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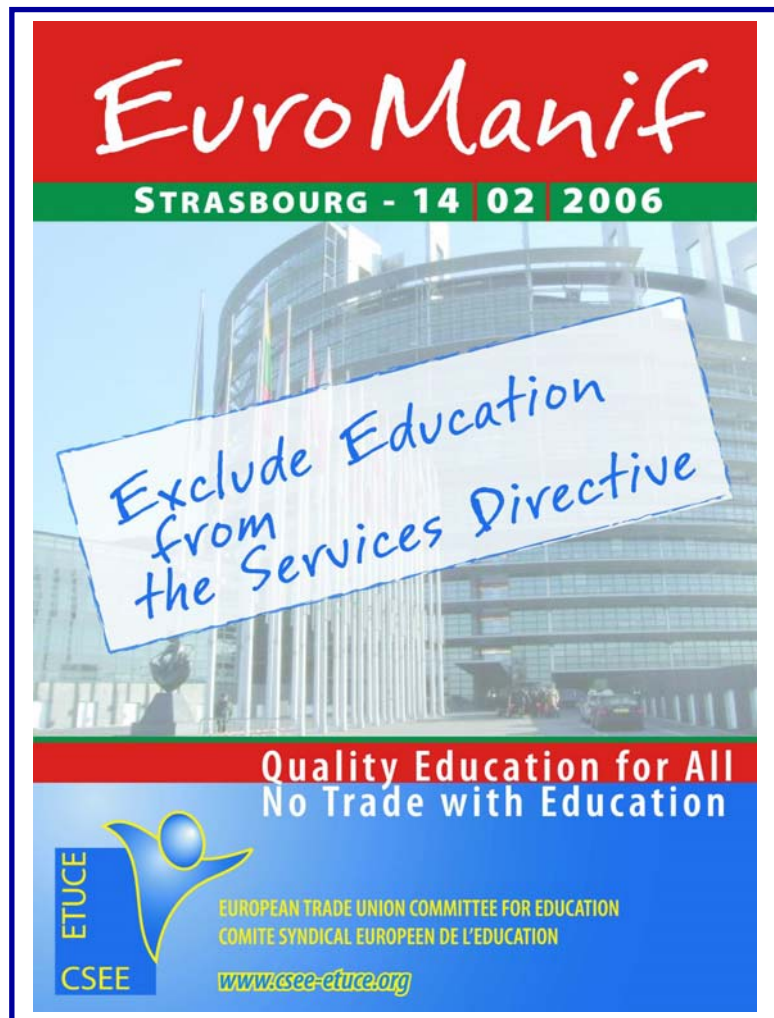
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## EuroManif Demonstration in Strasbourg 14 February

ETUCE is joining the ETUC in calling for a major demonstration in Strasbourg in connection with the vote on the Services Directive in the European Parliament. The demonstration takes place on February 14, the day before the important plenary session debate and vote on the draft Directive.

[>>> Read more](#)

## Calendar

### February

14: ETUC Services Directive  
Demonstration, Strasbourg

23 - 24: *Ahead of entrance*, Social  
Dialogue Seminar, Sofia

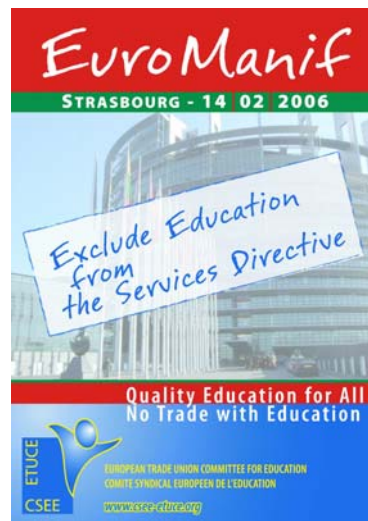
### March

9 - 10: Development in Education  
Network Seminar, Malta

27 - 28: Social Dialogue II, Subregional  
seminar, Brussels

[>>> More events in 2006](#)

## Demonstration about the Services Directive, 14 February in Strasbourg



ETUCE is joining the European Trade Union Confederation (ETUC) in calling for a major demonstration in Strasbourg in connection with the vote on the Services Directive in the European Parliament. The demonstration will take place on February 14, the day before the important plenary session debate and vote on the draft Directive.

