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New ETUCE Campaign: Exclude Education from the Service Directive!

In the light of European Commission President Barroso's announced plans to revise the proposed directive on services in the internal market, ETUCE has launched a campaign to call upon the European Commission to clearly exempt education from the scope of the proposed directive.

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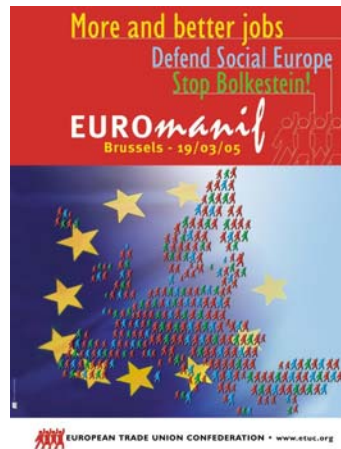


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EUROPASS launched!

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[>>> Read more](#)

Calendar

22 - 23 March:

EU: European Spring Council, Brussels

15 - 17 April:

ETUCO TRACE Project Conference, Florence

27 April:

ETUCE Quality in Education Panel, Brussels

[>>> More events in 2005](#)



New ETUCE campaign: Exclude Education from the Service Directive!

In the light of European Commission President Barroso's announced plans to revise the proposed Directive on Services in the internal market, ETUCE calls upon the Commission to clearly exempt education from the proposed directive.

ETUCE is concerned about possible negative consequences for education and has launched a campaign to urge member organisations in the EU to approach their national governments and national members of the European Parliament in this matter.

ETUCE has been working together with the other Industry Federations in ETUC to convince the Commission that changes have to be made. The current definition of the scope of the directive is utterly inadequate and ETUCE calls for the exclusion of education services *per se* from the directive.

According to article 149-150 of the Treaty, EU's competences in the area of education are limited to the adoption of incentive measures and recommendations, while member states retain full responsibility "for the content of teaching and the organisation of education systems". If any form of education activity is to be covered by the directive on services, the EU trade policy risks bypassing the distribution of competences set out in the Treaty by assuming the power of interfering with the national organisation of education.

To achieve the Lisbon goal, ETUCE strongly encourages the Commission to enforce its work on strengthening the quality of the EU public education systems, rather than adopting directives potentially leading to trade in education.

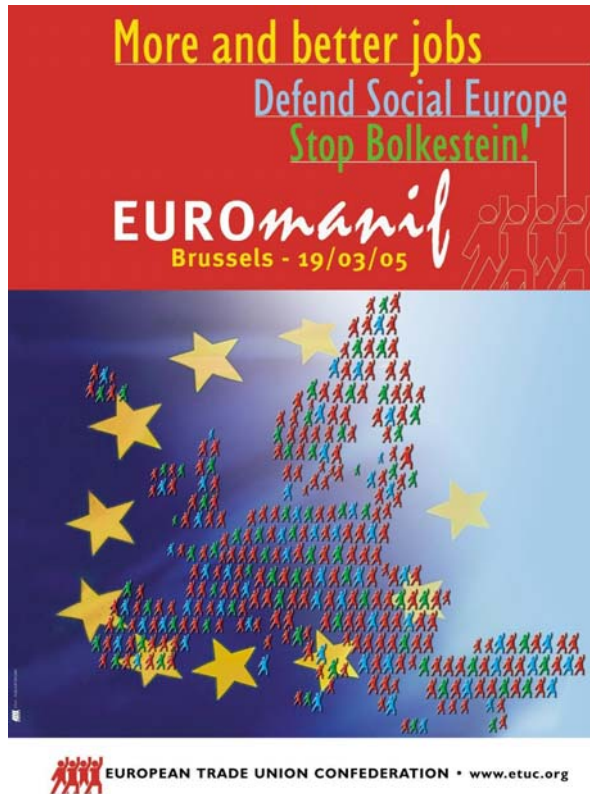
On 15 March, the Committee for Education and Culture in the European Parliament will hold a Hearing specifically on education and the proposed Service Directive. Members of Parliament should be approached before that date.

ETUCE strongly urges member organisations to take action and support our position!

[Visit the ETUCE Campaign website where all relevant documents are available in English, French and German](#)

ETUCE joins the Euro-Demonstration on 19 March 2005

ETUC (European Trade Union Confederation) is organising a demonstration in Brussels on 19 March in which ETUCE will participate. Over 50,000 people will demonstrate in Brussels in defense of employment and social rights, and against the proposed Directive on services in the internal market.



The Euro-Demonstration aims at drawing the attention to ETUC's position to the Lisbon process ahead of the Spring European Council due to be held in Brussels on 22 and 23 March 2005. ETUC and ETUCE support the Lisbon Strategy but insist that a balance be struck between economic, labour-related, social and environmental considerations.

