

## Educational systems in Europe

**N**eoliberal globalization demands that education submits itself to the dictates of the market. The educational neoliberal ideal is a system that operates on minimal cost, is geared towards and adapted to the demands of the market while, at the same time, it is cut off from the social needs as well as the role that it ought to play, i.e. a totally deregulated system. "The White Paper on Teaching and Learning" (pub. by the European Commission, 1995) inaugurates a series of crucial neoliberal institutional interventions, such as, for example, "The Bologna Declaration" (1999), the establishment of "The European Higher Education Area" and the various Communiqués issued by the EU Ministers of Education and the Commission itself. The objective is how to modernize the educational system in Europe. It has become a commonplace by now that only through common mass activities across Europe can we efficiently safeguard the right of all people to a public and free education.

A series of seminars on "Globalisation, Education and EU" were organized in the context of the 3rd ESF in London (October 2004), during which the main aspects of neoliberal educational policies were problematised. At the same time, attention was drawn to the ways in which these policies are implemented in various European countries. The ESF European Network of Education called for a European Action Week Against Neoliberalism in Education, which took place in many European countries (8-15 May 2005) and proved to be very successful. In the 4th ESF in Athens, likewise, there will be held a number of seminars/discussions on various aspects of education.

Insofar as the commercialization of education is an on-going process all over Europe, it is imperative that we raise our consciousness of the institutional changes that are attempted in every single country for the promotion of neoliberal policies. This awareness will prove to be a valuable tool in our fight against the privatization of education and, at the same time, will be extremely useful in the organization of common activities and struggles. This pamphlet includes all the national reports sent to the European Network of Education concerning the state of affairs in education in various European countries.

### APPEAL FOR THE EUROPEAN WEEK OF ACTION ON EDUCATION

We, as educationists, movements, organisations, trade unions, associations, and various components of civil society who participated in the ESF in London, call on all the organisations concerned with education in Europe to support the following appeal: This appeal is addressed to all citizens, to all those working in schools, colleges and universities, to students and schoolstudents, to families, to the world of culture, science, art and performance, to members of Parliament and other elected members, to the trade unions and associations. We reaffirm the principles of the World Platform of Struggle adopted by the Charter of the Forum of Education in 2001 and by the third World Education Forum in Porto Alegre in 2004.

- 1) Education as a public good is a global priority and an inalienable human right which influences people's whole lives.
- 2) This right is essential for the access to other rights, for the construction of values based on solidarity, for emancipation and the practice of citizenship.
- 3) Public policies must ensure the realisation of these rights.
- 4) It is the duty of the state to guarantee, on a free and universal basis, without discrimination or exclusion, the full right to an emancipatory public education, at all levels and phases from pre-school to university.

For these reasons we are against all neoliberal policies in education and training, such as the policy proposed by the Bolkestein directive.

- Against the subordination of education to the needs of the market;
- Against the casualisation of school workers;
- Against the reinforcing of social inequalities;
- Against the impoverishment and dilution of the curriculum which deprives the majority of full access to culture.

That is why education, as an inalienable right for all, must be a high quality public service:

- For the success, qualification and development of all young people.
- For gender equality.
- For high quality professional training and conditions of work for all education workers.
- For increased public investment in education (at least 7% of GDP).
- For critical thinking and active citizenship.
- For higher education and research placed at the service of the creation and democratic diffusion of knowledge.
- For the integration of students with special needs, and of immigrants and refugees;
- For participation, democracy and the rights of young people.
- For a cut in spending on war and an increase in spending on education.
- For the promotion of peace, cooperation, solidarity, and human rights without discrimination.

In this perspective schools, further and higher education institutions and all sites of education must become a democratic and collective public place which welcomes, recognises, values and creates relationships among the different actors (teachers, students, parents and the community).

That is why we believe it is necessary to organise a broad mobilisation of young people, of all those active in education, of parents and citizens. We call for an European week of action and initiatives involving these various partners in society from the 8th to the 15th of May.

## REPORTS FROM NATIONAL EDUCATION NETWORKS

### THE U.K.

Submitted by the English Educational Network

#### A. THE PRESENT SITUATION OF THE EDUCATION:

##### THE MAIN PROBLEMS AND THE TRENDS

Note: There are significant differences between the English education system, and those of Wales and Scotland.

##### 1. General

For twenty years, English education has been in the vanguard of neo-liberal change. This means that both centralisation and decentralisation are strongly developed, and more particularly that:

- privatisation and business influence are well advanced;
- educational institutions compete with each other, in a quasi-market, for resources and students;
- strong hierarchies exist, between and within institutions; these hierarchies are strongly related to the social class of the student population;
- the teaching force has been reorganised, in ways that decrease classroom autonomy, strengthen the role of ancillary (non-graduate) classroom workers, and casualise (make precarious) the positions of teachers, especially in universities;
- central government has a strong role in setting standards and targets for every level of the system;
- pedagogy, curricula and 'tracking' systems are related to a project of economic competitiveness.

##### 2. Further Education

The further education sector focuses on 16-19 education. FE colleges provide the great part of vocational training for this age group, as well as a significant part of A level teaching (18+ academic qualifications). Conditions in the sector reflect the low status of vocational education in England. It is less well-funded per capita than either school or higher education. It experienced in the mid-nineties an experiment in total marketisation which devastated jobs and educational quality. Currently, government agenda for FE focus on 'skill building for the economy', and employer influence, exercised through the non-elected Learning and Skills Councils that oversee the sector, is strong. The government recently rejected an expert report on 14-19 education, which sought an integration of academic and vocational tracks.

##### 3. Higher Education

The percentage of school-leavers entering universities has risen continuously and steeply — likewise the numbers of postgraduates and mature undergraduates. This increase has been prompted by student demand, by credential inflation in the labour market, and policies directed at economic competitiveness. University expansion is differentiated: there already exist very strong status distinctions between 'old' and 'new' universities, and between more and less privileged students. Current policies will widen these distinctions. Moreover, expansion has been systematically underfunded.. Conservative and Labour governments have passed the costs of expansion on to lecturers and students. According to the Association of University Teachers the staff-student ratio was 1:9 in the mid-seventies and will be 1:23 in 2010.

Pay has been held down; class sizes and hours of work have increased. At the same time, students are made to pay a large share of the costs of their education. In 1990, Margaret Thatcher's government froze the level of student maintenance grants, and offered loans to all full-time students. In 1998, the Labour Government entirely replaced grants by loans, and required students to contribute towards their tuition fees. From 2006, universities will charge students tuition fees of up to £3000 p.a. Since the cost of the fees must be paid back after graduation, and since students need in addition to take out loans to pay for their living expenses, the new system — despite providing bursaries for poor students — will ensure that graduates have a high level of debt. It will orientate students towards seeking well-paid occupations, and continue the transformation of the university into a place where students prepare careers rather than follow disciplines. In addition, by encouraging each university to set its own tuition fee, it lays the basis for the marketisation of higher education: it will strengthen existing hierarchies between institutions and align university entrance with the social class of students.

Alongside this differential and underfunded expansion, we should note other features of higher education development, such as:

- Government's insistence that the role of education — including higher education — is to meet 'the needs of the economy in terms of trained people, research and technology transfer';
- The development of 'partnerships' between universities and private sector companies to cover all areas of university activity;
- The development of an 'employability' agenda — teaching programmes based on notions of 'skill', 'flexibility' and 'competence';
- The development of research programmes orientated towards government perceptions of social and economic need, and towards business requirements;
- Very high levels of 'precarisation' — over 50% of university staff have temporary contracts.

##### 4. Schools

Since 1997, the Labour government has pursued some policies historically associated with a politics of equal opportunity. The rights of students with special educational needs have been clarified, and mandatory policies established to meet them. Labour has expanded a 'mixed economy' of provision for children under the age of 5. At the same time it has presided over an increase in levels of student attainment in tests and public examinations. But as with higher education, these features of educational change have occurred in a differentiated way. Though general levels of attainment have risen, inequalities related to social class remain the largest source of differences in educational outcomes, and have scarcely changed over the last two decades. (The attainment of girls has risen to a greater extent than that of boys, though this increase is greatest among middle-class families. Ethnic minority achievement is also strongly linked to social class.)

