



EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

Plenary meeting

2 December 2019

Minutes

Chair: Christine Blower, ETUCE

Michael Moriarty, EFEE

1. Opening of the meeting

The agenda of the meeting was adopted.

The minutes of the Steering Group meeting of 28 January 2019 and of the Working Groups of 25 February 2019 and of 24 June 2019 were adopted.

2. Education and Training Monitor 2019 – presentation on progress towards the targets of the Education and Training 2020 strategic framework and measures taken to address education-related issues as part of the European Semester

Denis Crowley (DG EAC-A.2) presented on Education and Training Monitor 2019 (see [annex](#)). From the topics raised: many teachers are over fifty years old; teachers often do not feel valued by society; concerning the target of having 95 % of children between 4 and 6 years in the early childhood education – there is a rapid catch-up – for example in countries like Ireland, Poland the target is almost met. The target for early school-leavers is below 10 %, the EU has almost reached it, but progress slowed and there is also very stark gap in relation to foreign born. In relation to underachievement in basic skills, where the target is below 15 %, huge gap between MS exists. There is progress in the area of adult learning, but rather slow and low results in the group of low educated. Persistent problem is underachievement where also demographic issue emerges as a very strong determinant. There is a strong interest in incorporating language in the early childhood education, but shortage of qualified staff is a determinant too. Central funding system does often not deliver the funding to the municipal level. New PISA results expected. New competence-based curricula is a development in a good direction, some countries develop preventive measures and early warning strategies on early school leavers and invest in VET.

Concerning tertiary education, there is low participation of those from worse socioeconomic background; need of guidance systems for graduates after completing studies. What constitutes a potential big problem is that there is increase in population for education – due to migration - combined with ageing of teachers. Currently, we have a number of unqualified or not fully qualified teachers and that also in countries where we would not expect that, as for example in Sweden. Investments are needed, also in infrastructure; the Commission is in the run up for preparation of next infrastructure funding.

EFEE and ETUCE members exchanged views on the subject. Among others, the question of impact of EU structural funds, respectively their efficient spending, was raised while the importance of training of teachers and investment in early childhood education was emphasized. Emergence of precarious work in the teaching profession also mentioned.

Susan Flocken (ETUCE) highlighted the role of social partners and of social dialogue within the European Semester framework reform monitoring and programme in education and training. The role of social partners could be stronger emphasized at the European education summit.

3. Presentation by ETUCE and EFEE secretariats on current and future projects

- ***European Sectoral Social Partners in Education promoting effective integration of migrants and refugees in education***

Paola Cammilli (ETUCE) highlighted in her overview presentation that the situation of migrants might differ greatly depending on whether they are in a transit or destination country. Three case-study visits were undertaken – into Spain, Belgium and Serbia – especially to see whether initiatives by Employers, Unions, or joint, are already underway. The research report (outcome of the projects) outlines the main findings from the case-studies and literature review. Those case-study visits helped also to get employers and workers together in order to discuss their particular needs and viewpoints. In addition, two training seminars were organised.

Paola Cammilli also presented two major joint output documents of the project – *ETUCE-EFEE Joint Practical Guidelines on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social partner initiatives at national, regional and local level* and *the ETUCE-EFEE Proposal for a Quality Framework for an effective inclusion of migrants and refugees in education* (see annex). Joint Practical Guidelines is a wide-coverage document that also includes social and community aspects, in synergy with education. The Quality Framework sets the direction of social partners' action and also includes broad scope of action, does not concern only purely educational aspect.

Participants watched the movie *Education without borders*, also an outcome of the project, filmed during the respective case-study visits.

The Joint Practical Guidelines were adopted, with the addition of a mention on specific challenges of education of unaccompanied children and slight redrafting of the phrase concerning socio-economic needs.

The participants held a brief discussion on the Quality Framework. It was mentioned that the document focuses on under 18 years old, however many students from the VET sector are older and therefore not included. Indeed, focus of this project was at the school age people. Furthermore, importance of nurturing and valuing first language, even if not taught in classroom, but at home and in outside activities, was valued. The Quality Framework was adopted.

