

ESSDE Capacity Building III Final Conference

Sofia, 13-14 June 2018

Working Document



ETUCE
EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION
CSEE
COMITÉ SYNDICAL EUROPÉEN DE L'ÉDUCATION



Social dialogue promotion has been defined as a continuous task in the [Work Programmes](#) of the European education social partners since its onset, in 2010. Next to concluding the [ESSDE Capacity building project III](#), the ETUCE and EFEE final project conference wraps up the results of [three ESSDE capacity building projects](#) carried out during the last four years which have brought the European and national social partners around a table in eighteen European countries and two EU-candidate countries¹. This working document aims at providing a basis for discussions to be carried out during the ESSDE capacity building III final project conference, when the ESSDE partners are to apply their newly acquired knowledge and come to grips with the essentials of their work, which is joint education policy building and the creation of a solid basis for the continuation of the dialogue process.

¹ Namely: Croatia, Lithuania, Slovenia, Slovakia, Romania, Spain, Bulgaria, Hungary, Serbia, Cyprus, Latvia, Estonia, Poland, Portugal, Ireland, the Netherlands, Italy, Malta and Luxembourg. One Round Table in Denmark is expected in September 2018.



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Key conclusions from the ETUCE/EFEE Round Tables

6 This document summarises the main conclusions from 7 Round Tables organised out as part of the joint project on 'European Education Social Partners striving for sustainable influence on European education policy building through successful social dialogue. The ESSDE capacity building project III'.

During the course of the 2-year project, in November 2017, the European leaders endorsed the European Pillar of Social Rights (EPSR), creating new momentum for social dialogue as a key practice conducive to growth, social cohesion and equality. The EPSR consists of a set of 20 principles which lay at the basis of a more social Europe, including the right of everyone to quality and inclusive education, training, and lifelong learning. The European Semester, an enhanced European and national social dialogue, European funding opportunities, and efforts to step-up or to enforce existing European legislation are the central tools identified by the European Commission and the European Council to implement the European Pillar of Social Rights. In this framework, the 2018 Country Specific Recommendations (CSRs) published as part of the European Semester process reflect the importance of education in achieving many of the key goals of the European Pillar of Social Rights².

With the aim of fostering discussions and feeding into the ESSDE work, the conclusions from the Round Tables are summarized under the following three key headings for achieving quality education, reflecting the key issues of the ESSDE work programme discussed in the course of the social dialogue Round Tables in Portugal, Ireland, the Netherlands, Italy, Malta and Luxembourg:

- Promoting decent workplaces and enhancing occupational safety and health
- Equity and equality in education and the integration of migrants into the education and socio-economic background of the host country
- Supporting teachers, trainers and school leaders and making the teaching profession more attractive, particularly through investment in initial teacher education and strong continuous professional development

In relation to each of these topics, this document briefly summarises the context for the debate, the conclusions of the Round Table, past activities of the ESSDE in this area and the link of the issue to the [2018-2019 ESSDE Work Programme](#).

² This year, all EU Member States with the exception of Finland, Luxembourg and Sweden have at least one proposal for CSR relevant to the education sector, ranging from improving the quality of education outcomes to addressing skills mismatches; improving the labour market relevance of education; enhancing investment in education and research; education system reform, and other key areas for education and training reforms. For a detailed analysis of 2018 Country Specific Recommendations in the education filed, please visit ETUCE website at: www.csee-etuice.org/images/Reports/CSRs_2018_-_Assessment_Context_and_Recommendations.pdf

Promoting decent workplaces and enhancing occupational safety and health in the teaching profession

Context

Work-related stress is a significant hazard associated to work in the education sector, with evidence showing that burn out and related absences (and exits from the profession) are on the rise among teachers. The 2011 ETUCE survey on teachers' work-related stress found that workload and role overload among teachers are the main stress factors. Although teachers' workload is often circumscribed in terms of direct teaching hours, preparatory and administrative as well as other duties are increasing in importance. Many teachers find that this not only limits their ability to concentrate on what they also see as their core task, but increases overall working hours and workload associated stress. The impact of digitalisation is also not unimportant as there is an increasing perception among some managers and parents that teachers need to be available 24/7.

