



EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

Plenary meeting

19 February 2016

Minutes

Chair: Susan Flocken (ETUCE)

1. Opening of the meeting – Approval of the draft agenda

The agenda of the meeting was adopted.

The minutes of the meeting of 9 March 2015 were approved.

2. Keynote speech: ET 2020 Joint Report – New priorities for European cooperation – and Education and the Investment Plan for Europe

Sophia Eriksson Waterschoot (SEW) presented the new priorities for European cooperation in education and training that have been defined in the context of the ET 2020 strategic framework on the basis the 2015 Joint Report from the Commission and Member States. The 6 priorities will apply until 2020 and are formulated in a more operational manner. The main tools to address these priorities are the new ET 2020 Working Groups that would start their activities as from the next week.

SEW also highlighted the possible sources for additional funding (in addition to public funding) for education and training offered by the European Fund for Strategic Investments (EFSI or the "Investment Fund"). Potential obstacles to using these possibilities are the requirements regarding the size of projects – which may require broader (regional?) cooperation on common needs, e.g. on infrastructure – and legal constraints in certain countries regarding public-private projects. She suggested that social partners could maybe trigger a debate on that latter issue in their country. See the presentation in [annex](#).

Overall, social partners welcomed the themes and new priorities put forward in the context of the review of ET 2020, and pointed to the convergence with the ESSDE's future work programme. It was nevertheless regretted that the role of social partners in this context remains underdeveloped.

Responding to delegates' questions/comments regarding the Investment Fund, SEW explained that: the EFSI Advisory Hub (advice for potential investors) is demand-

driven and should therefore receive requests regarding education-related investments for it to develop expertise in this domain; the Commission continues to stress the need for growth-friendly public investments, including education which it considers as a "public good", but does see the benefit in seeking additional private funding sources, while remaining vigilant in order to avoid potential perverse effects of such funding; while she recognises that EU funding (including through the European Social Fund and Erasmus+) remains overall limited, the EFSI does have important potential leverage effects; ESF funding is in any case not supposed to replace national public funding; EFSI supported investments are not subject to World Bank-type conditionalities.

ETUCE delegates expressed concerns about the possibility for the fund to increase public-private partnerships (PPP) in education. They were concerned that the EFSI could be a gateway to marketisation and commercialisation which could affect the provision of and access to high-quality public education for all.

3. ESCO – What is it and what is the role of the social partners?

Nuria Moyes Prellez and Pedro Chaves presented the state of play of the development of the European framework for Skills, Competencies, Qualifications and Occupations, referring to the recent online consultation that included the education sector and to the specific work on the qualifications pillar of ESCO (see presentation in annex).

Responding to delegates' questions, they added that: ESCO is not a prescriptive tool, using among others existing National Qualifications Databases, thus fully respecting Member States' competencies; "private" qualifications (such as certificates provided by companies after having followed one of its training courses) are relevant for the labour market and are therefore included, even if they are not referenced to NQF/EQF; the consultation served the purpose of correcting and completing the data, e.g. regarding occupations that are currently not included; given constant changes in these domains, continuous updating and improving will be needed (\pm every 2 years), closely involving public employment services.

The social partners confirmed their willingness to contribute to the success of this endeavour.

4. Presentation by ETUCE and EFEE secretariats on the outcomes of recent joint projects and update on current joint projects

- ***Supporting early career researchers in higher education in Europe – and the role of employers and trade unions***

This project was finalised at the end of 2015 (see minutes of the ESSDE meeting of 14/12/2015), resulting in a joint declaration that lays down a number of common objectives and possible actions.

- ***Professional autonomy, accountability and efficient leadership***

Running from 2013 to 2014, this project resulted in a joint declaration that was adopted in January 2015.

- ***European Sectoral Social Partners in Education promoting the potentials of their dialogue through knowledge transfer and training. The ESSDE capacity building project II***

A short update on the state of play of this ongoing project was given. The final conference is scheduled to take place in June 2016 in Amsterdam.

- ***Social Partners Promoting Decent Workplaces in the Education Sector for a Healthier Working Life***

Information on the state of play of this project can be found on the project website¹. Draft joint guidelines would be discussed at the final conference that is scheduled to take place in June in Bucharest.