Social class inequalities are underpinned by an extremely complex pattern of institutional segregation. (Private schools, selective state schools, church schools, specialist schools, city academies, schools that are in name comprehensive but in practice selective etc etc.) These schools enjoy a great measure of financial autonomy but are subject — except for the private schools —

to strong forms of regulation and inspection. Financial delegation and the discipline of local markets demand that headteachers position themselves in relation to teachers in a more hierarchical way. They are empowered in this by government policies which have:

- deprived teachers' unions of negotiating rights over pay and conditions;
- specified teachers' duties and hours of work;
- introduced performance-related pay.

Centralised power is thus used to support the local powers of managers in a decentralised system. At the same time, central government sets out detailed directives for the curriculum, for pedagogy and for assessment. A national testing system for children at 7, 11 and 14 — along with the publication of schools' test results — reinforces these directives. As a result, classroom practice has been standardised. However, the principle of the National Curriculum — that all students should have access to the same 'broad and balanced' programmes of study — has never in practice applied. Labour, more strongly than the Conservatives, has insisted that students should be streamed into 'ability' groups, and has introduced a 14–19 curriculum that creates separate tracks at 14 for 'academic' and 'non-academic' students.

Another striking feature of the school system is the increasing involvement of private business. According to the employers' organisation, the CBI, the share of national school's expenditure involving the private sector will rise from around 25% in 2004 to 32% in 2006. Private educational companies have developed rapidly since 1997 and are involved in such activities as:

- the management of local education authorities (in other words, in some areas, private sector companies have replaced local public service bureaucracies);
- the Private Finance Initiative, a massive and controversial scheme whereby private companies are funded to build facilities which are then rented to the public sector;
- school inspection — four big companies have a contract with a government agency to inspect English schools;
- teacher pension administration has been privatised.
- teacher 'professional development' — training teachers to teach the National Literacy Strategy is carried out by the private company Capita;
- a great number of activities — programmes of 'personalised learning', careers advice, parenting programmes etc.

It need hardly be stated that these policies bring about a change in the value-base and ethics of public education. The 'modernisation' of English education is occurring in a way through the development of a public-private educational complex, in which the private sector occupies the roles of both think-tank and operational partner.

### 5. Current developments

In 2005, the Government published a White Paper (Higher Standards, Better Schools for All: More choice for parents and pupils) that took its commitment to privatisation and decentralisation to a new level. The document prefigures legislation that will encourage all schools to become publicly-funded, but independent institutions; schools would seek sponsors from the private or charity sector; the arrangements they made for pupil admissions would not be strongly regulated.

The White Paper represents the highest stage so far reached by English neo-liberalism in education. It would increase business influence over education, terminally weaken the capacity of elected local education authorities to control schools, and increase social class segregation. It is very widely opposed, and

the outcome of the conflicts that surround it will do much to determine the next phase of education policy in England.

## B. MAIN MOBILIZATIONS IN THE PAST FEW YEARS: SUCCESS AND DEFEAT – THE MAIN OBJECTIVES

One of the main educational achievements of Thatcher's government was the decisive defeat of teacher trade unionism, so that their influence at national level, and in the daily conflicts at the level of the workplace, was reduced. The general decline in industrial militancy following the defeat of the miners' strike in the eighties also affected the student movement. Of the several unions that represent school-teachers, some have sought a 'social partner' role in relation to government, in return for perceived sectoral gains in conditions of service.

Blair's government, like the Conservatives, has a strong hostility to activist teacher trade unionism. It has also turned against the Labour-led local education authorities who were associated with the reform of schooling in egalitarian directions. It is this exclusion of the 'historic bloc' of reform from any influence on present policy that is a defining feature of Blairism.

Mobilisations over the last decade have been limited: student protest over the introduction of university tuition fees; a campaign — ultimately unsuccessful — among teachers to boycott the national testing system; school-student protests against the Iraq war; some regional or national action over pay. Nevertheless, there is enough residual union strength to slow the pace of the government's programme for the teaching force, and enough residual popular support for the principle of non-selective schooling to make it difficult for the government to implement its latest proposals.

Conflicts over the next few years are likely to centre on these issues:

- The government's attempt to 'remake' the teaching force, through performance-related pay and the replacement of qualified teachers by ancillary workers; issues of deprofessionalisation are strong here.
- The pressures imposed on schools and students by a testing system that is widely regarded as anti-educational; this, against a background of rising concern around issues of school-student disaffection. (According to the NUT [2005], the main reason given for resignation from teaching is 'student behaviour'.)
- Student debt, as the costs of university education continue to rise;
- Pay and conditions in the FE and university sectors, whose unions have recently unified;
- Social inequality in education, linked to the growth of private sector influence, as exemplified in 2005 White Paper.

## C. FIGURES

Note: In some cases, these are figures for the United Kingdom as a whole; in others, for England alone. The UK figures conceal some significant differences between England, Wales, Scotland and Northern Ireland. For instance, private education is much stronger in England than in the other countries.

a) **Financing of education** (total education expenditure for all levels of government combined) as % GDP; 5.2% GDP (1996) 4.7% GDP (2001)

share of financial resources between pre primary education, primary education, secondary education, tertiary education, research.

2001 % share of GDP; pre-primary: approx. 0.5%

2001 % share of GDP; primary/secondary and further education combined: 3.4%.

2001 % share of GDP; higher education: 0.8%

Source: OECD, Education at a Glance 2004

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## b1) Public sector

	Pre-primary	Primary	Secondary	Tertiary (further education, mostly part-time)	Tertiary (higher education)
Student number (reference year: 2003)	465,000	4,797,000	4,013,000	4,700,000	2,400,000 (of whom 500,000 postgraduates, 212,000 overseas students)

Source: Department for Education and Skills UK figures, published in 2005

## b2) Private Sector

According to the DfES (2005), there are 615,000 students in the private sector — 7% of the school population.

The Independent Schools Council represents the schools which 80% of private school students attend. This 80% comprises:

Pre-primary	Primary	Secondary	Tertiary
41,000	160,000	299,000	There is only 1 private university; it has less than 1,000 students

Source: ISC 2005

## c) The right to education

Full time compulsory education: from age 5 to age 16.

**% of young people successfully complete compulsory education:** In 2002/3, 53.5% of students gained 5 A–C passes in 16+ public examinations. Students are examined in 8–10 subjects. Achieving 5 passes at grade 'C' or above is regarded as a successful completion of compulsory schooling.

**% of young people successfully complete compulsory upper secondary education:** In 2002/3 38.5% of students passed 2 or more subject examinations — known as A levels — at 18+. Passing examinations in 2 subjects is roughly equivalent to the normal minimum requirement for entry to higher education. (Source: DfES 2005).

**Is the right to education of migrants recognized by law? Yes**

Migrants, refugees and asylum seekers have the right to education. But asylum seekers receive no grants or loans in relation to higher education. The children of 'failed' asylum seekers are sometimes detained, with their families, in prison-like conditions where access to education is not possible.

**Is the right to education of students with special needs recognized by law? Yes**

By Acts of Parliament — Students with special needs have a right to attend educational institutions; those institutions have a duty not to discriminate on grounds of disability. In practice, the situation is different: there are many instances in which schools and LEAs do not meet their obligations.

## d) Working condition and union rights

Casualisation: It is difficult to gather information on these topics. According to the DfES (2005) 1.2% of posts are filled by temporary teachers. — i.e. on contracts lasting up to one year. According to a parliamentary answer in 2002,

4.0% of the teaching force in England is employed on a casualised basis — that is to say as occasional, daily paid labour. One could therefore describe about 5% of the teaching force as casualised.

According to the General Teaching Council (2004), 36,000 teachers in England are registered as casual 'supply' workers. Information is not available for other groups of school workers, whose casualisation rates are surely higher.

In further education, 17% have casualised contracts. (NATFHE 2005).

In higher education, according to the Association of University Teachers (2005), nearly half of academic and academic-related staff are on temporary contracts; in the case of researchers, 93% have such contracts.

