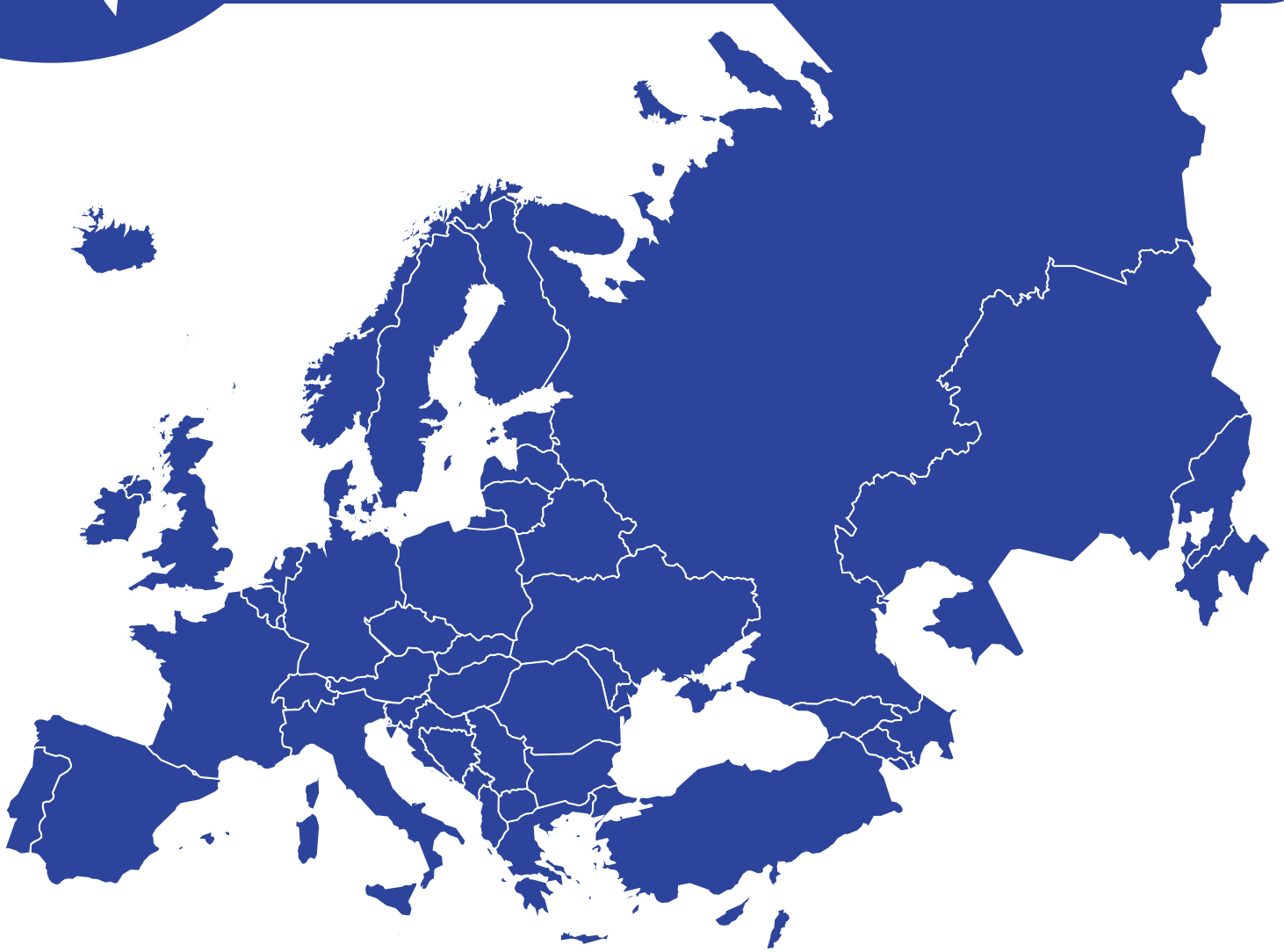




El European Region - ETUCE



Activity Report

2012-2016





*ETUCE- European Region of Education International
2016 Regional Conference*



*Empowering Education Trade Unions: The key to Promoting
Quality Education*



*ETUCE- European Region of Education International
2016 Regional Conference*



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Quality Education*

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Foreword

Dear Colleagues,

This report covers the first full four year term of activities of ETUCE as the European Region of Education International from 2013 to 2016. It has been a busy period for ETUCE and its member organisations.

Addressing and tackling the challenges in the education sector that confront quality education for all has been the unifying thread for ETUCE's work throughout these past four years. Member organisations actively engaged in the EI/ETUCE UNITE campaign activities, demanding improved public financing of education and opposing trends towards privatisation and commercialisation in and of education. I would like to especially thank the representatives from member organisations who in numerous working groups support ETUCE in seeking influence on European level decisions.

Exacerbated through the economic crisis and the austerity measures put in place by some governments in Europe, the education sector and the people working therein have been experiencing in the past years an important decrease in the use of social dialogue instruments, in the respect for trade union rights at national level and a lack of recognition of education trade unions as professional organisations. Indeed, the demand from member organisations for solidary support on human and trade union rights from ETUCE has significantly risen over this period. The pressure on education trade unions in Europe is growing and European countries are threatened with losing the achievements made on social rights, decent working conditions and social benefits, especially in the education sector.

The unprecedented wave of migrants and refugees in 2015, seeking protection and safety in Europe from persecution and wars clearly demonstrated the need for solidarity among European leaders, trade unions and citizens. Education and education personnel play a major role when it comes to offering opportunities in life to young people and ETUCE and its member organisations have been working hard and continue their efforts to provide these chances at all levels of education. Moreover, education trade unions, teachers and other education personnel have been at the forefront in addressing and preventing the emerging risk of violent, extremist and terrorist attacks on European citizens and democracy in general.

This is the last report I will be responsible for as I am retiring from ETUCE. I will therefore like to thank all I have been working with over the years, member organisations, partners and counter partners; and last but not least the ETUCE staff for its tremendous commitment and professionalism.

17 July 2016

Martin Rømer, European Director



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Introduction

This report covers the diverse activities that ETUCE has carried out as the European Region of EI from 2013 to 2016. During this period, ETUCE has sought to implement the action programme adopted in the Regional Conference in November 2012. Therefore, the report largely follows the order of the action programme which is presented in the appendices to this report.

The 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

The report starts with the activities undertaken and events organised addressing the economic crisis and challenging austerity measures put in place by governments that severely affect the education sector, the influence of business in education and the contribution of ETUCE and its member organisations to the EI privatisation campaign. It goes on to explain the important education topics in connection with promoting quality education covering all sectors of education, addressing the training of teachers and other education personnel, as well as education and mobility of education personnel, including the topics of lifelong learning and the use of information and communication technologies in education. The report continues with the specific challenges ETUCE has been confronting regarding trade and education, from TTIP and CETA to TiSA. In the following sections it addresses the trade union topics that are specific to the education sector as regards working conditions, social dialogue and equal opportunities. Furthermore, explaining developments around the EU institutions and the Council of Europe, this report also provides an overview of the various projects that ETUCE carries out and has been engaged in as a project partner. The report ends with a short financial report and an explanation of the information, resources and material provided by the ETUCE Secretariat to member organisations.



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1. Economy: Crisis, Privatisation, Influence of Business

1.1 Impact of the economic crisis on education

Since the economic crisis broke out in Europe in 2008, governments and education authorities in many countries have questioned and severely tested the principle of education as a public good and human right. Both access to free quality education for all and the quality of education and training systems themselves have been deteriorating, bringing about destructive effects on teachers' professional and personal wellbeing. In ETUCE's view, the economic crisis has mostly affected those students coming from the most disadvantaged background, in terms of parents' wealth or migrant background, thus contributing to the reinforcement of inequalities and disparities in Europe.

As a follow-up to the *EI/ETUCE Action and Campaign Framework on the Economic Crisis*, ETUCE has continued to monitor such effects at national and European level, to mobilise its member organisations, to carry out studies and surveys, to address the European institutions with messages and statements, to raise awareness through conferences and events, as well as regular updates of a dedicated section on the ETUCE website on the impact of the crisis on teachers, throughout the whole period 2013-2016. In its continuous effort to denounce and resist the ideological driven policies of austerity and to promote and advocate for alternative solutions, ETUCE has been cooperating in various ETUC initiatives and with other European Trade Union Federations. ETUCE has also participated in events and meetings of the Alter Summit¹, a platform gathering social movements and trade unions to contribute to fighting anti-social and anti-ecological austerity policies.

Representatives from member organisations discussed the impact of the economic crisis on education during the ETUCE seminar on *Alternatives to austerity measures in the education sector* (February 2013), and the side event on the *Impact of the Economic Crisis* organised in the context of the ETUCE Special Conference *The future of the teaching profession* held in Vienna (November 2014).

With the aim of monitoring and raising the public awareness on the effects of the economic crisis on education, ETUCE published the ETUCE Survey comparison. *The crisis and its drawn-out effects on education since 2008*². The survey compared the results of the many surveys which ETUCE carried out between 2008 and 2013, and it was presented to candidates in the 2014 European Parliament elections. The survey results showed no sign of recovery nor exit from the crisis. On the contrary, teachers, educators and schools' environments were confronted with even more dramatic situations. During 2015, ETUCE developed a comprehensive picture on the state of play, combining the outcomes of eight years of economic crisis and fiscal consolidation measures on public finance of education systems, teachers' working conditions, the role of education trade unions, and the major trends in social dialogue and collective bargaining in Europe. The survey on the *State of funding in education*,

¹ <http://www.altersummit.eu/>.

² https://csee-etuice.org/images/Statements2014/ANNEX_TO_ETUCE_PLEDGE_Crisis_comparison.pdf.



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*teachers' working conditions, social dialogue and trade union rights*³ also revealed that, in most countries, the impact of austerity programmes continues to take its toll and education budgets remain under pressure. This affects salaries and benefits of education workers, their working conditions and the availability and quality of training and professional development. The analysis also shed light on growing privatisation trends in Europe and the challenges for teachers, other education personnel and their unions. The survey covered 36 ETUCE member organisations located in 10 EU and 14 non-EU countries in Central and Eastern Europe (CEE), as well as 41 education trade unions in 15 EU countries, 2 EEA countries and Switzerland who replied to 54 questions between April-June and June-October 2015. The first part of the survey report covering Central and Eastern European countries was presented during the CEE Round Table in October 2015. The second part covering Western European countries, including a comparison with the results from Central and Eastern Europe, was presented at the ETUCE Committee meeting in April 2016.

Across the period 2013-2016, ETUCE has continuously raised the European institutions' awareness of the deteriorating condition of education and training systems, working conditions of teachers and decreasing access to education as a consequence of the economic crisis, and the need to invest more on inclusive education, including at the yearly events of the European Commission such as the Education, Training and Youth Forum (October 2014) and the Annual Convention for Inclusive Growth (March 2016).

Unite for Quality Education Campaign in Europe

Given the detrimental effects of the economic crisis on education in Europe, a high-level meeting of representatives from ETUCE member organisations was held in Rome to allow for discussions on regional campaign networks to address the crisis and to compare priorities. The occasion was the high level ETUCE-ETUI Seminar *Quality in Education: An ETUCE Campaign Network*⁴ (March 2013). From May to June 2013 ETUCE carried out a survey amongst its member organisations on the impact of the crisis on teachers in Europe. The key findings of the *ETUCE survey - The continued impact of the crisis on teachers in Europe*⁵ were presented as a starting point for campaign activities at the ETUCE Committee in October 2013.

In light of the EI initiative *Unite for Quality Education – Better Quality Education for a Better World*⁶ and the 2012 ETUCE – EI European Region Conference, which adopted several major resolutions on the impact of the crisis on the education sector and teachers' working conditions, representatives of ETUCE member organisations and other stakeholders in education and employment in Europe convened for a special meeting⁷ *What is needed to improve the quality in education in Europe?* on 23

³ Survey Report for Central and Eastern European Countries: https://www.csee-etuce.org/images/attachments/CEE_Survey_Report_EN_Final.pdf; Survey Report for Western European Countries: https://www.csee-etuce.org/images/attachments/RP_PrivatisationSurvey_WesternEurope.pdf.

⁴ http://fc.runo.se/~jel/etuce_1252_70.

⁵ https://csee-etuce.org/images/Publications/Survey_Analysis_CONTINUED_IMPACT_OF_THE_CRISIS_ON_TEACHERS_IN_EUROPE.pdf.

⁶ <http://www.unite4education.org/>.

⁷

http://etuce.homestead.com/Documents/11.a.Draft_Minutes_ETUCE_Special_Meeting_23_October_2013.pdf.



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October 2013. Based on the ideas collected at that meeting the members of the ETUCE Committee adopted 10 Key Messages on *What is needed to improve Quality of Education in Europe?*⁸ and confirmed their support for the EI initiative Unite for Quality Education to engage in united actions for quality education. Since then, the Quality Education Campaign has been a transversal issue for the European region and has been discussed during each statutory meeting and at various ETUCE events.

The ETUCE campaign initiative of the 10 Key Messages was indeed successful, with member organisations strongly engaging in the action and taking full advantage of the tools on offer. Based on the 10 Key Messages, ETUCE member organisations set up a list of national priorities and actions. ETUCE dedicated a specific web page⁹ to this significant initiative where the 10 Key Messages were made available in 28 languages and where member organisations' successful actions¹⁰ at national level were published. Special newsletters¹¹ have also been distributed with the aim of sharing information and exchanging good practices as regards member organisations' mobilisation. Most ETUCE member organisations engaged in dialogue with national stakeholders at all levels, and disseminated the information on the EI/ETUCE vision for quality education for all to trade union members and the general public. At European level, in view of the 2014 elections for the European Parliament, ETUCE initiated a *pledge campaign*, addressed to candidates for the European Parliament, seeking support for the ETUCE 10 Key Messages. Almost one hundred high-profile EP candidates agreed to commit to a European Union based on quality education. By making their pledge to the 10 Key Messages they agreed to resist, during their mandate, austerity driven short-term solutions that caused education to pay the effects of the crisis.

In 2014, as part of its campaign activity, ETUCE carried out a project titled *Development of teacher unions' expertise on exiting the crisis through quality education*. During the project's lifetime, ETUCE produced a film-documentary *When Europe forgot its homework: Education in crisis*¹² which looks in depth into the real impact that budget cuts in the education sector have on schools, teachers, students and families in Greece, Ireland, Spain, Italy and Portugal. It also identifies education trade unions' alternative answers to exiting the crisis through quality education. The project's final conference culminated the Unite for Quality Education campaign and was held in September 2014 in conjunction with a Public Hearing at the European Economic and Social Committee (EESC) in Brussels. Trade union members, policy-makers, members of the European Parliament as well as government and European Commission representatives discussed the future of quality education in Europe, under the impact of the economic crisis.

⁸ http://etuce.homestead.com/Statements/2013/10_key_messages_EN.pdf.

⁹ <https://csee-etuice.org/en/actions/campaigns/unite-for-quality-education-en/269-introduction-to-the-campaign>.

¹⁰ <https://csee-etuice.org/en/actions/campaigns/unite-for-quality-education-en/258-second>.

¹¹ <https://csee-etuice.org/images/attachments/SendingCampaignspecaledition.pdf>.

¹² <https://vimeo.com/109198380> and <https://csee-etuice.org/en/actions/campaigns/education-in-crisis/360-etuice-documentary>.



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Current activities

At a very slow pace, Europe is undergoing an economic recovery. However, the deep impact of the economic crisis remains. Persistent challenges related to decreasing investment in education, deteriorating working conditions of teachers and educators, commercialisation and privatisation in and of education, demographic changes and migration challenges continue to affect students, especially from disadvantaged backgrounds, and reinforce inequalities in Europe. Education is a key lever for social mobility, for reducing both inequalities and the impact of socio-economic status on educational achievements, and for the social and economic development of Europe.

ETUCE continues denouncing the effects of the economic crisis on teachers and the school environment, and advocating for broadening access to inclusive, universal, public and high-quality education for all in Europe. This entails further work on the financing of education in the context of fiscal consolidation policies and further actions to spread alternative ideas on sustainable and inclusive economic growth to the wider public. In this connection, ETUCE continues to advocate against the ideological drive towards privatisation and marketisation of education, resulting in increased discrimination, social fragmentation and widening inequalities.

1.2 Economic Policy and Governance (European Semester)

In response to the economic crisis, the European Commission established in 2011 a system of European economic governance coordination (European Semester). Since its inception, ETUCE and its member organisations have been lobbying national governments and European policy makers on pressing educational issues in the framework of the European Semester. ETUCE has informed and raised member organisations' awareness on the key documents of the European Semester (such as the yearly Annual Growth Survey, Country Reports and Country Specific Recommendations) on education and training and called upon them to influence the education and training reforms and investments at national level, through their direct actions to their Ministries of Education, Employment and Finance. With regards to the most far-reaching element of the European Semester, namely the Country Specific Recommendations delivered yearly to each EU member state, ETUCE has highlighted on several occasions the invasive nature of the Recommendations on education and training. Education is, in fact, a national competence and the European Commission's activity in this field through the annual Recommendations remains controversial.

In recent years, the European Semester has been shifting from mere budget surveillance towards more socially-oriented economic governance, as envisaged in several policy communications of the European Commission. This shift is being carried out through a deeper integration of the Europe 2020 strategy in the framework of the European Semester, including the EU specific and national level targets on education and training. Member States of the EU have been recommended to undertake growth-enhancing investment in education. However, due to the financial situation resulting from the economic crisis and the budget constraints of the European Semester, many of those member states who have cut their education budget have been encouraged to look for other ways to finance their education system, for example, by enhancing public-private partnership and cooperation with business.



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In 2013, ETUCE encouraged its member organisations to set up a list of national priorities in the framework of the Unite for Quality Education campaign. On the basis of national priorities ETUCE member organisations lobbied national governments for quality education to influence the Country Specific Recommendations of the European Semester. At European level, ETUCE sent a letter to the president of the European Commission and to the members of the European Parliament encouraging them to tackle pressing education challenges.