Trade unionists from numerous European countries will join the demonstration to send a clear signal to the Council that the protection of employment and fundamental social rights must be a priority for future EU policy, not an afterthought.

Furthermore, the demonstration aims at showing a deep concern for the EU Directive on services that threatens the European social model and might lead to trade in education.

ETUCE has asked all member organisations to participate in the demonstration in Brussels to support ETUC's and ETUCE's position.

The demonstrators will assemble on the Esplanade de l'Europe from 11.00 a.m. onwards and the demonstration will start at 2 p.m. and end in front of gare du Nord with a union meeting.

Information about the demonstration can be accessed on the ETUC web site: www.etuc.org

Commission's Social Agenda 2005 – 2010 launched

On 10 February, Vladimír Špidla, Commissioner for Employment, Social Affairs and Equal Opportunities, launched the Commission's new Social Agenda that should provide jobs and equal opportunities for all and ensure that the benefits of EU's growth reach everyone in society.

Employment, fighting poverty and promoting equal opportunities

Employment, fighting poverty and promoting equal opportunities are the key priorities of the new Social Agenda. "It is designed to preserve and modernise our valued social model as the essential tool underpinning Europe's drive to boost growth and jobs", said the Commissioner.

Under employment, the Agenda will focus on:

- Creating a European labour market, through enabling workers to take pension and social security entitlements with them when they work in a different Member State and by establishing an optional framework for collective bargaining across frontiers; the Commission will also examine transition periods for workers from new Member States.
- Getting more people into better jobs, particularly through the European Youth Initiative and supporting women in (re-)entering the labour market.
- Updating the labour law to address needs created by new forms of work, i.e. particular short-term contracts; a new health and safety strategy.
- Managing the process of restructuring through social dialogue.

Under poverty and equal opportunities, the Agenda will focus on:

- Analysing the impact of ageing populations and the future of relations between the different generations by launching a Green Paper on demography.
- Supporting the Member States in reforming pensions and health care and tackling poverty.
- Tackling discrimination and inequality; the Commission will examine minimum income schemes in the Member States and set out a policy approach for tackling discrimination, particularly against ethnic minorities such as the Roma.

- Fostering equal opportunities between women and men, for example by setting up a gender institute.
- Clarifying the role and characteristics of social services of general interest.

ETUCE supports the Social Agenda that gives a high priority to gender equality, anti-discrimination, solidarity between generations, and the European Initiative for Youth. But ETUCE also stresses the need for real actions and progress in the social agenda including the views of trade unions!

[Read the Commission's new Social Agenda](#)

Erasmus Mundus: 17 masters courses join the programme

The European Commission has selected further 17 Erasmus Mundus master's courses involving 69 European universities that will start at the beginning of the next academic year and come on top of the 19 that already started last autumn. There were 139 applications for master's courses involving hundreds of European universities, and the number of recipients of Erasmus scholarships will increase to about 900 students and 100 academics for the academic year 2005 – 2006.

European cooperation in higher education

The Erasmus Mundus programme aims to strengthen European cooperation and international ties in higher education. "After a successful launch last autumn, this new selection of Erasmus Mundus master's courses is an illustration of the growing importance of this programme," said Ján Figel', Commissioner for Education, Training, Culture and Multilingualism. "European universities continue to come forward in big numbers to participate in the programme, which responds to a real need among higher education institutions and which contributes to restore Europe to a leading position on the international university scene", he stated.

The applications were assessed by a Selection Board consisting of 12 leading figures from European academia. As the number of selected master's courses grows, thousands of students from all over the world will be hosted by the courses every year and they will come to study in Europe for up to two years.

[See the list of 17 master's courses selected under action 1 selection 2005](#)

Lack of balance in the Commission's Mid-term review proposal

On 2 February, Commission President Barroso and Enterprise Commissioner Günter Verheugen presented their proposals to revive

the Lisbon agenda for economic, social and environmental renewal to the European Parliament. The proposal has drawn its conclusions on the recommendations of the Kok report and was approved unanimously in the Commission. ETUCE is concerned as EU targets on social policy and the environment seem to be given a very low priority. ETUC supports the Lisbon Strategy but insists that economic, labour-related developments must go hand in hand with social and environmental considerations.