## e) Teacher training

**University level:** In most cases, yes, but there are also new (post-1990) schemes of school-based initial teacher training.

## f) Salary

According to OECD (2002), the ratio of the salary of a primary/secondary teacher to per capita GDP was 1.48, assuming that the teacher had 15 years' teaching experience.

## g) Bargaining levels

**National level:** Yes for FE and HE, no for schools. School Pay and conditions are determined by a committee that reports to government. The right to negotiate pay was withdrawn in 1988. Local agreements on conditions often improve the national agreements.

**Local level (municipality/region):** Yes.

**School level:** Yes

## AUSTRIA

Submitted by the Austrian National Union of students

## THE LISBON STRATEGY AND ITS IMPLEMENTATION THROUGH THE AUSTRIAN UNIVERSITY AND STUDIES ACT 2002 (UG 2002)

— Worldclass University" vs. Bankruptcy University"

## 1. Autonomy

- Fully fledged legal entities
- "Improved quality and international competitiveness": Development/Proliferation and quantitative performance criteria serve as the basis for public funding
- Employer of all personnel (deterioration of working contracts)

- “Modern management methods and efficient organisational structures”, “Clear division of responsibilities, coupled with qualified participation”

- Abolishment of all democratic collegial decision making bodies but one: the Academic Senate (students 1/4 of the members) : de facto exclusion of students and assistants and concentration of almost all decisions making power with the Rectorate

- University Council as supervising” body: total control. An external body which is supposed to represent economical and societal interests (in fact it’s of economical and ministerial interests); not obliged or responsible to anybody. Tasks: (dis)election of the rector, approval of the development plan (basis for the performance agreements) and the internal organisation, drafting of the performance agreements.

## 2. Financing: “Increased budgetary freedom in a secure financial framework”

- Issuing of the “University Billion” supposed to finance technical devices (“more/more efficient education and training investments”) should cover de decrease of the University Budget (withdrawn the year after, which leaves the Universities in a financial disaster)

- “Decentralisation of the education and training financing and the strengthening of the decisionmaking responsibility on a local/institutional level”

- 3-year performance agreements, knowledge balances and global budgets

— Management (Financing) by objectives:

- \* 20%: only quantitative output counts (quotations, graduates, relation students-supervisors...)

- \* 80%: based on performance agreements + knowledge balances, but demands and responsibility for the society are supposed to be taken into

account.

- \* basis: “development plan”: only the profitable survive

- Competition between universities

- \* judge: the Ministry

- \* only the profitable survive

- Control and steering by the Ministry by means of setting the criteria

- “Funding Mechanisms to Increase Private Education Investment from Enterprises, Households and Families”:

- refund of tuition fees for students from low-income families (very week system)

- tuition fees can be deducted from tax (really restrictive)

- Loser: whatever does not fit the criteria (arts, alternative and/or basic research...)

## 3. Bologna

- All new courses at universities must conform to the two-cycle system

- The ECTS is compulsory for all studies

- Compulsory issuing of Diploma Supplement

## 4. Absolutely missing/Contrary Development:

- Promotion of women

- “Diversity management”

- Equitable access to HE (“Facilitating the access of all to education and training systems”)

- Attractiveness and Accessibility of the Austrian HE Area (“Opening up education and training systems to the wider world”)

- Life Long Learning

Websites only in German):

[www.weltklassuni.at](http://www.weltklassuni.at) (good), [www.weltklasse-uni.at](http://www.weltklasse-uni.at) (evil)

# FRANCE

Submitted by the FSU

## A. FIGURES

### a) Dépense intérieure d’éducation:

116,3 milliards d’euro représentant 7,1 du PIB.

Etat: 63,4% (dont MEN 55,9%)

Collectivités territoriales: 20,2%

Autres administrations (dont CAF): 1,9%

Entreprises: 6,5%

Familles: 8,0%

Cela représente une dépense moyenne par élève de 6810 euros

- 4600 euros pour un élève du 1er degré

- 8530 euros pour un élève du 2nd degré

- 8630 euros pour un élève du Supérieur

### b) Nombre d’élèves:

1er degré: 6 585 000 élèves. (Dont 14% dans l’enseignement privé.)

- 2 609 000 pré-élémentaire

- 3 900 000 élémentaire «ordinaire»

- 51 000 AIS

N.B: La part de l’enseignement privé peut fortement varier d’une région à l’autre pour des raisons essentiellement socio-historique. Ainsi, elle est à peine supérieure à 1% dans la Creuse et monte à 50% en Vendée. On constate également que l’enseignement privé ne scolarise que 8% des élèves relevant de l’AIS.

2nd degré 5 538 000 élèves. (Dont 20% dans l’enseignement privé.)

- 3 193 000 1er cycle

- 714 000 2nd cycle professionnel

- 1 515 000 2nd cycle général et technologique

- 116 000 Enseignements adaptés

N.B: Sur la part du privé, mêmes remarques que pour les enseignements de 1er degré.

### c) Droit à l’Education:

L’enseignement obligatoire «théorique» va de 6 à 16 ans.

Mais l’école maternelle scolarise 28% des enfants de 2 ans et quasiment 100 % à partir de 3 ans.

En ce qui concerne le droit à l’éducation pour les enfants issus de l’immigration:

- La plupart de ces enfants sont de fait français eu égard aux lois sur l’acquisition de la nationalité.

- Les enfants de parents étrangers en situation régulière ont également accès à l’école

- C’est également, en théorie, le cas des enfants de parents en situation irrégulière. On constate néanmoins une volonté politique d’exclure ces jeunes de ce droit qui nécessite une mobilisation forte autour d’eux.

Les élèves à besoins éducatifs particuliers:

La loi française reconnaît le droit à la scolarité des enfants et des jeunes en situation de handicap dans la sphère publique (services publics d’éducation et de santé) à travers des dispositifs diversifiés.

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Ce droit à la scolarisation des élèves à besoins éducatifs particuliers s'exerce dans le cadre de:

- La loi d'orientation sur l'école
- La loi sur le handicap de février 2005

au travers:

- des classes ordinaires (avec éventuellement des aides spécifiques)
- des structures spécialisées dans les établissements d'enseignement (CLIS, UPI...)
- Des établissements de soins associant prise en charge santé et scolarisation (IME, IMPRO...)

N.B: Ces dispositifs ont sensiblement évolué ces dernières années, tendant à assurer l'égalité de tous les enfants devant l'éducation. Pour autant, la puissance publique ne répond pas encore à tous les besoins. (En terme d'équipements, de personnels, de formation...)

## d) Conditions de travail et droits syndicaux:

Conditions d'emploi

Enseignants de premier degré:

La quasi totalité des 318 .000 enseignants du 1er degré sont titulaires de leur

emploi ou stagiaires en cours de titularisation. (Quelques centaines sont auxiliaires pour des situations très spécifiques.)

Enseignants de 2nd degré:

377 000 (96,6 %) sont titulaires ou stagiaires.

13 000 ( 3,4 %) sont auxiliaires sous différents statuts.

Formation des personnels:

Bac+3 puis concours d'entrée en IUFM puis 1 année de formation professionnelle puis évaluation.

Salaires:

Enseignants de 1er et 2nd degré (certifiés)

Salaire de base brut - début et fin de carrière — en pourcentage du PIB par habitant. (Eurostat/Eurydice)

98% - 185%

Niveaux de négociation:

- National
- Local (département pour le 1er degré, académie pour le second degré)
- Etablissement (pour le second degré)

## B. Situation actuelle du second degré en matière d'éducation

### Evolution de l'orientation des élèves en fin de troisième

	1980	1990	1996	1998	2000	2002	2004
Taux de passage de la troisième à la seconde générale et technologique (%)	55.3	58.1	53.5	53.4	56.7	56.2	56.4
Taux de passage de la troisième à la seconde professionnelle (%)	24.5	26.8	26.8	27.7	26.1	26.7	26.5
Taux de redoublement en troisième (%)	9.6	9.6	10.2	8.6	6.8	6.7	6.6

Source : MEN, repères et références statistiques, éditions 2001 et 2005

Base : France métropo. + DOM ; Public + privé.