In 2014, alongside the ETUCE position on the future objectives of the Europe 2020 Strategy¹³ on education and training, ETUCE sent a Statement to the European institutions on the Country Specific Recommendations (CSRs) 2014 on education and training¹⁴ stressing the extremely broad impact of the CSRs on education, as well as an ETUCE Message on Investing in education¹⁵, demanding European leaders to stop considering education as an easy target for fiscal consolidation in the framework of the European Semester, and to exclude it from the calculation of public deficit and debt within the European Growth and Stability Pact. As far as ETUCE is concerned, in the last years the CSRs have been addressing two different kinds of policy reforms: CSRs related to improving the labour market relevance of education and social inclusion; and CSRs related to more specific reforms in higher education and research, teachers' professional development, apprenticeship and vocational education and training, the implementation of evaluation frameworks, the establishment of quality assurance mechanisms, the adoption and implementation of school reforms, and so forth. In the context of such reforms, when ETUCE member organisations have been involved from an early-stage, these have proved successful. That is the case with specific education and training system-related reforms triggered by CSRs in Slovakia, Bulgaria, Estonia, Portugal, Malta and in several other countries. The involvement of education trade unions varied from one country to another: ETUCE members in Estonia, Malta and Slovakia have reported a good rate of success arising from their participation in ad-hoc working groups and committees at Ministry level, e.g. on reforms of primary and secondary education (Estonia), and/or aimed at improving teachers' continuous professional development and initial training (Malta). In Slovakia, for example, ETUCE member organisations participated in the implementation of projects on enhancing access of marginalised groups to quality education and in specific groups established by the Ministry of Education on reforming the VET sector in line with national CSRs. In Portugal, education trade unions enhanced their pro-active involvement by providing substantial input to the national trade union confederation in relation to reform issues aimed at enhancing the quality of the education and training system.

Given its increasing influence on national reforms and financing of education systems across Europe, the ETUCE Committee adopted in 2014 an Action Plan on the European Semester. Its main focus is to follow up closely on the yearly process of the European Semester, and to increase education trade union's participation, visibility and impact on the process. This entails the establishment of the ETUCE Platform on the European Semester. In October 2014 ETUCE established a list of contact persons, nominated by member organisations, for a closer cooperation on the European Semester.

¹³ <https://csee-etu.org/images/attachments/ETUCEpositionEU2020.pdf> .

¹⁴ <https://csee-etu.org/images/attachments/positioncsrsEN.pdf>.

¹⁵ https://csee-etu.org/images/Statements2014/message_on_Investing_in_Education.pdf.



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Throughout 2015, ETUCE informed the members of the ETUCE Platform about European level developments regarding the European Semester. In parallel, they provided feedback on their demands and involvement on national reforms, policy-making and investment on education and training. ETUCE has been cooperating with ETUC to lobby for the involvement of education trade unions in issues related to education and training reforms triggered by CSRs within the framework of the European Semester; for increasing investment in education; and for excluding education from the calculation of public debt and deficit within the European Growth and Stability Pact.

In November 2015 ETUCE successfully obtained a project grant on *Investing in Education: strengthening the involvement of teacher unions in the European Semester on education and training*. It entails 5 sub-regional training events for all ETUCE members in order to increase their influence on the European Semester. It also entails research on the involvement of education trade unions in the European Semester policy making on education and training and the changing nature of investment in education triggered by the European Semester, in particular, whether this has led to increasing privatisation in/of education. In February and September 2016 two training events took place in Malta, for the Southern European region, and in Lithuania for the Nordic, Anglo-Saxon and Central and Eastern European regions.

In spring 2016, ETUCE took part in the ETUC European Seminar *Enabling a trade union influential presence in the European Semester*. The Seminar was held in Madrid with the aim of evaluating the various phases of the European Semester and preparing a trade union strategy to influence the European Semester's country reports and country specific recommendations. Around 60 participants from trade union confederations and other sectors across Europe had the chance to discuss, contribute to and validate the ETUC approach to influencing the yearly cycle of economic governance coordination (the European Semester).

In 2015 and 2016, ETUCE lobbied the European Council, Parliament and Commission to take into account the view of education trade unions on the European Semester on education and training, in cooperation with ETUC and other European Trade Union Federations. In 2016, the representatives on the European Sectoral Social Dialogue Committee in Education (ESSDE) decided to introduce into the work programme for 2016-2017 a discussion on the involvement of European (Sectoral) Social Partners in the European Semester in the context of its cooperation with the directorates general (DGs) DG EAC and DG EMPL. In June 2016, the education social partners (ETUCE and EFEE) approached DG EAC of the European Commission for enhanced consultations on the European Semester on education and training.

1.3 Financing of education

The promotion of free, universal and public education as a human right for all continues to be a high priority for ETUCE. ETUCE has undertaken several actions to carry on the fight against neoliberal policies in education and austerity driven reforms in Europe, proposing alternatives for exiting the crisis and supporting its member organisations. In parallel, the call for sustained, sufficient and predictable public funding in education, despite the economic downturn, budget constraints and the continuous demand to bring down public debt, has been included in various ETUCE activities. ETUCE has called the



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European institutions and European governments to take all the necessary measures to ensure they have sufficient revenue to invest in education. This includes combating corporate tax evasion and avoidance in order to raise additional and fair revenues from multinational companies. ETUCE has been expressing this view in several discussions related to campaigns (e.g. ETUC campaign on the Marshall Plan for Europe, EI/ETUCE Unite for Quality Education campaign), meetings at the European Parliament, Global Alliance for Tax Justice, Alter Summit, and events such as conferences (ETUCE Special Conference 2014, CEE Round Table 2015), working group meetings of ETUC on economic and labour market issues, and ETUCE events related to higher education (HERSC). ETUCE has also been supporting the FTT¹⁶ (Financial Transaction Tax now!), a campaign to regulate the financial market and to generate public revenue, and has also provided contributions to the ETUC, together with other Trade Union Federations, on the European Commission's initiative to establish a Common Consolidated Tax Base for Corporations¹⁷ in Europe

Since 2013, ETUCE member organisations have been regularly informed through newsletter items and letters to members about developments in the field of education funding.

In July 2014, ETUCE sent a *message to the new European Parliament, the new European Commission and to the Council of the European Union on Investing in Education*¹⁸, advocating prioritisation of investment in education as the sole way to increase economic potential and reduce inequalities. The message received positive feedback and opened the way for dialogue on public investment to protect quality education for all with the Education Committee of the European Council in November 2014.

In December 2014 the ETUCE Bureau adopted the *Position on the Investment Plan for Europe*¹⁹ - launched by the European Commission - to boost investment in Europe, also targeting education. In this statement, ETUCE called on the European institutions to take a holistic, rather than fragmented, approach on investment in education in Europe; to maintain, to promote and to enhance public responsibility and public investment in education. In ETUCE's view, the Investment Plan imposes major challenges on the education sector with regards to the public nature of education investment and to potentially forcing governments into public-private partnerships. The Plan thus jeopardises free access to quality education for all. Since its adoption, ETUCE has been demanding that European institutions clarify the role of public-private partnerships in deploying new funds in education infrastructure, research, training of education personnel and students' loans. This position has been used to lobby and to address the Education Council of the European Union in February 2016²⁰, and recited in all consultation meetings with the European institutions. It has been used by several ETUCE member organisations to monitor the national implementation of the Investment Plan.

¹⁶ <http://www.financialtransactiontax.eu/>.

¹⁷ <https://csee-etu.org/en/news/archive/1317-education-needs-quality-public-investment-combating-tax-fraud-evasion-and-avoidance-to-offset-austerity>.

¹⁸ https://csee-etu.org/images/Statements2014/message_on_Investing_in_Education.pdf.

¹⁹ <https://csee-etu.org/images/attachments/Position-investment-en.pdf>.

²⁰ https://csee-etu.org/images/attachments/PR_Financing_education_key_to_promote_more_inclusive_and_equal_societies.pdf.



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During 2015, ETUCE participated in several meetings with the European Commission, the European Investment Bank (EIB) and the European Parliament to bring forward the above principles in the development of the Investment Plan for Europe. As an alternative, especially within the European Semester consultations, ETUCE has advocated the exclusion of education from the calculation of public deficit and debt within the European Stability and Growth Pact (SGP), affirming that education has a value to society which goes beyond issues relating to levels of expenditure and cannot be driven by austerity-driven budget policies. This principle should be properly reflected in the System of National Accounts and be recorded as investment rather than expenditure.

On the occasion of the CEE Roundtable in Bucharest, in November 2015, delegates from CEE education trade unions had the chance to discuss pressing issues and future challenges in their regions also related to the detrimental effect of neoliberal policies on education investment (see chapter 6).

In 2015, ETUCE undertook a survey on the *State of funding in education, teachers' working conditions, social dialogue and trade union rights* (see chapter 1.1) aimed at mapping the financial situation of education systems across Europe (both in Central and Eastern, and Western European countries) since 2008 and especially over the last two years. The Survey results rang an alarm bell on the state of funding in education²¹. It revealed increasing pressure coming from the inappropriate use of neoliberal, market and business driven ideology and approaches in education that lead to increasing privatisation trends in Europe, and the challenges for education trade unions. Once presented to the CEE Round table in 2015 and to the ETUCE Committee in April 2016, member organisations were encouraged to use the survey results at national level, to denounce and fight against the state of funding of education and the detrimental effects of privatisation in/of education. ETUCE has also used the survey results to argue with European Institutions for sustainable, predictable and sufficient investment in education²².

Within the framework of a newly granted project *Investing in education*²³ ETUCE has initiated new research (2015-2016) on the changing nature of investment in education as a consequence of the economic crisis, of the European Semester coordination on economic governance and its budget surveillance/fiscal consolidation mechanism. The research also investigates whether this has led to privatisation in/of education. The research results are expected in 2017.

1.4 Privatisation Campaign

In the last four years, across Europe, evidence has emerged on the ideological drive towards privatisation and marketisation of education. Especially in those countries most affected by the economic crisis, governments have been encouraged to look for other ways to finance their education systems, e.g. through public-private partnerships, and/or closer cooperation of education institutions with businesses and companies, performance-based funding of education institutions and teachers'

²¹ <https://csee-etuice.org/en/news/archive/1184-etuice-survey-reveals-increasing-privatisation-in-education-in-cee-countries?highlight=WyJzdXJ2ZXkiLCJzdXJ2ZXkncyIsInJlcG9ydCIsInJlcG9ydCdziwiZnVuZGluzYlsInN1cnZleSBYXBXvbnQiXQ==> .

²² https://csee-etuice.org/images/attachments/PR_SurveyReportsStateofFundingInEducation.pdf.

²³ <https://www.csee-etuice.org/en/policy-issues/31-trade-and-economic-governance/economic-governance/1305-2015-17-project-on-investing-in-education> .



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pay. This trend has emerged clearly from the CSRs of the European Semester. Within this context, ETUCE has encouraged its member organisations to take action to denounce such recommendations and propose alternative solutions for sustainable, predictable and sufficient public financing.

Carried out in 2013 – 2014, the ETUCE Campaign on Quality of Education in Europe has restated on several occasions that Quality Education for all should be free of charge and accessible to all, as stated in the *10 key messages on 'What is needed to improve quality of education in Europe?'²⁴* adopted by the ETUCE Committee on 23 – 24 October 2013.

Privatisation in/of education has been for ETUCE a transversal issue, discussed across several meetings and events organised by ETUCE related to education sectors such as, higher education (HERSC), Education Advisory Panel, and VET (training seminars). Moreover, *public/private developments in education* has been a constant topic in the bi-annual ESSDE Work Programme in 2014-2015 and 2016-2017, enabling continuous discussions with education employers to build up common understandings and with the European Commission on policy developments.

In 2014, to overcome investment shortages in Europe, the European Commission adopted the Investment Plan for Europe. In December 2014, as a response, in its *Position on the Investment Plan for Europe*²⁵ (see chapter 1.3 for further reference) ETUCE stated its concern about the Investment Plan for Europe potentially forcing governments into public-private partnerships on targeted and profitable future projects in the field of education. Since then, ETUCE has been continuously monitoring the new mechanism of investment set by the EU/EIB through the Investment Plan for Europe (European Fund for Strategic Investment-EFSI), its interactions with the European Structural and Investment Fund (ESIF), and the implementation of the CSRs of the European Semester, which are to be financed by the European Structural and Investment Fund. Member organisations have been reporting on these worrying developments in ETUCE Committee meetings and in other events (e.g. HERSC, Advisory Panel and ESSDE). ETUCE has addressed the European Commission and Council of the European Union on several occasions arguing against public-private partnerships in education and the privatisation of potentially profitable education services which jeopardise free access to quality education for all.

In April 2015, following the EI campaign, the ETUCE Committee adopted the ETUCE Complementary Strategy Plan on the EI Global Response to Commercialisation and Privatisation in/of Education which outlines priorities based on specific manifestations of privatisation encountered in the European region. Such priority areas are transversal, and ETUCE member organisations engaged to act in defence of public education against the mounting interference of corporations on education infrastructures, services, policy and curricular development in Europe. In particular, the Strategy Plan focused on social dialogue and collective bargaining; public accountability; discrimination by gender, ethnicity, disability, sexuality, religion or the ability to pay which are areas upon which commercialisation and privatisation have the most negative impact; followed by the Country Specific Recommendations of the European

²⁴ <https://csee-etu.org/en/actions/campaigns/unite-for-quality-education-en/268-etu-10-key-messages>.

²⁵ <https://csee-etu.org/images/attachments/Position-investment-en.pdf>.



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Semester; trade agreements; external development cooperation; and Corporate Social Responsibility policies.

ETUCE has assessed the state of play of commercialisation and privatisation in and of education in the European region through two surveys²⁶ including 119 of its member organisations. The survey covered 36 ETUCE member organisations in 10 EU and 14 non-EU countries in Central and Eastern Europe, as well as 41 education trade unions in 15 EU countries, two EEA countries and Switzerland, who replied to 54 questions between April-June and June-October 2015. The survey results revealed key emerging trends in Europe. European countries are confronted with increased privatisation and commercialisation in education related to the effort to shrink public debt. Some critical findings are: reforms of national education and training systems occurred almost everywhere across Europe and led to increased privatisation; whether CEE countries experienced a rise in the number of privately-funded education institutions, especially in early-childhood and higher education, public-grant aided education institutions spread the most in Western European countries. Finally, global corporation/consultancies that influence education policies and the delivery of education products and/or schooling are present in the majority of European countries. The survey has been discussed in the different ETUCE advisory and decision-making bodies representing different education levels. It has been disseminated to all ETUCE member organisations, individual subscribers to the ETUCE website and newsletter, policy makers at national and European level, journalists and other stakeholders such as NGOs. By sharing information on these crucial issues, ETUCE seeks to focus attention on present and future challenges including support for ETUCE member organisations for policy actions at national and European level.

2. Education Policies

2.1 General Education, Quality in Education and the EU 2020 Process

High-level Cooperation on Education and Training with the European Commission

ETUCE has always lobbied to have a direct advisory role to the Directorate-General Education and Culture of the European Commission on education and training policy design. While informal dialogue has been successful, ETUCE has always wanted to be part of a formal policy platform with a limited number of organisations – a structure that, however, does not exist. As a result of ETUCE's lobbying, the Directorate-General Education and Culture of the European Commission initiated in 2013 a discussion with the cross-sectoral social partners (ETUC, BusinessEurope, UAEPME, CEEP) and education sector social partners (ETUCE and EFEE) about stronger cooperation between the social partners. On this occasion, a *High-level Proposal of the social partners* was presented to Androulla Vassiliou (16 October, 2013)²⁷, Commissioner for Education, Culture and Youth (2010-14), including

²⁶ Survey Report for Central and Eastern European Countries: https://www.csee-etuce.org/images/attachments/CEE_Survey_Report_EN_Final.pdf; Survey Report for Western European Countries: https://www.csee-etuce.org/images/attachments/RP_PrivatisationSurvey_WesternEurope.pdf.

²⁷ [http://etuce.homestead.com/Policies/Document_for_cooperation_COMM - SPs version 8-10-2013_final.pdf](http://etuce.homestead.com/Policies/Document_for_cooperation_COMM_-_SPs_version_8-10-2013_final.pdf).



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several topics for stronger cooperation. Following the proposal, a successful process started including quarterly meetings between the European Commission and the social partners. The objective of the meetings was to discuss the technical implementation of the proposal and policy initiatives, e.g. the revision of the ET2020 Strategy Framework.

In autumn 2014, there was a one-year pause in meetings as a result of the new mandate of the new Commission (2014-2019), structural changes among the Director-Generals, and the shift of the units dealing with vocational education, adult learning, skills and qualifications to the Directorate-General for Employment. Meetings restarted in 2016 focusing on the implementation of the Paris Declaration (*Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, 2015*²⁸) and European Fund for Strategic Investments (EFSI)²⁹.

Representation in European Commission bodies

Besides the successful establishment of the high-level cooperation meetings, between 2012 and 2016 ETUCE has been working to keep and open new possibilities to have permanent seats in strategic policy-making bodies of the European Commission.

Under the operational framework of the Open-Method of Coordination of the European Commission, working groups of representatives of governments and of a limited number of social partners have been running with two-year mandates on different topics. The aim of the group work is to implement policy goals defined by the ET2020 strategy framework and to develop guidelines, reports and/or suggestions to the European Commission. The results of the work of the groups and further information is available online³⁰. Despite the fact that there were several attempts to exclude social partners from these working groups, ETUCE negotiated with the European Commissioners for Education, Culture and Youth and the Director-Generals for Education and Culture to preserve the seats of national trade union experts representing ETUCE in the groups. The representatives were nominated by the ETUCE Bureau and the ETUCE Secretariat has been liaising with these representatives, who report to the ETUCE Education Advisory Panel and receive advice on how to include ETUCE policy in the work of the working group and on expected outcomes favourable for the education trades unions.

