

EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION WORK PROGRAMME FOR 2018-2019



ETUCE
EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION
CSEE
COMITE SYNDICAL EUROPEEN DE L'ÉDUCATION



EFEE
THE EUROPEAN
FEDERATION OF
EDUCATION
EMPLOYERS

The context for the 2018-2019 joint Work Programme

The European Sectoral Social Dialogue in Education (ESSDE) was launched in 2010, under the Articles 154-155 of the TFEU. This came after four years of initiation and start-up processes carried out by the ETUCE and from early 2009 onwards, together with EFEE. Since its establishment in 2010, the course of the European Sectoral Social Dialogue on Education (ESSDE) has been confronted by obstacles and challenges to overcome. Agreeing on national representation, identifying and organising partners, and organising at EU level, are only some of the challenges the ESSDE has been facing. In the broader context, the launch of the ESSDE coincided with the aftermath of the financial and economic crisis of 2008, which has resulted in social dialogue being under strain in several countries and at European level in the face of more immediate economic concerns.

Only in 2015, the European Commission made clear that one of its major tasks would be the relaunch of social dialogue, including at sectoral level. As a follow-up to this renewed will, the European Commission and the Presidency of the Council committed to promote and to improve discussions and negotiations between the social partners and institutions, at national and European level, on policy areas which go beyond the traditional scope of Article 154. Additionally, the European Pillar of Social Rights, hailed by the European Commission President Juncker as an ambitious initiative paving the way for the establishment of a more social Europe, has opened a new momentum for social dialogue as key practice conducive to growth, social cohesion and equality. Laying at the very foundation of the Pillar endorsed by the European leaders in November 2017, there is the right of everyone to quality and inclusive education, training and life-long learning.

Embracing the commitment of the EU to deepening social dialogue as central to the delivery of social rights, and in particular to implement the right to quality and inclusive education for all, and drawing on the experience acquired through a decade of joint activities, as European social partners in education, we recognise that the ESSDE is now progressing towards an effective and efficient social dialogue, grounded in a stronger commitment of its members to reach meaningful social dialogue outcomes which are valuable both at European and at national level, regional and local level, and are based on clear objectives, mutual trust, respect and cooperation. With this in mind, we also recognise the vital need to continuously promote the ESSDE potentials and to further develop our social dialogue, which thus remains a high priority in the Education social partners agenda.

We deem it important to consider in our work the impact of economic, social and demographic developments on the education sector and to continue to focus our joint work on topics that have sufficient common ground for discussion and for initiatives with a clear added value for cooperation at European level. Herewith we take also in consideration the agenda of the European Commission in the field of education, employment and social affairs, in particular the work of DG Education and Culture and DG Employment, Social Affairs and Inclusion, including all the EU efforts to actively support Member States in improving the quality of education and training in line with the global sustainable development agenda. We wish to contribute to the improvement of the quality of education in Europe thereby focusing on the modernisation of the education sector, its managements and its teaching personnel, and its working environment. In all our work we keep in mind the gender equality principle.

The European social partners in Education will consequently continue to keep in close and frequent contact to ensure that - where it is appropriate to do so - they lobby the European Commission and other organisations jointly.

Table of Work Programme 2018-2019

The joint work programme for 2018-2019 combines continuation of work already started and new work. The table below summarises the themes, methodology, schedule and possible outcomes.

ESSDE meetings 2018-2019

In total 4 meetings per year will be organised: one Steering Committee meeting, two Working Group meetings and one Plenary meeting. For 2018 the following dates have been selected:

- 29 January 2018: Steering Committee meeting
- 27 April 2018: Working Group meeting on selected topics of the Work Programme
- 24 September 2018: Working Group meeting on Higher Education and Research
- 19 November 2018: Plenary meeting

The dates and topics for the meetings in 2019 will be defined in the course of 2018.