À parallèlement, le passage en seconde semble toujours marqué par l'origine sociale des élèves. La sous-représentation des enfants d'ouvriers (et la sur-représentation des enfants de cadres) en classe de seconde est à mettre en relation avec les comportements d'orientation en fin de troisième, qui sont influencés par l'origine sociale, mais aussi par les résultats proprement scolaires (qui peuvent neutraliser la première influence).

On pourrait se demander aussi s'il n'y a pas une influence, plus difficile à mesurer, des comportements des pairs et des éventuels frères et sœurs

passés « avant ».

Le baccalauréat : A-t-on atteint un seuil ou un palier ?

Au début des années 70, 25 % des jeunes d'une génération obtiennent le bac.

A partir de 1984 l'accès augmente fortement, avec la création du baccalauréat professionnel mais aussi de jeunes beaucoup plus nombreux en terminale générale (autour de 63% jusqu'en 1995).

Depuis 1995, les taux de réussite et d'accès au bac stagnent . Le système n'améliore plus ses résultats.

### Proportion d'élèves de 3ème souhaitant entrer en 2nde générale, en fonction de l'origine sociale et des résultats (en%)

Moyenne trimestrielle	< 9	De 9 à 10,3	De 10,3 à > 12	12
Enfants d'ouvrier	36,7	64,8	94,2	97,6
Enfants de cadres, profs.	60,9	95,5	97,1	100
Ensemble	41,7	75	94,8	98,9

Source : Revue française de sociologie, janvier-mars 1993.

Lecture : 36,7 % des enfants d'ouvriers ayant une moyenne trimestrielle inférieure à 9 en 3ème souhaitent entrer en 2nde générale, contre 60,9% des enfants de cadres et de profs ayant la même moyenne.

## C. Problèmes principaux

Avec la loi Fillon, des choix ministériels que nous contestons : le socle commun.

La loi d'orientation (dite Loi Fillon) assigne à la scolarité obligatoire "

l'acquisition d'un socle commun constitué d'un ensemble de connaissances et de compétences qu'il est indispensable de maîtriser pour poursuivre et réussir sa scolarité". " Pour permettre à chacun de trouver sa voie de réussite... des enseignements complémentaires viennent compléter le socle commun".

Le principe d'une école à deux vitesses est institué:Le contenu réduit du socle pour certains élèves, des enseignements complémentaires et diversifiés pour d'autres. Au lieu d'afficher des objectifs ambitieux, la loi fait le choix d'une école qui trie les élèves selon leurs talents supposés, organise une



spécialisation précoce, réduit au strict minimum les enseignements.

Pour le SNES ce qui permet la formation réelle des élèves, c'est une formation à une culture ouverte et commune ( sans exclusion de disciplines pour les élèves en difficulté) qui concourt à former des citoyens capables de penser le monde, de s'y intégrer et non pas de disposer de quelques connaissances ou vagues compétences éphémères.

Plus précisément, le socle est d'abord défini par un périmètre limitatif, excluant un certain nombre de disciplines jugées non utiles pour la vie du futur citoyen. L'élève n'est plus qu'un travailleur en formation qui devra maîtriser un certain nombre de compétences pour survivre et éventuellement trouver un emploi. Le socle tel s'appuie sur l'image de la construction d'une maison par empilement de briques. Or, cette vision ignore totalement la façon dont s'opèrent les apprentissages et évacue ce que nombre de chercheurs ont démontré, notamment l'idée de non linéarité dans la construction des connaissances.

Les élèves en difficulté sur les éléments du socle se verront proposer un programme d'aide uniquement pour les matières du socle, l'idée étant celle d'une remédiation par répétition. Cette piste, déjà tant de fois explorée, a fait la preuve de son inefficacité comme solution globale à des difficultés scolaires profondes. Ceux qui n'auront pu atteindre les éléments du socle, évalués chaque année, ne pourront poursuivre leurs études.

A l'opposé, pour le SNES, la culture c'est l'acquisition de connaissances, mais aussi des outils pour comprendre, trier, synthétiser, cerner des problèmes et les résoudre. La simple restitution des connaissances n'étant plus suffisante, il faut développer chez les jeunes les capacités à les transférer et à opérer des choix.

Les savoirs scolaires ne forment pas un tout homogène, chaque discipline a des objectifs particuliers, mais ils concourent tous à faire grandir, à enrichir la personnalité et la vision du monde, à développer la capacité de jugement des élèves, à porter sur le monde un regard critique. Une culture équilibrée permet de rentrer en contact avec les oeuvres humaines dans chaque discipline, surtout celles qui donnent des clés pour accéder à toutes les autres. Elle conduit à comprendre le monde pour débattre, agir, s'exprimer, par de solides connaissances dans tous les domaines. Elle permet de travailler le rapport des élèves à leur corps et la formation d'un citoyen responsable et éclairé.

#### **Des postes en constante diminution dans le budget de l'Etat :**

Sous recrutements depuis 3 ans :

- A la rentrée 2006 près de 30 % de réduction des postes offerts aux concours du 2nd degré, certaines disciplines perdant près de la moitié !
- 10000 postes annoncés alors que La Direction de l'Evaluation et de la Prospective (DEP), estime les besoins en recrutements nouveaux à 17 300 pour couvrir les départs en retraite ; ce sont donc plus de 7 000 enseignants, CPE, Copsy qui manqueront dans les établissements à la rentrée 2007 !
- 10 000 postes aux concours externes du 2nd degré produiront seulement 8 700 recrutements nets, soit moins de la moitié des besoins !
- La cause véritable de cette réduction drastique réside dans les suppressions d'emplois budgétaires opérées depuis 4 ans. Le gouvernement entend ainsi fermer l'accès à l'emploi public, sa priorité est la poursuite de sa réduction des effectifs de fonctionnaires, en ponctionnant lourdement l'Education Nationale, et en restreignant à nouveau les possibilités de

titularisation pour les non titulaires (~ 30 % concours internes), alors même qu'ils sont frappés massivement par le chômage.

**les personnels et le débat autour du travail d'équipe, du travail en complémentarité: une situation française où interviennent beaucoup d'«acteurs» professionnels**

La diversification des métiers présents dans l'établissement scolaire est une richesse en France à préserver et à faire mieux vivre. Documentalistes, CPE (conseillers principaux d'éducation), MI-SE (surveillants) CO-Psy (conseillers d'orientation psychologues), mais aussi infirmière(s), assistante sociale permettent un regard croisé sur l'élève pour la meilleure gestion possible de sa scolarité.

La diversité des attentes des élèves qu'a engendré la massification du second degré nécessite une attention de plus en plus individualisée. Donner plus de sens aux apprentissages, remobiliser ou redonner des repères aux élèves en difficulté rend de plus en plus nécessaire les échanges et le travail collectif.

Un véritable travail en complémentarité, un travail d'équipe demande du temps de concertation (par exemple sous forme de décharge pour l'enseignant), des échanges pour une connaissance du métier de l'autre et la reconnaissance de son professionnalisme.

Aujourd'hui, la diminution générale du nombre de postes touche particulièrement certains corps : s'agissant des co-psy, on peut se demander même sur le Ministère n'organise pas la mise en extinction du corps ! Il prévoit en effet de faire tomber les recrutements pour 2006 à 55 postes (50 postes pour l'externe et 5 postes pour l'interne !), ce qui correspond à une baisse de 50% par rapport à 2005 et de 70% par rapport à 2004.

#### **D. Principales mobilisations:**

Au printemps 2003 très forte mobilisation contre la réforme du régime des retraites, sans pouvoir faire reculer la réforme.

Printemps 2005 mobilisation contre la loi d'orientation (dite loi Fillon) et en particulier :

- contre la volonté gouvernementale d'imposer un socle commun en collège maintenu par le ministère actuel), et la forme imposée du nouveau brevet,
- contre la transformation des épreuves (réduction du nombre d'épreuves) et des conditions d'évaluation du baccalauréat (accroissement de la part de contrôle local qui remet en cause la valeur nationale du diplôme et son rôle de premier grade universitaire), bataille en partie gagnée (sur le nombre d'épreuves) mais toujours en cours en ce qui concerne le contrôle local.

