



EDUCATION INTERNATIONAL
EUROPEAN REGION



El European Region - ETUCE **Activity Report**

2010-2012



EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION



El European Region - ETUCE

Activity Report

2010-2012

Only the English version is authentic



Promoting Public Sector Education in an Age of Austerity

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Foreword

Dear Colleagues,

ETUCE is now the European Region of Education International and this report constitutes an overview of the work accomplished in a very busy context full of changes. The report covers the period from 2009 across the Extra-ordinary General Assembly / Conference in 2010 where the new By-Laws were approved and the two year transition period which ends with this ETUCE Conference.

The change in our internal structure was carried out at a challenging time with unprecedented cuts in education in many countries due to the economic and financial crisis. The priorities were made with a view to meet the huge demand from Member Organisations for activities on the crisis, to put in place European initiatives in their support and to promote solidarity. Nevertheless we managed in the same period to conclude the establishment of the European Sectoral Social Dialogue in Education, a historic leap forward for ETUCE. We also strengthened our work on the EU Commission's initiatives in education through continuous representation in numerous working groups and other fora. I acknowledge and thank our many representatives from Member Unions who, voluntarily, have greatly contributed by representing ETUCE in various fields.

On the internal lines we have been striving to integrate all Member Organisations in our work. New forms of organising seminars, for example, in cooperation with the EI headquarters have been implemented and EU supported projects and seminars have been opened up for members in non-EU countries.

The current economic and financial crisis seems without end. Colleagues in many countries have suffered from salary and pension cuts as well as from reductions of other benefits. This report references several surveys disclosing not only monetary cutbacks but also a beginning degradation of our profession. These developments call for EI and ETUCE to strengthen our solidarity, to campaign and fight the mostly ideological driven austerity plans. To this end, the report can only give a glimpse of the many activities undertaken by Member Organisations in the period covered here.

For ETUCE as a whole, and for the secretariat, this period has been extremely busy and challenging. We were only able to carry out all these activities because of the very active and supportive membership and due to very committed and professional staff.

1 September 2012

Martin Rømer, European Director



Introduction

This report covers the diverse activities that ETUCE has carried out in the new structure as the European Region of EI from 2010 to 2012. During this period, ETUCE has sought to implement the action programme adopted in the EI Pan-European Conference – ETUCE General Assembly in November 2009. Therefore the report largely follows the order of the action programme which is presented in the annex to this report.

The eleven main chapters reflect the major areas of ETUCE's work in the whole of Europe with the subtitles explaining in more detail each work area and the achievements made therein. Although there is a strong focus on education and employment policies produced within the European Union, the report sets out achievements relevant for the entire European Region

Beginning with education topics on quality in education and covering all sectors of education, and continuing with teachers' education and mobility, the report goes on to address specific trade union topics such as working conditions, social dialogue and equal opportunities. Following on European developments around the EU institutions and the Council of Europe and in the field of trade and education, the impact of the economic crisis in the education sector is surely the most prominent chapter. The report also provides an overview of the various projects which ETUCE carries out and participates in as project partner, ending with a brief financial report and an explanation of the information material provided by the ETUCE Secretariat to the member organisations.



1. Education Policies

1.1 General Education and Quality in Education and the EU 2020 Process

New Skills for New Jobs Flagship Initiative

The New Skills for Jobs Flagship Initiative¹ of the European Commission was created to develop better permeability between education and the labour market to enhance employability. It was introduced together with the Communication of the European Commission entitled *An agenda to set up new skills and jobs*² in 2010. ETUCE lobbied against the increasing emphasis on skills forecasts³ and criticised this initiative and the final Council conclusions in a statement to the European Commission⁴, regretting that education and training systems are merely seen as tools to accommodate the needs of the labour market. For instance, CEDEFOP has published numerous reports on forecasting the supply and demand for skills⁵ wherein attaining skills in the education sector is considered to fulfil the short and long-term needs of the labour market. In October 2010, the European Commission introduced the *European Skills, Competences and Occupations Taxonomy* (ESCO) aiming at developing a new classification of skills, competences and qualifications for a wide range of occupations, available in all EU languages. ETUCE nominated a representative to the ESCO Maintenance Committee in 2011, and closely followed the discussion through ETUC. ETUCE attended conferences held by the European Commission, European Parliament and stakeholder organisations on this issue, and gave a presentation on current and future skills needs for teachers.

Youth on the Move Flagship Initiative

ETUCE thoroughly monitors the Youth on the Move Flagship Initiative⁶ as it is one of the most important education policy initiatives of the European Union and the Member States. The initiative is supposed to promote financial support of the relevant EU mobility programmes on education, youth, and learning, and to develop a more integrated approach on youth mobility. Having discussed the initiative in the ETUCE Education Advisory Panel and the ETUCE Bureau, the ETUCE secretariat, sent a statement⁷ to relevant EU institutions, criticising, among other issues, the age restrictions on mobility programmes, with the programmes only being available for the age group 16-35. This specific point of criticism led to a deletion of this paragraph by the Council of Ministers of Education in the final *Proposal for a Council Recommendation on Promoting the learning mobility of young people*⁸, which was adopted by the Education Council on 19-20 May 2011. The proposal also stressed that the added

¹ <http://ec.europa.eu/social/main.jsp?catId=568>

² <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0682:FIN:EN:PDF>

³ http://etuce.homestead.com/Circulars/2011/3_2011_ETUCE_Circular_EN.pdf

⁴ http://etuce.homestead.com/ETUCE_Newsletter/newsletter_en/2010/03.2010_ETUCE_NEWSLETTER_eng.pdf

⁵ http://etuce.homestead.com/Statements/2010/ETUCE_statement_on_New_Skills_for_New_Jobs_-_June_2010.pdf

⁶ For example: CEDEFOP: Skills supply and demand in Europe Medium-term forecast up to 2020. See:

http://www.cedefop.europa.eu/en/Files/3052_en.pdf

⁷ In September 2010, the Council's draft conclusion on the *Youth on the Move initiative* was published:

<http://register.consilium.europa.eu/pdf/en/10/st15/st15276.en10.pdf>

⁸ http://etuce.homestead.com/Statements/2010/2010_10/ETUCE_Statement_-_New_Youth_on_the_Move_initiative.pdf

<http://register.consilium.europa.eu/pdf/en/11/st09/st09036.en11.pdf>



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value of learning mobility must be promoted among employers, as the ETUCE statement had recommended to the Member States. ETUCE also follows up on the mobility of students as regards the Lifelong Learning Programme and Erasmus for All programme proposal. The secretariat has also been examining the mobility of teachers for work during the modernisation process of the Professional Qualifications Directive.

Education for Sustainable Development

Environmental protection and sustainable development is a transversal issue in education, to which the ETUCE pays great attention. A *Draft Council conclusion on education for sustainable development*⁹ (ESD) was published in August 2010. It offers a framework wherein education plays a key role in improving environmental protection through the achievement of behavioural changes and providing all citizens with the key competences needed to achieve sustainable development. The discussions on this draft Council conclusion in the ETUCE Advisory Panel and the ETUCE Bureau led to an ETUCE statement on ESD¹⁰, welcoming the intention of providing teachers, trainers and school leaders with the right tools and learning materials to teach in “green schools”. At the same time ETUCE highlighted the importance of further financial support in this area and expressed its concern that principles such as tolerance, diversity and peace were not referred to in the Council Conclusion. In November 2010, the Education Council finally adopted the conclusions on ESD¹¹. ETUCE follows up on the publications on this topic, which are mainly issued by CEDEFOP.

Languages for jobs and language competences

Language learning is a key cross-cutting element in ETUCE policies. In spring 2011, the European Commission established an OMC Working Group on “languages for jobs” under the Education and Training 2020 strategic framework programme. The results of this group feed into the ETUCE Advisory Panel which consults the ETUCE Secretariat on the respective draft conclusions discussed in this forum. In the framework of this OMC Working Group, the Commission published a report entitled *Languages for jobs – Providing multilingual communication skills for the labour market*¹². The report had the objective of setting recommendations on better matching between language demand and supply in the labour market and emphasised that specialised teacher language training is essential for teachers in Vocational Education and Training (VET). In its November 2011 *Conclusions on Language Competences to Enhance Mobility*¹³ the Education Council invited the Member States to teach at least two foreign languages from a very early age and increase language training in schools, vocational and higher education.

Open Method of Coordination Working Groups

ETUCE closely monitors EU education policies and seeks to influence the European Commission and the European Council, in consultation with the various ETUCE advisory bodies and the ETUCE Bureau. The most significant way for ETUCE to seek influence in the European Commission’s policy-making is the Open Method of Coordination, a new intergovernmental means of governance in the European

⁹ <http://register.consilium.europa.eu/pdf/en/10/st12/st12540.en10.pdf>

¹⁰ http://etuce.homestead.com/Statements/2010/2010_10/ETUCE_Statement_on_Draft_Conclusions_on_ESD.pdf

¹¹ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/117855.pdf

¹² <http://ec.europa.eu/languages/pdf/report.pdf>

¹³ <http://register.consilium.europa.eu/pdf/en/11/st16/st16744.en11.pdf>



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Union. Between 2009 and 2012, the European Commission DG EAC opened 12 Open Method of Coordination (OMC) groups on topics wherein the Education Council considered it essential to set up a common policy between the Member States. The Open Method of Coordination is not a new idea: a few, so-called clusters had existed previously. The members of the groups are representatives of Ministries, EU agencies and the social partners in education. Each group organises yearly two to three meetings, sets up subgroups, meeting in two to three Peer Learning Activities and has online discussions. At present ETUCE is represented in 11 groups¹⁴, namely in: Early Childhood Education, Early School Leaving, Professional Development of Teachers, Modernisation of Higher Education, Languages and Employment, Entrepreneurship Education, ICT and Education, Professional Development of VET Trainers, Quality Assurance in Adult Learning and in Financing Adult Learning. One group, on the Assessment of Key Competences, achieved its goals by producing a handbook, which is due to be published in autumn 2012, and therefore was closed. In the following sections the activity report gives information about the progress made.

Open Method of Coordination Working Group on "Entrepreneurship Education"

The European Commission has given high priority to the subject of Entrepreneurship in Education over the past years, especially in the light of the financial crisis. This has led to various activities and proposals regarding the implementation of entrepreneurship in education. Based on two symposia held in Budapest and Istanbul in the summer 2011, the European Commission published its report on enhancing entrepreneurship in education¹⁵ in November 2011. It focused on the possibility of making entrepreneurship a natural part of education in primary and secondary school, hence also making it a compulsory subject in teacher education. The OMC working group on Entrepreneurship in Education set up subsequently by the European Commission, includes an ETUCE representative. The group had its first meeting in December 2011, where a platform of expertise to implement entrepreneurship education was discussed. In its second meeting in January, 2012 the group further discussed the concept of entrepreneurship education and outlined a work programme. In addition, ETUCE is a member of the Entrepreneurship Forum, which is an online platform established by the European Commission DG EAC and DG EMPL to exchange ideas and projects between the European Commission and relevant stakeholders.

Quality assurance

Quality of education and quality assurance are significant transversal issues in EU policy and in the ETUCE agenda. ETUCE events, such as seminars and standing committee meetings, have focused on how to improve the quality of education with the contribution of teacher trade unions. We closely monitor the development and implementation of the European Quality Assurance Reference Framework for VET and of the European Standards and Guidelines for Higher Education. ETUCE is a member of the European Quality Assurance Register for Higher Education (EQAR). Between 2010 and 2012, the ETUCE working groups on Early Childhood Education, Vocational Education and School Leadership discussed trade union strategies to improve quality in education and came up with recommendations on quality in three policy papers. The Higher Education and Research Standing

¹⁴ See annex 12.6.

¹⁵ http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/teacher_education_for_entrepreneurship_final_report_en.pdf



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Committee (HERSC), meeting twice a year, has held working group meetings on quality assurance in higher education and research. ETUCE has been closely monitoring studies and reports on quality and quality assurance by the European Commission¹⁶, OECD¹⁷, CEDEFOP¹⁸, ETF and other organisations. Among others, ETUCE examined the actual impact of the Leonardo Da Vinci programme in ensuring quality in vocational education and training (VET)¹⁹ in February 2011. ETUCE also participated in numerous conferences organised by EU institutions and stakeholder associations, for example, in the Quality Assurance International Conference in December 2011 and the European Youth Forum Conference in April 2011, which later on focused on quality assurance in lifelong learning. As the CEDEFOP conference on 24-25 November, 2011, entitled *Common EU tools for education and training – Working together for shared vocational education and training policies*, made clear, while the social partners have an essential role in designing and implementing the European transparency and quality assurance tools, they neither have enough resources to deal with these issues nor are they invited to social dialogue meetings by the Ministries. Therefore, ETUCE makes special efforts to inform the member organisations on their role in implementing quality assurance tools.

Indicators / Benchmarks

ETUCE has continuously followed up on the policy of the European Commission and Council on benchmarks and indicators. In 2009, the European Council agreed on five benchmarks for education and training as part of the strategic framework for Education and Training (ET2020). The benchmarks adopted by the Council are intended to increase participation in early childhood education, in tertiary education, and in adult lifelong learning, while reducing the share of early school leavers and the share of low-achieving 15-year olds.

The European Commission monitored progress towards achieving the benchmarks through its report *Progress towards the common European objectives in education and training (2010-2011)*²⁰ and further published a *Staff Working Document on the Development of Benchmarks on Education and Training for Employability and on Learning Mobility*²¹. The benchmark on learning mobility was adopted by the Education Council in November 2011²². Following up on the progress report on the 2009 benchmarks, ETUCE stated that progress has been very slow in implementing the benchmarks due to the lack of public investment in education for the past ten years, and due to the reduction of the teacher population of 1.7% since 2000. ETUCE also followed up on the proposal of the Education Council on a benchmark for learning mobility. Having consulted the ETUCE Education Advisory Panel, the ETUCE published its statement²³ on the benchmark, welcoming the enhanced focus on mobility. However, it also deemed the benchmark a weak attempt to involve all actors in the education sector

¹⁶ See EURYDICE studies: http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php#2011

¹⁷ E.g. OECD: *Building a High-Quality Teaching Profession Lessons from around the world*:
<http://www2.ed.gov/about/inits/ed/international/background.pdf>

¹⁸ E.g. *Assuring quality in vocational education and training - The role of accrediting VET providers*:
http://www.cedefop.europa.eu/EN/Files/3061_en.pdf ;

¹⁹ http://ec.europa.eu/education/more-information/doc/2010/vetpro_en.pdf

²⁰ http://ec.europa.eu/education/lifelong-learning-policy/doc/report10/report_en.pdf

²¹ http://ec.europa.eu/education/lifelong-learning-policy/doc/sec670_en.pdf

²² http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126380.pdf

²³ http://etuce.homestead.com/Statements/2011/201111/ETUCE_Statement_on_Benchmarks_on_learning_mobility.pdf



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in learning mobility and criticised the fact that little account of the limitations on mobility during the financial crisis was taken in the proposal.

Regarding indicators, ETUCE reported on the OECD review of the quantitative and internationally comparable indicators that enable educational policy makers and practitioners to compare their education systems in the light of the performance of other countries²⁴. Moreover, ETUCE has been present at various conferences concerning indicators in education, among them the 1st International Summit on the Teaching Profession in New York²⁵; meetings on OECD indicators and TALIS; a conference entitled *Catch the Train: Skills, Education and Jobs* on benchmarks and the PISA survey organised by the European Commission. At the Education Council meeting on 11 May 2012, the Council adopted a Council conclusion on the Employability of Graduates from Education and Training, which consists of a benchmark for the employability of graduates²⁶. The conclusions encourage the Member States to adopt national measures in order to increase employability of young people, to expand cooperation between education and training institutions and relevant stakeholders to promote apprenticeships, internships and placements in companies.

Eastern Dimension: third countries in EU education policy

The education policy of the European Union has great influence on non- EU member countries. One of the most obvious examples of this is that 47 countries signed the Bologna process and participated in its implementation in Europe, and that the Bologna Follow-up Group (BFUG), which monitors the implementation of the process, is chaired by the EU Presidency and by a non-EU country. Following EU studies on social protection and social inclusion in Armenia, Azerbaijan and Georgia, the European Commission issued a Communication entitled a *European Agenda for the Integration of Third-Country Nationals*²⁷ in July 2011. In an effort to include third-country nationals in society and in respect of education systems, the Communication recommended Member States to equip teachers and school leaders with skills for managing diversity, strengthen the participation of migrant children, and recruit teachers from migrant backgrounds. ETUCE informed the member organisations in the above- mentioned countries about the EU studies and encouraged them to participate in the *Eastern Dimension of Mobility*-conference in Warsaw in 2011. A draft *Council conclusion on the Eastern dimension of youth participation and mobility*²⁸ was presented in November 2011, encouraging Member States to promote youth exchanges and support mobility for young people especially to and from neighbouring and Eastern European countries. Final Council conclusions were adopted at the end of November 2011. The subject was discussed in the ETUCE Education Advisory Panel. During negotiations of the eastern dimension initiative, ETUCE held a Central-Eastern European Round Table meeting on 15-17 September 2011 in Kiev. The main topics were social dialogue in the crisis and gaining EU funds for projects. ETUCE was also represented by member organisations in a European

²⁴ http://etuce.homestead.com/ETUCE_Newsletter/newsletter_en/2010/03.2010_ETUCE_NEWSLETTER_eng.pdf

²⁵ <http://www2.ed.gov/about/inits/ed/international/teaching-summit-2011.html>

²⁶ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/130142.pdf

²⁷ http://ec.europa.eu/home-affairs/news/intro/docs/110720/1_EN_ACT_part1_v10.pdf

²⁸ <http://register.consilium.europa.eu/pdf/en/11/st15/st15952.en11.pdf>



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Movement International (EMI) Congress²⁹ in Yerevan, Armenia, aimed at fostering further European integration in the Eastern Partnership countries.

1.2 Early Childhood Education

ETUCE has paid great attention to EU policies on early childhood education (ECE). In order to reach the EU2020 goals, the European Council made draft conclusions³⁰ on the importance of education and training in reaching the goals in January 2011. There was an important reference to making early childhood education and care (ECEC) of a higher quality. On 17 February 2011, the European Commission adopted a Communication³¹ on early childhood education, stating that early childhood education has a profound and long-lasting impact on all subsequent learning. The communication also highlighted that the quality of early childhood education should be improved in the coming years in an effort to reach the benchmark on reducing early school-leavers as stated in the strategic framework on Education and Training (ET2020). The ETUCE Secretariat consulted with the ECE taskforce on the Communication. The taskforce and the ETUCE Secretariat were represented in the conference on *Excellence and Equity in ECE* organised by the Hungarian Presidency in Budapest in February 2011. ETUCE published a Newsletter article on both the Communication and the Conference³².

Other draft Council conclusions on ECEC³³ were published in April 2011. ETUCE made a statement³⁴ regarding the draft conclusions right before the Education Council meeting 19-20 May 2011. The statement supported the intention of the conclusions on enhancing attractiveness of early childhood education, but noted that the draft Council conclusions omitted to mention of the correlation between attractiveness and pay, referring to the fact that early childhood education teachers in many countries are being paid less than teachers in other education sectors. ETUCE reported its actions and positions towards EU policy on early childhood education to PhD students of the University of Kassel and Wuppertal in late May, 2011. ETUCE is furthermore following up on the Council conclusions on *Tackling child poverty and promoting child well-being*³⁵ adopted by the Education Council on 17 June 2011. A thematic working group on ECEC was set up by the European Commission in May 2011. ETUCE successfully lobbied to have a representative nominated to this group who commenced its work in June 2012.

ETUCE participated in the EU-funded CoRe project, *Competence Requirements in Early Childhood Education and Care*. The project was coordinated by the University of East London and the University

²⁹

http://www.europeanmovement.eu/index.php?id=6811&tx_ttnews%5btt_news%5d=6934&cHash=5cdf0b25dd79b7c224b6f195219f351b

³⁰ Council conclusions on the role of education and training in the implementation of the Europe 2020 strategy.

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/119282.pdf

³¹ Communication from the Commission: Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow. http://ec.europa.eu/education/school-education/doc/childhoodcom_en.pdf

³² http://etuce.homestead.com/ETUCE_Newsletter/2011/02.2011_ETUCE_NEWSLETTER_en_final.pdf

³³ Council conclusions on early childhood education and care: providing all our children with the best start for the world of tomorrow. http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/122123.pdf

³⁴ http://etuce.homestead.com/Statements/2011/ETUCE_Statement_-_Early_Childhood_Education.pdf

³⁵ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/122878.pdf



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of Ghent. In 2011, the CoRe project conducted a study on competence requirements in ECE and came up with competence profiles of ECE teachers, teaching assistants and other professionals. The project also came up with systemic competences.

ETUCE established a taskforce on early childhood education in June in 2010. The main objective of the group was to review and update a Pan-European ECE policy paper, which was adopted in 2006 and to exchange views on recent early childhood education policies in Europe. The updated policy paper was presented to the participants for discussion at the ETUCE Seminar on Early Childhood Education organised in Budapest on 20-21 February, 2012. The event was organised jointly with ETUCE and the EI Head Office and, as such, reflected new ways of working in the new European structure. The ETUCE Task Force also worked very closely with the EI Task Force at global level. The aim of the seminar was to exchange experience on the role of the trade unions in the Early Childhood Education sector and to consider to what extent trade unions can influence improvement of this sector in a time of economic, financial and social crisis. The working group sessions opened an opportunity for the participants to share their thoughts and trade union strategies, and to comment on the draft policy paper and its sections on social dialogue and collective bargaining in ECE in the context of the crisis, on teacher training and the professional development of ECE staff ; and on gender equality in ECE.

The ECE policy paper is to be presented for adoption by the ETUCE conference in November 2012.

1.3 Early School Leaving

In June 2010, the European Heads of State adopted the Europe 2020 Strategy, wherein they agreed on reducing the share of early school leavers to less than 10% Europe-wide by 2020. Early school leaving is a transversal issue, therefore all ETUCE working groups, seminars, conferences and standing committee meetings focus on different aspects of, and reasons for, early school leaving. Moreover, ETUCE is carrying out a project on the prevention of ESL through ICT³⁶.

In 2010, the Network of Experts in Social Science of Education and training (NESSE) published a report³⁷, which claimed that the seriousness of early school leaving (ESL) has neither been properly recognised nor effectively responded to, in order to reach the European benchmark to reduce early school leavers to less than 10%. ETUCE published a Newsletter article on the report.³⁸ Subsequently ETUCE followed up on a Communication from the European Commission on *Tackling early school leaving: A key contribution to the EU2020 Agenda*³⁹, which was published at the end of January, 2011. The Communication recognises the mix of individual, educational and socio-economic factors that cause school dropouts. The Commission proposes that policies against ESL should focus on prevention, intervention, and compensation policies. Following the Communication, and in preparation for the Education Council meeting in May, 2011, the Hungarian Presidency published a policy paper on *Prevention policies to combat early school leaving aimed at children with socio-*

³⁶ See chapter 1.7.

³⁷ <http://www.nesse.fr/nesse/activities/reports/early-school-leaving-report>

³⁸ http://etuce.homestead.com/ETUCE_Newsletter/newsletter_en/2010/03.2010_ETUCE_NEWSLETTER_eng.pdf

³⁹ http://ec.europa.eu/education/school-education/doc/earlycom_en.pdf



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economically disadvantaged backgrounds, including Roma⁴⁰ and a proposal for a Council Recommendation on Early School Leaving⁴¹. ETUCE sent two statements to the European Union institutions regarding the policy paper and the Council Recommendation⁴², welcoming the increased focus on Roma in education and the recognition of the role of teachers in preventing ESL. However, ETUCE found that the policy paper on Roma inclusion only presented a top-down approach in its analysis and data, disregarding teachers, trainers and scholars with Roma background or Roma expertise and knowledge. Furthermore, ETUCE advised the European Council to encourage Member States to invest more in education in order to recruit more teachers to be involved in tutoring and mentoring while focusing on pupils at risk of dropping out. An Open Method of Coordination (OMC) working group on ESL was set up by the European Commission and had its first and second meeting respectively in December 2011 and in March 2012, which were both attended by an ETUCE representative. The outcomes of the meetings defined current policy challenges in ESL, and decided upon encouraging Member States to increase education of teachers and trainers, and further involve students and parents in order to tackle ESL. Moreover, the ETUCE representatives of various OMC working groups, together with the secretariat, attended the European Commission conference on *Reducing early school leaving*⁴³, which took place in March 2012.

1.4 Vocational Education and Training

VET has played an increasing role in EU policy in the last decade. In the economic crisis, this trend is growing stronger: the focus is on the development of high level vocational skills, as they are considered an easier path to the labour market. The Belgian Presidency gave full attention to the issue including the fight against poverty in the framework of strengthening European cooperation on modernising VET. The ETUCE stressed in its statement⁴⁴ on the Communication of the European Commission entitled *A new impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy*⁴⁵ in October 2010, that education must maintain both a holistic and labour market oriented approach, as education is not only a tool of economic activity. The diversity of VET systems must also be respected. Further, ETUCE criticised the lack of commitment to give additional funding to VET, which would also ensure equality and equity. The Director General for Education and Culture, Jan Trzuszczynski, responded to the ETUCE statement on behalf of Commissioner Androulla Vassiliou. He stated that, in his opinion, the Communication did in fact contribute to equity in Lifelong Learning, and that the European Commission viewed the point on additional resources as unrealistic in the current economic situation, where many Member States are forced to make cuts in education and training.

The Copenhagen Process, the framework for European cooperation on VET, still needs to be implemented by the Member States. Therefore, the European Ministers for Vocational Training, the

⁴⁰ <http://register.consilium.europa.eu/pdf/en/11/st09/st09043.en11.pdf>

⁴¹ <http://register.consilium.europa.eu/pdf/en/11/st09/st09423.en11.pdf>

⁴² http://etuce.homestead.com/Statements/2011/ETUCE_Statement-Education_for_Roma_inclusion_eng.pdf
http://etuce.homestead.com/Statements/2011/ETUCE_Statement_-_Early_School_Leaving.pdf

⁴³ http://ec.europa.eu/education/school-education/confesl_en.htm

⁴⁴ http://etuce.homestead.com/Statements/2010/2010_10/ETUCE_Statement_-_The_new_EU_policy_on_VET.pdf

⁴⁵ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0296:FIN:EN:PDF>



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European Social Partners and the European Commission met in Bruges, Belgium, in December 2010 to set the priorities for the Copenhagen Process for 2011-2020, and this led to the adoption of the *Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training*⁴⁶. The main focus of the Communiqué is VET modernisation and increased attractiveness, as well as implementation of the EU common reference tools (EQF, ECVET, Europass and EQAVET⁴⁷). ETUCE sent its comments on the draft Bruges Communiqué to ETUC and participated, with the ETUC delegation, in a meeting of Directorate-Generals on VET, preceding the adoption of the Communiqué. ETUCE also participated in the Belgian Presidency conference entitled *Towards a stronger European collaboration on vocational education and training*⁴⁸, which took place almost simultaneously with the meeting in Bruges. The Communiqué was further discussed with the ETUCE Education Advisory Panel in February, 2011, resulting in both a Newsletter and a Circular article on the new VET policy.⁴⁹ ETUCE welcomed the emphasis on additional funding to VET and the response of the Communiqué to criticism from social partners, but pointed out the need for supplementary funds when it comes to increasing the status of VET through modernisation by promoting attractiveness both for teachers and students.

In March 2011, the establishment and first meeting of the ETUCE VET working group took place in Vilnius, Lithuania, where the participants agreed on the terms of reference for the working group. The meeting followed the ETUCE-ETUI seminar on *VET in Lifelong Learning – the role of teacher unions*, also in Vilnius, with the participation of ETUCE member organisations from EU and non-EU countries. The second and third working group meeting took place in Brussels in June, 2011 where the members discussed the revision of the ETUCE policy paper on VET. ETUCE organised another joint seminar with ETUI on *Inclusive Vocational Education and Training during the crises* in Sesimbra, Portugal, in March 2012⁵⁰. The participants, VET teachers, trade unionists responsible for the VET sector, international secretaries and presidents of trade unions, represented 13 EU and 6 non-EU countries. The main objectives of the seminar were to analyse the impact of the crisis on the VET sector and to assess the opportunities for teacher unions to make the VET sector more inclusive. ETUCE is also represented in the OMC working group on the Professional Development of VET Trainers, established by the European Commission together with CEDEFOP. The working group had its first meeting in February 2012, where priorities and objectives for the working group were discussed. ETUCE has been following closely the European Commission reports and studies issued by its agencies, such as ETF and CEDEFOP, and of other international institutions.

Quality Assurance in VET

Various initiatives and policy instruments have been developed in recent years for quality, transparency and recognition of qualifications. For VET, examples are the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), the European Qualifications Framework for Lifelong Learning, and the European Credit System for Vocational

⁴⁶ http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

⁴⁷ European Qualifications Framework (EQF), Credit system for VET (ECVET), European quality assurance in VET (EQAVET)

⁴⁸ <http://www.education2010.be/en/calendar/education-and-training/>

⁴⁹ http://etuce.homestead.com/ETUCE_Newsletter/2011/01.2011_ETUCE_NEWSLETTER_en_final.pdf

http://etuce.homestead.com/Circulars/2011/01.2011_ETUCE_Circular_eng.pdf

⁵⁰ <http://fc.runo.se/~jel/etuce2011/>



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Education and Training (ECVET). ETUCE has participated in numerous conferences on quality assurance in VET, among them a joint CEDEFOP and European Economic and Social Committee (EESC) conference on European VET policy for 2002-2010 in March 2011 ; a second CEDEFOP conference on *The Role of the Social Partners in Implementing European Tools and Principles*⁵¹ in November 2011 ; and a EU Presidency conference on *quality assurance and transparency as interface between vocational education and training*⁵². In June 2011 CEDEFOP published a report on *Using Learning Outcomes*⁵³ focusing on the role of social partners in quality assurance. The topic was also the central issue of the ETUI-ETUCE joint seminar on VET on 8-10 March 2012 in Sesimbra, Portugal.

1.5 School leadership

In its December 2009 meeting, the European Education Council adopted Conclusions on the professional development of teachers and school leaders⁵⁴. Prior to the meeting ETUCE issued a statement⁵⁵ on the preceding draft Council conclusions welcoming the initiative to put teachers' professional development on the EU agenda. However, in regard to school leadership ETUCE found that the conclusions are limiting the opportunities for young people becoming teachers and school leaders, when stating that attention needs to be paid to "defining the required profile of prospective teachers". ETUCE finds that the teaching profession should attract young students from various backgrounds and reflect the diversity of society as a whole.

ETUCE established a School Leadership Working Group in 2010, with a mandate to guide the development of an ETUCE school leadership policy. The Working Group held its first meeting in Paris on 18 October 2010. On 19-20 October, 2010, members of the working group joined school leaders and other union representatives from all over the world in a seminar entitled, *Empowering school leaders to meet present and future challenges*, organised by EI. The participants called for the protection of education budgets from cuts carried out by governments, ostensibly, in response to the financial crisis. The working group had further meetings in February 2011, in May 2011 and in January 2012 to develop a school leadership policy and to launch an ETUCE School Leadership Survey. The aim of the survey was to map out the school leadership situation in Europe, mainly focusing on developments within EU institutions and country case studies (Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Norway, Spain, Sweden, and United Kingdom). The survey was analysed in a report, published in May 2012 and discussed at an ETUCE Working Group meeting and the European and Global School leadership conference, jointly organised by EI and ETUCE in Dublin, from 23-25 May 2012. The conference hosted 75 school leaders, trade unionists and speakers from 28 countries. The event addressed a number of school leadership issues, including, the impacts of the financial and economic crisis on school leadership ; school leadership preparation, recruitment and development ; and union mobilisation and strategies for organising and recruiting school leaders in several countries. The conference also discussed the development of an EI school leadership policy,

⁵¹ <https://events.cedefop.europa.eu/EUtools2011/>

⁵² <http://www.education2010.be/en/calendar/quality-and-transparency/>

⁵³ http://www.cedefop.europa.eu/EN/Files/Using_learning_outcomes.pdf

⁵⁴ <http://register.consilium.europa.eu/pdf/en/09/st15/st15098.en09.pdf>

⁵⁵ [http://etuce.homestead.com/Statements/2009/ETUCE_statement_Draft_Council_Conclusions_professional_development_t teachers_Nov2009_EN.pdf](http://etuce.homestead.com/Statements/2009/ETUCE_statement_Draft_Council_Conclusions_professional_development_teachers_Nov2009_EN.pdf)



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strategies for strengthening pedagogical leadership and improving gender balance in school leadership. Furthermore, a policy paper on ETUCE's position on school leadership was introduced and debated at the European meeting held a day prior to the conference. The policy paper is to be presented for adoption at the ETUCE Conference in November 2012.

ETUCE is a partner in the project, European Policy Network on School Leadership (EPNoSL), established in 2011. The project is coordinated by the Foundation for Research and Technology (FORTH/ITE), Crete, Greece and partners include Ministries of Education, academies, capacity building organisations, associations and experts. EPNoSL organises regular peer learning and information sharing activities and is planning to carry out research/compile country reports on school leadership in a number of European countries. EPNoSL also plans to set up school leadership policy networks at country level, an exercise which will entail the involvement of teacher unions⁵⁶.

1.6 Higher Education and Research

The Bologna Process

The European Higher Education Area (EHEA) was launched in March 2010 during a Ministerial Conference on the Bologna Process in Budapest-Vienna. The aim of EHEA is to ensure more comparable, compatible and coherent systems of higher education in Europe as a development of the Bologna Process. ETUCE participates in meetings hosted by the EHEA Information and Promotion Network, which provides information on the Bologna Process and EHEA and strives to enhance the international promotion of EHEA.

In order to ensure the implementation of the steps of the Bologna Process in the European Higher Education Area, the main follow-up structure is the **Bologna Follow-up Group (BFUG)**, which is composed of all members of the Bologna process, the European Commission, the Council of Europe and various interest groups, professional organisations and social partners⁵⁷ as consultative members.

ETUCE organises a meeting of the Higher Education and Research Standing Committee (HERSC) twice a year. This is an advisory standing committee dedicated to representing the voice of teachers in higher education and research. HERSC meetings took place twice in 2010 in Brussels and in Leuven, twice in 2011 in Copenhagen and Warsaw, and, at the time of writing,, once in 2012 in Bucharest. ETUCE is represented through HERSC in the BFUG meetings and in the BFUG working groups on International Openness, Mobility, Implementation of the Bologna Process, and Transparency Mechanism. ETUCE also attends the Bologna Ministerial conferences like the other consultative members.

Preceding the launch of Eurydice, a European Commission network providing analyses and information on European education systems and policies, published a report on higher education in

⁵⁶ <http://www.schoolleadership.eu/>

⁵⁷ EUA (European University Association), EURASHE (European Association of Institutions in Higher Education), ESU (European Students Union), UNESCO-CEPES, Education International, ENQA (European Association for Quality Assurance in Higher Education), BUSINESSEUROPE.



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Europe 2010 with a focus on the impact of the Bologna Process⁵⁸. ETUCE followed up on the report with a Newsletter article in June 2010⁵⁹. In April 2012, Eurydice published a second report on higher education, this time focusing on the implementation of the Bologna Process⁶⁰.

In order to provide stronger political pressure for EI and ETUCE policies, EI, in cooperation with ESU, published a study on *Student centred learning: an insight into theory and practice* in 2010⁶¹. Furthermore, ETUCE participated in an ESU consultation on financing the future of students in November 2011 in Liverpool. ETUCE was also represented in meetings concerning the European Quality Assurance Forum. The European Quality Assurance Forum (EQAF) is an annual event co-organised by the so-called E4 group (European University Association, European Association for Quality Assurance in Higher Education, European Association of Institutions on Higher Education and European Students' Union), and is the European conference on quality assurance in higher education that brings together all of the key stakeholders in the field – higher education institutions, quality assurance agencies and students⁶². Challenges for ETUCE in its future work on the Bologna issues concern such areas as funding, resisting growing tuition fees and growing managerialism and promoting collegiality. ETUCE developed and presented a position paper on supportive environment for staff to the Bologna Follow-Up Group on 13-14 October, 2011 in Cracow. *The Bologna Process: the case for a Supportive Environment for Academic staff, and the key features of a Supportive Environment* was an answer to the call for a 'supportive environment for academic staff' in the Vienna / Budapest Ministerial communiqué in 2010. According to ETUCE, a supportive environment must include the following characteristics, which form a coherent 'package', and which are consistent with the UNESCO Recommendation: academic freedom, trust and collegiality ; reduction in excessive bureaucracy ; eradication of excessive workloads ; recognition of the role of early stage researchers ; provision of professional development programmes ; career perspectives ; recognition of teaching and research ; quality assurance ; improved working environment ; inclusive and anti-discriminatory policies in the workplace ; recognition of collective bargaining ; recognition of the trans-national, global character of higher education and research ; recognition of sabbatical leave as a key condition of service ; and work-life balance.

