



# Effective School Management in the Twin Transition

*Evolution of Teachers Working Time due to the Green and Digital Transitions –  
Education Employers Capacity Building Project*

## Report from the Final Conference of the ESMTT Project in Brussels, Belgium

### **Executive Summary:**

- *The Final Conference of the ESMTT project took place on 28 November 2024 in Brussels, marking the conclusion of nearly two years of work focused on addressing teachers' working time amid the twin transitions.*
- *The event showcased key outcomes, including research findings, policy recommendations, and innovative practices addressing the evolving challenges of teacher working time management.*
- *Highlights included addressing the digital divide, promoting innovative tools for managing teacher working time, integrating sustainability into education, and fostering international collaboration to adapt and share best practices across diverse contexts.*

After two years of collaboration, events, and extensive research, the Social Dialogue project *Effective School Management in the Twin Transition* (ESMTT), coordinated by the European Federation of Education Employers (EFEE), culminated in its final conference on 28 November 2024 in Brussels. Building on the success of three Peer Learning Activities, the conference delved into the challenges and opportunities posed by the green and digital transitions and their impact on teachers' working time. Attended by education stakeholders from across Europe, the event provided a platform for dynamic discussions through roundtables, panels, and presentations. Jens Vermeersch (GO! Onderwijs van de Vlaamse Gemeenschap) opened the day by celebrating EFEE's 15th anniversary and underscored the importance of enhancing teachers' working conditions amidst the twin transitions. This was followed by Barbara Novinec (ZRVS, Slovenia), reaffirming the project's objectives to address new teaching methodologies, boost the profession's appeal, and equip educators with modern, adaptable skills. Concluding this first introductory section, Marie-Céline Falisse (EFEE) presented an overview of the ESMTT project, highlighting how the digital and green transition is reshaping the education sector.

Fabrice Serodes, the project's expert researcher, presented findings on the twin transitions' impact on European primary and secondary schools, with a focus on management strategies, teachers' working time, and sustainable practices. Key proposals included improving time management, developing diagnostic tools to address school-specific obstacles, balancing technology with human interaction, and fostering resource sharing and collaboration. Serodes underscored the need for inclusive approaches addressing digital, environmental, and social dimensions while bridging regional divides across Europe. Monika Hoang The (EFEE) introduced policy recommendations tailored to general, local, national, and EU levels. These emphasized stakeholder engagement, continuous professional development, and fostering collaboration through EU funding for transnational projects and mobility initiatives.

The first panel, facilitated by Monika Hoang The (EFEE), explored the significant transformations in schools due to the twin transitions. Panelists Daniel Wisniewski (EFEE), Daniele Sabato (OBESSU), and Petrus te Braak (VUB) addressed critical challenges including, infrastructure gaps, the accelerated pace of societal change, and the resulting pressures on schools and educators. They discussed how these shifts often lead to additional requirements for teachers and an increase in invisible workloads due to digital demands. Key recommendations emerged, emphasizing the importance of safeguarding digital and privacy rights, offering targeted support to address individual competences, and leveraging digital tools to effectively manage time and workloads. The second panel discussion, featuring consortium members Aravella Zachariou (Cyprus Ministry of Education), Paddy Lavelle (ETBI, Ireland), Orsolya Heuer (Hungarian Rectors' Conference), Alenka Budihna (High School Gimnazija Bežigrad, Slovenia), reflected on the project's impact and next steps. The panelists underscored the significance of exchanging good practices across countries and the practical value of the project's recommendations. Key outcomes included strategies for optimizing school schedules, systematically integrating sustainability into teaching practices, and fostering deeper collaboration between schools, communities, and the private sector.

The afternoon session featured a world café discussion on the project's policy recommendations. This interactive format allowed participants to share perspectives on addressing the digital divide, ensuring sufficient EU funding for education, preserving freedom of knowledge while adapting it across different contexts, and showcasing best practices in sustainable development from various countries. The exchange highlighted the importance of tailoring approaches to specific national and local challenges while fostering collective solutions. The day concluded with inspiring presentations of innovative practices. Highlights included the "Level Xcellence" initiative presented by Kenneth Driesen and Véronique Aerts

(GO! Next Level X), which integrates digital skills training with a virtual assistant designed to ease teachers' workloads by providing 24/7 support and resources. Fergal McCarthy's (Association of Comprehensive Community Schools) presentation of Ireland's Kinsale Community School, showcased how education can align with sustainability goals through green initiatives, including activities like the COP Kinsale Conference. Panagiotis Karamalis (Hellenic Association of independent Schools), introduced digital solutions to manage after-hours teaching workloads, effectively reducing the burden on educators and promoting better work-life balance.

The conference reinforced the importance of collaboration, innovative tools, and adaptable policy frameworks to manage teachers' working time effectively. By advancing sustainability and digital integration, these findings will guide the dissemination of the project's results and inform future initiatives supporting sustainable teacher working time management across Europe.