



## EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

### Working Group

30 September 2016

### Minutes

Chair: Michael Moriarty (EFEE) and Paola Cammilli (ETUCE)

#### **1. Opening of the meeting – Approval of the draft agenda – Approval of the minutes of previous meetings**

The agenda of the meeting was adopted.

The minutes of the meetings of 19 February and 3 June 2016 were approved.

#### **2. Keynote speech: the Paris Declaration**

Szilvia Kalman (SK) provided an overview of the actions undertaken at national and EU level following the Paris Declaration<sup>1</sup> on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, and presented the main elements of the Commission Communication<sup>2</sup> on supporting the prevention of radicalisation leading to violent extremism (see presentation in annex).

Responding to delegates' questions/comments, SK added that: while the EU does not dispose of enforcement mechanisms, Member States' cooperation is generally good, both in the context of related working groups and in the Education Council; the Communication's scope goes beyond education; the ET 2020 Working Group on Citizenship that is preparing the policy framework on promoting social inclusion and common EU values through education, is looking at the existing good practices, including as regards the connections to be made with families.

The social partners deplored the rejection of their project application under the related call for proposals, considering that the outreach potential of the social partners' constituencies was not fully acknowledged.

<sup>1</sup> [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/1/14/Leaflet\\_Paris\\_Declaration.pdf](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/1/14/Leaflet_Paris_Declaration.pdf)

<sup>2</sup> [http://europa.eu/rapid/press-release\\_IP-16-2177\\_en.htm](http://europa.eu/rapid/press-release_IP-16-2177_en.htm)

### **3. Update on work of the ET 2020 Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (follow-up to the Paris Declaration)**

Bénédicte Robert (BR) presented the activities of the ET 2020 Working Group<sup>3</sup> – which involves representatives of EFEE and ETUCE –, including its mandate, the themes of the foreseen peer learning activities (PLA) and the main conclusions of the first PLA on strengthening media literacy and critical thinking of young people, which took place in April 2016 (see presentation in annex).

The social partners expressed their satisfaction of being members of the working group, given them the opportunity to bring in elements linked to pedagogy and teachers' perspectives, and stressed the importance of reaching out to parents and families, in particular the disadvantaged.

Responding to delegates' comments/questions, BR explained that: the aim is for existing good practices and tools, including from the Council of Europe and OECD, to be brought together through a bottom-up process and in a systematic way in an accessible "compendium"; due attention is given to dissemination of good practices at national level and social partners can play an important role in that respect; synergies are sought with the working groups dealing with youth policies; the policy framework will cover both formal and non-formal learning; eTwinning<sup>4</sup> offers a platform for exchanges and collaboration between schools' staff in Europe, while mobility is supported through Erasmus+.

### **4. Plenary discussion on how social partners can contribute to facilitate migrants' integration in the education and socio-economic environment of the host countries**

Several delegates shared information on national practices, including from: Finland (Integration Compass; see presentation in annex); Germany (Education cannot wait<sup>5</sup>); UK (role of teaching assistants); Slovenia (actions of trade unions in support of integration of migrants/refugees in education; Roma policy as a basis for integration of migrants in education; code for intercultural dialogue for educators of adults; awareness raising of teachers; classes on Slovenian culture; specific evaluation system for newly arrived migrant children,...); Spain (UGT's Aula intercultural<sup>6</sup>); Ireland (cross-ministries' task force, specific language courses, "whole school" approach, transitional primary school in refugee centres,...); Cyprus (stressing need for close cooperation between government, trade unions, teachers and parents' associations; principles underpinning the curriculum supporting the rights of migrants; specific support for teachers dealing with migrant children).

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<sup>3</sup> [http://ec.europa.eu/education/policy/strategic-framework/expert-groups/citizenship-common-values\\_en](http://ec.europa.eu/education/policy/strategic-framework/expert-groups/citizenship-common-values_en)

<sup>4</sup> <https://www.etwinning.net/en/pub/about.htm>

<sup>5</sup> <https://www.gew.de/flucht-und-asyl/>

<sup>6</sup> <http://aulaintercultural.org/>

Provided the large extent to which education social partners are key actors in addressing migrants' integration into education and the socio-economic environment of the host countries, delegates shared the view that the Secretariats might consider looking further at how to apply for EU-funded projects on the issue.

#### **5. Preventing and combating radicalisation of young people; the role of education and training systems**

Monika Rybova recalled the Council Conclusions of May 2016 on developing media literacy and critical thinking through education and training and explained the initiatives of the Slovak government in this respect (see presentation in [annex](#)).

Jens Vermeersch presented the approach of the official education system of the Flemish Community of Belgium (see presentation in [annex](#)). Thomas Hoelgaard presented the activities of the Danish teacher unions in supporting teachers to prevent and combat radicalisation in the school environment.

In the ensuing exchange, the specific issues and needs of war refugees were highlighted, requiring a specific approach and preparation of schools and teachers, in cooperation between trade unions, employers and ministries.