The other most important political achievement happened during the Bologna Ministerial meeting and a Bologna Policy Forum held on 26 - 27 April 2012 in Bucharest, where EI and ETUCE were represented. The three significant documents adopted were: the *Bucharest Communiqué*^[3] ; *Mobility strategy 2020 for the European Higher Education Area (EHEA)*^[4] ; and a *Statement of the Third Bologna Policy Forum*^[5]. The draft text of the Bucharest Communiqué did not mention public funding at all, and EI and ETUCE representatives proposed that it be reaffirmed, drawing from previous communiqués. The EI and ETUCE delegates successfully lobbied for adoption of a text of the

⁵⁸ http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/122EN.pdf

⁵⁹ http://etuce.homestead.com/ETUCE_Newsletter/newsletter_en/2010/ETUCE_Final_Newsletter_June_2010_eng.pdf

⁶⁰ http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/138EN.pdf

⁶¹ <http://download.ei-ie.org/SiteDirectory/hersc/Documents/2010%20T4SCL%20Stakeholders%20Forum%20Leuven%20-%20An%20Insight%20Into%20Theory%20And%20Practice.pdf>

⁶² <http://www.eua.be/eua-work-and-policy-area/quality-assurance/qa-forum.aspx>

^[3] <http://www.ehea.info/Uploads/%281%29/Bucharest%20Communiqué%202012%281%29.pdf>

^[4] <http://www.ehea.info/Uploads/%281%29/2012%20EHEA%20Mobility%20Strategy.pdf>

^[5] <http://www.ehea.info/Uploads/%281%29/Bucharest%20BPF%20Statement%281%29.pdf>



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Bucharest Communiqué, which advocates the highest level of public funding in higher education: “we commit to securing the highest possible level of public funding for higher education and drawing on other appropriate sources, as an investment in our future. We will support our institutions in the education of creative, innovative, critically thinking and responsible graduates needed for economic growth and the sustainable development of our democracies. We are dedicated to working together in this way to reduce youth unemployment.” EI presented a report at the meeting on *Academic Perception of the Bologna Process*^[6]. In the report we recommended to the ministers that they should focus on the inclusion of staff and students and in particular the teaching staff and their trade unions. The paper refers to the recommendations of UNESCO on the *Status of Higher-Education Teaching Personnel* from 1997⁶³ and of the Council of Europe on *Academic freedom and university autonomy*⁶⁴ from 2006 as these are the documents which set the international standards for academic work.

European Higher Education Policy

Development, modernisation and quality of European Higher Education are monitored very carefully by ETUCE. Based on the Education Council meeting in May 2010, the Education Council requested the European Commission to develop an international higher education strategy on improving the internationalisation of higher education. ETUCE reported on the Council meeting and its conclusions in a Circular article⁶⁵.

In July 2010, the European Commission presented a roadmap *Lifelong Learning Programme (LLP) post-2013*⁶⁶ on a proposal for a new programme for international cooperation in higher education replacing the old LLP, which expires in 2013. According to the proposal, the new programme shall build on the current LLP and seek to enhance performance and mobility of, and within, higher education in Europe. Between September 2010 and 30 November 2010, the European Commission ran an online public consultation on the *Future EU Programme for International Cooperation in Higher Education and Human Capital Development*. In October 2010, ETUCE participated in the European Stakeholders Forum of the European Commission on EU cooperation in Education and training, Youth and International Cooperation⁶⁷. ETUCE published a statement⁶⁸ on the consultation on the new programme in late November 2010, recognising the success of current EU higher education mobility programmes and welcoming a future programme building on these experiences. However, ETUCE found that the European Commission strategy focused more on marketing European higher education abroad and failed to reflect on structural problems of access to higher education and in the academic profession (e.g. low attractiveness, poor working conditions) and sustainable development of higher education capacity in EU’s neighbours and beyond.

[6] <http://www.ehea.info/Uploads/%281%29/EI%20report%20Bologna%20ministerial%202012.pdf>

⁶³ http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁶⁴ <http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta06/erec1762.htm>

⁶⁵ http://etuce.homestead.com/Circulars/2010/ETUCE_Circular_SB_IO_September_2010.pdf

⁶⁶ http://ec.europa.eu/governance/impact/planned_ia/docs/423_eac_lifelong_learning_en.pdf

⁶⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc/forum/report10_en.pdf

⁶⁸ http://etuce.homestead.com/Statements/2010/2010_11/ETUCE_Statement_-_Public_Consultations_on_Erasmus_Mundus_post_2013.eng.pdf



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Following the publication of the “Erasmus for All” proposal, which is to be adopted as the new framework of lifelong learning programmes in 2013, ETUCE asked the ETUC to include the view of the teachers’ trade union in an ETUC statement. The statement, which was sent to the European Union institutions and to the Member Organisation for lobbying, strongly criticised the proposal to issue a European level student lending facility, the marketisation policy in higher education and research, and the merger of the sub-programmes.

In its plan to adopt a new Communication on the modernisation of higher education, the European Commission launched a public consultation with stakeholders in European higher education, which ran from February 2011 - March 2011. ETUCE informed the Member Organisations encouraging them to react the consultation. Moreover, ETUCE informed HERSC about the initiative at its meeting in Copenhagen in March 2011, warning that the initiative could possibly endanger public investment in higher education.

In September 2011, the European Commission issued the Communication *Supporting growth and jobs – an agenda for the modernisation of Europe's higher education system*⁶⁹. ETUCE highlighted its concerns about the Communication in a statement⁷⁰ in November 2011, criticising the much too narrow and simplistic view expressed in the Communication on the purpose of higher education institutions, seeing them as tools for meeting the needs of the business sector. ETUCE further criticised the support by the Communication for expanding the use of tuition fees in higher education and the lack of encouragement to Member States to invest further in higher education. Conclusions on *Modernisation of higher education*⁷¹ were presented after the Education Council meeting in November 2011 acknowledging some of the proposals set out in the Communication, among them a strengthened partnership with the business sector and a future analysis of the impact of different funding approaches. ETUCE again voiced its concerns about the approach of the European Commission and the Education Council towards modernisation of higher education in a Circular article *Extension of tuition fees?* in December 2011⁷².

ETUCE is represented in the European Commission Open Method of Coordination (OMC) thematic working group on Modernisation of Higher Education. ETUCE has further participated in various events and conferences concerning EU higher education policies, among them the 3rd *Annual Symposium on University Rankings and Quality Assurance in Europe*, following up on the suggestion to create a general university ranking system in Europe, and in the *Quality Assurance International Conference* in December 2011 where ETUCE continued to express its critical view on university rankings.

EU Research policy

Several initiatives and proposals on research and innovation in EU higher education have been presented during the past years by the Commission. ETUCE has followed up on the various suggestions, has made inputs to the Commission and informed Member Organisation on relevant EU

⁶⁹ http://ec.europa.eu/education/higher-education/doc/com0911_en.pdf

⁷⁰ http://etuce.homestead.com/Statements/2011/201110/ETUCE_Statement_on_Modernisation_of_HE_eng.pdf

⁷¹ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126375.pdf

⁷² http://etuce.homestead.com/Circulars/2011/3_2011_ETUCE_Circular_EN.pdf



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policies in research and innovation. In October 2010, the European Commission published a roadmap on a *Framework Directive on the European Research Area*⁷³, launched in order to step up the process to complete the European Research Area (ERA), which was an initiative introduced under the Europe 2020 Strategy's Innovation Union (IU) Flagship, composed of all research and development activities, programmes and policies with a transnational perspective. The Commission ran a public consultation on the framework with a deadline in November 2011. ETUCE commented on the consultation in a Circular article⁷⁴ in December 2011, criticising the suggested stronger bonds between public research institutions and industry and pointing out the negative effects it might have on research autonomy. In April 2011, the European Commission launched another public consultation on the future strategy of the European Institute of Innovation and Technology (EIT) with the aim of drawing up a strategic innovation agenda for the EIT. ETUCE send a request to the Member Organisations to inform them about the public consultation. By 30 November 2011, the European Commission adopted a proposal for the EIT 'Strategic Innovation Agenda', which defines the framework for the operations of the EIT for the period 2014-2020, and will strongly contribute to the objectives set out in a new framework for research and innovation.

Between 9 February 2011 and 20 May 2011, the European Commission ran a public consultation on a new Common Strategic Framework for future EU Research and Innovation Funding. In its Circular of May 2011 ETUCE called upon its Member Organisations to participate in the consultation⁷⁵. The European Commission has further published roadmaps on *Responsible Research and Innovation*⁷⁶ and on *Enhancing and Focusing International Cooperation in Research and Innovation*⁷⁷, both in September 2011. ETUCE will monitor the future of these initiatives.

On 30 November 2011, the European Commission issued a Communication on Horizon 2020⁷⁸, the new Framework Programme for Research and Innovation 2014-2020, along with proposals for establishing, implementing and regulating Horizon 2020. The new programme will run as an overall research and innovation programme merging already existing EU research programmes in order to simplify the setup, very similar to the proposal on Erasmus for All⁷⁹. ETUCE reported the changes in the EU research policy in a Circular article in December 2011⁸⁰. After consulting with the Member Organisations representing higher education and research staff in the HERSC, ETUCE published a statement on Horizon 2020 in May 2012. In the statement, ETUCE in general welcomes the proposal on Horizon 2020, but finds the proposal too economy, labour market and business oriented. Also ETUCE is concerned about the proposal of the European Commission for industry to promote research to serve the industries' needs. Horizon 2020 is expected to be adopted by the European Council and the European Parliament at the end of 2013. Indeed, ETUCE welcomes the European Commission promotion of research as one of the basic solutions to the crisis and the future

⁷³ http://ec.europa.eu/governance/impact/planned_ia/docs/2012_rtd_001_era_framework_2012_en.pdf

⁷⁴ http://etuce.homestead.com/Circulars/2011/3_2011_ETUCE_Circular_EN.pdf

⁷⁵ http://etuce.homestead.com/Circulars/2011/01.2011_ETUCE_Circular_eng.pdf

⁷⁶ http://ec.europa.eu/governance/impact/planned_ia/docs/2010_rtd_012_responsible_research_innovation_en.pdf

⁷⁷ http://ec.europa.eu/governance/impact/planned_ia/docs/2012_rtd_007_international_cooperation_en.pdf

⁷⁸ [http://ec.europa.eu/research/horizon2020/pdf/proposals/communication_from_the_commission - horizon 2020 - the framework programme for research and innovation.pdf#view=fit&pagemode=none](http://ec.europa.eu/research/horizon2020/pdf/proposals/communication_from_the_commission_-_horizon_2020_-_the_framework_programme_for_research_and_innovation.pdf#view=fit&pagemode=none)

⁷⁹ <http://ec.europa.eu/education/erasmus-for-all/>

⁸⁰ http://etuce.homestead.com/Circulars/2011/3_2011_ETUCE_Circular_EN.pdf



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development of Europe. However, ETUCE continues to emphasise that research is more than mere research for the sake and interest of business and the economy. ETUCE reminds the European Commission that the member states likewise give high priority exclusively to these areas which means that non-market related research, such as education, has a lower priority overall at both national and EU-level.

1.7 Lifelong Learning

Lifelong Learning Programme and Erasmus for All proposal

Mobility of students, and cooperation between countries and schools are the subject of the Lifelong Learning Programme, which is valid from 2007 until 2013. Numerous ETUCE projects have received a grant from this programme, therefore ETUCE closely monitors the changing policy objectives of the programme, which is the subject of discussion in the Lifelong Learning Programme Committee of the European Commission. ETUCE is member of the Committee, participating in its bi-annual meetings, and contributes to the online discussions and consultations between meetings. ETUCE regularly informs the member organisations about the opportunity to participate in study visits, announced by CEDEFOP, which is also funded by the programme.

In July 2010, the European Commission presented the roadmap on *Lifelong Learning Programme (LLP) post-2013*⁸¹ including three proposals for a new programme for the 2014-2020 period. Between September 2010 and 30 November 2010, the European Commission ran an online public consultation related to the general objectives of the future programme, the youth programmes and the Erasmus programme. In the framework of the consultation process ETUCE participated in a stakeholders' forum organised by the European Commission in October 2010⁸². In late November 2010, ETUCE published two statements⁸³ on the consultation: one on the new programme⁸⁴ and one on its higher education related objectives, highlighting that the political objectives should be changed to focus more on the teachers' role in the programme.

Subsequently, the European Commission published the proposal for a new programme package, entitled the "Erasmus for All" Programme, at the end of 2011. ETUCE strongly criticised the proposal to establish a student lending facility, the marketisation policy in higher education and research, and the merger of all the sub-programmes in lifelong learning. ETUCE immediately started lobbying for the adoption of a better proposal: it participated at a public hearing organised by the European Economic and Social Committee to receive the stakeholders' opinion on the initiative in January 2012. ETUCE has been following up the discussion of the CULT Committee of the European Parliament on this issue and, having discussed the draft statement with the Advisory Panel, merged the document into an ETUC statement to give more weight to the opinion of the trade unions on this issue. The adoption of the proposal is expected at the end of 2013.

⁸¹ http://ec.europa.eu/governance/impact/planned_ia/docs/423_eac_lifelong_learning_en.pdf

⁸² http://ec.europa.eu/education/lifelong-learning-policy/doc/forum/report10_en.pdf

⁸³ http://etuce.homestead.com/Statements/2010/2010_11/ETUCE_Statement_-_Public_Consultations_on_Erasmus_Mundus_post_2013.eng.pdf

⁸⁴ http://etuce.homestead.com/Statements/2010/2010_11/ETUCE_Statement_-_Public_Consultations_on_LLL_post_2013.eng.pdf



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Recommendation on the promotion and validation of non-formal and informal learning

For the past few years in EU education policy, there has been a growing focus on non-formal and informal learning (NFIL) activities as a complement to formal learning. NFIL can be understood as skills acquired outside formal learning institutions, for example, at work or through leisure time activities. The European Commission wishes to encourage recognition of NFIL and create tools in order to validate NFIL. In 2009 CEDEFOP issued a publication *European Guidelines for validating non-formal and informal learning*⁸⁵, aiming to point out challenges in validation of NFIL, but also to provide tools and advice in the field of implementing validation of NFIL. OECD followed with the report, *Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices*⁸⁶ in April 2010, exploring existing policies on NFIL in 22 countries. In July 2010, the European Commission presented a roadmap for *Recommendation on the promotion and the validation of non-formal and informal learning*⁸⁷, aiming to strengthen and promote learning outside formal education and training. The roadmap was followed by a public consultation on validation on NFIL running from December 2010 – February 2011. ETUCE encouraged its member organisations to fill in the questionnaire accompanying the consultation. The results were published in a report issued by the European Commission in 2011⁸⁸. The report showed that the respondents, who were mainly from the education sector, found validation of NFIL important, but also deemed existing validation schemes insufficient. A proposal for a European Council recommendation on validation of NFIL was anticipated in early 2012 along with a final adoption of the recommendation at the Education Council meeting in November 2012. Both are still awaited.

Adult learning

Adult learning plays an important role in reskilling individuals for the labour market, reducing the risk of social exclusion, and focusing on the needs of the individual learner with a view to promoting personal development. In March 2011, ETUCE participated in the final conference of the *Adult Learning Action Plan: it is always a good time to learn*, an action plan adopted in 2007. The Action Plan sought to increase participation and quality in adult learning mainly focusing on disadvantaged groups such as low skilled, early school leavers and migrants. ETUCE reported the main objectives and results of the conference in a Newsletter article⁸⁹ in June 2011, while also including the findings of a recent Eurydice report *Adults in Formal Education: Lifelong Learning in Practice*⁹⁰. The Eurydice report demonstrated that participation in adult learning varies to a great extent across EU Member States, mainly due to very diverse policy-regulations and financial capabilities in adult education. ETUCE reported from the conference that the main priorities for the coming years would be to expand the adult learning sector and to establish inter-ministerial cooperation and coordination. The conference presented the list of national coordinators nominated by the Member States, who would be responsible for the implementation of the agenda.

⁸⁵ http://www.cedefop.europa.eu/EN/Files/4054_en.pdf

⁸⁶ http://www.oecd.org/document/29/0,3343,en_2649_39263294_44870941_1_1_1_1,00.html

⁸⁷ http://ec.europa.eu/governance/impact/planned_ia/docs/2011_eac_009_informal_learning_en.pdf

⁸⁸ http://ec.europa.eu/dgs/education_culture/consult/vnfil/report_en.pdf

⁸⁹ http://etuce.homestead.com/ETUCE_Newsletter/2011/02.2011_ETUCE_NEWSLETTER_en_final.pdf

⁹⁰ http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/128EN.pdf



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As a follow-up to the Adult Learning Action Plan, the Education Council presented a draft Council resolution⁹¹ on a renewed European agenda for adult learning in November, 2011. The agenda was adopted by the Education Council on 28 November 2011. ETUCE highlighted its views on the draft Council resolution on the new agenda in a statement issued in late November 2011⁹². ETUCE welcomed the enhanced focus on developing personal and professional skills in adult learning, but regretted that the recommendation did not propose to raise the benchmark for participation in adult learning to more than 15%. ETUCE further stressed the importance of high quality in adult learning, emphasising the need for social partners to be involved in the process of developing and maintaining quality.

ETUCE is represented in two Open Method of Coordination (OMC) thematic working groups concerning adult learning, set up by the European Commission in 2011. The first OMC working group meeting on “Financing Adult Learning” took place in Brussels on 11 October, 2011, and had its second meeting 8 February, 2012, with the objective of defining a draft working programme for future meetings and actions. The OMC working group on “Quality Assurance in Adult Learning” also had its first meeting in October, 2011, and had its second meeting 6 June, 2012, accompanying the 4th Grundtvig European Conference on Professional Mobility of Adult Education Staff. ETUCE reported the events of some of the meetings in its Circular from March, 2012⁹³.

European Reference Framework, Key competences

The European Framework for Key Competences for Lifelong Learning⁹⁴ was released in 2006, and seeks to list skills, abilities and knowledge, which are deemed necessary to achieve employment, active citizenship and social inclusion. The eight key competences listed in the framework are: Communication in the mother tongue ; Communication in foreign languages ; Mathematical competence and basic competences in science and technology ; Digital competence ; Learning to learn ; Social and civic competences ; Sense of initiative and entrepreneurship ; Cultural awareness and expression. In November 2009, the European Commission and the European Council published a draft joint progress report on the implementation of the “Education & Training 2010 work programme” focusing on key competences⁹⁵. The report stated that many EU-citizens are still lagging behind with skills in literacy and numeracy, which is often combined with being from a disadvantaged or minority group, and the report encouraged further implementation of EU and national policies in this area.

With reference to the framework for key competences, the European Council adopted conclusions on competences supporting lifelong learning⁹⁶ in May 2010 and *Conclusions on increasing the level of*

⁹¹ <http://register.consilium.europa.eu/pdf/en/11/st16/st16743.en11.pdf>

⁹² http://etuce.homestead.com/Statements/2011/201111/ETUCE_Statement_on_Adult_learning_eng.pdf

⁹³ http://etuce.homestead.com/Circulars/2012/01.2012_ETUCE_Circular_eng.pdf

⁹⁴ http://ec.europa.eu/dgs/education_culture/publ/pdf/li-learning/keycomp_en.pdf

⁹⁵ European Commission: *Key competences for a changing world. Draft 2010 joint progress report of the Council and the Commission on the implementation of the “Education & Training 2010 work programme*. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

⁹⁶ *Council conclusions on competences supporting lifelong learning and the “new skills for new jobs” Initiative*. <http://register.consilium.europa.eu/pdf/en/10/st08/st08259.en10.pdf>



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basic skills in the context of European cooperation on schools for the 21st century⁹⁷ in November 2010. ETUCE followed up on the Conclusions with a Circular article⁹⁸ and informed the ETUCE taskforce on Early Childhood Education on the conclusions concerning skill-development in schools. In April 2011, the European Council published a draft resolution on new forms of participation of young people in democratic life in Europe⁹⁹. Prior to the draft resolution ETUCE published an article based on an international civic competence study (ICCS), which found that European pupils achieve high scores on civic knowledge compared to the rest of the world's youth¹⁰⁰. ETUCE is following the implementation of the European Council resolution.

ETUCE is further represented in the Open Method of Coordination (OMC) thematic working groups on "Assessment of key competences" and on "Mathematics, Science and Technology". The working group on key competences had its first meeting in October 2010, with the objective of developing a work programme corresponding to Member States' expectations on assessment of competences. The third meeting took place in March 2011, and the working group terminated its work before the end of 2011 with the intention of publishing a handbook on assessment of key competences. In November 2010, an ETUCE representative was appointed to participate in the working group on Mathematics, Science and Technology (MST). The aim of the working group is to identify effective policy measures to improve the performance of low-achievers in MST as well as to promote high-quality MST teaching and learning. Six meetings have taken place in the MST working group and have been reported in ETUCE Circulars in 2011 and 2012¹⁰¹.

Trans-regional cooperation in Lifelong Learning among education stakeholders

Funded within the Lifelong Learning Programme, ETUCE carried out a cooperation project on Lifelong Learning strategies in the EU in 2010. It provided opportunities for education stakeholders (national education authorities, employers in education, teachers, teacher unions, school students and other policy makers in education) to meet and cooperate, analyse policy practices in LLL, as well as to exchange good practices, and to implement coherent and comprehensive lifelong learning strategies in the different national education systems in the EU. The outcome¹⁰² from three regional workshops and a joint conference attended by representatives from the European Federation for Education Employers (EFEE), the Organising Bureau of Secondary School Students Union (OBESSU) and ETUCE resulted in a set of recommendations for the implementation of national LLL strategies in Europe, the Joint Guidelines¹⁰³. Following this initiative, ETUCE and EFEE confirmed their commitment to these recommendations by signing a joint declaration in the sectoral social dialogue committee for education.

⁹⁷ Council conclusions on increasing the level of basic skills in the context of European cooperation on schools for the 21st century. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:323:0011:0014:EN:PDF>

⁹⁸ http://etuce.homestead.com/Circulars/2010/ETUCE_Circular_SB_IO_September_2010.pdf

⁹⁹ Draft Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on encouraging new and effective forms of participation of all young people in democratic life in Europe. <http://register.consilium.europa.eu/pdf/en/11/st08/st08064.en11.pdf>

¹⁰⁰ http://etuce.homestead.com/ETUCE_Newsletter/2011/01.2011_ETUCE_NEWSLETTER_en_final.pdf

¹⁰¹ http://etuce.homestead.com/Circulars/2011/3_2011_ETUCE_Circular_EN.pdf

¹⁰² http://etuce.homestead.com/publications2010/Final_Brochure_CoRegLLL_en.pdf.

¹⁰³ http://etuce.homestead.com/Projects/CoReg/Joint_Guidelines_CoRegLLL_final.pdf.

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1.8 New Technologies and Distance Learning

ICT in education is an ongoing topic of high importance for ETUCE. Education prepares students for lifelong learning in a globalised and highly interconnected working world where ICT skills have a major impact.

Digital Agenda for Europe

ETUCE has been monitoring the implementation of the Digital Agenda for Europe¹⁰⁴ which is the European Union's roadmap on the digital society and economy. It addresses all European citizens and seeks to deliver sustainable economic and social benefits from a digital single market based on fast and ultra-fast internet and interoperable applications. It support digital literacy and skills from an early age on and recognises that it is crucial to educate European citizens to use ICT and digital media – essential skills for innovation and growth, in particular in times of economic crisis. In line with the Innovation Union flagship initiative¹⁰⁵ of the European Commission, the Agenda calls for “*multi-stakeholder partnerships, increased learning, recognition about digital competences in formal education and training systems, as well as awareness raising and effective ICT training and certification outside formal education systems, including the use of online tools and digital media for re-skilling and continuing professional development*”.

The Digital Agenda supports in particular national and European awareness raising activities that aim to promote ICT education, careers and jobs for young people as well as to stimulate digital literacy among citizens and ICT training for the workforce and the adoption of best practices. It furthermore seeks to mainstream eLearning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers.

In light of this framework ETUCE carries out its work on innovative education, also taking into consideration important contributions to the initiatives on teachers’ and children’s online safety (Safer Internet Programme¹⁰⁶) and data protection.

Teacher unions preventing early school leaving through the use of ICT in education

In the past ETUCE has carried out the two European eLearning Forum for Education projects (ELFE 1+2) which proved that more has to be done to foster the vision and aspiration to integrate ICT effectively in teaching.

In November 2011, ETUCE successfully applied for a new ICT project: ELFE-ESL: Teacher Unions preventing early school leaving through the use of ICT in education.

This project looks for good examples on how to help reduce the percentage of early school leavers in upper secondary schools in Europe and to support those students at risk of exclusion from formal

¹⁰⁴ http://ec.europa.eu/information_society/digital-agenda/index_en.htm.

¹⁰⁵ Europe 2020 Flagship Initiative Innovation Union, COM(2010) 546 final, http://ec.europa.eu/research/innovation-union/pdf/innovation-union-communication_en.pdf.

¹⁰⁶ http://ec.europa.eu/information_society/activities/sip/index_en.htm.



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education through the pedagogical use of ICT, ICT-based tools and innovative teaching based on ICT. Its specific aims are to:

- Identify how ICT and innovative teaching based on ICT can motivate and re-attract students at risk of exclusion from formal education ;
- Analyse the effect using ICT in education has on these individuals in terms of raising the potential to (re)connect these groups at risk of exclusion to learning and active citizenship ;
- Identify specific teacher skills and competences needed to make proper use of ICT in education ;
- Analyse how teachers can use ICT to better integrate and bridge between formal and non-formal education
- Examine the transferability of methods and project results to other countries

As an outcome the project will establish guidelines for relevant stakeholders.

The project is a partnership project between ETUCE and teacher unions in Denmark, the Netherlands, Portugal, Slovakia and Greece plus third country participation from the teacher unions in Russia and Azerbaijan. The time frame of the project is 1 December 2011 to 30 April 2014.

ELFE-ESL is founded in the results of the ELFE 2 project, which was created to achieve a better understanding of the strengths and the weaknesses of using ICT in education. Through peer reviewing of previous experiences of pilot projects with intensive use of ICT in secondary schools, but also in teacher education institutions, it was carried out in Denmark, UK, Latvia, Poland and Slovenia and sought to identify methodologies used in schools and teacher education institutions in order to support use of ICT that promotes the added value of using ICT in education in terms of teaching and learning models and to develop recommendations addressed to policy-makers, to schools and teacher education institutions and to trade union leaders on the three priority areas of ICT and teacher education, ICT and school management, ICT and strategic use of available financial means.

Open Method of Coordination Working Group "ICT and Education"

In 2011, an Open Method of Coordination (OMC) thematic working group on "ICT and Education" was set up by the European Commission. The aim of the working group is to identify best practices and guiding principles in order to embed information and communication technology (ICT) in Lifelong Learning policies and in learning and teaching practices at national level. An ETUCE representative was nominated to participate in the working group along with national experts and stakeholders. Its first meeting took place in October 2011, discussing the roadmap set out for the working group. The second meeting took place on 18-19 January 2012, and had the main objective of assisting in building a new European initiative towards systemic impact of ICT in education, the so-called "Creative Classrooms/Creative Learning Environments" initiative.



2. Teacher Education, Qualifications and Mobility

Teachers' education and qualifications are transversal issues, and ETUCE closely monitors policy development in this area, along with participation in events and working groups. Since September 2010, ETUCE has been represented in the Open Method of Coordination (OMC) thematic working group on Professional Development of Teachers. The group consists of national education experts and stakeholders who examine specific aspects of teacher education with a view to discussing common challenges and exchanging good practices. In 2010 a new handbook¹⁰⁷ for policymakers was published by the Directorate-General for Education and Culture, co-authored by the OMC working group, on how to develop coherent and system-wide induction programmes for beginning teachers. The Policy Handbook is based on a 'Peer Learning Activity' (PLA) in Tallinn, Estonia, the predecessor for the working group in October 2008. It presents a mapping of the induction programmes and other types of support measures that exist in European countries. In a Circular article¹⁰⁸ published in October 2010, ETUCE welcomed the new attention paid to induction of teachers, and recommended that the handbook and the accompanying policy paper on induction should be taken into consideration when developing and implementing teacher training and induction programmes.

ETUCE, via its representative in the OMC working group, was actively involved in the preparation of the European Commission conference on Policy Support for Teacher Educators held on 26-28 March 2012 in Brussels. The European Commission presented a working document during the conference, entitled *Education: Policy support for Teacher Educators - Perspectives on Teacher Educator policies in European countries: an overview*, which was based on numerous discussions and PLA activities of the OMC working group on defining who teacher educators are and what the main challenges are concerning their studies and qualifications which affect the quality of the education of teachers. The key conclusions of the conference were that there is a need to raise awareness of the key roles that teacher educators play ; to identify the areas of competence (knowledge, skills and attitudes), to support and enhance teacher educators' lifelong professional learning, to further develop the knowledge base about Teacher Education and about Teacher Educators. Finally, the conference participants agreed that education policies should encourage organised professional groupings of teacher educators¹⁰⁹. Therefore, ETUCE decided to further collaborate with the Association for Teacher Education in Europe (ATEE) to improve the quality of teacher education via teacher educators.

In spring 2012 the European Commission published a roadmap on a future Communication of the Commission on the Teaching Professions¹¹⁰. The Communication is due to be published in autumn 2012 as a part of the so-called future Rethinking Skills policy package. Its objectives are to help

¹⁰⁷ *Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers.*

http://ec.europa.eu/education/school-education/doc/handbook0410_en.pdf

¹⁰⁸ http://etuce.homestead.com/ETUCE_Newsletter/newsletter_en/2010/03.2010_ETUCE_NEWSLETTER_eng.pdf

¹⁰⁹ http://ec.europa.eu/education/school-education/teacher-educator_en.htm.

¹¹⁰ http://ec.europa.eu/governance/impact/planned_ia/docs/2012_eac_008_teaching_profession_en.pdf.



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Member States improve the quality of teacher education and teaching, to ensure that only the best candidates are attracted into the profession and selected to be teachers ; to provide integrated, career-long support and professional development for teachers, their educators and school leaders ; to improve the competences of teaching staff ; and to increase access to high quality continuous professional development. ETUCE initiated a meeting with the European Commission, which agreed, that the future policy paper will be an operational document based on the valuable experiences of the ETUCE Member Organisations and that the policy paper should also take into account the negative effect of the crisis on teacher education. Thus, ETUCE, with the support of the European Commission, initiated a survey on the Impact of the Crisis on Teacher Education, aiming to collect the Member Organisations, opinions about whether and how the crisis has affected initial teacher education, the induction phase of teachers and professional development of teachers. The results of the survey will be presented to the European Commission in September 2012.

Professional Development of Teachers

Seven working group meetings on the professional development of teachers have taken place between 2010 and 2012. ETUCE reported the transition from the cluster meeting structure to the OMC structure in a Circular article in May 2011, while at the same time reporting the three first meetings of the working group¹¹¹. In December 2011, ETUCE published a Circular article¹¹² following a PLA concerning the development of key competences for teachers, in Naas, Ireland, hosted by the European Commission and the OMC working group. ETUCE also contributed to a workshop on improving teachers' competences during a Comenius Partnerships conference in May 2012¹¹³.

In April 2010, the first issue of the European Qualifications Framework (EQF) newsletter¹¹⁴ was published by DG Education and Culture. The aim of the EQF is to improve the understanding, comparability and portability of qualifications across Europe. Participation is voluntary and countries are invited to relate their national qualification frameworks or systems to EQF. ETUCE is following the development of streamlining teachers' qualifications across Europe, as well as the perspective on increasing teacher mobility, very closely, also in reference to the modernisation of the Professional Qualifications Directive.

Revision of the Professional Qualifications Directive

ETUCE has been closely monitoring the revision process of the Directive on Recognition of Professional Qualification (2005/36/EC)¹¹⁵ including the idea of the European Commission Directorate General for Internal Market to issue a so-called Professional Qualification (or Mobility) Card. The Directive on Recognition of Professional Qualification (2005/36/EC) aims to facilitate the recognition of professional qualifications of the persons who intend to practice their profession in another EU country. ETUCE believes that the work of foreign teachers in schools abroad is an added value for the pupils, but the quality of education in the host country must be maintained by respecting the national requirements in relation to teachers.

¹¹¹ http://etuce.homestead.com/Circulars/2011/01.2011_ETUCE_Circular_eng.pdf

¹¹² http://etuce.homestead.com/Circulars/2011/3_2011_ETUCE_Circular_EN.pdf

¹¹³ <http://comeniuspartnerships.teamwork.fr/en/information>

¹¹⁴ http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/news1_en.pdf

¹¹⁵ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2005:255:0022:0142:en:PDF>



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The Directive was adopted in 2005 but has not been properly adopted by the Member States. In order to enhance a stronger single market in the EU, the European Commission published a *Communication on Towards a Single Market Act for a highly competitive social market economy*¹¹⁶ on 27 October 2010. The paper included 50 proposals for improving work, business and exchanges in the EU, and was intended to revise the Directive and create a so-called Professional Qualifications Card to facilitate the recognition of qualifications in another country. The initiative also anticipated setting up a Professional Qualification Card Steering Group of interested Professional Associations, which would discuss the Professional Qualifications Card. At the same time, the European Parliament IMCO Committee published a study on *Recognition of Professional Qualifications*¹¹⁷ on 29 October, highlighting the remaining obstacles for mobile workers arising from the recognition of qualifications.

ETUCE requested more information from the European Commission on the Professional Qualification Card Steering Group and arranged a meeting with Mr Jurgen Tiedje, Head of Unit of the Professional Qualifications Unit in Internal Market and Services DG of the European Commission on 25 November 2010. A meeting followed in February, 2011 between the same unit and ETUCE, ETUC, EUROCADRES on the revision of the Directive and establishing a card.

ETUCE applied for a seat in the Steering Group in December 2010. The first meeting of the Professional Card Steering Group took place on 10 January 2011 with an agreement on setting up a 10-point consultation list on the Card. During its meetings, ETUCE lobbied with the professional associations of engineers, architects, veterinarians, and physiotherapists for the best outcome of issuing a card.

The European Commission called for the first Public consultation on the Professional Card Directive between 7 January and 15 March 2011, and ETUCE participated in a public hearing on the Public consultation on the Professional Card Directive¹¹⁸. The meeting provided presentations by the SOLVIT, National Contact Points, Ministries and professions. On 21 February 2011, ETUCE answered the questions in the Public consultation from the teachers' perspective. .

While ETUCE continued the consultation with the European Commission and other professional associations on the card during five steering group meetings, the European Commission published another *Communication: Better governance of the Single Market through greater administrative cooperation: A strategy for expanding and developing the Internal Market Information System ('IMI')*¹¹⁹ on 21 February 2011. The Communication proposed the modernisation of European-level technical tools and systems relevant to the future issue of the Professional Qualification Card.

In February 2011, the ETUCE Committee and Bureau discussed an ETUCE strategy on the revision of the Directive and the issuing of a Card.

¹¹⁶ http://ec.europa.eu/internal_market/smact/docs/single-market-act_en.pdf

¹¹⁷ <http://www.europarl.europa.eu/document/activities/cont/201010/20101025ATT89911/20101025ATT89911EN.pdf>

¹¹⁸ <http://europa.eu/rapid/pressReleasesAction.do?reference=IP/11/14&format=HTML&aged=0&language=EN&guiLanguage=en>

¹¹⁹ http://ec.europa.eu/internal_market/imi-net/docs/strategy_paper_en.pdf



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Between 22 June and 20 September 2011, the European Commission ran its second public consultation on a *Green paper: Modernising the Professional Qualifications Directive*¹²⁰. ETUCE was invited to a consultation on the Green paper and on the possible answers from the social partners with ETUC, EPSU and EUROCADRES on several occasions. In September 2011, ETUCE sent its statement¹²¹ to the European Commission as a reply to the public consultation and sent a request for action to the Member Organisations to lobby for the Ministries of Education to be involved in the discussion on the Directive.

The *Council conclusions on the Single Market Act – priorities for re-launching the Single Market*¹²² were adopted on 12 July 2011, when the European Parliament IMCO Committee presented the *McClarkin Report: The implementation of the Professional Qualification Directive*¹²³. ETUCE has been following up on the debate at the IMCO and EMPL committee and consulted with members of the European Parliament. Additionally, ETUCE participated at numerous events which touched upon the modernisation of the Directive, for instance at the European Commission Single Market Forum, in Cracow, Poland on 3-4 October 2011 and at the European Commission conference on *Modernisation of the Professional Qualifications Directive*, which focused on the effect of educational reforms on the implementation of the directive (7 November 2011).

Finally, the Proposal on the Professional Qualification Directive¹²⁴ was published on 19 December 2011. ETUCE made a common statement with EFEE criticising several initiatives of the proposal, first of all the temporary mobility card and regime, which would create a loophole in the national laws on recognition of foreign teachers. ETUCE, ETUC, EPSU and EUROCADRES compiled a common list of amendments on the proposal to be sent to the European Parliament. As the adoption of the proposal is expected in December 2013, the lobbying activity will continue.

3. Teachers' Working Conditions, Social Protection, Health and Safety

Violence at Work

The updated ETUCE Action Plan on Preventing and Tackling Violence in Schools¹²⁵, which was adopted by the ETUCE Committee in November 2010, describes harassment as unwanted or unwelcome behaviour, which may range from unpleasant remarks to physical violence and affect workers deeply. Harassment and violence can be physical, psychological and/or sexual, be one-off incidents or more systematic patterns of behaviour, occur amongst colleagues, between superiors

¹²⁰ http://ec.europa.eu/internal_market/consultations/2011/professional_qualifications_directive_en.htm

¹²¹ http://etuce.homestead.com/Statements/2011/9335_ETUCE_answers_to_the_European_Commission_on_PQD_GREEN_PAPER.pdf

¹²² http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ecofin/123628.pdf

¹²³ http://www.europarl.europa.eu/RegData/commissions/imco/document_travail/2011/467313/IMCO_DT%282011%29467313_EN.pdf

¹²⁴ http://ec.europa.eu/internal_market/qualifications/docs/policy_developments/modernising/COM2011_883_en.pdf

¹²⁵ http://teachersosh.homestead.com/Publications/ETUCE_action_plan_HV_CH_EN_Adopted.pdf



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and subordinates or by third parties such as clients, customers, patients, pupils etc. and can range from minor cases of disrespect to more serious acts, including criminal offences, which require the intervention of public authorities.

In recent years, cyber-harassment has emerged as a particular form of violence and with technological advances is rapidly increasing. It is to be understood as the use of information and communication technologies for repeated, deliberate and hostile behaviour by an individual or a group with the intention to harm others. It ranges from continuing e-mailsending to someone who has said he/she does not want any further contact with the sender, to threats, sexual remarks, pejorative labels, ganging up on victims by making them the subject of ridicule in forums, posting false statements, and passing on pictures, sound recordings or films via mobile phones. The motives range from emotional reasons to personal dislike and conflict of interests at work. Other motives can be prejudice on grounds of gender, racial or ethnic origin, religion and belief, disability, age, sexual orientation and body image.