The ETUC believes it is important to make its voice heard on a series of crucial issues, which are also of

immense importance to ETUCE. They include: excluding labour law and all collective agreements from the scope of the directive; removal of the country-of-origin principle, and exclusion of services of general interest, whether economic or non-economic. In order to safeguard education from trade in the EU internal market, ETUCE has been campaigning intensively over the past year for a complete exclusion of education from the Directive.

ETUCE has called upon all member organisations to join its delegation in the demonstration in order to show our strong concerns for ensuring a future Social Europe and our demand for a complete exclusion of education from the Services Directive. ETUCE wants a stronger Social Europe, a better European Social Model and Quality Education for All.

[Visit the website of the ETUCE Campaign against the Services Directive](#)

## ETUCE Council Meeting in Luxembourg 5-6 December



ETUCE's annual Council Meeting took place in Luxembourg on 5-6 December. The meeting focussed on the 'Education and Training 2010 process', and in particular the development of policies on European and national implementation of the process. 160 participants from member organisations in 35 European countries attended, and contributed to

making the Council Meeting a fruitful event with many rewarding discussions and debates to follow.

The programme featured a diversity of speakers from institutions and organisations such as the European Commission, international research institutes, and the ETUC, as well as two panel debates with participants from ETUCE member organisations.



The first speaker to take the platform, Mr. Anders Hingel from the European Commission DG Education and Culture, presented the most significant findings from the '2006 Joint progress report on Education & Training 2010', including the achievements on the five different benchmarks and the development of new indicators. Mr. Ulf Fredriksson, Centre for Research on Lifelong Learning (CRELL), then took the platform to speak about teacher competences and key competences for lifelong learning. This was followed by Mr. Tom Leney, international researcher at the Qualifications and Curriculum Authority in the UK, who presented a comprehensive overview of the challenges and opportunities for lifelong learning today, based on two significant sources of information on the current state of play in the EU's educational performance: the country reports in the 2006 Joint Progress Report on Education and Training 2010 and the Maastricht study 'Achieving the Lisbon goal: The contribution of VET'. The last point on the agenda of the first day was a panel debate on 'teacher education and the Bologna Process'.



The second day of the Council Meeting was devoted to the discussion of the European Qualifications Framework (EQF). Mr. Petri Lempinen, ETUC Education Adviser, commenced the debate by setting out the

implications of the EQF and how it can affect education systems throughout Europe. ETUCE General Secretary Martin Rømer subsequently went on to talk about the implementation of the EQF and the role of teachers' unions within it. He underlined the importance of establishing National Qualifications Frameworks before the implementation of the EQF at European level can take place. Following this, a panel debate on the EQF sparked lively debate among the participants.

### ETUCE Draft Policy Paper: *Policy recommendations on ICT*



Following the ELFE conference in Copenhagen in November 2005, ETUCE adopted its first ever draft policy paper: '*Policy recommendations on ICT*'. The European e-Learning Forum for Education (ELFE) project is a cooperation between ETUCE, five national teachers' unions (from Denmark, Germany, Norway, Portugal and the United Kingdom) and three educational experts. The objectives of the ELFE project are to create a better understanding of the strengths and weaknesses of using ICT in primary and secondary education.

The ICT policy recommendations are based on the findings of the ELFE study, which included school visits to a number of schools in the participating countries, and hence identification, analysis and exchange of good practices in ICT use. The study has concluded with policy recommendations on ICT, which are divided into three different parts:

*a) Recommendations on what teachers' unions can do through their ICT in education policy:*

Promote the teachers' interest in quality education and through ICT work towards a fair distribution of information and knowledge; Lobby for sufficient time and money for in-service training and professional development regarding competencies in ICT, when negotiating for teachers' working conditions.

*b) Recommendations from teachers' unions to school management and national or regional governments:*

It is highly important that teachers are thoroughly trained in ICT skills, in order to make sure that ICT will be used to improve the pedagogical and educational standards of teaching instead of it becoming a replacement for teachers. Hence, the development of an ICT-based learning environment on schools is very important. Both national authorities and school management must actively take responsibility for this. Special attention must also be given to the 'digital divide', in order for all students to enjoy equal opportunities in the use of ICT.