Furthermore, third party violence and harassment at the workplace is another occupational risk in the education sector. The 2015 Eurofound European Working Conditions Survey showed that the education sector was the sector at EU level where there was the most significant increase since 2010 of workers having to deal more 'with angry clients, customers or pupils'.

It is therefore not surprising that the impact of psychosocial risks is moving further up the EU policy making agenda, although currently no legislation exists at EU level to address this issue beyond requirements to carry out risk assessments.

In the European Pillar for Social Rights, the Council urges Member States and employers to go beyond the minimum requirements laid down in the current *acquis* in relation to Occupational Safety and Health (OSH). It encourages the use of tools such as web-based tools to facilitate risk assessments and dialogue with workers and workplace suppliers, all supported by guidance. [Principle \(10b\) of the European Pillar of Social Rights](#) introduces two inter-related rights:

- Workers' right to a working environment adapted to their specific occupational circumstances
- In accordance with the principle of active ageing, recognises the need to adapt the working environment in order to enable workers to have sustainable and longer working careers.

In the context of the EU social dialogue, there are EU cross-industry and multi-sectoral social partner agreements, including:

- [Framework agreement on work-related stress](#) (2004) which promotes both preventive and responsive measures
- [Framework agreement on harassment and violence at work](#) (2007) which covers third-party violence
- European social dialogue: [Multi-sectoral Guidelines to Tackle Third-Party Violence and Harassment related to Work](#) (2010) to which ETUCE and EFEE are signatories

Given the importance of this issue, the Round Table organized in Dublin focused specifically on the issue of workplace OSH in education.

8 Conclusions from Round Table

Discussions at the Round Table in Dublin re-emphasised the importance of the challenge of psychosocial risks and third party violence in the education sector and the importance of addressing these to ensure a safe and healthy work environment; to provide support early and prevent – where possible – work related stress based absences or (early) exits from the labour force. Training was considered to play an important role, including in order to allow individuals to spot early signs of mental ill health. A good practice example was presented which provided a holistic vision of a healthy workplace. Furthermore, the EU Agency for Occupational Safety and Health at Work (EU-OSHA) presented the added value of an online risk assessment tool which would be easily accessible to all employers.

Link to past activities and current work programme

There has been significant prior activity in the ESSDE on the issues of psychosocial hazards and third party violence. Joint documents include the following:

- [Joint Practical Guidelines](#) on How to Promote Social Partner Initiatives to Prevent and Combat Psychosocial Hazards in Education (2016)
- [Joint declaration](#) on Preventing and Combating Psychosocial Hazards in the Education Sector (2016)
- How to Prevent and Mitigate Third-Party Violence and Harassment in Schools. [Implementation: Guide for the Education Sector](#) of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work (2013)
- [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 (2013)
- [Brochures on Third-Party Violence](#): Research, Assessment and Knowledge Sharing (2011 and 2012)

The current ESSDE work programme includes a priority on supporting occupational health and safety in education. Furthermore, EFEE and ETUCE have committed to work with EU-OSHA on an OiRA (Online interactive Risk Assessment) tool dedicated to the education sector. The development and subsequent dissemination of this tool is therefore an important element of the ESSDE work programme.

Activity sheet – Workshop I

Promoting decent workplaces and enhancing occupational health and safety in the teaching profession

Wednesday, 13 June 2018, 14:40 - 16:10

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Based on the results of the round table and the background document, the current joint process carried out by the EU agency for Occupational Health and Safety (EU-OSHA), ETUCE and EFEE to develop an Online Interactive Risk Assessment (OIRA) tool for the education sector, and the [EFEE and ETUCE Practical joint guidelines on how to promote joint social partner initiatives at European, national, regional and local level to prevent and combat psychosocial hazards in education](#), the social partners are invited to discuss how to build sustainable influence on education policy by developing and implementing effective social dialogue joint outcomes aimed at promoting decent work places and occupational health and safety in the teaching profession.