Cyber-harassment against teachers can threaten teachers' current and future employment opportunities, and their professional reputation. It is furthermore to be considered a psychosocial hazard in their working environment, as it can deeply affect the personality, dignity and/or integrity of the victim. This form of violence is not restricted to school, as the physical workplace, but can affect teachers outside their workplace while being nevertheless related to their workplace.

To meet the concerns expressed by the ETUCE member organisations on the dangerous impact of cyber-bullying/-harassment on teachers at their workplace and their working conditions, ETUCE initiated in 2009 the project *Teacher Trade Unions concerned about violence at school II – Cyber-harassment*¹²⁶. Drawing on the experience from the first ETUCE project concerning violence and harassment in schools, ETUCE aimed to support the implementation of the Framework Agreement on Harassment and Violence at Work¹²⁷ in the education sector among its member organisations, as well as the further implementation of the ETUCE Action Plan on preventing and tackling violence in schools, in particular cyber-harassment in schools. The project raised awareness of cyber-harassment at schools and on how it affects the working conditions and health of teachers, helped to identify and exchange good practices of anti-cyber-harassment measures in schools and to promote the involvement of trade unions in this issue. The project and outcome were presented in numerous conferences and events, such as the Safer Internet Forum from the European Commission in 2009 or the workshop of the COST Action IS0801 on Cyber-bullying¹²⁸ in 2011.

Drawing on its experience, the ETUCE Secretariat engaged actively in the multi-sectoral negotiations on a joint commitment to tackle third-party violence in the public sector. On 30 September 2010, the European Social Partners from the education, local government, hospital, private security and commerce sectors, represented by ETUCE, EFEE, EPSU, CEMR, UNI-EUROPA, HOSPEEM, COESS and EUROCOMMERCE, signed the Multi-sectoral Guidelines to Tackle Third-Party Violence and

¹²⁶ http://teachersosh.homestead.com/Cyber_Harassment/project.html

¹²⁷ http://ec.europa.eu/employment_social/dsw/public/actRetrieveText.do?id=8446.

¹²⁸ <https://sites.google.com/site/costis0801/>.



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Harassment Related to Work¹²⁹. The aim of the Guidelines is to ensure that each workplace has an embedded policy which addresses the issue of third-party violence. The Guidelines set out the practical steps that can be taken by employers, workers and their representatives/trade unions to reduce, prevent and mitigate incidences of third-party violence. The steps reflect the best practices developed in the five sectors and they can be complemented by more specific and/or additional measures.

According to EU and national law, both employers and workers have obligations in the field of health and safety. Although, the duty to ensure the health and safety of workers in every aspect related to work lies with the employer, the employee also has a responsibility to take care, as far as possible, of their own health and safety and that of other persons affected by their actions at work, in accordance with their training and the instructions given by their employer. Employers also have an obligation to consult workers and/or their representatives and allow them to participate in all questions relating to health and safety at work. This reflects awareness that, in practice, a joint approach to health and safety is the most successful.

Acknowledging this fact, the signatories carried out a joint project¹³⁰ to disseminate the guidelines and raise further awareness on the issue amongst their member organisations¹³¹. ETUCE with the other signatory social partners committed to produce a progress report in 2012 to their respective sectoral social dialogue committees and to entrust the European Social Dialogue Committees of the respective sectors to prepare a joint report. In addition, the social partners agreed to take account of the Guidelines when preparing the next EU social dialogue work programme.

In 2012, ETUCE is coordinating the project *Social Partners in education concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools*¹³². In this project ETUCE and its social partner, EFEE, wish to find out to what extent third-party violence is addressed in the education sector in Europe. Together with EFEE, ETUCE wants to gather good practices on codes of conduct on measures preventing third-party violence in schools in the different EU/EFTA countries. Moreover, ETUCE and EFEE wish to delineate the action of teacher unions and education employers on measures preventing third-party violence and to support their work on this issue. Arising from the project activities, the Secretariat will compile a practical implementation guide on the third-party violence guidelines for the education sector in English, French, German, Spanish and Russian with the aim of applying the guidelines at grassroots (school) level and to ensure the sustainability and long-term effect of the project outcome. A one-page summary in 25 EU languages and Russian will also be made available.

Teachers' work-related stress

Teachers are among the professions reporting the highest level of work-related stress. Therefore, the issue of work-related stress requires special attention from teacher unions, particularly within the

¹²⁹ http://teachersosh.homestead.com/Publications/Final_Multi_sectoral_guidelines_rev_EN.pdf

¹³⁰ <http://www.eurocommerce.be/content.aspx?PagelId=42216>.

¹³¹ The guidelines are available in the different EU languages and Russian at:

http://teachersosh.homestead.com/TeachersOSH_Publications.html

¹³² http://teachersosh.homestead.com/3rd-Party_Violence/thirdpartyviolencedescription.html



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context of industrial relations and social dialogue. In times of economic crisis work-related stress can increase and become an even bigger concern for the health and safety of workers. Long working hours, difficult working conditions, pressure, deadlines and in particular job insecurity are factors strongly affecting the level of work-related stress – not only in times of economic crisis. Therefore, it becomes even more important to focus on how to cope with the extra pressure.

In 2009 ETUCE successfully completed the project Teachers' work-related stress: Implementing the ETUCE Action Plan and the European Autonomous Agreement on Work-Related Stress. The project sought to establish risk assessment systems on work-related stress (WRS) in schools, to encourage the inclusion of psychosocial hazards in collective agreements in the education sector and to support teacher unions in setting up health and safety strategies for schools, tackling in particular WRS. Based on the results and good practice at national and school level collected in two surveys amongst the ETUCE member organisations, the ETUCE Action Plan on Teachers' Work-Related Stress was updated and adopted by the ETUCE Executive Committee in 2009.

On these grounds, ETUCE began in 2010 its European-wide research project to collect concrete information and facts on work-related stress amongst teachers: *Teachers' work-related stress: European-wide Survey - Assessment, Comparison and Evaluation of the Impact of Psychosocial Hazards on Teachers at their Workplace in the EU*¹³³. This major survey was set up on the basis of the Copenhagen Psychosocial Questionnaire (COPSOQ)¹³⁴ and invited teachers from 500 schools (grassroots level) in all EU/EFTA countries to participate. The ETUCE member organisations actively contributed to the outcome of this survey by assisting the ETUCE Secretariat in finding the schools and teachers who participated in the survey. The survey results and the policy document adopted by the ETUCE Committee in March 2012 are available for download on the ETUCE's Health and Safety website (www.edu-osh.eu). They support both ETUCE member organisations at national level in collective agreements and the ETUCE in the European Sectoral Social Dialogue Committee in Education, which has work-related stress as a priority topic on its agenda.

The project results have been presented at several major events, such as the "Promoting Mental Health and Well-being at Workplaces" conference organised by the European Commission and the German Federal Ministry for of Health in cooperation with the German Federal Ministry of Labour and Social Affairs for the launch of the "European Pact for Mental Health and Wellbeing"¹³⁵. ETUCE is monitoring and following up on the Pact which addresses Member States' governments, regional and local authorities, non governmental actors and civil society organisations whose decisions might have an impact on mental health policies.

European Agency for Safety and Health at Work (EU-OSHA)

The European Agency for Safety and Health at Work (EU-OSHA) was established with the aim of making Europe a safer, healthier and more productive place to work. Working with governments, employers' and workers' organisations, EU bodies and networks, and private companies, the agency promotes a culture of risk prevention to improve working conditions in Europe and raises awareness

¹³³ http://teachersosh.homestead.com/Stress_III/Work-Related-Stress-III.html

¹³⁴ http://teachersosh.homestead.com/Stress_III/COPSOQ.html

¹³⁵ http://ec.europa.eu/health/mental_health/policy/statements/index_en.htm#



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and disseminate information on the importance of workers' health and safety for European social and economic stability and growth. It has put in place an occupational safety and health network constituting a dedicated focal point in all EU Member States, EFTA countries and candidate and potential candidate countries.

Striving for healthier and safer working conditions in the education sector, ETUCE has been a member of the EU-OSHA Campaigns on Healthy Workplaces¹³⁶ since 2009, e.g. on "Safe Maintenance" (2010/2011) and "Working together for risk prevention" (2012/2013). ETUCE received an award as an official campaign partner and presented its work on the prevention of work-related stress and violence in schools. In the framework of this partnership, EU-OSHA published an article on ETUCE's work in its newsletter¹³⁷ in January 2012. In connection with the campaign partnership ETUCE has also sought membership of the European Network in Education and Training on Occupational Safety and Health (ENETOSH¹³⁸). Participating in the annual meetings, the network provides ETUCE and its member organisations a wide range of opportunities for partnerships related to health and safety covering all levels of education.

Interested in exploring new fields, ETUCE participated in the EU-OSHA's workshop on "Women at Work"¹³⁹ which took place in December 2011. The event showed the close link between both working conditions issues of Health and Safety and equality.

As a Trade Union Federation within ETUC, the European Trade Union Confederation, ETUCE coordinates its efforts on working conditions issues with the European Confederation. These cover the above- mentioned topics and work on various EU Directives:

Revision of Directive 96/34/EC on Parental Leave

Since the ETUCE gave ETUC its mandate for cross-sectoral negotiations on a revision of the Directive 96/34/EC on parental leave, ETUCE has been closely monitoring the developments at European level concerning this Directive. In June 2009 the social partners signed a revised Framework Agreement on Parental Leave¹⁴⁰. It increases the duration of parental leave from three to four months per parent. One of the four months shall be non-transferrable between the parents. The document states that it applies to all workers, regardless of their type of contract (fixed-term, part-time, etc.) and gives parents returning to work after parental leave the opportunity to request a change to their working conditions (e.g. working hours). It also increases protection not only against dismissal but also against any unfavourable treatment as a result of the exercise of the right to parental leave. In March 2010, the Council Directive 2010/18/EU¹⁴¹ implementing the revised Framework Agreement on parental leave was concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC, repealing the Directive

¹³⁶ <http://osha.europa.eu/en/campaigns/index.html>

¹³⁷ <https://osha.europa.eu/en/news/eu-etuce-teachers-work-related-stress-survey-results-and-brochure>

¹³⁸ http://www.enetosh.net/webcom/show_article.php/_c-29/i.html

¹³⁹ http://osha.europa.eu/en/priority_groups/gender/index.html

¹⁴⁰ <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=526>

¹⁴¹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:068:0013:0020:EN:PDF>



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96/34/EC. In 2011, ETUCE reported back to its member organisations from the ETUC conference: "Implementing the Revised Parental Leave Framework Agreement: meeting the challenges"¹⁴².

Maternity Leave Directive

Following up on the topic of maternity leave, ETUCE invited the member organisations in October 2010, to lobby their respective governments on the revision of the Maternity Leave Directive. The European Parliament voted on 20 October 2010 in favour of extending the minimum maternity leave from 14 to 20 weeks. In the subsequent meeting of the Employment, Social Policy, Health and Consumer Affairs Council (EPSCO), the draft directive on maternity leave was discussed and the proposal from the European Parliament rejected.

In July 2011, ETUCE took up the topic once again, in its request for action by the member organisations based on the ETUC letter to the EU Presidency on the revision of the Maternity Directive. The ETUC Secretariat will continue monitoring the developments in this field.

Reconciliation of work and family life

Reconciliation of work and family life is a further topic in the field of working conditions that the ETUCE has been monitoring continuously. The latest development to report on, concerns the Beijing Platform of Action¹⁴³ and the Council conclusions on "*Reconciliation of work and family life in the context of demographic change*" from 2011. These stressed the importance of acknowledging the demographic change in Europe. The Council invited member states to promote, with the participation of the social partners, the reconciliation of work and family life in all sectors of the economy and to raise awareness of the fact that family friendly workplaces improve productivity. The Council also invited member states to explore ways in which reconciliation policies might be further enhanced by encouraging employers to eliminate the tension between workers' commitment to their careers and to their families by making those two spheres of life mutually compatible. Member states were asked to report to the European Commission on their performance as regards childcare facilities as set out in the "Strategy for equality between women and men 2010-2015"¹⁴⁴.

The Council also called on the European Commission to explore the issue of career and family compatibility as an aspect of the reconciliation of work and family life, in particular how employers have developed family-friendly work environments in order to attract and retain workers (especially women) and facilitate their commitment to work by making those two spheres of life mutually supporting."¹⁴⁵

Working Time Directive

As the the conciliation procedure initiated by the European Commission between the European Parliament and the Council of the European Union in April 2009¹⁴⁶ failed, the European Commission launched the revision of the Working Time Directive 2003/88/EC with its Communication *Reviewing*

¹⁴² http://etuce.homestead.com/ETUCE_Newsletter/2011/02.2011_ETUCE_NEWSLETTER_en_final.pdf

¹⁴³ See chapter 7.

¹⁴⁴ See chapter 6.

¹⁴⁵ This topic is covered also in chapter 6 on Equality Issues as it is taken up in the Strategy for equality between women and men 2010-2015.

¹⁴⁶ <http://ec.europa.eu/social/BlobServlet?docId=6419&langId=en>



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the *Working Time Directive*¹⁴⁷. The procedure comprised a two-stage consultation with the social partners at EU level and a detailed impact assessment. In December 2010, the European Commission adopted the second-stage consultation paper¹⁴⁸ asking workers' and employers' representatives for their views on possible changes to the Directive. The European Commission also adopted a report on how the current working time rules are being implemented in the Member States and made available an independent study on the social and economic impact of the Directive¹⁴⁹.

Further movement occurred when the Executive Committee of ETUC adopted a Resolution on "The Working Time Directive: limitation of working hours and greater influence of workers for the benefit of healthier working lives"¹⁵⁰. Based on this document, ETUCE gave ETUC its mandate to open a new round of negotiations on this Directive. So, in November 2011, the European Social Partners launched negotiations with a first meeting scheduled in December 2011. The social partners have nine months to conclude the negotiations. If they are successful, the social partners will inform the European Commission of the results achieved at the beginning of September 2012. In the event that the social partners do not reach an agreement, the European Commission would then come forward, as promised, with a legislative proposal, based on its consultation and impact assessment. ETUCE will inform its member organisations of the outcome.

In this respect, the publication of the EURYDICE network in October 2011, *Teachers' and School Heads' Salaries and Allowances in Europe, 2009/10*¹⁵¹ needs to be mentioned. The report includes a comparative analysis based on the data provided by each country, national sheets on teachers' and school heads' remuneration from Pre-primary education (ISCED 0) to Upper-secondary education (ISCED3) and a section on the general methodology and definitions used in the data collection.

4. Economy: Crisis, Privatisation, Influence of Business

4.1. European Semester

The *Economic and Financial Affairs Council* approved a reform on 7 September 2010, named the *European Semester*. It is a cycle of economic policy coordination, launched in 2011, operating with a 6-month budgetary review. The *Economic and Financial Affairs Council* re-examines and revises the budgetary decisions of the Member States every first semester of the year. In January 2011, the European Commission issued its draft conclusions on the role of education and training in the Europe

¹⁴⁷ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32003L0088:EN:NOT>

¹⁴⁸ <http://ec.europa.eu/social/main.jsp?langId=en&catId=329&newsId=964&furtherNews=yes>

¹⁴⁹ COM(2010) 802 final

¹⁵⁰ http://www.etuc.org/IMG/pdf/Resolution-on-The-WTD-Limitation-of-working-hours-and-greater-influence-of-workers-for-the-benefit-of-healthier-working-livesEN_2_.pdf

¹⁵¹ http://eacea.ec.europa.eu/education/eurydice/key_data_en.php



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2020 Strategy also in reference to the European Semester. The Conclusions were adopted at the Education Council meeting on 14 February, 2011¹⁵².

Prior to the meeting, the ETUCE Advisory Panel on Education discussed the effects of the new economic structure, and decided to inform member organisations on the issue in a Circular article¹⁵³.

The Council conclusions build on three reports of the *Annual Growth Survey*, the latter introduced with the European Semester, which stated that the Member States would not be able to achieve the benchmarks on fewer early school leavers and more graduates, set out in the EU 2020 Strategy. In the conclusions the Commission stressed the need for curriculum design to be based on projections on future skills gaps and needs at national, regional, local and sectoral level. Tackling early school leaving should be focused on innovative learning and teaching methods, but not on more investment. Considering higher education, the conclusion proposed more varied sources of funding and more partnerships with businesses. As far as ETUCE was concerned, this policy of the EU will contribute to more privatisation and commodification of higher education, hence limiting education budgets. ETUCE informed the Higher Education and Research Standing Committee (HERSC) on the initiative in March 2011, and will continue to lobby for proper investment in education in order to maintain high quality education. In July 2012, ETUCE sent a statement to the European Institutions concerning the European Semester Recommendations 2012 and called upon its member organisations to lobby national governments concerning the recommendations on education and social partnership.

4.2. Impact of the economic crisis on education

The global economic crisis began back in 2007. It had a damaging impact on public finances in Europe, hence on education and training activities. In 2010 and 2011 the crisis worsened dramatically. It turned into a sovereign debt crisis in several European countries. The international institutions who became lender of last resort for these countries put pressure on national governments to drastically reduce their public spending. Consequently, this led to severe cutback measures also in the education sector. As a result, teachers' working conditions and the overall quality of education services were seriously harmed in many countries.

While the economy is slowly recovering in the United States and the emerging economies, the situation in Europe remains extremely worrying. Several actions have been undertaken by some major EU countries, yet it has not been possible so far to stabilise the economy. Moreover, the "austerity" doctrine seems to be accepted by all European governments, even though these measures have not borne fruit either. Rather, they are a threat to public services and, in particular, for the educational future of the generations to come.

¹⁵² Council conclusions on the role of education and training in the implementation of the Europe 2020 strategy.

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/119282.pdf

¹⁵³ http://etuce.homestead.com/Circulars/2011/01.2011_ETUCE_Circular_eng.pdf



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Since the beginning of the crisis, ETUCE has closely monitored developments in all European countries. It has developed and carried out a set of actions, both at national and European level, protesting against austerity policies and calling for higher public investment in education.

The global economic crisis and its increasing negative repercussions on the education sector in Europe have dominated ETUCE's work agenda during most of the last two years. Member organisations from Greece, Portugal and Spain, but often also from other European countries, have reported to ETUCE on drastic austerity measures concerning the education sector taken by their respective governments. They range from salary cuts and collective agreement violations to job cuts and even closure of schools.

ETUCE actions at national level

At the request of its member organisations, the ETUCE drafted and sent out specific statements on national situations to their respective governments. Each statement was composed in close cooperation with the member organisations concerned. This approach ensured that the specific national problems could be taken into account and addressed in the statements. At the same time, the statements emphasised the one-sidedness and ineffectiveness of the national governments' blind following of austerity policies which damage their education systems. In its statements ETUCE also underlined the fact that investment in education cannot be seen as a cost burden but rather as a necessary and worthwhile investment in the country's future. ETUCE also referred to increased investment in education as an alternative response to the crisis and the right measure to strengthen the country's economy in the long term. During the last years ETUCE has drafted statements on funding of education and teachers' working conditions in the context of the crisis and sent them to the following countries:

- Finland, November 2009¹⁵⁴
- Hungary, November 2009¹⁵⁵
- Latvia, 2009
- Romania, 2009 and December 2011¹⁵⁶
- Greece, March 2011¹⁵⁷ and October 2011¹⁵⁸
- Portugal, February 2011¹⁵⁹ and November 2011¹⁶⁰

ETUCE also sent letters of support to its member organisations within the context of national industrial action (Serbia in January 2011, UK in December 2011 and Spain in March 2012) and participated in a national demonstration of all the public sector in Madrid, Spain in October 2011.

¹⁵⁴ http://etuce.homestead.com/Statements/2009/ETUCE_statement_FI_031009.pdf

¹⁵⁵ http://etuce.homestead.com/Statements/2009/ETUCE_HU_Statement_051109.pdf

¹⁵⁶ http://etuce.homestead.com/Statements/2011/201112/ETUCE_Statement_RO_120711.pdf

¹⁵⁷ http://etuce.homestead.com/Statements/2011/Statement_by_ETUCE_on_the_situation_in_Greece_eng.pdf

¹⁵⁸ http://etuce.homestead.com/Statements/2011/201110/ETUCE_Committee_statement_Greece_eng.pdf

¹⁵⁹ http://etuce.homestead.com/Statements/2011/Statement_by_ETUCE_on_the_situation_in_Portugal.pdf

¹⁶⁰ http://etuce.homestead.com/Statements/2011/201111/ETUCE_statement_Portugal_161111.pdf



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ETUCE actions at European level

In 2009/2010, ETUCE carried out an EU-funded project aimed at assessing the impact of the crisis on the education sector. The project consisted of a time-dynamic survey on the negative effects on the sector, a mid-term working seminar and a final conference presenting the project's outcome. The survey findings highlighted that the crisis had a concrete impact on funding of education, teachers' working conditions and on industrial relations in the sector. However the degree of this impact varies substantially depending on the country. Representatives from EFEE, the European Commission and the European Foundation for Improvement of Working and Living Conditions (Eurofound) participated in the mid-term seminar and the final conference.

In 2010 and 2011, ETUCE produced EU level statements in order to maximise the pressure on public authorities at all levels against cutback policies.

In June 2010 ETUCE addressed a "Statement to the European Council meeting 17 June 2010 and the European Commission in preparation of the June G8/G20 summit in Ontario".¹⁶¹ In this paper ETUCE urged the European Council and the Commission to advocate for positions at the G8/G20 Summit which would support further investment in education and training rather than continuous financial cuts that would damage the sector. ETUCE emphasised its demands in another statement to the European Council Meeting and the European Commission in Preparation of the G20 Summit in Seoul.¹⁶²

In January 2011, ETUCE together with its social partners, EFEE, as well as EPSU and CESI drafted a strong document *Investing in the Future, A joint declaration on education, training and research*¹⁶³. It was signed by the Presidents of the social partner organisations and the General Secretaries of EPSU and CESI and sent to all national authorities in charge of education.

Statements by ETUCE were sent to the European institutions in May¹⁶⁴ and October 2011¹⁶⁵. Additionally, the ETUCE Committee drafted a general statement on the crisis in October 2011.¹⁶⁶

Follow-up activities

ETUCE acknowledges the seriousness of the situation which has worsened and clearly started to lead some countries into a severe social crisis. For ETUCE, it seemed not to be sufficient anymore to support individual member organisations with solidarity letters when the whole sector was at risk. Therefore, ETUCE organised a Special Meeting in January 2012 in Brussels to discuss not only the impacts of the economic crisis on the education sector but also possible solutions.

The participants adopted conclusions underlining the importance of coordinated actions as a response to the challenges.¹⁶⁷ Consequently, the ETUCE Bureau asked the Secretariat to develop an

¹⁶¹ http://etuce.homestead.com/Statements/2010/ETUCE_statement_to_EU_on_G20.pdf

¹⁶² http://etuce.homestead.com/Statements/2010/2010_09/ETUCE_Statement_on_G20_Summit_September.2010.pdf

¹⁶³ http://etuce.homestead.com/Social_Dialogue/INVESTING_IN_THE_FUTURE_final.pdf

¹⁶⁴ http://etuce.homestead.com/Statements/2011/ETUCE_Statement-EYC_Council_041911.pdf

¹⁶⁵ http://etuce.homestead.com/Statements/2011/201110/EU_2012_Budget_statement.pdf

¹⁶⁶ http://etuce.homestead.com/Statements/2011/201110/ETUCE_Committee_Statement_Crisis_ENG.pdf

¹⁶⁷ http://etuce.homestead.com/News/2012/201201/ETUCE_Special_Meeting_2012_final.pdf



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action plan taking account of individual member organisations' requirements. Following the meeting, the Secretariat drafted a campaign framework¹⁶⁸ asking all European member organisations about their past, current and likely future problems caused by the financial and economic crisis.

The following actions have been organised, as proposed in the ETUCE campaign framework:

- Development and distribution of initial ideas to stimulate some early follow-up activities: "EI/ETUCE Action and Campaign Framework on the Economic Crisis":
- Launch and regular update of a "Special page on the economic crisis and education in Europe". On this page ETUCE informs the public about all relevant news and national or cross-national trade union activities related to the crisis. ETUCE also composes more focused country features, interviewing education trade union leaders and providing current data on individual countries.¹⁶⁹
- Asking member organisations to nominate a contact person in charge of crisis-related matters to enable fast follow-up actions ; the contact persons have been registered in a special mailing list.
- Translation of information material on the ETUC Decentralised Day of Action into several languages and posting to all member organisations. ETUC had mobilised for a protest by all member organisations across Europe to emphasise the need to find alternative solutions to the crisis other than just austerity measures.
- Preparation of a mini survey analysing data given by 55 member organisations. This covered the sectors of early childhood education, primary education, secondary education, vocational education and training and higher education. The objective of this work was not to deliver an academic review but rather to gain a good overview of the general political attitude of ETUCE member organisations towards the crisis. Education trade unions sent information on the effects of the crisis in their countries and actions they have launched as a response. The paper is currently used to support the ETUCE follow-up work on the crisis such, as regular lobbying work at the European Parliament.¹⁷⁰
- Launch of a gallery upload site ; member organisations have been asked to upload pictures of their activities related to the crisis.¹⁷¹
- Setting up a blog on its special crisis page ; member organisations can use the opportunity to actively discuss topics related to the crisis.
- In March 2012 the ETUCE Committee met with Members of the European Parliament to present the results of the mini survey. The delegation had the opportunity to hear the views of representatives present from the Progressive Alliance of Socialists and Democrats' members on how to deal with the crisis. As a result, there was a mutual understanding that both MEPs and the education sector could benefit from a future exchange of views.

So far, the suggested activities have been implemented successfully.

¹⁶⁸ http://etuce.homestead.com/Crisis/Framework_of_ETUCE_action_and_campaign_draft_EN.pdf

¹⁶⁹ http://etuce.homestead.com/ETUCE_Crisis.html

¹⁷⁰ http://etuce.homestead.com/Crisis/Crisis_survey/Minisurvey_Crisis_-_ETUCE_ACTION_and_Campaign_framework_on_the_economic_crisis_eng.pdf

¹⁷¹ <http://europeanteachers.eu/index.php?cat=10003>



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ETUCE also joined the online campaign for the financial transaction tax in June 2012. More than a dozen of organisations such as ETUCE, EPSU, the TUC, DGB, the European S&D Group and others have successfully called their members to join an online petition and to address national Ministers of Finance on this matter.¹⁷² ETUCE has also supported the larger online campaign *Europeans for financial reform*.¹⁷³

Future activities

The economic crisis will not disappear within a short period of time. However, it is clear that at a certain point the campaign has to be taken to the next level. The latest election results in Europe give some hope of a more balanced agenda, promoting growth balanced with adjusting budgets. There is, however, no doubt that in some countries austerity measures will continue.

Questions have to be raised about possible solutions on ways to emerge from the crisis and on how to spread the message on alternatives to the broader public. At the same time, there is a need to defend the teacher's professional status and working conditions. There has to be a stronger focus in the future on the teaching profession during the economic crisis, so the ETUCE Bureau has decided the following approaches on activities up to Spring 2013:

1. The "basic" tools of the framework remain, such as mutual information on actions both from the member organisations to the ETUCE Secretariat and vice versa, support to member organisations on request, the Crisis web site and the featuring of countries.
2. The Mini - Survey is to be updated before the ETUCE Conference in November 2012 and again in spring 2013.
3. The ETUCE secretariat will facilitate contacts between member organisations in the internal project *Crisis LINK*. It will create the possibility of ensuring that information about the situation in different countries is brought into the national debate at home by member organisations working together.
4. The ETUCE Secretariat will pursue the issue of support from the European Parliament for the Public Education Sector.
5. The ETUCE secretariat will continue to seek to influence the European Commission's communication on the teaching profession in light of the economic crisis.
6. The ETUCE secretariat will seek support from the European Social and Economic Committee to influence the communication on the teaching profession and request funds from the Committee to organise a Conference in spring 2013.
7. The ETUCE secretariat will check the possibility of launching an EU- funded project related to the crisis. This project could cover a whole range of topics related to the crisis such as the development of the teaching profession, the increasing lack of specialised teachers particularly in natural sciences, problems about recruitment and retention and more.

¹⁷² <http://www.financialtransactiontax.eu/en/home>

¹⁷³ <http://europeansforfinancialreform.org/en/partners>



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Euro-demonstrations

ETUCE has actively participated in several Euro-demonstrations organised by the European Trade-Union Confederation (ETUC). On 29 September 2010 the ETUC called for a European Day of Action. Alongside the Euro-demonstration in Brussels, trade unions carried out more actions at national level in many European countries. An ETUCE delegation joined the Euro-demonstration which brought together fifty trade union organisations from thirty countries. Under the motto "No to austerity – Priority for jobs and growth!" demonstrators protested against increasing austerity cuts as the only measures against the economic crisis.

Emphasising this motto, ETUC organised another Eurodemo on 9 April 2011 in Budapest together with its 6 Hungarian member organisations. The trade unions' demands against austerity cuts and for alternative economic measures were effectively made on the day when the Council of Ministers of Economic and Financial Affairs (ECOFIN) met in Budapest. ETUCE organised a deputation of more than 1000 teachers joining the protesters in Budapest¹⁷⁴. ETUCE had by far the largest sectoral representation in the demonstration and was also amongst the speakers to the demonstration.

5. Trade and Education

ETUCE continues to closely monitor international trade agreements the EU is pursuing which may expose the education sector to privatisation and commercialisation pressures. ETUCE is represented on the ETUC Trade, Globalisation, Development and Decent Work working group which regularly meets to discuss recent developments. ETUCE also works closely with Education International staff responsible for international trade matters.

EU "Modernisation" of Public Services in Trade Agreements

On 26 October, 2011, the European Commission published a *Proposal for the modernisation of the Treatment of Public Services in the EU Trade Agreements*¹⁷⁵. The aim of the proposal is to revise the EU framework for public services, making it easier for private entities to operate public services.

With the proposal, the European Commission wishes to break with the old terminology for public services, preventing national monopolies and allowing for private and foreign operators in the public sector. The Commission admits that some public services, such as justice and police, are non-tradable and are not covered by EU regulation. On the other hand, the Commission states that "*a wide variety of so-called public services, including certain activities relating to education, healthcare, postal, telecommunications, waste collection, water provision, electricity, transport (...) will have certain commercial aspects and may be provided to some extent by private operators on a competitive basis*". In this wording, education becomes a tradable service. In order to open up for more private stakeholders in public services, the Commission wishes to change the paragraph for reservation on

¹⁷⁴ More information can be found on the webpage dedicated to the economic crisis:
http://etuce.homestead.com/ETUCE_Crisis.html.

¹⁷⁵ http://www.epsu.org/IMG/pdf/154b-11_EC_paper_on_public_services.pdf



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public utilities (PU), which was intended to preserve the right to limit the possibility of private operators to provide a service which is considered to be of “utility to the public”. The Commission therefore proposes to introduce separate, individual, and transparent reservations which define more precisely the situation for national/regional services, perhaps leaving it up to local authorities to decide on public or private operators.

Transatlantic Economic Council Working Group

ETUCE has closely followed the decision of the EU-US Transatlantic Economic Council to establish a High-level Working Group on Jobs and Growth. The Working Group is tasked to identify policies and measures to increase EU-US trade and investment as a possible prelude to full scale free trade negotiations. The creation of the working group was the subject of an EU public consultation, which ended in April 2012. ETUCE sent its reply to the public consultation to the Directorate-General for Trade of the European Commission highlighting that education should never be a subject of trade. ETUCE has previously expressed concern that education is at risk of being included in commercial trade agreements.

An interim report of the EU-US working group in June stressed a number of objectives to deepen transatlantic economic ties.¹⁷⁶ The first is a recommendation that both parties “bind” existing levels of liberalisation in services. This would have the effect of locking-in current practice across all sectors. For example, if either party already allows foreign education providers to operate in their “market”, they would have to include this as a legally-binding commitment in a future agreement. That would prevent the country from imposing new limits on market access or other regulations that have the effect of restricting market access or otherwise impeding trade.

Secondly, the working group proposed including new commitments to liberalise government procurement. This could raise some issues with schools and higher education institutions. Most international trade agreements assign a broad definition to government procurement that includes not just purchases by the state, but also by governmental authorities such as hospitals, schools and universities. In such cases, procurement rules would apply. This can create an administrative burden, but more importantly may affect procurement policies that conflict with trade rules such as national treatment and Most Favoured Nation status. For example, many schools and educational authorities have “buy local” or “ethical purchasing” policies that could run foul of procurement rules in trade agreements.

Finally, there is a proposal to include an intellectual property chapter in a future agreement. Both the European Commission and the United States are standing behind some of the more controversial elements of the Anti-Counterfeiting Trade Agreement. ACTA has been rejected by several EU members and by the European Parliament. These new transatlantic negotiations may be a back door way of sneaking in some of the more odious elements of ACTA with some serious implications for teachers and students.

¹⁷⁶ http://trade.ec.europa.eu/doclib/docs/2012/june/tradoc_149557.pdf



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EU-Colombia Free Trade Agreement

In February 2012, the process of European Parliament ratification of a free trade deal with Colombia got underway with committee hearings. The ETUC, TUAC, ITUC and the Council of global unions (CGU) sent a common letter to all MEPs calling for the rejection of the FTA based on evidence of Colombia's on-going violations of trade union and human rights. ETUCE has been particularly concerned given that teachers in Colombia have been one of the principal targets of violence and intimidation. It is estimated that in the last two decades close to 1,000 teachers have been killed. In spite of these criticisms, the EU endorsed the trade agreement with Colombia in March 2012, with a vote in the European Parliament expected in September 2012.

EU-Canada Comprehensive Economic and Trade Agreement

On 6 May 2009, at a Canada-European Union Summit in Prague, leaders announced the launch of negotiations on a new trade treaty aimed at "deep economic integration". The Comprehensive Economic and Trade Agreement (CETA) is an all-encompassing deal between Canada and the EU that would cover the trade in goods and services, government procurement, investment, intellectual property, regulatory and non-tariff barriers to trade, and labour mobility.

At this point it is not clear if education or other public services will be included. However, both EU and Canadian officials have stated that no sector and no subject will be *a priori* excluded from the talks. Meanwhile, the EU and Canada are taking very different approaches to services liberalisation. The EU draft text is based on the WTO's General Agreement on Trade in Services (GATS) and adopts a "**positive list**" approach – those sectors that a party wants to liberalise will be listed in a schedule of commitments. Anything not listed, will be excluded from the scope of the agreement. Canada, by contrast, is adopting the North American Free Trade Agreement (NAFTA) "**negative list**" approach – all service sectors and measures are covered except those explicitly included in a list of reservations.

Also of concern is that Canada is proposing that CETA include controversial rights for investors that will allow companies, independent of their government, to directly launch legal action against states for alleged violation of the agreement's investment rules. Such rules already exist in NAFTA and in a number of bilateral investment agreements. These rules have given private investors new powers to usurp democratic decision-making and to promote the privatisation of public services.

For example, the Slovak Republic is currently facing a lawsuit from a private Dutch financial firm. The company is claiming that the Slovak Republic breached the terms of a bilateral investment treaty by passing a law requiring health insurance be provided on a not-for-profit basis. The danger is that new investor-state rights in CETA could expose governments in Europe to similar lawsuits that place constraints on the provision and expansion of public services like health and education.

EU-India

ETUCE continues to work with ETUC to monitor trade negotiations between the EU and India. Following the EU-India summit early this year, there were a series of technical sessions in March and a chief negotiators meeting in April. The European Commission has stated that it intends to conclude the negotiations by the end of the year. However, a number of chapters remain open including the sustainable development chapter. Some of the other contentious issues include labour mobility and



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labour rights. A leaked version of the draft EU offer on “mode 4” - services supplied by persons in the territory of the other party – was released early this year.¹⁷⁷

Cooperation Agreements on Education and Training

The European Commission has formal cooperation agreements on education and training with the United States and Canada. A so-called “policy dialogue” on education has also been launched with Australia, Brazil, China, India, Israel and Mexico.

More recently, on 17 May 2012, the EU and South Africa signed a Joint Declaration on Cooperation in Education and Training¹⁷⁸. The Declaration is intended to further cooperation across the whole education system but will initially focus on higher education and vocational education and training.

Areas identified for further cooperation in the declaration include recognition, credit transfer and accumulation, qualifications frameworks and the transparency and transferability of qualifications, teacher education, benchmarks, and lifelong learning policies and strategies. The Declaration obliges its signatories to jointly set up a rolling work programme to conduct their education policy dialogue. They will regularly review its implementation and discuss avenues for future co-operation. To this end, senior officials from both sides will meet in principle once a year. The subject of the next dialogue will be on the internationalisation of higher education.

The collaboration is intended to promote student mobility, equity and quality in education, quality assurance mechanisms and stakeholder involvement.

Earlier this year, the EU and China also agreed to deepen their cooperation. At the fourteenth EU-China Summit held in Beijing on 14 February 2012, leaders of the two sides agreed to establish the EU-China High Level People-to-People Dialogue (HPPD). Under the EU-China HPPD, both parties agree to expand the opportunities for mobility in education, and increase the number of exchanges between students and scholars, particularly in higher education. The two sides will work together to improve the mutual recognition of academic qualifications.

Anti-Counterfeiting Trade Agreement

ETUCE and EI have raised concerns about the impact of the Anti-Counterfeiting Trade Agreement (ACTA) on the education sector. ACTA has been widely criticized for granting authorities broad new powers to monitor and enforce enhanced copyright and patent protections, potentially restricting access to information. Teachers and students have been concerned about the agreement’s potential impact on their ability to access information for educational and research purposes.