Aujourd'hui mobilisation - la remise en cause de la scolarité obligatoire jusqu'à 16 ans par le ministère (proposition d'apprentissage à 14 ans pour certains élèves)

- contre la remise en cause de la politique des ZEP

Mobilisation contre la précarité de plus en plus présente, pour la création de postes en nombre suffisant pour un encadrement amélioré et une baisse sensible des effectifs

Mobilisation contre le contrat première embauche (nouveau contrat de travail à durée déterminée, période d'essai de deux ans pendant laquelle l'employeur peut congédier n'importe quand sans motif l'employé).

*Education is not for sale*

## GREECE

### A) EXTRACT FROM THE COMMON REPORT OF THE EDUCATIONAL FEDERATIONS OF GREECE ON THE PROBLEMS OF EDUCATION

The education federations signing this report once again state their proposals vis-à-vis the problems faced by the education system and teachers. Only if the government positively and effectively addresses these problems will its avowed commitment to engage in sincere dialogue and concern for education issues prove to be genuine.

These issues, as evident from everyday educational reality, require national dialogue and immediate action by the government.

Accordingly, we present a breakdown of four broad areas of action that need to be pursued in order to address the key problems faced by the education sector in Greece today:

1. There needs to be active support for, and upgrading of, public education, defence of its public and free character at all levels (primary, secondary and tertiary), and the safeguarding of the right to education for all young people living in our country. Political will and commitment is needed to direct funds for education from the government budget, with an immediate increase in the money spent on education to 5% of GDP and of money spent on research to 1.5%. At the same time, there should be immediate reorientation and channelling of EU funds towards supporting and enhancing public education.

2. Measures must be taken to improve primary and secondary education.

In particular:

- Two-year pre-school education for all children 4 to 6 years old and twelve year compulsory public and free education for all must be legislated
- Student drop-out rates, school exclusion, and all other kinds of school-system failure, as well as inequality and discrimination at school, must be eradicated

- Essential, supplementary education and establishment of educational priority zones need to be implemented

- The operation of all-day nursery and primary schools needs to be improved and extended

- Resources and teaching aids at all school units need to be improved

- The number of students per class needs to be lowered

- The layout and content of course books for general and vocational education must be upgraded

- The educational character of lyceum-level schooling (last 3 years of school education in Greece) needs to be strengthened, the Pan-Hellenic university entrance exams must be discontinued, and a new system of access to tertiary education established.

- The rights to education of emigrants and of children with special needs need to be strengthened

3. Tertiary education is a public good and right that should be provided free to all. Accordingly, we insist that:

- The public and academic character of tertiary education be safeguarded

- The regulations regarding the two circles of studies under the Bologna process be shelved

- EPEAEK<sup>1</sup> courses and EPEAEK Masters courses be funded from the government budget

- The lack of teaching staff and funding at all tertiary institutions, especially in the regions, be effectively addressed

- A time schedule for the conversion of short-term and other temporary staff contracts to permanent contracts be clarified

- The professional rights of all graduates be secured.

4. Academic, professional and financial support and development for teachers is a key component of a successful educational system. Within this frame, the following issues must be considered:

- Initial teacher training must be upgraded and subsequent continuous training and updating for all teachers established

- All necessary teaching and other educational staff should be employed on a permanent contract basis, instead of continuing the current system of meeting staff requirements by means of short-term contract staff at tertiary educational institutions and employment on an hourly basis at primary and secondary schools

- Educational Support Centres for primary and secondary education must be launched

- Teachers at all levels of the education ladder should be awarded pay increases, so that they can live in dignity from the proceeds of their salaried employment

- The current system of supplementing low teacher pay with various additional benefits should be discontinued, and the corresponding amounts rolled into the basic salary, which in turn becomes the basis for calculating health and pension cover

- Generally, there is a pressing need for improvement in working conditions for all teachers

#### SIGNATORIES:

DOE (Federation of Primary School Teachers)

OLME (Federation of Secondary School Teachers)

OSEP-TEI (Federation of Tertiary Technological Education Professors)

POSDEP (Federation of University Professors)

OIELE (Federation of Private School Teachers)

ASGME (Co-federation of Parents)

### B. THE PRESENT SITUATION OF THE UNIVERSITY EDUCATION

Submitted by the Sispeirosis Panepistimiakon ("Rally of University Teachers")

Education in Greece receives less funding than in any other EU member state (only 3.5% of the GDP). The problem of underfunding becomes acute considering the careless and adventurist policy, that the previous "socialist" (PASOK) government implemented, through which numerous new universities and departments were 'planted' all over the country. This HE expansion was not accompanied by the necessary increase in funding; nor was it by the creation of the relevant infra-structure. Its sole purpose was a populist response to the demand of the people for a wider access to education and, naturally, the concomitant vote-chasing. The introduction of fees, though contrary to the Greek Constitution, and the commercialization of universities which, in line with the various EU directives, are supposed to sell educational and research

1) EPEAEK is the Greek "Operational Programme for Education and Initial Vocational Training". This programme is co-financed by the European Social Fund, the European Regional Development Fund, and national resources.



services, are designed to confront the increasing underfunding. Typical of the neo-liberalist logic that informs the present conservative (NEW DEMOCRACY) government (as well as the previous one) is the introduction of a new law, voted only by the governmental majority, that imposes a system of "quality assurance and accreditation" on HE, in line with the government's commitment to the Bologna Process. This law is deliberately vague about the criteria of "evaluation" as well as the use of its results; both are left to the discretion of the government.

"Quality assurance" is the second step to the Bologna Process. The way was paved by the new law concerning Lifelong Learning whereby universities, on the basis of their own poor infra-structure and of the low-paid labour of "flexible" young academics, sell relevant services to the clients. It is worth mentioning that the Greek HE-- and the vast majority of new universities, in particular-- increasingly relies on non-permanent, contract-based academic labour (for example, 50% of the staff at the U of Thessaly belong to this category). Last year, and after intense academic mobilization, the senates of the universities of Thessaly and Crete closed them down for a week because of governmental cuts on the contracts. The full commodification of HE is being completed now that Greece has to comply with the recent EU directive which forces it to recognise degrees, as well as the concomitant professional rights, awarded through HE franchising (country of origin England and, by extension non-EU countries such as, for example, the US in which HE export is a vast business area). The Greek University is further liquidized by the recent institutionalization of the "International University of Greece" (August 2005). The aim of this project is to attract foreign students-clients, since fees are introduced, that is, to transform Greece from a country that exports students to a country that imports them; hence English will be used in teaching, research and administration. This new model is actually a hybrid for the kind of university systematically produced by the neoliberal policies of both the conservative and "socialist" parties. G. Papandreou, the leader of PASOK,

recently declared to the Summit of Deans that managers have to take over from academics so as to run the universities in an "efficient" manner, i.e. turn them from bankrupt into profitable business under the minimum state supervision.

This harsh neoliberal logic, to which both parties adhere, coexists, at the same time, with a regression to the dark ages of Christian, in this case Greek Orthodox, fundamentalism whereby under the Archbishop's powerful pressure four Ecclesiastical Schools will be upgraded to HE institutions in a bill under discussion in Parliament. It is obvious that this bill marks a fundamentalist and sexist turn in education, since only Greek orthodox males are to be admitted. However, what is also deeply shocking and highly dangerous is that candidates will have to be provided with recommendation letters by Bishops and be interviewed by a committee whose task is to check whether they are true believers in god as well as in the national ideals (!)

To this neo-liberal onslaught on the right to education as a public and free good, POSDEP (the Greek Federation of University Teachers) has reacted by initiating a big campaign for the "protection of the public university", that includes strikes, press conferences, lobbies, etc. More importantly, POSDEP has put much work in the raising of public consciousness, a difficult task considering the media's obvious enmity to our struggle. As regards the recent bill on the Ecclesiastical Schools POSDEP has declared a 24-hours strike on Wednesday 12 October.