Aim:

- To identify the key elements for effective, sustainable and meaningful outcomes of the ESSDE
- To identify a set of joint priorities at European, national, regional and local level on the topic identified

Tasks/Questions to address:

- What are the main occupational health related challenges in your country?
- What kind of support is needed to ensure decent workplaces for teachers, trainers and school leaders?
- Can you share examples/good practices on how social partners in education are promoting decent workplaces and enhancing health and safety in education (e.g. on tackling work-related stress) in your country?
- How could teachers, trainers, and school leaders be supported to prevent and tackle work-related stress?
- In 2016, ETUCE and EFEE adopted the [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. How has your organisation used such guidelines? How did you disseminate them and how can they be improved?
- What could EFEE and ETUCE do at the European level?
- The OIRA tool will try to raise awareness about the importance of psychosocial risks prevention. According to your national context, what other risks are also important to address?
- The OIRA tool will intend to be an EU-level online mechanism to inform about good practices. Does your country have a similar tool at national level? How could this EU-level mechanism influence the development of national OIRA tools?

Report in plenary:

- Each workshop is expected to nominate a spokesperson from the group. They will present the results to the plenary in no more than 5 minutes.

Equity and equality in education and the integration of migrants

Context

The promotion of equality, social cohesion and active citizenship is one of the key goals of the Education 2020 agenda, as agreed in 2009. The European Pillar of Social Rights, as well as the 2018 Country Specific Recommendations, place significant emphasis on the role of education in addressing inequalities. More remains to be done in this area given that available data shows that despite the existing **contribution of education to reducing social inequalities**, more needs to be done to ensure that education can play a role as leveler of persistent social inequalities. Investment in education in more deprived areas has an important role to play in this regard.

Following the attacks in Paris in 2015, Ministers of Education adopted the so-called **Paris Declaration** which recognizes the important role of education, youth and sport in the prevention of exclusion and radicalisation 'in the context of the current migration crisis and in the aftermath of the outbursts of extremist violence in Europe in 2015'. Later in that same year, EU Member States' Education Ministers underlined the need to prepare teachers and trainers, learners and parents for more multicultural diversity in the learning environment.

As a follow-up to the Paris Declaration, a number of working groups were organized by the European Commission, among which is the Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. This Working Group has the mandate to prepare a policy framework on **promoting inclusion and fundamental values through education**, as well as an online compendium of good practices, by June 2018. It has so far arranged a number of Peer Learning Activities including on strengthening media literacy and critical thinking to prevent violent radicalisation (Netherlands, April 2016); on policies to promote social and civic competences (Austria, October 2016); on teacher training: a key instrument of the implementation of the Paris Declaration (France, March 2017); and on inclusive education as the most effective means for preventing social exclusion in today's diverse society (Malta, May 2017). Experience presented here are feeding into the online compendium of good practices.

The Round Tables in the Netherlands and Finland focused on the issue of inclusive education, particularly in the context of increased migration trends. The increasing diversity among pupils was also discussed as an important trend requiring enhanced training and investment at the other Round Table meetings.

Conclusions of the Round Tables

In all Round Tables it was emphasized that the **diversity of the student/pupil population** has increased significantly in recent years which provides both opportunities and challenges, but above

all requires new and enhanced skills for teachers and school management – including enhanced interactions with the local community. This relates to socio-economic as well as cultural and religious diversity. In regard to social inequality, investment and the avoidance of the creation of a two-tier system of education were particularly emphasized.

As mentioned above, challenges associated with greater diversity can be linguistic or be linked to the requirement to deal with special needs (e.g. mental health issues linked to experiences of war or migration), challenging behaviour or indeed the expression of views which can be considered to be hate speech or contribute to/be indicators of radicalisation.

In order to address discrimination and radicalisation, the following steps have been recommended, including by participants in the various peer learning activities:

- **Media literacy and critical thinking** should be developed in a proactive manner through curriculum development and innovative teaching approaches
- As media literacy skills are often developed outside school, **synergies between formal, non-formal and informal learning** provide powerful leverage for the effective development of media literacy and critical thinking
- Developing the **competence to be critical** towards propaganda should be promoted as part of building resilience to extremist communication
- Defining and fostering competences for teaching media literacy and critical thinking is crucial in both **initial teacher education and continuous professional development**
- **Learning content** should address challenges at individual, local, national and global levels and be culturally sensitive
- A **democratic and inclusive school culture** should value diversity and allow space for dialogue and discussion on controversial issues to allow individuals to acquiring social and civic competences. It should be based on the active participation of all members of the school community.
- Learning institutions should not be viewed as an island but as an **integral part of the local community**, including civil society and the business sector.
- **Curricula need to be constantly re-evaluated** with the involvement of teachers to ensure that it reflects the diversity of societies and histories.
- Teachers need to be empowered to **deal with diversity** and need to reflect the diversity of the population.