Between 2009 and 2013, ETUCE was represented in the following 13 working groups: 1: Modernisation of Higher Education; 2: Assessment of Key Competences; 3: Professional development of teachers; 4: Mathematics, science and technology; 5: Languages and employment; 6: Entrepreneurship Education; 7: ICT and Education; 8: Professional development of VET Trainers; 9: Quality Assurance in Adult Learning; 10: Financing Adult Learning; 11: Early school leaving; 12: Early Childhood Education and Care; 13: Stakeholders group on Early school leaving and Early Childhood Education and Care.

Between 2014 and 2016, ETUCE was represented in the following six working groups and sub-groups: 1: Vocational Education and Training; 2: Adult Learning; 3: School Policy working group divided to two sub-groups on Early School leaving and Teacher education; 4: Modernisation of Higher Education; 5:

²⁸ http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf.

²⁹ <http://www.eib.org/efsi/>.

³⁰ http://ec.europa.eu/education/policy/strategic-framework/expert-groups_en.htm.



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Transversal Skills working group divided into two sub-groups on Entrepreneurship, ICT learning and Language learning; 6: Digital and Online Learning.

Since 2016, ETUCE has been represented in the following working groups: 1: Schools and school environment; 2: Modernisation of higher education; 3: Teachers and training in vocational education and training; 4: Adult learning in work-place settings; 5: Digital skills and competences; 6: Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (follow-up of the Paris Declaration).

Furthermore, between 2012 and 2015 ETUCE was also represented in the European Commission's *Working Group on Fourth Cohort of the Institutional HR Strategy Group* which focused on the implementation of European Charter and Code of Conduct for the Recruitment of Researchers³¹.

ETUCE was a member of the European Commission's Lifelong Learning Programme Committee, which decided on the work programme and the allocation of budget under the Lifelong Learning Programme between 2007 and 2013. While ETUCE demanded on several occasions and cooperated with the employers' organisation and with cross-sectoral social partners to maintain social partners' seats in the new period of Erasmus+ Programme, in November, 2014 the European Commission informed the ETUCE Secretariat that the government representatives decided not to provide seats to social partners in the Committee.

Review of the EU2020 and ET2020 Strategies for 2015-2020

The objectives of the *Education and Training 2020 Strategy Framework (2009)* and education related targets of the *Europe2020 Strategy (2010)* had to be revised to fit the new targets in education and training. Furthermore, every 3 years there is a stocktaking on the implementation of the ET2020 process based on national reports of member states to measure the implementation and to set up priority areas for the future. ETUCE, in the framework of the high-level cooperation with the European Commission, had several opportunities to share teachers' objectives with the European Commission.

Between May and October 2014, the European Commission ran a public consultation on the EU2020 Process and ETUCE encouraged member organisations to answer the survey. As a contribution to the consultation, a *Joint ETUC and ETUCE position*³² was launched; moreover, ETUCE published its *statement on future objectives of EU2020 Strategy on education and training*³³ in June 2014.

ETUCE continued to lobby and issued a press release on 5 November 2014, *Investing in education is essential to achieve EU2020/ET2020 targets*³⁴ to influence the debate of the education ministers at the Education Council meeting on the new objectives of ET2020. Following the publication of the Commission's draft report on the new objectives, ETUCE published its *views on the Draft Joint Report*

³¹ <http://ec.europa.eu/euraxess/index.cfm/rights/whatIsAResearcher>.

³² <http://www.csee-etu.org/documents/statements/127-joint-etuc-and-etu-position-on-et2020>.

³³ <http://www.csee-etu.org/documents/statements/82-etu-position-on-future-objectives-of-eu2020-strategy-on-education-and-training>.

³⁴ http://www.csee-etu.org/images/attachments/PRESS_RELEASE_Invest_in_education_is_essential_to_achieve_EU2020_and_ET2020_targets.pdf.



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on ET2020³⁵ in October 2015. As a result, there is more attention on teachers, education for equality and more involvement of social partners in the process. ETUCE continues to monitor the implementation of the objectives and advocates the involvement of the education trade unions in the process.

Quality assurance, qualifications and skills provisions

According to the agreement between ETUCE and ETUC, ETUCE has been representing the trade unions in several permanent European Commission bodies. When it was necessary, ETUCE was able to gain more attention to teachers' needs in the European Qualifications Framework Advisory Group (EQF) and involvement in discussions on national qualifications, in the Network of the European Quality Assurance for VET (EQAVET) as well as in the European Credit System for Vocational Education and Training (ECVET). The ETUCE Advisory Panel discussed on several occasions the future revision of the European Qualifications Framework. The use and usefulness of ECVET and EQAVET for VET teachers was also discussed in the yearly joint ETUCE-ETUI training seminars on VET.

In November, 2012 the European Commission launched a *Communication on Rethinking Education: Investing in skills for better socio-economic outcomes*³⁶. The Communication was accompanied by seven staff working documents³⁷, one of them on *Supporting the Teaching Profession* presenting 10 key actions to support the teaching profession. These concerned competences required from teachers; a re-designing of recruitment systems; further support in their induction phase; and improvement of possibilities for professional development. Before the launch of the proposals, ETUCE had several informal meetings with the European Commission to influence the policy message specifically to include the impact of the economic and financial crisis on education and on teachers and to propose sustainable educational budgets. In order to provide data to the European Commission, ETUCE launched a mini-survey among member organisations on the impact of the crisis on education and on the teaching profession. It is indeed a success that the policy proposal of the European Commission refers to ETUCE's *Analysis of a mini-survey on the impact of the economic crisis on teacher education in the European Union*³⁸.

In May 2014, the Education Council adopted *Council Conclusions on Quality assurance supporting education and training*³⁹. ETUCE consulted with ETUCE Bureau and Advisory Panel members and launched a statement⁴⁰ underlining the need for social dialogue with education trade unions on fair quality assurance systems.

³⁵ <http://www.csee-etu.org/en/documents/statements/1161-etu-views-on-the-draft-joint-report-on-et2020-of-the-european-commission-october-2015>.

³⁶ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1389776578033&uri=CELEX:52012DC0669>.

³⁷ http://europa.eu/rapid/press-release_IP-12-1233_en.htm.

³⁸

http://etu.cestad.com/Crisis/Crisis_survey/Results_of_ETUCE_Minisurvey_on_Crisis_affecting_teacher_education_.pdf.

³⁹ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142694.pdf.

⁴⁰

http://etu.cestad.com/Statements/2014/2014_05_Final_ETUCE_Position_on_CC_on_Quality_Assurance_.pdf.



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ETUCE monitors the development of the work of the European Commission on *European Skills, Competences, Qualifications and Occupations* (ESCO)⁴¹. Between November and December 2015, ETUCE participated in an ESCO online consultation to define professional titles of education sector professions. As the work of ESCO on qualifications is controversial, ESCO was also discussed in the European Sectoral Social Dialogue for Education.

Following the demands of the social partners, in December 2013 the European Commission launched a four-month long public consultation on a new initiative entitled *European Area for Skills and Qualifications*⁴². The Commission was about to propose a policy initiative to find possible synergies and mergers among 17 existing European-level tools and instruments on education and training, such as qualifications, CVs, certifications, credits, skills, professional titles and quality assurance. The result showed that the tools, apart from the Europass, are not known and used by EU citizens.

ETUCE coordinated a joint response to the public consultation with ETUC which was published in February 2014⁴³ underlining the importance of involvement of social partners in the design and implementation of the EU-level tools. The European Commission invited ETUCE to brainstorm on improvements to the EU transparency and qualification tools and ETUCE responded to several surveys and interviews on the use of the tools by teachers and education trade unions.

Discussions on the initiative have continued, now integrated into a new initiative entitled *Skills Agenda for Europe* launched in June 2016. On 20-21 January 2016, ETUCE participated in a social partners' hearing on the initiative of the Skills Agenda for Europe and on the revision of the EQF. Following discussions with the ETUCE Advisory Panel and the ETUCE Bureau, in February 2016, ETUCE published a position⁴⁴ on the Skills Agenda for Europe as an addition to ETUC's position⁴⁵, accompanied by a press release: *Teachers' views on the New Skills Agenda for Europe*⁴⁶. In this position ETUCE demanded a clear focus on teachers' working conditions, fair pay and professional development related to skills provision.

Enhanced cooperation on education

Based on the agreement between ETUCE and ETUC, where an ETUCE Secretariat member has been representing the trade unions in several permanent European Commission bodies, ETUCE has been able to enhance the attention paid to teachers' needs. In this context, ETUCE continued its participation in the ETUC Lifelong Learning Working Group. In 2015, the ETUC Statutory Congress

⁴¹<https://ec.europa.eu/esco/home;jsessionid=IHL7TyJYGRGtnWBvnFH9TpG2Dsx2VTJLtdzJBR81BDSgFfBFSp2r!1690608523!1395132696374>.

⁴²http://ec.europa.eu/dgs/education_culture/more_info/consultations/skills_en.htm.

⁴³http://etuce.homestead.com/Statements/2014/2014_03_Joint_ETUC-ETUCE_position_on_Public_consultation_on_EASQ.pdf.

⁴⁴<https://csee-etu.org/en/documents/statements/1353-etu-views-on-the-a-new-skills-agenda-for-europe-of-the-european-commission-february-2016>.

⁴⁵<https://www.etuc.org/documents/etuc-position-new-skills-agenda-improving-training-opportunities-workers-europe#.V02GtzWPac0>.

⁴⁶<https://www.csee-etu.org/en/news/archive/1366-teachers-views-on-the-new-skills-agenda-for-europe>.



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adopted the *ETUC Action Programme for 2015-2020*⁴⁷, which underlines stronger cooperation with ETUCE on education and training policy in five areas: European Semester, high-level cooperation with DG EAC, apprenticeships, and participation in bodies, working groups, programmes and initiatives at European level on education and training.

On education and training policy ETUCE continued its cooperation with the students' unions, ESU and OBESSU, the *European Parents' Association (EPA)*, and the *Association of Teacher Educators in Europe (ATEE)*. On higher education, cooperation was continued, among others, with *European Association of Institutions in Higher Education (EURASHE)*, *European University Association (EUA)* and the Eurydice Network of the *Education, Audiovisual and Culture Executive Agency (EACEA)*. On school leadership, ETUCE continued working with several organisations in the framework of *European Policy Network on School Leadership* (see chapter 2.5).

On the role of VET teachers and trainers in apprenticeships, cooperation with the European Federation of Food, Agriculture and Tourism Trade Union (EFFAT) was established. The focus on VET teachers and trainers increased in EU policy development due to the engagement of ETUCE and national education trade unions in the European Alliance for Apprenticeship and due to the priorities focusing on teachers in the Riga Conclusions (2015). This fact opened further cooperation between ETUCE and the agencies of the European Commission, such as CEDEFOP and the European Training Fund (ETF). Both agencies have been focusing on studies and projects on VET teachers. Furthermore, ETUCE organised an unprecedented seminar including a factory visit for education trade unions that organise VET teachers and trainers. For the first time, ETUCE held discussions with the Nestlé company on teachers' and trainers' role in company-based apprenticeship training. Nestle was the most engaged company in the European Alliance for Apprenticeship planning to increase the number of apprentices in their factories by 10.000 between 2013 and 2016. The company visit underlined that the principle of "corporate social responsibility" of companies in providing work-based training for young unemployed people under decent and fair working conditions, including for the employed teachers and mentors, is essential in the fight against youth unemployment.

⁴⁷ https://www.etuc.org/sites/www.etuc.org/files/other/files/20151007_action_programme_en-consolidated_0.pdf.



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2.2 Early Childhood Education

Following the adoption of the *ETUCE Policy Paper on Early Childhood Education*⁴⁸ in 2012, a consultation was organised with the EI global task force on ECE about the implementation of the ETUCE policy paper. As a result, an ETUCE internal online platform was established for member organisations in February 2013 with the aim of sharing and exchanging strategies, experiences, and projects with other European education trade unions in order to contribute to the implementation of the recommendations of the policy paper.

The *European Commission's Recommendation on Investing in children: breaking the cycle of disadvantage*⁴⁹ was published also in February 2013 and was discussed with the ETUCE Advisory Panel and the ECE Online Platform. On 24-25 November 2014, EI and ETUCE organised a joint conference in Vienna to discuss the ILO recommendations on ECE and the implementation of the ETUCE policy paper.

Until 2014 a Thematic Working Group of the European Commission on “Early Childhood Education and Care” focused on ECE policy with ETUCE representation, continuing the work of the group of stakeholder organisations that the European Commission had set up in June 2012. Since 2015, the European Commission has not organised a working group dealing specifically with ECE. The Luxembourg Presidency organised the *Conference on Diversity and Multilingualism in Early Childhood Education and Care*⁵⁰, wherein ETUCE had an active role. Furthermore, the European Parliament network group on Alliance on ECE, hosted by different MEPs, invited ETUCE several times to express the views of the teachers on the ECE policy of the EU.

2.3 Early School Leaving

Early school leaving is a transversal topic featured in discussions on related to several ETUCE and EU policies and actions, e.g. on VET and apprenticeships, higher education, early childhood education, equality and school environment as well as in connection to ICT learning. In the framework of an EU-co-funded project, ETUCE successfully developed a set of recommendations regarding the prevention of early school leaving and the use of ICT in education⁵¹. Moreover, ETUCE has been taking an active role in the European Commission's Thematic Working Groups on Early School Leaving since 2010. In June 2012, the European Commission set up a group of stakeholder organisations working on early childhood education and care and early school leaving⁵². Since 2016, early school leaving has been discussed with governments and social partners in the European Commission's Thematic Working Groups on *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education* (follow-up of the Paris Declaration).

⁴⁸ <https://www.csee-etuce.org/images/attachments/ETUCEPolicyPaperonECEEN.pdf>.

⁴⁹ http://ec.europa.eu/justice/fundamental-rights/files/c_2013_778_en.pdf.

⁵⁰ <http://www.eu2015lu.eu/en/agenda/2015/09/10-11-conf-education-petite-enfance/index.html>.

⁵¹ Find the detailed project description in chapter 2.8 New technologies and distance learning.

⁵² http://ec.europa.eu/education/policy/strategic-framework/expert-groups/documents/et2020-presentation_en.pdf.



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On 9-10 June 2015, ETUCE was a panellist in the *Luxembourg Presidency Symposium - Staying on track – Tackling early school leaving and promoting success in school*.⁵³

2.4 Vocational Education and Training

Enhanced cooperation on VET: policies and projects

Following the adoption of *ETUCE Policy Paper on Vocational Education and Training in 2012*, ETUCE set up a European VET online platform with the aim of sharing and exchanging strategies, experiences, and projects with other European education trade unions in order to contribute to the implementation of the recommendations of the policy paper. The members of the platform were invited to the yearly joint ETUCE-ETUI training seminars on VET.

During the period 2012-2016, ETUCE continued being represented in the Thematic Working Groups of the European Commission on vocational education and training and contributed to the outcome and dissemination of *Guiding principles on professional development of trainers in vocational education and training (2014)*⁵⁴.

ETUCE contributed, through press releases, to the debates of the meetings of the Director-General for VET of the ministries (DGVT), organised once per semester by the European Commission and the Presidency of the European Union. In October 2014, ETUCE called on DGVT to strengthen social dialogue on the professional development of VET teachers and in-company trainers⁵⁵, and in April 2015 ETUCE called on DGVT for a stronger cooperation with teachers as a necessity to achieve quality VET and apprenticeships in Europe⁵⁶.

Further influence on the VET policy of the European Commission (e.g. *Riga Conclusions* and the *European Alliance for Apprenticeship*) was achieved through further cooperation with ETUC. ETUCE also gave further input to the European Commission's permanent groups on ECVET and EQAVET. Furthermore, ETUCE contributed to ETUC policies which were designed to implement the European Commission's and social partners' policies on VET and apprenticeship. Between 2012 and 2014, ETUCE participated in the ETUC project: *"Towards a European quality framework for apprenticeship and work-based learning: best practices and trade unions contribution"* and had expert input to the final result of the project which was adopted as an ETUC Resolution⁵⁷ and put special emphasis on the role of VET teachers. ETUCE had also an active role in the follow-up project on *Setting up a European quality framework for apprenticeships and work-based learning (2014-2016)*. The project provided for a seminar among the social partners of the education sector to discuss the role of school heads and VET teachers in apprenticeships. The seminar concluded with a decision on a joint pledge of ETUCE and EFEE on implementing the European Alliance for Apprenticeship (EAfA).

⁵³ <http://www.eu2015lu.eu/en/agenda/2015/07/09-10-conf-education-decrochage/index.html>.

⁵⁴ <http://www.cedefop.europa.eu/en/news-and-press/news/guiding-principles-professional-development-trainers-vet>.

⁵⁵ <https://www.csee-etu.org/images/attachments/PRESSRELEASEStrengthenSDforPDofVETteachersandtrainers.pdf>.

⁵⁶ https://www.csee-etu.org/images/attachments/PR_Stronger_cooperation_VET_apprenticeship.pdf.

⁵⁷ <https://www.etuc.org/publications/towards-european-quality-framework-apprenticeships-and-work-based-learning#.V07NAjWPacQ>.



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Riga Conclusions

In June 2015, the EU countries and the European Commission, in cooperation with the Latvian Presidency of the EU and cross-sectoral social partners agreed on new goals for 2015-2020, entitled *Riga Conclusions*⁵⁸. They renew the commitment of the EU member states to the *Copenhagen Process* (2002)⁵⁹ and the *Bruges Communiqué (2010)*⁶⁰ which defines 22 short-term objectives of EU countries to be achieved by 2020. ETUCE was involved in an ETUC consultation on the goals and participated in the drafting team. While in previous policy recommendation VET teachers and trainers have not received much attention, ETUCE successfully secured that the 5th target of the Riga Conclusions is a recommendations on teachers: “Introduce systematic approaches to, and opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings.” Since then, ETUCE has been cooperating with CEDEFOP and ETF on further actions to assist VET teachers and trainers.