## C. FIGURES

Submitted by the Greek Educational Network of the European Social Forum

a) Financing of education (total education expenditure for all levels of government combined)

3.6 % GNP (1996) 3.52% GNP (2001)

share of financial resources between pre-primary and primary education: 25%; secondary education: 41%; tertiary education: 28.7%

### b1) Public and private

A. Public							
	Pre-primary	Primary	Secondary				
			Lower (gymnasio)	Upper (lykeio)	Technical schools	Other technical*	Total
Student number	136,960	738,689	317,392	221,782	107,573	20,358	667,105
B. Private							
	Pre-primary	Primary	Secondary				
			Lower (gymnasio)	Upper (lykeio)	Technical schools	Other technical*	Total
Student number	4,541	49,317	18,156	17,202	3,694	81	39,133
% per public	3.20%	6.90%	5.40%	7.20%	3.32%	0.40%	5.54%

\*not under the authority of the ministry of education

Tertiary (only public)			
	Universities	Tec.h. Universities	Total
Student number	171,245	155,963	327,208
	144,668**	65,044**	209,712**

\*\*number of students who have completed all semesters but have not passed all the exams.

# Educational systems in Europe

## c) The right to education

Full time compulsory education: years number 9, from age 6 to age 15

% of children attending pre-primary education: 57%

% of young people successfully complete compulsory (low secondary) education: 91%

% of young people successfully complete upper secondary (not compulsory) education: 81%

Is the right to education of migrants recognized? Yes

Is the right to education of students with special needs recognized by law? Yes

## d) Working condition and union rights

% Teachers Causalization

Teachers	Pre-primary + primary	Secondary	Universities	Tech. Universities
Total	70,000	82,098	10,804	11,984
Temporary	12,000	18,570	2,500	9,400
%	17%	23%	23%	78%

## e) Teacher training

University level: Yes

Other level: 2-3% of teachers in technical schools in upper secondary level come from secondary education

## f) Salary

1000-1400 euros (net) in primary and secondary education

## g) Bargaining levels

National level: Yes

Local level (municipality/region): No

School level: No

## SPAIN (1)

Submitted by the FECCOO

## A. FIGURES

government combined)

a) Financing of education (total education expenditure for all levels of

% GDP 4.3%

share of financial resources between (1)

pre primary education/primary education	secondary education	tertiary education	research
1.33%	1.38%	0.72%	1.8%

(1) A 0.7% of the public expenditures cannot be exactly

## b) Public and private

	Pre primary		primary		secondary		tertiary	
	public	private	public	private	public	private	public	private
Student number (1)	960,606	520,204	1,654,825	826,842	2,081,871	904,155	1,303,109	138,972

(1) for the years uupcu 2005/06 (prediction)

## c) The right to education

Full time compulsory education: years number 10. Fom age 6 to age 15.

% of children attending pre primary education: 55.7% (2)

(2) For the years 2005/06 -MEC- (prediction) and projection to the 1 January 2006 population (National Statistical Institute of Spain -INE)

% of young people successfully complete compulsory education: 86.3% - 90.2% (3)

(3) Active Population Survey (National Statistical Institute of Spain -INE): 86.3% is an estimation if population 18-24 is considered; 90.2% is the rate of population 20-24 that have successfully complete compulsory education. Note that there are a significant number of young people completing compulsory education after 20.

% of young people successfully complete compulsory upper secondary

education: 53.0% - 62.5% (4)

(4) Active Population Survey (National Statistical Institute of Spain -INE): 53.0% is an estimation of the rate if population 18-24 is considered; 62.5% is the rate of population 20-24 that have successfully complete upper secondary education. Note that there are a significant number of young people completing upper secondary education after 20.

Is the right to education of migrants recognized by law? Yes

It is for all migrants from 0 to 16 and for all those that are legal residents (for any age) they have recognized the right to education is the same terms and conditions than for no migrant population

Is the right to education of students with special needs recognized by law? Yes

They have the same rights plus some particular aids (positive discrimination)

**d) Working condition and union rights**  
(casualization = Substitution of the permanent staff with temporary).  
% Teachers and % staff with fixed time working condition

%	School	Higher education	research
Teachers	80%	79%	-
Staff	100%	-	-

The % of the permanent staff that becomes temporary is limited: Retired professors are substituted by temporary staff. But the overall % of staff with temporary positions is about 20%.

**e) Teacher training**  
University level: yes  
Other level: -

**f) Salary**  
% of per capita Gross Domestic Product

pre primary education	Primary education (3)	secondary education (4)	tertiary education	research
-	142%	159-164%	-	-

(3) Education at a Glance. OECD Indicators 2005

(4) Education at a Glance. OECD Indicators 2005. References are for lower secondary education and for upper secondary general education respectively

**g) Bargaining levels**

National level: yes

Local level (municipality/region): yes    School level: no

— Increase the teachers' Unions control over the study programs in pre-primary, primary, secondary (Law under discussion) and University education, especially during initial formation.

— Stop the privatization process in education services (canteen, student houses, transportation, student support etc).

— Improve migrants' pupils/students participation in the educational system and deterrence of the unequal treatment of these groups in the continuous education of public character.

**B. THE PRESENT SITUATION OF THE EDUCATION:**

**THE MAIN PROBLEMS AND THE TRENDS**

— Organization and funding of the necessary measures for the implementation of the "Lisbon 2010" targets:

- Increase the percentage of the young people graduated from post-compulsory secondary education.

- Decrease the percentage of the young people who failed to graduate from compulsory secondary education.

- Increase the percentage of the personnel activated in the life-long education.

— Improvement in the national (Primaria) and international (PISA) exams' results towards the following directions:

- Implementation of new measures with emphasis on specific sectors (preferable educational zones).

- Reorganization of the study programs and improvement of the educational system's evaluation.

- Accomplishment of positive discrimination measures in institutes offering education to students of low income

**C. MAIN MOBILIZATIONS IN THE PAST FEW YEARS:**

**SUCCESS AND DEFEAT**

- 2001 and 2002: mobilizations against educational policies for the control over the school teachers (and of the rest workers in education) which are included in the educational laws LOU (Comprehensive Law on Universities) and LOCE (Law on Educational Quality). Even if these laws were not finally abolished, the social rejection was extensive.

- 2005: mobilizations to achieve modifications in the new educational law (LOE), which was based on previous laws, and to negotiate an Act of Law for the Public Function of the Education. Our mobilizations resulted in signing an agreement which will be expressed in the next Act of Law and in the next collective agreement for the workers in the private life-long education supported by public funds.

**SPAIN (2)**

Submitted by the STES-i

**1) RIGHT TO THE EDUCATION**

It is one of the important topics under discussion at this moment. The new Education Bill (LOE) includes a devaluated concept of education as a public service, as education can be provided, according to the project, by the state or

by private institutions. It is a concession to the right wing party (Popular Party), to the Catholic Church (which organized a big campaign to defend its privileges) and to the owners of private schools. It is the first time that the administration abdicates of a fundamental part of its responsibilities concerning a universal right -education- and they do it within the frame of an

# Educational systems in Europe

"organic law". In fact, all along the text under discussion both **public schools**<sup>1</sup> and **state financed private schools**<sup>2</sup> ("concertadas") are treated equally as if they were the same. The relative weight of one or the other varies in different parts of the country: for instance, state financed private schools represent 50 % in the Basque Country and 44 % in Catalunya. That means that the richer the region, the larger the number of state financed private schools..

In theory, all children between the ages of 6 and 16 attend school regardless of the legal situation of their families.

## 2) WORKING CONDITIONS

The precarious status and working conditions of provisional teachers<sup>3</sup> (20 % of the total number) is not going to be solved. The reduction of this 20 % to an 8 % considered in the bill may mean unemployment for a good deal of them as there are no specific measures to guarantee they, provisional teachers, will be hired as teachers in the future. The system to enter the profession, and the system present in the bill, does not consider ordinary nor extraordinary measures to stop one of the biggest problems we have: the enormous degree of instability of the staff in schools. The percentage of provisional teachers varies according to the different regions.

