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## Closing Conference of the ETUCE project « Preventing and tackling violence in schools »

On 9th and 10<sup>th</sup> June 2008, the ETUCE held the closing Conference of the ETUCE project “Preventing and tackling violence in schools”, in Sofia, Bulgaria. For one year, the ETUCE has been working on this issue with the objective of raising awareness amongst European teacher trade unions on the European Social Partners’ Autonomous framework agreement on harassment and violence at work as well as to analyse the best practices existing in different European partner countries on how to tackle violence in schools. The overall aim of the project has been to develop an ETUCE policy on violence in schools and ways to prevent and tackle it.

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## Notable progress for the process towards a European Social Dialogue in Education

The process leading to the establishment of a European Sectoral Social Dialogue Committee for Education, which was initiated four years ago, has recorded notable progress during the last months.

On 8 April 2008, the teachers’ trade unions’ side decided what will be the scope of their representation at European level and confirmed their capacity and will to cover the whole spectrum of Education, from pre-primary to higher education, including vocational education and training. On 20 May, national employers from 17 EU member states were represented in a seminar organised by the ETUCE and animated by the CEEP in Brussels.

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## “Teacher Education in Europe”

The ETUCE policy paper “Teacher Education in Europe” was adopted by the Executive Board at their meeting on 14-15 April 2008.

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## Calendar

August:

4-22: The ETUCE Secretariat is closed, both days included

October:

25-28: High Level Seminar on Social Dialogue, Istanbul

[Read more >>>](#)

## **Closing Conference of the ETUCE project « Preventing and tackling violence in schools »**

On 9th and 10<sup>th</sup> June 2008, the ETUCE held the closing Conference of the ETUCE project “Preventing and tackling violence in schools”, in Sofia, Bulgaria. For one year, the ETUCE has been working on this issue with the objective of raising awareness amongst European teacher trade unions on the European Social Partners’ Autonomous framework agreement on harassment and violence at work as well as to analyse the best practices existing in different European partner countries on how to tackle violence in schools. The overall aim of the project has been to develop an ETUCE policy on violence in schools and ways to prevent and tackle it.

During the final Conference, speakers from various European agencies such as the European Agency for Safety and Health at work, represented by Mr. Tim Tregenza, and the European Foundation for the improvement of living and working conditions, represented by Ms. Sara Riso, shared their expertise on the issue.

Moreover, Prof. Dr. Joachim Bauer from the Department of Psychosomatic Medicine in the Freiburg University of Germany presented a very interesting perspective on aggression and violence in schools, by focusing on the neurobiological aspects of this kind of behaviour. These findings resulted from a large representative survey and its related research developed in German schools.

As part of the project, an ETUCE implementation guide of the European Social Partners’ Autonomous Framework Agreement on Harassment and Violence at work has been developed by the Secretariat in cooperation with the Project’s Steering Committee (Anders Eklund, Lärarförbundet; Patricio Perez, FECCOO; Kounka Damianova, SEB; Anne JEnter, GEW; Ros McNeil, NUT). This document was presented at the conference by Anne Jenter. It includes a point by point analysis of the text of the agreement itself, including a specific reading from a teachers’ perspective. It also comprises several good practice examples, inspired from the gathering of best practices carried out in the first part of the ETUCE project.

At the Conference, participants engaged in working group discussions focusing on the draft ETUCE Action Plan on preventing and tackling violence in schools. Representatives of the national teacher unions shared ideas on how the ETUCE should continue its future work on the issue and what their own responsibilities should be at national, local and school levels. The various comments and suggestions will now be included by the ETUCE Secretariat in the draft Action Plan, which will be presented for final adoption to the ETUCE Executive Board in the autumn of 2008. Further information on the various presentations and debates from the Conference will be published in the Conference report, to be issued in late July 2008.



## **Notable progress for the process towards a European Social Dialogue in Education**

The process leading to the establishment of a European Sectoral Social Dialogue Committee for Education, which was initiated four years ago, has recorded notable progress during the last months.

