



## ETUCE/EFEE PROJECTS TABLE

October 2011

### 1. Accepted Projects

Project name	Purpose	Forthcoming events
<p><b><i>Leadership and Governance in Schools as instruments for improving student results and preparing them for lifelong learning</i></b></p> <p>Applying organisation: EFEE</p> <p><u>Project period:</u> 12 months 01/ 10/2010-01/10/2011</p>	<p>The project will be a comparative study of the different approaches to leadership and governance in schools in the different countries of the EU and in candidate countries.</p>	<p>Final conference, 18-19 October 2011 (Dublin).</p>
<p><b><i>Teachers' work-related stress: European-wide Survey – Assessment, Comparison and Evaluation of the Impact of Psychosocial Factors on Teachers at their Workplace in the EU</i></b></p>	<p>The objective of this project is to continue the ETUCE achievements on work-related stress and to collect concrete data on the impact of psychosocial hazards (work-related stress) on teachers.</p> <p>The data will be collected from teachers in 500 secondary schools in all EU/EFTA countries on the basis</p>	<p>Final project conference 17-18 November 2011;</p> <p>4<sup>th</sup> Advisory Group meeting, 2 December 2011.</p>

<p>Applying organisation: ETUCE</p> <p>Project partners: EFEE Läraryrbundet (Sweden), GEW (Germany), FENPROF (Portugal) SEB (Bulgaria)</p> <p><u>Project period:</u> 14 months 01/11/2010 – 31/12/2011</p>	<p>of the known Copenhagen Psychosocial Questionnaire (COPSOQ).</p> <p>The study will be performed by the Freiburg Research Centre for Occupational and Social Medicine.</p> <p>The <u>project overall objective</u> is to collect more detailed and concrete facts and information on teachers' WRS at grassroot level (teacher level) to continue supporting national teacher unions in the implementation of the ETUCE Action Plan and the European Framework Agreement on Work-Related Stress.</p> <p><u>Specific project objectives:</u></p> <ul style="list-style-type: none"> <li>• to gather concrete and detailed data in a European-wide study on how work-related stress affects at grassroot level teachers at their workplace; how teachers perceive psychosocial hazards and compare and evaluate the results European-wide.</li> <li>• to further support the inclusion of psychosocial hazards (focusing on WRS) in collective agreements in the education sector;</li> <li>• to support teacher unions to become more proactive in their national social dialogue structures when dealing with and setting up strategies on Health &amp; Safety in schools, in particular as regards preventing and tackling WRS and including psychosocial hazards in risk assessment in schools.</li> <li>• to prepare the debate on this topic in the European sectoral committee in education and feed the results into the cross-sectoral debate.</li> </ul>	
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<p><b><i>Recruitment and retention in the Education Sector, a matter of social dialogue</i></b></p> <p>Applying organisation: ETUCE</p> <p>Project partners: EFEE GEW (Germany) LSMPSF (Lithuania) UILScuola (Italy)</p> <p><u>Project period:</u> 13 months 01/09/2011 – 30/09/2012</p>	<p>The project intends to examine the current situation regarding recruitment and retention in the education sector and the existing national policies in the field; to develop a joint sectoral approach of the current challenges and to support the related work undertaken within the ESSDE.</p> <p>The following actions are planned:</p> <ol style="list-style-type: none"> <li>1. An extensive study comprising both (a) a questionnaire-based surveys conducted among affiliate organisations of ETUCE and EFEE covering all members in the 27 EU countries. (b) A substantial review of current literature on recruitment and retention in the education sector. (c) Four case studies conducted in four EU member countries representing diversity within the European Union.</li> <li>2. Two regional seminars gathering ETUCE and EFEE members from the 27 EU countries, major stakeholders in the education sector and representatives from other sectors, with the purpose of qualifying the analysis, discussing the findings among the social partners in education and creating synergies between European social dialogue sectoral committees.</li> <li>3. A final report that will contain up to date knowledge on the challenges regarding recruitment and retention in the education sector, and point the</li> </ol>	<p>2nd Advisory Committee meeting (Brussels), 24 October 2011</p> <p>3rd Advisory Committee meeting (Madrid), 19 March 2012;</p> <p>Regional Seminar 1 (Madrid), 20 March 2012;</p> <p>4th Advisory Committee meeting, 10 April (Vilnius);</p> <p>Regional Seminar 2 (Vilnius), 11 April 2012;</p> <p>Follow up conference, 25 September 2012 (Brussels)</p>
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	<p>way for a joint approach.</p> <p>4. A follow-up conference to present the project's outcome to the social partners and sustain its link with the ESSDE</p>	
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## 2. Project Proposals Awaiting Selection Procedure Results

Project name	Purpose	Selection Results
<p><b><i>Self-evaluation of schools &amp; teachers as instruments for identifying future professional needs"- Peer learning experiences</i></b></p> <p>Applying organization: EFEE</p> <p>Project partner: ETUCE</p> <p><u>Project period: 12 months</u> 01/ 12/2011-30/11/2012</p>	<p>With this proposed project, the European social partners in education would like to continue the work of the Social Dialogue working group on Quality in Education taking into account the results of prior meetings and exchanges of views in this field.</p> <p>Project activities:</p> <ol style="list-style-type: none"> <li>1. A literature review on self -evaluation in the EU in general and more specifically focusing on the three countries where a peer learning visit takes place.</li> <li>2. Three peer learning visits to three different countries, hosted by EFEE and ETUCE members (some are already identified: the Netherlands and Cyprus) followed by national reports on the findings.</li> <li>3. A questionnaire-based survey conducted among EFEE and trade union members (ETUCE) on (self) evaluation of schools, management and teachers.</li> </ol>	<p>Pending</p>