The agreement is now facing a major backlash in Europe. On 31 May, all three committees of the European Parliament advising the International Trade Committee recommended rejecting the deal. While the committees’ recommendations are not binding, they nevertheless put further pressure on the EU and its member states to reconsider ratification of ACTA.

¹⁷⁷ For an analysis of the EU position see <http://www.madhyam.org.in/admin/tender/India1.htm>

¹⁷⁸ http://ec.europa.eu/education/external-relation-programmes/doc/jointsouthafrica_en.pdf



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MEPs on the Civil Liberties Committee concluded that ACTA fails to respect privacy rights and the full protection of sensitive personal information. The Industry Committee argued the agreement does not properly balance the rights and freedoms of the different stakeholders affected by ACTA. The Legal Affairs Committee also voted against approval of the controversial Agreement.

The European Parliament voted in July overwhelmingly to reject ACTA. The final vote was 478 against, 39 in favour, with 165 abstentions.

World Trade Organisation

EI has actively lobbied to have education services excluded from the scope of the General Agreement on Trade Services (GATS), which was adopted by the World Trade Organisation (WTO). Negotiations on GATS have been part of the so-called single-undertaking of the Doha Development Round launched in 2001. However, deep divisions between developed and developing countries over agricultural subsidies and industrial tariffs have led to an impasse in talks.

EI attended the 8th WTO Ministerial Conference in December 2011 where the future of the Doha Round was again raised. In a sign that some countries are losing patience with the WTO, a group calling itself the “Real Friends of Services” - which includes the EU - has begun initial discussions on the development of a new International Services Agreement (ISA). ETUCE and EI will continue to lobby for education being excluded from all bilateral, regional and multilateral trade agreements.

6. Human and Trade Union Rights Issues

In the field of Human and Trade Union Rights and in activities concerning solidarity and development, the ETUCE Secretariat has been working closely in cooperation with the EI head office which is reflected in the reports provided in this chapter.

Albania

In September 2011 FSASH and SPASH Albania informed ETUCE that the government is implementing an “order of teachers” with compulsory membership that could undermine the teacher unions. In reaction to this report ETUCE wrote to the Albanian government on 9 September 2011 to support FSASH and SPASH. On the issue of the elimination of child labour, the two unions, FSASH and SPASH, continued to raise awareness about the role of education for all as the best means to eliminate child labour. Awareness raising and training projects were carried out with funding from the ILO IPEC programme.

Greece

In March 2011 ETUCE had received reports from its member organisations in Greece that the Greek Ministry of Education has announced the merging of 1933 school units, which implies the closing of 1056 schools, leading to a loss of 3000 teaching positions and a dramatic lowering of the quality of education in Greece. ETUCE reacted with a statement on the situation in Greece.¹⁷⁹ In this statement, ETUCE urged the Greek government to refrain from further cuts in education and instead to engage

¹⁷⁹ http://etuce.homestead.com/Statements/2011/Statement_by_ETUCE_on_the_situation_in_Greece_eng.pdf



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with teachers' organisations in order to find a collectively constructed solution to the increasingly worrying situation in Greece.

Still in the context of the on-going economic crisis, drastic measures were repeatedly imposed on Greek workers and citizens. When it came to a revision of the Greek system of collective bargaining through the public finance rescue plan ETUCE issued an even stronger statement.¹⁸⁰ ETUCE urged all member organisations to show immediate solidarity and to send support letters and letters of protest to their national Governments.

In September 2011 an ILO High Level Mission visited Greece to assess whether the ILO principles had been respected. In the run-up to this mission EI participated in the ILO conference in June 2011. There, it recalled the principle that restrictions on collective bargaining as part of a stabilisation policy should be imposed only as an exceptional measure and only to the extent that is necessary, without exceeding a reasonable period, and they should be accompanied by adequate safeguards to protect workers' living standards.

Cyprus

The situation in the occupied area of North Cyprus continued to be difficult, too. In November 2010 ETUCE sent an international delegation to attend the trial session of KTOS members. Only half a year later, in April 2011 DAU-SEN reported new problems. The organisation informed ETUCE about the continuous harassment of the EMU University's Rector. He had put teachers' representatives under enormous pressure. In addition, he attempted to cut the union's means of communications. During the following months ETUCE tried several times to exert more influence on the conflict and to help bring the conflict to an end. It sent a protest letter to the EMU University Rector in May and June 2011. ETUCE continued to closely follow the development of DAU-SEN's problems at the EMU University. The situation did not improve. Instead, the pressure on DAU-SEN exerted by the Management increased. DAU-SEN's General Secretary had to go through a disciplinary trial which marked one more step in EMU's attempt to finally get rid of him and consequently to weaken the trade union's position in the ongoing conflict about the handover of the EMU institutions. ETUCE sent a solidarity letter to DAU-SEN during the course of the disciplinary trial.

Portugal

In March 2011 ETUCE received reports from its member organisations in Portugal. According to these reports the government had decided not to implement some aspects of a collective agreement signed in 2010. Also, the government planned to reduce teacher salaries significantly, to decrease hours in the curriculum and to increase the number of students per class in VET courses. ETUCE issued a statement on the situation of Portugal assuring the Portuguese teachers and their trade union organisations, FENPROF, FNE and SINDEP, of its full support.¹⁸¹

In November 2011 the EU Troika composed of the European Commission, the European Central Bank and the International Monetary Fund required drastically reduced public expenditure in Portugal.

¹⁸⁰ http://etuce.homestead.com/Statements/2011/201110/ETUCE_Committee_statement_Greece_eng.pdf

¹⁸¹ http://etuce.homestead.com/Statements/2011/Statement_by_ETUCE_on_the_situation_in_Portugal.pdf



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This demand has led the Portuguese Government to adopt a 2012 Budget that decreases investment in education by 1,5 billion Euros. ETUCE reacted immediately. It issued a Statement calling for a Moratorium on the austerity policies imposed by the Troika upon any sovereign state, including Portugal.¹⁸²

Romania

In December 2011 the Romanian Parliament discussed the draft Budget 2012 to reduce public investment in education to 2% of GDP. ETUCE came out with a statement calling on the Romanian Government to refrain from financial cuts in the education sector and instead to launch a constructive dialogue with the teachers' organisations in order to find a common position on all issues concerning the education sector.¹⁸³ Only a month before, ETUCE took action on the "systematic infringement" of the labour law and the continuous application of practices which prejudiced the salary-related rights of education employees through administrative decisions and interpretations of the law. These breached both national and international legislation.

Serbia

In November 2011 TUS Serbia asked for expert support for its view that the draft laws on elementary and secondary education, in particular their provisions on the "minimum operation service" in the case of strike action, as proposed by the Ministry of Education, violate the ILO conventions and principles. At the request of EI, the ILO Workers Department provided an analysis which prompted the Serbian National Education Council to reject the disputed articles concerning strikes in the education sector. The Serbian National Education Council is the highest body appointed by the National Assembly.

Turkey

The teacher union Egitim Sen continued to be harassed by the authorities because of its policy in favour of education in mother tongue (Kurdish) and for its outspokenness. The legal framework on freedom of association, rights to strike and to bargain collectively in the public sector still needs to be brought in line with ILO conventions. Unions are still being thwarted in their organising efforts by dubious court cases and arrests of their leaders.

On 28 November 2011, 25 members of Egitim Sen and the trade union centre KESK (Turkish Confederation of Public Services) were condemned to 6 years and 5 months prison by the Izmir High Court for engaging in what would be regarded elsewhere as legitimate trade union activities. Six other defendants have been acquitted. The 25 trade unionists were amongst the 31 unionists, including 27 members from Egitim Sen, charged since November 2009 for allegedly belonging to an "illegal" Kurdish organisation. They were labelled as "terrorists" based on possession of books that can be found in any bookstore in Turkey, participation in union meetings and other issues that have nothing to do with criminal activity.

¹⁸² http://etuce.homestead.com/Statements/2011/201111/ETUCE_statement_Portugal_161111.pdf

¹⁸³ http://etuce.homestead.com/Statements/2011/201112/ETUCE_Statement_RO_120711.pdf



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The case started in May 2009 with the arrest and detention of over 30 union leaders and members from Egitim Sen and KESK. The court case began on 19 November 2009 and was postponed seven times before the verdict was delivered. All 31 defendants were released on bail in November 2009 but were still subjected to repressive measures and legal constraints for the whole duration of the trial. Those constraints included a ban on travelling abroad that prevented the Egitim Sen Women Secretary, Gulçin Isbert, from attending EI/ETUCE activities. At the EI Congress in July 2011, she was presented, *in absentia*, with the Mary Hatwood Futrell Human and Trade Union Rights Award for her work to promote women's empowerment and the rights of ethnic minorities.

EI coordinated international delegations witnessing the court case on 29 April and 21 October 2011, as well as the final verdict on 28 November 2011. The delegation was joined by representatives of the ITUC and the Director of the International Centre for Trade Union Rights (ICTUR). Throughout the years, the member organisations GEW, SNES, NASUWT, DLF and AOb have followed the court case closely.

EI continued to submit allegations to UN bodies highlighting the fact that full trade union rights have yet to be created in Turkey and that the rights to organise, to strike and to bargain collectively still need to be brought in line with EU standards and ILO Conventions.

EI/ETUCE expressed their solidarity to Egitim Sen who supported the victims of the October 2011 earthquake in Eastern Turkey which had ended the lives of more than 600 people, including 75 teachers.

In February 2012, EI/ETUCE strongly condemned the police raid against union members of the Confederation of Public Employees' Unions (KESK) in Ankara. Fifteen women union leaders, including six members of Egitim Sen, were dragged from their bed and taken into custody. The union offices and personal computers were also searched. The female officers had been meeting earlier in the KESK offices to prepare the 8th March International Women Day programme. The KESK Women's Assembly had adopted a resolution requesting the authorities to make the 8th March an official holiday.

Another full-scale attack on the Turkish trade union movement occurred in the early hours of 25 June 2012. The Turkish police raided offices and houses of trade unionists in around 20 cities in Turkey, arresting no less than 71 trade union members and leaders of KESK, Egitim Sen and other KESK affiliates. While some of the detainees were released, 28 of them, including 15 members of Egitim Sen, remain in detention pending trial. Among the detainees are Mehmet Bozgeyik, Egitim Sen General Secretary, and Sakine Esen Yilmaz, the union's Gender Secretary.

This attack was carried out under the pretext of an operation against an illegal terrorist organisation. While the first link between Turkey's trade unions and any real or perceived terrorist organisation has yet to be found, the authorities leave no opportunity untapped to refer to such an alleged link as an excuse for harsh and arbitrary repression.



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EI condemned these anti-union attacks and urged the authorities to ensure the immediate and unconditional release of all detained trade unionists.

Solidarity and development

After the last Pan-European Conference held in Warsaw on 23-25 November 2009, EI's Solidarity and Development Unit has continued to develop work plans for development cooperation in Central and Eastern Europe. Additionally, the Solidarity and Development Unit and the ETUCE Policy Coordinators have reinforced their co-operation on several topics after the Extra-Ordinary European Conference/ETUCE Assembly in November 2010. Different expertise has successfully been pooled under the supervision of the European Director. The Educational Institute of Scotland (EIS) together with EI launched a project in 2009 to support teacher trade unions in Eastern and South Eastern Europe to develop new skills and to strengthen their capacities for improved and more efficient trade union organising.

Strengthening teacher trade unions

The teacher trade unions in Eastern, South and Central Europe have not been exempted from the consequences of the economic and financial crisis hitting the whole continent. In 2008, even before the crisis had started to expand, EI organised a round table meeting in Tbilisi. There, eight teacher trade unions from Eastern and South Eastern Europe decided on the main directions of future development cooperation work. Common problems were identified such as very low teacher salaries, consequently the difficulties of recruiting and retaining young teachers and students due to low salaries and poor working conditions and the lack of efficient social dialogue structures in most of the countries. There was a decision to focus on two main priorities: 1. strengthened teacher trade union structures at national and regional level and 2. the introduction of efficient collective bargaining mechanisms to improve labour and employment conditions. In the meantime, many activities have been implemented in the following countries:

In 2011, the three **Armenian** member organisations CRSTESA, CPCST and STEESA participated in a training event organised within the *Developing Trade Union Capacity Programme*. The training seminar focused mainly on basic trade union rights (ILO Conventions 87 and 98) and on recruitment, retention and organising of teachers and educational personnel in the country through improved capacities. The training took place after STEESA had expressed in June 2010 its concerns about various articles in the new Armenian Labour Code. In the same month, the ILO Labour Standards Department had provided, at the request of EI, an informal opinion to the Confederation of Trade Unions of Armenia (CTUAA) on the impact of the proposed changes to Article 23 of the Armenian Labour code.

In October 2010 EI undertook a mission to **Azerbaijan** to explore the possibilities of further developing cooperation programmes. As a result, the Azerbaijan Republican Committee of Independent Trade Unions of Employees of Educational Institutions (ARCITUEEI) offered to help launch some activities with the aim of exchanging experiences on improved teacher trade unions structures and collective bargaining skills.



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ESFTUG **Georgia** submitted a project proposal to EI's Pan-European structure and asked for training on these two topics. Because of the conflict in South Ossetia it was not possible to start until 2009 when ESFTUG and EI launched the training programme involving leaders at the national and regional level of the country. Two training sessions took place in 2009. For the first time ever in Georgia, the training had also involved officers from the Ministry of Education and Science. This initiative was supposed to continue with training leaders in all ESFTUG Branches and Ministry of Education officers in the country.

The programme was interrupted as a consequence of external problems and different counteractions promoted by the Ministry of Education (MoE). A new Minister of Education was appointed. He withdrew from all the previous agreements concerning mutual cooperation between teachers and teacher trade union leaders. Additionally, the Ministry of Education exerted strong pressure and harassment on ESFTUG using various tactics. It promoted the establishment of parallel union structures through a professional association supported by an NGO with direct links to the Ministry of Education and school principals. It became almost impossible for ESFTUG to collect membership fees through the check-off system. The former trade union president was personally attacked. There were strong attempts to interfere with union activities and mainly, to manipulate and to prevent the election of a new ESFTUG President. During the ESFTUG Congress, on 30 October 2010, the principle of her candidacy was challenged by an ESFTUG county leader from Tbilisi who then called for a walk-out of the congress. The congress however elected Maia Kobakhidze as a new president. Since then, the ESFTUG has been divided in two opposing groups. The peak of the conflict was reached when an opposition group within the union split off and filed a court complaint against the newly elected president. The main claim of the complainant was that the ESFTUG congress did not have a sufficient quorum to elect Maia Kobakhidze as a new president. Both parties agreed that 203 Congress members were present. The opposition group claimed that 124 of them walked out and did not come back while Maia Kobakhidze's supporters claim that enough members came back and that five tellers counted 111 votes unanimously for the new president. Several court hearings took place before, in April 2012, the court case "Martoleki and Others against ESFTUG" was decided in favour of Maia Kobakhidze. However, the conflict remains unsolved since, on 5 June 2012, the opposition group appealed the Tbilisi City Court decision to the Tbilisi Appellate Court. ETUCE is monitoring the case.

Since 2010 ETUCE has been actively supporting the member organisation in Georgia in different ways in order to solve the on-going conflict and to normalise relations between the Ministry of Education and ESFTUG. In June 2010, a mission delegation headed by Jorgen Lindholm, Vice-President of the EI Pan European regional Committee visited Georgia with the aim of encouraging the Government to refrain from harassing EFSTUG and to enter into collective bargaining as recommended by the ILO. A further delegation composed of ETUCE and EI staff as well as representatives from the ETUCE Bureau, the Danish member DLF and German member GEW, visited Georgia in March 2011 to support ESFTUG at the first court hearing against the newly elected union leadership. The ETUCE Director visited the country in October 2011 to meet with important Georgian and international stakeholders, including the Minister of Education and the GFTU (Georgian Free Trade Union Centre).



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An agreement was struck during the meeting between the ETUCE Director and the Education Minister so that “normal” relations would be re-established between the Ministry and ESFTUG.

In 2011, **Kosovo** joined the Developing Trade Union Capacity Programme. As a result, new negotiations were established between the government and the teacher trade unions, SBASHK and SOK. At the same time these two organisations have followed up the joint programmes started in 2009. EI has supported SBASHK Kosovo’s efforts to organize the union before and after the declaration of independence. It had taken almost four years for SBASHK to get organised and to start collecting membership fees through a check-off system. During all those years, EI and other cooperating partners, such as Utdaningsforbundet from Norway, AOb from The Netherlands, GEW from Germany and other European members had provided financial support to deliver trade union activities and training. Since 2006, SBASHK, in close cooperation with SONK, the Serbian Teachers Union in Kosovo, have been working on the establishment and maintenance of a multi-ethnic teachers’ centre where teachers from Kosovo could find professional support. EI and AOb Netherlands were strongly supported by FNV Netherlands and helped to develop this initiative. Many activities have been implemented since the centre’s opening. Hundreds of teachers from both communities have been able to improve their skills through training.

Also, the teacher trade union of **Moldova**, ESTU, went through a difficult time between 2009 and 2012. Changes took place when a new leadership was elected. Teacher trade unions did not manage to work together on topics of joint interest even after a merger uniting the country’s two previous trade union centres. This was mainly due to their different positions which the two autonomous and independent organisations had to overcome. However, in September 2010 a programme aimed to train the union leadership at regional and national level was launched. Today, the Moldovan member organisation is training their officials in 33 Oblasts and is getting ready to deal with the administration reforms imposed by the government. More training will certainly be required to secure a successful negotiation process at local level.

The programme on the development of trade union capacities developed in cooperation with the EIS included similar workshops for other trade unions in the region of South Eastern Europe. ITUESCSM kicked off their activities in December 2009 in **Montenegro**. It organised a three days training seminar on negotiations and collective bargaining skills. In the context of this seminar participants also discussed the possible development of a new labour code for the country.

Bi- and multilateral programmes

EI, UNSA Education France and Lärarförbundet Sweden supported several training programmes and publications of ESTU Moldova.

Successful cooperation with teacher trade unions in Serbia, Bosnia-Herzegovina, Montenegro, Macedonia, Croatia and Kosovo has been established on a bilateral and multilateral basis.

Another initiative is one between FETE Spain and trade teacher unions in Croatia and Bosnia Herzegovina on peaceful conflict resolution methods.



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Activities in the reporting period have mainly been implemented in the Caucasus and in the Balkans. Also in the coming years it will remain a priority to work in the countries where projects were already launched. However, help will be available to any union that might need assistance in the future. EI has submitted new project proposals on trade union organising to various cooperating unions in Europe and in the United States.

European Union Agency on Fundamental Rights

In December 2011, ETUCE renewed its membership for the following three years of the Fundamental Rights Platform¹⁸⁴, which is a cooperation network between the European Union Agency for Fundamental Rights¹⁸⁵ (FRA) and civil society. The FRA is an advisory body of the European Union that was established in 2007 and is based in Vienna, Austria. The Agency helps to ensure that fundamental rights of people living in the EU are protected. It does this by collecting evidence about the situation on fundamental rights across the European Union and providing advice, based on evidence, about how to improve the situation. The FRA also informs people about their fundamental rights in order to make fundamental rights a reality for everyone in the European Union.

ETUCE reports regularly about the on-going developments at the FRA to its member organisations at the Equality Committee meetings, the most recent event being the FRA Annual Conference, which took place in Vienna on 19-20 April 2012. ETUCE highlighted the European Commission (DG JUST) publication in 2011 of its first report on the Application of the EU Charter of Fundamental Rights¹⁸⁶. This Annual Report tells the public about the Charter's application following the introduction of the terms of the Lisbon Treaty. The report includes concrete examples of how the Charter is being applied by the EU institutions and Member States in cases where they are implementing EU law. It highlights how the fundamental rights enshrined in the Charter are relevant across a range of policies for which the Union is responsible: from justice via transport policy to border management. ETUCE follows up on the report outcomes and informs its member organisations about developments in this area.

Active European Citizenship

Current EU funding in the area of Justice, Fundamental Rights and Equality consists of five specific programmes, which are part of the Multiannual Financial Framework (MFF) for 2007-2013. ETUCE participated in the 2011 public consultation by the European Commission on future funding activities in this area for the period after 2013¹⁸⁷. Stakeholders were invited to express their views on the effectiveness and efficiency of the current funding activities and on how they could be improved to better achieve their objectives and bring more value. Based on the public consultation, the European Commission issued a proposal for a regulation *establishing for the period 2014 to 2020 the Rights and Citizenship Programme*¹⁸⁸ in November 2011. Aiming at simplification and rationalisation, the Rights and Citizens programme is the successor to the existing programmes on fundamental rights and citizenship, preventing violence, antidiscrimination and diversity, and gender equality. The

¹⁸⁴ http://fra.europa.eu/fraWebsite/networks/frp/frp_en.htm

¹⁸⁵ http://fra.europa.eu/fraWebsite/about_fra/about_fra_en.htm

¹⁸⁶ http://ec.europa.eu/justice/policies/rights/docs/report_EU_charter_FR_2010_en.pdf

¹⁸⁷ http://ec.europa.eu/justice/news/consulting_public/0010/background_questionnaire_en.pdf

¹⁸⁸ http://ec.europa.eu/justice/newsroom/files/1_en_act_part1_v5_frc_en.pdf



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stakeholders, responding to the public consultation, were in favour of funding activities such as exchange of good practices, training of professionals, information and awareness raising activities, support to networks, studies etc. The new programme from the European Commission will be part of the Multiannual Financial Framework for 2014-2020, and was discussed during the Justice and Home Affairs Council 7-8 June 2012, where it was agreed that the text from the Commission will be the basis for negotiations with the European Parliament¹⁸⁹.

In this context, ETUCE continues to participate in the biannual structural dialogue meetings of DG COMM within the European Active Citizenship Programme¹⁹⁰ and reports on the European Years¹⁹¹, e.g. on achievements under the European Year on Combating Poverty and Social Exclusion in 2010, and the role of education. Additionally, the ETUCE Secretariat invited the member organisations to actively contribute to the public consultation "EU citizens: your rights, your future"¹⁹² which takes place ahead of the European Year of Citizens¹⁹³ in 2013.

It is worth mentioning that Eurydice has published its new report "Citizenship Education in Europe"¹⁹⁴. Education is viewed as a principal means to promote active citizenship and encourage citizens, particularly young people, to actively engage in social and political life. This has recently become a growing political priority both at national and European level. The report shows that all European countries have now introduced central regulations to promote student participation in school governance. It depicts how policies and measures relating to citizenship education have developed over the past in European countries and provides an overview of the state of play on five main topics: 1) Curriculum aims and organisation ; 2) student and parent participation in schools ; 3) school culture and student participation in society ; 4) assessment and evaluation ; and 5) support for teachers and school heads.

In the context of human rights, ETUCE participated actively in the project *Universality: Human Rights*¹⁹⁵ under the coordination of the European School Association (FEDE). The project took place from April 2010 to July 2011. ETUCE's main task was to disseminate the project outcome in form of a booklet.

7. Equal Opportunities

ETUCE has taken many initiatives to raise awareness of and promote equality in education and amongst education staff.

Not least through its work in the European Active Citizenship Programme, ETUCE very carefully observes the development of equality between men and women in the labour market and in trade

¹⁸⁹ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/jha/130761.pdf

¹⁹⁰ http://eacea.ec.europa.eu/citizenship/index_en.php.

¹⁹¹ http://etuce.homestead.com/ETUCE_Newsletter/2011/01.2011_ETUCE_NEWSLETTER_en_final.pdf

¹⁹² <http://ec.europa.eu/your-rights-your-future>.

¹⁹³ [IP/11/959](http://11/959).

¹⁹⁴ http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf.

¹⁹⁵ <http://www.fede.org/1-20-La-FEDE-et-l-Europe.php>.



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unions, but also of tackling discrimination on other grounds, such as age, race, ethnic origin, sexual orientation, faith or belief. ETUCE is well aware of the growing inequality, discrimination and social tensions which are the result of the financial crisis. When Member States have made public budget cuts, women are more at risk of losing their jobs, since more women than men work in the public sector, especially in education. This fact was also further analysed in the 4th Annual ETUC 8th of March Survey in 2011¹⁹⁶. ETUCE has been actively involved in the Pan-European Women's Network (PEWN), the online forum for women in education, which aims to challenge social injustice and inequality in society that impacts on women and prevents women from taking their rightful place in society through full economic and social development.

In May 2012, the European Commission adopted a package of country-specific recommendations¹⁹⁷ for budgetary measures and economic reforms in the framework of the second year of the European Semester. The recommendations cover a wide range of issues, including the full time participation of women in the labour market. To promote full time female participation and gender equality, concrete reforms have been suggested in the following fields: quality and affordability of childcare provisions, removing fiscal disincentives for second earners, combating the gender pay gap, harmonising pension ages and rights. The adoption of the recommendations marks the concluding phase of the European Semester of economic policy coordination, which was launched with the Annual Growth Survey¹⁹⁸ of the European Commission on 23 November 2011. They were endorsed by the European Council on 28-29 June 2012 and formally adopted by the Council in July 2012.

EU policies on equality

EU equality policies related to the education sector and society cover gender equality, discrimination, indigenous people, and the rights of migrants and ethnic minorities. ETUCE monitors developments within different policy initiatives on equality, and also works to inform the member organisations by participating in external meetings and hosting ETUCE annual seminars and committee meetings concerning equality within education.

ETUCE furthermore reports on the EU policies and events to the ETUCE Status of Women Committee (ESWC) which is the permanent advisory committee to the ETUCE Committee and to the ETUCE Standing Committee for Equality. The ESWC, consisting of the women members of the ETUCE Committee, meets prior to each ordinary meeting of the ETUCE Committee to advise the ETUCE Committee and Bureau on matters affecting girls and women in education. In 2012, the ESWC supported the Standing Committee for Equality's suggestion for the theme of the women's caucus of the ETUCE Conference 2012 to be economic empowerment of women with a special focus on equal pay.

The Standing Committee for Equality consists of one representative from each member organisation to discuss relevant developments on equality issues in education at national and European level and to exchange good practices of teacher unions on equality issues. The ETUCE Committee adopted the

¹⁹⁶ http://www.etuc.org/IMG/pdf/8_March11_analysis_FINAL_EN.pdf

¹⁹⁷ http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index_en.htm

¹⁹⁸ http://ec.europa.eu/europe2020/pdf/annual_growth_survey_en.pdf ;
http://ec.europa.eu/europe2020/pdf/proposal_strength_eco_en.pdf



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Standing Committee's recommendations for 2010 and 2011 ; in 2012 the Standing Committee decided not to suggest new recommendations, as the previous set of recommendations have not been fully implemented. Instead the Chairperson gave a report on the discussion to the ETUCE Committee. Moreover, ETUCE has made it a general approach to include equality, as a theme, in most ETUCE events, like the CEE Roundtable in Kiev on 15-17 September 2011 or the VET and ECE seminars in 2012.

As a member of the ETUC Women's Committee, ETUCE works on the various EU directives¹⁹⁹ with the ETUC, which recently has decided to prioritise gender imbalance in corporate boards in the EU and has set up a new ETUC Action Programme on Gender Equality for 2012-2014.

ETUCE also keeps the member organisations informed about the equality policy of international organisations, such as the OECD. An OECD report entitled *Gender Equality in Education, Employment and Entrepreneurship*²⁰⁰ was published in May 2012, focusing on the effect of the crisis on women in these three areas.

Anti-discrimination

ETUCE is closely following the implementation of the so called "Anti-discrimination directive" in various policy areas. To establish consistent standards of protection from discrimination across the EU, the European Commission issued in 2011 a Proposal for a Council Directive on implementing the principle of equal treatment between persons irrespective of religion or belief, disability, age or sexual orientation²⁰¹. It will eventually replace current anti discrimination directives. By addressing all four grounds of discrimination, the Commission wishes to secure access to public goods for all people irrespective of their background or beliefs. The European Parliament commented on the proposal, proposing various amendments²⁰², among others, that a stronger legal basis was needed in the Directive, suggesting provisions on multiple discrimination, and where the Directive proposed a lesser standard for sex and race than the old Directives, former standards should prevail. In August 2011, the Directive was discussed by the Working Party on Social Questions, with most Member States delegations agreeing to the aims and measures of the new Directive.

Women empowerment

In December 2011, the European Council issued conclusions on the *Review of the implementation of the Beijing Platform for Action – Women and the Economy: Reconciliation of work and family life as a precondition for equal participation in the labour market*²⁰³. The Beijing Platform for Action is an agenda launched during the UN Fourth World Conference in 1995, working to increase the empowerment of women through a full and equal share in economic, social, cultural and political decision-making. The Council conclusions invited Member States to review the indicators of equality between men and women on the labour market set out in the Beijing Platform for Action. Further,

¹⁹⁹ See chapter 3.

²⁰⁰ <http://www.oecd.org/dataoecd/20/5/50423364.pdf>

²⁰¹ <http://register.consilium.europa.eu/pdf/en/11/st12/st12447.en11.pdf>

²⁰² <http://www.europarl.europa.eu/committees/en/studiesdownload.html?languageDocument=EN&file=24359>

²⁰³ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/126515.pdf



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Member States were encouraged to support reconciliation of work, family and private life by establishing family and work-friendly policies.

However, it has been clear that Member States are still lagging behind when it comes to paving the way for more women in the labour market. On 5 March 2012, the European Commission launched a public consultation²⁰⁴ on gender imbalance on corporate boards in the EU, concerning the European Commission's consideration of proposing a legislative initiative to improve gender balance on company boards. The results are expected in 2013.

EU Inclusion Policies

EU inclusion policies have been aimed at tackling discrimination against Roma migrants, socio-economic disadvantaged groups, and other vulnerable minority groups. For the past years, EU policies and initiatives have especially been directed at the situation of Roma, the largest minority group in Europe, where lack of education often leads to high unemployment or low skilled/low paid jobs.

In September 2009, ETUCE participated in the second meeting of the European Platform for Roma Inclusion. The objective was to discuss how to better include the Roma population in mainstream society²⁰⁵. In June 2010, ETUCE issued a statement on the *Council conclusions on advancing Roma Inclusion*²⁰⁶, expressing its support for the call of the Council to make progress in mainstreaming Roma issues into European and national policies by mobilising existing EU strategies and instruments for concrete action in favour of the socio-economic inclusion of Roma.

In December 2010, the European Commission issued a Communication on *the European Platform against Poverty and Social Exclusion: A European framework for social and territorial cohesion*²⁰⁷. In the wake of the February 2011 Roadmap²⁰⁸, the Hungarian Presidency called on the Member States for better cooperation in the field of social and economic integration of Roma by the adoption of the Council conclusions on *An EU Framework for National Roma Integration Strategies up to 2020*²⁰⁹. The communication from the Commission on a framework was published in April 2011, and encouraged Member States to develop national strategies on Roma inclusion. ETUCE published two statements in response to the May 2011 Council adoption of the Framework: *Education as a tool in the Roma inclusion policies*²¹⁰. Further, as a contribution to the debate at the Education Council meeting, ETUCE made a statement on the issue of early school leaving²¹¹, which especially touches upon disadvantaged groups such as Roma and migrant populations²¹². In May 2012, the European Commission published a follow-up communication on *National Roma Integration Strategies: a first*

²⁰⁴ http://ec.europa.eu/justice/newsroom/gender-equality/opinion/120528_en.htm

²⁰⁵ http://etuce.homestead.com/ETUCE_Newsletter/newsletter_en/2009/ETUCE_Newsletter_Nov_2009_eng.pdf

²⁰⁶ http://www.google.be/url?sa=t&rct=j&q=council%20conclusions%20on%20advancing%20roma%20inclusion&source=web&cd=4&ved=OCFgQFjAD&url=http%3A%2F%2Fec.europa.eu%2Fsocial%2FBlobServlet%3FdocId%3D5578%26langId%3Den&ei=C_HNT7C2LZSh8gP8iPTEDA&usq=AFQjCNGMQiONfS5QWVKjRlpJ10oNC08IQ

²⁰⁷ <http://ec.europa.eu/social/BlobServlet?docId=6393&langId=en>

²⁰⁸ <http://register.consilium.europa.eu/pdf/en/11/st06/st06348.en11.pdf>

²⁰⁹ http://ec.europa.eu/justice/policies/discrimination/docs/com_2011_173_en.pdf

²¹⁰ http://etuce.homestead.com/Statements/2011/ETUCE_Statement-Education_for_Roma_inclusion_eng.pdf

²¹¹ http://etuce.homestead.com/Statements/2011/ETUCE_Statement_-_Early_School_Leaving.pdf

²¹² http://etuce.homestead.com/ETUCE_Newsletter/2011/02.2011_ETUCE_NEWSLETTER_en_final.pdf



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step in the implementation of the EU Framework²¹³ with the intention of assessing how the Member States have progressed with their national strategies.

In the course of the past years, ETUCE attended numerous meetings on equality organised by various European and international organisations²¹⁴. A few are highlighted here.

In June 2009, ETUCE contributed to the European Commission *annual thematic conference on non-discrimination issues in the EU*²¹⁵ in Budapest, with a presentation on monitoring, raising awareness and contributing to the development of a non-discrimination law in the education sector. In 2010, ETUCE attended several conferences organised by the Belgian Presidency such as *Breaking the cycle of disadvantage – social inclusion in and through education*²¹⁶ where the European Commission evaluation report of the work under the EU Programme for Employment and Social Solidarity (PROGRESS 2007-2013)²¹⁷ was presented ; the *Equality summit* of the Belgian Presidency in Brussels ; and a conference on LGBT (lesbian, gay, bisexual, and transgender) and education. ETUCE was also represented at the *European Youth meeting 2010 for combating poverty and social exclusion*²¹⁸ held in Bologna.

At the end of February 2011, the UN Commission on the Status of Women held its 55th Session, concerning the *access and participation of women and girls in education, training, science and technology, including the promotion of women's equal access to full employment and decent work*²¹⁹. Some ETUCE member organisation representatives attended the session, and along with EI they made a joint statement *From Classroom to the Workplace – Positioning Women for Decent Work in the Knowledge Economy*, which was submitted to the UN. In May 2011, the Global Action week was launched focusing on gender equality, stating “it’s a right – make it right! Education for women and girls”²²⁰. The theme received an overwhelming response. Several affiliates organised meetings with their respective Ministry of Education. In Brussels, a giant flash-mob was organised in the city centre.

Along with participating in external assemblies, ETUCE has informed member organisations on policies and events taking place within the field of equality, through various Newsletter and Circular articles. ETUCE reported for example on the Education Council meeting on 10-11May 2010, which, among other things, concerned the Council conclusions on the EU2020 benchmarks on promoting equity in education, entitled *Council conclusions on the social dimension of education and training*²²¹.

In collaboration with ETUC, ETUCE participated in the Mapping study on trade union practices in fighting discrimination and promoting diversity carried out by the European Commission in 2010. Apart from the ETUCE advisory group work, member organisations actively contributed to the study

²¹³ http://ec.europa.eu/justice/discrimination/files/com2012_226_en.pdf

²¹⁴ A full annex of external meetings is included in the annexes to this report.

²¹⁵ *The Role Of NGOs & Trade Unions in Combating Discrimination. Annual thematic conference on non-discrimination issues in the EU:* <http://ec.europa.eu/social/BlobServlet?docId=3903&langId=en>

²¹⁶ <http://www.education2010.be/wp-content/uploads/EQUITY-EN.pdf>

²¹⁷ http://etuce.homestead.com/ETUCE_Newsletter/newsletter_en/2010/03.2010_ETUCE_NEWSLETTER_eng.pdf

²¹⁸ <http://cm.regione.emilia-romagna.it/ery/european-youth-meeting>

²¹⁹ http://download.ei-ie.org/Docs/WebDepot/UNCSW_2011_E.pdf

²²⁰ http://ei-ie.org/en/news/news_details/1788

²²¹ <http://register.consilium.europa.eu/pdf/en/10/st08/st08260.en10.pdf>



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by providing good practice examples of teacher union actions on promoting equality and tackling discrimination on grounds of age, race, ethnic origin, sexual orientation faith or belief. The results of this project were presented in a Seminar in Madrid in March 2011 and have been summarised in the brochure "Trade Union Practices on anti-discrimination and Diversity"²²². One outcome of this collaboration is the joint ETUCE/ETUC/ILGA-Europe declaration to combat homophobic bullying in schools, in workplaces and in society²²³. To complete the picture, ETUCE is also member of various ETUC working groups, including the working group on 'Migration and Inclusion' which deals with common workers' migration and inclusion issues in the EU.

Strategy for equality between women and men 2010-2015

In September 2010, the European Commission published a communication on *Strategy for equality between women and men*²²⁴. The strategy derives from the facts that gender gaps remain in society, and that women are continuously over-represented in lower paid sectors and under-represented in decision-making positions. Stereotyped gender roles affect men's and women's decisions, for example on education, which later have an effect on the division of gender on the labour market. With the strategy, the European Commission wishes to develop actions in five priority areas: equal economic independence ; equal pay for equal work and work of equal value ; equality in decision-making ; dignity, integrity and an end to gender-based violence ; gender equality in external actions. In December 2010, the Council of the European Union adopted conclusions in *support of the implementation of the European Commission's Strategy for equality between women and men 2010-2015*²²⁵.

The battle against inequality and discrimination is one of the key policy areas for ETUCE. In its Newsletter from February 2011²²⁶, ETUCE reported on several issues regarding gender and education: A Eurydice report entitled *Gender differences in educational outcomes – study on the measures taken and the current situation in Europe* showed that while actions have been taken on engaging girls in technology education, less attention was given to boys and their access to care-related professions. Boys still pre-dominate among early school leavers. This trend was also confirmed by the PISA survey 2009 results, with girls outperforming boys in reading, and boys outperforming girls in mathematics. ETUCE expressed its concern for addressing gender roles and stereotypes in schools, requesting that more relevant measures should be developed to tackle the issue. Also, ETUCE expressed doubt about tests in education, such as PISA, due to the fact that some skills, which greatly contribute to the personal fulfilment of the pupils, are very difficult to assess. ETUCE further welcomed the survey and report²²⁷ on gender mainstreaming from the European Commission, published in 2010, exploring how Member States have developed gender equality in policies including for vulnerable groups in society.