On 8 April 2008, the teachers' trade unions' side decided what will be the scope of their representation at European level and confirmed their capacity and will to cover the whole spectrum of Education, from pre-primary to higher education, including vocational education and training. The report from the 8 April sub-sectoral seminar is available on the dedicated website [www.edu-dialogue.eu](http://www.edu-dialogue.eu)

On 20 May, national employers from 17 EU member states were represented in a seminar organised by the ETUCE and animated by the CEEP in Brussels. The employers confirmed their interest for a social dialogue in education at EU level and set-up their own calendar for the creation of their European representative organisation. A working group of employers will meet again in early July and continue their deliberations in more detail. The employers from all EU countries will then be invited for a new plenary meeting on 22nd September.

As and when the employers launch a European representative organisation, the way would be clear for a joint application by both ETUCE and the employers to send an application to the European Commission for a sectoral social dialogue committee. In the meantime it would be possible for other related activities to be carried out both for the employers and the teachers' unions.



## **“Teacher Education in Europe” - New ETUCE Policy Paper adopted by the Executive Board**

The ETUCE policy paper “Teacher Education in Europe” was adopted by the Executive Board at their meeting on 14-15 April 2008. The paper, which is the result of more than one and a half year's work, sets out the ETUCE's vision of teacher education in the 21<sup>st</sup> century.

In the light of the attention given to education policies at EU level within the Lisbon strategy and the Education & Training 2010 work programme and, not least, of the developments in teacher education at national level in the past years, the ETUCE has found that it was time to make a review of the ETUCE policy on teacher education. In 2006, the ETUCE therefore decided to appoint a working group, commissioned to review the previous ETUCE policy paper on teacher education from 1994 and to outline a teacher education policy that matches society of today.

The policy paper emphasises the close links between a high quality initial teacher education, the attractiveness and status of the teaching profession, and the quality of the education provided to pupils and students at all levels of the education sector. The main message, which the ETUCE advocates for in the policy paper, is therefore that every teacher education in Europe should be at Master's level.

*The policy paper emphasises the close links between a high quality initial teacher education, the attractiveness and status of the teaching profession, and the quality of the education provided to pupils and students at all levels of the education sector.*

Teachers in today's society are subject for a range of demands, regarding in-depth subject knowledge, advanced pedagogical skills, use of new information technology and much more. Demands that in their complexity reflect the demands that characterise studies at the Master's level. It is therefore the firm belief of the ETUCE that in order to fulfil the requirements placed on teachers today, the objective should be that all teachers are educated at Master's level. Moreover the policy paper

emphasises some of the aspects that characterises a high quality initial teacher education, as for example research-based teaching rooted in the everyday reality of teaching and learning environments, a balanced weighting of theory and practice, and an in-depth qualification in all relevant subjects, including in pedagogical practice and in teaching transversal competences. The role of the teacher educators is crucial in this context, and the policy paper dedicates a separate section to address their qualifications and competences.

Initial teacher education is nonetheless only the foundation of teachers' professional life. A high quality initial education is essential to equip new teachers with the knowledge, competences and confidence required to teach, but initial education cannot provide teachers with all the knowledge and skills needed to handle the various tasks and challenges throughout their professional lives. Given the rapidly changing nature of society and the amount of new expectations and challenges confronting teachers, the need for continuous professional development is even more important today and a key message of the ETUCE policy paper is therefore that continuous professional development must be an integral part of a teachers' professional life. The policy paper also advocates for a more structured induction phase for the newly qualified teachers. The induction phase, of at least one year's duration, must involve systematic guidance and support for newly qualified teachers and must be both a right and an obligation for the newly qualified teacher.

Continuous professional training and possibilities for career development are also vital for another very central aspect addressed in the policy paper: the recruitment and retention of teachers. Many European countries either are or will soon be in shortage of teachers and teacher students, and it is therefore crucial that the teachers in work are induced to stay in the profession and that efforts are made to attract more students to the teacher profession. The ETUCE therefore recommends that

measures are taken to improve teachers' working conditions and working environment and that an increased effort is made to raise the status of teachers. In concrete this entails addressing issues such as preserving teachers' professional autonomy, passing on a positive message about the teaching profession, and more. The policy paper also points to school management as another important aspect to address in order to improve the retention of teachers and the working environment in general.