Focus, simplification and national ownership of the Lisbon strategy

To revive the process, Barroso has prescribed focus, simplification and national ownership of the Lisbon strategy as the solution. The main objectives in the Commission's plan are to:

- Refocus the Lisbon strategy on economic growth and jobs with clearer and fewer priorities. The Commission proposes to launch a "Partnership for Growth and Jobs", which would be supported by an action plan at union level and national action plans in Member States.
- Increase national governments', social partners' and citizens' "ownership" of the necessary reform processes. Member states will be urged to present national action programmes and to appoint a 'Mr or Ms Lisbon' at government level.
- Introduce simplification and clarification. There will be one single Lisbon report at EU level and one at national level.
- Keep sustainable development as the overarching goal but deliver jobs and growth by:
 - Making Europe an attractive place to invest and work
 - Placing knowledge and innovation at the heart of European growth
 - Shaping the policies that allow our businesses to create more and better jobs.

ETUCE regrets the lack of balance in the proposal that clearly gives priority to economic issues and structural reforms at the expense of progressive social and environmental measures. Even though Barosso expressed that the Commission is opening the door to changing parts of the directive, ETUCE is still very concerned that the directive can lead to trade in education. ETUCE has launched a campaign on the directive to clearly state that education should be excluded from the directive ([further information at the ETUCE Campaign website](#))

[Read the Commission's proposal: *Working together for growth and jobs: a new start for the Lisbon Strategy*](#)

Aim of the Commission: 3 million Europasses by 2010

Europass - the innovative single European framework for the transparency of qualifications and competences - has been launched at a conference in Luxembourg from 31st January to 1st February 2005 by the Luxembourg Presidency of the EU, together with the Directorate General for Education. The Europass is designed to help citizens communicate their qualifications and skills throughout Europe. The Commission hopes that "by 2010 some three million citizens would have used Europass to improve their position on the labour market and to take advantage of the European lifelong learning area".

Five key instruments

The Commissioner of Education, Ján Figel', and Luxembourg Minister for Education, Mady Delvaux-Stehres, presented five instruments of the Europass framework for the transparency of diplomas, certificates and competences.

The Europass brings together the following instruments:

- **Europass CV**: The CV is the backbone of the Europass portfolio. It is an improved version of the common European CV that was defined in the Recommendation of the Commission in March 2002 and which has already been downloaded more than 2 million times.
- **Europass Mobility**: The purpose of Europass Mobility is to record in a common format experiences of transnational mobility for learning purposes, so that the achievements of such experiences are easier to communicate. It is filled in by the home and host organisations involved. It will replace Europass-Training, which has been in operation for five years and was issued to about 100 000 persons.
- **Europass Diploma Supplement**: The diploma supplement is a personal document developed jointly with the Council of Europe and UNESCO which records the holder's educational record. It is provided by the same establishment that issues the diploma and should in principle be provided to all new higher education graduates from 2005.
- **Europass Certificate Supplement**: This is a supplement to a vocational education and training certificate, clarifying the professional qualifications of all individuals holding such qualifications.
- **Europass Language Portfolio**: The language portfolio is a document in which citizens can record their linguistic skills and cultural expertise. It was developed by the Council of Europe and is based on the Common European Framework of Reference for Languages that is becoming the European standard to identify the level of language skills.

The five documents are available in all official EU languages and can be accessed at the dedicated Europass Portal
<http://europass.cedefop.eu.int/htm/index.htm>

ETUCE draws the attention to the fact that, even though EUROPASS is meant to improve the mobility of both workers and learners across Europe, it does not necessarily mean that it will automatically improve the transparency of qualifications and competences given diversity of education systems and criteria for evaluation throughout Europe.

ETUCE has drawn up a document on the Europass for all member organisations. Read the ETUCE "Factsheets on Europass".

Read the ETUCE report from the Launching Conference in Luxembourg.
[Read the Decision of the European Parliament and of the Council of 15 December](#)

The EI-ETUCE Pan-European Conference « From Bologna to Bergen, a mid-term review from the academics' point of view"

The EI-ETUCE Pan-European Conference « From Bologna to Bergen, a mid-term review from the academics' point of view" was organised in Brussels on 11 and 12 February. 80 participants from 21 countries gathered and measured the level of involvement of academic personnels and their trade unions in the implementation of the Bologna process at national and European levels. A survey on this issue was presented by the Norwegian Institute NIFU-STEP. This document will be a part of the teacher trade unions' contribution to the Ministers meeting taking place in Bergen on 19 and 20 May 2005.

The participants insisted on the role of academic personnels as the essential pillar of the process, next to the students and the institutions, as well as on the need to integrate them in the follow-up process. Jan Levy, representing Ms Clemet, Minister of Education of Norway, and Per Nyborg, in charge of the secretariat of the Bologna follow-up process, have insisted that they shared this wish and that an invitation to take part to Bergen and to the follow-up process would be sent out soon.