²²² http://www.foyer.be/IMG/pdf/Trade_Unions_mapping_study_RESUME_EN_FINAL.pdf

²²³ http://etuce.homestead.com/Statements/2012/LGBT_joint_declaration.pdf

²²⁴ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0491:FIN:EN:PDF>

²²⁵ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/118227.pdf

²²⁶ http://etuce.homestead.com/ETUCE_Newsletter/2011/01.2011_ETUCE_NEWSLETTER_en_final.pdf

²²⁷ *Gender Mainstreaming active inclusion policies*

http://www.cite.gov.pt/pt/destaques/complementosDestqs/Gender_mainstreaming.pdf



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On 7 March 2011, the Council of the European Union adopted a *New European pact for equality between women and men for the period 2011-2020*²²⁸. ETUCE closely follows the implementation of equality in Member States as well as the progress of the European Commission's Strategy. With regard to the latter, ETUCE participated in the European Commission Equality unit conference "Equality between men and women" in September 2011.

In 2011, ETUCE successfully applied for a one year European Commission grant for the project *Teacher trade union actions challenging gender stereotypes and gender segregation in the labour market*. The project aims to fully exploit the potential of the education sector to overcome gender discrimination in the labour market with a view to promote not only more gender equality within the teaching profession itself but also to trigger a change in students' future career choices by providing teachers and teacher unions with the know-how and tools that are necessary to promote a gender sensitive approach in education and consequently in society as a whole. Establishing a forum for discussion on the inclusion of gender sensitive education with the employers in education will foster social dialogue within the education sector²²⁹. In the framework of this project, ETUCE organised three major events: a Peer Learning Activity, Training Seminar and a Project closing conference. The main outcome of the project is a set of guidelines on challenging gender stereotypes in education and gender segregation in the labour market. The project results will be gathered in a project brochure for dissemination to all relevant stakeholders in education. A CD-ROM (2000 copies) containing the project results (PLA, Training Seminar and final conference reports in English and French and the final project brochure in English, French, German, Polish and Spanish) will facilitate the dissemination of the results to ETUCE member organisations and their individual teachers.

This project follows up on the previous ETUCE project on gender *Promoting gender equality within teacher trade unions and in the teaching profession* which contained an extensive survey on female representation in teacher unions and lead to the ETUCE Action Plan on Gender equality within teacher trade unions' structures and in the teaching profession, which was adopted by the ETUCE Executive Board meeting in Brussels on 15 & 16 March 2010.

Women in unions

The role of women in teacher unions and promoting women's representation in decision-making bodies in teacher unions at national and at European level remains an issue which both the ETUCE Standing Committee for Equality and the Status of Women Committee strive to advance. Quotas to ensure a better female representation are regularly brought back into the discussion in the ETUCE Committee as a means to support this aim. Albeit the Standing Committee for Equality is not proposing any further recommendations to the ETUCE Committee in 2012, the 2011 Pan-European Equality Committee adopted Recommendations on Equality in the Unions, which reflected the need for the member organisations to work further on the implementation of the ETUCE Action Plan on gender equality. They also further supported the 2010 recommendations which had focused on gender based delegations, children's rights and LGBT rights.

²²⁸ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/119630.pdf

²²⁹ A more detailed description is in the annex and at: http://etuce.homestead.com/ETUCE_Equality.html



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ETUCE furthermore took note of the resolution on Gender Equality adopted unanimously at the EI World Congress in Cape Town in July 2011. This resolution was a direct outcome of the *On the Move for Equality* conference in Bangkok in January 2011, to which many of the ETUCE member organisations had actively contributed. This paved the ground for the EI Gender Equality Action Plan which focuses on the five objectives of strengthening and democratising unions ; ensuring inclusive gender-sensitive quality public education, mobilising the member organisations ; building and maintaining partnerships, alliances and coalitions and developing a communication and research strategy.

In October 2010, ETUCE participated in the ETUC workshop *From Membership to Leadership: advancing women in trade unions* in Berlin, which once more is an indicator of the alignment of ETUCE's work with the ETUC's main policy direction.

Equal pay

Despite efforts made by Member States to embed gender equality in national policies, a considerable pay gap still exists between men and women. ETUCE believes that equal work and work of equal value, should lead to equal pay, no matter the gender. In 2010, EI launched the *Pay Equity Now!* campaign affirming the right of all workers to equitable wages and help education unions to overcome gender discrimination in employment. On the campaign website²³⁰ examples of good practices from other countries on establishing equal pay within the education sector are available. Articles and policy initiatives on equal pay have been regularly posted on the PEWN. In October 2010, ETUCE participated in the Belgian Presidency Conference on Gender Equality: *How to close the gender pay gap?*²³¹. The focus was on the continued 18% pay gap between men and women in the EU. As a result, the European Commission launched the first European Equal Pay Day on 5 March 2011. The Standing Committee for Equality and the ESWC included the gender pay gap on their agenda.

Violence against women

In the EPSCO meeting on 8 March 2010, the Council adopted *the Eradication of Violence Against Women in the European Union*²³². The conclusions, among other things, encouraged Member States to develop education and training campaigns to combat discriminatory cultural norms and break with gender stereotypes and social stigmatisation. Based on the Council conclusions, the Belgian Presidency hosted the third European Summit in November 2010, devoted to combating violence against women. The summit resulted in the *Brussels Declaration: Towards a coherent, effective and global European policy to combat violence against women*²³³. Prior to the European Summit, ETUCE made requests to member organisations to take actions on violence against women and to collect practice examples. In May 2011, the Council of Europe adopted a *Convention on preventing and combating violence against women and domestic violence*²³⁴. At the sixth EI World Congress on 22-26

²³⁰ <http://pages.ei-ie.org/payequitynow/en/index.php>

²³¹ <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=946&furtherNews=yes>

²³² http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/113226.pdf

²³³ http://www.eutrio.be/files/bveu/101124-Brussels_Declaration.pdf

²³⁴ <http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?CL=ENG&CM=1&NT=210>



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July 2011, a *Resolution on Education and the Elimination of Violence against Women*²³⁵ was published. The resolution highlighted the role of public equality policies in the development of non-discriminatory education for girls and the prevention of gender-based violence. ETUCE is following up on future initiatives regarding policies or campaigns which seek to prevent violence against women.

European Institute for Gender Equality (EIGE)

This European agency²³⁶ was established in 2007 in Vilnius, Lithuania, and supports the EU and its Member States in their efforts to promote gender equality, to fight discrimination based on sex and to raise awareness about gender equality issues. Its tasks are to collect and analyse comparable data on gender issues, to develop methodological tools, in particular for the integration of the gender dimension in all policy areas, to facilitate the exchange of best practices and dialogue among stakeholders, and to raise awareness among EU citizens. Having taken up its work only slowly, the agency is now fully functioning and ETUCE has established contact with the director of the Institute and enjoys good cooperation with the trade union representative of the Institute's advisory body, the expert forum. Therefore, ETUCE participated in November 2011 in the EIGE conference on Gender Mainstreaming and the ETUC-EIGE conference on Gender Equality and Trade Unions. ETUCE closely monitors the Institute's further development and seeks further possible cooperation.

8. Social Dialogue

8.1 The European Social Dialogue In Education²³⁷ (ESSDE)

The initiation and development of the ESSDE

In February 2009, the European Federation of Employers in Education (EFEE) was founded as a result of protracted joint efforts of education employer representatives and with strong support of ETUCE and the European Commission. At the same time, the establishment of a European social partner organisation to ETUCE opened up the opportunity to launch the ESSDE. On 30 September 2009 the social partners sent their first application to the EC to set up the ESSDE. More than four years of work at national and European level had passed since the adoption of the ETUCE's first action plan on the social dialogue in education.

Based on article 154-155 of the *Treaty on the functioning of the European Union*, the European Sectoral Social Dialogue enables sectoral social partners to conduct their own bipartite dialogue at the level of the EU. It allows the social partners to consult on EU policies which might affect their sector or to develop and to negotiate their own actions of common interest. By these means, the European sectoral social partners can directly influence EU policies and labour legislation.

In the autumn of 2009 ETUCE and EFEE agreed on *rules of procedures* for the ESSDE and a work programme for the following two years. As required by the EC each European social partner organisation appointed one delegate from every EU member state to the ESSDE and an additional

²³⁵ http://download.ei-ie.org/Docs/WebDepot/2.1.2_2.1.5E_Education_and_Elimination_of_Violence_against_Women.pdf

²³⁶ <http://www.eige.europa.eu/content/about-eige>

²³⁷ The work programme for 2012-2013 of the ESSDE can be found in annex 12.8.



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delegate for Higher Education and Research (HE&R). The *rules of procedures* specify that matters of concern for HE&R can only be discussed by representatives from this level of education.

Right at the beginning, ETUCE and EFEE started a new EU-funded project to continuously improve EFEE's representativeness, most notably in HE&R. Equally, the project also aimed at strengthening the structural links between the national social dialogue in education and the ESSDE. Eurofound analysed the representativeness of the two European social partner organisations.²³⁸ For that purpose, the ETUCE carried out an inventory of its member organisations. In this context, the ETUCE concluded cooperation agreements with the EPSU and the CESI. Both organisations had claimed to be representative in the education sector. It was agreed that EPSU should hold two seats in the ESSDE while CESI would receive a seat as an observer with no voting rights. ETUCE has kept 100% of the country seats.

In April 2010, the social partners forwarded an updated application to add the two cooperation agreements and to highlight the improved EFEE representativeness. The European Commissioner for Employment, Social Affairs and Inclusion, Lazlo Andor, confirmed the establishment of the ESSDE on 20 May 2010, which marks a milestone in the history of ETUCE.

The founding of the committee for the education and research sector has been recognised as an important development for the European sectoral social dialogue process. The education sector is regarded as an important sector in the EU for its high employment numbers and its central position on the priority list of EU policy making.²³⁹

ESSDE Plenary meetings

ESSDE Plenary Meetings have taken place in Brussels in June 2010, January and October 2011.

On 11 June 2010 in Brussels, the first plenary meeting of the ESSDE marked a historical moment of success for this ETUCE initiative. The new social dialogue committee was launched at this inaugural meeting. The ESSDE delegates of both European social partner organisations came together for the very first time to adopt their future work agenda and to create three specific working groups.

The second ESSDE plenary meeting took place on 18 January 2011 in Brussels. EC representatives opened the meeting with presentations on initiatives within the European 2020 strategy. The ESSDE plenary members adopted the "Joint guidelines on trans-regional co-operation in lifelong learning among education stakeholders" and "A joint declaration on Investment in Education".

The third ESSDE plenary meeting was held in Brussels on 25 October 2011. A DG Education and Culture representative opened the meeting with a keynote speech on the European Commission's perspective on development and the role of education in Europe, emphasising also the importance of the sector's engagement in the European social dialogue. The purpose of the meeting was to present existing work results to ESSDE delegates and to discuss future work objectives. Delegates learned about the European social partners' current and future projects as well as about work completed in

²³⁸ <http://www.eurofound.europa.eu/eiro/studies/tn1001017s/tn1001017s.htm>

²³⁹ More about the ESSDE at: http://etuce.homestead.com/ETUCE_Social_dialogue.html



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the three working groups. Delegates also discussed possible future work topics that the ESSDE could deal with during the next years. The trade union side asked for the following topics to be put up on the agenda: occupational diseases, follow-up work on work-related stress, privatisation and social dialogue promotion. It was decided that the ESSDE steering group would pick up all suggestions and try to integrate them into the next work programme.

The next ESSDE plenary meeting is to be held in Brussels on 8 November 2012.

ESSDE Working groups

In order to work more intensively on specific issues of common interests the European social partners set up three working groups at their Plenary Committee Meeting on 11 June 2010.

Working Group 1 on "Quality in Education" has committed itself to discuss general requirements for the establishment of an evaluation culture accepted by all stakeholders in the education sector. EFEE and ETUCE have applied for a project on evaluation in the education sector under the European Commission's budget heading "Social Dialogue and Industrial Relations". It was proposed that members of this WG should be invited to take part in the EFEE/ETUCE project and deliver an output for action at the ESSDE plenary in November 2012 based on the work done in the WG and in the project.

During its first meeting in November 2010 the members of *Working Group 2 on "Demographical challenges in education"* decided to focus their work on recruitment and retention of teachers. The main question to be answered was: "How can more qualified teachers be attracted in the future and what can be done to keep teachers working in the sector?" It was suggested that in 2011/2012 the WG would continue to work alongside the ETUCE/EFEE project "Recruitment and retention in the education sector, a matter of social dialogue". An action proposal shall be made to the ESSDE plenary in November 2012, based on the work done in the WG and the ETUCE/EFEE project.

Since its establishment *Working Group 3 on "Higher Education and Research"* has shown that there is sufficient capacity to continue exploring the possibilities within the European social dialogue for Higher Education & Research. The group's focus has been on the development of attractive career opportunities in HE&R and the vital exchange of related good practices. Whilst not wishing to exclude other topics from its discussions or for future exploration the group had decided to intensify its work on three particular topics: gender equality, the environment for early career researchers, and mobility. WG 3 met in June and October 2011 as well as in March 2012. At the end of June 2012 WG3 met again and drafted its final report to the plenary committee.

ESSDE documents

So far, the European social partners in Education have adopted two texts.



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“A joint declaration on Investment in Education”²⁴⁰ was sent to all members of the EU Council for Education and Culture and to other relevant people in the EU institutions. A previous version of the declaration had been rejected by the first ESSDE plenary meeting back in June 2010. Afterwards, ETUCE and EFEE had increased their efforts to find a compromise for a joint declaration satisfying both sides. The final text kept the provisions supporting further investment in education and warning the EU member states of the negative impact of financial cuts. The joint declaration was addressed to the European institutions and published on the DG Employment and Social Affairs online database of the European Social Dialogue.

In 2010, ETUCE conducted, together with EFEE and the Organising Bureau of Students Union (OBESSU), a project on lifelong learning. As a result, the project delivered a set of joint guidelines on transnational cooperation in lifelong learning for education stakeholders. The “Joint guidelines on trans-regional co-operation in lifelong learning among education stakeholders”²⁴¹ were made available to all social partners in education. The European Social Partners in education agreed upon the joint guidelines as a European sectoral social dialogue outcome. Also, ETUCE and EFEE have committed themselves to implement the guidelines over a two-year period. Its implementation will be subject to evaluation in 2013.

Alongside the education sector meetings, ETUCE regularly participates in the cross-sectoral meetings of the Liaison Forum which is attended by the European representatives of the European social partners and is organised by the European Commission. The Liaison Forum aims on the one hand to inform the social partners in the various sectoral social dialogue committees about the latest trends and issues at stake in the employment area at European level and on the other hand to promote the exchange of experiences, outcomes and project results between the sectors. On special occasions, a Liaison Forum can have a particular topic, e.g. in February 2012 on Health and Safety, where ETUCE presented, amongst others, the *Multi-sectoral guidelines to tackle third-party violence and harassment at work*²⁴².

8.2 European Social Dialogue Projects

Recruitment and retention in the education sector, a matter of social dialogue

In September 2011, ETUCE, together with EFEE as a project partner, started a one-year project “Recruitment and retention in the education sector, a matter of social dialogue”. The long-term goal of the project has been the development of a joint European social partnership approach to tackle the sector’s problems related to recruitment and retention in the education sector. In order to attain this goal the social partners have asked their member organisations to report on national policies and experiences in the course of their implementation. The project results are expected in autumn 2012. They shall be taken up for a follow-up process by the ESSDE working group on demographic challenges.

²⁴⁰ http://etuce.homestead.com/Social_Dialogue/INVESTING_IN_THE_FUTURE_final.pdf ;

http://etuce.homestead.com/Social_Dialogue/EMPL-2011-00464-00-00-IT-TRA-00.pdf ;

http://etuce.homestead.com/Social_Dialogue/EMPL-2011-00464-00-00-PL-TRA-00.pdf

²⁴¹ http://etuce.homestead.com/Social_Dialogue/Agreement_Joint_guidelines_LLL.pdf

²⁴² See chapter 3.



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Several activities have been implemented during the first project phase. The project partners have prepared an extensive study comprising a questionnaire-based survey. The questionnaire was sent to ETUCE and EFEE member organisations in the EU27. In four case studies the project partners have focused on the detailed situation in selected EU member countries. At two regional seminars representatives of the European social partners' member organisations discussed the first findings. The involvement of representatives from other sectors has opened up new synergies between European social dialogue sectoral committees. The project partners are expected to present the project results in September 2012 at their follow-up conference. The final report will contain up to date knowledge on the challenges regarding recruitment and retention in the education sector. It shall point the way for a joint future approach, too.²⁴³

Exploratory phase to assess the feasibility of developing a European level education sector council on employability and skills

A broad feasibility study on the potential impact of Sector Councils on Employability and Skills (SCES) at European level had been carried out under the flagship initiative *New Skills & New Jobs*. This study highlighted both positive and negative elements and suggested that the social partners in specific sectors were best placed to understand the potential added value of such a SCES for their sector. For the European sectoral social partners in education the main project purpose has therefore been to undertake a technical feasibility study and to assess the potential added value of creating an education SCES. The decision to carry out a joint feasibility study was taken following discussions by the ESSDE steering committee in March 2011. The final decision on a possible creation of a sectoral SCES will be taken by the social partners at the end of the project period.²⁴⁴

9. Council of Europe

Conceived in 2009 at the initiative of the General Secretary of the Council of Europe, the institutional and budgetary reform has been gradually implemented with a refocusing on the fundamental values and key themes of the Council of Europe: Human Rights, Democracy and the Rule of Law, while developing synergies with the European Union.

The Conference of INGOs, of which ETUCE and EI each are active members, subscribed at the outset to the principles of this development intended to confer greater visibility, efficacy and responsiveness to the works and actions of the Council.

Nevertheless, since 2010, the restructuring has imperilled the work, representativeness and functioning of the Conference of INGOs as well as that of the Congress of Local and Regional Authorities, for the sole benefit of the Committee of Ministers and the Parliamentary Assembly. The INGOs reacted vehemently and showed that they were opposed to this negative reform for the organised civil society. The Conference then adopted a widely disseminated political statement.

²⁴³ http://etuce.homestead.com/ETUCE_SD_projects.html

²⁴⁴ http://etuce.homestead.com/ETUCE_SD_projects.html



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The existence of the Conference does not seem directly compromised at present, but the representation of the INGOs and their work remain at risk particularly due to the drastic reduction of resources by 57% for e.g. interpreting, making conference rooms available, and the co-funding of actions.

Structural reforms were also introduced, for instance, reducing by half, as of November 2011, the number of steering or intergovernmental committees in which the Conference and its representatives were active. These committees are now regrouped in three pillars: Human Rights, Rule of Law and Democracy, in which there is now, for instance, the *Steering Committee for Education Policy and Practice*, which replaces the two previous committees on Education and on Higher Education and Research.

The new structure of the Conference of INGOs

The Conference, which groups 384 organisations of all types, sizes and origins – associations, trade unions and foundations – proceeded to make its own adjustments under this reform. Henceforth, instead of four times, the Conference will meet in a plenary session twice a year in January and June with ETUCE attending regularly. The Conference of INGOs has since organised an annual Civil Society Forum entitled *A Great European Civil Debate*. The first Forum was held on 13-14 November 2011 entitled *Living together – Combining diversity and freedom in 21st century Europe*, in which ETUCE contributed to the discussions in the plenary session and in the working groups. Other changes concerned the deletion of both transversal working groups and by reducing the number of committees from five to three. The *Human Rights Committee* thus covers in particular: economic and social rights, defence of rights and their universality, education in the digital media, violence against the elderly and their rights and amongst other areas the promotion of collective claims. The *Democracy Committee* covers sustainable development, the eradication of poverty, dialogue and solidarity between North and South, the code of good practices for participation in civil society, migration and democracy. The Education and Culture committee comprises in particular: civic education, multi-perspectivity in the teaching of history, intercultural education, the teaching profession in the 21st century, the right to quality education, the follow-up to the White Paper, and intercultural dialogue.

These committees are now in charge of all political, institutional, social, educational and cultural issues that concern the INGOs. ETUCE strongly argued, with success, for maintaining an Education and Culture Committee by showing the importance of these themes for our society.

ETUCE has regularly taken an active part in all the meetings of the Conference, the committees and the working groups and contributed to the discussions, the preparation of statements, resolutions, and conclusions, in particular on the *Sectarian Excesses and Violations of Human Rights, Jasmine Revolution* on the situation in North Africa, *Reform of the European Court of Human Rights: No to litigation costs for petitioners*, *Resolution concerning civil society in Belarus* and the recommendation of measures aimed at *Combating discrimination on grounds of sexual orientation or gender identity*.

The Conference also decided that the theme of Equality between Men and Women should be included across the board in the work of the committees. A coordinating official was elected at the January 2012 session and has taken her seat in the Standing Committee.

10. European Projects

Seeking further support for the member organisation on certain key issues, ETUCE runs several projects that are co-funded by the European Commission, mostly under the budget heading of the Directorate General Employment, Social Affairs and Inclusion (DG EMPL) and the Directorate General for Education and Culture (DG EAC)²⁴⁵. In most cases, the European Union funds cover organisations from the EU and candidate countries. In recent years, however, there is a visible trend for the European Commission to broaden the scope for project partnership to allow partner organisations from countries that are involved in the EU neighbourhood policy²⁴⁶. Therefore, ETUCE is taking full advantage of this opportunity to provide the member organisations from non-EU/non-candidate countries further possibilities to benefit from and actively engage in the work at European level²⁴⁷. With a view to providing its member organisations with further information on various funding possibilities in Europe such as European Union grants like the European Social Fund (ESF) or foundations, e.g. the Friedrich Ebert Stiftung, ETUCE compiled a brochure²⁴⁸ on project opportunities for CEE countries which was presented at the CEE Roundtable.

Apart from its own projects, of which a detailed list is annexed to the report, ETUCE also supports numerous projects as a project partner. These European Union funded projects are either carried out by member organisations, European social partners or other education stakeholders. These comprise such projects as **GuidanceDialogue: Better chances in education and employment through guidance**, in short GuiDialog²⁴⁹. This project is organised by GEW and includes project partners such as the ÖGB (Austrian trade union confederation), the Polish teacher union ZNP, the ÖIFB (Austrian institute for VET research) and the bfw (employers for education). Within the project three conferences took place on Guidance focusing on individual needs in November 2011, Guidance in companies in June 2012 and on Implementation strategies in September 2012, to which ETUCE actively contributed with a presentation.

Throughout 2011, ETUCE participated in the CEEP-led EU-funded project **Change in Public Services – Fora for the improvement of expertise in restructuring**²⁵⁰. The project is a continuation of the project **Anticipation of Change in Public Services**²⁵¹. The project gathered both trade unions and employer organisations representing several sectors within public services: education, health, electricity, central and local administration, the postal sector, railway and railway infrastructure. The project partners involved the following organisations on the employers' side: CEEP, Eurelectric, Hospeem, CER, PostEurope, CEMR and EFEE. On the trade union side the following partners were represented: ETUC, EPSU, Eurocadres, and ETF, beside ETUCE.

²⁴⁵ A selection of projects is described under the different chapters. An overview of the projects is available in the annex to this report.

²⁴⁶ http://ec.europa.eu/world/enp/index_en.htm

²⁴⁷ This concerns, for example, the ETUCE project ELFE-ESL on ICT in education. See chapter 1.7.

²⁴⁸ The brochure is available for download at:

http://etuce.homestead.com/Projects/ETUCE_Projects_brochure_2011/CEE_RT-brochure.pdf

²⁴⁹ www.guidance-dialogue.eu

²⁵⁰ http://www.ceep.eu/index.php?option=com_content&view=article&id=217&Itemid=145

²⁵¹ http://www.ceep.eu/index.php?option=com_content&view=article&id=151&Itemid=135



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The overall objective of the project was the promotion of expertise, the vital exchange of information and best practices between public service providers. It also aimed to develop tools for a more efficient anticipation and management of change. It produced new strategies which will help in the future to tackle problems. Activities included several steering committee meetings, a literature review, several online seminars for which specific fact sheets were prepared, and a final conference. Trade unions and employers' organisations were invited to the final conference in Brussels on 16 - 17 February 2012. Participants discussed many topics of common interest such as public services in light of demographic change, current and future skills needs in public services and finally the impact of the economic and financial crisis on public services. Speakers on these topics came also from the European Commission, the ETUC, UNI-Europa, EPSU and EFEE. ETUCE participated actively with a presentation on its positions in this area.

The conference ended with the signature of a joint declaration of the public services employers' forum highlighting current threats to the public services such as the financial cuts during the economic crisis. It also set out how public service employers and the social partners can work together to tackle these common problems. At the same time it stressed the importance of social dialogue as a key element of the European Social Model and to the solution of the crisis and its on-going effects. The organisations who signed the declaration included CEEP, Eurelectric, HOSPEEM, EFEE, CEMR, and CER.²⁵²

Another project where ETUCE is an associate partner is the project by the Sociedade Portuguesa de Inovação, called *STRESSLESS* to promote teachers' stress resilience²⁵³. This two-year project was organised by a consortium of several European universities and education stakeholders and contained a survey carried out amongst teachers in the EU. It aims to promote special training for teachers to become more stress resilient. ETUCE disseminated the project results via its Health and Safety website and presented the outcome of its 2011 study on work-related stress amongst teachers at the closing conference of this project.

Further projects including ETUCE as a partner are, the Council of Europe Project ***Academic Freedom and Institutional Autonomy: the Role of Public Authorities***²⁵⁴, which was launched by the Council of Europe at a conference on 8-9 November 2010. ETUCE also contributed to the project *Mapping the implementation and application of the Standards and Guidelines for the Quality Assurance in the European Higher Education Area*. (MAP ESG)²⁵⁵. The project provided a systematic approach to assess how the European Higher Education Area has been interpreted and applied in the Bologna Signatory Countries. It examined possible areas of concern in the structure and contents of the European Higher Education Area and considered whether there are developing areas of higher education (such as Life-long Learning, transnational education or e-learning) that are not covered in the current version of the European Higher Education Area. The project was carried out from October 2010 until April 2012.

²⁵² <http://www.ceep.eu/images/stories/pdf/publications/joint/jointdeclarationsigned.pdf>

²⁵³ <http://www.spi.pt/stressless/>

²⁵⁴ <http://bologna.yok.gov.tr/files/2df384b776d7823c31b5a897a10c35c0.pdf>

²⁵⁵ <http://mapesg.wordpress.com/>



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Amongst others, ETUCE was a partner in the project ***The Impact of Lifelong Learning Strategies on Professional Higher Education (FLLEX)***. The project aimed to identify challenges in implementing Lifelong Learning (LLL) in European Higher Education Institutions, with special attention given to the recognition of non-formal and informal learning. To assist higher education institutions in implementing Lifelong Learning and in defining or further developing an institutional strategy, the project partners designed a self-assessment instrument: the FLLEX-Radar²⁵⁶. The goal of the FLLEX-Radar was to develop an analysis of the current situation for Lifelong Learning provision in higher education institutions. At the same time the self-assessment (by means of focus group discussions) aimed to open dialogue with stakeholders and other groups of interest on Lifelong Learning provision. The main priority of the FLLEX-Radar was to promote discussion and food for thought by analysing different strategic areas linked to the development of Lifelong Learning in the years ahead. The FLLEX project²⁵⁷ ended in August 2012.

A project in the area of higher education, in which ETUCE was an active partner, was the ***SIRIUS*** project ***Shaping inclusive and responsive university strategies***²⁵⁸. The consortium of the European University Association (EUA), the European Association of Distance Teaching Universities (EADTU), the European University Continuing Education Network (EUCEN) and the European Access Network (EAN) sought to support Europe's universities in implementing the commitments made in the European Universities' Charter on Lifelong Learning and thus assist them in developing their specific role as lifelong learning institutions forming a central pillar of the Europe of Knowledge.

The project offered universities with different profiles and interests in lifelong learning and which are at different stages of LLL implementation, an opportunity to develop and enhance their strategic LLL approaches, in interactive discussion with colleagues from all over Europe. In addition, it provided them an opportunity to contribute to the development of policy recommendations for the European Higher Education Area. The project activities comprised four meetings between March 2010 and February 2011. The project results were published in August 2011, in the report *Engaging in Lifelong Learning: Shaping Inclusive and Responsive University Strategies*. It analysed the different factors that enable universities across Europe to engage in and develop successful lifelong learning strategies.

11. Governance, Administration and Information

11.1 Finance Report 2009 – 2011

During 2009 and 2010, finances relating to ETUCE and to EI Europe were kept in two separate book-keeping records. As from 2011, with the new regional European structure, both sets of books were consolidated into a single one. As during the three previous years' period, ETUCE's accounts were

²⁵⁶ http://shared.khleuven.be/content/bijlagen/FLLEX_Radar.pdf

²⁵⁷ http://shared.khleuven.be/content/bijlagen/FLLEX_project_results_final_for_print.pdf

²⁵⁸ <http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/projects/shaping-inclusive-and-responsive-university-strate.aspx>.



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submitted to the yearly internal and external audits. The EI Europe accounts were audited in 2009 and 2010 as part of the audit of the EI Global Accounts and the audit was recorded as a single line in the overall EI audit. The external auditors, Ernst & Young, have not raised any issues about either ETUCE or EI Europe accounts during this three year period.

EI Europe (2009 – 2010)

Income

The total income of EI Europe includes four elements:

- Unspent/overspent balance brought forward
- Income from supplementary dues
- Subsidies from EI-Global budget
- Solidarity funds

2009 ended with an excess of expenditures versus income of €9,216. On 31 December 2010 the EI Europe accounts were closed with an excess of income versus expenditures of €29,046. The ETUCE Committee of 28 February 2011 decided to transfer that surplus to the new ETUCE, EI European Region.

Income from supplementary dues is 7.085% per member of the EI world dues rate. The collected supplementary dues increased from €262,791 in 2009 to €271,824 in 2010, reflecting the yearly 3.5% increase of dues rate decided by the EI Congress in 2007 combined with a decrease of the number of members paid for.

Subsidies from EI-Global Budget are mainly in the form of staffing time and administrative costs. These are very difficult to quantify and vary from activity to activity.

Expenditures

During 2009 and 2010 expenditures were generally in line with the annual budgets approved by the Committee.

The total cost of the EI Pan-European Conference - ETUCE General Assembly held in Warsaw on 23-25 November 2009 amount to €154,022 with an ETUCE contribution of €35,000, ending in a net contribution for EI Europe of €119,022. The overspending of €19,022 compared to the budget is mainly due to higher attendance and additional interpretation costs. This overspending was more than offset by savings in expenditures relating to other budget lines.

The contribution of EI Europe to the cost of the Extraordinary General Assembly organised in 2010 amount to €28,037.

The budgets of €12,000 in 2009 and €10,000 in 2010 foreseen for the publication and dissemination of a Pay Study were postponed to a later year.

The cost of each Committee meeting to EI Europe is approximately €20,000.



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The organisation of annual meetings to train member organisations from Central and Eastern European countries cost €29,332 in 2009 and €38,042 in 2010, the increase, that was budgeted, between the two years, is mainly due to higher attendance and financial assistance to non-EU organisations invited to participate.

ETUCE old structure (2009-2010)

Income

The ETUCE income in the old structure consisted of three parts:

- The supplementary dues the members pay to EI for ETUCE
- The ETUCE's expenditures/salary costs refunded by the European Commission (EC) after deduction of the ETUCE own contribution to EC Projects.
- Miscellaneous income, being mainly bank interest.

Income from supplementary dues is 25.0 % of the EI world dues rate, per member located in the EU/EFTA countries. The collected supplementary dues increased from €868,365 in 2009 to €893,247 in 2010, this increase of 2.9% reflects the yearly 3.5% increase of dues rate decided by the EI Congress in 2007 combined with a decrease in the number of members paid for.

The net result of the allocation of expenditures and salary costs with the own contribution of ETUCE to EC projects reached €80,481 in 2009 and €60,217 in 2010. The €80,481 was reached thanks to four EC projects on: *ELFE 2 ; Promoting gender equality within teacher trade unions and in the teaching profession ; Improving and performing a sectoral social dialogue in education and Teachers' Work-Related Stress: Implementing the ETUCE Action Plan and the European Autonomous Agreement on WRS*. The €60,217 was reached thanks to four other EC projects: *Teacher unions concerned about violence at school: cyber-harassment ; Assessing the impact of the crisis on social dialogue in the education sector and Co-Reg-LLL*.

The income from bank interest decreased from €3,111 in 2009 to €1,751 in 2010 because of the general decrease in bank interest rates.

Expenditures

ETUCE contribution to the total cost of the EI Pan-European Conference - ETUCE General Assembly held in Warsaw on 23-25 November 2009 amount to €35,000 as budgeted. The contribution of ETUCE to the cost of the Extraordinary General Assembly organised in 2010 amounted to €30,252. The budget of €24,040 for the yearly Consultative meeting that was cancelled was used to cover part of the unbudgeted costs of the Extraordinary General Assembly.

In 2010, a first provision of €52,120, covering one third of the estimated cost of the ETUCE Conference taking place in 2012, was made.

The costs for Executive Boards were higher than budgeted in 2009 because of higher attendance and more interpretation and in 2010 because an additional Executive Board, not budgeted, took place in June 2010.



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During 2009 and 2010 expenditures relating to other activities (Bureau, mission and representation, activities and seminars) were generally in line with the annual budgets approved by the Executive Board.

Both years ended with an excess of income over expenditures of €30,617 in 2009 and €18,520 in 2010. Both excesses were transferred to the accumulated reserves reaching €180,237 as at 31 December 2010.

ETUCE new structure (2011)

Income

The ETUCE income in the new structure consists of four parts:

- The supplementary dues the members pay to EI for ETUCE
- The ETUCE's expenditures/salary costs refunded by the European Commission (EC) after deduction of the ETUCE's own contribution to EC Projects.
- Subsidies from the EI's Global budget.
- Miscellaneous income, being mainly bank interest with, for 2011, a one-time contribution of €29,046 transferred from EI Europe.

Income from supplementary dues is 32.085 % of the EI world dues rate, per member located in the EU/EFTA countries and 7.085% per member located in non-EU/EFTA countries. The collected supplementary dues increased from €893,247 in ETUCE old structure and €271,824 in EI Europe in 2010 to €1,200,130 for the new ETUCE structure in 2011, this increase of 3.0% reflects the yearly 3.5% increase of dues rate decided by the EI Congress in 2007 combined with a decrease in the number of members paid for. The number of members paid for decreased from 3,226,737 in 2010 to 3,096,473 in 2011.

The net result of the allocation of expenditures and salary costs with the own contribution of ETUCE to EC projects reached €21,617 in 2011. The €21,617 was reached thanks to two EC projects: Co-Reg-LLL and *Teachers' Work-Related Stress: European-wide Survey*.

Subsidies from EI's Global Budget are mainly in the form of staffing time and administrative costs. These are very difficult to quantify and vary from activity to activity.

The income from bank interest increased from €1,751 in 2010 to €3,195 in 2011 thanks to higher cash levels in bank accounts, but offset by a decrease in the bank interest rates.

Expenditures

Provisions for the future Conference and Special Conference were made with an eye on keeping the yearly expenditures regular and stable. To reach that goal the provision necessary to reach 75% of the estimated cost of the 2012 Conference was made together with a provision representing 25% of the 2014 Special Conference. In the future, we will make book provision for 25% of the estimated cost of each Conference and Special Conference each year.



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Another provision to cover the costs of a special meeting on the economic crisis and a campaign & action day that will take place in 2012 and amounting to €41,513 was made.

The 2011 fiscal year ends with an excess of income over expenditure amounting to €16,552 which was transferred to the reserve funds, totalling €196,789 as at 31/12/2011.

ETUCE Foundation (2009 - 2011)

In order to comply with new administrative requirements of the European Commission, a Foundation was set up in December 2005 to secure the eligibility of ETUCE as a beneficiary of Commission funding for projects.

As planned, the activities with the EC do not create any profit or loss for the Foundation. ETUCE was expecting to meet the bank interest covering the small cost relating to the management of a Foundation, like audit costs, bank charges, regional taxes and publication costs. Unfortunately because of the continuous decrease in bank interest rates, the year 2009 was closed with a small loss of €281. To avoid accumulation of small losses and to keep the Foundation capital intact, it was decided in 2010 to change the service agreement signed between ETUCE and the Foundation and to have ETUCE covering the costs of audit, publication and regional taxes.

Thanks to that change, the Foundation closed the year 2010 with a small profit of €52 and 2011 with a small profit of €938.

11.2. Information

Information Sessions

Over the past three years, ETUCE has welcomed a number of study delegations to provide information on the work that the ETUCE Secretariat accomplishes for its member organisations, on the European Sectoral Social Dialogue Committee for Education and developments and trends in education at EU level. The ETUCE hosted the following information sessions:

25 January 2010 - Danish Group Visit
01 February 2010 - Parliament Group Visit
09 February /2010 - Danish Group Visit
30 June 2010 - Hungarian Delegation Visit
08 September 2010 - ETUCE presentation for DLI (Denmark) Delegation
25 October 2010 - OBESSU (Organising Bureau of European School Student Unions) study Visit
22 March 2011 - OAJ (Finland) National Board Visit
05 April 2011 - Russian Delegation Visit
06 May 2011 - DLF (Denmark) Delegation Visit
26 May 2011 - German Group Visit
31 May 2012 - DLF (Denmark) Delegation Visit

ETUCE Newsletter

The ETUCE Newsletter is published on paper as well as under its electronic form.



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Until the summer 2012, all issues of the electronic newsletter were published on an as-and-when-required basis.

In September 2012 the Secretariat decided to return to a more dynamic format and to use this opportunity to modernise the layout. The articles are now shorter, the newsletter features more web links and it is published on a quarterly basis. It is available on the ETUCE website.