*The ETUCE emphasises that teachers and their unions are important actors in society and contribute to shaping social attitudes and policies.*

The final chapter of the policy paper places teacher education into the broad social and economic context in which teachers and the education system must work. The ETUCE emphasises that teachers and their unions are important actors in society and contribute to shaping social

attitudes and policies. It is important for teachers to carry the consciousness of this pro-active social role with them in their day-to-day professional work. The final chapter thus seeks to reflect on a number of the societal issues which teachers must engage in today, including the emerging knowledge society and its impact on equity in education; the growing cultural diversity in society and promoting equal opportunities for all learners regardless of social, economic, cultural, ethnic and racial background or sexual orientation.

The policy paper, which will be available in French and English, is currently in the final lay-out phase and will shortly be published on the ETUCE website.

### **The ETUCE expresses serious concerns regarding the recent developments on the Working Time Directive**

In advance of the meeting of the Council of Employment Ministers on 9 June, the ETUCE wrote to the Slovenian Presidency of the EU to stress its serious concerns regarding the recent developments over the Working Time Directive. The last version of the Directive, proposed by the Slovenian Presidency, gives the possibility for Member States to easily opt-out from Article 6 of the Directive which sets the working time to a maximum of 48 hours per week. If endorsed, this possibility would empty the Working Time Directive of its core purpose and constitutes therefore a step backward for Community regulations on labour. Several

ETUCE member organisations also took rapid action on this issue by calling on their national government not to accept this proposal from the Presidency.

The ETUCE strongly regrets the decision of the Council on 9th June to endorse the proposal of the Slovenian Presidency in their 1st reading of

the Directive. As the proposed Directive now goes back to the European Parliament for a 2nd legislative reading, the ETUCE will continue to campaign for a clear and unambiguous end to the possibility for Member States to opt-out from the Directive.

[Read the ETUCE letter to the Slovenian Presidency on the Working Time Directive](#)

[Read the ETUC press release](#)



### **Priorities for the French Presidency of the EU with regard to the “Education and training 2010 process” and forthcoming initiatives by the European Commission**

France will take over the EU Presidency in the period from 1<sup>st</sup> of July to 31<sup>st</sup> December 2008. The main priorities of the French Presidency will be energy, the fight against climate change, immigration, Europe's defence policy, financial regulation and the future of the Common Agricultural Policy. In the field of education the French Minister of State responsible for European affairs has stated that it will be a core track of the French actions to promote the social dimension of EU action as well as to promote mobility.<sup>1</sup> The priorities within higher education will be to reinforce quality assurance and to identify indicators to improve international comparability of higher education in Europe.

The final program with the planned activities by the French Presidency is not made public yet, but the draft program regarding education is the following:

- Conference on Quality Assurance in Higher Education. Strasbourg. EU Presidency/Bologna conference, 9-10<sup>th</sup> September.
- Conference on Lifelong Guidance, 18-19 September, Lyon. Council Conclusions on Guidance are expected to be adopted in November.
- Conference on Learning Natural Sciences, 8-9 October, Grenoble.
- Conference on Special Needs, 29-30 October, Clermont-Ferrand.
- Conference on Mobility, 4-5 November, Nancy.

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<sup>1</sup> Stated by Mr. Jean-Pierre Jouyet, French Minister of State responsible for European affairs, at the Conference of the Committee chairmen of the European Parliament (Strasbourg, May 20, 2008), on the French presidency of the European Union.

- Conference on Governance in schools, 6-7 November, Politiers. Council Conclusions on Governance are expected to be adopted in November.
- Conference on Indicators and Benchmarks. 13-14 November, Nice.
- Education Council, 20-21 November. Brussels.
- An informal meeting of the education ministers will be held on 25-26 November, Bordeaux, where a Communiqué on VET will be adopted as a follow up to the Copenhagen process.