## 3) PRESENT SITUATION, MAIN PROBLEMS AND TENDENCIES

Nowadays it is the law passed by the Popular Party (LOCE) that regulates the system. It is a neoliberal and neoconservative law. The present government (Socialist Party) has started a new reform (LOE) which is very disappointing as it gives state financed private schools (nearly 80 % of which are Catholic) everything they demand: complete finances for non compulsory stages, increase of 3,4 % of economic support (whereas it is only 2 % for public schools), lack of public control in students admission, guarantee for parents to choose the school they want (see "Right to education" above). The right wing Popular Party had not dared to go that far.

The problems of the education system have a lot to do with the situation of working class families and their lack of time to dedicate to their children. Working times are becoming more and more demanding for workers, which means that their children spend more time by themselves without a family framework or family life. The lack of means (a typical high school has an average of six hundred students, and all they have besides the teachers is a directive team of 4-5 people —who teach fewer hours in order to carry out managerial work— two or three people —non teachers— for administrative work, two or three janitors, and three or four cleaning people), the lack of professional people other than teachers (e.g. nurses, social workers, doctors,) make teaching even more difficult. The average age for teachers is increasing, the number of students per class will be increased in 10 % with the new law (present rates are 25 students in primary school, 30 in compulsory secondary education —ESO— and 35 for non compulsory secondary education), the tasks teachers have to make are also more and more demanding. The introduction of New Technologies of Information and Communication, for instance, rely on teachers' spare time.

The greatest difficulties concentrate on the ESO stage (ages 12 to 16). One of the solutions proposed by the government consists in the possibility of dropping out from school at the age of 15, abandoning the explicit objective of having students at school until they are 16. And there are not any really efficient measures to counter this tendency of children from the working class, immigrants or not, leaving school before they finish their compulsory secondary education. The low cultural level of parents (of mothers in particular) has an important influence on this.

The dualization of the education system, which tends to concentrate the children of immigrants and of other workers in certain public schools, increases. Students' school marks in certain regions are largely determined by the increasing weight of the state financed private sector (university examination entrance in Catalunya, for instance) and are starting to show how students coming from the public system perform more poorly than those coming from the private sector. Anyway, it is clear that students' marks depend more on parents' social and economic level than on the type of school they attend. Considering that the "middle class" is increasingly deserting the schools, basically public, which concentrate a large number of "poor" students (immigrant or not) and considering how much the right wing has obtained in the new bill (LOE project), worries among those who defend the public school system are increasing and we foresee a future which is not particularly bright.

Especial notice must be taken with respect to girls within the education system: they are fewer in compulsory stages, but a majority in post-compulsory stages where they stay longer and perform better than boys. The number of girls which obtain a university degree is higher than the number of boys. However the situation is quite the opposite in technical branches.

Another important novelty in Spain is that the number of immigrant students has increased at a very quick rate, going from 40.000 to 400.000 in just ten years. Almost no measures have been established to assure their correct schooling. However they have contributed to stop the previous general tendency of a declining number of students each school year.

## 4) MAIN MOBILIZATIONS (ACTIVE ACTIONS)

While the Popular Party was in power there were mobilizations (demonstrations and strikes) against the three laws concerning education (LOCE, Vocational Studies Law and LOU —university). All three of them still regulate the system.

University students, high school students and teachers have had a very active part in the general movement against the Iraq war and against the black tide caused by Prestige.

We must also remark the decentralized activities carried out in different regions during the European Week promoted by the Education Network.

### School year 2005/2006

After the bill was presented at the beginning of the school year, the mobilizations in education have turned round two axes: against the law itself and in favour of provisional teachers.

1) In Spain, public schools are those which belong to the state (central or regional administrations). They are, therefore, totally financed by the de central or regional administrations and are open to everybody. Students and families do not have to pay to attend.

2) In Spain there are two types of private schools: totally private (that is, you have to pay to attend them), or "concertadas". These are private schools financed by the state so that, in theory, you don't have to pay to attend them, just as in the case of public schools. Close to 80 % of them belong to the Catholic Church.

3) Most teachers in Spain are civil servants, but about 20 % are "provisional", usually hired on an annual bases: their legal status and pay are different (worse) than that of civil servant teachers.

- a. Against the law:
- Strikes and demonstrations in secondary schools on November 8th (supported by Students' Union, STEs and CGT).
  - Fight Day for More and Better Public Schools on December 14th (the day before the project was debated and voted in Parliament); teachers' and students' strikes in some regions.
  - New Fight Day at different dates: demonstration by STEs in Madrid (February 18th), demonstrations in different cities (February 22nd and March 2nd).
- b. In favour of provisional teachers (strikes and demonstrations during the first term 2005/06):
- Provisional teachers (non civil servant teachers) represent 20 % of the total

number. The law project does not contain any measures to facilitate their permanent entrance in the system, in spite of the promises made by PSOE. Strikes were held in different regions at different dates (October 19th and 26th, November 10th, 16th, 17th and 23rd). A strike was held in Spain on November 16th together with a demonstration in Madrid (10.000 people). Mobilizations will continue, supported by STEs, CIG, CGT, INSUCAN, PIDE, SADI, etc.).

## 5) FSIPE (Iberia Social Forum for Education)

A great number of Spanish and Portuguese organizations successfully organized the Iberia Social Forum for Education which ended up with a demonstration in Cordova: 10.000 people marching in favour of the public school system.

# ITALY

Submitted by the FLC CGIL and the COBAS Scuola

## A. FIGURES

a) **Financing of education** (total education expenditure for all levels of government combined) % GDP : **4.98%**

Share of financial resources between pre primary education: **0.4%**; primary education: **2.2%**; secondary education: **1.3%**; tertiary education: **0.9%**; research: **0.5%**.

## b) Public and private

	Pre primary		primary		secondary		tertiary	
	public	private	public	private	public	private	public	private
Student number	979.385	687.427	2.545.511	224.396	4.190.812	281.594	1.696.648	103.780

## c) The right to education

Full time compulsory education:

years number **8**, from age **5½** – **6** to age **13½** – **14**.

% of children attending pre primary education: **98%**.

% of young people successfully completes compulsory education: **96%**.

% of young people successfully complete (compulsory) upper secondary education: **72.9%**.

Is the right to education of migrants recognized by law? **Yes**

Migrant children attend school even without a residence permit.

Usually they are admitted in a class according to their age, but, especially in

the secondary school there are difficulties related to the cuts to special projects for migrants including specialized teachers and the teaching of Italian as a second language.

Is the right to education of students with special needs recognized by law? **Yes**

Students with special needs attend school in regular classes, according to the Italian law.

There is a specialized teacher to support the work of the teachers' team.

The number of hours with the specialized teacher is related to the kind of disability and to the special needs of these pupils.

The problem is that a high percentage (about 60%) of these teachers is casual workers and that the hours are reduced year after year.

## d) Working condition and union rights

Causalization. % Teachers and % staff with fixed time working condition

%	school	Higher education	research
teachers	14%	50%	50%
staff	18%	25%	

## e) Teacher training

University level: **Yes**

Other level: Qualified technical instructors of secondary school have got specialised diploma.

## f) Salary

% of per capita Gross Domestic Product

pre primary education **1.08** – **1.47**, primary education **1.18** – **1.50**, secondary education **1.21**–**1.56**, tertiary education, research

## g) Bargaining levels

National level **yes no**

Local level (municipality/region) **yes no**

School level **yes no**

Union rights:

Only the R.S.U. (trade unions unitarian representatives) elected in every school or the union considered representatives are allowed to have assemblies



# Educational systems in Europe

during working time. It conflicts with the "Workers statute of rights", a law that guarantees to all workers and trade unions the right to have assemblies. This statute is not applied in public administration.

## B. THE PRESENT SITUATION IN EDUCATION.

### THE MAIN PROBLEMS AND TRENDS

- Cut of financing to state schools (in favour of private ones) and reduction of school funds.

- Reducing of the school staff and increasing of casualization.
- Reducing of salaries purchasing power

#### Changes due to the school reform

- Reduction of compulsory education.
- Anticipate school choice.
- Reduction of school time: less hours in school and more "projects" with privates or stages in private companies.

- Reduction of school workers involved in projects for migrants or disabled.