The ETUCE newsletter informs its readers on ETUCE actions, gives an update on the development of the different ETUCE projects and reports the publications of different organisations, such as the ETUC, Eurydice, the OECD.

The ETUCE actions section reports on ETUCE seminars and conferences, ETUCE statements, the different ETUCE Position papers and Action Plans.

The newsletter furthermore highlights dates of crucial ETUCE events, such as seminars, conferences and constitutional meetings.

ETUCE Circulars on Education and Training

As from 2005, the ETUCE launched a series of information sheets: 'ETUCE Circular on Education and Training 2010' in order to provide member organisations with regular information on developments within the 2010 process, and as from 2011, the 2020 Process. The 2020 Education and Training process is a political cooperation among EU European countries to develop innovative policies and actions in education and training.

Circulars are published several times a year²⁵⁹.

ETUCE Reports

All ETUCE conferences and seminars were, as in the past, followed up with the publication of widely circulated reports²⁶⁰.

ETUCE Brochures

Over the last three years, brochures have also been developed. The brochures²⁶¹ present the summary of the work achieved in the ETUCE projects and may include the outcome of the project under the form of recommendations or guidelines.

ETUCE Websites

ETUCE Main Website

After the adoption of the new structure in November 2010 by the Extraordinary Conference/General Assembly, ETUCE became an integrated part of EI and thus the regional structure for Europe.

The need was therefore felt to reflect those changes on the ETUCE main website (www.etcue-csee.org), by presenting the aims of the restructured organisation and making the by-laws of the new

²⁵⁹ The List of all ETUCE Circular is in Appendix.

²⁶⁰ See the list of reports in appendix.

²⁶¹ The different brochures are presented under the Publications appendix.



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structures available in 5 languages on the website. It was also deemed necessary to refresh and modernise the appearance of the website in order to reflect in its headings the changes implemented in the structure. The page “About the ETUCE” introduces these changes, the aims of the organisation, the composition of the ETUCE Bureau and the ETUCE Committee.

The ETUCE main website is regularly updated, covering all ETUCE activities and policy areas, making available every published document as well as numerous external links.

The website still includes general information about the organisation, its member organisations, partners, staff, as well as in-depth information about on-going and future ETUCE projects.

The website provides information about EU education news, forthcoming events, ETUCE activities and contact details, and can also be used as a database of ETUCE publications, newsletters and statements.

Crisis Webpage

In February 2012, the ETUCE Bureau took the decision to set up a special webpage dedicated to the crisis and especially on the impact of the crisis of the ETUCE member organisations. This page, accessible from the homepage of the main ETUCE website, presents information on ETUCE actions and policies regarding the impact of the economic crisis on education. Its objective is to encourage ETUCE member organisations to contribute actively to this topic.

The webpage features national news from member organisations, presents the country features, (factsheets presenting the country, its member organisations, explaining how the members are affected, what the union is doing to support the teachers, what the solutions would be at national and European level) and a calendar of ETUCE dates as well as of national member organisations dates. The page is linked to a resource centre and a gallery of videos and pictures illustrating actions taken by ETUCE member organisations.

Moreover, this webpage links to the newly created EI crisis webpage with a view to ensuring that the activities carried out by ETUCE and EI draw on the same coordinated resources.

Social Dialogue website

A website exclusively dedicated to the social dialogue process was developed in January 2007 within the framework of the Social dialogue IV project. This website proposed detailed information on the process which led to the creation of the ESSDE.

The website was closed last year as a result of the completion of the process. A webpage on the ETUCE main website now summarises the whole process:

http://etuce.homestead.com/ETUCE_Social_dialogue.html .

EDU-OSH website

The Teachers’ Occupational Health and Safety Website (www.edu-osh.org) was developed in 2010 to provide a better overview to ETUCE member organisations and other stakeholders in education on



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ETUCE activities in the field of teachers' health and safety which have expanded considerably over the last three years.

This EDU-OSH website:

- Presents two ETUCE action plans: ETUCE Action Plan on Teachers' Work-Related Stress and ETUCE Action Plan to Prevent and Tackle Violence in Schools ;
- Presents the projects developed in this regard with the financial support of the European Commission
- Features a news section ;
- Lists ETUCE EDU-OSH publications ;
- Lists activities and events (ETUCE meetings organised in the framework of the EDU-OSH projects) ;
- Constitutes an interface with the ETUCE Network on H&S ;
- Features links to organisations, agencies that are ETUCE's main partners on EDU-OSH questions as well as most relevant documents on EDU-OSH.

e-Learning website

This website (www.elfe-eu.net) was created to accompany the ETUCE projects on e-learning, the ELearning Forum for Education ELFE 1 and 2. It provides the ETUCE member organisations and other education stakeholders interested in the pedagogic use of ICT in education with detailed information about the ETUCE activities in this field, the latest news and developments in this area and regular updates on related issues. All information concerning the newest ETUCE project on the use of ICT as a means to prevent early school leaving can be found here, too²⁶².

²⁶² See chapter 1.7.



12. Appendices

12.1 List of abbreviations

ACTA	Anti-Counterfeiting Trade Agreement
ATEE	Association for Teacher Education in Europe
BFUG	Bologna Follow-Up Group
Business Europe	Confederation of European Business
CEDEFOP	European Centre for the Development of Vocational Training
CEEP	European Centre of Employers and Enterprises providing Public services
CEMR	Council of European Municipalities & Regions
CER	Community of European Railway and Infrastructure Companies
CESI	European Confederation of Independent Trade Unions
CETA	Comprehensive Economic and Trade Agreement
CGU	Council of Global Unions
CoESS	Confederation of European Security Services
COPSOQ	Copenhagen Psychosocial Questionnaire
CoRe project	Competence Requirement project
Co-Reg-LLL	Co-Regional Lifelong Learning Strategies (project)
COST	European Cooperation in Science and Technology
CTUAA	Confederation of Trade Unions of Armenia
CULT	Committee on Culture and Education
DG	Directorate-General
DG COMM	Directorate-General Communication
DG EAC	Directorate-General for Education and Culture
DG EMPL	Directorate-General Employment, Social Affairs and Inclusion
DG JUST	Directorate-General Justice
DGB	Confederation of German Trade Unions



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EADTU	European Association of Distance Teaching Universities
EAN	European Access Network
EC	European Commission
ECE	Early Childhood Education
ECEC	Early Childhood Education and Care
ECOFIN	Council of Ministers of Economic and Financial Affairs
ECVET	European Credit System for Vocational Education and Training
EESC	European Economic and Social Committee
EFEE	European Federation of Education Employers
EFTA	European Free Trade Association
EHEA	European Higher Education Area
EI	Education International
EIE	Educational International Europe
EIT	European Institute of Innovation and Technology
ELFE	European e-Learning Forum for Education
EMI	European Movement International
EMPL Committee	Employment and Social Affairs Committee
ENETOSH	European Network in Education and Training on Occupational Safety and Health
EP	European Parliament
EPNoSL	European Policy Network on School Leadership
EPSCO	Employment, Social Policy, Health and Consumers Affairs Council
EPSU	European Federation of Public Service Unions
EQAR	European Quality Assurance Register (for Higher Education)
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
ERA	European Research Area
ESCO	European Skills, Competences and Occupation (taxonomy)
ESD	Education for Sustainable Development
ESF	European Social Fund



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ESL	Early School Leaving
ESSDE	European Sectoral Social Dialogue in Education
ESU	European Students' Union
ESWC	ETUCE Status of Women Committee
ET2020	Education and Training 2020
ETCG	Education and Training 2010 Coordination Group
ETF	European Training Foundation
ETF	European Transport Workers
ETUC	European Trade Union Confederation
ETUCE	European Trade Union Committee for Education
ETUI-REHS	European Trade Union Institute for Research, Education, Health and Safety
EU	European Union
EUA	European University Association
EUCEN	European University Continuing Education Network
EU-OSHA	European Agency for Safety and Health at Work
Eurelectric	Association of the Electricity Industry in Europe
Eurocadres	Council of European Professional and Managerial Staff
EUROCOMMERCE	Association for Retail, Wholesale and International Trade Interests
EUROFOUND	European Foundation for the Improvement of Living and Working Conditions
EURYDICE	Information Network on Education in Europe
FORTH	Foundation for Research and Technology – Hellas
FRA	European Union Agency for Fundamental Rights
FTA	Free Trade Agreement
G20	Group of 20 advanced and emerging economies
G8	Group of eight most industrialised countries
GATS	General Agreement on Trade in Services
GDP	Gross Domestic Product
HERSC	Higher Education and Research Standing Committee
HOSPEEM	European Hospital and Healthcare Employers' Organisation



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HPPD	EU-China High Level People-to-People Dialogue
ICCS	International Civic Competence Study
ICT	Information and Communication Technology
ICTUR	International Centre for Trade Union Rights
ILGA	International Lesbian and Gay Association
ILO	International Labour Organisation
IMCO Committee	Committee on Market and Consumer Protection
IMI	Internal Market Information
INGO	International Non-Governmental Organisation
IPR	Intellectual Property Rights
ISA	International Services Agreement
ISCED	International Standard Classification of Education
ITUC	International Trade Union Confederation
IU	Innovation Union
KESK	Turkish Confederation of Public Services
LGBT	Lesbian, Gay, Bisexual and Transgendered people
LLL	Lifelong Learning
LLP	Lifelong Learning programme
MEP	Member of the European Parliament
MoE	Ministry of Education
MST	Mathematics, Science and Technology
NAFTA	North American Free Trade Agreement
NESSE	Network of Experts in Social Science of Education and Training
NFIL	Non-formal and informal Learning
OBESSU	Organising Bureau of European School Student Unions
OECD	Organisation for Economic Co-operation and Development
OMC	Open Method of Coordination
PEWN	Pan-European Women's Network
PISA	OECD Programme for International Student Assessment



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PLA	Peer Learning Activity
PostEurope	Association of European Public Postal Operators
PU	Public Utilities
SCEPP	Steering Committee for Education Policy and Practice
SCES	Sector Council on Employability and Skills
SOLVIT	EU on-line problem solving network
TALIS	Teaching and Learning International Survey (OECD)
TUAC	Trade Union Advisory Committee to the OECD
TUC	Trade Union Congress (UK)
TUCA	Trade Union Confederation of the Americas
UEAPME	European Association of Craft, Small and Medium sized Enterprises
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
UNI-EUROPA	European Trade Union Federation for Services and Communication
VET	Vocational Education and Training
WRS	Work-related Stress
WTO	World Trade Organisation

12.2 List of Member of the ETUCE Committee 2010- 2012

President			
UK	EIS	SMITH	Ronnie
Vice president			
France	SNES FSU	CORDELIER	Odile
Germany	GEW	THÖNE	Ulrich
Russia	ESEUR	MERKULOVA	Galina
Sweden	Lärarförbundet	LINDHOLM	Jörgen
United Kingdom	UCU	BENNETT	Paul
Poland	SKOiw NSZZ Solidarnosc	KONCZYK	Monika

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Country seats			
Albania	SPASH	KRUJA	Bajram
Armenia	CPCST	HARUTYUNYAN	Karlen
Austria	GOD	SKALA	Helmut
Azerbaijan	ARCITUEEI	HUMBAT	Naghiyev
Belarus	SBPES	BOIKA	Aleksandr
Belgium	COC	VAN RENTERGHEM	Rudy
Bosnia-Herzegovina	ITUPE BiH	ŠATOROVIĆ	Selvedin
Bulgaria	SEB	DAMIANOVA	Kounka ²⁶³
Croatia	TUWPSEC	STRUGAR	Božena
Cyprus	KTOS	SENER	Hassan
Czech Republic	CMOS	DOBSIK	Frantisek
Denmark	DLF	LANGE	Dorte
Estonia	EEPU	PARKEL	Vaike
Finland	OAJ	SEMI	Ritva
France	UNSA Education	HÉMET	Hélène
Georgia	ESFTUG	ALUGISHVILI	Mari
Germany	VBE	FRANKE-ZÖLLMER	Gitta
Greece	DOE	MANTAS	Komninos
Hungary	PDSZ	MENDREY	László
Iceland	KI	HJALTESTED	Thordur A.
Ireland	INTO	NUNAN	Sheila
Israel	ITU	WASSERMAN	Joseph
Italy	CISL Scuola	DAL PINO	Maria Lucia
Latvia	LIZDA	TRAPENCIERE	Ilze
Lithuania	LMPS	VOLOSKEVIČIENĖ	Juratė
Luxembourg			
Macedonia			
Malta	MUT	BONELLO	Kevin
Moldova	ESTU	IVANOV	Dumitru
Montenegro	ITUESCSM	PAVICEVIC	Zvonko
The Netherlands/ETUCE Treasurer	AOb	DRESSCHER	Walter
Norway	UEN	LIED	Ragnhild
Poland	ZNP	OBIDNIAK	Dorota
Portugal	FNE	BRAGANÇA	Maria Arminda
Romania	ALMA MATER	BOBULESCU	Razvan
Russia			
Serbia	TUS	PAVLOVIC	Branislav
Slovakia	OZPSaV	GAŠPERAN	Ján
Slovenia	ESTUS	STRUKEJ	Branimir
Spain	FETE-UGT	LOPEZ CORTIÑAS	Carlos

²⁶³ Kounka Damianova is also Chair of the Equality Standing Committee

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Sweden	LR	JANSSON	Bo
Switzerland	SER	ROHRBACH	Samuel
Turkey	Egitim Sen	BOZGEYIK	Mehmet
Ukraine	STESU	TRUKHANOV	Georgiy
United Kingdom	NASUWT	NORTHCOTT	Darren
United Kingdom	ATL	JOHNSON	Martin
United Kingdom	NUT	BLOWER	Christine
Observer Cyprus	POED	CONSTANTINOS	Constantinou
European members World Executive Board	UNSA France	GONTHIER	Patrick
European members World Executive Board	UEN Norway	HOLST	Haldis
European members World Executive Board	ZNP Poland	BRONIARZ	Slawomir
European members World Executive Board	FECCOO Spain	CAMPOS TRUJILLO	José
European members World Executive Board	Lärarförbundet Sweden	SIRÉN	Eva-Lis
European members World Executive Board	NASUWT UK	ROACH	Patrick
Chair HERSC	DM Denmark	VRAA JENSEN	Jens

12.3 Report on Special Working Group on Structures

INTRODUCTION - REPORT ON SPECIAL WORKING GROUP ON STRUCTURES

The Special Working Group on Structures was appointed on the recommendation of the EIE/ETUCE Committee/Executive Board prior to the Conference which established the new ETUCE as the regional structure for EI in Europe. It was established to consider a number of issues which arose in the final consultation phase about the new structure. The structure and terms of reference are set out in the Appendix to this report. The issues are also listed as the headings for each section of this report.

The members of the Special Working Group were:

Ronnie Smith, ETUCE President
Jörgen Lindholm, ETUCE Vice-President
Paul Bennett, ETUCE Vice-President
Walter Dresscher, ETUCE Treasurer



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And the following members of the ETUCE Committee:-

Christine Blower, UK	Stig Andersen, Denmark
Gitta Franke-Zöllmer, Germany	Kounka Damianova, Bulgaria
Branislav Pavlovic, Serbia	Maria Arminda Bragança, Portugal

Meetings were also attended by

Martin Rømer, European Director of ETUCE and
Charlie Lennon, Deputy General Secretary of EI.

The Working Group met in the EI Office in Brussels on three occasions - on 2nd March, 23rd May and 21st September, 2011. At its final meeting the Working Group decided to present this report to the ETUCE Committee at its meeting in October, 2011, and to request that the report be circulated to member organisations for their considerations and comments. The Working Group also decided to propose that it would meet again to finalise the report for presentation to the Committee meeting in Spring, 2012, in the light of the comments received. The Committee would then be required to propose amendments to the By-Laws, where necessary, for consideration at the next ETUCE Conference in November, 2012.

The Working Group would like to record its appreciation to Danielle Verschuere, ETUCE secretariat, who provided administrative support to the Working Group.

CONTENTS

The Report of the Special Working Group consists of:-

- Section A: Criteria and System of Collecting Supplementary Dues*
- Section B: Allocating Votes on the Basis of the payment of Dues*
- Section C: Electing Vice-Presidents to the Bureau*
- Section D: Election of Members to National Seats on the Committee*
- Section E: Extending the Number of Languages Used in ETUCE Activities*

APPENDIX: Terms of Reference and Structure

ANNEX ONE: Extracts from the EI Constitution and By-Laws

ANNEX TWO: Extracts from the ETUCE By-Laws

SECTION A: CRITERIA AND SYSTEM OF COLLECTING SUPPLEMENTARY DUES

1. Under the provisions of the EI Constitution and By-Laws, the system for determining dues in EI and its implementation is the responsibility of the global organization and any change in the system of calculating regional dues would require a change in the global By-Laws. Supplementary dues at regional level must be expressed and calculated as a percentage of the dues at global level, which are determined by the World Congress. (see ANNEX ONE)
2. The system for calculating EI dues has been reviewed at global level on many occasions since the current system was first established. None of the reviews have succeeded in developing a system which was regarded as more appropriate by a majority of member organizations and, especially,



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of those who would be required to vote for its implementation. Attempts to adapt the present system to spread the burden of dues to a greater extent across member organizations from the countries with the highest GNI have also failed for lack of support. Changes in the current payment system by, for example, adjusting the bands of GNI which determine dues rates, inevitably, have both positive and negative effects on the amount of dues to be paid by individual member organizations. Those organizations which find that it increases the amount which they are required to pay usually oppose changes which would have that effect.

3. The most recent analysis of the dues system, by a sub-committee of the Executive Board, recommended that, in order to ensure greater equity in the system and improve income from dues, efforts be made to improve the collection system and that, in order to reduce the impact of large increases in dues on organizations in certain specific circumstances, a facility be provided whereby any member organization whose level of dues rate increased dramatically because of the combined effects of an increased GNI and increased dues rate, should be allowed to make the adjustment over an extended period of time, without penalty.
4. The collection of ETUCE supplementary dues is undertaken in conjunction with the collection of EI global dues by the EI secretariat. The system of implementing the rules on the collection of dues is highly automated. The letters which are issued to member organizations are generated through a computer programme once the required information is inserted into the programme. The rules have been changed by the recent Congress to facilitate the earlier collection of dues, which should improve the cash flow within both EI and ETUCE. The efficiency of the system and of the transfer of supplementary dues to ETUCE has been improved significantly in recent years and now operates reasonably satisfactorily.
5. Steps are now being taken to improve the collection of dues generally and to encourage the organizations which do not pay for their full declared membership to increase the number of members for which they pay to bring it to the required level. A recruitment campaign is also being initiated to encourage the remaining organizations in each region, which are not members of EI, to submit applications to join. The introduction of a facility for associate membership by the recent Congress should assist in recruiting organizations which do not yet fully meet the criteria for membership, although they share the aspirations of EI.
6. The rules governing the payment of dues provide for a system of reduction in the total amount which should be received from an organization for dues, and even exemption in exceptional circumstances. These rules are implemented through the EI Finance Committee, which receives relevant applications for special agreements from member organizations and makes recommendations thereon to the Executive Board. The operation of this system has been improved in recent years and some amendments were made to the rules governing the system at the recent Congress, to assist with the development of a more transparent and effective system.
7. Supplementary dues in Europe are calculated as a percentage of the EI dues, as required under the terms of the EI Constitution and By-Laws. The amount of supplementary dues per capita was determined originally on the basis of an estimate made of the annual cost of maintaining and running the original ETUCE and EIE structures and activities, divided by the number of members of member organizations for whom dues were paid. This was converted into a percentage during the process of integrating ETUCE into EI. The differential in the rates applied in Europe is dependent on whether or not an organization is in a European Union/ EFTA country or otherwise. Because of the level of activity generated by EU developments in economic, education and trade union policies, it is necessary that the ETUCE structures devote a greater proportion of their time to EU/EFTA issues and, therefore, the rate applied to members in EU/EFTA countries is higher to take account of the additional services provided.
8. The impact of the financial crisis on member organizations, especially in countries where there are extensive cuts in the funding of public services, is likely to lead to reductions in their



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membership numbers and consequentially in the amount of dues which they pay to EI. In order to ensure that the level of services which the organization provides at regional and global levels meets the aspirations of the member organizations, it is necessary that the level of income from dues is maintained and, if possible, increased. In the current context that objective can only be achieved by an improved collection system and by the recruitment of new member organizations from countries where the GNI is sufficiently high to ensure that the additional dues revenue will have a real impact on the income of the organization.

SECTION B: ALLOCATING VOTES ON THE BASIS OF THE PAYMENT OF DUES

9. The system of allocating votes to member organizations in elections and roll call voting, based on the number of members for which they pay dues in ETUCE, reflects the EI Constitutional provisions in this regard. The principle was enshrined in the original EI Constitution and has not been altered to any great extent since the foundation of EI. It was reviewed by the global organization in the course of the review of EI structures initiated by the 1998 Congress but no significant proposals for change emerged from that review.
10. As a consequence of this provision some organizations with a large declared membership have relatively few votes, due to the fact that they pay dues for only a small proportion of their declared membership. The largest number of votes is held by a relatively small number of organizations which pay dues for all of their declared members. It was recognized that the provision for the allocation of votes is set out in the EI Constitution and that, therefore, it reflects the principles of EI as determined by Congress. However, it was felt that there was the potential for a democratic deficit in the present system and that it should be reviewed and a range of alternatives explored, such as the introduction of a scale related to the level of income of the country, or the use of dual majorities (i.e. a majority of votes based on the present system and a majority of votes by member organizations where each had only one vote). Another possibility, not advocated by the Working Group, would be to allocate votes simply on the basis of declared membership. Any change, however, would require amendment of the EI Constitution.

SECTION C: ELECTING VICE-PRESIDENTS TO THE BUREAU

The Officers of ETUCE are elected by the ETUCE Conference every four years. There are neither published criteria for selection of candidates nor any defined constituencies for the election of Vice-Presidents.

11. Consideration was given to the election of Vice-presidents on the basis of constituencies defined by geographical boundaries and/or sectoral (eg Higher Education or Early Childhood Education) constituencies. It was noted that the Officers were responsible to, and represented, all of the European member organizations under the present arrangements. It was felt that this was an important principle. To achieve a satisfactory level of representation on any of the proposed bases would require a significant increase in the number of vice-presidents. It would also open up a debate on a range of issues of great political sensitivity about the definition of sub-regions and/or the definition of sectors. The outcome of such a debate was unlikely to generate solutions which would satisfy all or even a majority of member organizations. In any event it was considered that enlarging the Bureau further would reduce its effectiveness.
12. The introduction of constituencies for the election of vice-presidents could also result in the loss of expertise to the Bureau because more than one person with useful and necessary expertise was from the same constituency. It was concluded that the Bureau should be representative of Europe as a whole, with the levels of expertise necessary to enable it to react quickly to issues



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- and composed of members who could examine an issue without having to reflect solely a constituency or sector-based perspective.
13. It was also observed during the discussions that, under the current practice, although one geographical area might not be represented in the Bureau, the issues in that area were still given due consideration and advice from member organizations in the area was sought, if the Bureau or the secretariat deemed it necessary, in order to determine their views on an issue.
 14. In the course of the discussions on the election of vice-presidents, it was suggested that the possibility of voting only for the candidates which an organization wished to support, rather than for six candidates to fill all the vice-presidential vacancies, as at present, could be introduced.
 15. In the course of the discussions it was also acknowledged that the size of the Committee prevents that body from functioning effectively as a decision making entity, which served to explain why many aspects of the governance of the region were transferred to the Bureau and, in that context, underlined the importance of expertise and good leadership in the Bureau. However, it was felt that a reduction in the size of the Committee by moving away from the provision for at least one representative per country might cause some organizations to withdraw from membership. The possibility of extending the size of the Committee to include additional member organizations attending on a rotating or other basis was rejected as inappropriate and inoperable.
 16. The engagement with ETUCE of member organizations which do not have a nominee on the Committee was considered. The importance of involving such member organizations in appropriate activities, was emphasized, especially by nominating them to working groups and task forces dealing with issues in which they are known to have an interest.

SECTION D: ELECTION OF MEMBERS TO NATIONAL SEATS ON THE COMMITTEE

17. It was noted that, in accordance with the ETUCE By-Laws, the Conference is the supreme governing body of the Region and that it delegates much of its authority to the ETUCE Committee, when it is not in session. It is appropriate, therefore, that the Conference appoints the Officers and other members of the Committee. The members of the Committee, other than the Officers, are appointed on the basis of election from national constituencies. The Conference appoints the nominee or nominees of the constituency where the number of nominees is equal to the number of vacancies for the particular constituency. In the event that the number of nominees exceeds the number of seats available, the Conference elects the number of nominees necessary to fill the number of available vacancies in the national constituency. In practice the vast majority of national seats are filled by a single nominee for each vacancy, who is nominated by agreement among the member organisations in the national constituency. It was felt that, given the role of the Committee in the ETUCE governance structures, the principle of election of Committee members by the Conference should be upheld, even if it was merely endorsing nominations from member organisations at national level, and even if every reasonable step should be required to be taken by member organisations within each country to agree on a candidate.
18. It was acknowledged that every member organisation should have the right to nominate a candidate for election to the ETUCE Committee. However, there was disquiet at the fact that the Conference is required to vote to fill national seat vacancies where no agreement is reached among the member organisations in a particular national constituency and the number of nominated candidates exceeds the number of seats available. Member organisations from outside of the constituency are thereby required to choose a national representative on the Committee from candidates about whom they have no information. It was recognised that this



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was a sensitive political issue in some countries. In the final analysis it was difficult to devise a proposal which would address this issue satisfactorily, maintain the role and authority of the Conference in the process of appointing the Committee and provide a practical means of determining the issue at national level. It was therefore agreed not to make any suggestions for change at this stage.

19. In order to improve the situation it was proposed that candidates should be required to announce their candidature from a date prior to the conference which would facilitate the holding of consultations with the other member organisations in the national constituency concerned. It was also proposed that each candidate should be required to submit a statement with their nomination papers to the effect that they had consulted the other member organisations in the constituency concerned prior to submitting their nomination. Failure to give this assurance would render the nomination invalid.
20. It was also proposed that each candidate in a constituency in which there was no agreed candidate should be required to submit information about themselves and their views and aspirations, in a standardised format, which would then be distributed to the Conference delegates prior to the vote to elect a member of the Committee from the constituency concerned.
21. Throughout the discussion it was emphasised that members of the Committee were elected to conduct the business of ETUCE at regional level and not to represent their own organisation on the Committee. They were elected to serve as members of a governing committee and not as national representatives.

SECTION E: EXTENDING THE NUMBER OF LANGUAGES USED IN ETUCE ACTIVITIES

22. It was recognised that, in ideal circumstances, interpretation and translation services would be provided into all required languages and that extending the number of languages into which interpretation and translation were available, was essentially an issue because of the finite financial resources available to ETUCE. The provision of simultaneous interpretation facilities, consisting both interpreters and the requisite equipment, is expensive. Interpretation into even one language is expensive and adds a considerable additional cost to the other costs of organising of a meeting. Each additional language costs almost the same additional amount. There is little economy of scale since the cost of employing the interpreters is the most substantial cost involved. It is clear that, in ETUCE, the principle of facilitating the participation of members in meetings by providing interpretation and translation is accepted. However the application of that principle is heavily constrained by the lack of financial resources for that purpose.
23. The translation of documents accurately into languages other than the original one is also expensive, both in financial terms and in terms of the staff time which must be expended in checking the translations to ensure that they reflected accurately the text in the original document. It was noted that some international organisations had reverted to operating solely in English because of the high costs involved.
24. It was also recognised, however, that the new ETUCE By-Laws made provision for extending and varying the number of languages which might be used at ETUCE meetings, depending on the languages most commonly used by those attending a particular meeting, and the availability of the financial resources necessary to provide the required interpretation and translation services. (see ANNEX TWO)
25. It was considered that special attention should be paid to this issue in planning every ETUCE meeting and that, where possible, the range of languages in which interpretation is provided



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- should be extended to include the languages most used by the participants at the meeting, where financial resources available permitted.
26. It was also proposed that at sub-regional meetings or meetings for specific groups of member organisations, interpretation should be provided into the languages most appropriate for the sub-region or group of member organisations concerned, rather than into official languages which were not commonly used by those attending the meeting.

22nd September, 2011

APPENDICES TO THE REPORT ON SPECIAL WORKING GROUP ON STRUCTURES :

TERMS OF REFERENCE AND STRUCTURE OF SPECIAL WORKING GROUP

Noting that a number of proposals for additional changes have been placed before the special Committee on 15th June, 2010, the Committee/Executive Board decides

(1) to set up a working group to discuss and make recommendations on possible ways of making the new European governing structures more balanced and representative of the whole membership of EI's European region in the longer term:

(2) That the Working Group shall:

- (a) analyse the criteria and system of calculating supplementary dues for ETUCE ;
- (b) analyse the effects of allocating votes on the basis of the payment of dues to EI and ETUCE ;
- (c) examine the system for electing officers to the Bureau and, in particular, the advantages and disadvantages of assigning vice-president posts to particular sectors or particular regions or groups (eg post 2004 EU entrants) of member organizations ;
- (d) examine the system for electing national members to the Committee ;
- (e) examine the administrative and financial impact of extending the number of languages into which documents are translated and in which interpretation is provided at all ETUCE meetings ;
- (f) report back and make recommendations to the ETUCE Committee in 2011, with a view to concrete proposals, where necessary, being made by the Committee to the next ordinary ETUCE Conference in 2012 ;

(3) that the working group shall aim at achieving a single set of recommendations but may, if necessary, put forward alternative proposal on any of the above areas, for the consideration of the Committee.

(4) that the working group shall consist of a maximum of ten members of the Committee, as follows:

- (i) the President, two vice-presidents appointed by the Bureau, and the ETUCE Treasurer ;
- (ii) one representative appointed by the Committee from a country in the non-EU/EFTA area ;
- (iii) one representative appointed by the Committee from a country which joined the EU in or after 2004 ;
- (iv) one representative appointed by the Committee from a country which joined the EU prior to 2004 ;
- (v) three other representatives appointed by the Committee on a basis which ensures that the working group is broadly representative of the different geographical areas of Europe.



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ANNEX ONE : EXTRACTS FROM THE EI CONSTITUTION AND BY-LAWS (2011)

ARTICLE 19. MEMBERSHIP DUES

- (a) Dues to be paid by the member organizations shall be determined by the World Congress on a per capita basis according to a scale which allows for the different economic circumstances of countries. Specifications shall be given in the By-laws.
- (b) Membership fees shall be paid before March 31 of each year, and shall be computed on the membership reported as of September 30 of the preceding year.
- (c) If a member organization is unable to fulfill its financial obligations, owing to extraordinary circumstances, the Executive Board shall have the authority to grant a delay, a temporary reduction or, in extreme cases, a temporary exemption from the payment of such fees. Such special agreements must be established in writing, and shall be limited to a maximum of two years, extension being subject to review by the Executive Board.

BY-LAW 21. SUPPLEMENTARY MEMBERSHIP DUES

Subject to approval by the Executive Board, a regional structure may establish supplementary membership dues to be paid by member organizations in the concerned region. The supplementary membership fee shall be:

- (a)
 - (i) a percentage in addition to the membership dues of the Education International.
 - (ii) collected by the Education International.
- (b) In no instance shall the supplementary membership dues paid to the regional structure be greater than or calculated on a different basis to the membership dues paid to EI.

BY-LAW 27 : MEMBERSHIP DUES

- (a) The dues payable to the Education International by a member organization shall be determined by the Congress.
- (b) The membership dues shall be receivable not later than **March 31** each year and shall be computed on the total membership of the member organization **on September 30** of the preceding year.
- (c) Each member organization shall notify the Education International not later than **November 30** of each year of its membership figures **on the preceding September 30 of the year** and shall provide any other information required for the calculation of dues. The Executive Board may request a member organization to substantiate such information.
- (d) In the event that a member organization fails to provide the required information before **November 30** or to meet a request to substantiate such information **within one month**, the Executive Board, may determine a per capita amount on the basis of information provided by other sources, which shall then be due to the Education International.
- (e) Membership dues shall be paid in a convertible currency to be determined by the Executive Board.
- (f) If in any year the payments received prior to **March 31** are less than the amount determined in accordance with the previous paragraphs, the member organization shall



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be informed that it is in arrears, and all payments received subsequent to **March 31**, whether in that year or in following years, shall in the first instance be applied to the reduction or elimination of the arrears.

- (g) If a member organization is unable to fulfill its financial obligations, owing to extraordinary circumstances, the Executive Board shall have the authority to reach a special agreement with that organization entailing:
 - (i) a delay of payment ; or
 - (ii) a payment on a reduced membership ; or
 - (iii) payment in a non-convertible currency ; or, in extreme cases,
 - (iv) an exemption from part or all of the payment of membership dues.
- (h) Special agreements shall expire **normally** at the end of the financial year in which they are reached, but may be renewed in the following year. **In exceptional circumstances a special agreement may be approved for a period of up to three years.** Agreements that concern payment in a non-convertible currency shall establish the real value of the agreed payment in a convertible currency which shall constitute the basis of the calculation of the number of delegates and votes at the Congress to be allocated to the organization concerned. Special agreements shall be reported to each Congress.
- (i) The number of delegates and votes at the Congress to be allocated to a member organization shall be calculated according to the average number of members for which membership dues have been paid since the preceding Congress or since the year of affiliation, after adjustment has been made in respect of any arrears owing for preceding years.

BY-LAW 19: BY-LAWS OF REGIONAL STRUCTURES

- (a) By-laws of a regional structure, submitted to the Executive Board in accordance with Article 13(c) of the Constitution, must satisfy the following conditions:
 - (i) A region shall be defined as one of the five regions named in Article 13(a) of the Constitution.
 - (ii) All member organizations in a region shall be included in the regional structure.
 - (iii) The designation, functions, method of election and term of office of regional office holders shall be clearly set out at the first meeting of the regional grouping, convened by the General Secretary.
 - (iv) The organization and methods of governance of the regional structure, the frequency of meeting of its various bodies, and the quorum applicable to each meeting shall be clearly specified.
 - (v) Provision shall be made for the permanent presence of at least one member of the Executive Board of the Education International in the governing body of the regional grouping. Unless regional by-laws provide that they are members of regional governing structures, members of the Executive Board who are not elected members of their region's governing structures, shall be ex-officio members of the structures, without voting rights.



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- (vi) Ultimate responsibility for administration and communication shall rest with the General Secretary of the Education International who shall present reports to each meeting of the Executive Board.
- (vii) In the event of any conflict over provisions of the regional structure and those of the Education International, the provisions of the Constitution and the By-laws of the Education International shall prevail.
- (b) Any proposal for an activity of a regional structure which involves expenditures by the Education International must be accompanied by a full statement of costs and shall not be undertaken without the prior approval of the Executive Board or the General Secretary.

ANNEX TWO : EXTRACTS FROM THE ETUCE BY-LAWS (2010)

6. STRUCTURE

The structure of the ETUCE shall be:

6.1 Governing Bodies

- (a) The ETUCE Conference as defined in By-Law 7.3:
- (b) ETUCE Special Conferences as defined in By-Law 10.2:
- (c) The ETUCE Committee as defined in By-Law 8.2:
- (d) The ETUCE Bureau as defined in By-Law 9.1

8. THE ETUCE COMMITTEE

8.1 Functions

The ETUCE Committee shall direct the affairs and activities of the regional structure between the quadrennial Conferences. It shall meet at least twice a year. The Committee shall:

- (i) draft the agenda for the ETUCE Conference ;
- (ii) review the implementation of the resolutions and decisions of the Conference ;
- (iii) initiate policies and actions in accordance with the resolutions and decisions of the Conference ;
- (iv) review and approve financial statements and submit budgets to the Conference ;
- (v) submit to the Conference a report on its decisions and activities ;
- (vi) select a regional director ;
- (vii) establish the standing committees and appoint advisory committees and networks as required from time to time ;
- (viii) Appoint from among its members a Treasurer at its first meeting after the ETUCE Conference.

8.3.3 Order of Elections

The elections shall be carried out in the following order:

- (a) The first election shall be for the office of **ETUCE President**. If there is not more than one candidate, this candidate shall be declared elected. If there is



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more than one (1) candidate, Member Organisations which choose to vote shall vote for one (1) candidate. The candidate who first receives at least a half plus one of the total votes cast shall be declared elected. In the event that no candidate receives such majority in the first ballot, a run-off ballot shall be held between the two candidates receiving the most votes in the first ballot.

- (b) The second election shall be for the office of **Vice-Presidents**. If there are not more than six (6) candidates and they satisfy the requirements of By-Law 8.2 (ii), they shall be declared elected. If there are more than six (6) candidates, Member Organizations shall vote for six (6) candidates only. To meet the requirements of By-Law 8.2 (ii) the candidate from a non-EU/EFTA country with the highest number of votes shall be declared elected. To meet the requirements of By-Law 8.2 (vi), the two women candidates (*or three women candidates in the event that the President is a man*) with the highest number of votes shall be declared elected first. The remaining places shall be filled by the election of candidates with the highest number of votes.
- (c) The third election shall be for one or more **members from each country** in accordance with By-Law 8.2 (iii), (iv) and (v) above. If the number of candidates from a country satisfies the requirements of By-Law 8.2 (iii), (iv) and (v), he/she or they shall be declared elected. If there is more than the required number of candidates from a country, the number necessary to satisfy the requirements of By-Law 8.2 (iii), (iv), and (v) shall be elected next. Member Organizations shall vote for the number of candidates equal to the number of vacancies. The number of women candidates required to meet the terms of By-Law 8.2 (vi) shall be elected first.
- (d) Should the result of the elections not satisfy the requirements of the Statutes, the next ordinary meeting of the Committee shall co-opt the number of persons necessary, having invited nominations from member organizations.