European Alliance for Apprenticeship (EAfA)

The *European Alliance for Apprenticeship (EAfA)* was initiated by the cross-sectoral social partners and signed by the Latvian Presidency, the European Commission and Cross-sectoral Social partners (ETUC, BusinessEurope, UEAPME, CEEP) in 2013, aiming to bring together public authorities, businesses, social partners, VET providers, and youth representatives to promote apprenticeship schemes and initiatives across Europe. The common goal is to strengthen the quality, supply and image of apprenticeships in Europe.

The ETUCE Bureau and Committee agreed that ETUCE should sign the first trade union pledge and join this initiative. The ETUCE pledge⁶¹ puts special focus on raising awareness of the importance of apprenticeships among teachers. In addition, many ETUCE member organisations joined the alliance too⁶². The European Commission considered these pledges an exceptional commitment by education trade unions to improve apprenticeship as no other sectoral unions were as active as the education trade unions. This action helped attract attention to teachers in the EU, especially in connection to VET and apprenticeship policy. In its implementation commitments, ETUCE focused on the role of VET teachers and trainers in apprenticeships in the yearly joint ETUCE-ETUI training seminars and introduced school, VET teacher college and company visits which were well received by the participants. Contributing to the relaunch of the Alliance in June 2015, ETUCE signed a joint pledge⁶³ with EFEE. As a result, apprenticeship has been included in the *Work Programme of the European Sectoral Social Partners on Education for 2016-2017*⁶⁴.

⁵⁸ http://ec.europa.eu/education/policy/vocational-policy/doc/2015-riga-conclusions_en.pdf.

⁵⁹ <http://eur-lex.europa.eu/legal-content/en/TXT/?uri=URISERV%3Aef0018>.

⁶⁰ http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom_en.pdf.

⁶¹ <http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idPledge=54>.

⁶² <http://ec.europa.eu/social/main.jsp?catId=1147>.

⁶³ <http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idDataTable=85>.

⁶⁴ http://csee-etu.org/images/attachments/FINAL_ESSDE_WP_2016-2017.pdf.



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Training seminars

Following requests from several of its member organisation to focus more on the VET sector, ETUCE has been holding, since 2011, with the support of the European Trade Union Institute (ETUI)⁶⁵, yearly training seminars for education trade unionists who are experts on VET and apprenticeship and who are still practicing VET teachers/trainers. On average, the seminars are attended by 25 participants from EU countries, financed by ETUI, and 10 from non-EU countries, financed by ETUCE. The following seminars were organised:

2012 “Inclusive Vocational Education and Training during the crisis”, Sesimbra

2013 “Improving recruitment and retention and professional development of VET teachers and trainers”, Ljubljana

2014 “The role of the teacher trade unions in quality assurance in all forms of Vocational Education and Training”, Vienna.

2015 “Improving Competences of VET Teachers and Trainers”, Barcelona. The seminar included a visit to a Dolce Gusto factory of Nestlé company in Girona on the apprenticeship programme of Nestlé which involves full-time teachers and trainers and is supported by Spanish trade unions.

2016 “Improving professional training of VET teachers and trainers for quality VET and apprenticeship”, Helsinki.

2.5 School leadership

Following the adoption of the ETUCE Policy Paper on School Leadership in 2012, ETUCE established an online platform for member organisations with the aim of sharing and exchanging strategies, experiences, and projects with other European education trade unions in order to contribute to the implementation of the recommendations of the policy paper.

School leadership was discussed in several other ETUCE events, for example VET training seminars, HERSC meetings, and ESSDE meetings with the education employers.

During the period 2012-2016, ETUCE participated in the project of *European Policy Network on School Leadership (EPNoSL)*⁶⁶ which included several strategic meetings with EFEE, ESHA, and other stakeholders. Launched by the Educational Research and Evaluation Group of the Institute of Applied and Computational Mathematics of Crete, the partnership comprised Academies on School Leadership, Ministries of Education and other educational policy/research agents. The overall aim of the Network was to support National Ministries of Education in reflecting on School Leadership Policy articulation. The activities carried out included discussions with expert groups to address policy orientations, identification of 'good practices' -including the problems and challenges of working or transferring policy requirements to the target group- peer learning between the Ministries of Education (where both ETUCE's involvement and that of the experts were required) and drafting policy recommendations for national and EU level perspectives. The Network finalised a set of *Recommendations on Leadership in Education*⁶⁷. In 2013, ETUCE and ESHA

⁶⁵ <http://www.etui.org/>.

⁶⁶ <http://www.schoolleadership.eu/>.

⁶⁷ http://www.schoolleadership.eu/sites/default/files/en_recommendations.pdf.



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carried out a joint questionnaire on distributed leadership and the impact of the crisis on school leadership which was published in the same year under the title: *Distributed Leadership in Practice: A Descriptive Analysis of Distributed Leadership in European Schools*⁶⁸.

On 3-4 March 2015, EI-ETUCE held a joint conference on Educational Leadership in Amsterdam, hosted by AoB and CNV-O. The conference discussed the main principles of EI's draft educational leadership policy, which were presented for adoption at the 7th EI World Congress in Ottawa.

2.6 Higher Education and Research

The Bologna Process

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 partners⁶⁹ as consultative members.

Between 2012 and 2015, EI/ETUCE was represented through the *Higher Education and Research Standing Committee* (HERSC) in the BFUG meetings and in the BFUG working groups. Until 2015, EI/ETUCE was represented in the BFUG *Steering Group on Revision of European Standards and Guidelines*, in the BFUG *Ad-Hoc Working Group on the Third Cycle*, and in the BFUG working groups on *Mobility and Internationalisation; Reporting on the Bologna Process Implementation*, and on *Structural Reforms*.

From 2015 to 2018, EI/ETUCE continue to participate in the BFUG advisory groups on *EHEA International cooperation; Support for the Belarus roadmap; Dealing with non-implementation*; and on the *Revision of Diploma Supplement (Europass)*. EI and ETUCE continue their participation in the BFUG working groups on 1. *Monitoring*; 2. *Fostering implementation of agreed key commitments*; and on 3. *Policy development for new EHEA goals*.

EI/ETUCE representatives attended the Bologna Ministerial conference in May 2015 in Yerevan and achieved changes in the Yerevan Ministerial Communiqué on gender equality of students and staff. In the BFUG meetings previous to the conference, EI/ETUCE negotiated on the principle of public funding (and not only on public responsibility for the systems) and on support for staff (that is not only for institutions) by stressing the need for continuous professional development to be included in the Fourth Bologna Policy Forum Statement and Yerevan Communiqué. Both these main principles were included in the final draft which was endorsed by the ministers. ETUCE urges affiliates at national level to follow up and remind the ministers that they committed to the principles of strong public funding of higher education in Europe.

Furthermore, in preparation for the Yerevan conference, EI conducted a study with the support of HERSC members on *Creating a Supportive Working Environment in European Higher Education* (April

⁶⁸ <http://www.schoolleadership.eu/portal/resource/distributed-leadership-practice-descriptive-analysis-distributed-leadership-european-school>.

⁶⁹ EUA, EURASHE, ESU, EI, ENQA, EQAR, BUSINESSEUROPE.



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2015)⁷⁰. ETUCE launched a Press Release and a *Call to Ministers to Improve the Status of Employees in Higher Education and Research in Europe*⁷¹. This included a demand for sustainable public funding of Higher Education, and the creation of a supportive environment for academics in line with the recommendations of the Bologna Ministerial Conference. At the conference EI/ETUCE representatives focused on the need to improve working conditions, reduce the number of fixed term contracts and improve gender balance.

In order to provide stronger political pressure in pursuit of EI and ETUCE policies, cooperative work continued, among others, with ESU, the European University Association, the European Association for Quality Assurance in Higher Education (ENQA) and EURYDICE. Challenges for ETUCE in its future work on the Bologna issues concern such areas as funding, resisting the increase of tuition fees and growing managerialism, creating and maintaining a supportive environment and promoting collegiality.

European Higher Education Policy

The Higher Education and Research Standing Committee (HERSC) has been meeting twice per year. It discussed implementation strategies of the *ETUCE Resolution on Fighting the Crisis an Essential Contribution of Higher Education and Research*⁷² and responses of EI/ETUCE to EU and international higher education policies. It also followed up on the developments of the BFUG. The ETUCE Special conference in Vienna adopted a *policy paper: Quality Assurance in Higher Education (2014)*⁷³.

The higher education policy of the European Union is highly influenced by the implementation strategies of the benchmarks and targets of the *ET2020 Strategy Framework* and its economic implementation process, the yearly *Country Specific Recommendations of the European Semester* process.

In September 2011, the European Commission issued the Communication, *Supporting growth and jobs – an agenda for the modernisation of Europe's higher education system*⁷⁴. Since then ETUCE has been actively participating in the Thematic Working Groups of the European Commission on implementing this initiative.

In 2013, the European Commission launched the U-multirank⁷⁵ of the universities of Europe. This and other issues, such as social dialogue in higher education, the fight against fixed term contracts, and sustainable funding, were the subjects of the HERSC meetings on higher education.

⁷⁰ <https://issuu.com/educationinternational/docs/highereducation>.

⁷¹ <https://www.csee-etu.org/en/news/archive/889-etu-calls-ministers-to-improve-the-status-of-employees-in-higher-education-and-research-in-europe>.

⁷²

http://www.fenprof.pt/Download/FENPROF/SM_Doc/Mid_132/Doc_7018/Anexos/CSEE_Resolucao_Ensino_Superior.pdf.

⁷³ https://www.csee-etu.org/images/attachments/Policy_paper_on_Quality_Assurance_in_Higher_Education-EN.pdf.

⁷⁴ http://ec.europa.eu/education/higher-education/doc/com0911_en.pdf.

⁷⁵ <http://eu2013.ie/news/news-items/20130130newuniversityrankingslaunched/>.



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During 2014 and 2015 the revision of the *Standards and guidelines for quality assurance in the European Higher Education Area (ESG)*⁷⁶ took place with the involvement of EI/ETUCE. In the new guidelines there is increased focus on student-centred learning and the importance of teaching, as well as the need for adequate funding and ensuring a supportive environment for higher education staff. Since 2015, EI/ETUCE has been participating, together with other consultative members of the BFUG, in a project on *Enhancing Quality through Innovative Policy and Practice (EQUIP)*. It aims at implementing at grassroots level the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

Moreover, ETUCE is a partner in the *Feasibility Study for a European Forum for Enhanced Collaboration in teaching (EFFECT)*. This project was launched in December 2015 and is coordinated by the European University Association. The project objectives include:- facilitating exchange and collaboration between European actors and stakeholders for the enhancement of higher education teaching; identifying good practices and developing new and innovative approaches to learning and teaching enhancement; supporting institutions in the development of strategic approaches to the enhancement of learning and teaching as well as developing a model for a sustainable European structure for the enhancement of learning and teaching. The project is problem-based and seeks responses to challenges for higher education teaching, such as:- the growing and ever more diverse student body; stagnating staff and financial resources; drop out and retention; maximising opportunities for, and addressing challenges of, ICT based learning; recognising teaching excellence and its link to student success. It may also provide policy recommendations from a European perspective with the aim of enhancing higher education teaching at institutions.

Researchers

Several initiatives and proposals on research and innovation in EU higher education have been presented during the past years by the Commission. ETUCE continues to emphasise that research is more than only for the sake and interest of business and the economy. ETUCE continues to remind 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. In addition, ETUCE continues to remind both the EU institutions and member states that they should give higher priority to enquiry-driven basic research in all areas and subjects.

On 30 November 2011, the European Commission issued a Communication on Horizon 2020⁷⁷, the new Framework Programme for Research and Innovation 2014-2020. Since then, ETUCE has been monitoring the development of the Horizon2020 priorities.

⁷⁶ <http://www.engq.eu/index.php/home/esg/>.

⁷⁷ 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



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Between 2012 and 2015, ETUCE was also represented in the European Commission's *Working Group on Fourth Cohort of the Institutional HR Strategy Group* which focused on the implementation of the European Charter and Code of Conduct for the Recruitment of Researchers⁷⁸.

Besides monitoring the research policy of the European Commission, ETUCE worked jointly with EFEE on the issue of Early Stage Researchers. A common project with the employers resulted in a Joint Declaration by EFEE/ETUCE on Supporting early career researchers in Higher Education in Europe⁷⁹ which was taken up in the ESSDE work programme. Furthermore, the ETUCE Special Conference adopted a policy paper on Early Stage Researchers⁸⁰ (2014).

In 2012, HERSC set up a working group on organising researchers and, following a survey among HERSC members, a list of recommendations was adopted in April 2013 on organising researchers⁸¹.

In its wake, several international organisations started to claim that European Sectoral Social Dialogue for Education covers - and ETUCE organises - social dialogue on researchers only in the public education sector.

ETUCE was invited to a meeting by the European Commission on the Retirement Savings Vehicle for European Research Institutions (RESAVER) initiative on 20 November 2014. In order to prepare negotiations on these issues, the ETUCE Secretariat asked HERSC members on several occasions between 14 November 2014 and 20 January 2015 to provide information on their researcher membership and in which sectors they organise their researcher members. Subsequently, ETUCE launched an internal report: *Enhancing social dialogue on researchers – A Report on researcher membership of ETUCE member organisations* in February 2015, which proved that HERSC member organisations are active in social dialogue on both private and public research sectors and organise members outwith educational institutions.

On 20 November 2014, the DG Research of the European Commission presented the RESAVER project to social partners and stakeholders. The meeting was open to a limited number of participants from social partners and various other stakeholders. The objective of the meeting was to present the RESAVER project to social partners and stakeholders for further dissemination. The RESAVER initiative was set up, without involving the social partners, to reduce the barrier which payment of pension contributions in different countries can pose for mobile researchers, but it turns out that it risks having a wider impact on all employees in higher education and research institutions. The issue was discussed in many HERSC meetings as there are different views on whether the initiative is positive or negative for researchers since pension systems differ in Europe.

⁷⁸ <http://ec.europa.eu/euraxess/index.cfm/rights/whatIsAResearcher>.

⁷⁹ http://www.csee-etuice.org/images/attachments/Joint_Declaration_EFEE-ETUCE_on_Early_Career_Researchers.pdf.

⁸⁰ <https://www.csee-etuice.org/en/documents/policy-papers/488-etuice-policy-paper-on-early-stage-researchers-doctoral-candidates-2014>.

⁸¹ https://www.csee-etuice.org/images/attachments/Organising_ResearchersEN.pdf.



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Following the first meeting with the European Commission, ETUCE started negotiations with DG RESEARCH and the RESAVER Consortium throughout 2015 on the governance structure of RESAVER and the necessity of involving trade unions representing researchers in the different governance structures. The RESAVER consortium presented options for involvement of the trade unions in the governance process. However, the HERSC members decided to set up a working group between October 2015 and April 2016. While waiting for the results of the HERSC online working group to propose an alternative solution on RESAVER, the negotiations between ETUCE, the Consortium and the European Commission were suspended. The HERSC online working group on RESAVER presented its reply in the form of questions to the European Commission. The ETUCE Secretariat forwarded these questions to the European Commission and to the RESAVER Consortium. Instead of submitting replies in writing by 1 May 2016, as the ETUCE Secretariat had requested, the Consortium called ETUC and all European Trade Union Federations for a meeting in September 2016. It was agreed to discuss the questions from HERSC at the HERSC meeting in September 2016.

2.7 Lifelong Learning

Erasmus+

Following the end of the mandate of the Lifelong Learning programme (2007-2014), the EU institutions started to prepare the new phase of the funding programme. ETUCE closely cooperated with ETUC on public consultation and lobbying with the European Parliament, among others, to keep the social partners in the process, to retain division of the programmes according to sectors, to refrain from introducing Erasmus Master loans, and to keep the original name of the programme. While most of the demands were considered, the social partners were excluded from the Erasmus+ Programme Committee, despite heavy lobbying.

Adult learning

The ETUCE Statement on the Draft Council Resolution on a renewed European agenda for adult learning (2011) urges the Council to recommend more investment in the professional development of adult learning teachers. In the period 2012-2016 ETUCE continued monitoring and influencing the policy of the European Union on adult learning and the validation of informal and non-formal learning. In 2012, the Council reached political agreement on a proposal for a recommendation on the validation of non-formal and informal learning and ETUCE Advisory Panel emphasised the involvement of the social partners in the process. ETUCE is following the implementation in cooperation with ETUC in ETUC's Lifelong Learning Working Group.

In the controversial Transatlantic Trade and Investment Partnership (TTIP) which the European Union and the United States are negotiating, an attempt was made to include at least "private adult" and "other education services" in the trade agreements. ETUCE lobbied the European Commission against this inclusion.

ETUCE representatives have been actively participating in the Thematic Working Groups of the European Commission on adult learning, notably in the Thematic Working Group on "Quality assurance in adult learning" and on "Financing Adult Learning". ETUCE used the results of the OECD PIAAC survey,



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which was the first survey on adults' skills launched in 2014, to lobby for the improvement of quality in education and in adult learning.

2.8 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. While education remains the responsibility of the European Union's member states, the European Commission is working on several policy initiatives such as:- the Agenda for New Skills and Jobs⁸², which is part of the EU's Europe 2020 strategy; the Communication on Rethinking Education⁸³; investing in skills for better socio-economic outcomes; the Communication on Opening Up Education⁸⁴, mobilising all stakeholders for setting a European agenda for new ways of learning; Learning and skills for youth⁸⁵, and the Digital Agenda Action 68⁸⁶.

