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Large ETUCE delegation joined the Eurodemo on 5th April to call for better pay and better living conditions

European teachers were the biggest sectoral delegation for the "Eurodemo" in Ljubljana, Slovenia, on 5th April. More than 750 teachers from 11 countries joined the ranks of the ETUCE delegation at the demonstration called for by the European Trade Union Confederation (ETUC) in order to claim decent living conditions for all European workers in a context of international financial turmoil.

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Joint EI/ETUCE Conference on Teacher Education in Europe

On 10-11 March, a joint EI/ETUCE Conference on Teacher Education welcomed 80 teacher unionists from 27 European countries in Bled, Slovenia. The Conference featured keynote speeches on the challenges facing teacher education today across Europe, as well as allowed participants to engage in in-depth workshop discussions on the draft version of the comprehensive new ETUCE Policy Paper on Teacher Education.

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The ETUCE sets focus on preventing and tackling violence in schools

The first seminar of the ETUCE project "Preventing and tackling violence in schools" took place in Madrid on the 3rd and 4th April 2008.

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Calendar

April:

14-15: EI Pan European Committee/ETUCE Executive Board meeting, Brussels

May:

20: Employers meeting, Social Dialogue, Brussels

June:

9-10: ETUCE Final Conference: Preventing and tackling violence in schools, Sofia, Bulgaria

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« The remarkable mobilisation of teachers at the Eurodemo in Ljubljana shows the great vitality of trade unionism in the education sector, both at European and national level »

This impressive sectoral mobilisation can be explained by the importance of the demonstration's issues for the teaching profession. Indeed teaching professionals are front liners among the public employees having to face the consequences of the financial crisis in terms of low salaries and purchasing power. *« This threat requires a strong and active response from the public authorities, in particular in a European context in which education is stressed as a top priority by all leaders »* stressed the ETUCE General Secretary, Martin Rømer, on the day of the demonstration. *« The remarkable mobilisation of teachers at the Eurodemo in Ljubljana shows the great vitality of trade unionism in the education sector, both at European and national level »* he continued.



In the morning of the 5th April, Martin Rømer joined other European trade union leaders in a meeting with the Slovenian Prime Minister and current holder of the Presidency of the EU. At the meeting the General Secretary for the ETUC, John Monks, explained the purpose of the demonstration and illustrated that European workers' purchasing power relatively had fallen behind the increasing GDP. He added that it was little helpful to see top-leaders in European business taking advantage of the situation to their own benefit. Martin Rømer spoke on behalf of the public sector and emphasised that workers are lacking behind the development of wages in the private sector. He added that the increasing pressure to restructure the public sector often was done without any acknowledgement of the increasing effectiveness of workers. If the situation would continue he warned that it may result in a decreasing quality as several sectors in the public area already had difficulties in attracting qualified candidates.

The Prime Minister responded that he in many ways agreed and understood the claim for higher wages. However he added that a balanced development had to be the point of departure. He would convey the delegation's claims to the Council. Furthermore he invited to a cooperation and discussion about the latest developments in relation to the Court of Justice's latest judgements e.g. the so-called Laval case. He agreed that the public sector must not lag behind and that there was a need to increase wages to defend the quality of the sector.

The meeting lasted 1 ½ hour after which a press conference was held.

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In opening the conference, the Slovenian Minister of Education, Mr. Milan Zver, highlighted the high demands teachers are faced with today and emphasised the importance of involving teachers and their representatives in reforms in the education sector: *"No successful reform can be made without the involvement of teachers"*, stressed Mr. Zver.



The Slovenian Minister of Education, Mr. Milan Zver at the EI/ETUCE seminar

Among the speakers were Mr. Marco Snoek, Associate Professor of Education at the Amsterdam Institute of Education, who spoke of the importance of teachers' sense of ownership of their professional quality for the quality of teaching as a whole. He emphasised that this includes both that each teacher is engaged in a reflection on their own professional quality as well as for the teaching profession as a whole to be engaged in defining professional standards. Subsequently, Professor Ingrid Carlgren from Sweden also took up the issue of teachers' ownership of their profession in arguing strongly for the need to strengthen research undertaken by the institutions educating teachers in order to enable the teaching body to develop a knowledge base of their own on their profession. She highlighted the low level of resources for research into teaching and education today compared to other sectors, and called for more teachers to be given the opportunity to undertake Ph.D studies in education in order to strengthen the teaching body's ownership of the quality development of their profession.