- Such teaching needs to include **information about democratic norms, values and critical thinking** as well as the digital literacy mentioned above. It should also include frequent discussions about sensitive issues related to political events in the world and at home. Discriminatory words, expressions or behavior need to be addressed immediately
- It is critical to **prevent violence and bullying** among students and to promote inclusion
- Importance of **Initial Teachers' Training (ITE) and Continuous Professional Development (CPD)** to provide teachers with a clear framework to teach civic competences. This should include training on successful practices to teach core values. Training on civic competences should not be limited to specialist teachers.
- Schools need to have sufficient **autonomy** to develop learning communities and adapt content and teaching methods to the requirements of the communities they serve.
- **Segregation of students** should be avoided and families need to be fully involved in the life of the educational establishments.
- **NGOs** can play a key role in conveying these messages in classrooms.
- Full **diversity of society** should be reflected in the teaching profession.
- Teachers need to become aware of subtle biases in relation to **students from different backgrounds**.

In the context of potential **radicalisation**, the Round Table reflected on the tension between the role of the school and teachers and educators and the role they are increasingly being asked to play as part of the system of law enforcement. While strong collaboration with the police on such matters was therefore seen as a positive step, the role of teachers in reporting what could be considered to be hate speech needs to be discussed sensitively and such conversations should not go on over the heads of parents and the wider community.

These and the other Round Tables clearly showed the increased interest and concern in successfully dealing with issues of diversity and inclusion and the joint EFEE and ETUCE project therefore appears particularly timely. The lessons from the Round Table can act as an important early contribution to this project.

Link to past activities and current work programme

The 2018-2019 ESSDE Work Programme includes the twin priorities of

- Integration of migrants and refugees in education
- Paris Declaration and inclusive education

Both ETUCE and EFEE have published relevant position papers, including

- [ETUCE position paper](#) 'Towards the Council Recommendations on promoting social inclusion and social values through formal and non-formal learning' (2017)
- [EFEE position paper](#) on Promoting civic education, intercultural dialogue and democratic citizenship, and facilitating migrants' integration in the educational and socio-economic environment of the host society (2016)
- [EFEE response to public consultation](#) on Promoting Social Inclusion (2017)

In addition, there is the ETUCE Convince project (EU COMmoN Values INclusive Education). The project will run from 2018 to 2020 and aims to be a direct answer to the current challenges and opportunities of multiculturalism, diversity and social inclusion. It involves a partnership between ETUCE, EFEE and ESHA (European School Head Association). It aims at providing teachers, educators and the whole school community with tools and methods to better deal with Citizenship related issues both in the classroom and in extra-curricular activities.

Furthermore, a [specific project](#) on European education social partners promoting the integration of migrants in education has also been launched and is currently under way. Discussion held at the two round tables can feed into the discussions and activities on these two themes of the Work Programme.

Activity sheet – Workshop II

Promoting equity and equality in education and the integration of migrants

Wednesday, 13 June 2018, 14:40 - 16:10

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Based on the results of the round tables and the background document, the social partners are invited to discuss how to build sustainable influence on education policy by developing and implementing effective social dialogue joint outcomes aimed at promoting equity and equality in education and the integration of migrants.

Aim:

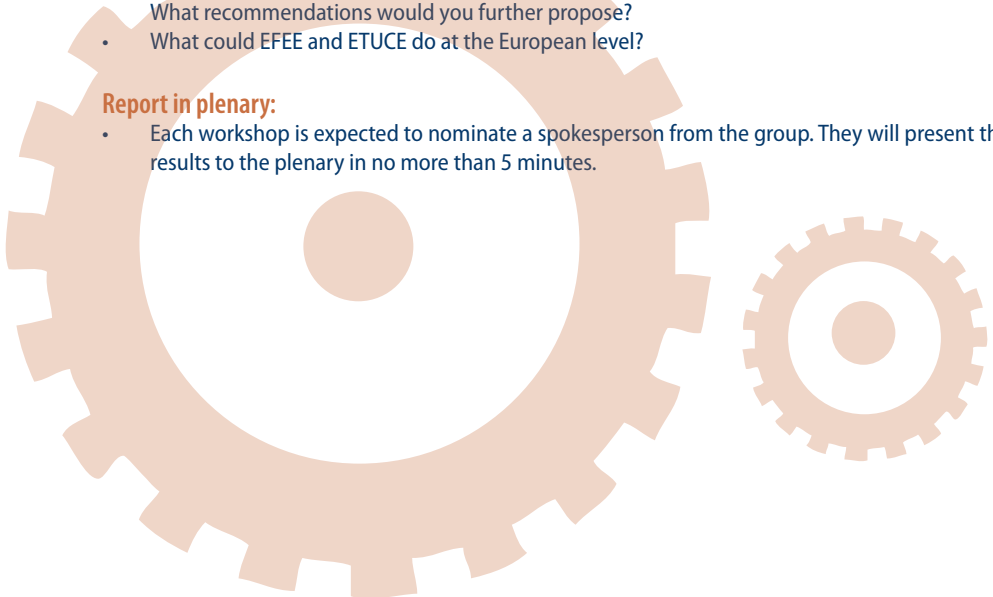
- To identify the key elements for effective, sustainable and meaningful outcomes of the ESSDE
- To identify a set of joint priorities at European, national, regional and local level on the topic identified

Tasks/Questions to address:

- What are the main challenges in your country regarding the issue?
- Can you share examples/good practices on how social partners in education can promote equity and equality in education and the integration of migrants?
- Taking into account different contexts and challenges of equity, equality and social justice, can we identify the main barriers and directions for solutions to shape more equitable and efficient education systems?
- Which specific inclusive approaches should be considered e.g. as regards education practices for the inclusion of migrants, Roma students, disabled students, LGBTI, etc.?
- Participants in the roundtable meetings mentioned the recommendations above at page 11-12 What are your views? Would you agree? Are you working on these issues in your country? What recommendations would you further propose?
- What could EFEE and ETUCE do at the European level?

Report in plenary:

- Each workshop is expected to nominate a spokesperson from the group. They will present the results to the plenary in no more than 5 minutes.



Supporting teachers, trainers and school leaders and making the teaching profession more attractive, particularly through investment in initial teacher education and strong continuous professional development

Context

Despite the fact that the teaching profession is among the most valued in society according to public opinion, a recent report by Eurydice shows that no less than 17 EU countries report experiencing teacher shortages in some areas (e.g. certain subjects, primary, secondary level, vocational training or all)³. In many countries this is despite the fact that the relevant authorities use demographics, skills and social projections to predict the need for teachers in future and is therefore not (primarily) a result of a failure in planning or available places to train the educators of the future. Shortages must therefore be seen to be more **closely linked to attractiveness of the profession** among young people selecting future career paths, as well as the ability to retain existing teachers. Another important trend to consider in this context is the **ageing of the existing teaching workforce** in many countries, hinting at future cliff edges and bottlenecks in the supply of teachers as those currently in the workforce retire. Anecdotal evidence shows that teacher shortages have already forced some **schools to rethink their curriculum offer** with potential negative knock on effects on pupils.

It is therefore not surprising that the attractiveness of the profession, including pay, working conditions and particularly the role of initial and continuous teacher education were high on the agenda of various Round Tables, including those in Portugal, Rome, Malta and Luxembourg. It is worth noting that the discussion around health and safety in the workplace and the integration of migrants and refugees in education which were at the heart of discussion at the Round Tables in Ireland, Finland and the Netherlands also have a bearing on initial and continuing teacher education and some of the conclusions from these Round Tables will therefore also be mentioned here.

Conclusions from Round Tables

The evidence shows that there are significant differences in relation to:

- Entry into the profession (in terms of requirements to become a fully qualified teacher)
- The availability of alternative pathways into the profession (e.g. the availability of short programmes, employment based training or other alternative pathways)
- The nature and length of initial teacher education

³ For the purposes of this calculation, England, Scotland and Wales as well as the three Belgian communities are counted as one country; European Commission (2018), Teaching Career in Europe; Eurydice report

- The nature and status of induction programmes (e.g. compulsory or voluntary, the precise nature of support)
- Requirements for, access to and the nature of Continuous Professional Development - CPD (voluntary or mandatory, linked to salary increases or not, number of hours available/required, nature of this training)
- The nature of progression routes and their link with greater responsibility, higher reward and potential changes in the nature of the work performed

Such information was considered to be highly valuable for peer review and mutual learning and it was emphasized that in addition to a presentation of the facts, it would be useful for research to focus on the links between the nature of different provisions and outcomes with regard to recruitment and retention.