The French Presidency will moreover lead the Council's first negotiations on the two new proposals made by the Commission:

- The formal proposal for the ECVET, the European Credit Transfer System for VET, presented on 9 April (expected adopted in the autumn 2009).
- Establishment of a European Quality Assurance Reference Framework for Vocational Education and Training, presented also on 9<sup>th</sup> April (expected adopted in the autumn 2009).

The legislative initiatives that will be on the agenda during the French Presidency in the employment field are:

- The Working Time Directive
- The Directive on Temporary Agency Workers
- The Directive on Supplementary Pension Rights
- The Directive on anti-discrimination (expected to be presented by the European Commission in June).

In the second half of 2008, the following initiatives are moreover expected to be issued by the Commission in the area of education:

- The Communication on schools, following up on last year's consultation, will be presented in July.
- A green paper on migration and education is expected in July.
- The renewed Social Agenda will be presented mid-2008. It is expected that it will give significant attention to education.
- A Symposium for the NESSE network and the EECE network in October 2008 will focus on Early Childhood Education.
- The Commission will present a proposal for a new strategic framework for EU cooperation on education beyond 2010 in December 2008.
- The Commission (DG EAC and DG EMPL) and CEDEFOP is working together to prepare the methodology for an assessment of the new skills requirement – or a skills forecast – for 2020 in continuation of the Portuguese Presidency's Conclusions on *New Skills for New Jobs* from the autumn 2007. An assessment will be presented in December 2008.

## **ETUCE Statement on the preparation of a new strategic framework for EU cooperation in education and training beyond 2010**

As the EU Member States have entered the last phase of the Education & Training 2010 Work Programme, the drafting of a proposal for a new strategic framework in the area of education and training has started. Currently discussions and consultations are therefore taking place at several levels.

A High-level Group, organised by the EU Presidency and with members from the Member States, has been set up to discuss strategic priorities beyond 2010 as well as debate the use of indicators and benchmarks. The group met in April 2008, and will meet again in June 2008. The Commission is also consulting Member States, European Social Partners and stakeholders on their opinions on the current programme as well as on the main priorities after 2010. On 20 May 2008, the ETUCE participated in a Stakeholders' Forum organised by the European Commission on the future EU cooperation in education and training.

In preparation of this meeting the ETUCE had issued a statement, adopted by the Bureau on 13 May, on the view of the ETUCE as regards the priorities for the new strategic framework. Based on discussions held in the ETUCE Council 2007, the ETUCE Statement among other things emphasises the necessity of ensuring a broad outlook on education and underlines that education and training must not be seen solely with the aims of the Lisbon Strategy in mind. The ETUCE also calls for increased commitment in achieving the EU Benchmarks, improving teacher quality and teachers' status, increasing the focus on early childhood education, recognising the public responsibility for quality school education for all as well as calls for a redirection of the Commission's policy in higher education. The entire statement can be found [here](#).

In parallel with the meetings organised, the Commission is conducting a written consultation of Member States, Social Partners and stakeholders. The Commission is expected to present the proposal for a new strategic framework in December 2008.

## The Commission proposes Quality Assurance Reference Framework for VET

Quality assurance and quality improvement in VET has come into focus at European level with the Commission's recent proposal for a Parliament and Council recommendation for a European quality assurance reference framework for vocational education and training (April 2008).

The Commission's proposal builds on experience gained through the use of CQAF (the Common Quality Assurance Framework for VET) and from work carried out in ENQAVET (European Network on Quality Assurance in Vocational Education and Training). The CQAF was established in 2003 through a EU Council and Parliament Recommendation, but it never really gained ground and in 2005 the Commission therefore decided to establish the network ENQAVET. The purpose of ENQAVET has among other things been to test and further develop the CQAF.

The proposed Quality Assurance Reference Framework for VET consists of a range of quality criteria and quality indicators. By taking a cycle approach to the process of assuring and improving the quality of vocational education and training in Europe, the main function of the Framework should be to provide agreed cross-country references that can help Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision.

The proposal also has a European perspective as the Framework aims to increase transparency and consistency of policy and practical developments between and across countries through a common language for reporting at national and European levels.