» the development of education policies must not only be a matter for the government: all partners in the education sector, the teachers, the schools, the students, the teacher education institutions, etc, must take part in the development of policies in order to improve the quality of teaching today «

On the second day of the conference, participants benefited from keynote speeches by Professor Kari Smith from the University of Bergen, Norway and Professor Pavel Zgaga from the University of Ljubljana. Professor Kari Smith addressed in-depth the issue of partnerships between teacher education institutions and schools and the benefits to be gained by this for both parties.

Professor Zgaga addressed the issue of the new range of competences which teachers need in the knowledge-society, and also concluded on a plea for greater partnerships in the education sector in emphasising that, today, the development of education policies must not only be a matter for the government: all partners in the education sector, the teachers, the schools, the students, the teacher education institutions, etc, must

take part in the development of policies in order to improve the quality of teaching today.

The expert presentations provided a stimulating background to participants' in-depth and rich debates in workshops on the new draft ETUCE Policy Paper on Teacher Education. After having been subjected to a written consultation among all member organisations earlier this year, the Conference debates allowed for a second opportunity for members to give input and feedback to the paper, ensuring that the final product is reflecting a wide consensus among teachers' unions in the EU. The draft policy paper will be submitted to the ETUCE Executive Board for adoption in their meeting on 14-15 April, and an in-depth feature article on the paper will be included in the next edition of the ETUCE newsletter.

The ETUCE sets focus on preventing and tackling violence in schools

The first seminar of the ETUCE project "Preventing and tackling violence in schools" took place in Madrid on the 3rd and 4th April 2008.

During the seminar, a draft report elaborated by the project's Steering Committee was presented, containing relevant information on the situation on violence in schools in five countries: Bulgaria, Spain, Germany, UK and Sweden. Key topics identified in this report were dealt with in detail in presentations given by national teacher union representatives. These included: school curricula, victim support, prevention and, concretely, mediation.

The seminar benefitted from the always outstanding collaboration of Mr. Tim Tregenza, representative of the European Agency for Safety and Health at work. He highlighted the importance of the risk assessment systems in schools, in order to prevent and tackle violence, and the need for a holistic approach in dealing with the issue.

The Spanish Vice-Minister of Education, Mr. Alejandro Tiana, presented the situation in his country and the increased importance that is being given to the topic. Finally, participants were informed in detail about the content and scope of the European Autonomous Framework Agreement on Harassment and Violence at work.

The next steps of the project will consist of the elaboration of a ETUCE guide on the Implementation of the Autonomous Framework Agreement on Harassment and Violence at work, and the development of an ETUCE Action Plan on preventing and tackling violence in schools. Both documents will be discussed in a final conference to take place in Sofia on 9 and 10 June 2008.

Preventing and tackling work-related stress – ETUCE survey and implementation guide

The report of the ETUCE survey on teachers' work-related stress as well as the ETUCE implementation guide on the European Framework Agreement on work-related stress are now available on the ETUCE website.

Teachers are undoubtedly among the professions with the highest level of work-related stress. Workload, role overload and increased class size per teacher have been identified as the main stress factors for teachers. The ETUCE survey on teachers' work-related stress gathers useful information on stressors and stress indicators in teachers' work in primary, secondary and vocational education sectors, measures the level of teacher unions' awareness of the national implementation of the European Framework Directive 89/391/EEC on health and safety at work in the different countries, and assesses the level of awareness and implementation by teachers' unions of the European Social Partners' Framework Agreement on work-related stress.

[Read the report on the ETUCE Survey on work-related stress](#)

The ETUCE implementation guide on the European Framework Agreement on work-related stress provides an overview of the Framework Agreement, focusing on the main concerns teachers are facing at their work place.

[Read the ETUCE implementation guide](#)

ETUCE Statement in response to the 2008 review of the Lisbon Strategy: launch of the next cycle (2008-2010)

At the European Spring Council on 13-14 March 2008, EU Heads of State and Government launched the new cycle of the Lisbon Strategy, covering the period 2008-2010. The Council has thereby set out the course of action for the forthcoming three years and pointed out areas of particular priority. The Council's core message is that, although there has been evident progress in creating growth and jobs in the previous cycle, a range of challenges still remain.