- For recruitment, the existence of **long probation periods and the cumulation of temporary contracts** was considered to be unhelpful in making the profession more attractive.
- While in some countries, the possibility of **alternative pathways** into the profession is welcomed, in others there are concerns that this could ultimately serve to water down teaching standards and it appears that further exchange on such issues might be helpful to assess how such approaches can be designed without undermining the inherent value of Initial Teachers' Education (ITE).
- The **overall length of ITE** can be seen to be an issue if other professions requiring shorter training are perceived to be similarly rewarding, provide higher initial salaries and greater potential progression opportunities.
- The importance of the **availability of early career support** was particularly emphasized in many of the discussions. This is particularly – but not only – true for countries where the level of exposure to real classroom situations as part of the initial training period is relatively limited. While the requirement to offer mentoring or other early career support can be an important indicator explaining why more young teachers drop out in some countries compared to others, it was argued that the individual culture of each institution and the support processes implemented in practice (whether mandated or not) also have an important role to play. Further practical peer exchanges on real life experiences and what works and does not work in this regard might prove fruitful to help develop guidance in this area.
- It is notable that data on CPD shows that often **links between the training individual teachers need and the training which is actually provided** could be improved. In particular, teachers feel the need to remain updated on ICT and new teaching methods; supporting pupils with special needs among other things. However, very often the CPD offered is more

subject related. This is true for teachers at all levels of education, including in vocational training. Further debate on the ways in which CPD could be more closely matched with needs identified by teachers themselves would prove valuable in ensuring that teachers remain motivated and feel that they can also potentially extend their working lives, which is increasingly demanded in the context of demographic change.

- In the context of routes to progression, evidence shows that some countries have rather flat career structures and where this is not the case, progressing to another level can often mean fewer responsibilities in relation to what teachers largely declare they see at the heart of their job description (and why they entered the profession) i.e. regular teaching contact with pupils. An assessment of the **link between possibilities for progression, reward and job content** may also be an area of further fruitful exchange.
- With regard to the subject matter of other Round Tables not directly focusing on recruitment and retention, it is clear that the design and implementation of **measures to address psychosocial risk factors and indeed third party violence** in the workplace also require training and teacher engagement. Burnout and negative experiences with violence on the part of pupils or parents are increasingly significant factors behind teacher absence or indeed decisions to leave the profession. These issues must therefore be addressed through ongoing training and other pro-active measures.
- Similarly, it was remarked in many of the Round Tables that the increasing **diversity of the pupil/student body** provides opportunities for learning but also poses challenges which teachers need to be enabled to address, including through training. Such challenges can be linguistic or be linked to requirements to deal with special needs, challenging behavior or indeed the expression of views which can be considered to be hate speech or contribute to/be indicators of radicalisation. The way in which teachers can face such challenges is discussed in further detail below, but with regard to ITE and CPD it is important to emphasise that such issues need to be included and that the increasing demands placed on teachers in a more diverse teaching environment also have to be addressed in terms of overall staffing decisions.

Link to past activities and current work programme

In the past, the issues of recruitment and retention have already featured significantly in the work programme of ESSDE and relevant outputs include the following:

- [Project & Joint Recommendations](#) on recruitment and retention in the education sector (2014)

The topic of supporting teachers, trainers and school leaders and making the teaching profession more attractive remain on the ESSDE work programme for 2018-2019 and opportunities are therefore provided for further discussion and action on the issues highlighted above.

Activity sheet – Workshop III

Supporting teachers, trainers and school leaders and making the teaching profession more attractive, particularly through investment in strong initial and continuous professional development

Wednesday, 13 June 2018, 14:40 - 16:10

Based on the results of the round tables and the background document, the social partners are invited to discuss how to build sustainable influence on education policy by developing and implementing effective social dialogue joint outcomes aimed at supporting teachers, trainers and school leaders and making the teaching profession more attractive, particularly through investment in strong initial and continuous professional development.