5. Monitoring and following-up of our European Sectoral Social Dialogue outcomes: what have we achieved so far and what can we improve?

Sarah Kik presented the results of an EFEE survey on implementation of ESSDE outcomes (see presentation in **annex**). The ensuing exchange included the following comments/observations:

- The role of the ESSDE should be to complement/support social dialogue at the national level *and* to influence policy making at EU and national level; it should be considered which are the most effective tools to reach these objectives;
- The contribution of the ESSDE lies among others in the exchange of experiences on problems that are common to many countries;
- Workers in particular would welcome stronger commitments at ESSDE level, with stronger impact at national level; employers warned for a risk of watering down texts and proposed to examine which objectives of the work programme could benefit from "stronger" instruments;
- Consensus that ESSDE outcomes should be given more visibility; national members have a role in making national authorities aware of ESSDE activities and outcomes;
- For the future, social partners will consider *joint* surveys on the impact of ESSDE outcomes.

6. The joint EFEE/ETUCE ESSDE work programme 2016-2017

The draft work programme was discussed and a number of changes were agreed. On that basis, the work programme was adopted.

7. AOB

None.

¹ <https://www.csee-etuice.org/en/policy-issues/teachers-health-and-safety/work-related-stress/932-social-partners-promoting-decent-workplaces-in-the-education-sector-2014-2015>

Annexes

- Point 2 – Presentation ET 2020 – New priorities for European cooperation in education and training
- Point 3 – Presentation ESCO: last developments
- Point 5 – Presentation Monitoring and following-up of our European Sectoral Social Dialogue

List of participants 19/02/2016

<u>Employers</u>	<u>Workers</u>
<p>EFEE</p> <p>Ms Franciska AL-MANSOUR (SI) Ms Miriam APPELMAN (NL) Ms Gunta ARAJA (LV) Mr Peter Paul CARABOTT (MT) Mr Andreas KASOULIDES (CY) Ms Gabriella KEKESNE CZINDER (HU) Ms Sarah KIK (EU) Ms Petra KIRKKO-JAAKKOLA (FI) Mr Risto LERSSI (FI) Mr Michael MORIARTY (IE) Ms Barbara NOVINEC (SI) Ms Nives POCKAR (SI) Ms Bianka STEGE (EU)</p> <p>13 employer representatives (9 women, 4 men) (2 EU, 7 EU-13, 4 EU-15)</p>	<p>ETUCE</p> <p>Ms Kristina AALTONEN (DK) Ms Tatjana BABRAUSKIENE (LT) Mr Kevin BONELLO (MT) Ms Amanda BROWN (UK) Ms Paola CAMMILLI (EU) Ms Susan FLOCKEN (EU) Mr Edgars GRIGORJEVS (LV) Mr Andreas KELLER (DE) Mr Miguel LATORRE (ES) Mr John MACGABHANN (IE) Ms Blandine MAINDIAUX (EU) Mr Sandi MODRIJAN (SI) Ms Claudie PAILLETTE (FR) Mr Soteris PAPAMOYSEOS (CY) Mr Giuseppe PATRONCINI (IT) Mr Pekka PANKKONEN (FI) Mr Igor RADEKA (HR) Ms Elis RANDMA (EE) Ms Agnes ROMAN (EU) Mr Joaquim SANTOS (PT) Ms Juraj STODOLOVSKY (SK) Ms Eva Zsuzsanna SZABO (HU)</p> <p>CESI</p> <p>Mr Horst Günther KLITZING (DE) Ms Aurélie QUINTIN (EU)</p> <p>EPSU</p> <p>Mr Jan BOERSMA (NL) Mr Jon RICHARDS (UK)</p> <p>26 worker representatives (12 women, 14 men) (5 EU, 9 EU-13, 12 EU-15)</p>
<p><u>European Commission</u></p> <p>Mr Stefaan CEUPPENS (EMPL.A.2 – Social Dialogue) Mr Pedro CHAVES (EMPL.E.2 – Skills and Qualifications) Ms Nuria MOYES PRELLEZ (ESCO Secretariat) Sophia ERIKSSON WATERSCHOOT (EAC.A.1 – Europe 2020, Investment Plan, Education and Training 2020)</p>	