The programme for the Lisbon cycle 2008-2010 is based on [the Commission's strategic report](#) on the renewed Lisbon strategy for growth and jobs, published in December 2007. The ETUCE has issued a [policy statement](#) as well as sent out an information note on this report, informing all member organisations about the main political messages from the Commission regarding education and training.

With the adoption of the programme for the next cycle, the Council stressed that focus should now be on implementation and therefore decided – as proposed by the Commission – to keep a great deal of the priorities from the previous cycle with a view to creating continuity and stability. The integrated economic and employment guidelines have thus been reaffirmed with only minor changes in the explanatory notes, the country specific recommendations from the Spring Council in 2007 have been maintained with only small updates, while a new Community Lisbon Programme with 10 key objectives has been set up. The Council also highlighted that more should be done to:

- Invest more and more effectively in research and higher education and to achieve the target of investing 3 % of GDP in research and development.
- Create a fifth freedom, i.e. a freedom of knowledge.
- Strengthen the education element in the knowledge triangle by providing high quality education and increasing investments.
- Make quality childcare available and affordable, in line with national and Community targets.
- Achieve the education and training benchmarks. The Council therefore urges member states to take concrete action to reduce the number of early school leavers and pupils with low literacy and increase participation in lifelong learning, especially among the low-skilled and older workers.

» the policy measures regarding education and training set out in Lisbon programme for 2008-2010 are indeed only intended to focus on how education contributes to 'growth and jobs' and are by no means a comprehensive view of the policy measures needed to enable education and training to fulfil their broad purposes in society «

Since the launch of the Lisbon Strategy, the ETUCE has welcomed that education and training have been given a central role to achieve the Lisbon objectives but the ETUCE has also continuously stressed that it is crucial that a comprehensive and balanced approach is taken in the education policies. Education and training is not merely a tool to foster economic growth and employment; the broader social, cultural and personal functions of education must also be taken into consideration. The ETUCE underlines in its statement to the Commission's 2008 review of the Lisbon strategy that the policy measures regarding education and training set out in Lisbon programme for 2008-2010 are indeed only intended to focus on how education contributes to 'growth and jobs' and are by no means a comprehensive view of the policy measures needed to enable education and training to fulfil their broad purposes in society. The ETUCE therefore calls on Member States to ensure that a comprehensive view is taken at national level when setting priorities for the education sector and that the employment-related education policies do not take precedence over the more social-related education policies.

As the Commission and Council rightly recognise there is a great need to introduce more measures to achieve the EU benchmarks on education and training, and the ETUCE endorses the Council's call for concrete and targeted action towards fulfilling these goals. The ETUCE however also reminds that improvement of the education and training systems presupposes sufficient funding and stresses that a number of member states need to provide significant additional public resources to the education sector.

The ETUCE moreover calls in strong terms for a redirection of the Commission's policies regarding higher education. The Commission's approach to 'modernising' the management of universities is largely a call for the development of Public-Private Partnerships and output-based funding measures, which is leading to a more and more market-oriented higher education policy at EU level that will seriously hamper the foundation upon which the success of European universities is built.



Third joint Council and Commission progress report on the implementation of the Education & Training 2010 work programme adopted – The ETUCE calls for a balanced and broad approach to education

On 14 February 2008, Ministers of Education in the EU adopted the 2008 joint Council and Commission progress report on the implementation of the Education & Training 2010 work programme ([link](#)). The report sets out the priority areas of action within education and training for the next two years and a key message of this year's report is that teachers should be given better professional preparation and continuing development. The ETUCE Executive Board adopted a statement ([link](#)) to the draft report in their meeting on 28-29 November 2008.

The ETUCE welcomes that the progress report highlights the area of teacher education as decisive for achieving the objectives of the work programme. The Commission and the Council stress that:

"No other in-school aspect influences student performance more than the quality of teacher education. Teachers and trainers are challenged by a growing heterogeneity of classes, a demand for new competences, and the need to pay close attention to individual learning needs (...). Large cohorts of older teachers will have to be replaced in the near future. The profession must be made more attractive. However, current systems of teacher education and training often fail to give teachers the training they need. This is particularly so for continuing teacher training

and professional development (...). Teachers need better professional preparation and continuing development. This will improve education and training outcomes. Involving teachers and trainers in innovation and reform is also very important." (p. 10-13).