Aim:

- To identify the key elements for effective, sustainable and meaningful outcomes of the ESSDE
- To identify a set of joint priorities at European, national, regional and local level on the topic identified

Tasks/Questions to address:

- While shortly introducing national examples, could you identify the connection between the elements below and recruitment and retention in the education sector?
 - Entry into the profession (in terms of requirements to become a fully qualified teacher)
 - The availability of alternative pathways into the profession (e.g. the availability of short programmes, employment based training or other alternative pathways)
 - The nature and length of initial teacher education
 - The nature and status of induction programmes (e.g. compulsory or voluntary, the precise nature of support)
 - Requirements for, access to and the nature of CPD (voluntary or mandatory, linked to salary increases or not, number of hours available/required, nature of this training)
 - The nature of progression routes and their link with greater responsibility, higher reward and potential changes in the nature of the work performed
- Can you share examples/good practices on how social partners in education could better support teachers, trainers and school leaders and make the teaching profession more attractive, particularly through investment in strong initial and continuous professional development?
- What could EFEE and ETUCE do at the European level?

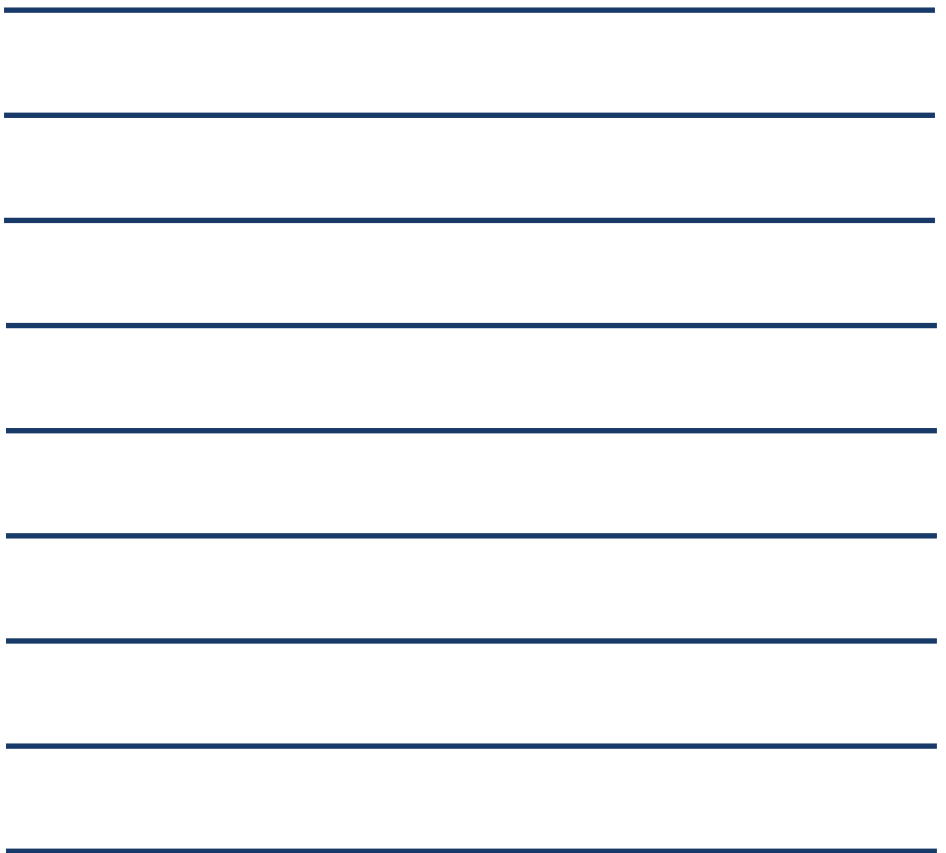
Report in plenary:

- Each workshop is expected to nominate a spokesperson from the group. They will present the results to the plenary in no more than 5 minutes.



Capacity building

As well as addressing the specific issues on the Work Programme, the Round Tables made it clear that the need for capacity building and regular sharing of information from the bottom up as well as the top down remains a high priority. The key element of trust and the importance of regular exchange to build such trust was repeatedly emphasized and therefore clearly remains an important theme in the ESSDE Work Programme.







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