third of the registrations for temporary protection in the EU are for under 18 year-olds. Many of these children suffered direct physical harm, psychological distress and/or separation from families. Member States of the European Union (EU) are working hard to give these young people access to education, support and care.



Commissioner Gabriel

then gave an overview of EU initiatives to support Ukrainian learners and stressed that every displaced child should have access to schooling in the EU. The Commissioner referred to the practical manual for the school year 2022/2023 which aims to support the education systems of the EU Member States receiving young people from Ukraine. The manual is a result of intense exchanges and emergency meetings conducted as part of the EU Education Solidarity Group for Ukraine. The Commissioner also stressed the important role of teachers, early childhood education and care as well as funding made available to Member States, in order to address the crisis.



Poland has received the highest numbers of refugees fleeing the conflict. In a video message, **Minister Przemysław Czarnek** (PL) stated that there are nearly 200,000

Ukrainian students in Polish schools, most of them attending regular classes with Polish students. The Polish authorities remain in close contact with their Ukrainian counterparts to support all displaced learners.



Speaking about the situation in Lithuania, **Minister Jurgita Šiugždinienė** (LT) focused on opportunities offered to children and young people to continue learning the Ukrainian language and history, with

the support of Ukrainian teachers and specialists. However, the monitoring of children's participation in education remains a challenge. Another key issue is the recognition of learning outcomes in the EU after the children return to Ukraine.



Minister Tõnis Lukas

(EE) outlined the situation in Estonia, where displaced children are encouraged to attend schools based on the Estonian curriculum. The authorities are committed to reaching out to the pupils and their families. Schools are encouraged to hire Ukrainian teachers and psychologists to offer support to displaced learners. Refugees can also access early childhood education and care in Estonia.



These contributions were followed by a message from **First Deputy Minister Andrii Vitrenko** in Ukraine, who

gave a moving video address, thanking his counterparts in the EU for supporting Ukraine's education system, which includes providing Ukrainian textbooks as well as collaborating with universities and waiving tuition fees for Ukrainian students. The Ukrainian authorities are actively communicating with Ukrainian parents in the EU advising them to help their children adapt to the local context. Children can access extra-curricular content to study the history and language of Ukraine.

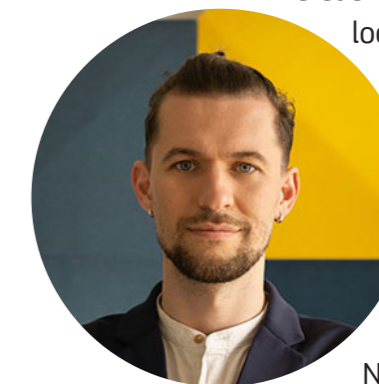
Addressing the unique needs of the youngest, **Ivelina Borisova** from UNICEF emphasised that access to early childhood education and care as key



to the wellbeing of children and their parents, most of whom are single mothers struggling to understand the local system. A multi-sectoral approach involving social services can be very efficient in providing

adequate support to these vulnerable groups. At the same time, this crisis can be an opportunity to make important changes in the early care sector to benefit all marginalised learners.

Representing the non-formal education sector, **Igor Lisin**, of the Ukraine Foundation, reiterated that



increasing rates of enrolment in local schools is crucial and a close cooperation between the Ukrainian authorities and the host country's national and municipal level is key to achieving this.

Non-formal learning opportunities such as summer and winter camps offer additional support to the young learners.





Statement by the Incoming Presidency of the Council of the EU

In a statement by the future Swedish Presidency of the Council of the EU, **Minister Lotta Edholm** (SE) congratulated Commissioner Gabriel for the organisation of the Education Summit. She provided comments on the impact of the Russian war of aggression against Ukraine on the education and training systems. She outlined that the 'European Union stands united in strong solidarity with the Ukrainian people', including with the Ukrainian education society.

She informed that Sweden intends to work further on some of the topics discussed during the event. In particular, Sweden aims at presenting Council Conclusions in a follow-up to the European Education Area (EEA) Progress Report, with the expected adoption in May 2023.

Furthermore, she recalled that higher education remains an important policy area and that Sweden

intends to build on the work done by the French and the Czech Presidencies. Connecting mobility, international cooperation and fundamental values will be key priorities to be discussed at the Meeting of Directors-General for Higher Education in March 2023. Sweden will also continue the work towards automatic mutual recognition in the EEA.

Last but not least, Minister Edholm outlined that the green and digital transition will feature among the top priorities of the upcoming Presidency and will be discussed at the Presidency Conference in Stockholm. She concluded her remarks, welcoming all the education and training community to 'improve the European Education Area' and looked forward to the Swedish Presidency starting in January 2023.



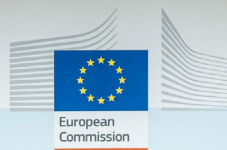
Concluding Remarks

Commissioner Mariya Gabriel took the floor to wrap up the discussion and deliver concluding remarks. She thanked all the panellists and participants who followed the Summit, both on site and online, for their strong commitment and valuable input. She thanked everyone for making the 5th edition of the European Education Summit a 'truly personal highlight'.

The Summit is expected to kickstart a dialogue, a broad public discussion with policy-makers and stakeholders, practitioners and learners all over Europe. She invited the education and training community to join the European Commission in this next stage and engage in a meaningful mid-term review process of the EEA over the next 12 months. It depends on all 'to make the Education Area a

success'. With this common objective in mind, she outlined her appreciation of the 2022 Education Summit, and looked forward to next year's edition, keeping in mind the work that still needs to be done to overcome the challenges we are facing, in order to build inclusive and quality education systems.

The Summit is expected to kickstart a dialogue, a broad public discussion with policy-makers and stakeholders, practitioners and learners all over Europe.



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