15. OFFICIAL LANGUAGES

The Official Languages of ETUCE shall be English, French, Spanish, German and Russian. Translation into English and French will be provided normally at ETUCE activities. Translation into Spanish, German, Russian or another European language may be provided at conferences and meetings should all or any one of these languages be deemed appropriate in the context of the venue or audience at the meeting or conference, and, should the financial resources available for the meeting or conference, permit.

Documents will be issued normally in English and French but may also be translated into other appropriate languages should circumstances and financial resources permit.



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12.4 List of Internal meetings and Conferences

2012

ETUCE Special Meeting on the Crisis

Date: 20 January 2012

Venue: Brussels, Belgium

Equality Working Group

Date: 2 February 2012

Venue: Brussels, Belgium

ETUCE Conference on Early Childhood Education

Date: 20-21 February 2012

Venue: Budapest, Hungary

ETUCE Bureau Meeting

Date: 27 February 2012

Venue: Brussels, Belgium

ETUI-ETUCE Seminar on Inclusive Vocational Education and Training during the crises

Date: 8-10 March 2012

Venue: Sesimbra, Portugal

Social Dialogue Working Group 3

Date: 15 March 2012

Venue: Brussels, Belgium

ETUCE 1st Regional Seminar on Recruitment and Retention

Date: 20 March 2012

Venue: Vilnius, Lithuania

Equality Standing Committee

Date: 28 March 2012

Venue: Brussels, Belgium

ETUCE Bureau Meeting

Date: 27 March 2012

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 27-28 March 2012

Venue: Brussels, Belgium

Status of Women Committee

Date: 27 March 2012

Venue: Brussels, Belgium



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ETUCE 2nd Regional Seminar on Recruitment and Retention

Date: 11 April 2012

Venue: Madrid, Spain

ETUCE Education Advisory Panel

Date: 18 April 2012

Venue: Brussels, Belgium

HERSC Meeting

Date: 24-25 April 2012

Venue: Bucharest, Romania

ETUCE 1st Regional Seminar on Third Party Violence

Date: 26 April 2012

Venue: Warsaw, Poland

ETUCE Peer Learning Activity on Gender stereotypes

Date: 9 May 2012

Venue: Brussels, Belgium

ETUCE Training Seminar on Gender stereotypes

Date: 10 May 2012

Venue: Brussels, Belgium

ETUCE Bureau Meeting

Date: 14 May 2012

Venue: Brussels, Belgium

European-Global Seminar on School Leadership

Date: 23-25 May 2012

Venue: Dublin, Ireland

ETUCE 2nd Regional Seminar on Third Party Violence

Date: 7 June 2012

Venue: Brussels, Belgium

2011

Plenary Meeting of the European Sectoral Social Dialogue in Education

Date: 18 January 2011

Venue: Brussels, Belgium

ETUCE Education Advisory Panel Meeting

Date: 2 February 2011

Venue: Brussels, Belgium

ETUCE Bureau Meeting

Date: 8 February 2011

Venue: Brussels, Belgium



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European Sectoral Social Dialogue in Education – Higher Education Working Group

Date: 15 February 2011

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 1 March 2011

Venue: Brussels, Belgium

HERSC Meeting

Date: 7-8 March 2011

Venue: Copenhagen, Denmark

European Sectoral Social Dialogue in Education – Working Groups

Date: 21 March 2011

Venue: Brussels, Belgium

ETUI-ETUCE Seminar on VET in Lifelong Learning

Date: 29-31 March 2011

Venue: Vilnius, Lithuania

ETUCE 1st Workshop on Third Party Violence

Date: 9 May 2011

Venue: London, UK

ETUCE Bureau Meeting

Date: 24 May 2011

Venue: Brussels, Belgium

Equality Standing Committee

Date: 25-26 May 2011

Venue: Brussels, Belgium

ETUCE 2nd Workshop on Third Party Violence

Date: 14 June 2011

Venue: Rome, Italy

European Sectoral Social Dialogue in Education – Higher Education Working Group

Date: 15 June 2011

Venue: Brussels, Belgium

ETUCE 3rd Workshop on Third Party Violence

Date: 6 September 2011

Venue: Prague, Czech Republic

HERSC Meeting

Date: 12-13 September 2011

Venue: Warsaw, Poland



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ETUCE Round Table for Central and Eastern Europe

Date: 15-17 September 2011

Venue: Kiev, Ukraine

ETUCE Bureau Meeting

Date: 22 September 2011

Venue: Brussels, Belgium

European Sectoral Social Dialogue in Education – Higher Education Working Group

Date: 5 October 2011

Venue: Brussels

ETUCE Committee Meeting

Date: 10-11 October 2011

Venue: Brussels, Belgium

ETUCE Final Conference on Third Party Violence

Date: 27 October 2011

Venue: Warsaw, Poland

ETUCE Conference on Work Related Stress

Date: 17-18 November 2011

Venue: Berlin, Germany

ETUCE Education Advisory Panel Meeting

Date: 21 November 2011

Venue: Brussels, Belgium

ETUCE Working Group on Vocational Education and Training

Date: 28 November 2011

Venue: Brussels, Belgium

2010

EI/ETUCE Bureau Meeting

Date: 15 January 2010

Venue: Brussels, Belgium

Higher Education and Research Standing Committee (HERSC) meeting

Date: 11-12 February 2010

Venue: Brussels, Belgium

ETUCE Cyber-Harassment Seminar

Date: 18-19 February 2010

Venue: Brussels, Belgium

EI/ETUCE Bureau Meeting

Date: 23 February 2010

Venue: Brussels, Belgium



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ETUCE Committee Meeting

Date: 15-16 March 2010

Venue: Brussels, Belgium

Equality Standing Committee

Date: 17-18 March 2010

Venue: Brussels, Belgium

1st Sub-Regional Workshop on Trans-regional Cooperation in Lifelong Learning

Date: 19 April 2010

Venue: Riga, Latvia

ETUCE Advisory Committee on the Crisis Project

Date: 26 April 2010

Venue: Brussels, Belgium

ETUCE Working Seminar on the Crisis

Date: 27 April 2010

Venue: Brussels, Belgium

EI/ETUCE Bureau Meeting

Date: 5 May 2010

Venue: Dublin, Ireland

ETUCE-EFEE Higher Education Employers' Seminar

Date: 13-14 May 2010

Venue: St. Julian's, Malta

ETUCE Conference on Cyber-Harassment

Date: 7-8 June 2010

Venue: Bratislava, Slovakia

Plenary Meeting of the European Sectoral Social Dialogue in Education

Date: 11 June 2010

Venue: Brussels, Belgium

2nd Sub-Regional Workshop on Trans-regional Cooperation in Lifelong Learning

Date: 14 June 2010

Venue: San Anton, Malta

ETUCE Committee Meeting

Date: 15 June 2010

Venue: Brussels, Belgium

ETUCE Education Advisory Panel Meeting

Date: 16 June 2010

Venue: Brussels, Belgium



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ETUCE Final Conference on the Crisis

Date: 28 September 2010

Venue: Bucharest, Romania

ETUCE Round Table for Central and Eastern Europe

Date: 29-30 September 2010

Venue: Bucharest, Romania

3rd Sub-Regional Workshop on Trans-regional Cooperation in Lifelong Learning

Date: 4-5 October 2010

Venue: Cyprus

ETUCE Education Advisory Panel Meeting

Date: 7 October 2010

Venue: Brussels, Belgium

HERSC Meeting

Date: 14-15 October 2010

Venue: Leuven, Belgium

European Sectoral Social Dialogue in Education – Working Groups

Date: 8 November 2010

Venue: Brussels, Belgium

EI/ETUCE Bureau Meeting

Date: 22 November 2010

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 23 November 2010

Venue: Brussels, Belgium

HERSC Meeting

Date: 8 December 2010

Venue: Copenhagen, Denmark

12.5 European Sectoral Social Dialogue in Education Work Programme for 2012-2013

Background

The European Sectoral Social Dialogue in Education (ESSDE) was launched, under the Articles 154-155 of the TF-EU Treaty, in 2010, after four years of setting-up process carried out by the ETUCE and, from early 2009 onwards, with the EFEE. The first meeting of the ESSDE was in June 2010.

As part of the process of applying for recognition as sectoral social partners in Education, ETUCE and EFEE had agreed on a joint work programme in 2009 for the years 2010 and 2011. The first work programme contained three *themes* and six *topics*.



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The themes were: quality in education ; demographic challenges ; and the Education and Training process beyond 2010.

The topics were: the contribution of Education to solving the current economic crisis ; stress, violence and harassment ; public/private education developments ; the promotion of social dialogue ; and mapping selected issues of the different countries' education systems.

Outcomes of social dialogue under the first work programme

The European social partners in education **agreed two texts**, at the second meeting of the ESSDE in January 2011:

- A Joint Declaration on Investment in Education
- Joint Guidelines on Trans-regional cooperation in Lifelong Learning among education stakeholders

The first was sent to all members of the EU Council for Education and Culture and to the relevant people in the EU institutions. The second was made available to all social partners in education and its implementation will be the subject of an evaluation in 2013.

The European social partners in education also **set up three working groups (WGs)** on specific topics:

- WG1: Quality in Education
- WG2: The Demographic challenges
- WG3: Higher Education and Research.

Each of these working groups met three times in 2010/11 and each presented reports of their activities to the plenary meeting of ESSDE on 25 October.

Projects

During 2010/2011 the European social partners in Education worked together on 3 projects focussing on specific topics:

- Trans-regional co-operation in lifelong learning among education stakeholders (ETUCE-led)
- Leadership and Governance in Schools as instruments for improving student results and preparing them for lifelong learning (EFEE-led)
- 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 (ETUCE-led)

During 2012/2013, the following projects are expected to be carried out and are linked with the ESSDE.

- Recruitment and retention in the education sector, a matter of Social Dialogue (ETUCE-led)
- Self-evaluation of schools & teachers as instruments for identifying future professional needs"- Peer learning experiences (EFEE-led)
- Teacher unions preventing early school leaving through the use of ICT in education (ETUCE-led)
- Social Partners in education concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools (ETUCE-led)
- Exploratory phase to assess the feasibility of developing a European level education sector council on employability and skills (jointly applied)
- European Policy Network in School Leadership (project is run by Research Institute FORTH and EFEE and ETUCE are partners in this project)

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The context for the 2012/13 joint Work Programme

It is common ground between the European social partners in Education that the current economic and social situation in Europe remains critical ; that Education, Training and Research must be at the heart of solutions to Europe's difficulties ; and that the Education social partners therefore have a joint interest in the safeguarding and promotion of our shared values. The European social partners in Education will consequently continue to keep in close and frequent contact to ensure that where it is appropriate to do so they lobby the Commission and others jointly.

Table of Work Programme 2012-2013

The joint work program for 2012/2013 combines continuation of work already started and new work. The table below summarises the themes, methodology, schedule and possible outcome for both the work to be continued and the new work. The work to be continued has a determined schedule. The new work has a schedule to be jointly determined in the course of 2012 (except the outcome of the project on (Self) Evaluation of schools and teachers, which probably will end half 2013. Some of the new work is a permanent process.

ESSDE WORK PROGRAMME 2012-2013

THEMES	METHODOLOGY	WHO	SCHEDULE	EXPECTED OUTCOME
Professional Qualifications Directive (2005/36/EC)	Engage in joint lobbying on the subject of the Professional Qualifications Directive and the possible impact on national standards for teacher qualifications that might arise from current proposals for reforming the Directive	ETUCE and EFEE secretariats under supervision of the ESSDE Steering Committee	By the end 2011	A joint letter to the Education and Culture Commissioner
			2012-2013	-Follow-up of the developments regarding the Directive -Possible further joint action
Quality in education	Continue the work on the issue of how to implement a culture of evaluation accepted by all stakeholders in education through the project <i>Self-evaluation of schools & teachers as instruments for identifying future professional needs</i> - <i>Peer learning experiences</i> (to be applied for by EFEE in February/March 2012 with ETUCE as a partner)	ESSDE WG1	June 2012 WG 1 meeting	Kick-off meeting of the project on (Self) Evaluation of schools and teachers
		ESSDE SC	September 2012	Briefing of first results of the WG 1 project on Evaluation
		ESSDE Plenary	October 2012	Briefing on midterm outcome of WG1 project on Evaluation
Demographic challenges	Continue the work on the issue of recruitment and retention in the education sector through the European project	ESSDE WG2	September 2012	Proposal of action
		ESSDE SC	September 2012	Examination and possible approval of

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	Recruitment and retention in the education sector, a matter of Social Dialogue carried out by ETUCE with EFEE as a partner.	ESSDE Plenary	October 2012	the WG proposal Adoption of an ESSDE outcome advising on good practices for recruitment and retention in the education sector.
Higher education and research	- Continue the work on the coverage of Higher Education and Research by the ESSDE - Deepen the reflexion on the question “what makes up an attractive career in Higher Education and Research?” with a focus on three specific issues: <ul style="list-style-type: none"> - gender equality - mobility - how to create a supportive environment for early stage researchers? 	ESSDE WG3	March 2012	Continuation of the 2010/2011 work
		ESSDE WG3	June 2012	Final report from the WG
		ESSDE SC	September 2012	Examination and possible approval of the WG proposal
		ESSDE Plenary	October 2012	Decision on whether and on what basis there is a viable agenda and sufficient representativity on both sides for a long-term European social dialogue for Higher Education and Research.
Sector Skills Council	Joint project launching a feasibility study for a European Skill Council for the Education Sector	ETUCE and EFEE	2012	Assessment of the feasibility of a European Skill Council for the Education Sector
Work related Stress violence and harassment	Consideration of the application of the cross-sectoral agreements to the circumstances of Education, with a view to improving the teaching and learning environment by identifying and promoting good practices and encouraging positive relationships among key stakeholders in Education.	ESSDE Social Partners	2013 – process to be determined	Agreed guidelines, joint position statements or other outputs to be decided by the European social partners in Education.
Promotion of	Joint consideration of how	ESSDE Social	2012/2013-	Agreed guidelines,

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Social Dialogue	to promote national social dialogue including the further development of the sectoral social dialogue in education	Partners	permanent	joint position statements or other outputs to be decided by the European social partners in Education.
Lifelong Learning	Joint evaluation of the implementation of the joint guidelines on Lifelong Learning that were agreed in January 2011	ESSDE Social Partners	2013 – process to be determined	If necessary, follow-up joint action on the guidelines
Public/Private developments in education	Policy building for each side of the social partners on public/private developments in education	ETUCE and EFEE separately	2012/2013– process to be determined	Respective policies on public/private developments. Possible launching of a discussion between the social partners on the issue.

Additional information

In 2012-2013, the social partners will arrange with the European Commissions in order to secure that each side will benefit from interpretation during the separate sessions of all meetings.

12.6 List of ETUCE statements and Action Plans

ETUCE Statements

June 2012	Cypriot Presidency interferes into the right of ETUCE to organise a conference in the occupied area of Cyprus
May 2012	ETUCE Statement on Horizon 2020 - The Framework Programme for Research and Innovation
February 2012	ETUCE Statement on the arrest of female trade unionists in Turkey
December 2011	ETUCE Statement on education in Romania
November 2011	ETUCE Statement : The ETUCE calls for a moratorium on austerity policies in Portugal -
November 2011	ETUCE Statement on the draft Council resolution on a renewed European agenda for adult learning
November 2011	ETUCE Statement on the Draft Council Conclusions on a benchmark for learning mobility
October 2011	ETUCE Statement : ETUCE calls on the Council and Commission to increase the European budget for education



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October 2011	ETUCE Statement on the economic crisis
October 2011	ETUCE calls for action in solidarity with Greece - Statement from the ETUCE Committee
October 2011	“Higher education is not for sale!” – an ETUCE Statement on the Commission Communication: Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems
September 2011	ETUCE reply to the European Commission on the Green Paper : Modernising the Recognition of the Professional Qualifications Directive
September 2011	Statement on the Situation of the Teachers from the Schools of National Minorities in Lithuania
May 2011	ETUCE Statement ‘Education as a tool in the Roma inclusion policies’
May 2011	ETUCE Statement on the Proposal for a Council Recommendation on Early School Leaving
May 2011	ETUCE Statement on the Draft Council conclusions on Early Childhood Education and Care
May 2011	ETUCE Statement: Time to invest in education and training!
March 2011	ETUCE Statement on the situation in Portugal
March 2011	ETUCE Statement on the situation in Greece
November 2010	ETUCE Statement on Public Consultations on the future Lifelong Learning Programme
November 2010	ETUCE Statement on the Public Consultation on the future EU Programme for International Cooperation in Higher Education and Human Capital Development
October 2010	ETUCE statement on the Draft Council Conclusions on Education for Sustainable Development
October 2010	ETUCE Statement on the new Flagship Initiative of the European Commission on Youth on the Move and on the Proposal for a Council Recommendation on Youth on the Move – Promoting the Learning Mobility of Young People
October 2010	ETUCE Statement on the new Policy of the European Commission and the Council of the European Union on Vocational Education and Training
September 2010	ETUCE Statement to the European Council Meeting (16 September 2010) and the European Commission in Preparation of the G20 Summit in Seoul : Education is at the Heart of EU 2020
June 2010	ETUCE Statement on the Employment Council Conclusions on New Skills for New Jobs: the way forward
June 2010	ETUCE Statement on the Council’s Conclusions on Advancing Roma Inclusion



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June 2010	ETUCE Statement to the European Council meeting 17 June 2010 and the European Commission in preparation of the June G8/G20 summit in Ontario
May 2010	Statement by Education International and ETUCE on the Situation in Lithuania
January 2010	ETUCE's Response to the European Commission Consultation on the Future EU 2020 Strategy
December 2009	ETUCE Statement on the European Commission's Green Paper
November 2009	ETUCE statement on the teachers' layoff in 2009 in Finland
November 2009	ETUCE statement on the situation in Hungary
November 2009	ETUCE Statement on the Draft Joint progress report 2010 of the Council and the Commission on the implementation of the "Education and Training 2010" work programme and the new working methods under "Education and Training 2020"
November 2009	ETUCE Statement on the draft Council Conclusions on the professional development of teachers and school leaders

ETUCE Action Plans

Joint OBESSU/EFEE/ETUCE Guidelines on Trans-regional cooperation in Lifelong Learning among education stakeholders – teacher trade unions, school student unions and education employer representatives, 2011

Updated ETUCE Action Plan on: Preventing and Tackling Violence in Schools, 2010
ETUCE Action Plan on Gender Equality in the Education Sector, 2010

Updated ETUCE Action Plan on Teachers' Work-Related Stress: Implementing the European Autonomous Framework Agreement on Work Related Stress, 2009

12.7 List of ETUCE External representations

EUROPEAN COMMISSION

Open Method of Coordination Working Groups

- WG 1: Modernisation of Higher Education
- WG 2: Assessment of Key Competences
- WG 3: Professional development of teachers
- WG 4: Mathematics, science and technology
- WG 5: Languages and employment
- WG 6: Entrepreneurship Education
- WG 7: ICT and Education
- WG 8: Professional development of VET Trainers
- WG 9: Quality Assurance in Adult Learning
- WG 10: Financing Adult Learning



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WG 11: Early school leaving

WG 12: Early Childhood Education and Care

Other groups

Lifelong Learning Committee

A strategic approach to school cooperation consultancy group

Professional Qualification Directive and Card

Structured Dialogue (European Active Citizenship)

European Social Dialogue, Liaison Forum

BOLOGNA PROCESS

BFUG meetings

Bologna Follow-up Group meeting

Working Group on Transparency Mechanism

Working Group on International Openness

Working Group on Mobility

Working Group on Reporting the Implementation

European Quality Assurance Register for higher Education (EQAR)

EQAR Register Committee

EQAR Annual General Assembly

Other HER related representations

EHEA Information and Promotion Network

CoE Project: "Academic Freedom and Institutional Autonomy: the Role of Public Authorities".

FLLEX Project: "Impact of Lifelong Learning Strategies on Professional Higher Education in Europe" Project

ETUC

ETUC Executive Board

ETUC Women Committee

National coordinators meeting

Lifelong Learning Working Group

Migration & Inclusion Working Group

Economic and employment Committee

Collective Bargaining Coordination Committee

Social Protection Working Group

Legislation and social policy Working Group

Economic and social cohesion Working Group

Trade and globalisation Working Group

Miscellaneous

ICT Coalition "for a Safer Internet for Children and Young People"

Fundamental Rights Platform- Fundamental Rights' Agency

European Network Education and Training in Occupational Safety and Health - ENETOSH

European Occupational Safety and Health Agency Campaign events



12.8 List of ETUCE Reports

05.2012	Report of the ETUCE Training Seminar on Teacher Trade Union Actions Challenging Gender Segregation in the Labour Market
04.2012	Report of the ETUCE Peer Learning Activity on Teacher Trade Union Actions Challenging Gender Segregation in the Labour Market
03.2012	ETUCE School Leadership Survey Report
02.2012	Report from the Second Regional Seminar on Third-Party Violence in the Education Sector : Social Partners in Education concerned about violence in schools : "How to Prevent and Mitigate Third-Party Violence and Harassment in Schools"
01.2012	Report from the First Regional Seminar on Third-Party Violence in the Education Sector : Social Partners in Education concerned about violence in schools : "How to Prevent and Mitigate Third-Party Violence and Harassment in Schools"
2011	Central and Eastern European countries : Project opportunities for CEE countries
2011	Full report of the survey on Teachers' work-related stress: "European-wide Survey - Assessment, Comparison and Evaluation of the Impact of Psychosocial Hazards on Teachers at their Workplace in EU" and its annexes
2011	ETUCE Brochure on Teachers' Work-related stress : Assessing, Comparing and Evaluating the Impact of Psychosocial Hazards on Teachers at their Workplace
2010	Involving Education Stakeholders in Trans-Regional Cooperation : The Challenge of Implementing Lifelong learning Strategies
2010	Final Brochure : Practical guidelines for anti-Cyber harassment measures in education
08/2010	ETUCE final Conference on the impact of the economic crisis on the education sector
2010	Assessing the Impact of the Economic Crisis on Social Dialogue in Education - A European Study on the impact of the Economic Crisis on the Education Sector in different National Contexts according to Trade Unions in Education
07/2010	2nd ETUCE/EFEE/OBESSU Workshop on Trans-regional Cooperation in Lifelong Learning Among Education Stakeholders
06/2010	Cyber-Harassment in Schools : Good practices of teacher union strategies on anti-cyber harassment measures
2010	Report on the Second ETUCE Survey on Cyber-Harassment – Exploring Teacher Union Strategies on the Prevention of Cyber-Harassment in Schools
2010	Report on the first ETUCE survey on cyber-harassment : How teacher trade unions address violence and cyber-harassment at national level



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05/2010	ETUCE/EFEE/OBESSU Workshop on Trans-regional Cooperation in Lifelong Learning Among Education Stakeholders
04/2010	European Sectoral Social Dialogue in Education : Higher Education Employers' Seminar
03/2010	ETUCE working seminar on the impact of the economic crisis on the education sector
02/2010	Cyber-Harassment against Teachers : How to Prevent Cyber-Harassment at School?
01/2010	Teacher Unions' Strategies to Promote Gender within their Own Structures and in the Education Sector
2009	Brochure : Enhancing pedagogical use of ICT in Education
2009	Brochure : Teachers' Work-Related Stress - Implementing the European Autonomous Framework Agreement on Work-Related Stress / Updated ETUCE Action Plan
11/2009	Closing Conference of the European eLearning Forum for Education 2 (ELFE 2)
10/2009	Joint Conference of the Social Partners for a European Sectoral Social Dialogue in Education
09/2009	Risk Assessment Systems, Inclusion of Psychosocial Hazards in Social dialogue and Teacher Unions Health & Safety Strategies
08/2009	5th ETUCE/ETUI-REHS High Level Seminar on Social Dialogue : Social dialogue in education in a crisis environment
07/2009	Promoting Gender Equality in the Teaching Profession and within the Teacher Trade Unions



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12.9 List of ETUCE Projects 2010 - 2012

Projects obtained and having ETUCE as leading partner

Project name	Purpose	Forthcoming events
<p><i>Recruitment and retention in the Education Sector, a matter of social dialogue</i></p> <p><u>Project partners:</u> GEW (Germany) LSMPSF (Lithuania) UILScuola (Italy) EFEE</p> <p><u>Project period:</u> 13 months 01/09/2011 – 30/09/2012</p> <p><u>Project grant:</u> 160,378.02 €</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"> 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. 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. 3. A final report that will contain up to date knowledge on the 	<p>3rd Advisory Group meeting, 19 March 2012 in Madrid ; 1st Regional Seminar 20 March 2012 in Madrid, 2nd Regional Seminar, 11 April 2012 in Vilnius, 4th Advisory Committee Meeting, (tbc) ; Follow-up Conference.25 September 2012 in Brussels.</p>



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	<p>challenges regarding recruitment and retention in the education sector, and point the 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 ESSDCE</p>	
<p><i>Teacher trade union actions challenging gender stereotypes and gender segregation in the labour market</i></p> <p><u>Project partners:</u> FLCCGIL (Italy) GEW (Germany) SEB (Bulgaria) SNESfsu (France) ZNP (Poland)</p> <p><u>Project period:</u> 12 months 01/11/2011 – 31/10/2012</p> <p><u>Project grant:</u> 158,745.98 €</p>	<p>The project strives to fully exploit the potential of the education sector to overcome gendered discrimination in the labour market with a view to promote not only more gender equality within the teaching profession itself but also to trigger a change in student's future career choices by providing teachers and teacher unions with the know-how and tools that are necessary to promote a gender sensitive approach in education and consequently in society as a whole. Establishing a forum of discussion on the inclusion of gender sensitive education with the employers in education will foster social dialogue within the education sector.</p> <p>The specific project objectives are:</p> <ol style="list-style-type: none"> 1. Identify and examine the concrete link between gender inequality in the labour market and education: Reproduction of gender stereotypes in the learning environment, teaching methods and materials and interaction in the classroom - all leading to gender stereotypical education outcomes and career choices. 2. Raise awareness amongst teachers, teacher unions, students and pupils on the issue of gender equality and on how to improve gender sensitiveness in teaching with a view to mitigate gender stereotypes in students' (future employees) choice of career paths ; 3. Provide teachers knowledge and information on 	<p>Peer Learning Activity 9 May 2012 in Brussels ; Training Seminar 10 May 2012 in Brussels ; 3rd Advisory Group meeting 11 May 2012 in Brussels ; Final Conference 11-12 September 2012 in Warsaw, 4th Advisory Group meeting, 12 September 2012 in Brussels.</p>



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	<p>gender sensitive working environments, as regards European and national legislation on equality issues and working conditions in general, such as parental leave, equal payment and the work achieved by trade unions in these fields so far with a view to enable students to choose a career path irrespective of gender stereotypes.</p> <p>4. Change teaching approaches by improving teachers' attitude on gender stereotypes and their personal competences, in particular as regards gender sensitiveness and pedagogy ;</p> <p>5. Promote gender sensitive education at European and national level for a gender sensitive work environment based on new education approaches.</p> <p>6. Encourage national teacher trade unions to cooperate with national education employers on including gender sensitive education in national social dialogue systems and collective agreements by feeding the project outcomes into the European Sectoral Social Dialogue Committee for Education.</p>	
<p><i>Teacher unions preventing early school leaving through the use of ICT in education</i></p> <p><u>Project partners:</u> 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 & 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</p>	<p>3rd Advisory Group meeting, 26 June 2012 in Brussels ; 1st case study Denmark 4-6 September 2012 ; 4th Advisory Group meeting 7 September 2012 in Copenhagen ; 2nd case study The Netherlands 15-17 January 2013 ; 5th Advisory Group meeting, 18 January 2013 in Amsterdam, 3rd case study Portugal 5-7 March 2013, 6th Advisory Group meeting 8</p>



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<p><u>Associated partners:</u> EFEE OBESSU (Organising Bureau of School Students Union)</p> <p><u>Project period:</u> 30 months 01/11/2011 – 30/04/2014</p> <p><u>Project grant:</u> 343,536.00 €</p>	<p>schools/per country) guidelines on the use of ICT in education to motivate/re-attract students in school will be drafted at a workshop and evaluated at a conference.</p> <p>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 & RUS.</p>	<p>March 2013 in Lisbon ; 4th case study Azerbaijan, 6-8 May 2013 ; 7th Advisory Group meeting, 4 June 2013 in Brussels, Workshop, 20 September 2013 in Athens ; 8th Advisory Group meeting 22 October 2013 in Brussels, 28-29 November 2013 Final conference in Bratislava. 9th Advisory Group meeting, 10 January 2014 in Brussels.</p>
<p><i>Social Partners in education concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools</i></p> <p><u>Project partners:</u> UNSA (France) Solidarnosc (Poland) FECCOO (Spain) Läraryrörbundet (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 & 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"> - 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 practices. According to previously 	<p>Online-Survey 15 February – 16 April 2012 ; 3 Case Studies Gdansk, Seville, Stockholm January- March 2012 ; 3rd Advisory Group meeting 20 March 2012 in Brussels ; 1st Regional Seminar 26 April 2011 in Warsaw ; 2nd Regional Seminar 7 June 2012 in Brussels ; 3rd Advisory Group meeting 8 June 2012 in Brussels ; Closing Conference 22-23 October, Brussels ; 4th Advisory Group meeting 19 October 2012 in Brussels.</p>



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<p><u>Project period:</u> 12 months 01/12/2011 – 30/11/2012</p> <p><u>Project grant:</u> 167,697.25 €</p>	<p>agreed criteria, the advisory group will bestow an award upon three best practices ;</p> <ul style="list-style-type: none"> - further support the inclusion of psychosocial hazards in national and regional collective agreements in the education sector ; - 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 & safety in schools ; - 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 ; - compile a practical implementation guide on the multi-sectoral third-party violence guidelines for the education sector 	
<p><i>Exploratory phase to assess the feasibility of developing a European level education sector council on employability and skills</i> (Skills Council)</p> <p><u>Project partners:</u> ETUCE EFEE</p>	<p>The purpose of this project is therefore for the social partners in the education sector (European Federation of Education Employers (EFEE representing the employers) and the European Trade Union Committee for Education (ETUCE representing the employees)) to undertake a technical feasibility study and to assess the potential added value of creating a SCES for our sector. The decision to carry out a joint feasibility study was taken following discussions by the steering committee of the European Sectoral Social Dialogue for Education (ESSDEE) with officers from DG Education and Culture and DG Employment, Social Affairs and Inclusion in</p>	<p>4 Advisory Committee meetings, the first to take place in April 2012 ; One-day Working Seminar ; follow-up Seminar</p>



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<p><u>Project period:</u> 13 months 31/12/2011 – 30/12/2012 Prolongation period has been requested until 31 March 2013.</p> <p><u>Project grant:</u> 162,248.94 €</p>	<p>March 2011. The final decision on whether sufficient added value will be created by forming a SCES for our 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?</p> <p>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>	
<p><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></p> <p><u>Project partners:</u> Lärarförbundet (Sweden), GEW (Germany), FENPROF (Portugal) SEB (Bulgaria) EFEE</p> <p><u>Project period:</u> 14 months 01/11/2010 – 31/12/2011</p> <p><u>Project grant:</u> 196,212.32 €</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 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>	<p>Final project report to hand in by 30 March 2012.</p>



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	<ul style="list-style-type: none"> • 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. • to further support the inclusion of psychosocial hazards (focusing on WRS) in collective agreements in the education sector ; • to support teacher unions to become more pro-active in their national social dialogue structures when dealing with and setting up strategies on Health & Safety in schools, in particular as regards preventing and tackling WRS and including psychosocial hazards in risk assessment in schools. • to prepare the debate on this topic in the European sectoral committee in education and feed the results into the cross-sectoral debate with the aim to find an agreement at European level. 	
<p><i>Co-Reg-LLL: Trans-regional cooperation in LLL among education stakeholders</i></p> <p><u>Project partners:</u> FNE (Portugal) OAJ (Finland) EFEE OBESSU</p> <p><u>Project period:</u> 12 months (01/03/2010- 28/02/2011)</p>	<p>General school education has a key role to play in preparing young people to get involved in LLL throughout their lives by providing them with the necessary key competences, as defined in the European Reference Framework from 2006. The Co-Reg-LLL project is thus aimed at achieving the following objectives:</p> <ul style="list-style-type: none"> • To develop trans-regional cooperation and exchange of experiences between teacher unions, students organisations, employers in education and national Governments on the implementation of coherent and comprehensive national LLL strategies. • To generate common understanding of the national LLL 	<p>Final Report to the European Commission due in April/May 2011.</p>



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<p><u>Project grant:</u> 119,809.00 €</p>	<p>strategies among the above mentioned stakeholders and create better coherence and involvement in the implementation of these strategies at national level.</p> <ul style="list-style-type: none"> • To assess how general school education contributes to the acquisition of key competences for lifelong learning (as agreed in the European Reference Framework) and identify how to improve school education contribution to enhance people's capacity for lifelong learning (acquisition of key competences, flexible learning pathways and lifelong guidance). 	
<p><i>Assessing the impact of the economic crisis on social dialogue in the education sector</i></p> <p><u>Project partners:</u> FLC-CGII (Italy), OLME (Greece), ZNP (Poland), NUT (UK), ESTUS (Slovenia) and GEW (Germany)</p> <p><u>Project period:</u> 14 months 01/09/2009-30/10/2010 <u>Project grant:</u> +/- 145,000 €</p>	<p>This project intends to gather information to measure the impact of the global financial and economic crisis on industrial relations in the education sector in the EU-27 countries. The project also involves the elaboration of common working tracks for social partners in education sector on how to give a coordinated sectoral response to the crisis.</p>	<p>Final Report to the European Commission due in January 2011.</p>



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<p><i>Improving and performing a sectoral social dialogue in education</i></p> <p><u>Project Partners:</u> EFEE</p> <p><u>Project period:</u> 11 months 01/11/2009 – 31/09/2010</p> <p><u>Project grant:</u> 104,867.00 €</p>	<p>Improvement of the representativity of the social partners in education, both at European and national level, under the overall objective of a fully representative European Sectoral Social Dialogue Committee for Education.</p> <ul style="list-style-type: none"> • Reinforce and consolidate the structural link between the national social dialogue in education and the European Sectoral Social Dialogue Committee for Education • Enhance the European Federation of Education Employers' representativity in geographical and/or sub-sectoral areas at present not or hardly covered ; • Improve and encourage the participation of the Higher Education sub-sector in the social dialogue ; • Valorise the outcome of the ETUCE projects "Strengthening Social Dialogue in Education" III, IV and V. 	<p>Final Report to the Commission due in December 2010</p>
<p><i>Teacher Trade Unions concerned about violence at school II – Cyber-harassment</i></p> <p><u>Project partners:</u> OAJ (Finland), GEW (Germany), NASWUT (UK) FECCOO (Spain) OZPSaV (Slovakia)</p> <p><u>Project period:</u> 12 months 01/10/2009-30/09/2010</p> <p><u>Project grant:</u> 143,241.76 €</p>	<p>The project has the following overall objective:</p> <ul style="list-style-type: none"> • To support the implementation of the Framework Agreement on Harassment and Violence at work in the education sector among the ETUCE member organisations • To support the further implementation of the ETUCE Action Plan on preventing and tackling violence in schools, in particular cyber-harassment in schools <p>More specifically, the project aims at:</p> <ul style="list-style-type: none"> • Raising awareness on cyber-harassment at schools and on how it affects the working conditions and health of teachers • Identifying and facilitating the exchange of good practices on anti-cyber-harassment measures in schools 	<p>Final Steering Committee: 24/09/2010 in Brussels</p> <p>Final Report to the European Commission due in December 2010.</p>



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	<ul style="list-style-type: none"> Identifying and promoting the involvement of teacher trade unions in this issue 	
<p><i>“Promoting gender equality within teacher trade unions and in the teaching profession”</i></p> <p><u>Project partners:</u> FLC-CGIL (Italy), SEB (Bulgaria), LIZDA (Latvia), GEW (Germany), OLME (Greece) and SNES (France).</p> <p><u>Project period:</u> 16 months 01/09/2008 – 31/12/2009</p> <p><u>Project grant:</u> 178,824.28 €</p>	<p>The project specific objectives are the following:</p> <ul style="list-style-type: none"> Raising awareness amongst ETUCE member organisations on gender equality issues and the teaching profession as well as on major EU priorities, policies and instruments in the field. Analysing the actual gender equality situation in the education sector and within national teacher trade unions’ structures in the EU/EFTA and candidate countries. Assessing the ETUC-UNICE/UEAPME-CEEP framework of actions on gender equality and the ETUC Charter of Gender Mainstreaming in trade unions from teachers’ perspective and help teacher trade unions in implementing and monitoring these two instruments at national, regional and local levels. 	<p>After the Final Conference in October/2009 in Rome an Action Plan was adopted which will be sent to the executive board for adoption in 2010.</p> <p>The project has been closed, deadline for the final project report to the European Commission is 31 March 2010.</p>
<p><i>ELFE 2</i></p> <p><i>(European eLearning Forum for Education 2)</i></p> <p><u>Project partners:</u> GL (Denmark), NUT (UK),</p>	<p>This project will follow-up on the results obtained during the implementation of ELFE 1, having as new objectives:</p> <ul style="list-style-type: none"> Testing the ELFE I project findings against the needs of schools and teacher training/education institutions in the 12 “new” EU member states. Developing recommendations for national teachers’ trade 	<p>The Final ELFE 2 Conference took place in September 2009 in Bled – focused on adopting policy recommendations on the issue of ICT and education for teacher unions, policy-makers</p>



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<p>LIZDA (Latvia), ESTUS (Slovenia) and ZNP (Poland).</p> <p><u>Project period:</u> 24 months 01/01/2008 – 31/12/2009</p> <p><u>Project grant:</u> 267,426.00 €</p>	<p>unions and policy decision-makers on the three priority areas identified in ELFE 1 (ICT and teacher education, ICT and school management, ICT and strategic use of available financial means) for a successful and innovative use of ICT in schools.</p>	<p>and education institutions.</p> <p>The project closure is in preparation.</p>
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ETUCE Project Partnerships

Project name	Applying Organisation	Purpose	Application Status/ Upcoming events
<p><i>GuidanceDialogue: Bessere Chancen in Bildung und Beruf durch Beratung (GuiDialog) (Better education and job opportunities through guidance)</i></p> <p><u>Project Period:</u> 24 months 01/02/2011-31/01/2013</p> <p><u>Project grant:</u> 202,809.94 €</p> <p><u>Partners:</u> ÖGB ZNP</p>	<p>GEW</p> <p>Project Coordinator: Arnfried Gläser</p>	<p>The project partners intend to create guidelines for individual and provider independent job guidance and guidance on continuous professional development. The project aims to set trends for the development of service offers for all people regardless their social or economic situation.</p> <p>As an associate partner, ETUCE has agreed to further distribute the outcome of the project to our partners/through our network and information channels. ETUCE is also invited to participate in an</p>	<p>Three expert workshops in Heidelberg, Vienna and Warsaw.</p> <p>Two upcoming international conferences:</p> <p>"Company-based guidance " in Vienna 26.- 27.04.2012</p> <p>"Implementation Strategy" in Warsaw</p>



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<p>ÖIFB - Österreichisches Institut für Berufsbildungsforschung bfw - Unternehmen für Bildung</p> <p><u>Associated Partners:</u> ETUCE BMUKK – Austrian Federal Ministry for Education, art and culture KOWEZIU - Zentraleinrichtung zur Berufs- und Fortbildung IG Metall University Duisburg-Essen nfb - Nationales Forum Beratung in Bildung, Beruf und Beschäftigung</p>		<p>expert workshop and a project conference.</p> <p>http://www.guidance-dialogue.eu</p>	<p>13.- 14.09.2012</p>
<p><i>Self-evaluation of schools & teachers as instruments for identifying future professional needs- Peer learning experiences</i></p> <p><u>Project period: 12 months</u> 01/ 12/2011-30/11/2012</p>	<p>EFEE, European Federation of Education Employers</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"> 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. 2. Three Peer learning visits to three different countries, hosted by EFEE 	<p>Applicant organisation has received the Commission grant.</p>



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		<p>and ETUCE members (some are already identified: the Netherlands and Cyprus) followed by national reports on the findings.</p> <p>3. A questionnaire-based survey conducted among EFEE and trade union members (ETUCE) on (self) evaluation of schools, management and teachers.</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 our 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>5. A briefing at the Plenary Meeting of the ESSDE Committee</p>	
<i>STRESSLESS – Improving Educator's Resilience to Stress</i>	Sociedade Portuguesa de Inovação (SPI). SPI is a knowledge management	The STRESSLESS project aims to use an integrated approach, including the solutions recommended by EU-OSHA in the main outputs (Needs Analysis Report ; Best Practice Handbook, Workshops	Applicant organisation has received the Commission grant.