TOPICS ESSDE WORK PROGRAMME 2018-2019

LIST OF TOPICS FOR ESSDE MEETINGS				
THEMES	METHODOLOGY	WHO	SCHEDULE	EXPECTED OUTCOME
Cooperation with DG Education and Culture and DG Employment, Social Affairs and Inclusion	Discuss in ESSDE context involvement of European (Sectoral) Social Partners in ET2020 related initiatives, European Education Area 2025, Education & Training 2030, the European Pillar of Social Rights and SDG implementation, and the European Semester	EFEE/ETUCE members	2018 –2019 Continuous process	Updated knowledge on European Commission initiatives in the field of education, training and employment & improved input and policy guidance from ESSDE, as well as joint opinion
Promotion of Social Dialogue	Joint consideration of how to promote national social dialogue, further develop the European sectoral social dialogue in education and enhance its representativeness, and increase the linkages between national and European social dialogue	ESSDE Social Partners	2018 –2019 Continuous process	Agreed guidelines, joint position paper or other outputs to be decided by the European social partners in education
Monitor follow-up ESSDE outcomes	Evaluate implementation of ESSDE outcomes	ESSDE Social Partners & ETUCE/EFEE members	2018 –2019 Continuous process	Monitoring survey of follow-up ESSDE outcomes
Integration of migrants and refugees in education	Discuss how we as social partners can contribute to promoting policies and competencies to facilitate migrants' integration in the educational and socio-economic environment of the host countries	EFEE/ETUCE members	2018 –2019 Topic for one of the meetings & joint project on integration of migrants (see projects part)	Updated knowledge and peer learning and joint opinion on how social partners can contribute to facilitating migrants' integration

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THEMES	METHODOLOGY	WHO	SCHEDULE	EXPECTED OUTCOME
Paris Declaration and inclusive education	Discuss how we as social partners can contribute to promoting inclusion and common values, civic education, intercultural dialogue and democratic citizenship in education and training to combat all forms of intolerance and social exclusion in education and to promote flexible learning pathways that respond to the different needs, abilities and capacities of the diverse group of learners	EFEE/ETUCE members	2018 –2019 Topic for one of the meetings	Updated knowledge and peer learning and joint statement/ declaration on how social partners can contribute to follow-up of Paris Declaration and promoting inclusive education
Innovative teaching and learning in the 21st century	Discuss recent trends in the education sector regarding open & innovative education (including digitisation and digitalisation, copyright, coding) and consider its impact on the teaching profession, employment conditions, and school management ¹	EFEE/ETUCE members	2018 –2019 Topic for one of the meetings	Updated knowledge, peer learning and joint opinion on changes in demand for 21st century education and the impact on the teaching profession and school management
Supporting teachers, trainers and school leaders	Discuss how we as social partners can contribute to enhancing the professional profile of teachers, trainers and school leaders, by improving the quality and effectiveness of initial education, early career support, and focus on continuous professional learning and development, including (international) mobility opportunities	EFEE/ETUCE members	2018 –2019 Topics for one of the meetings	Common understanding, updated knowledge and peer learning on improving the support to educators, including continuous professional development, with a view to prepare the ground for the potential adoption of a European Sectoral Social Dialogue joint outcome

¹ In order to take into consideration the full scope of ‘innovative teaching and learning’ the impact of these new methodologies on learning outcomes and examination will also be addressed

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THEMES	METHODOLOGY	WHO	SCHEDULE	EXPECTED OUTCOME
Making the teaching profession more attractive	Discuss how we as social partners can contribute to tackling teacher shortages by transforming the teaching profession into one based on professionalism, aspiration, and teamwork, as well as on quality jobs and employment conditions, contractual status, career prospects and reward including fair pay; by stimulating diversity of career opportunities; and by improving recruitment and retention in education (also with view on the ageing teacher workforce)	EFEE/ETUCE members	2018 –2019 Topics for one of the meetings	Updated knowledge, peer learning and joint conclusions on how to tackle teacher shortages and making the teaching profession more attractive
Enhancing effective school leadership and professional autonomy	Discuss how we as social partners can contribute to stimulating effective school leadership to realise quality education, with focus on distributed leadership, professional autonomy, and mutual trust	EFEE/ETUCE members	2018 –2019 Topics for one of the meetings	Updated knowledge, peer learning and joint statement on effective school leadership for quality education
Promoting gender equality in education	Discuss how we as social partners can contribute to promoting gender equality in education, both within the teaching profession and at school management level	EFEE/ETUCE members	2018 –2019 Topics for one of the meetings	Updated knowledge and peer learning on how to tackle gender stereotyping in education and promoting gender equality within the teaching profession and at management in all sectors of education
Promoting occupational health and safety in education	Discuss how we as social partners can contribute to creating safe, healthy and decent working conditions in education	EFEE/ETUCE members	2018 –2019 Topic for one of the meetings & joint OiRA tool project with EU-OSHA (see projects part)	Updated knowledge, peer learning and common understanding on how to create safe, healthy and decent working conditions in education; developing a joint risk assessment tool at European level for the education sector