Digital Agenda for Europe

The Digital Agenda⁸⁷ presented by the European Commission forms one of the seven pillars of the Europe 2020 Strategy which sets objectives for the growth of the European Union by 2020. Since 2014 the Vice-President for Digital Single Market, Mr. Andrus Ansip, has been leading on this pillar. The Digital Agenda aims to better exploit the potential of Information and Communication Technologies (ICT) in order to foster innovation, economic growth and progress. Its main objective is to develop a digital single market in order to generate smart, sustainable and inclusive growth in Europe, and it is made up of seven pillars, such as:- strengthening online trust and security; promoting fast internet access for all; investing in research and innovation; and, regarding education, promoting digital literacy, skills and inclusion. Recognising that ever more daily tasks are carried out online, the European Commission seeks to enhance people's digital skills to participate fully in society and to tackle the digital divide. ETUCE has been closely monitoring and informing its member organisations on the latest developments in the digital agenda which, albeit being driven in particular by the Directorates General Connect and Single Market, has a huge impact on the education sector, posing challenges to education as regards privatisation and commercialisation, but also concerning working conditions, health and wellbeing and competences and training of education personnel. ETUCE contributed to the Digital Agenda Assembly on 19 to 20 June 2013 which focused on the digital lifecycle with an emphasis on digital skills, entrepreneurship and growth. The workshops focused on ICT skills and jobs, public services for citizens, research and innovation, technology enablers, trust and security, entrepreneurship and the digital single market. ETUCE was successful in engaging panellists and participants in the event in reflecting not only on the opportunities but also on the challenges that digitalisation places on the education sector and the people working therein.

⁸² <http://ec.europa.eu/social/main.jsp?langId=en&catId=958>.

⁸³ <https://ec.europa.eu/digital-single-market/en/news/communication-rethinking-education>.

⁸⁴ http://europa.eu/rapid/press-release_IP-13-859_en.htm.

⁸⁵ <https://ec.europa.eu/digital-single-market/dg-connect>.

⁸⁶ <https://ec.europa.eu/digital-single-market/content/action-68-member-states-mainstream-elearning-national-policies>.

⁸⁷ <https://ec.europa.eu/digital-single-market/en/europe-2020-strategy>.



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Embedded in the wider trade union movement, ETUCE actively participates in various multi-sectoral and cross-sectoral initiatives regarding the digitalisation of the labour market. It engages, for example, in the ETUC workshops on this topic and seeks to influence developments in favour of quality education and equal access to education for all.

Opening up Education

In September 2013, the European Commission launched the 'Opening up Education' initiative to boost innovation and digital skills in schools and universities and to tackle digital problems which are hampering schools and universities from delivering high quality education and the digital skills which 90% of jobs will require by 2020. In December 2013, the ETUCE Bureau adopted a statement on this initiative, supporting the view that innovation in education and training by use of digital technologies can broaden access to education and can contribute to solving the increasing unemployment resulting from the economic recession. The ETUCE statement also agreed on the need for sustained investment in educational infrastructures, as well as personnel in education and training, through European funds. ETUCE heavily criticised the absence of the social partners from, and the economic perspective of, the communication which lacked clear commitment to quality education and overlooked serious issues such as data protection and security. ETUCE successfully presented its position also in numerous hearings at the European Economic and Social Committee and expert groups of the European Parliament, with the reports of these groups substantially reflecting ETUCE's position.

In this context, ETUCE has been part, since 2013, of the LACE consortium on learning analytics which organises workshops on policies for educational data mining and learning analytics organised by the European Commission. ETUCE substantially contributed to the so-called LACE Manifesto on Learning Analytics in the Workplace⁸⁸, which was adopted in July 2015, by strengthening the education trade union perspective and the call for teacher training and continuous professional development on the use of ICT in education to learn about the advantages and disadvantages of learning analytics.

Thematic Working Group "ICT and Education"

In the cycle of the thematic working groups on Lifelong Learning and ICT in education under the open method of coordination, ETUCE is a member of this European Commission working group and actively contributes to it. ETUCE participates, in the following activities:- the 2013 peer learning activity on digital learning material (Open education resources) and learning analytics and its link to the EC Communication, Opening up Education; the peer review which focused on media literacy and ICT in Flemish education policy; and digital competences for teachers. In the September 2013 peer learning activity, ETUCE contributed to the reflection on what are the key issues for a systematic approach to educational innovation in order to facilitate quality education for all in the 21st century, including digital competences. Moreover, ETUCE participated in, and actively contributed to, the meeting on the latest EU initiatives in education, including the Communication on Rethinking Education and the Council conclusions on non-formal and informal learning (see chapter 2). ETUCE successfully highlighted pressing issues regarding education and education personnel.

⁸⁸ <http://www.laceproject.eu/blog/a-manifesto-for-learning-analytics-in-the-workplace-law/>.



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Grand Coalition for Digital Jobs

Under the umbrella of the Digital Agenda, the European Commission launched in March 2013 a multi-stakeholder partnership, the Grand Coalition for Digital Jobs⁸⁹, to tackle the lack of digital skills in Europe and the thousands of unfilled ICT-related vacancies across all industry sectors. It endeavours to facilitate collaboration among business and education providers, public and private actors to take action both to attract young people into ICT education and to retrain unemployed people. The Grand Coalition aims to offer more ICT training co-designed with industry; implement job placement programmes; provide more digitally aligned degrees and curricula at all levels and types of training and education, and motivate young people to study ICT and pursue related careers.

In response to the challenges of this century, such as the changing labour market in which ICT skills have a growing importance and the increasing expectations that teachers should provide guidance and protect pupils in a digitalised society, ETUCE aims to ensure that education trade unions and education personnel remain at the forefront of developments concerning innovation in education and in the teaching profession. In October 2015 ETUCE submitted its pledge to the Grand Coalition for Digital Jobs, with the aim of providing an education trade union approach to innovation in education and digital jobs and making a public sector contribution, around aspects such as quality teaching, academic freedom and inclusive and free of charge quality education for all. The European Commission accepted the pledge, which ETUCE presented at the major stakeholder conference *Transforming Europe towards the Digital Age Conference* hosted under Luxembourg Presidency of the Council of the European Union on 14-15 December 2015. Indeed, ETUCE is the first social partner from a public service sector to have succeeded in obtaining the pledge grant. The pledge concerns innovative learning and teaching actions and works towards the ultimate goal of students obtaining the necessary skills for lifelong learning by identifying the tools and pre-requisites that are necessary in the teaching profession to guarantee quality education. In practical terms, it involves the ETUCE taskforce drafting the policy paper on the 21st century Teaching Profession and the use of ICT and its implementation and use via the ETUCE member organisations.

ETUCE Taskforce for developing an ETUCE Policy on the 21st Century Teaching Profession and the Use of ICT

Based on the Resolution on the Future of the Teaching Profession and the EI Education Policy Paper adopted by the 6th EI Congress in Cape Town in 2011, the *Resolution on the Teaching Profession*⁹⁰ adopted by the ETUCE Conference in Budapest in 2012, the ETUCE Policy Paper 'Teacher Education in Europe' and other existing ETUCE policy papers, the ETUCE Special Conference in Vienna, on 26-27 November 2014 adopted the Resolution on *Shaping the Teaching Profession of the 21st Century*⁹¹. With this resolution the ETUCE Special Conference decided to create a taskforce to develop an ETUCE Policy on the 21st Century Teaching Profession and the Use of Information and Communication Technologies to be presented to the ETUCE Conference in 2016. The work of this group was set for two years, from 28 November 2014 until the ETUCE Conference in 2016, where the taskforce is presenting the policy.

⁸⁹ <https://ec.europa.eu/digital-single-market/en/grand-coalition-digital-jobs>.

⁹⁰ <https://www.csee-etu.org/en/documents/resolutions/94-resolution-on-the-teaching-profession>.

⁹¹ <https://www.csee-etu.org/en/documents/resolutions/486-resolution-on-teaching-profession-of-the-21st-century-2014>.



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The taskforce met five times to establish the structure, the main lines of argument and the recommendations addressed to actors in education at European, national and regional/local level. This covered the areas of quality working environment, quality teaching, skills and competences, quality tools and working conditions of education personnel. On its adoption, the ETUCE member organisations will be committing to its implementation at all levels and in all sectors of education. They will be undertaking to engage themselves in order to ensure that education trade unions and education personnel remain at the forefront of the future developments concerning innovation in education and in the teaching profession. This includes different aspects such as academic freedom as well as inclusive and free of charge education for all.

Preventing early school leaving through the use of ICT in education

In this field, ETUCE successfully applied for an EU grant under the lifelong learning programme of the Directorate General of Education and Culture to carry out a project 2011 - 2014 on the use of ICT in education to prevent early school leaving⁹². The project was managed by a multinational consortium of seven education trade union representatives from Denmark, the Netherlands, Portugal, Greece, Slovakia, Azerbaijan and Russia, one representative from the ETUCE and two researchers, experts in the field of ICT in education and early school leaving in Europe. Aiming specifically at including teachers and students at grassroots level, four case studies in four partner countries (Denmark, the Netherlands, Portugal and Azerbaijan) were conducted. A delegation of one researcher and three education trade union representatives (one local and two project partners) interviewed school heads, staff and students of one teacher education institution and two schools, using the questionnaire developed in the advisory group. The four English case study reports were translated into Danish, Dutch, Portuguese and Russian and sent to the institutions studied to ensure the good exchange of good practices amongst them. The project activities comprised a workshop for students, teachers and head teachers, education trade unions and education employers to draft concrete and practical guidelines on how ICT and innovative teaching based on ICT can assist in motivating and re-attracting individuals at risk-of exclusion from formal education (early school leavers, ethnic minorities and immigrants). The guidelines⁹³ were validated at the final conference through the discussion among the relevant education actors in Europe. They are directed at all stakeholders in education (teachers, schools, teacher education institutions, employers in education, policy-makers and public authorities at regional, national and European level). They also serve as a basis for policy work in the European Sectoral Social Dialogue Committee for Education. The project results, the study, workshop and conference reports and the project booklet were disseminated via the partners and the wider network of ETUCE and the associated partners, EFEE and OBESSU.

⁹² <https://www.csee-etuice.org/en/policy-issues/innovation-and-education/636-elfe-esl>.

⁹³ https://www.csee-etuice.org/images/attachments/ICT_ESL_Practical_Guidelines_EN.pdf.



3. Trade and Education

ETUCE has been continuously monitoring closely international trade and investment agreements that the EU is pursuing and which may expose the education sector to privatisation and commercialisation pressures. ETUCE is represented in the ETUC Committee on International Matters, Trade and International Development which regularly meets to discuss recent developments. ETUCE also works closely with Education International staff responsible for international trade issues.

Transatlantic Trade and Investment Partnership (TTIP)

Following the final report of the High Level Working Group on Jobs and Growth⁹⁴ the EU and the US launched⁹⁵ the TTIP negotiations in February 2013. TTIP is intended to be a broad and comprehensive trade and investment agreement covering all sectors and all ways of supplying goods and services across borders. TTIP aims to reduce or eliminate tariffs on industrial and agricultural products, and limit the use of subsidies and regulations that are seen to distort or impede trade. In addition, the agreement is intended to apply to all service sectors, potentially including sensitive areas like education. Finally, the deal also aims to provide legally-binding protections for investors that could constrain public policy. ETUCE follows the negotiations closely and participates in related meetings, workshops and conferences. ETUCE demands that education in particular and public services in general are excluded entirely from the negotiations. While the European Commission continues to insist that its approach to public services⁹⁶ in trade agreements is sufficient to protect public services, ETUCE has achieved an improvement in the definition of the EU's limitation for public education in the EU's services offer: Previously it referred to "publicly-funded education services" while it now reads "education services which receive public funding or state support in any form and therefore not considered to be privately funded". This was included in the services offer⁹⁷ made public on 31 July 2013. ETUCE opposes the inclusion of Investor-State Dispute settlement mechanisms that grant exclusive rights to foreign investors. TTIP poses significant risks to public education by restricting public policy space and could have the effect of locking in and intensifying the pressures of privatisation and commercialisation. On 15 April 2014, the ETUCE Committee adopted the ETUCE Statement⁹⁸ on the Transatlantic Trade and Investment Partnership.

ETUCE also follows TTIP-related developments at the European Parliament, in particular during the drafting process of the EP's TTIP recommendations⁹⁹. ETUCE worked closely with member organisations as well as other partners to ensure that the report would demand the exclusion of public services from TTIP. The final EP TTIP recommendations call for the exclusion of all current and future public services.

⁹⁴ http://trade.ec.europa.eu/doclib/docs/2013/february/tradoc_150519.pdf.

⁹⁵ <http://trade.ec.europa.eu/doclib/press/index.cfm?id=869>.

⁹⁶ <http://trade.ec.europa.eu/doclib/press/index.cfm?id=1115>.

⁹⁷ http://trade.ec.europa.eu/doclib/docs/2015/july/tradoc_153670.pdf.

⁹⁸ <https://www.csee-etu.org/en/documents/statements/87-statement-on-the-transatlantic-trade-and-investment-partnership>.

⁹⁹ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P8-TA-2015-0252+0+DOC+XML+V0//EN&language=EN>.



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The EC decided to launch a public consultation on investment protection and investor state dispute settlement (ISDS) in TTIP following substantial criticisms around its possible inclusion in the TTIP agreement. ETUCE responded to the public consultation and drafted a set of guidelines¹⁰⁰ in response to the EC's public consultation on investment protection and ISDS and encouraged all member organisations to respond to the public consultation. The EC received nearly 150.000 replies to its public consultation on investment protection and ISDS and published the report¹⁰¹ on the public consultation in January 2015.

In October 2014, the European Ombudsman conducted a public consultation on TTIP transparency with the aim of presenting a set of further suggestions to the European Commission on how to proceed with the TTIP negotiations. ETUCE has repeatedly requested the European Commission to improve transparency in relation to the TTIP negotiations and to involve stakeholders in an active and meaningful way. The ETUCE response¹⁰² to the public consultation highlights the different nature of the TTIP negotiations from past trade negotiations, which require a different and much more transparent approach. Transparency is needed both in terms of accessibility to documents, but documents should also be accessible in different EU languages and not only in English as at present. The form of consultation could also be improved by ensuring a real dialogue. Finally, ETUCE denounces the preferential treatment provided to business organisations. Access and information provided to business organisations should be equally accessible to social partners and other stakeholders.

The European Commission is obliged to carry out Trade Sustainable Impact Assessment (TSIA) for all trade and investment agreements that it is conducting. The TTIP TSIA has been delayed. While the inception report¹⁰³ was published in April 2014, the draft interim technical report¹⁰⁴ was only published in May 2016. The final report is scheduled for November 2016. After the publication of both the inception report and the interim technical report, ETUCE participated and provided comments during the Civil Society Dialogue meeting where the consultant Ecorys presented the two afore mentioned reports. In addition, written comments were also provided on the chapters dealing with public services and the human right to education. ETUCE is following the process and providing its input to the process.

ETUCE has also participated in TTIP meetings and seminars organised by its member organisations.

¹⁰⁰ <https://www.csee-etu.org/en/documents/recommendations/206-etu-guidelines-to-the-ec-s-public-consultation-on-modalities-for-investment-protection-and-isds-in-ttip?highlight=WyJwdWJsaWMiLCJwdWJsaWMncylslidwdWJsaWmiLCJjb25zdWx0YXRpb24iLCJvbiBmlzZHMlLCJwdWJsaWMgY29uc3VsdGF0aW9uliwicHVibGljIGNvbnN1bHRhdGlvbiBvbiBmN1bHRhdGlvbiBvbiBmN1bHRhdGlvbiBvbiBpc2Rzliwib24gaXNkcyJd>.

¹⁰¹ http://trade.ec.europa.eu/doclib/docs/2015/january/tradoc_153044.pdf.

¹⁰² https://www.csee-etu.org/images/Statements2014/ETUCE_reponse_European_Ombudsman_Public_Consultation.pdf.

¹⁰³ http://trade.ec.europa.eu/doclib/docs/2014/may/tradoc_152512.pdf.

¹⁰⁴ <http://www.trade-sia.com/ttip/wp-content/uploads/sites/6/2014/02/TSIA-TTIP-draft-Interim-Technical-Report.pdf>.



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Trade in Services Agreement (TiSA)

The negotiations on the Trade in Services Agreement (TiSA) started formally in March 2013. The TiSA negotiations arose in response to the ongoing impasse in WTO trade talks, including talks to expand the General Agreement on Trade in Services (GATS). The participants call themselves the "Really Good Friends of Services" and are the strongest advocates of service liberalisation. The following countries take part in the TiSA negotiations: Australia, Canada, Chile, Chinese Taipei (Taiwan), Colombia, Costa Rica, European Union, Hong Kong, Iceland, Israel, Japan, Korea, Liechtenstein, Mauritius, Mexico, New Zealand, Norway, Pakistan, Panama, Peru, Switzerland, Turkey, and the United States. The agreement is intended to further liberalise trade in services and provide legally-binding rules in areas such as licensing, financial services, telecoms, e-commerce, maritime transport and professional services, which would give foreign investors and companies free access the markets of the TiSA Parties and ensure that governments do not discriminate between public and private sector service providers. ETUCE follows the negotiations closely and participate in related meetings, workshops and conferences. ETUCE demands that education in particular and public services in general are excluded entirely from the negotiations. TiSA poses significant risks to public education by restricting public policy space and could have the effect of locking in and intensifying the pressures of privatisation and commercialisation. ETUCE also follows TiSA-related developments at the European Parliament, in particular during the drafting process of the EP's TiSA recommendations¹⁰⁵. ETUCE worked closely with member organisations as well as other partners to ensure that the report would demand the exclusion of public services from TiSA. The final EP TiSA recommendations call for the exclusion of all current and future public services.

Obligated to carry out Trade Sustainable Impact Assessment (TSIA) for all trade and investment agreements that it is conducting, the European Commission is behind schedule regarding the TiSA TSIA. While the inception report¹⁰⁶ was published in July 2014, the draft interim technical report has still not been published. ETUCE is following the process and providing its input to the process.