*c) ETUCE recommendations to the European Union:*

ETUCE should ensure that the European Union fulfils the ambitions of the Lisbon Strategy, in supporting member countries in their efforts to provide access to the internet for all schools, as well as in providing adequate ICT-training for teachers. The European Union should also actively support information interchanges between schools, and school exchanges for teachers and students in different countries. Lastly, the European Union must support further research projects, in order to deepen the knowledge of how ICT can be used in education. The ambition should be that students learn to use ICT to master new competences and become better learners in all traditional subject.

During spring 2006 ETUCE will invite all member organisations to express their views on the Policy Paper, before it is submitted for final adoption at the ETUCE General Assembly in December.

[Read the 'Draft Policy Paper: Policy recommendations on ICT'](#)

## **ETUCE statement on the 'Education and Training 2010 Process: Draft Joint progress report 2006'**

The ETUCE Executive Board adopted a statement on the *'Draft Joint 2006 progress report of the Council and the Commission on the implementation of the "Education and Training 2010 work programme"* in Luxembourg on 6-7 December.

In the statement ETUCE welcomes the progress report's broader emphasis on the dual role of education and training in society, mentioning both the economic and social aspects. Referring to the report's focus on teachers and trainers and their continuous professional development, ETUCE calls on Member States to follow-up on this priority area through more cooperation with teachers' unions, notably the work undertaken by teachers' unions in the ETUCE *Europe Needs Teachers Campaign*.

Drawing attention to the immediate need for increases in funding of education in a number of countries, ETUCE equally underlines that education is a public responsibility and that public-private partnerships aiming to share costs should not gain influence. In addition, ETUCE stresses that the preparation of the Joint 2006 progress report in the spring of 2005 showed an unacceptable lack of consultation with teachers' unions in the majority of EU countries.

The 2006 joint progress report will be adopted by the Council of Education Ministers on 23 February 2006, and key policy messages from the report will be communicated to the European Council on 23-24 March 2006.

## ETUCE Executive Board Position on the Commission Staff Working Document: *Towards a European Qualifications Framework for Lifelong Learning*

The ETUCE Executive Board has adopted a statement on the *European Qualifications Framework* (EQF), responding to the European Commission's consultation of member states and social partners before the end of December 2005. The statement is a result of ETUCE's own consultation of member organisations, the report from the ETUCE working group and the debate in the Council in Luxembourg on the EQF.

ETUCE generally supports the establishment of an EQF with the possibilities of increased transparency and mutual recognition of qualifications and non-formal/informal learning, supporting mobility and social cohesion in Europe. At the same time, ETUCE has a number of reservations about the aim of the EQF and the details proposed by the Commission. ETUCE stresses that the real challenge lies in establishing National Qualification Frameworks and that the implementation of both European and national qualifications frameworks must not mean a standardisation of different national education systems. The EQF must encompass a language and a vocabulary representing the diverse education systems in Europe.

With regard to the future implementation of the EQF, ETUCE stresses the importance of involving social partners and ensuring that national traditions are fully respected.

[Read the ETUCE Executive Board Position on the EQF](#)

[Read the report from the ETUCE working group on the EQF](#)

## ETUCE survey on trends in teacher education

A new ETUCE survey on 'Trends in teacher education' will be undertaken in the spring of 2006. The survey will examine trends and changes in the different teacher education

systems throughout Europe. A special focus on recent reforms in the teacher education systems, and the consequences of this for teachers and their unions, will be applied. The impact of the Bologna Process and the possible affect on the teacher education systems, of Europe of its recommended three-plus-two years structure for higher education, will also be further investigated. The survey will be carried out in a collaboration between ETUCE and an external research institute.



The final results of the survey are to be presented at the 'Europe Needs Teachers' conference in Brussels on 12 June. This conference will be the closing event of the ETUCE's *Europe Needs Teachers* campaign, which has been running since 2004, with the objectives of increasing the focus on the need to improve the quality of the teaching profession, to recruit and retain qualified teachers and to ensure a continuous professional development for teachers.