LIST OF TOPICS FOR ESSDE MEETINGS

THEMES	METHODOLOGY	WHO	SCHEDULE	EXPECTED OUTCOME
Quality Vocational Education and Training and Apprenticeships	Discuss how we as social partners can contribute to: <ul style="list-style-type: none"> - improving quality VET & apprenticeships - raising the status of VET - enhancing the role of VET teachers, trainers, other education personnel and school leaders of VET in apprenticeship schemes - promoting the European Alliance for Apprenticeships 	EFEE/ETUCE members	2018 –2019 Topics for one of the meetings	Updated knowledge, peer learning, and annual joint hearing on improving quality VET
Higher Education & Research	Discuss how we as social partners can contribute to: <ul style="list-style-type: none"> - supporting academic staff - supportive working environments - promoting diverse career pathways - opening up higher education & impact of digitalisation and innovation on HE&R workforce - promoting equality in HE&R - appreciated quality in academic teaching 	EFEE/ETUCE members	2018 –2019 Topics for one of the meetings	To be discussed with HE&R members

CURRENT AND FUTURE ESSDE PROJECTS AND THEIR ACTIVITIES

THEMES	METHODOLOGY	WHO	SCHEDULE	MEETING
Capacity Building III Project	Continue the work of joint project on European Sectoral Social Partners in Education striving for sustainable influence on European education policy building through successful social dialogue. The ESSDE capacity building project III; led by ETUCE	Open to ETUCE/EFEE members in host countries	Various dates first half 2018	Roundtable meetings in MT, DK, LUX, FI
		Open to all members of ETUCE/EFEE	13-14 June 2018	Final conference in Sofia
Project on Migrants' integration in education	Continue the work of joint project on European Sectoral Social Partners in Education promoting effective integration of migrants and refugees in education; led by ETUCE	Open to Advisory Group, being EFEE/ETUCE Members from BE, IE, DK, SI, CY, ES, SER	May, September and November 2018	Case-study visits in Spain, Serbia and Belgium
		Open to all EFEE/ETUCE members	Various dates 2019	Training Seminars in Denmark and Cyprus and final conference in Brussels

Additional information

- In 2018, an application for the Policy Network on Teachers and School leaders is in preparation to which ETUCE and EFEE will be partner
- In 2018 and 2019, EFEE and ETUCE will be involved in the Erasmus+, DG EAC project ‘EU CONVINCENCE – EU Common Values INclusive Education’, together with a broader platform of actors
- In 2018 and 2019, EFEE and ETUCE will be involved in jointly developing an OiRA tool at European level with the support of EU-OSHA
- In 2018, an application for a project in the area of VET will be prepared to which EFEE and ETUCE will be partner
- In 2018, a joint public event on Copyright for Higher Education & Research is to be organised by ETUCE and EFEE

In case of joint declarations or similar documents, it is necessary that both the employers and trade unions can agree on the translations, in order to avoid any misunderstanding.

OUTCOMES OF SOCIAL DIALOGUE UNDER THE WORK PROGRAMMES OF 2010-2011, 2012-2013, 2014-2015 AND 2016-2017

At the second meeting of the ESSDE in January 2011 the European social partners in Education set up three working groups (WGs) on specific topics:

- WG1: Quality in Education
- WG2: The Demographic challenges
- WG3: Higher Education and Research

Furthermore, in 2013 an additional working group was organised on the topic of Public/Private Education. In 2014, EFEE and ETUCE decided to shift away from this strict division in different working groups and to discuss instead several topics in one working group. Only WG3 on higher education and research has its own meetings.