EU-Canada Comprehensive Economic and Trade Agreement

The CETA (Comprehensive Economic and Trade Agreement) negotiations between Canada and the European Union were launched in May 2009 and a deal was concluded in October 2014. The signing of CETA is to take place at the EU-Canada Summit in October 2016 in Brussels. The consolidated legally vetted CETA text¹⁰⁷ has been published on the European Commission's website. The European Commission is expected to submit CETA to the Council for approval during the summer or early autumn and thereafter to the EP in autumn with a possible vote in early 2017. CETA includes, among other things, the controversial ISDS (Investor-State Dispute Settlement) mechanism (renamed as Investment Court System (ICS)), the standstill and "ratchet" clause that locks-in existing levels of liberalisation, new restrictions on regulatory measures, and new rules on government procurement. Services are a major component in CETA and includes sensitive sectors, among them, education. ETUCE follows the developments closely and participates in related meetings, workshops and conferences. ETUCE

¹⁰⁵ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+TA+P8-TA-2016-0041+0+DOC+PDF+V0//EN>.

¹⁰⁶ http://trade.ec.europa.eu/doclib/docs/2014/july/tradoc_152702.PDF.

¹⁰⁷ http://trade.ec.europa.eu/doclib/docs/2014/september/tradoc_152806.pdf.



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demands that education in particular and public services in general be entirely excluded from the agreement. ETUCE opposes the inclusion of Investor-State Dispute settlement mechanisms that grant exclusive rights to foreign investors. CETA poses significant risks to public education by restricting public policy space and could have the effect of locking in and intensifying the pressures of privatisation and commercialisation.

International Investment Treaties

The European Commission is currently negotiating a number of investment and trade agreements that aim to include the controversial Investor-State Dispute Settlement (ISDS) mechanism or the similar Investment Court System (ICS). ETUCE opposes the ISDS mechanism as well as the Investor Court System proposal as both mechanisms pose significant risks to the education sector and democratic decision-making in general. Past practice of ISDS demonstrates that the right to regulate is often undermined as investors can challenge regulations, which they feel violate their rights to access a market or affect their future profits. Moreover, ISDS, as defined, gives special rights to foreign investors, which are not available to citizens and domestic investors. The ETUCE Committee adopted the ETUCE Statement¹⁰⁸ on Investment Protection in EU Investment Agreements on 13 October 2014, which highlights that the Investor-State Dispute Settlement (ISDS) is a flawed mechanism, which is contradictory to and limits the right to regulate. It raises specific concerns for the education sector. Private companies could in future challenge quality and accreditation standards through ISDS if they felt these standards were "disguised barriers to trade" or "more burdensome than necessary". ETUCE follows the developments closely and works with various partners in arguing against the inclusion of ISDS mechanisms.

Investment Agreement with China

The EU and China launched negotiations¹⁰⁹ for an EU-China investment agreement in January 2014. ETUCE monitors the developments and was part of the steering group of the EU-China project of the ETUC. The project resulted in the study *China Investment Policy – Consequences for Workers*.¹¹⁰

Trade for All Communication

The EC published the Trade for all Communication¹¹¹ on 14 October 2015. According to the EC the Communication presents a more responsible approach and responds to new economic realities in line with the EU's foreign policy and is based on three key principles - effectiveness, transparency and values. The Communication focuses on the need for growth and jobs in the European Union through increased trade and investment, while introducing some emphasis on also ensuring European values and policy coherence with the other foreign policies of the EU, in particular with regards to sustainable development and the recently agreed sustainable development goals (SDGs). However, the Communication does not give any details on how it will ensure European values and policy coherence across policy areas. The Communication continues the push for further services liberalisation at home

¹⁰⁸ <https://www.csee-etuce.org/images/Statements2014/StatementonInvestmentProtectioninEUInvestmentAgreements.pdf>.

¹⁰⁹ <http://trade.ec.europa.eu/doclib/press/index.cfm?id=1013>.

¹¹⁰ <https://www.etuc.org/publications/china-investment-policy-consequences-workers#.V2gDkK1KbFU>.

¹¹¹ http://trade.ec.europa.eu/doclib/docs/2015/october/tradoc_153846.pdf.



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and abroad and even mentions TiSA, while the risks to public services of locking in and intensifying the pressures of privatisation and commercialisation as a consequence of further services liberalisation are not addressed. ETUCE participated in a number of civil society dialogue meeting prior to the publication of the Communication and ETUCE issued, together with EPSU, the press release¹¹² “Celebrate Public Services Day! Do not trade them away!” during the Trade Policy Day.

Sustainable Impact Assessments

As part of the commitment in the Trade for All Communication¹¹³ to a more responsible trade and investment policy, the European Commission launched a public consultation on the handbook for sustainable impact assessment of EU trade negotiations. The EU is obliged to conduct Sustainable Impact Assessments (SIAs) of all trade and investment agreements. The SIAs are undertaken by supposedly independent consultants. So far it is uncertain if the results are being considered by the EC during the negotiations. One example is the CETA agreement, in which the SIA suggested excluding the ISDS mechanism.. ETUCE took part in a civil society dialogue meeting regarding the revision of the handbook, responded to the public consultation and encouraged member organisations to respond to the public consultation. A revised handbook¹¹⁴ was published in April 2016.

4. Teacher Education, Qualifications and Mobility

Professional Development of Teachers

Following the ETUCE Resolution on the Teaching Profession¹¹⁵ (2012) professional development of teachers has been a transversal topic which ETUCE dealt with in every statutory meeting and other events, such as the VET training seminars (2011-2016), the ECE conference (2014), HERSC meetings and the ETUCE Advisory Panel meetings.

In order to influence the European Commission’s policy initiative on Rethinking Education¹¹⁶, in 2012 ETUCE launched a Mini-Survey on the Impact of the Economic Crisis on Teacher Education in the European Union¹¹⁷, which showed the negative impact of the budget cuts in education on teachers’ initial and continuous training. The survey was repeated twice, providing results as a basis for discussion at the CEE Round table meeting in Baku in September 2013 and in ETUCE Committee meetings. In October 2014, ETUCE called on DGVT to strengthen social dialogue on the professional development of VET teachers and in-company trainers¹¹⁸ and ensured that the fifth target of the Riga Conclusions is a recommendation on teachers: “Introduce systematic approaches to, and

¹¹² <https://www.csee-etuce.org/en/news/archive/1038-celebrate-public-services-day-do-not-trade-them-away>.

¹¹³ http://trade.ec.europa.eu/doclib/docs/2015/october/tradoc_153846.pdf.

¹¹⁴ http://trade.ec.europa.eu/doclib/docs/2016/april/tradoc_154464.PDF.

¹¹⁵ <https://www.csee-etuce.org/en/documents/resolutions/94-resolution-on-the-teaching-profession>.

¹¹⁶ http://ec.europa.eu/languages/policy/strategic-framework/rethinking-education_en.htm.

¹¹⁷ http://etuce.homestead.com/Crisis/Crisis_survey/Results_of_ETUCE_Minisurvey_on_Crisis_effecting_teacher_education.pdf.

¹¹⁸ <https://www.cseeetuce.org/images/attachments/PRESSRELEASEStrengthenSDforPDofVETteachersandtrainers.pdf>.



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opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in both school and work based settings.” Since then, ETUCE has been cooperating with CEDEFOP and ETF on further actions to assist VET teachers and trainers (see chapter 2.4).

Furthermore, ETUCE is represented in the Thematic Working Groups of the European Commission on teacher education, seeking to influence national and European-level policies on this matter. The European Commission Thematic Working Group on “Professional Development of Teachers” operated between 2014 and 2016 and between 2016 and 2018 the Working Group on VET will focus on teachers’ training.

*In 2014, the ETUCE Special Conference adopted the Resolution on the Teaching Profession of the 21st Century (2014)*¹¹⁹. Since then, ETUCE Committees and the CEE Round Table in Bucharest (2015) discussed ways to enhance the role of education trade unions in the professional development of teachers as several NGOs and non-trade union organisations claim to represent teachers on professional matters.

In May 2014, the Council of the European Union adopted *Conclusions on effective teacher education*¹²⁰. ETUCE submitted a position¹²¹ to the Council and raised awareness among member organisations on the issue. Furthermore, ETUCE monitors the TALIS survey on teacher profession and continues to inform member organisations about European-level developments on teacher education.

Recognition of Teachers’ Qualifications

Between 2010 and 2013, ETUCE was closely involved in the revision process of the Directive on Recognition of Professional Qualification (2005/36/EC)¹²² and in working with a group of stakeholders on the proposal of the European Commission Directorate General for Internal Market to issue a so-called Professional Qualification (or Mobility) Card. ETUCE was a member of the Stakeholder Group of the European Commission on the revision process. The Directive 2005/36/EC aims to facilitate the recognition of professional qualifications of persons who intend to practice their profession in another EU country. ETUCE believes that the work of teachers in schools abroad should be an added value for the pupils while maintaining the quality of education in the host country by respecting the national requirements in relation to teachers. ETUCE lobbied for two and a half years on the modernisation of the directive because teachers were one of the most mobile professionals between 2008 and 2012 in the EU according to the data of DG MARKT.

ETUCE lobbied the European Commission together with EFEE, ETUC, EPSU and EUROCADRES on the text of the directive. On 9 October 2013, the European Parliament voted on the text of a legislative proposal amending Directive 2005/36/EC on the recognition of professional qualifications. The

¹¹⁹ <https://www.csee-etuice.org/en/documents/resolutions/486-resolution-on-teaching-profession-of-the-21st-century-2014>.

¹²⁰ http://ec.europa.eu/education/school-education/doc/teachercomp_en.pdf.

<http://register.consilium.europa.eu/pdf/en/12/st14/st14871-ad04.en12.pdf>.

http://etuice.homestead.com/ETUCE_Newsletter/2012/ETUCE_Newsletter_03.2012_EN.pdf.

¹²¹

http://etuice.homestead.com/Statements/2014/2014_05_etuice_position_on_cc_on_teacher_education_2.pdf.

¹²² <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2005:255:0022:0142:en:PDF>.



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European Professional Card (“EPC”) is one of the most important elements of the revised directive. The European Professional Card aims at simplifying the recognition of professional qualifications and increasing the efficiency of the procedure for professionals who intend to take up a regulated profession in other member states. The European Commission, as part of the implementation of the directive, called for professional organisations to set up working groups to establish their professional “European Professional Card/Certificate” to enhance the mobility of these professionals in Europe. In January 2014, ETUCE met with representatives from DG MARKT and, following the approval of the ETUCE Committee, appealed to the Commission to focus on the teachers’ professional card with ETUCE’s involvement.

In October 2013, the European Commission issued a Communication¹²³ to the Member States to revise the national regulations on accessing the professions, in line with the new Directive on Recognition of Professional Qualifications (2005/36/EC). The member states were asked to undertake a rigorous assessment of the barriers limiting access to professional activities. As the requirement to member states also included revising regulations on the teaching profession, the ETUCE Committee and Bureau discussed the issue and member organisations were warned about this attempt.

In February, 2014, ETUC, ETUCE, EPSU, and EUROCADRES sent a joint letter to DG MARKT about the social partners’ involvement in setting up the European Professional Card, possible future common training frameworks and delegated acts.

The directive gained more attention in recent years concerning the recognition of skills via other European level tools and instruments. In 2014, ETUC, ETUCE and EPSU sent a complaint to Commissioner Androulla Vassiliou asking her to desist from the provision of funds (project funds for Sectoral Skills Alliances) to non-social partner organisations for establishing “common training frameworks” in Europe, which is one of the elements of this directive.

ETUCE continues working with ETUC and EPSU to monitor the link between the Directive and EQF, ECVET, quality assurance systems, Sectoral Skills Councils and Sectoral Skills Alliances.

5. Teachers’ Working Conditions, Social Protection, Health and Safety

The safety and health of teachers and other education personnel is a priority of ETUCE. Schools and education institutions at all levels should be safe and healthy places for teaching and learning, as they are both the workplace of teachers and educational institutions for young students. In order to prevent occupational health and safety problems that can be harmful not only for the workforce, but can indirectly harm students and put at risk the quality and efficiency of the education provided, ETUCE continues to engage in actions and organise events for member organisations on this topic.

¹²³ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2013:0676:FIN:EN:PDF>.



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Promoting Healthy and Safe Workplaces in the Education Sector

To underline the promotion of healthy and safe workplaces of education personnel, ETUCE carried out several projects in this area targeted at further supporting the work of its member organisations in this field. One of these projects focused on the particular challenges caused in this area caused by austerity measures and budget cuts in public services, education and health. The project was entitled 'Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis' and had the overall objective of fostering solidarity between the education trade unions in Europe in support of maintaining and promoting healthy and safe working conditions, in particular concerning the prevention of psychosocial hazards and reconciliation of work and family life in times of rising pressure due to the economic crisis. This initiative helped to promote teachers' well-being and safety as prerequisites for quality education. The project sought to identify the impact of, and changes arising from, the economic crisis on teachers' working conditions, as well as on their health and safety. The project concluded with a set of concrete and practical recommendations for education trade unions in Europe at national and regional level and members at grassroots level, on how to promote healthy and safe working conditions in times of economic crisis.

In connection with another initiative carried out in previous years, ETUCE met with other European Social Partners and signatories to the multi-lateral guidelines on the prevention of third-party violence in September 2013, to discuss and exchange views on how these guidelines had been transposed into concrete actions and initiatives by their member organisations and to provide examples of good practice from the education sector affiliates.

Cross-cutting the topic of health and safety with other relevant areas within the education trade union movement, ETUCE also actively participated in various seminars organised by the European Trade Union Institute (ETUI), covering such topics as women's health and work, the impact of ageing, gender and occupational hazards on workers or the crisis, austerity, and health in Europe.

In the years 2013 to 2016, ETUCE successfully continued its membership of the Steering Committee of the European Network on Education and Training in Occupational Safety and Health (ENETOSH), actively taking a stand at the ENETOSH Anniversary celebration with a presentation on Mainstreaming OSH in education through social dialogue on 15 November 2015. ETUCE also contributed to the ENETOSH symposium "Creating a safe and healthy learning and working environment" at the XX World Congress for Safety and Health at Work 2014 - Global Forum for Prevention in Frankfurt in August 2014.

Teachers' work-related stress prevention

Following up on the ETUCE Policy Paper on the Prevention of Work-Related Stress adopted at the last ETUCE Conference in 2012, and recognising the fact that work-related stress and psychosocial risks have negative effects on health and also impose a significant financial burden on individuals, organisations and societies, ETUCE carried out a joint project together with EFEE to promote social partners' initiatives to support healthy and safe workplaces in the education sector for a healthier working life as a prerequisite for quality education. The two year project sought to identify concrete and practical ways to prevent and combat work-related stress in education with a focus on joint social



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partner initiatives and the development of concrete and practical guidelines on how to promote joint social partner initiatives at national, regional and local level in order to prevent and combat psychosocial hazards in education. Building on these guidelines, ETUCE and EFFE are preparing a joint declaration for the future work of the social partners in the European Sectoral Social Dialogue Committee in Education.

With a view to broadening the scope of ETUCE's work and to enhancing other relevant stakeholders' attention to the specific challenges for education personnel in this field, ETUCE contributed to several conferences, such as the Healthy Workplaces Summit 2015: Healthy Workplaces Manage Stress organised by the European Agency for Safety and Health at Work (EU-OSHA) in Bilbao on 3-4 November 2015; the European Trade Union Workshop on Psychosocial Risks at Work organised by the European Trade Union Institute (ETUI) in September 2015; and a specific Health and Safety Liaison Forum organised by DG Employment in July 2014.

Marking ETUCE's commitment to healthy workplaces in education, ETUCE signed the statement on *'Integrating Health & Social Programmes Within Education Systems'* in June 2015, thus joining the global dialogue and European discussion of the Association for Supervision and Curriculum Development and the International School Health Network, together with EI.

EU Strategic Framework on Health and Safety

By means of replacing the former European Strategy on Safety and Health at Work 2007 – 2012, the European Commission launched, on 6 June 2016, the new EU Strategic Framework on Health and Safety at Work for the period 2014 – 2020¹²⁴. Leading up to its launch, ETUCE and its member organisations had been heavily engaged in the public consultation in 2013 by evaluating both the former strategy and providing input to the new strategic framework. This culminated in the sending of a letter to the Commissioner of DG EMPL, Lazlo Andor, criticising the poor content of the strategic framework, missing benchmark targets and the focus on education from the pupils' point of view rather than of the employees in education. This new EU strategic framework provides a set of minimum benchmarks that the European member states have been able to agree on and sets the basis for the work on health and safety to be promoted by the EU institutions. While ETUCE acknowledged the launch of a new common initiative and underlined the necessity to further invest in occupational health and safety in times of economic recession, ETUCE commented in its position paper¹²⁵ on a number of issues.

The challenges identified by ETUCE concerned the insufficient involvement of the social partners in supporting the implementation of the OSH Strategy, in particular regarding their consultation by national governments. Further, the prevention of work-related stress and support for mental well-

¹²⁴ <http://ec.europa.eu/social/main.jsp?catId=151>.

¹²⁵ <https://www.csee-etu.org/en/news/archive/74-etu-position-on-the-eu-strategic-framework-on-health-and-safety-at-work-2014-2020?highlight=WyJoZWVsdGgiLClnaGVhbHRoliwiaGVhbHRoJyIsInNhZmV0eSIsInNhZmV0eSciLCJldSIsImV1J3MiLCJldSculiwiJ2V1liwiZXUnLCIsInN0cmF0ZWdpYyIsImZyYW1ld29yayIsIm9uliwiZXUgc3RyYXRlZ2ljiwiZXUgc3RyYXRlZ2ljiGZyYW1ld29yayIsInN0cmF0ZWdpYyBmcmFtZXdvcmSiLCJzdHJhdGVnaWMgZnJhbWV3b3JrIG9uliwiZnJhbWV3b3JrIG9ull0=>.