	<p>4. A conference to share the findings of the three peer learning visits, to discuss project results with all members of EFEE, ETUCE and other important stakeholders (DG EAC, DG EMPL and other organisations). All this with a view to continue the work of the ESSDE Working Group and to contribute to the social dialogue process in the education sector. During this conference we will ask contributions from other experts in the field of (self) evaluation and officials of the above-mentioned DGs to our project findings.</p> <p>A briefing at the Plenary Meeting of the ESSDE Committee</p>	
<p><b><i>Teacher unions preventing early school leaving through the use of ICT in education</i></b></p> <p>Applying organisation: ETUCE</p> <p>Project partners:  GL (Denmark)  AOB (The Netherlands)  OZPSaV (Slovakia)  OLME (Greece)  FNE (Portugal)  ESEUR (Russia)  AITUCEW (Azerbaijan)</p>	<p>This project seeks to identify how ICT and innovative teaching based on ICT can assist in motivating/re-attracting individuals at risk-of exclusion from formal education back to school. It analyses how teachers can support the potential of ICT to bridge the gap between what these individuals experience/learn at home and in school. With a view to transfer the methods/best practices to other countries it examines the work of teacher unions in Europe &amp; their role in supporting the adaptation of best practices to their national context.</p> <p>Based on 4 case studies (1 teacher education institution, 2 schools/per country) guidelines on the use of ICT in education to motivate/re-attract students in</p>	<p>Pending in second application round, project is recommended for co-funding,</p>

<p>Associated partners: EFEE OBESSU (Organising Bureau of School Students Union)</p> <p><u>Project period:</u> 30 months 01/11/2011 – 30/04/2014</p>	<p>school will be drafted at a workshop and evaluated at a conference. The guidelines serve as a basis for the work in the European Sectoral Social Dialogue Committee for Education.</p> <p>The results will be published in a booklet and to raise awareness and reach students/teachers postcards will be produced in 23 EU languages &amp; RUS.</p>	
<p><b><i>Social Partners in education concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools</i></b></p> <p>Applying organisation: ETUCE</p> <p>Project partners: UNSA (France) Solidarnosc (Poland) FECCOO (Spain) Läraryrbundet (Sweden) NASUWT (UK) EFEE: SEGEC (Belgium) EFEE: Association of Finnish Independent Education Employers (Finland)</p>	<p>This project aims to further raise awareness on the issue of third-party violence in the education sector at grassroot (school) level and to further promote the multi-sectoral guidelines to tackle third-party violence &amp; harassment related to work amongst the social partners in the education sector at national, regional and local level in Europe.</p> <p>The specific objectives of this project are to:</p> <ul style="list-style-type: none"> <li>- identify in an online survey national and regional strategies and actions (best practices) of social partners in education on preventing and tackling third-party violence with the aim to create a learning/working environment that promotes democratic values, taking into account gender specific issues as well as issues arising due to different strands of discrimination (age, race, minorities, disability, religious belief, LGBT); an online exhibition will be created to present the best</li> </ul>	<p>Pending</p> <p>1st Advisory Group meeting 15 December 2011;</p> <p>Online-Survey 1 February – 31 March 2012;</p> <p>3 Case Studies (Stockholm, Warsaw, Madrid) January- August 2012;</p> <p>3rd Advisory Group meeting 20 March 2012;</p> <p>1st Regional Seminar (Warsaw) 26 April 2012;</p> <p>2nd Regional Seminar</p>

<p><u>Project period: 12 months</u> 01/12/2011 – 30/11/2012</p>	<p>practices. According to previously agreed criteria, the advisory group will bestow an award upon three best practices;</p> <ul style="list-style-type: none"> <li>- further support the inclusion of psychosocial hazards in national and regional collective agreements in the education sector;</li> <li>- support teacher unions and education employers to become more pro-active in their national social dialogue structures when reducing and preventing third-party violence and harassment in particular as regards dealing with and setting up strategies on health &amp; safety in schools;</li> <li>- prepare the debate on this topic in the European sectoral social dialogue committee in education with the aim to compile a joint report for the education sector on the issue as stipulated in the multi-sectoral guidelines; this will help to further strengthen the relationship between the Social Partners in education at European and national level;</li> <li>- compile a practical implementation guide on the multi-sectoral third-party violence guidelines for the education sector</li> </ul>	<p>(Brussels) 7 June 2012;</p> <p>3rd Advisory Group meeting 8 June 2012;</p> <p>27/28 September 2012 Closing Conference (Cyprus);</p> <p>4th Advisory Group meeting 19 October 2012.</p>
<p><b><i>Exploratory phase to assess the feasibility of developing a European level education sector council on employability and skills</i></b> (Skills Council)</p>	<p>The purpose of this project is for the social partners in the education sector (EFEE and ETUCE) to undertake a technical feasibility study in order to assess the potential added value of creating a SCES for the sector. The decision to carry out a joint feasibility study was</p>	<p>Pending</p>

<p>Applying organisation: ETUCE</p> <p>Project partner: EFEE</p> <p><u>Project period:</u> 13 months 31/12/2011 – 30/12/2012</p>	<p>taken following discussions by the Steering Committee of the European Sectoral Social Dialogue for Education (ESSDE) with officers from DG Education and Culture and DG Employment, Social Affairs and Inclusion in March 2011. The final decision on whether sufficient added value will be created by forming a SCES for the sector will be taken by the social partners.</p> <p>Primarily, the objective of the project is a yes/no answer to the question: Do stakeholders see sufficient added value to establish an Education Sector Council on Employability and Skills (ESCES) at the European level? Secondly, if the answer to the first objective is yes the next objective for the project is to answer the question: what model of ESCES will deliver the most effective outcomes?</p>	
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