Three main aspects can be identified in the proposal:

1. A **quality assurance and improvement** cycle of planning, implementation, evaluation and review of VET. The concrete implementation of this quality assurance process is supported by quality criteria and indicative descriptors. Among the indicative descriptors for quality assurance are for example that the objectives of VET should be described for the medium and long terms; that the objectives must be linked to European goals; that the relevant stakeholders participate in setting VET goals and objectives at the different levels and that the explicit objectives and targets are monitored.

In support of the evaluation and improvement of the quality of VET a range of quality indicators are set up. Among these are indicators on the investment in teachers and trainers (share of teachers and trainers participating in further training, the amount of funds invested in CPD), an indicator on the completion rate of VET student, indicators on the placement rate of VET students (the share of employed learners in 6-12-36 months after completion of training, according to the type of programme and the individual criteria) and an indicator on utilisation of acquired

skills at the workplace (the satisfaction rate of individuals and employers with acquired skills/competences).

2. **Monitoring** processes, including a combination of internal and external evaluation mechanisms in order to identify a) the strength of systems, processes and procedures; b) areas for improvement and c) progress towards reaching the policy goals.
3. The use of measuring tools to provide evidence of effectiveness. **Measurement** should provide evidence on whether the policies have been achieved or if there is need for further improvement.

Use of the Framework will be voluntary for Member States. For the concrete implementation the proposal recommends that Member States devise a national approach for implementing the European Quality Assurance Reference Framework no later than 2010 by making use of and further developing the quality criteria and indicators as they are set out in the proposal. It is furthermore recommended that participating countries designate a Quality Assurance National Reference Point (QANRP) for VET that brings together existing relevant bodies and involves the social partners and all stakeholders concerned at national and regional levels.

The proposal will now be discussed in the European Parliament and by the Education Council. The ETUCE Secretariat follows the process closely and will inform member organisations on the progress.

### **ETUCE consultation on the European Credit transfer system for VET (ECVET)**



The ETUCE Secretariat has recently invited member organisations to give their response to the Commission's proposal for the establishment of a European Credit transfer system for VET (ECVET) with a view to preparing an ETUCE statement.

The idea to launch a credit transfer system for VET has been on the European agenda since the agreement of the Copenhagen declaration in 2002 and in April 2008 the Commission then tabled their final proposal, resulting amongst other from a stakeholder consultation in 2006/2007.

With the ECVET the Commission wishes to foster mobility between different learning contexts and to promote lifelong learning. It is therefore proposed to establish a common framework that can be used to describe qualifications in terms of units with associated credit points. This gives Member States a common device, a common terminology and

common references for the recognition of qualifications within the VET sector and can thereby ease mobility between different systems within the VET sector or across the EU-boarders.

In the ETUCE position paper submitted in response to the previous consultation, the ETUCE expressed overall support to the idea and purpose of the ECVET, but also concern that the ECVET would give rise to unnecessary bureaucracy or administrative burdens which are not proportionate to the goals it fulfils.

The deadline to submit responses to the Secretariat on the new proposal is 15 July 2008.

To read the full ETUCE position paper in response to the Commission's first consultation from 2007, click [here](#) or visit the ETUCE website.

The full proposal from the Commission can be found [here](#)

## **The EU Employment Ministers adopt Council conclusions on skills forecast**

At the council meeting of employment, social policy, health and consumer affairs on 9-10 June 2008, the EU employment ministers adopted Council conclusions on anticipating and matching future labour market needs. The ministers of employment thereby repeat the message sent by the European Council at their Spring meeting in March, where the Commission was invited to present a comprehensive assessment of the future skills requirements in Europe up to 2020 and to propose steps to anticipate future needs. This initiative stems from the Council Conclusions adopted by the Education Ministers under the Portuguese Presidency on *New Skills for New Jobs* in the autumn of 2007.

The Employment ministers invite the Commission to come up with its first assessment of the future skills requirements in Europe by the 2009 Spring European Council. As the skills need assessment will also address many issues related to education and training, the ETUCE Secretariat expects that the report will be agenda setting for the future cooperation in education and training.