In welcoming this message, the ETUCE also underlined that involving teachers in reforms entails consulting representatives of teachers and trainers in the preparation of new policy reforms at all levels. No major reforms should take place without the active involvement and understanding of the teachers.

Other priority areas identified by the progress report include:

- *Raising skills levels*, i.e. addressing the problems of early school leaving, low participation rates in lifelong learning among the low-skilled, poor skill achievement among migrants and the demand for higher skills levels in the future labour market.
- *Strategies for lifelong learning*, i.e. implementing National Qualification Frameworks, validating non-formal and informal learning and increasing possibilities for lifelong guidance.
- *Addressing the socio-economic disadvantage*, including ensuring equity of access, participation, treatment and outcomes, as well as giving particular attention to pupils with a migrant background.
- *Sustainable funding*, including targeting investments from individuals, households and employers.

While welcoming the report's clear message on the need to strengthen efforts to increase equity in education, the ETUCE regretted that when it comes to the question of raising skills levels the focus is too narrowly put on the needs of the labour market. In turn, the ETUCE called for a more balanced approach regarding the purpose of education and underlines that it is only by developing a broad range of competences in young people – including social, civic, personal and cultural competences – that schools in the long run can contribute to the social and economic progress of society and to the well-being of each individual.

The ETUCE strongly criticised the Council's and the Commission's messages regarding the issue of funding. The progress report states that efforts for finding alternative funding, i.e. from individuals, households and employers, must be strengthened, but the ETUCE firmly rejected that private investments is the solution to the challenges facing the education system today. Governments must fulfil their responsibility for ensuring public quality education for all.

To read the entire 2008 joint progress report, visit the Commission's website for the Education & Training 2010 process:

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

The ETUCE statement to the draft 2008 joint report can be found at:

www.csee-etu.org

Formal adoption of the European Qualifications Framework (EQF)

After more than two and a half years since the first outline of a European Qualifications Framework (EQF) was presented, the EU Education Ministers have now formally adopted the EQF at their meeting on 14 February 2008. The next step will be to implement the EQF at national level by the development of National Qualification Frameworks (NQFs) which member states are recommended to develop and relate to the EQF by 2010 at the latest. Furthermore, national qualifications should contain reference to the EQF by 2012.

As member states now stand in front of the implementation of the EQF at national level through NQFs, the ETUCE finds it important to underline that the EQF is an instrument for translation of qualifications – not for harmonisation of the different education systems in Europe; the diversity of the education systems in the EU is an asset which must be maintained. The ETUCE therefore encourages member organisations to seek influence on the concrete design of the NQFs at national level. From the point of view of the ETUCE it is moreover important that the NQFs first and foremost serve the national context and the national objectives of promoting lifelong learning and ensuring transparency of qualifications. The fact that the NQFs are also likely to contribute to increasing possibilities for formal recognition of non-formal and informal learning is highly welcomed.

Background: An instrument for mobility and lifelong learning

Overall a twofold aim with the EQF/NQFs has been presented: to increase mobility and to promote lifelong learning. By functioning as a translation device for the description of qualifications, the EQF is intended to increase transparency, improve comparability and facilitate the recognition of different qualifications under the various education and training systems in the EU. The EQF thereby aims to link the countries' qualifications systems together and make it easier for the EU citizens to have their qualifications recognised in other EU countries. In addition, the NQFs are designed to make it easier for people to move between different types of education and training institution at national level, for example between higher education and vocational education and training. The qualification frameworks encompass all kinds of education, from general, adult and vocational education and training to higher education and apply to all types of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training. The EQF consists of eight reference levels while the number of reference levels in the NQF can be adjusted to the national context. In both frameworks the reference levels are based on 'learning outcomes', i.e. the point of reference is what a learner is able to do and the measuring of qualifications thereby shifts away from the more traditional focus on e.g. length of education and educational institution.

For more information, please see:

[The recommendation of the European parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning](#)

The [ETUCE Position Paper](#) on the proposal for a recommendation on the establishment of the European Qualifications Framework for lifelong learning from October 2006.

European Commission sets up 'Mission for flexicurity'

The concept of flexicurity has during the course of the last year become the guiding principle for the EU's policies on labour market issues. The ETUCE has recently issued a [Factsheet on flexicurity](#) in continuation of the adoption of a set of [Common Principles of Flexicurity](#) by the Council in December 2007. These principles follow the Commission's 2007 Communication [Towards Common Principles of Flexicurity: More and better jobs through flexibility and security](#). In order to monitor the development and implementation of national 'flexicurity pathways', a 'Mission for flexicurity' has recently been set up by the European Commission.