During 2010-2011, the European social partners in Education worked together on three projects focusing on specific topics:

- Trans-regional cooperation in lifelong learning among education stakeholders (ETUCE-led)
- Leadership and Governance in Schools as instruments for improving student results and preparing them for lifelong learning (EFEE-led)
- Teachers' work-related stress: European-wide Survey—Assessment, Comparison and Evaluation of the Impact of Psychosocial Factors on Teachers at their Workplace in the EU (ETUCE-led)
- Promotion, awareness –raising and dissemination of the multi-sectoral guidelines to tackle third-party violence and harassment related to work

And in 2010-2011 the ESSDE agreed on two joint texts:

- Joint Declaration on Investment in Education
- Joint Guidelines on Trans-regional cooperation in Lifelong Learning among education stakeholders

During 2012-2013, the following projects, linked to the ESSDE, were carried out:

- Recruitment and retention in the education sector, a matter of Social Dialogue (ETUCE-led)
- Social partners in education concerned about violence in schools: How to prevent and mitigate third party violence and harassment in schools? (ETUCE-led)
- Self-evaluation of schools and teachers as instruments for identifying future professional needs (EFEE-led)
- Teacher unions preventing early school leaving through the use of ICT in education (ETUCE-led)
- The development of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market (ETUCE-led)
- European Policy Network on School Leadership (run by FORTH Research Institute in partnership with EFEE and ETUCE)

And in 2012-2013 the ESSDE agreed on five joint texts:

- Joint Statement on Professional Qualifications Directive
- Joint Recommendations on Recruitment and retention in the education sector, a matter of social dialogue
- Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work
- Joint report from the social partners in the education sector on the implementation of the multi-sectoral guidelines to tackle third party violence and harassment related to work
- Joint Declaration on Self-evaluation of schools and teachers

During 2014-2015, the following projects, linked to the ESSDE, were carried out:

- The European sectoral social dialogue in education - Promoting its potentials through strengthened capacities and knowledge at national level – Capacity Building I project (ETUCE led)
- Supporting early career researchers in Higher Education in Europe – The role of employers and trade unions (led by EFEE member: Universities and Colleges Employers Association of the UK)
- Professional autonomy, accountability and efficient leadership – The role of employers' organisations, trade unions and school leaders (led by EFEE member: Secondary Education Council of the Netherlands)
- European Sectoral Social Partners in Education promoting the potentials of their dialogue through knowledge transfer and training – Capacity Building II project (ETUCE led) (project will end in 2016)
- Social Partners promoting decent workplaces in the education sector for a healthier working life (ETUCE led) (project ended in 2016)

And in 2014-2015 the ESSDE agreed on four joint texts:

- Joint Declaration on Supporting early career researchers in higher education in Europe
- Joint Declaration on School Leadership
- Joint Position on the Contribution of sectoral social dialogue to the strengthening of social dialogue
- Joint Pledge for the European Alliance for Apprenticeships

During 2016-2017, the following projects, linked to the ESSDE, were carried out and started:

- Improving social partners' involvement in EU support for public investment in training and education (run by the cross industry social partners and led by ETUC, in partnership with EFEE and ETUCE)
- European Sectoral Social Partners in Education striving for sustainable influence on European education policy building through successful social dialogue. The ESSDE capacity building project III (ETUCE-led) (project will end in 2018)
- European Sectoral Social Partners in Education promoting effective integration of migrants and refugees in education (ETUCE-led) (project will end in 2019)

Further to these activities, a joint public hearing was organised by ETUCE and EFEE, in partnership with the European Economic and Social Committee (EESC) on the role of teachers and school leaders in improving the status of VET (2017)

In 2016, ETUCE, EFEE and the cross-sectoral social partners ETUC and CEEP adopted the joint text:

- Joint Recommendations on Improving social partners' involvement in EU support for public investment in training and education at the European level

And in 2016-2017 the ESSDE agreed on four joint texts:

- Joint Declaration on Preventing and Combating Psychosocial Hazards in the Education Sector
- Joint Practical Guidelines on How to Promote Joint Social Partner Initiatives at European, national, Regional and Local Level to Prevent and Combat Psychosocial Hazards in Education
- Joint Statement on Promoting the Potentials of the European Sectoral Social Dialogue
- Joint Statement on Improving Vocational Education and Training in Europe



5, bd du Roi Albert II - 9^{ème}
B-1210 Brussels, Belgium
Tel. +32-(0)2 224 06 91 / 92
secretariat@csee-etuice.org
www.csee-etuice.org



Square de Meeûs 1
B-1000 Brussels
Tel. Tel +31-6-22942677
sarah.kik@educationemployers.eu
<http://educationemployers.eu>