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being should have been given more significance in the framework because they are an integral part of the health of all workers. ETUCE pointed out that work-related stress is not limited to demographic change and the ageing workforce, nor is it connected uniquely to the use of technologies, as the framework suggests. In addition, ETUCE criticised the framework for omitting a gender perspective which would highlight health and safety aspects that are relevant to women and men as well as challenges linked to them. As the education sector, like other public service sectors, is a female dominated profession, ETUCE stated that a special focus on the prevention of women's occupational health and safety hazards was crucial.

Healthy Workplace Campaigns of the European Agency for Safety and Health at Work (EU-OSHA)

Throughout the four-year period covered in this report, ETUCE has maintained its membership of the healthy workplace campaigns organised by EU-OSHA on Manage Stress (2014 -2015) and Healthy Workplaces for all ages (2016 – 2017). The campaigns provide ETUCE and its member organisations with an important platform to raise awareness of occupational challenges and their prevention when it comes to health, safety and wellbeing of education personnel. Indeed, ETUCE's participation in, and active contribution to, the EU-OSHA work, not at least via delegates from education trade union member organisations who represent their country in the board of experts, is of crucial importance to the agency. ETUCE is one of the few sectoral European social partners actively engaging in campaign work. The support provided by EU-OSHA to the social partners at cross-sectoral and education sectoral level has been steadily increasing and promises further opportunities for co-operation in the future.

Work-life balance

Work-life balance is a topic in the field of working conditions that ETUCE has been continuously monitoring. The topic of work-life balance closely relates to reconciliation of work and family life which ETUCE specifically addressed in its projects on health and safety and on gender equality. Following the publication of a Roadmap in August 2015 and the Commission's withdrawal of the proposal to revise the Maternity Leave Directive (92/85/EEC), the European Commission formally consulted the European social partners on 11 November 2015, on the possible direction of EU action concerning legislative measures to address the challenges of work-life balance faced by men and women. The latest development in this area is the consultation with the EU social partners on 'New start' for work-life balance in January 2016. ETUCE provided its input to the ETUC's position paper as regards, for example, the strengthening of the availability, affordability, accessibility and quality of early childhood education as well as elderly and dependent care facilities in all member states. ETUCE mandated the ETUC to start discussions and negotiations with employers' organisations at EU level about the modalities. The ETUC is also ready to evaluate the European Social Partners' Agreement on Parental Leave with the EU-level employers and to improve its provisions with regard to the issue of payment et alia . Should these discussions and negotiations not lead to any concrete outcome in these areas, the ETUC would urge the Commission to take the necessary initiative and come up with legislative proposals.

Maternity Leave Directive

This topic is closely linked to the question of parental leave, which the European partners successfully came to an agreement on back in 2012, and the topic of work-life balance. In September 2014 the



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FEMM Committee of the European Parliament had put a strong case to amend the Maternity Leave Directive¹²⁶ contrary to the European Commission's proposal to withdraw the directive. Before the proposal to withdraw the directive was discussed in the European Parliament in July 2014, many MEPs, trade unions and the European Women's Lobby had demanded that the Commission and the Council of Ministers resume talks on this controversial directive. The revised directive was presented by the European Commission in 2008 and for seven years afterwards the European Parliament and the European Council attempted to reach a decision on the Maternity Leave Directive. In December 2014 the European Commission threatened to withdraw the Directive and to replace it with a "modern version" as part of its bureaucracy reduction plan (REFIT). The REFIT (Regulatory Fitness and Performance Programme 'Better Regulation for Better Results'¹²⁷) plan uses as a justification, to reduce "the regulatory burdens" and "make administrative processes easier", for diluting social protections..

The directive in question proposed to extend the minimum length of maternity leave from 14 to 20 weeks. Current legislation provides for a minimum of 14 continuous weeks' maternity leave in the European Economic Area and the directive would have made a positive difference to millions of women and their families. In addition, the directive sought to strengthen the rights of pregnant workers concerning dismissal.

In April 2015, ETUCE and its member organisations replied to ETUC's call to appeal, especially to governments of those member states who were blocking the Directive in the European Council by refusing minimum standards, for, better protection of maternity leave as this would set an example of solidarity with women workers in countries where further support is needed on this issue. ETUC's action was to no avail and on 1 July 2015 the European Commission withdrew the Directive, launching instead a social partner consultation and a subsequent public consultation in November 2015¹²⁸ regarding work-life balance and including maternity, paternity, parental and family care leave as part of the European Commission's 2016 Work Programme *New Start for Working Parents*¹²⁹.

Working Time Directive

ETUCE has been following up on the development and monitoring this area of working conditions in close connection with ETUC. In June 2014, the Commission announced in its REFIT communication that they would clarify and simplify the legal framework on working time¹³⁰. In December 2014 the European Commission launched a public consultation on the review of the Working Time Directive. ETUCE gave its mandate to ETUC to take action in this field by preparing the reply to the consultation. This concerns, in particular, urging member states to correctly transpose the existing legislation, take into account new realities in working life, work-life balance and working time reductions. ETUC proposed that a European approach towards a work-life directive should include such topics as: individual choice and more self-determination over working hours and working time; life cycle of working time for men and women; the individual right to working time reduction; making employers

¹²⁶ <http://eur-lex.europa.eu/legal-content/en/ALL/?uri=CELEX:31992L0085>.

¹²⁷ http://ec.europa.eu/smart-regulation/refit/index_en.htm.

¹²⁸ <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2380&furtherNews=yes>.

¹²⁹ <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2388>.

¹³⁰ <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32003L0088>.



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responsible for limiting and controlling working time; workers having the right to log off outside their contractual working hours in the evenings, weekends or holiday; and a stop to the abuse of short term workers. At present the European Commission is in the process of carrying out a detailed impact assessment which is to take full account of social and economic aspects, building on preliminary studies and further analysis of the possible options and their foreseeable effects.

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. Solidarity is a fundamental principle in ETUCE's work. It is based on the traditional trade union ideal of creating fairer societies through combined strength and mutual support. Also, since the beginning of the economic crisis in Europe, solidarity work has been more needed and challenging than ever.

There are different forms of solidarity work to achieve different objectives. Most work aims for long-term sustainable results but some situations require immediate solidarity action. Sustainable solidarity work can take place through projects, campaigns or the creation of information material. Immediate solidarity action is implemented through solidarity which is sent to the concerned member organisations. This can be used in work with their members or the wider public. The ETUCE also writes protest letters addressed to the social partners, the government or other institutions to support the pressure that member organisations apply at national level. In more serious cases, ETUCE also organises missions to increase pressure on the ground, to demonstrate stronger solidarity or to help solving a difficult situation. Last but not least, solidarity can also be expressed via media work.

During the last year, requests for solidarity have significantly increased. In the vast majority of cases, member organisations have asked for support to solve problems in industrial relations. Other cases are linked to working and employment conditions impacted by the economic crisis or violations of trade union rights. Sometimes, member organisations ask for support in cases of humanitarian or political problems or for supportive messages such as greetings to national trade union assemblies.

It is particularly challenging for ETUCE member organisations to learn that, in countries where social dialogue and the involvement of social partners and education trade unions has been a basic principle, this has come under pressure too. The lock-out of Danish education personnel and the Danish education trade unions in 2013 struck an important message to ETUCE and its member organisations. It highlighted the example the education sector sets for negotiations and collective bargaining in other public service sectors and the importance of gaining media coverage positive to the trade union cause which helped the Danish unions to obtain substantial support in society even though they did not succeed in overturning the government's decision. The ILO issued its decision on the matter, concluding that the Danish government obstructed the negotiations of the collective agreement and ignored significant principles of several ILO conventions. Stating that the government conflated its roles as employer and legislator by not maintaining the 'arm's length principle', the ILO made clear that



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the government should have consulted both parties to find out whether technical assistance was needed in the drafting of the legislative intervention.

In the period covered in this report, some solidarity initiatives have required long-term monitoring and action:

Cyprus

On 10 January 2015, all six education trade unions in Cyprus representing the Greek Cypriot and Turkish Cypriot Communities, supported by ETUCE, signed a historic agreement on cooperation. The agreement came following several failed attempts during the previous 14 years.

The agreement includes a rotation between the two Communities on the country seat in the ETUCE Committee for periods of 2 years. Furthermore, all unions have subscribed to common meetings for preparation, information and follow-up. Several contacts and pre-meetings had been arranged ahead of the final meeting. A number of issues for possible further cooperation between the unions were listed in the fields of education, culture and social areas. The unions agreed to setup a working party to make a short list for possible implementation.

Greece

ETUCE issued several calls for solidarity with its Greek member organisations, OLME and DOE, and the Greek teachers during recent years. Thousands of teachers and students have been hit hard by the severe impact of the drastic cuts in the public sector and the entire education system. At times of temporary closure of the banking system, teachers' salaries had not been paid, university loans not been granted and parents were unable to support their children studying at universities in Greece and abroad.

The Greek government and its international creditors sat down together many times to come to terms and to find a way out of the devastating economic and social situation of Greece that has its main cause in the austerity policies imposed on the country by the Troika. At the same time, ETUCE called on political leaders to stop rigid prescriptions and appealed to them to take the necessary measures that support the return of continuous economic growth to Greece. ETUCE emphasised, in protest letters to the government as well as to the Troika representatives, that it was high time they reached a socially fair and economically viable agreement that renders the debt sustainable.

Turkey

In Turkey, the situation for ETUCE member Egitim Sen has been extremely difficult. The organisation has protested against several irregularities related to their sector or directed against trade and human rights. Throughout the years, Egitim Sen has been in touch with ETUCE asking for support. Their requests have always been replied to positively. ETUCE has written protest letters to the Turkish government, as well as solidarity letters to Egitim Sen and its Confederation KESK. Since the beginning of 2012, ETUCE has also organised seven international missions to Ankara, some of them together with other trade union organisations such as the ETUC or EPSU. In most cases, the missions aimed to support Egitim Sen when arrested union officials and members had to face their court trial. In this



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context, the mission members attended the court hearings and participated in the subsequent press conferences.

In 2016 a mission took place, when Egitim Sen asked for an urgent mission to visit the South East of Turkey, where serious violations of human and trade union rights had taken place for many months. A large mission comprising representatives from ETUCE member organisations as well as the ETUCE and EI secretariat, was organised in consultation with the EI/ETUCE board members and the EI and ETUCE Secretariats. The mission members met with representatives of teachers living in the affected areas in Ankara. This gave EI/ETUCE the opportunity to obtain first-hand information and to show solidarity.

Recently in Turkey, more than 1,100 Turkish scholars have been placed under investigation after they signed a petition calling on the government to restore peace in the Kurdish Southeast region. Following its publication, signatories have been arrested charged with terrorism, and related crime, and suspended or forced to resign their position. More than 1,200 academics from 90 Turkish universities calling themselves “Academicians for Peace”, as well as foreign scholars, signed the petition calling for an end to the violence. Entitled “We won’t be a party to this crime”, the petition urges Ankara to “abandon its deliberate massacre and deportation of Kurdish and other people in the region.”

As in most previous cases, ETUCE has called on its member organisations for action by expressing solidarity and demanding release of the academics. Consequently, member organisations have addressed protest letters to the Turkish government to raise awareness about the case both to the Turkish Embassy in their respective countries and to their own Embassy in Turkey as well as to their government.

ETUCE continues to monitor the situation and supports Egitim Sen where possible.

Former Yugoslav Republic of Macedonia

A serious situation in the education sector occurred for ETUCE’s member organisation in the Former Yugoslav Republic of Macedonia (FYROM), SONK, that led to a severe labour conflict. For many months, the social dialogue about several pending and urgent labour issues proved to be extremely difficult. When ETUCE’s Macedonian member organisation SONK called for a strike in the autumn of 2014, the Ministry suddenly offered to negotiate. According to SONK, the Ministry then did not seriously engage in real negotiations that could lead to effective outcomes. This prompted SONK to relaunch the strike at the beginning of 2015.

SONK then reported on oppression and threats not only against the protesting teachers but moreover against their children. ETUCE had tried numerous times to offer the Macedonian Minister of Education and Science mediation in this case. The Ministry rejected this opportunity by completely ignoring every approach and contact. The measures apparently taken by the government against the protesting people posed an attack on one of the most fundamental human rights of all, which is the right to strike. Moreover, social dialogue has been a core element of the European social model which Macedonia, as an EU candidate country, should have been fully aware of. In October 2014, a significant EU funded project aimed at promoting social dialogue in Macedonia had been launched - which made the developments all the more striking and alarming.



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ETUCE organised three missions to Skopje and called for a complete retreat from this serious situation.¹³¹ The weeklong strike ended following ETUCE's third visit to Skopje which included a press conference and discussions at the Ministry of Education. SONK called off the strike as the Education Ministry has promised not to implement an announced monetary penalty for teachers if they failed a process of external evaluation. This had been a key demand and was discussed in the meeting at the Ministry. Communication was restored and SONK and ETUCE insisted that this element in the new laws on education should be removed.

Lithuania

The Lithuanian member organisations have been repeatedly calling on the ETUCE Secretariat and ETUCE member organisations for their solidary support in the fight for decent salaries. Accompanying the mission of the European Director to Lithuania, the ETUCE Secretariat issued, in June 2014, a letter of solidarity with its member organisation FLESTU regarding FLESTU's protest action about the insufficient funding of the education and science sector at the expense of quality education. Urging the government and Lithuanian social partners in education to establish meaningful negotiations on teachers' salaries and working conditions, ETUCE succeeded in striking a deal with Lithuanian government and Ministry of Education. Insisting on the deal being implemented as agreed – a salary increase of 10% as of 1 January 2015- the ETUCE Secretariat had to remind the government of its agreement with the social partners with yet another letter in January 2015. With the authorities neglecting their commitment, the six education trade unions, in a concerted action, launched an indefinite strike, in February 2016, demanding that the wages of teachers in Lithuania, frozen since 2008, be restored to pre-crisis level. They requested the improvement of working and social conditions for education workers including greater parity between primary and secondary school teachers and a permanent increase in education funding. Following the warning strikes in 2014, and in the absence of any agreement being reached with the government, the Lithuanian teachers decided to flex their muscles. After massive protests, the trade unions and the government managed to get back to the negotiation table and to reach an agreement which included a salary rise for educators in general education as well as for newly qualified teachers. The agreement also established an increase in the severance pay fund for retiring teachers. With new negotiation rounds agreed with a view to achieving further improvements in the sector, the series of solidarity actions for trade union rights in Lithuania has clearly been a success.

Ukraine

In December 2013, the ETUCE Secretariat issued a letter of solidarity to the Ukrainian education trade unions in support of peaceful demonstrations for democratic citizenship, the respect for freedom of expression and called upon the Ukrainian government to initiate inclusive dialogue about the country's political and economic development. The unstable political environment brought on by anti-government protests and violent clashes between demonstrators and police forces in February 2014, led to the special and unfortunate situation in Ukraine and, amongst many other atrocities, to the destruction of the offices of the Free Trade Union of Education and Science of Ukraine (TUESWU), one of ETUCE's Ukrainian member organisations, in the Trade Union Building on the Maidan Square. In its

¹³¹ <https://www.csee-etuice.org/en/documents/press-releases/580-etuice-deeply-concerned-about-sharp-labour-conflict-in-macedonia-s-education-sector-23-january-2015>.



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meeting on 24 February 2014, the ETUCE Bureau decided to send a representative to Ukraine to further explore their actual needs and to obtain additional information on the relevance of issuing a political statement. Following this first mission, an ETUCE delegation went on mission on 13 -14 March 2014, including both the European Director and the EI General Secretary. The talks included meetings with the leadership of TUESWU, of the Free Trade Union of Education and Science of Ukraine (VPONU) and of the KPVU Confederation, with Ms. *Inna Sovsun*, acting Deputy Education Minister, the EU Delegation to Ukraine and the US-Embassy to Ukraine. TUESWU expressed its gratitude to the members of the delegation visiting Kiev shortly after the riots, and to other colleagues for their support and solidarity. The report from the study delegation showed that democratic developments continued to fall apart due to the political and economic instability of the country. Entrusted with the task of putting together a rescue plan for the unions in Ukraine under the umbrella of EI, the European Director developed a support package in cooperation with EI officers to restore the proper functioning of the unions as a precondition for successfully re-establishing democratic processes in Ukraine. The package adopted by the ETUCE Committee in April 2014 included financial support to TUESWU consisting of a) the payment of six months of rent for their provisional offices, b) providing 50% of the cost of a new property, equivalent to €200.000 as a loan, which is to be refunded to the EI solidarity fund, through contributions from member organisations to the EI Solidarity Fund; STESU provided the remaining €200.000 c) capacity building projects supporting democratic developments for both VPONU and TUESWU to be initiated after the May elections and d) the continuous exchange of information, monitoring and support whenever needed. In a sign of solidarity with the Ukrainian unions, the ETUCE Committee decided to mobilise member organisations. Having visited the country on 23-24 October 2014 and on several other missions, the European Director reported and confirmed to the ETUCE Committee, the successful completion of the task: with the support and allocation of funds from member organisations and the EI Solidarity Fund, TUESWU was able to set up new offices in 2015.

Eurodemonstrations

Several Euro-demonstrations have taken place during the last years. Thousands of people from all over Europe took to the streets of Brussels to participate in the large European trade union demonstrations organised by ETUC in Brussels. Trade unions from many different sectors and from all over Europe raised their voice most often against further austerity measures and for investment, quality jobs and equality. ETUCE joined several rallies with its own strong delegations, including colleagues from the ETUCE and EI secretariats and several national member organisations. The groups marched side by side holding up their key messages to protect and to promote public education in times of rigid budgetary austerity. More ETUCE member organisations came to Brussels with their national confederations to support the demonstration.

Peace education activities

On 17-18 May 2013, in Famagusta, Cyprus, ETUCE organised an international meeting on *“Peace education in schools: The role of teachers in promoting peace through awareness raising and information on conflict prevention and conflict resolution in divided societies”*. The key aims of the meeting were to demonstrate solidarity with ETUCE’s three member organisations in the occupied area: KTÖS, KTOEÖS and DAÜ-SEN and to provide information to education trade unions on the role of education in peace development processes as part of the reconciliation process in Cyprus.