The mission for flexicurity was presented by Commissioner for Employment, Social affairs and Equal opportunities Vladimír Špidla on 1 February 2008. A total of seven permanent members make up the mission, among those Maria Helena André, Deputy Secretary General at the ETUC. The mission will during 2008 make country visits in 4-5 member states and report on national experiences in implementing flexicurity pathways. By December 2008 the delegation will issue a common report, aiming at presenting concrete proposals for the implementation of flexicurity policies.

» The ETUC has backed the concept of flexicurity but also strongly underlined the need for a more balanced and mutually supportive relation between flexibility and security «

The Council conclusions on flexicurity in December 2007 highlights that the common principles are intended to be instrumental in the implementation of the next cycle of the Lis-

bon strategy and to serve as a basis for reforms, framing national policy options and specific national arrangements in the field of flexicurity. The Council at the same time recalls that there is no single flexicurity pathway or no principle more important than another. The Integrated Guidelines of the Lisbon Strategy, reaffirmed by the EU heads of states at the 2008 Spring Council meeting, also contain references to flexicurity as member states are encouraged to promote labour market flexibility combined with employment flexicurity (Guideline 21). Member states are thus to give an account of the state of play in the implementation of

these principles in their national reports which are drawn up on a yearly basis as part of the Lisbon process.

The ETUC has backed the concept of flexicurity but also strongly underlined the need for a more balanced and mutually supportive relation between flexibility and security. The Commission's proposal for principles of flexicurity was criticised by the ETUC for having a one-sided approach to flexicurity. The ETUC in particular blamed the Commission for conceiving the principle of security in a very narrow way and, ultimately, reducing the level of job protection. In turn the ETUC argued that what should be put at the centre of flexicurity should be job quality and to ensure that stable and secure open-end contracts are the general form of employment.

For further information, please see:

ETUCE [fact sheet on flexicurity](#)

ETUC [fact sheet on flexicurity](#)

The Commission's website on flexicurity and the work of the Mission http://ec.europa.eu/employment_social/employment_strategy/flex_meaning_en.htm

ETUC [position paper](#) on the Commission's communication: 'Towards Common Principles of Flexicurity: More and better jobs through flexibility and security'



The Commission's new Social Agenda

In June 2008, the European Commission will propose a renewed Social Agenda. The first Social Agenda was presented in 2005 to set out the Community's initiatives in the field of social cohesion as a part of the overall Lisbon Strategy. The proposal of a new Social Agenda will be composed on the basis of the Communication of 20 November 2007 on the social vision for 21st century Europe, the results of a public consultation on the social reality and a mayor forum on the Social Agenda held by the Commission in May 2008, in which the ETUCE will be represented.

Opportunity, access and solidarity

The new Social Agenda will be centred on three pillars: opportunities, access and solidarity, and the areas of action covered are particularly

youth, education, gender equality, non-discrimination and mobility. The Commission highlights in its Communication on the *Social Vision for 21st Century Europe* the importance of investment in education and skills as an effective way to promote equal opportunities and to fight inequalities and poverty; the current challenges as regards the high share of early school leavers and low-achievers in reading in many European countries are emphasised as well.

Public consultation

The Commission completed a broad public consultation earlier this year on the social changes under way in Europe. The aim was active involvement by stakeholders and civil society in the process of identifying different views on what constitutes Europe's social reality, the economic and social cohesion and the EU budget. The ETUC Executive Committee adopted in March 2008 a detailed response to the Consultation, calling for a strengthening of the "Social Agenda" as a policy instrument as well as for strengthened EU action in a number of social policy areas, including on labour law and contractual relations, public services, and health and safety at work.

Read the full [statement](#) from the ETUC Executive Committee:

Find more information about the public consultation on the following link:

http://ec.europa.eu/employment_social/emplweb/news/news_en.cfm?id=324

Read the Communication on the social vision for 21st century Europe:

[Com\(2007\)726final](#)

The added value of using ICT in education – on-line forum for teachers and trade unionists is now available



The new ETUCE project on the use of ICT in education (ELFE 2) has been launched in the beginning of 2008. Its on-line forum for teachers, head teachers and teacher trade unionists is now open and ready to welcome contributions. The on-line forum can be easily accessed from the ELFE project's website: <http://www.elfe-eu.net/>

The ELFE 2 project builds on the findings of the previous ETUCE project on ICT in education (ELFE 1) which found that the structured use of ICT supports a whole-school development process and strengthens the acquisition of "new-competences", including students' social competences. Moreover, specific pedagogical and organisational factors in schools as well as teachers' professional support have been revealed to contribute in obtaining an added value of using ICT in education.