#### Changes due to state reform

More powers to Regions in education.

## C. MAIN MOBILIZATIONS IN THE PAST FEW YEARS.

### SUCCESS AND DEFEAT. THE MAIN OBJECTIVES

The main social and unionist mobilizations of the past years were, and still are, against "Moratti reform", with the creation of many local networks (including parents, school workers, students) for the defence of public school, full time school, against anticipating choice of school, against the new laws which increase precarization among university teachers, against the passage of power from state to regions and in defence of public state education.

#### Objectives

Cancel "Moratti laws" for school and University.

Cancel state founding of private schools.

Cancel compulsory teaching of catholic religion in public school, and in favour of secular education.

For defence and reinforcement of public schools

For public school on a national level, instead of regional.

For mandatory education until 18 years of age.

More financial aid for public school, university and research.

Against casualization of school workers.

Increase of salaries.

## TURKEY

Submitted by EGITIM SEN (Turkish Education Federation)

## THE PRESENT SITUATION IN OUR COUNTRY WITH REGARDS TO EDUCATION

### 1. GENERAL

Turkish education system has entered a new era when the Justice and Development Party (AKP) took the power in 2002. Since then, the main challenge in the educational area is neo-liberalism and its negative outcomes such as privatization and decentralization again.

Also, due to the Islamist heritage of the governing party, there are too many questions raised by the progressive-minded people of Turkey because of the last 3 years appointments to the Ministry of National Education made by the government.

It could be seen as "party patronage", namely appointing party members and Islamists to the strategic positions at the Ministry in order to establish a new system both in favour of neo-liberalism and for Islamism.

In the last three years of AKP, Egitim Sen has witnessed many challenges from the governing party. In 2004, because Egitim Sen defends one's right to education in mother tongue in its by-law, the General Prosecutor of Ankara sued on Egitim Sen by demanding from local labor court to close down the union. In May 2005, Turkish Supreme Court decided that the union should be closed down because it violates the main principles of the Turkish Constitution despite the decision made by the local court in favour of Egitim Sen. Consequently, delegates of Egitim Sen gathered in Ankara on 2nd of July 2005, decided to drop down the article at issue from the union's by-law and the case was closed.

The other challenging example that we witnessed recently took place during the Big Educational Workers March to Ankara between 24th and 26th of November.

Members came to Ankara from all around Turkey in order to demand free, democratic, secular, public education for everyone saw excessive use of

violence by the policemen and the Government did not let demonstrators to gather in Kızılay (city center), detained more than 20 members of Egitim Sen and more than 20 members was hospitalized after the policemen attack.

In these conditions, Egitim Sen perpetuates its activities and its struggle and those we have seen in the recent years clearly show that neo-liberalism and authoritarianism complements each other. And owing to the fact that the right to go on strike is still banned for public employees unions, the democracy concept used by the current Turkish government in the last three years can only be seen in favour of the business environment. That is why Egitim Sen pays a special attention to the ESF solidarity process with other education unions of Europe against neo-liberalism.

### 2. FIGURES (Primary/Secondary/Higher Education)

Total number of the students was 11.607.000 in 1997 and it is 13.607.000 in 2005 in Turkey. These numbers include both primary school and secondary school students.

The average population of the classrooms in the primary education level is 60. Because of this fact, quality of the education is not well. Also, the division between public and private schools deepens the inequalities in our education system.

Regional inequalities have also increased since the neo-liberal destruction process started and the main challenges in terms of this problem can be seen in the Southeast part of Turkey.

According to the 2004-2005 survey conducted by the Ministry of National Education, more than 100.000 children at the age of primary education are not registered to any primary school in the abovementioned region, despite the fact that 8 years education is obligatory for everyone at Turkish Constitution. It is worse when it comes to secondary education, because the total number of the young people between 14-17 ages who are not registered to any secondary school is more than 250.000.

This region is also the worst in terms of the success in the National University Entrance Exam (OSS). In 2005, only 8% of the candidates that took the exam were capable of registering to a degree program at university.

Total number of the needed classroom in order to decrease the average population of the classrooms from 60 to 24 is about 145.000 in Turkey. Total number of the needed teachers in order to make every child at the school age to be registered at a school all around Turkey is about 165.000.

Total education expenditure for all levels of government was 2.87 % in 2003, 3.06 % in 2004, 3.09 % in 2005 of the GDP and the government plans to adopt a decrease to 3.07 % of the GDP in the 2006 budget.

Average monthly salaries of the teachers were 803 YTL (486 Euro) in 2005. And the government plans only 5 % percent increase in the 2006 budget.

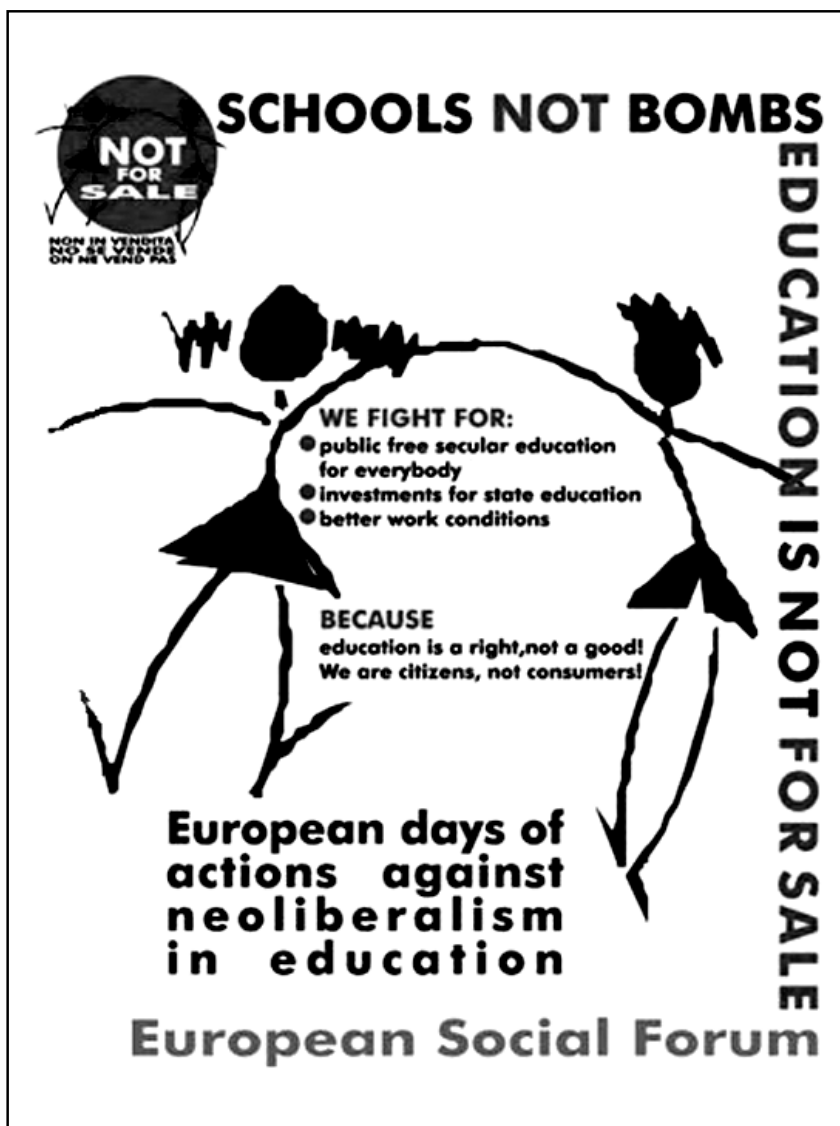
In the last ten years, although total number of the university students increased 50 %, only 12 new university were established. Total number of the universities in Turkey was 66 in 1997 and now it is 77; total number of the students registered to universities in 1997 was 825.000, now it is 1.237.000 which means more than 50 % increase.

The share of the higher education in the GDP was 0.89 % both in 2001 and 2002, it was 0.96 % in 2003, 0.88 % in 2004, and it was 1.09 % of the GDP in 2005.

## Free public education for all



# Resisting neoliberal policies



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**Austria**

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