



EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

WORKING GROUP 2: THE DEMOGRAPHIC CHALLENGES

ORIENTATION PAPER

1. Background Information

Last year the ETUCE and the European Federation of Employers in Education (EFEE) agreed upon a work programme for the upcoming European Sectoral Social Dialogue in Education (ESSDE). The Work Programme involved that the ESSDE would create 3 specific working groups to discuss 3 themes: Quality in Education, The Demographic Challenges and Education and Training beyond 2010. During the first plenary meeting of the ESSDE on the 11th of June 2010, the Social Partners agreed that the third theme will be postponed to a later period. Instead, the ESSDE Committee has created two WGs on the two first themes and a third on Higher Education and Research. This note is aimed at preparing the work ahead for the WG 2: The Demographic Challenges.

1. What issues does the WG cover?

The ESSDE work programme enables for discussion over the following issues under the theme Demographic Challenges:

- (a) The impact of rising, falling and changing populations,
- (b) The ageing of the workforce and its consequences at sectoral level for recruitment and retention,
- (c) Gender composition of the workforce and consequent issues.

A note with some preliminary considerations on these issues is attached to the present document.

2. How will the WG operate?

The Working Group is meeting for the first time on the 8th of November. Over the year 2011, it will be possible for the WG to meet 2 times.

Given the possibility for the WG to meet only 3 times before the end 2011, the WG may have time to focus in depth on only one specific issue. The WG should come back to the Plenary after one year of work with a proposal for action. In accordance with Clause 2 of the ESSDE's internal rules of procedure, this proposal will be in the form of "recommendations"

to the Social Dialogue Committee. The proposal will constitute the achievement of the WG. The ETUCE and EFEE secretariats will support the WG to prepare the meetings.

Below is a proposal from the EFEE and ETUCE secretariat to plan the work for 2010/2011

Meeting 1: 8 November 2010:

- Presentation of the issues from the Work programme;
- Choice of one particular issue from the theme of *Demographic Challenges*;
- Preliminary discussion of the chosen issue;
- Discussion of the possible outcome(s) of the WG;
- Allocation of tasks among the WG members, the ETUCE and EFEE secretariats to prepare the next meeting.

Meeting 2: February or March 2011

- Report from the WG members, ETUCE and EFEE secretariats on their recent work/findings on the issue;
- Discussion of a draft proposal
- Allocation of tasks: the draft proposal has to be sent to the WG members before the next meeting

Meeting 3: June 2011

- Discussion of the draft proposal
- Amendments
- Finalisation of the proposal (in the form of recommendations to the ESSDE)

3. What can be the final outcome?

The EC Communication, 'Partnership for change in an enlarged Europe – Enhancing the contribution of European social dialogue' (COM(2004) 557) of 12 August 2004 lists a typology of social dialogue outcomes at European level:

- Agreements implemented in accordance with Article 139(2), either by Council decision or by the procedures and practices specific to management and labour in the Member States;
- Process-oriented texts: frameworks of action, guidelines and codes of conduct, and policy orientations;
- Joint opinions and declarations;
- Tools (surveys, study visits etc.);

Depending on their purpose the joint productions can address different targets: the EU institutions, the Member states, the national or the European social partners.

It is to be underlined that the outcome can be a combination of the above listed elements. As an illustrative example, a joint declaration can be accompanied with a proposal for a joint project to undertake further activities with specific aims like the design of guidelines.

ANNEX: PRELIMINARY CONSIDERATIONS ON THE DEMOGRAPHIC CHALLENGES

- RECRUITMENT AND RETENTION OF THE WORKFORCE -

Introduction

The main objectives of the Working Group on demographic challenges combine to focus more narrowly on one specific topic: the recruitment and retention of the workforce in the education sector. According to the available data's on the issue, it becomes more difficult to retain and recruit teachers in the education systems. This trend applies in all EU countries and is likely to get worse in the future considering the ageing population and the increasing amount of retiring teachers. Why it is so difficult to attract new employees and obtain a diverse staffs group both containing men and women in the education system? This discussion integrates the dimension of an increasing population in the Western Europe and decreasing population in Eastern Europe as well as the gender dimension. What are the responses to these demographic challenges faced by Europe in terms of recruitment and retention of the teaching workforce?

Demographic facts related to recruitment and retention

A projection from Eurostat shows a rise in the overall EU population by 5% between 2008 and 2030, the picture varies considerably between countries and age groups. In Western Europe the population will increase in the future, while Central and Eastern Europe will experience a decrease in population. In almost every country the fastest growing age group is the elderly¹.

According to the Talis survey 15% of teachers are less than 30 years old compared to 25% who are older than 50 years. The current age structure will cause recruitment problems when the older generation of teachers retires². The Commission has estimated that more than one million new qualified teachers will need to be recruited over the period 2005 to 2015, in order to replace the cohorts retiring³. With these facts in mind it is important to mention the relatively high rate of teacher drop-outs. According OECD the drop-out rate in 2005 was nearly 10% in some countries as a result of inadequate feedback and recognition, praxis shock, unrealistic self-expectations and difficulties in finding the right life-work balance⁴.

The Talis survey 2009 showed that almost 70% of teachers were female. Especially in Eastern European countries the majority of teachers were females. In spite of this, the majority of school principals consist of males (45% is occupied by females). This fact highlights a discussion about how a possible glass ceiling existing in the school system and particularly in some countries where the percentage of female school principals is over 30% below the percentage of female teachers⁵.

¹ http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/3-07092010-AP/EN/3-07092010-AP-EN.PDF

² TALIS 2009: Creating Effective Teaching and Learning Environments, p. 27-30

³ ETUCE Statement on the European Commission's Communication: "New Skills for New Jobs – Anticipating and matching labour market and skills needs" February 2009

⁴ Directorate-General for Education and Culture: Teachers and Trainers policy 2010

<http://www.kslll.net/Documents/Teachers%20and%20Trainers%202010%20Policy%20handbook.pdf>

⁵ TALIS 2009: Creating Effective Teaching and Learning Environments, p. 26

A matter of common interest

Dealing with this topic, the working group will discuss on how the education sector is operating in the different countries to develop and maintain a qualified staff group. Looking at practices in other professions and other European Social Dialogue committees could also give some positive inputs to the working group. Discussion and facts findings over these issues will shape working group's work towards a proposal of action, e.g. guidelines or framework of action for benchmarking and improving the existing retention and recruitment policies.