## ETUCE action plan on *Strengthening Social Dialogue in Education*

The first ETUCE action plan on *Strengthening Social Dialogue in Education* was adopted by the ETUCE Executive Board on 6-7 December in Luxembourg. The aim of the action plan is to establish a Sectoral Dialogue in education at European level as well as a Social Dialogue on education reforms in relation to the Education and Training 2010 Process. The means to achieve these objectives will include: a big project in 2006 to identify the employers in education in Europe; defining the scope of the social dialogue in public and private education; and defining and sharing best practices. As some social dialogue mechanisms are already at place at the European level in education (eg. ETUCE's participation in the Education and Training 2010 Coordination Group) the action plan underlines that the biggest challenge concerning education reforms is to establish a social dialogue at national level. This important decision of the Executive Board represents a crucial step towards ensuring that only ETUCE and its Member Organisations are the decisive partners in education in Europe.



## Austrian Presidency's priorities in education



The beginning of a new year also means the beginning of a new Presidency for the European Union, and hence new priorities in the different policy areas. The Austrian Presidency has set off with an ambitious work programme for education, including thoroughly described priorities and activities for the forthcoming six months.

When it comes to existing work in progress, the Austrian Presidency intends to finalise the '2006 Joint Interim Report on Education and Training 2010', which is based on national interim reports from Member

States, for it to be adopted by the Council of Education Ministers on 23 February 2006. Based on the report, the Education Council will adopt key policy messages to be communicated to the European Council in March 2006.

The *'Integrated Action Programme in the Field of Lifelong Learning (2007-2013)'*, which includes already existing education programmes such as Leonardo da Vinci, Socrates and Erasmus, as well as the new Jean Monnet and a transversal programme, will also be followed closely by the Presidency. The Presidency aims to conduct the final negotiations on the budget of the programme, with a view to its timely start at the beginning of 2007. The lifelong learning programme should, when successfully established, function as a substantial source of financing cooperation between the educational sector and civil society.

Multilingualism is a subject field recently given renewed attention by the European Commission. The two Commission dossiers *'Language Competence Indicator'* and *'Framework Strategy for Multilingualism'* were presented in August and November 2005. They both mark the beginning of an increased focus on the importance of language learning in Europe. The dossiers will be further addressed by the Presidency.

Other important educational areas which will be closely monitored by the Austrian Presidency are: the *'European Qualifications Framework'*, where the outcome of the Europe-wide consultation process will be presented in Budapest 27-28 February 2006; and *'Key competences for lifelong learning'*, where the Council and European Parliament are sought to recommend the eight suggested key competences, with the Council holding its first exchange of views on the dossier on 23 February. In addition, the Presidency will address the *'European Quality Charter for Mobility'*, featuring discussions of the ten existing mobility guidelines.

The next meeting of the Council of Education Ministers on February 23 will take place in Brussels.

## Calendar 2006

### February

- 14: ETUC Services Directive Demonstration, Strasbourg
- 23 - 24: *Ahead of entrance* - cooperation between Hungary, Bulgaria and Romania, Seminar in Sofia

### March

- 9 - 10: Development in Education Network Seminar, Malta
- 16 - 18: HERSC/TRACE Seminar, Sesimbra (Portugal)
- 23 - 24: Roma Children Education project, Policy Workshop, Sofia
- 27 - 28: Social Dialogue II, Subregional seminar, Brussels
- 28: CEE Working group meeting, Brussels

### April

- 24 - 25: Working Conditions/TRACE Seminar
- 27 - 28: Roma Children Education project, Policy Workshop, Budapest

### May

- 17: CEE Working Group meeting
- 18 - 19: Social Dialogue II Status Conference

### June

- 12: Europe Needs Teachers Conference, Brussels
- 22 - 23: Roma Children Education project, Policy Workshop, Bratislava

## New Publications

- [European Glossary on Education, volume 2: Educational Institution, 2005, \(Eurydice\)](#)
- [London Economics for the European Commission - DG Education; Study on: 'The returns to various types of investment in education and training' completed by London Economics](#)
- [ETUCE Conference report: 'Strengthening European Social Dialogue in the Education Sector', Warsaw, 30 September – 1 October 2005](#)
- [ETUCE High Level Seminar report: 'How to reinforce social dialogue in an enlarged EU', Malta, 18–20 September 2005](#)