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<p>Project period: 24 months 28/10/2010-28/09/2012</p>	<p>oriented company with the aim to manage projects that foster innovation and promote international opportunities. SPI provides services in 3 areas: Training, consulting and R&D. SPI is accredited by the Directorate General for Employment and Labour Relations (DGERT) with recognised capacity to conduct a range of training activities.</p>	<p>and Guidebook for Educators). The project provides educators with pathways to improve their knowledge and competences ; creating innovative answers for old and growing problems (including the use of online networks to support changes) and producing a positive effect on the quality and effectiveness of teaching and training: tackling the stress problem in schools ; boosting educators' health (indirectly improving student and trainer strategies to cope with stress) ; reinforcing their support networks and providing them the needed tools to meet their role in the "Schools for the 21st Century"</p> <p>ETUCE's role: associated partner ; dissemination of the project and exploitation of the results ; participation of a ETUCE representative in a transnational meeting in Brussels first semester 2012</p>	<p>26/27 October 2012, Final conference including a speaker from ETUCE</p>
<p>European Policy Network on School Leadership</p> <p>Project period: 36 months/48 months 01/ 01/2011-31/12/2013 or 2014</p>	<p>Educational Research & Evaluation Group of the Institute of Applied and Computational</p>	<p>The Network comprises of Academies on School Leadership, Ministries of Education and other educational policy/research agents. The overall aim of the Network is to support National Ministries of Education in reflecting on</p>	<p>An e-learning forum will be launched and running from 26 March to 4 May 2012.</p> <p>The second project partner meeting will take place on 28-29 June 2012 Frankfurt ;</p>



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<p>The actual project contract only Covers the first year: 27/072011 – 26/06//2012. The Follow-up contract is in discussion.</p>	<p>Mathematics, Crete</p>	<p>School Leadership Policy articulation.</p> <p>Planned activities:</p> <ol style="list-style-type: none"> 1. focused discussions with the Group of experts -under the scope of defining axes to address in policy orientations, 2. identification of 'good practices' - including the problems and challenges of working or transferring policy requirements to the target group, 3. peer learning between the Ministries of Education (where both ETUCE's involvement and that of the experts) will be required 4. drafting policy recommendations (National and EU perspectives). <p>ETUCE's role: engaging into the peer learning activities from the perspective of identifying and discussing critical factors pertaining to school leadership and on reviewing documentation that emerges from the network activities</p>	<p>further project management meetings are planned as video-conferences.</p>
<p>Teacher Induction</p> <p><u>Project period:</u> 36 months 01//012013 – 30/12/2015</p>	<p>Respect Network Foundation</p>	<p>This Comenius development project targets teacher students, stressing the joint responsibility of teacher training and schools for initial training, induction and continuous professional</p>	<p>The Project Proposal has been submitted to the European Commission, the approval is pending</p>



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<p>Partners:</p> <ul style="list-style-type: none"> - Gazi University, Turkey - Demirlibahçe İlköğretim Okulu (Turkish Primary School) - Çağrıbey Anadolu Lisesi - Professionshøjskolen University college Syddanmark, Denmark - Escola Superior de Educação do Instituto Politécnico do Porto, Portugal - Jyväskylän Yliopisto, Finland - Jyskän Koulu, school in Finland - Mäkelänmäen Koulu, school in Finland - Karlstads Universitet, Sweden - Skivedskolan, school in Sweden - Kronoparkskolan, school in Sweden <p>27 Associate Partners from European Universities and Teacher Education Institutions and OAJ and ETUCE</p>		<p>development. It will</p> <p>a) Identify characteristics for a personal, social and professional empowerment of young teachers and future young teachers (i.e. student teachers) by developing and implementing induction programs ;</p> <p>b) promote the importance of the key competences of lifelong learning for young people and the role of teachers as change agents within, through organising a European cross-cultural exchange weeks as part of induction programs ;</p> <p>c) identify the roles and competences for teacher trainers, school leaders and mentors within in induction programs through organising a 5-days Comenius in-service course within the framework of continuing professional</p> <p>development ;</p> <p>d) establishing a platform for debating initial teacher training, induction and continuous professional development through the provision of annual Comenius in-service courses, international and national symposia, modern communication technology and</p>	
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		<p>publications.</p> <p>ETUCE's role: As an associate partner, ETUCE will attend relevant meetings to give feedback on induction plans and disseminate the results of the project.</p>	
<p>INSPIRE (Innovation in Services to the Public In a Restructuring Europe)</p> <p><u>Project period:</u> 36 months 01/ 01/2012 – 30/12/2014</p> <p>Partners:</p> <ul style="list-style-type: none"> - Forschungs- und Beratungsstelle - Arbeitswelt (FORBA) - Austria - Westfaelische Wilhelms-Universitaet - Muenster (WWM) - Germany - Universidad de Cantabria (UC) Spain - IRES France - Vereniging Voor Christelijk HOger Onderwijs Wetenschapp (VUA) - Netherlands - Institut für Sozialwissenschaftliche Forschung e.V. (ISF) - Germany - Viesoji Istaiga Viesosios Politikosir - Vadybos Institutas (VPVI) 	<p>Prof Ursula Huws, University of Hertfordshire</p>	<p>This is a research project on social innovation of public services taking in particular into account the effects of these innovations on employees in the public sector and the involvement of the third sector (four a short introduction see attachment).</p> <p>One of the workpackages will focus on adult learning policy examining this policy field in the light of increasing qualification requirements, shortened life cycles of knowledge and an ageing labour force.</p> <p>ETUCE's role: As an associate partner, ETUCE will give feedback and comment on the research instruments developed and the project progress ETUCE will be invited once a year in a Policy Stakeholder Workshop held in conjunction with the General Assembly and the Final Conference. ETUCE will also be invited to participate</p>	<p>The Project Proposal has been submitted to the European Commission, the approval is pending</p>



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<ul style="list-style-type: none">- Lithuania- Uniwersytet Warszawski (ISUW) Poland- Università Degli Studi Di Milano (UMIL) Italy- Lappeenranta Teknillinen Yliopisto (LUT) Finland- Katholieke Universiteit Leuven (HIVA) Belgium- Universiteit Antwerpen (UA) Belgium- Université de Lausanne (UNIL) <p>Stakeholder Group:</p> <ul style="list-style-type: none">- ETUCE- European Federation of Public Service Unions (EPSU)- European Centre of Employers and Enterprises providing Public Services (CEEP)- European Anti-Poverty Network (EAPN)- European Women's Lobby (EWL)- European Council of Communities and Regions- European Hospital and Healthcare Employers' Association- European Consumer organisation (BEUC)		<p>in the Fieldwork Training workshop, which all partners involved in case study research will be obliged to attend in order to ensure not only the consistency and comparability of the case studies but also their relevance to the concerns of policy stakeholders.</p>	
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<ul style="list-style-type: none"> - AGE Platform Europe - European Patient Forum 			
<p>REINVENT (Reflecting on Innovation policy and inclusiveness in education systems)</p> <p>Project period: 36 months 01/ 01/2012 – 30/12/2014</p> <p>28 Partners: ETUCE, EFEE, the European Association of Parents, Prof Woods, University of Innsbruck, University of Cambridge, some of the Ministries that are in the Leadership Network, a research centre in Berlin, the National research Centre in Italy, a partner from Portugal, Prof Moos, a group of schools from Turkey, Tempus Agency from Hungary, mostly academic/research institutions but not limited to these.</p>	<p>Educational Research & Evaluation Group of the Institute of Applied and Computational Mathematics, Crete</p>	<p>REINVENT is founded on the intersection between the requirements for smart and inclusive growth and the arrangements for the learning provisions offered to youngsters under the scope of equipping them with skills, knowledge and attitudes so as to effectively allow their “navigation” in the context of an evolving society founded on principles of justice, inclusiveness, sustainability and cohesion.</p> <p>The project seeks to develop an EU-wide policy to promote the implementation of key competences in school education.</p> <p>ETUCE’s role: As a full project partner, ETUCE participates in all consortium meetings and is responsible for organising a stakeholder conference in the second half of the project term.</p>	<p>The Project Proposal has been submitted to the European Commission, the approval is pending</p>
<p>Implementation of the multi-sectoral third party violence guidelines</p> <p>Project period: 12 months 01/12/2010- 31/11/2011</p> <p>Partners:</p> <ul style="list-style-type: none"> - EPSU, European Federation of 	<p>Eurocommerce (the European Employers’ Organisation in the retail, wholesale & international trade sector)</p>	<p>The aim of this project is to implement the multi-sectoral guidelines on third-party violence, developed in a previous project. This project has three stages: 1) Commitment and dissemination of the guidelines, 2) Awareness raising and ; 3) Monitoring and follow-up.</p>	<p>Applicant organisation has received the Commission grant ;</p> <p>Upcoming events: 3 Workshops (each 60 participants – 6 from ETUCE): 1. Workshop: 9 May 2011</p>



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<p>Public Service Unions</p> <ul style="list-style-type: none"> - UNI EUROPA, European Trade Union Federation for Services and Communication - ETUCE, - HOSPEEM, European Hospital and Healthcare Employers' Association - CEMR, Council of European Municipalities and Regions - EFEE, European Federation of Education Employers - EUROCOMMERCE, - COESS Confederation of European Security Services 		<p>ETUCE's role: full partnership, member of the steering group.</p>	<p>in London for: UK, IE, SE, FIN, TR, BG, DK, LT, LV, EE ; ;</p> <p>2. Workshop: on 14 June 2011 in Rome for: ES, IT, CY, MT, PT, RO, EL ;</p> <p>3. Workshop on 6 September 2011 in Prague for BE, FR, LUX, RO, HU, DE, AU, CZ, SK, SL ;</p> <p>Final Conference on 27 October 2011 in Warsaw (100 participants)</p>
<p><i>Leadership and Governance in Schools as instruments for improving student results and preparing them for lifelong learning</i></p> <p>Project period: 12 months 01/ 10/2010-01/10/2011</p>	<p>EFEE, European Federation of Education Employers</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>ETUCE has agreed upon participation in the project's final conference in Dublin in October 2011.</p>	<p>Final conference 18-19 October 2011, Dublin.</p>
<p><i>Change in Public Services: Fora for the improvement of expertise in restructuring</i></p>	<p>CEEP – European Centre of Employers and Enterprises providing Public</p>	<p>Overall objective:</p> <ul style="list-style-type: none"> - promote expertise, exchange of information and good practices 	<p>Steering Committee meeting on 29 September 2011</p>



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<p>Project period: 12 months 01/12/ 2010 – 31/01/2012</p> <p><u>Partners:</u></p> <ul style="list-style-type: none"> - Services Eurelectric – Union of the Electricity Industry - HOSPEEM – European Hospital and Healthcare employers' Association - CEMR – Council of European Municipalities and Regions - EFEE – European Federation of Education Employers - PostEurop – Union of Public Postal Operator - ETUCE - ETUC- European Trade Union Confederation 	<p>Services</p>	<p>between public service providers,</p> <ul style="list-style-type: none"> - develop tools to better anticipate and manage change - develop a partnership to better tackle these issues in the future. <p>The project will investigate new initiatives for Public Services (desk research) and facilitate the exchange of information and good practices between the Social Partners involved in the project (joint seminars, 2 sectors each).</p>	<p>Joint seminar (2 sectors involved) in winter 2011</p>
<p>Leadership and Governance in Schools as instruments for improving student results and preparing them for lifelong learning</p> <p><u>Project period:</u> 12 months 01/ 10/2010-01/10/2011</p>	<p>EFEE, European Federation of Education Employers</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>The ETUCE has agreed upon participation in the project's final conference in Dublin in October 2011.</p>	<p>Applicant organisation has received the Commission grant.</p>
<p>The European Youth Meeting 2010 – Combating Poverty and Social Exclusion</p>	<p>The Legislative Assembly of the Emilia-Romagna</p>	<p>The 6th edition of this youth meeting will take place from the 24-27th November 2010 and has been recognised as one of the main cultural events by the DG</p>	<p>Conference: 24-27 November 2010</p>



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	Region	Employment, Social Affairs, Equal Opportunities of the European Commission. ETUCE's role: Partner at the European Youth Meeting 2010, and intervening at the events from the 24-27th November 2010.	
"Strengthening union negotiation culture in education " <u>Project period:</u> one year from 1/12/09 to 30/11/10.	FLC-CGIL (IT)- The Federation of Knowledge Workers	The overall objective of the project is to achieve greater action effectiveness for education unions in the face of the changing governance of the educational systems. ETUCE's role: Member of the steering committee, monitoring the process and key interlocutor	Final conference: Rome, 25-26 October



12.10 Work Programme 2010-2012

Draft common ETUCE Work Programme 2010-2012

This work programme replaces the separate EIE and ETUCE programmes introducing a consolidated and coordinated version. It shows general European issues as well as EU specific issues to follow in the coming period. Furthermore actions in form of meetings, projects etc are shown commonly for both indicating as far as it is possible that all unions in Europe will be incorporated.

General European issues

Specific EU Issues

EDUCATION POLICIES

GENERAL EDUCATION AND QUALITY IN EDUCATION / EU 2020 PROCESS

Monitor the work of the Council of Europe and EU institutions on education policies of the candidate and non-EU countries.

Monitor the work of the EU institutions and EU Member States on education policies. Continue to monitor and influence all relevant EU communications and consultations.



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Follow-up the development of enlargement and especially the need for assistance in countries approaching the EU. Monitor the education policy aspects of the European Neighbourhood Policy and Union of Mediterranean.	Continue monitoring, following and participating in the implementation of the EU 2020 and Education and Training 2020 strategy and respond to the European Commission's initiatives in the view to safeguard education as a public good with free access and high quality teachers. <ul style="list-style-type: none">• Optimise the influence on the E&T 2020 and work for permanent national follow-up structures.• Continue the representation in the E&T 2020 Coordination Group (ETCG).• Continue the work of the Education Advisory Panel in monitoring initiatives in relation to the E&T 2020 Process.• Follow-up and influence the work of the EC by representing in the Open Method of Coordination Working Groups.• Promote participation in the one-off peer-learning and/or study visits organised at national level in the frame of E&T2020.
Monitor the work of UNESCO and its impact on education in Europe as well as its work, surveys in connection with teachers	Monitor EU developments on learning mobility. Follow-up on the EC policy by representation in the LLP Committee Working Group.
Monitor the OECD work on education and develop responses to OECD surveys and reports.	Follow-up on the EU-publications: EURYDICE, CEDEFOP, ETF
Monitor the implementation of the PISA study and seek to influence its format and impact on teachers	Continue cooperation with the ETUC on LLL policy development/monitoring
	Seek opportunities for ETUCE involvement in expert groups on future indicators, such as learning to learn, employability and mobility. Seek participation in the expert group on learning to learn indicator.
	Monitor the work of and explore opportunities for contacts with the European Agency for Development in Special Needs Education.



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	Follow-up developments on reading literacy, seek participation in the new Commission High Level Expert group on reading literacy.
	Provide education policy in the EU Social Dialogue
	Follow-up new EU policy papers: <ul style="list-style-type: none"> • Commission Communication on a New Competences Initiative • Recommendation on the promotion and validation of informal and non-formal learning • Communication and a proposal for a Council Recommendation on policies to combat early school leaving, 2011 • Commission Communication on Equity in education and training systems to support the European inclusive growth, 2011 • Council Conclusion on role of the Education and Training in the EU 2020 Process
	Follow-up on the EU policy on Education for Sustainable Development
	Promote the related ETUCE policy within in the European Sectoral Social Dialogue Working Group on Quality in Education
Meetings, projects and studies / surveys: <ul style="list-style-type: none"> • Representation in TUAC • Education Advisory Panel meetings • Explore the opportunities for developing an EU-project on Public / Private Education together with EFEE (2012) • Participate at EC and EU Presidency events • Representation in EC LLP Committee • Representation to the Council of Europe 	



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CRISES, PRIVATISATION, INFLUENCE OF BUSINESS	
Campaign against the privatisation on education and collect disaggregated data and case studies on the impact of the economic crisis in the education sector for teachers and students.	
Campaign against the effects of the Economic Crisis on education	
Connect to the global work and influence the outcome of the work of the G20 group on global education	Influence the EU and Member States position in relation to the work in G8 and G20.
Connect to the global work and influence the outcome of the work of the WTO on global education	Research, involvement in and influence on the Commission initiatives on entrepreneurship and creativity education
Meetings, projects and studies / surveys: <ul style="list-style-type: none"> • Explore the opportunities for developing an EU-project on Public / Private Education together with EFEE (2012) • Apply for a new EC project on the contribution of education to EU 2020 in a post-crisis environment together with EFEE (2011) • Apply for a new EC project on teachers working conditions - including an update of the Teachers Pay survey. (2011) • Representation at 2-3 Business fora and workshops of the EC • Continue the cross-sectoral co-operation on the implementation of the third party violence guidelines in a cross-sectoral project (2011-12) • Continue to lobby the European Commission and the European Council to influence the EU positions in favour of public investments in education and against privatisation within the G8, G20 summits and the WTO meetings 	
EARLY CHILDHOOD EDUCATION	
Update the ETUCE ECE policy in the Early Childhood Education Task Force and promote the new European policy on early childhood education through publications and meetings.	Follow the work of DG Education and Culture on Early Childhood Education teachers and cooperate in the preparation of the study on key competences for ECE staff by NESSE.



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Undertake further study of the organisation and funding of Early Childhood Education in C&E Europe.	Monitor the launching of expected future initiatives on early language learning and seek influence by representation in the Open Method of Coordination ECEC Working Group: Early Language Learning.
	Follow-up on the EC Communication on Early Childhood Education (2011)
Follow-up on the EU-publications on ECE: ETF	Follow-up on the EU-publications: EURYDICE, CEDEFOP, ETF, Key data report: Teachers and Schools Heads (at the end of 2011)
Meetings, projects and studies / surveys: <ul style="list-style-type: none"> • European ECE Taskforce meetings and an ETUCE ECE seminar/ • Organise a Seminar/ Conference (autumn 2011 / spring 2012) on ECE in Europe 	
VOCATIONAL EDUCATION AND TRAINING	
Renew a policy paper on VET giving a comprehensive response to the development of VET. Set up a working group.	
Continue cooperation with the ETUC on representation to CEDEFOP and the Advisory Committee on Vocational Training (ACVT) and the Advisory Committee on EQF. Follow-up and monitoring EQF and NQF developments.	
Undertake a study of the key issues in relation to recognition of teaching qualifications in VET, integration of VET with general education, comparability of VET qualifications with general education qualifications, recognition of prior experience and qualifications in VET.	Monitor and participate as social partner in the Copenhagen Process being part of the EU 2020 Process and follow-up on the Bruges Communiqué.
	Monitor and inform about the European Commission's research and production of guiding materials aimed at referencing national systems to the EQF and the Bologna Framework.
	Follow-up on the implementation of ECVET at national level.



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	Monitor and inform on the developments of guidelines on the validation of non-formal and informal learning.
	Develop policy on Quality Assurance in Vocational Education & Training following up on the adoption of EQARF for VET.
	Follow-up on the results of the work of the “New skills for new jobs” expert group on skills upgrading and skill forecasting and seek influence in the one-off peer learning activities of the ESCO Reference Groups, Professional Qualification Card Group and EQF development.
Meetings, projects and studies / surveys: <ul style="list-style-type: none"> • Undertake a study of the key issues in relation to recognition of teaching qualifications in VET (autumn 2011/spring 2012) • Undertake a study of the financing of VET and, in particular, of the increasing involvement of private providers in VET (2012) • Seek opportunities and coordinate with member organisations ideas for a new project on VET teachers’ professional development together with EFEE (2012) • Organise a seminar on VET: "VET in Lifelong Learning - the role of the teachers' unions" (2011) 	
HIGHER EDUCATION AND RESEARCH	
Bologna (BFUG) – participate in the Bologna Follow Up Group, in related sub-groups and in seminars and conferences (including the Ministerial Conferences in Bucharest in 2012).	
Organise activities as required, undertake a survey on the development of teacher education under the Bologna Process reforms.	
Higher Education and Research Standing Committee meetings	
Engage in relevant and appropriate activities with ESU.	Continue to monitor and influence EU policies on higher education and research through the 2020 process.



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	Follow and influence the Commission on EU aspects of the Bologna Process.
	Continue to monitor and influence all relevant EU communications and consultations.
	Continue representation in the EC Open Method of Coordination WG on Modernisation of higher education
	Strengthen higher education within the Education & Training 2020 process and continue cooperation with partners in the process.
	Monitor and evaluate developments in the European Institute of Technology.
	Agenda for Higher Education in EU.
	Follow-up on the EU policy papers: <ul style="list-style-type: none">• Communication on "Modernisation of higher education", 3rd quarter, 2011• Communication on "Partnerships in Research and Innovation"• Communication on "Developing labour market intelligence and skills governance: towards an EU skills audit" ;• Framework directive on European Research Area (ERA) in 2012
Meetings, projects and studies / surveys: <ul style="list-style-type: none">• Standing Committee (HERSC) – convene two meetings annually• Organise a higher education and research caucus prior to the ETUCE Conference in 2012• Continue the work of the Social Dialogue Higher Education working group	



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TRADE AND EDUCATION	
Monitor the developments at EU level regarding the Service Directive	
Connect to the global work and continue the Campaign against GATS	
Monitor the effects of the new treaty in relation to developments in GATS. Continue to monitor the related meetings in DG Trade	
Meetings, projects and studies / surveys: <ul style="list-style-type: none"> • Organise lobbying activities with European governments 	
LIFELONG LEARNING	
Support the implementation of National Lifelong Learning Strategies in Europe in the light of the future knowledge society, e.g. through the European-wide promotion and implementation of the Guidelines on Lifelong Learning developed in the ETUCE project on Transregional Cooperation in Lifelong Learning among Education stakeholders.	
Follow up on the Survey on Lifelong Learning and implement the strategies in Europe	Monitor the planning of new generation of EU education and training programmes beyond 2013.
	Reach agreement with ETUC on working with the different LLL issues and representing ETUC.
	Promotion of Lifelong Learning among the trade unions and national level by the use of the Co-Reg Joint Guidelines.



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	Promote the setting-up of national follow-up structures in member states and the involvement of member organisations.
	Further explore and research on the implementation of the National Lifelong Learning Strategies (NLLS) and teacher trade unions' involvement in this process.
	Research into the opportunities provided for lifelong guidance at EU level and get involved in the work of the future Thematic Network on lifelong guidance of the Commission.
	Continue the work on the "Framework of actions for the lifelong development of competences and qualifications" in relation to a sectoral dialogue in education.
Meetings, projects and studies / surveys: <ul style="list-style-type: none"> • Incorporate LLL in an education seminar for national trade unions 	
TEACHER EDUCATION AND QUALIFICATIONS	
Follow and monitor the debate about teacher education especially in OECD and related international fora.	
Monitor future EU initiatives on the professional development of teachers and trainers and in particular policy guidelines on induction period for teachers, selection of candidates for teacher education and new pathways into teaching.	
	Follow-up on the dissemination and implementation of the ETUCE Policy Paper on Teacher Education in Europe.
	Continue representation in the Open Method of Coordination Working Groups



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	Promote the ETUCE policy on teacher education in the Sectoral Social Dialogue.
	Follow-up on Review of Professional Qualifications legislation 2011-2012
Meetings, projects and studies / surveys: <ul style="list-style-type: none">• Develop and propose to the Commission/ Parliament an EU project on a European Teacher Training Institute. Set up working group with member organisations and relevant institutions.(2012)• Explore new funding opportunities for a project on teacher education and mobility in Europe.(2012)• Explore the possibilities to set up an EU skills council on education sector with EFEE, DG EAC and DG EMPL(2011)	
NEW TECHNOLOGIES AND DISTANCE LEARNING	
Connect to the global work and incorporate experiences from the wider Europe as well as from other parts of the world.	Monitoring and follow-up on how the ELFE 2 recommendations are implemented at national level by member organisations.
	Explore and monitor EU initiatives linked to enhancing the potential of ICT as a lifelong learning enabler with the aim to prevent a digital gap and ensure e-inclusion in light of the Digital Agenda for Europe.
	Continue investigating, monitoring and informing on research on how skills and competences are supported by ICT.
	Continue ETUCE representation in various stakeholders' and European Commission fora and groups on ICT education, digital competences, etc.



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Meetings, projects and studies / surveys:

- Explore funding opportunities for a new project on ICT in education looking into teacher education and professional development linked to the acquisition of digital competence and use of ICT in the teaching and learning process. The project should aim to foster social inclusion of those at risk of exclusion, e.g. those at risk to become early school leavers, girls from minority groups, etc ; and examine the impact of how the use of ICT in teaching and learning helps to motivate them in school. This includes identifying national teacher union practices on ICT use in education and their possible transferability to other countries (2011)

TEACHERS: MANAGEMENT, WORKING CONDITIONS, SOCIAL PROTECTION, HEALTH AND SAFETY

Conduct research on and monitor developments on school leadership in Europe. Develop an ETUCE school leadership policy and an implementation strategy. Conduct research on and monitor developments on school leadership in Europe

Conduct a school leadership survey to map school leadership policies, issues and challenges in Europe

Influence the new EU policy developing Network on School Leadership, as well as the EC developing policies on School Leadership

Continue and animate the ETUCE Occupational Health and Safety website to include issues such as work-related stress and violence and harassment at the workplace

Monitor the developments regarding the EU legislation on:

- Working Time
- Pay Equity
- Parental leave
- Portability of supplementary pensions
- Equal opportunities for men and woman
- Reconciliation family/work life

Discuss the issues of stress, violence and harassment with the EFEE within the Sectoral Social Dialogue Committee as scheduled in the agreed Work Programme



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	Monitor and continue the implementation of the revised ETUCE Action Plan on Work-Related Stress with the European-wide COPSOQ study on teachers' work-related stress in 500 schools.
	Monitor and follow-up on the implementation of the Updated ETUCE Action Plan on Violence and Harassment in Schools which includes new threats such as cyber-harassment.
	Continue the cross-sectoral co-operation on the implementation of the third party violence guidelines in a cross-sectoral project
	Investigate and report on the concrete relations between career development and performance related pay systems in EU. Prepare ETUCE policy position.
	Monitor and take influence on the new European Pact for Mental Health and Well-being 2011-2020
	Expand the partnership with the European Agency on Occupational Health and Safety within the campaign on Healthy Workplaces and future campaigns on Occupational Health and Safety.
	Continue the ETUCE the ETUCE Occupational Health and Safety website



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Meetings, projects and studies / surveys:	
<ul style="list-style-type: none"> • School Leadership Working Group meetings • Organising a seminar on School Leadership (2012) - conducting a survey on School Leadership (2011) • Seek funding opportunities for a project on school leadership to promote pedagogical and team leadership, leadership preparation and support, including peer learning (2012) • Continue co-operation with the European Agency on Occupational Health and Safety • Organise a survey on Social Protection provisions and member organisations' supplementary activities / arrangements (e.g. insurance arrangements) for teachers in the EU and the wider Europe, in cooperation with member organisations (2012) • Assist member organisations in relation to negotiations / conflicts with governments / employers when asked. • Continue representation in ETUC working groups. 	<ul style="list-style-type: none"> • Apply to the EC for a joint ETUCE/EFEE project on the impact of the economic crisis. (2011) • Seek funding possibilities for a project on the implementation of the third party violence guidelines in the education sector in Europe (2011-12)
<h2>EQUALITY ISSUES</h2>	
<p>Monitor</p> <ul style="list-style-type: none"> • the implementation of the ETUCE Action Plan on gender equality and research into the field of reconciliation of work, private and family life. • the implementation of equal pay in Europe. • and seek to influence the adoption of legislative frameworks by national governments in Europe for the promotion of equity in society. • the effectiveness of the provisions for the representation of women in the Pan-European structures. 	



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Advocate for stimulus packages to invest in people and in social infrastructures supporting equality and empowerment of women.	Continue monitoring and lobbying the European Commission on non-discrimination issues and seek influence in their work following the example of the Mapping Study on Trade Union anti-discrimination practices.
Establish and maintain the electronic women network (former PEWN) for women representatives in member organisations.	Monitor <ul style="list-style-type: none">• future developments in relation to the proposal for a Directive on anti-discrimination outside employment as well as on the Directive on maternity leave and inform member organisations• and inform on developments at EU level on the education opportunities for migrant, disadvantaged and ethnic minority children.• and take influence on the development of a New European Agenda on Integration. future development at EU level on a gender mainstreaming Health and Safety policies
Organise activities with a focus on minority rights and follow up on the European seminar on LGBT issues in Europe	Follow-up on <ul style="list-style-type: none">• the Commission communication and Staff Working Document on the Strategy for Equality between Women and Men 2010-15• and make influence of the Roma Taskforce of the EESCE as regards the EU Framework for national strategies on Roma Integration• "New European Agenda on Integration" on migrants religious, cultural rights
Addressing the relevant issues affecting migrant children.	Continue <ul style="list-style-type: none">• the implementation of the ETUCE Policy Paper on anti-discrimination• the representation at the Fundamental Rights Platform of the EU Fundamental Rights Agency



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Collect and disseminate good practice from member organisations related to gender stereotyping in education.	Set up co-operation with the newly established European Institute for Gender Equality
Facilitate the further development of democratic independent teachers unions in CEE by undertaking appropriate training programmes in consultation with member organisations	Continue the co-operation on inclusion issues with the ETUC
Promote the Education for All (UNESCO) aims in Europe	
Intensify focus on violence against women in the human and trade union rights work, through formal protest, use of the international supervisory mechanisms, and through seeking improved respect of the international standards.	
Meetings, projects and studies / surveys: <ul style="list-style-type: none">• Organise an annual meeting of the ETUCE Equality Committee• Organise Status of Women Committee meeting for the female members of the Regional Committee/Executive Board prior to each of its meetings• Organise Equality Working Group meetings• Organise Equality Caucus prior to the Conference/General Assembly in 2012• Prepare a study on violence against women in the workplace based on the information and data provided by member organisations (2009 recommendation) 2012• Explore new funding opportunities for developing a new project on non-discriminatory quality education for Roma children, including a seminar on EU and minorities.(2011)• Explore opportunities for new project application to accompany the implementation of the ETUCE Action Plan on gender equality.(2011)	



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SOCIAL DIALOGUE	
	Work/negotiate with the EFEE on possible agreements, joint texts, tools and joint projects supporting the ETUCE Work Programme within the ESSDE.
Promote social dialogue in education at national level, support the ETUCE member organisations in their social dialogue and industrial relations efforts at national level	Promote the related ETUCE policies within the ESSDE Working Groups : - WG1 : Quality in Education - WG2 : The Demographic challenges - WG3: Higher Education and Research
Monitor the developments of industrial relations in education at national level	Publish and disseminate the 2 outcomes of the 2nd ESSDE Plenary : - Joint Declaration on Investments in the Future - Joint Guidelines on LLL
Monitor the developments of other sector and cross-sectoral industrial relations at EU level through the ETUC and the European Commission's Liaison Forum	
Meetings, projects and studies / surveys: <ul style="list-style-type: none">• ESSDE: Plenary meetings, Working Groups meeting, Steering Committee meetings.• EU Institutions and Presidencies: Liaison Forum ; Social Dialogue and Industrial relations meetings and conferences• Explore the possibilities for a new joint project with the EFEE on the contribution of education to EU 2020 in a post-crisis environment (2011)• Participate in the multi-sectoral project to implement the multi-sectoral instruments on third-part violence (during 2011-12)	



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TEACHERS' MOBILITY	
Continue the work on teachers' mobility in all areas of education for gaining competences, ensuring recognition of the qualification and profession	
	Continue monitoring how National Qualifications Frameworks (NQF) will connect to the EU European Qualifications Framework (EQF).
	Monitor the results of the Commission Green paper on learning mobility and its impact on teachers' and teacher students' mobility.
	Continue monitoring the implementation of EUROPASS.
	Continue monitoring and assessing the impact of the Directive on Professional Qualifications. Representation in the Professional Qualification Card group, ESCO Taxonomy group, monitoring Europass.
	Follow up: Council Recommendation: Promoting learning mobility, 2011
Meetings, projects and studies / surveys: Explore opportunities for proposing a project including a survey on teacher mobility in the EU with relevant partners. (2011)	



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HUMAN AND TRADE UNION RIGHTS ISSUES

Support unions which are threatened and impeded from carrying out normal union activities

Support members of unions whose human or trade union rights are being denied to them

Assist member organisations in prosecuting complaints through the EU, Council of Europe and ILO mechanisms about breaches of human and trade union rights.

Undertake urgent action appeals on behalf of unions whose trade union rights are being denied.

Meetings, projects and studies / surveys:

Provide training for member organisations in dealing with breaches of human and trade union rights

COUNCIL OF EUROPE

Monitor and address the changing balance between the CoE and the EU by continued representation.

Participate in appropriate CoE activities and committees

Develop relations with the CoE Standing Committee on Education

Develop relations with the CoE Standing Committee on Higher Education

Continue representation in relevant fora and the Conference of OING.



GOVERNANCE, ADMINISTRATION AND INFORMATION

Organise a ETUCE Conference in 2012
Organise two meetings of the ETUCE Committee per year
Organise two meetings of the Bureau in addition to meetings prior to Committee/ Executive Board meetings
Organise an annual meeting for organisations from Central and Eastern European countries
Organise meetings in the Special Working Group on Structures , reporting to the Committee and Conference 2012.
Publish regular newsletters and information bulletins and reports
Circulars on Education & Training 2010/20
Specific ETUCE Project Reports and Factsheets
Update the ETUCE Website
Update the ETUCE Occupational Health and Safety Website

EU PROJECTS

The legal body entitled to manage the project funds and project coordination and sign the project applications is the ETUCE Foundation. The ETUCE will continue to explore funding opportunities for activities listed above and continue to develop projects to support the implementation of the ETUCE Action Programme across Europe and in cooperation with member organisations from outside Europe when applicable and convenient .
Monitor and continue to provide information to member organisations concerning the new generation of programmes for 2007-2013 and new partnership possibilities for non-EU countries in EU funded projects ;
Provide information to member organisations on the extended national possibilities for education projects funded by the European Social Fund (ESF), advising models of cooperation with national ministries.
Provide information to strengthen ties between member organisations and National Programme Agencies.
Inform about possibilities for funding through partnership agreements with the EU for countries outside the EU.



El European Region - ETUCE Activity Report 2010-2012



EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION
COMITE SYNDICAL EUROPEEN DE L'EDUCATION

5, bd du Roi Albert II - 9^{ème}
B-1210 Brussels, Belgium
Tel. +32-(0)2 224 06 91 / 92
secretariat@csee-etuice.org
www.csee-etuice.org



EDUCATION INTERNATIONAL
INTERNATIONALE DE L'EDUCATION
INTERNACIONAL DE LA EDUCACIÓN

5, bd du Roi Albert II
1210 Brussels, Belgium
Tel. +32-(0)2 224 06 11
Fax +32-(0)2 224 06 06
headoffice@ei-ie.org
www.ei-ie.org