EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

Working Group meeting

4 April 2014

Minutes

Chair: Michael Moriarty (EFEE)

1. Opening of the meeting – Approval of the draft agenda – Approval of the minutes of the meeting of 8 January 2014

Taking account of changes of the order of some points, the agenda of the meeting was adopted.

The minutes of the meeting of 8 January will be adopted by written procedure.

2. Discussion and approval of the ESSDE Work Programme 2014-2015

Taking account of the fact that the ETUCE Committee was yet to approve the work programme, its formal adoption will take place at a later stage.

3. European Area of Skills and Qualifications

Ana Carla Pereira (ACP) presented the main issues and questions raised in the public consultation on a European Area of Skills and Qualifications¹, stressing that the social partners' contributions are most welcome (see presentation in annex).

Responding to delegates' questions and comments, ACP added that: the essence of the EASQ is for policies to be learner-centered, allowing them to combine learning experiences in a flexible manner; even if the latter ambition is not entirely new, the sense of urgency of acting now is due to the high level of youth unemployment, but also to the growing geographical mobility and especially other types of virtual (non-physical) mobility; DG EAC is taking care to ensure coherence with DG MARKT's work in the area of education, and notably the Professional Qualifications Directive; even if implementation of European E&T tools in Member States remains uneven, the EU cannot afford not to move ahead, as the world is moving increasingly faster; links with the European Area for Higher Education are also being sought in cooperation with the Council of Europe; no link is possible with the European Research Area, as the latter deals essentially with mobility issues, not education.

¹ http://ec.europa.eu/dgs/education_culture/more_info/consultations/skills_en.htm
ETUCE informed the committee that it has already submitted its contribution to the public consultation, stressing amongst others that the involvement of social partners is key for the tools to be properly implemented at national level. EFEE is preparing its position.

4. **Survey on the implementation of the Joint Guidelines on Trans-regional cooperation in Lifelong Learning among education stakeholders: presentation of outcomes**

Susan Flocken (SF) reminded the committee of the main elements of the joint guidelines and presented the report summarising the results of the survey undertaken to assess the follow-up process at national level (see presentation and report in annex). In addition to the statistical data, the report provides a number of concrete examples of actions undertaken at national level. The results of the survey could/should inspire further action at European and national level.

5. **Discussion on how to improve implementation of ESSDE outcomes**

Alexandra Rüdig and Bianka Stege (BS) introduced the topic by highlighting the challenges of disseminating c.q. implementing outcomes of the European social dialogue (ESD), which requires strengthening the link between the European and national social dialogue. It is acknowledged that overall, the European social partners know little about the actual take up of ESD texts at the national level.

In the ensuing exchange, the following points were made: translations of ESD texts are very important for appropriate dissemination; the diversity of the education sector, including within countries, is a complicating factor; nevertheless, ESD recommendations and other outcomes can feed into the debate at national level; additional efforts should be made to raise awareness about these outcomes, which will also promote social dialogue at national level, especially where it is weak(er); appropriate follow-up actions should be undertaken by the European social partners in order to assess the impact of their work; best practices regarding implementation could be shared.

Stefaan Ceuppens stressed the importance of a thorough reflection on the added value of ESD for the national level. When seeking for ways of fostering dissemination and implementation, several aspects should be taken into account: the type of outcome (lobbying texts vs texts that imply some level of commitment); the respective roles and responsibilities of the European and national social partners, which includes issues of membership and capacity building; the different types of activities that can be considered, including promotion and awareness raising, practical support for implementation, and monitoring/reporting. The Commission can provide support for projects for this purpose, which can include translations of ESD outcomes.
6. Joint work with DG Education and Culture and European Social Partners: update and discussion on (possible joint) views

Referring to the report that was made at the plenary meeting on the Commission initiative for a new framework of strengthened cooperation between DG Education and Culture and the social partners (see annex), Agnes Roman commended once again this "historical" initiative, which recognises the education social partners as key stakeholders and provides a new framework for cooperation of the education social partners with the cross-industry social partners.

As a follow-up to the High Level Meeting with Commissioner Vassiliou of October 2013, technical meetings have been and are being organised, including on the EASQ (see point 3).

Michael Moriarty and BS also welcomed these positive developments and insisted in this context on the importance of seeking partnerships with VET providers, who have their own role to play.

7. Schools of the 21st century: discussion on how we as social partners can contribute to the improvement of skills and competences of teachers and school management, as well as of working conditions

As a contribution to the debate, BS presented the outcomes of a CEEP-EFEE project on matching education to needs of public service providers, including a number of policy recommendations² (see presentation in annex). The main objective of the project was to examine how employers can help their workers to be better up to the challenges of the future working environment. Considering that it reflects social partners' common goals, the workers welcomed the outcomes of the project as a basis for future joint work – even if a few concerns were raised regarding the call for increased flexibility and "efficiency".

SF presented the workers' contribution to the debate, namely the ETUCE-OBESSU project on "Teacher Unions preventing early school leaving through the use of ICT in education"³, which has resulted in a number of recommendations addressed at EU and national policy level, as well as at regional and school level (see presentation in annex).

8. Promotion of social dialogue: discussion on how to promote and to further develop the European social dialogue in education

See point 5.

9. AOB

None.

³ [http://www.elfe-eu.net/](http://www.elfe-eu.net/)
Annexes

- Point 3 – Presentation Towards a European Area of Skills and Qualifications
- Point 4 – Presentation Follow-up Process on the Joint Guidelines on Lifelong Learning
- Point 4 – Report Survey concerning the follow-up process on the joint guidelines on Lifelong Learning
- Point 6 – Document High-level meeting on Education and Training between European Commissioner Androulla Vassiliou and the leaders of the European social partners
- Point 7 – Presentation Matching education to needs of public service providers
- Point 7 – Presentation ICT and early school leaving

List of participants 04/04/2014

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<th>Employers</th>
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<td>EFE</td>
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<td>Ms Kristin IVARSSON (SE)</td>
<td>Ms Susan FLOCKEN (EU)</td>
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<td>Ms Sarah KIK (EU)</td>
<td>Mr Colm KELLY (IE)</td>
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<td>Mr Leif LINDBERG (SE)</td>
<td>Ms Monika KONCZYK (PL)</td>
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<td>Mr Michael MORIARTY (IE)</td>
<td>Mr Sandi MODRIJAN (SI)</td>
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<td>Mr Andreas PAPOULAS (CY)</td>
<td>Mr Albert RITZENTHALER (FR)</td>
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<td>Ms Maria PONTIERI (IT)</td>
<td>Ms Agnes ROMAN (EU)</td>
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<td>Mr Tonino PROIETTI (IT)</td>
<td>Ms Alexandra RÜDIG (EU)</td>
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<td>Mr David SIMMONDS (UK)</td>
<td>Mr Stefanos SAVVA (CY)</td>
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<td>Mr Tormod SKJERVE (NO)</td>
<td>Ms Jane TORP BODILSEN (DK)</td>
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<td>Mr Laszlo SOMOGYI (HU)</td>
<td>Ms Ilze TRAPENCIERE (LV)</td>
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<td>Ms Blanka STEGE (EU)</td>
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<td>Ms Karine VAN THIENEN (BE)</td>
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12 employers representatives
(5 women, 7 men)
(2 EU, 2 new MS, 7 old MS, 1 non-EU)

12 workers representatives
(7 women, 5 men)
(4 EU, 4 new MS, 4 old MS)

European Commission
Mr Stefaan CEUPPENS (EMPL.B.1)
Ms Ana Carla PEREIRA (EAC.A.3 – Skills and qualifications strategies; Multilingualism policy)