The adopted Statement recalls the willingness of academic and research personnels in Europe to see the development of close links between the Bologna process and the European space for Research. The text reasserts firmly that higher education is a public good, which should remain within the public responsibility, and further stresses the unacceptable absence of reference, in the Bologna Statement as well as in the following communiqués to the academic personnels and to their role and status. Furthermore, this Conference enabled to reinforce the links with the European University Association

and the European Students' Association. Next step : Bergen. To be continued...

World Conference on "the right to and rights in education"

From 25 to 30 November 2004, the European Association for Education Law and Policy organised a World Conference on "the right to and rights in education" in the Netherlands, the country that was assuming the Presidency of the European Union at the time.

As conference attendees questioned, on several occasions, ETUCE's participation in an activity concerning the right to education, our representative stressed that ETUCE's role is to protect and promote the interests of its members, both as workers and as professionals. As an education trade union, ETUCE must keep updated with the guidelines and tendencies in education and take a stand in these matters.

The ETUCE presentation on the aims and goals of the organisation resulted in requests from lecturers teaching education legislation throughout Europe to organise an exchange on what could these lecturers on the one hand, and ETUCE on the other hand, represent for each other. Discussions will be organized between Dutch and German lecturers during 2005.

The conference offered a large variety of issues which are of interest to ETUCE. One of the central themes regarding education legislation remains the issue of equal opportunities. The crucial role of education both in ensuring cohesion and achieving a status in our societies was repeatedly underlined.

As a result of this widely agreed upon principle, there was a consensus on the principle that all pupils should have equal rights to education.

However, this acknowledgement raises new questions : How is this principle of equality to be achieved in education? What legislation would be required? Within this central topic, other issues such as compulsory education, law and admission policy (segregation and integration) were addressed. Talking about equal chances implies the obligation of the child (and of course the parents) to pursue compulsory education for a long period. It also means that there would be sanctions for not fulfilling this obligation.

The freedom of choice of schools is another important issue in the framework of equal opportunities. Are parents in principle free to choose for their children a school that is in accordance with their religious and philosophical convictions? This issue leads to the topic of segregation and integration in education, which is particularly present in current debates, as it is of fundamental importance for the social cohesion.

Another form of segregation is to provide to children with learning difficulties due to a physical or a mental handicap an education in separate schools. Attempts are made to integrate these children into normal schools in order to prevent permanent isolation.

Finally, the issue of "safety at school" was addressed. Unfortunately, in many countries schools are facing severe problems of violence. Safe schools are one of the characteristics that parents consider of utmost importance when choosing a school for their children.

During the conference, ministers as well as scientists and officials from various countries made presentations on how they try to solve the problems. It was obvious that the issue of segregation and integration is high on the agenda, in particular because it may lead to the dislocation of the social cohesion.

Through contacts he had outside the conference, the ETUCE representative clearly felt that the teachers' point of view was very often left in the dark, regardless of the fact that they are the ones facing the problems every day. He took the opportunity to desc the particular problems that education professionals are facing when addressing the discussed issue and trying to find solutions.

The observations made confirmed how important it is for ETUCE to be present at this kind of events.

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EU: European Spring Council, Brussels

15 - 17 April:

ETUCO TRACE Project Conference, Florence

27 April:

ETUCE Quality in Education Panel, Brussels

28 April:

EI / ETUCE Bureau, Brussels

19 - 20 May:

Bologna Ministerial Conference, Bergen

6 June:

ETUCE Networks Meeting, Brussels

13 June:

EI / ETUCE Bureau, Brussels

13 - 14 June:

EI Pan-European Committee / ETUCE Executive Board, Brussels

16 - 17 June:

EU: June 2005 Summit of Heads of States, Brussels

2 - 3 July:

ETUCE Social dialogue, regional seminar, Vilnius

New Publications

- [ETUCE Report: "Europe Needs Teachers Hearing on Teacher Education"](#)
- [ETUCE Report: "1st European eLearning Forum for Education \(ELFE\) Conference: 'Launching ELFE' "](#)
- [ETUCE Report: "Social dialogue in Education – training seminar I"](#)
- European Commission, Directorate General Education and Culture
Education: Study on "The Financing of Higher Education in Europe"
 - [Volume I - Quantitative analysis](#)
 - [Volume II - Qualitative analysis](#)
 - [Volume III - Annexes](#)
- [The Commission's communication to the Spring European Council: "Working together for growth and jobs. A new start for the Lisbon Strategy"](#)
- [Key Data on Teaching Languages at Schools in Europe – 2005 Edition](#)
- [Communication from the Commission on the Social Agenda](#)
- Discussion Paper, Labour Institute for Economic Research, Helsinki:
["On publicly provided services – public or private production?"](#)
- [ETUC Report: "Framework of actions for the lifelong development of competencies and qualifications"](#)