The workers called for the ESSDE to continue working on the topic of radicalisation.

#### **6. The 10 actions of the New Skills Agenda for Europe: how can social partners in education contribute?**

Michael Horgan, Suzanne Conze, Sigve Bjorstadt, William O'Keeffe, and Simon Roy provided a comprehensive overview of the Skills Agenda, with particular attention for the review of the 2006 Key Competences Framework, the objective of making VET a first choice, a skills profile tool for third country nationals, the revision of Europass, and a system for graduate tracking (see presentation in [annex](#)).

#### **7. Plenary discussion on how social partners can contribute to implementation of the actions in the framework of the Skills Agenda**

Responding to delegates' questions/comments, the Commission representatives explained that: both cross-industry and sectoral (education) social partners will be involved in the implementation of the Skills Agenda; the main focus of the Skills Agenda is on employability, but it is considered that skills for life and skills for jobs should not be seen as contradictory, and both elements will be taken into account in the review of the Key Competences Framework; it is indeed a big challenge to reach the low skilled, hence the important role of social partners and other stakeholders who work with these people.

Joaquim Santos made a plea in favour of the crucial contribution of social partners – through social dialogue – to the Skills Agenda and to the modernisation of education systems. Also, when addressing the issues of unemployment, skills shortages and skills mismatches, he pointed out at the role of social partners to contribute to public as well as companies' training initiatives (see presentation in [annex](#)).

Other comments made included: the danger of quantitative targets having perverse effects on quality; the importance of questioning not only public authorities but also those working in the sector when assessing education systems, as well as of taking the specific context (refugees,...) into account; certain EU terminology (VET) not "resonating" in Member States (e.g. UK preferring professional or technical education); the importance of addressing not only social partners' involvement in the implementation of the Skills Agenda but also effective social dialogue as key for successful education reforms, not mentioned in the Commission Communication.

## **8. AOB**

None.

### Annexes

- Point 2 – Presentation Follow-up of the Paris Declaration
- Point 3 – Presentation ET 2020 Working Group on Promoting Citizenship
- Point 4 – Presentation OAJ's proposals for the integration of immigrants through education
- Point 5 – Presentation Preventing and combating radicalization of young people
- Point 5 – Presentation Learning together, living together
- Point 6 – Presentation New Skills Agenda for Europe
- Point 7 – Presentation Joaquim Santos

List of participants 30/09/2016

<p><u>Employers</u></p> <p><b>EFEE</b></p> <p>Ms Veronique FEIJEN (NL) Mr Panicos GIORGOUEDES (CY) Ms Sarah KIK (EU) Mr Risto LERSSI (FI) Mr Michael MORIARTY (IE) Ms Nives POCKAR (SI) Ms Monika RYBOVA (SK) Mr Despo SERGIOU (CY) Mr Torbjørn Henrik TORBLA (NO) Mr Jens VERMEERSCH (BE) Ms Janja ZUPANCIC (SI)</p> <p><b>11 employer representatives</b> <b>(5 women, 6 men)</b> <b>(1 EU, 5 EU-13, 4 EU-15, 1 non-EU)</b></p>	<p><u>Workers</u></p> <p><b>ETUCE</b></p> <p>Ms Gesa BRUNO-LATOCHA (DE) Ms Paola CAMMILLI (EU) Ms Valentina DIMITRIADOU-SALTET (CY) Ms Susan FLOCKEN (EU) Ms Natalja GRJAZEVA (LV) Mr Thomas HOELGAARD (DK) Mr John MACGABHANN (IE) Mr Sandi MODRIJAN (SI) Mr Pekka PANKKONEN (FI) Mr Igor RADEKA (HR) Ms Elis RANDMA (EE) Mr Joaquim SANTOS (PT) Ms Maria Luisa VICO (ES) Ms Katrin WENZEL (EU)</p> <p><b>CESI</b></p> <p>Mr Claude HEISER (LU) Ms Touria LEBBAD (EU) Ms Aurélie QUINTIN (EU)</p> <p><b>EPSU</b></p> <p>Mr Jon RICHARDS (UK)</p> <p><b>18 worker representatives</b> <b>(10 women, 8 men)</b> <b>(5 EU, 5 EU-13, 8 EU-15)</b></p>
<p><u>European Commission</u></p> <p>Mr Stefaan CEUPPENS (EMPL.A.2 – Social Dialogue) Ms Suzanne CONZE (EAC.B.2 – Schools and educators; multilingualism) Mr Michael HORGAN (EMPL.E.2 – Skills and Qualifications) Ms Szilvia KALMAN (EAC.A.1 – Europe 2020, Investment Plan, Education and Training 2020) Mr William O'KEEFFE (EMPL.E.2 – Skills and Qualifications) Ms Bénédicte ROBERT (EAC.A.1 – Europe 2020, Investment Plan, Education and Training 2020) Mr Simon ROY (EAC.B.1 – Higher education)</p>	