In the new project, five countries represented by five national teacher trade unions (GL from Denmark; NUT from the UK; LIZDA from Latvia; ZNP from Poland and ESTUS from Slovenia) are involved as project partners. They will jointly seek to further investigate and analyse the organisational and pedagogical use of ICT in schools and in teacher training institutions, and to identify what is the added value of using ICT in education.

Study visits to two schools and one teacher training institution in each of the five countries will enhance the comprehension of the methodologies employed regarding the use of ICT in schools and in initial and in-service teacher training. The findings of these visits will then be discussed by all ETUCE member organisations in two separate regional seminars (one for EU-12 and one for EU-15). The transferability of the methodologies identified will also be analysed in order for the project team to uncover what are the barriers that prevent the simple benefits of using ICT in education from evolving onto a solid added value for teaching and learning models.

The ELFE 2 on-line Forum thus creates an opportunity and an open floor for debate between teachers and other practitioners on the issues mentioned above during the whole project implementation. The ELFE 2 team expects all your comments and suggestions.

Forthcoming Communications and initiatives from the European Commission

EU consultation on the rights of the child

The European Commission will during 2008 launch a consultation on the rights of the child. One of the rights to be treated in the forthcoming consultation is the right to education.

In July 2006 the Commission issued the communication "Towards an EU Strategy on the Rights of the Child", in which the importance of education was underlined with the statement that "the right to education is obviously essential for children to be able to develop in society" (p. 4). The Communication announced that a process of identifying priorities for future actions would be launched and it is in this context that the consultation will be carried out in 2008.

Education is recognised as a right of the child in the UN convention on the rights of the child which came into force in 1989 and children's rights was identified as one of the main priorities in the Commission's Communication on Strategic Objectives 2005-2009.

Communications and other initiatives

The European Commission is moreover planning to issue communications and proposals on the following topics in 2008:

- A Communication on Education and Migration
- A Communication on School Education as a follow-up to the Consultation on *Schools for the 21st Century* in 2007. Expected in June/July 2008.
- A Communication on Childcare (by the Commission's DG Employment and Social Affairs). Expected in mid-2008.
- A proposal for a Council and Parliament Recommendation on a European Credit Transfer System for Vocational Education and Training (ECVET). Expected to be presented in the spring of 2008 and to be adopted by 2010.
- Proposal for a Council and Parliament Recommendation on Quality Assurance in Vocational Education and Training. Expected to be presented in the spring of 2008 and to be adopted by 2010.

ETUCE Calendar Spring 2008

April:

14-15: El Pan European Committee/ETUCE Executive Board, Brussels

May:

20: Employers Meeting, Social Dialogue, Brussels

June:

9-10: final seminar of the ETUCE project "Preventing and tackling violence in schools", Sofia, Bulgaria

New Publications

- [Cedefop report: Recognition and validation of non-formal and informal learning for VET teachers and trainers in the EU Member States](#)
- [Commission report: Equality between women and men – 2008](#)
- [The ETUC: The flexicurity debate and the challenges for the trade union movement](#)
- [The ETUC: Autonomous Framework Agreement on harassment and violence at work. An ETUC interpretation guide](#)
- [The ETUC and the ETUI-REHS: Benchmarking working Europe 2008](#)
- [The ETUI-REHS and the ETUC: The EU Lifelong Learning Programme: a handbook for trade unions](#)
- [ETUCE: Ahead of entrance – Cooperation between Hungary, Bulgaria and Romania – Second Seminar, Bucharest, October 2006](#)
- [Eurydice: Focus on the structure of Higher Education in Europe. National trends in the Bologna Process 2006/07](#)
- [Eurydice: School Autonomy in Europe. Policies and Measures](#)

- The Council of Europe has launched Wild Web Woods, an online game for teaching children basic Internet safety in a fun and friendly fairy tale environment. For more information, please see: <http://www.coe.int/children>