- ***EU CONVINCCE: EU Common Values Inclusive Education***

Following the presentation of the outcomes of the project, including an open-online course for teachers and school-leaders, EFEE and ETUCE members adopted the *Joint Statement Quo vadis Europa, quo vadis Education* with some minor drafting amendments (see annex).

- ***Lifelong Learning for All: Social Partners in Education promoting quality and inclusive VET to enhance lifelong learning for all***

Veronique Feijen from the Association of VET Colleges of the Netherlands presented the EFEE/ETUCE current project, which focuses mainly on how to stimulate better culture and attitude towards learning, esp. amongst adults of various age, educational levels and from different sectors. The project includes topics of learning at the work place, peer learning, integration of migrants or inclusion of vulnerable target groups.

Susan Flocken (ETUCE) welcomed the project.

- ***OiRA tool in the education sector***

Daniel Wisniewski (EFEE) presented on the EFEE/ETUCE and EU-OSHA outcomes of the project OiRA tool in the education sector. A free online tool was developed in the first half of 2019.

- ***OSH4Edu – European Sectoral Social Partners in Education Enhancing Risk Assessment in Education Institutions***

Based on the presentation of Isaline Ossieur (EFEE) the OSH4Edu is a new EFEE/ETUCE pending project meant to be a follow-up project to the previous OiRA project and should be realised in cooperation with EU OSHA. It will consist in implementation of the existing online tool and two interactive workshops and a conference in Brussels will be organised. Based on the outcomes evaluation will follow whether to implement the Risk Assessment in primary and secondary levels and further develop for VET and higher education sectors.

According to Susan Flocken (ETUCE) for ETUCE the OiRA tool in education sector has been a very interesting project and ETUCE is looking forward to the follow-up phase. During the January 2020 Educa conference in Helsinki this project will also be presented.

- ***E-Speed – European Social Partners in Education Embracing Digitalisation: Challenges and opportunities for European education trade unions and employer organisations in the digital era***

Susan Flocken (ETUCE) presentation on the new EFEE/ETUCE pending project. It should consist in survey on digitalisation in the education sector. Two case studies will be undertaken – in Denmark and in Romania – and will focus on two main questions – impact of digitalisation on teachers and the whole learning environment and digitalisation as a tool for inclusion taking into account also migration aspects. The project will deal also with issues of copyright.

4. Discussion and possible adoption of the Joint ETUCE/EFEE Declaration on Enhancing the role of education social partners in the next Erasmus+ and Horizon Europe on higher education and research

Regarding the Joint ETUCE/EFEE Declaration it was agreed that, because of the many proposed changes, it would be best to further discuss the draft Joint Declaration in the upcoming working group on Higher Education in order to reach agreement.

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

Sarah Kik (EFEE) and Paola Cammilli (ETUCE) highlighted the main achievements of the Sectoral Social Dialogue Committee in Education in the last years. Next year the SSDC will celebrate its 10 years anniversary. It was emphasized that the European social dialogue cannot exist without a good national social dialogue; it is important to look for synergies between national and EU priorities. There is not a clear strict cut between organisational and thematic approach, capacity building will continue to play an important rule.

6. Preparing our joint EFEE/ETUCE ESSDE Work Programme 2020-2021

ETUCE and EFEE members split into three working groups and discussed the following questions:

- What are the relevant topics that the ESSDE partners like to discuss at European level?
- What topics are to be addressed which are relevant for the EU and international agenda?
- What are the topics on which to focus to reach more effective outcomes?
- How can European and national social partners support each other to strengthen social dialogue?