It will be up to the Commission to decide on the approach to use in the skills requirements assessment. The purpose of the recent Council conclusions is therefore to come up with the view of the Employment Ministers on important issues to address. The Ministers in particular focus on youth and the job opportunities for young people. The ministers among other things underline that efficient coordination between educational and training institutions and employment authorities is required in order to achieve a dynamic labour market and to lower the unemployment

rates. Member States are therefore – among other things – recommended to ensure that the skills achievement in education and training systems is attuned to present and future labour market needs; to take action to reduce education failure and prevent early school leaving; to offer good counselling on labour market possibilities and to facilitate the transition from education and training to working life; and to promote vocational training, work practice and the recognition of non-formal and informal training.

To read the conclusions in full length, click [here](#).

### **ECJ ruling in favour of fixed term workers' rights**

On 15 April 2008, the European Court of Justice (ECJ) issued a ruling that states the rights of fixed term workers for equal treatment with comparable colleagues on permanent contracts. The ECJ thereby confirms the principle that fixed-term staff has the right to enjoy the same entitlements regarding pay, pension, sick leave, training, access to promotion and other conditions of employment as permanent staff. The ETUC anticipates that the judgement will help to secure a better protection for fixed term workers across the European Union.

*This directive, which endorses the framework agreement on fixed-term work concluded by the European social partners in 1999, determines that fixed-term workers must not be treated worse than permanent workers*

The case was brought to the ECJ by the Irish trade union IMPACT, the largest public and services trade union in Ireland. In the name of 91 workers on fixed-term contracts IMPACT complained against the Irish government's practice of employing the 91 civil servants concerned under a chain of fixed-term contracts and thereby of excluding the workers from benefits that the permanent workers got, e.g. pay rises.

The Irish government was able to carry out this practice because the government had refrained from implementing the Council directive on fixed-term work into Irish law in due time. This directive, which endorses the framework agreement on fixed-term work concluded by the European social partners in 1999, determines that fixed-term workers must not be treated worse than permanent workers, and that Member States must pass legislation that stipulates either that objective reasons must be given for the renewal of a fixed-term contract; or a maximum duration of fixed-term contracts; or a limited number of renewals. Unless objective reasons are underlying, it is therefore not legally possible repeatedly to hire people on fixed-term contracts.

Even though Ireland had failed to properly transpose the directive into national law in time, the ECJ stated that the directive remained directly applicable. The ECJ also stated that Member States in the period between the deadline for the transposition of the directive and the date on

which the national legislation transposing that directive enters into force are precluded from adopting measures contrary to the objective pursued by that directive – and in this case thereby from renewing the fixed-term contract. The ruling therefore states that the Irish authorities had taken advantage of the delayed transposition of the Directive as the authorities had renewed contracts – for some workers up to eight years – just before the transposition date of the directive.

The Irish state will now have to pay compensation to the workers concerned.

### **New report on Education and migration**

The European Commission is preparing a Green Paper on education and migration which will be published this summer as a basis for a wide public consultation on the matter. The Network of experts in social sciences of education and training (NESSE), which was set up by the Commission in early 2007 as an advisory network, has in this context issued a report to the European Commission on “Education and Migration: strategies for integrating children in European schools and societies” as a preparation of the Green Paper.

*The review of the macro level concludes that a well-developed system of preschool education is very important to the educational achievements of migrant children, as it is at this stage foundations are laid for subsequent learning and skills.*

The report focuses on the underachievement of migrant students in European education societies and ends up by defining some recommendations on successful education policies and practices of integration of migrant children in schools and societies. The report is a review of mainly European research already done in the area and it operates at three different levels which are the macro level (national policy), meso level (school level/ teacher-student relationship) and micro level (family).