7. New ESSDE Work Programme 2020-2021: can we reach a consensus?

Aforementioned Working Groups reported on the outcomes of their discussion. Main topics mentioned:

- attractiveness of teaching profession (support for young teachers, career perspective, promotion, mobility within the sector – sectoral careers);
- artificial intelligence (GDPR, pedagogy skills, impact on education, transparency, future of cognitive skills in education);
- promotion and articulation of social dialogue; capacity building of the social dialogue - connect local, regional, national and European levels; social dialogue as a tool to co-create;
- promotion of lifelong learning;
- innovativeness in education, new curricula, new teaching methods;
- funding of quality education – investment in education (linked also to the EU semester);
- quality assurance;
- impact of climate change on education and social dialogue in education; European Green Deal;
- integration of sustainable development goals into education; economy that works for people;
- inclusion;

The social partners could also develop a possible four-year framework with a review after two years of the joint work programme. Need to involve different representatives of education sector to education projects – not to exclude anybody (e.g. VET sector).

The EFEE and ETUCE members agreed that it is better to choose rather fewer themes and achieve good quality results. EFEE and ETUCE secretariats will draw themes together and assess which are the most relevant in order to arrive to four or five main topics which the SSDCE will address in depth.

8. Concluding remarks

Susan Flocken (ETUCE) informed delegates about a draft representativeness study by Eurofound of the European social partner organisations in the education sector, which the EFEE, ETUCE, CESI and EPSU secretariats received for comments. EFEE and ETUCE will distribute the draft to their members for comments.

Annexes (presentations)

- Point 2 – ppt – Education and Training Monitor 2019
- Point 3
 - *ETUCE-EFEE Joint Practical Guidelines on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social partner initiatives at national, regional and local level*
 - *ETUCE and EFEE Proposal for Quality Framework for an effective inclusion of migrants and refugees in education*
 - *Joint ETUCE/EFEE Statement on Multiculturalism, Democratic Citizenships and Social Inclusion in Education ‘Quo vadis Europa, quo vadis Education’*

List of participants 02/12/2019

<u>Employers</u>	<u>Workers</u>
<p>EFEE</p> <p>Al-Mansour Francisca (SI) Debroey Dirk (BE) Dvořák Jakub (CZ) Feijen Veronique (NL) Gajevic Vesna (ME) Hajnal Gabriella (HU) Hitrec Suzana (HR) Holopainen Heikki (FI) Huetting Carolien (NL) Ispas Silviu (RO) Karamalis Panagiotis (EL) Kik Sarah (EU) Lindheim Marianne (NO) Looberger Malin (SE) Matic-Rosko Biserka (HR) Melo Rodrigo (PT) Metsäranta Teija (FI) Mihaljević Nikica (HR) Moriarty Michael (IE) Novinec Barbara (SI) Ossieur Isaline (EU) Pockar Nives (SI) Racolta Steluta (RO) Sepiacci Luigi (IT) Sondermann Stefan (DE) Theodorou Theodoros (CY) Van Asseldonk Hein (NL) Vermeersch Jens (BE) Vieira Carlos (PT) Volden Åse Thomas (SE) Wisniewski Daniel (EU)</p> <p>31 employer representatives (15 women, 16 men) (3 EU, 16 EU-13, 11 EU-15, 1 non-EU)</p>	<p>ETUCE</p> <p>Aaltonen Kristina (DK) Babrauskiene Tatjana (LT) Barbery Jean-Luc (BE) Bendetti Rossella (IT) Blower Christine (UK) Brown Camilla (SE) Cammilli Paola (EU) Cullen Elis (EE) De Moel Henrik (NL) Flocken Susan (EU) Franke-Zoellmer Gitta (DE) Gryczan Tomasz (PL) Kraft Josef (EU) MacGabhann John (IE) Modrijan Sandi (SI) Ries Claude (LU) Santos Joaquim (PT) Skulberg Harald (NO) Stefenhagena Dita (LV) Szabó Éva Zsuzsanna (HU) Torchet Alexis (FR) Vico María Luisa (ES) Watkins Bryn (EU)</p> <p>CESI Migliori Marcella (EU)</p> <p>EPSU Richards Jon (UK)</p> <p>25 worker representatives (12 women, 13 men) (5 EU, 5 EU-13, 13 EU-15, 1 Non-EU)</p>
<p><u>European Commission</u></p> <p>Crowley Denis – EAC.A.2 Hrudová Jitka – EMPL.A.2</p>	