### **The situation of migrant students in the education system**

The study makes it clear that the enrolment of migrant children in preschool is generally at a lower ratio compared to native children. In secondary education migrant children are often in schools that are less academically demanding and moreover there is an overrepresentation of migrant children in schools for special education. Indicators and tests on the achievements of migrant children show that they also score substantially lower compared to native children. The results are different between countries and are related to many factors including socio-economic background, education of parents and the integration policies of the receiving societies. Generally, if compared with the native youth, migrant young people are overrepresented in vocational oriented

schools that do not prepare for college or university, as well as in the category of students leaving school without a diploma. The report finally states that school segregation hinders the achievement and integration of migrant children in schools.

### ***Measures to be taken at national level***

The review of the macro level concludes that a well-developed system of preschool education is very important to the educational achievements of migrant children, as it is at this stage foundations are laid for subsequent learning and skills. Quality early childhood education and care moreover contribute significantly to breaking the cycle of disadvantages, e.g. low material and social resources at home. It is recommended that measures are taken at national level to meet these objectives and that increased investments is put into preschool education. Empirical evidences show that the attainment level is higher in countries with a higher investment in childcare and preschool and where the level of economic inequality is low (recommendation 1).

*The report underlines that European countries need to acknowledge that they have become immigrant countries and in this regard improve the financial resources to increase educational attainments of migrant children.*

Empirical evidences show that the attainment level is higher in countries with a higher investment in childcare and preschool and where the level of economic inequality is low (recommendation 1).

The report recommends that school and curriculum policies partly integrate cultural items from the countries of emigration of major groups of their students into school life and learning processes. It points out that the absence or distorted presentation of minorities in school materials may harm the self-image and self-esteem of minority children which can negatively affect their chances of success in schools (recommendation 3).

### ***The recommendations on school level/ teacher- student relationship***

In the review of the meso level, it is stated that teachers in most cases are not adequately prepared for the increasing proportion of students with migration background in schools. Teachers need more training that are geared to this new reality and preschool educators have to qualify themselves to teach language to migrants through playing.

Teacher expectation is another important issue that influences the achievement of migrant children in schools. The report concludes that if teachers believe that minority student are capable of success and that the teacher's effort can make a difference in what the student learn, the performance of migrant children will improve. It is stressed that increased academic demands are not alone the right way forward, but that it has to be in combination with a warm emotional climate and individualized support. It is e.g. recommended that underachievers in exams and tests should be given more chances to have a second possibility to succeed (recommendation 9).

The report emphasises that – in order to promote equal opportunities – migrant students must be supported to be able to take part in societal competition with fair chances of success and to reach a situation where they can contribute to the common societal good. Some disadvantaged groups in society may be in such a vulnerable situation that they cannot improve their lot on the basis of own resources which means that they need support from the “outside”. The NESSE network recommends that the element of support should be increased as regards the role of the teacher and that teacher assistants should be introduced for helping underachievers. Homework centres should moreover be created in schools for learning and support after classes (recommendation 7).

The teacher-student relationship is moreover influenced by the ethnicity of the teachers and students. Research evidence shows that teachers of the same ethnicity as the minority students have a positive influence on the students’ achievements in school. Young people of migration background should therefore be encouraged into teaching careers (recommendation 10).

The report also concludes that schools of good general quality are beneficial for the integration of migrant children and their educational opportunities. Several indicators that characterises good schools are presented in the report (recommendation 4):

- a shared pedagogical concept
- high quality of school management and leadership
- consensus and cooperation among teachers
- stable structure of teaching staff
- good quality of teaching
- high expectations of teachers towards students
- involvement of parents in school life

The report underlines that European countries need to acknowledge that they have become immigrant countries and in this regard improve the financial resources to increase educational attainments of migrant children. The report stresses that education systems are playing a crucial role in integrating migrant children in the receiving country since language, values, norms, habits, symbols etc. are learned in schools while this often is missing in family socialization.

The Commission’s Green Paper on Education and Migration is expected to be issued in July 2008.

## **ETUCE Calendar**

### August:

4-22: The ETUCE Secretariat is closed, both days included.

### October:

25-28: High level seminar on Social Dialogue, Istanbul, Turkey.

### November:

4-5: EI/ ETUCE seminar "Quality early childhood education: every child's right", Malta.