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The importance of showing solidarity and support to all member organisations of ETUCE and the continuation of its work in particular to facilitate the progress between the two communities was highlighted at the concluding session. As the main outcome of the meeting, the statement “*From the International Meeting on Peace Education in Cyprus*¹³²” was adopted.

In light of such important 21st century issues of peace education and conflict resolution and with a wish to pursue ETUCE’s work on the promotion of these two topics in the education sector, from 2 to 3 June 2016 in Nabran in Azerbaijan, ETUCE organised the conference “Strengthening the capacity of teacher trade unions to contribute to the promotion of education as a tool for creating friendly, tolerant and peaceful education environment”. The aim of this conference was to provide a better understanding of the two important topics. It sought to encourage education trade unions to promote the introduction of peace education and conflict resolution not only in the curricula of early childhood, primary, secondary and higher education, but also to feed into continuous professional development of young and late-career teachers. Important topics addressed in the conference were, among others, the promotion of peace, tolerance, nonviolence and respect in the education sector and teachers’ and education trade unions’ involvement therein. ETUCE member organisations had the opportunity to share lessons learned and good practices. It was concluded that ETUCE should dedicate space on the website for member organisations to share best practices on peace education.

Central Eastern European Round Tables

The Central Eastern European Round Tables were originally initiated by EI wishing to offer those member organisations in European countries outside the European Union and European Free Trade Area a platform for discussion and exchange on education trade union issues relevant to their region. With the Eastern enlargement of the European Union, the Central Eastern Round Tables have gained further importance. They provide an important opportunity for the ETUCE Secretariat to directly connect with the member organisation in the region. The staffing of the ETUCE Secretariat takes into account the specific requirements of the region.

From 26 to 28 September 2013 in Baku, ETUCE organised the second CEE Roundtable. The impact of the crisis on the teaching profession, its consequences for working conditions of education personnel, social dialogue in Central and Eastern Europe, challenges for quality in education in CEE countries as well as alternative approaches to austerity measures were among the key topics covered in this meeting. One of the main conclusions of the CEE Round Table was that the education trade unions in the CEE countries would support the *EI Unite for Education initiative* as outlined in the declaration¹³³ adopted by the CEE Round Table.

As a key activity in the Central and Eastern European Network, the third ETUCE CEE Roundtable took place from 19 to 21 October 2015 in Bucharest. The ETUCE member organisations in CEE countries presented good practice examples on different topics and discussed pressing challenges for teachers and education trade unions in CEE countries, such as increasing privatisation in the public sector, professional competences and development of teachers, workplace health and safety, the use of ICT

¹³² <https://www.csee-etuice.org/images/attachments/StatementpeaceeducationEN.pdf>.

¹³³ https://www.csee-etuice.org/images/attachments/2013CEERoundtableDeclaration_EN.pdf.



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in education and promoting an efficient and effective social dialogue. The education trade unions' delegates agreed on the CEE Round table declaration¹³⁴ which highlighted the detrimental impact of neoliberal policies on education investment and reforms, as well as the neglect of social dialogue in several CEE countries,

Central and Eastern European Network

Meeting on 13-14 October 2014, the ETUCE Committee took the decision to establish an EI/ETUCE Central and Eastern European Network (CEENET) for a 2year trial period. Moreover, in accordance with the By-Laws Art. 9.2 (IV) the ETUCE Committee, with a view to facilitating and further supporting the EI member organisations in the Central Asian region, recommended the EI Executive Board to move Kazakhstan, Kirgizstan and Tajikistan from the EI Asia-Pacific Region to the European Region-ETUCE. The transfer also included the countries of Turkmenistan and Uzbekistan, where EI has no member organisation at present (Uzbekistan was a member until 2013). With the EI Executive Board agreeing to this decision, the CEENET saw its launch on 25 November 2014 in Vienna at the ETUCE Special Conference. The Network was set-up to ensure better opportunities for access to resources, to promote better cooperation between the CEE countries, and especially the Russian-speaking countries, as well as to facilitate enhanced activity and participation with EI/ETUCE. The CEENET was established to enable contacts, information and exchange of practices between the organisations in between the CEE Roundtables and ETUCE Conferences, to support democratic developments and structures together with capacity building and to facilitate a more effective communication and make sure that news and common issues of interest are discussed and brought to the attention of both the member organisations and ETUCE and EI.

With the launch of the CEENET, the ETUCE Secretariat has also been providing the website and its newsletter in the Russian language, publishing, amongst others, articles reporting on issues related to the CEE countries. In this past period, ETUCE solidarity actions for CEE countries have increased with 58 actions being implemented and targeting more than half of the countries in the CEE region.

Central Asia Consortium Project

This Development Cooperation Initiative in Central Asia was a World Congress decision made in Berlin in 2007. The present Central Asia Consortium Project was launched at the EI Conference in South Africa in 2011, including as main project partners EI/ETUCE, the Australian Education Union, Lärarförbundet from Sweden and the Union of Education Norway. The project has been set up for a multi-annual period ending in 2016. ETUCE has been coordinating the project since 22 October 2014 when the EI Executive Board decided to transfer Kazakhstan, Kyrgyzstan and Tajikistan from the EI Asia-Pacific Region to ETUCE This decision was taken in light of the launch of the ETUCE Central Eastern European Network (CEENET) mentioned above. The project aims at promoting changes in the EI affiliates in countries in Central Asia from government functionaries to more democratic, independent, transparent strong and sustainable organisations. At present, the project is being carried out in Kazakhstan and Tajikistan and comprises several training measures for trade union oblast and rayon leaders per country. They focus on the topics identified and prioritised by the education trade unions

¹³⁴ https://www.csee-etuice.org/images/attachments/CEE_Roundtable_declaration.pdf.



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and project partners, such as social dialogue, gender equality and child labour. Wishing to allow for a smooth transition and a successful continuation of the project the EIAP office has continued to be in charge of organising and carrying out six to ten training sessions in the two countries. The possible establishment of a follow-up project remains to be decided on, taking into account the actual and potential future progress as well as the willingness and availability of the unions involved in this initiative both as regards the organisations in the target countries as well as the supporting education trade unions.

European Union Agency on Fundamental Rights

The Fundamental Rights Agency (FRA) is an advisory body of the European Union established in 2007 which is based in Vienna, Austria. The Agency helps to ensure that fundamental rights of people living in the European Union 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 on the developments and activities from the FRA to its member organisations at the Standing Committee for Equality meetings. Since 16 December 2015, the EU Agency has had a new Director, Mr. Professor Michael O’Flaherty. An important work area concerns rights of LGBT people where an important survey and report was carried out and published¹³⁵ in 2014. Moreover, the 2015 updated comparative legal analysis of the protection against discrimination on grounds of sexual orientation, gender identity and sex characteristics in the EU¹³⁶ was published. In September 2015, FRA published the report on promoting respect and diversity - combating intolerance and hate¹³⁷.

Another area, which amongst other topics closely links to special needs education, concerns violence against children with disabilities, where the EU agency analysed existing legislation, policies and programmes in the EU¹³⁸.

In recent year the FRA has increasingly put a focus on asylum, migrants and borders issues, due to the fact that the rights of third-country nationals entering or staying in the EU are often not respected. This is sometimes because of insufficient implementation of legislation, poor knowledge of fundamental rights, or inadequately trained civil servants, and sometimes due to discrimination and xenophobia. Ongoing projects of the FRA therefore concern the social inclusion and migrant participation in society. This is to provide EU and national policy makers with evidence on the implementation of integration and social inclusion policies for migrants and their descendants and the second wave of the European Union Minorities and Discrimination Survey (EU-MIDIS) that aims to assess progress made since the first EU-MIDIS survey in 2008. The results of this survey are expected

¹³⁵ <http://fra.europa.eu/en/publication/2014/eu-lgbt-survey-european-union-lesbian-gay-bisexual-and-transgender-survey-main>.

¹³⁶ <http://fra.europa.eu/en/publication/2015/lgbt-comparative-legal-update-2015>.

¹³⁷ <http://fra.europa.eu/en/publication/2015/promoting-respect-and-diversity-combating-intolerance-and-hate>.

¹³⁸ <http://fra.europa.eu/en/publication/2015/children-disabilities-violence>.



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by the end of 2016. ETUCE monitors and follows up on this development with a view to keeping member organisations informed.

Europe for Citizens Programme

ETUCE has continued its active participation in the Europe for Citizens Programme, contributing to the annual structural dialogue meetings held by the European Commission and to other meetings organised in this context by the European Social Platform and the European Economic and Social Committee and other relevant organisations or institutions. Since the elections of the European Parliament in 2014 and the subsequent change in the European Commission, the former active European Citizenship Programme has been moved from DG Com (Directorate General Communication) to DG HOME (Directorate General Migration and Home Affairs), which is the former Justice and Home Affairs General Directorate. In June 2013 ETUCE participated in the open letter on the future of 'Europe for citizens' programme and invited its member organisations to join the action. Due to the strong mobilisation by civil society organisations and social partners involved in the programme activities, the new European Commission structure has reinforced the strand regarding activities in the field of remembrance and the EU as a peace project, e.g. commemorations of major historical turning points in recent European history, and the strand of democratic engagement and civic participation - getting citizens involved, e.g. addressing euroscepticism and the promotion of intercultural dialogue. Nevertheless, on restructuring the Europe for citizens programme its budget was severely reduced due to austerity measures. With the challenges of migration, the rise of extremism and in line with the Paris Declaration of the Council of Education Ministers' on *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*, the European Commission has signalled understanding for the importance of grassroots level approaches. Consideration is being given to raising the budget available for this programme in the near future.

In this area, ETUCE is also an active member of the Thematic Working Group on European citizenship, within the Education and Training 2020 programme and contributes to the discussion on *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*.

7. Equal Opportunities

EU policies on equality

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

ETUCE regularly reports on EU policies on equality and related events to the ETUCE Standing Committee for Equality which is one of the statutory advisory bodies to the ETUCE Committee alongside the ETUCE Status of Women Committee (ESWC). 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 2016,



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the ESWC supported the suggestion of the Standing Committee for Equality for the theme of the workshop on equal opportunities of the ETUCE Conference 2016 to be about capacity building for trade unions on retention and recruitment of women and young people in education and another workshop to focus on migration and refugees.

The Standing Committee for Equality consists of up to one representative from each member organisation. Its task is to discuss relevant developments on equality issues in education at national and European level and to exchange good practices of education trade unions on equality issues. It seeks to move forward the priorities and recommendations on equal opportunities set out in the ETUCE Work Programme. It also puts forward recommendations about priority themes and working methods regarding equal opportunities in education, the teaching profession and education trade unions. The Standing Committee for Equality meets once a year. The members are nominated by the national education trade unions of their country. Both men and women are eligible to become members of this body. In the years 2013 to 2015, the ETUCE Committee adopted the Standing Committee's recommendations on Social Dialogue and Equal opportunities¹³⁹ (2015), Mainstreaming Diversity and Tackling Inequalities¹⁴⁰ (2014) and the Guidelines for Implementing the 2011/12 Equality Recommendations¹⁴¹ (2013). ETUCE has also made it a general approach to mainstream equality in ETUCE events, such as the CEE Roundtables or the VET and ECE seminars.

As a member of the ETUC Women's Committee, ETUCE works on the various EU directives with the ETUC, which is addressing both the gender imbalance in trade union decision-making bodies at confederation, national and European level and included an important chapter on gender equality in the ETUC action programme adopted for 2015-2019¹⁴².

Moreover, ETUCE keeps the member organisations informed about the equality policy of international organisations, such as the OECD. The OECD published its 2015 *Recommendation of the Council on Gender Equality in Public Life*¹⁴³, focusing on achieving gender equality in the public sector through three main channels, policy, as a role model for the private sector and through its own employment practices.

Anti-discrimination

Working to prevent discrimination in the education sector on grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation and gender, ETUCE has been continuously monitoring and following up on the relevant EU policies on anti-discrimination. At EU level, there are two main Directives driving work on this issue for member states and the European Commission: the Racial

¹³⁹ https://www.csee-etuice.org/images/attachments/RC_SCE_2015adopted-EN.pdf.

¹⁴⁰ https://www.csee-etuice.org/images/attachments/Recommendationsmainstreamingdiversity_EN.pdf.

¹⁴¹ <https://www.csee-etuice.org/images/attachments/ETUCESCEGuidelinesImplementationEN.pdf>.

¹⁴² https://www.etuc.org/sites/www.etuc.org/files/other/files/20151007_action_programme_en-consolidated_0.pdf.

¹⁴³ <http://www.oecd.org/gov/2015-oecd-recommendation-of-the-council-on-gender-equality-in-public-life-9789264252820-en.htm>.



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Equality Directive¹⁴⁴ and the Employment Framework Directive¹⁴⁵. In addition, the European Commission adopted in July 2008 the Communication on Non-Discrimination and Equal Opportunities¹⁴⁶ linked to the Commission Decision creating a non-discrimination governmental experts group. Actions taken by the European Commission on anti-discrimination include improving knowledge of discrimination by raising awareness among the population of their rights and obligations and of the benefits of diversity; supporting social partners, NGOs and equality bodies to improve their capacity to combat discrimination; supporting the development of equality policies at national level encouraging the exchange of good practices between EU countries; and assisting with the organisation of anti-discrimination training activities.

Furthermore, the European education ministers made, in response to the terrorist attacks in France and in Denmark in January and February 2015, a declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education - the Paris Declaration, highlighting the importance of education in tackling intolerance and discrimination and promoting actions at national and European level¹⁴⁷.

In this policy area, it is also important to highlight the efforts undertaken in support of equal treatment of the Roma, the EU largest ethnic minority. Recent Roma policy developments underline the joint responsibility of European stakeholders to improve the lives of the EU's Roma citizens. With a view to developing non-discriminatory quality education for Roma children, ETUCE contributed to the EU anti-discrimination policy which has a special focus on preventing discrimination on ethnic and racial origin grounds. ETUCE and its member organisations play a critical part in the integration of Roma in the education sector. That is why the ETUCE Secretariat and the member organisations continue to further combat anti-Roma discrimination and keep up the efforts regarding these issues. The aim is to eliminate anti-gypsy hate crime and hate speech through a persistent political will to promote equality.

ETUCE and its member organisations have also given more attention to the cause of equal rights for lesbian, gay, bi-sexual and transgender people both by participating in, and contributing to, numerous events such as:- on 28 October 2014, the Council of the European Union Meeting on Gender identity discrimination; in June 2014, the ILGA-Europe Cyber-Bullying Conference; on 26 July 2013, the International human rights conferences "Towards a European Roadmap for LGBT equality"¹⁴⁸; and the major conference by the Irish Presidency of the Council of the EU on homophobic and transphobic bullying in February 2013. In this context, it is important to highlight ETUCE's letter to the Polish Education Minister issued in February 2014 in support of Equality Education in Poland for quality education based on equality.

¹⁴⁴ http://ec.europa.eu/justice/discrimination/law/index_en.htm.

¹⁴⁵ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0078:en:HTML>.

¹⁴⁶ http://eur-lex.europa.eu/legal-content/en/ALL/;ELX_SESSIONID=nSMVJJQMtTcTVT2bzWMJ0SGgzG1gzWv32mYv24HtsK0NMY78hLL!1980783896?uri=CELEX:52008DC0420.

¹⁴⁷ http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf.

¹⁴⁸ <http://www.eu2013.lt/en/events/political-meetings/conferencesandseminars/international-human-rights-conference-towards-a-european-roadmap-for-lgbt-equality>.



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Various ETUCE studies show that discrimination persists in all dimensions of employment, from recruitment procedures to remuneration and career progression, particularly in times of economic downturn. Therefore, ETUCE and its member organisations continue to carry out many initiatives at EU, national and regional level to combat discrimination and to promote diversity. These measures range from awareness-raising, to cooperation and negotiation with employers to ensure that discrimination at the workplace is eliminated and that equal opportunities are furthered; promoting and establishing a whole school approach, facilitating the reporting of discriminatory acts and incidents; teacher training on anti-discrimination; supporting victims of discrimination; and monitoring, documenting and denouncing discrimination at the workplace.

Migration

ETUCE has been continuously monitoring developments in EU migration that have an impact on the education sector. With a view to effectively contributing to the Europe 2020 Strategy for smart, sustainable and inclusive growth, Europe needs a migration policy that attracts new talent to compete at global level. That is why synergies between different policy areas, for example, between migration and employment, education, development and trade policies are helpful. Europe seeks to attract and retain highly-skilled professionals and international students, as well as to promote education among legally-resident migrants as a way to help secure supply of the skills needed for the EU labour market in the future. The European Union wishes to assess jointly, via structural dialogues with member states, businesses and trade unions, the demand for labour migration and trade related mobility.

The European Commission DG HOME published in March 2014 its Communication and accompanying staff working document¹⁴⁹ to the European Parliament and the Council, the European Economic and Social Committee and the Committee of the Regions, entitled An Open and secure Europe: making it happen (COM(2014) 154 final)¹⁵⁰. Following up on the Stockholm Programme¹⁵¹, which framed the EU policy in the area of justice, freedom and security until 2014, the new communication sets priorities in the migration field for the period 2015 to 2019. Four out of five chapters are dedicated to movements of people across EU Borders, including economic migrants, asylum seekers and legitimate travellers. Regarding more recent publications, the European Commission published on 9 March 2016 a new study on the diversity of the teaching profession in Europe¹⁵², with a specific focus on teachers with a migrant and/or a minority background and in April 2016 a report addressing the role of education in fostering the economic integration of migrants¹⁵³. This report compares the educational attainment of first and second generation immigrants with native students in Europe.

¹⁴⁹ http://ec.europa.eu/dgs/home-affairs/e-library/documents/basic-documents/docs/an_open_and_secure_europe_-_making_it_happen_swd_en.pdf.

¹⁵⁰ http://ec.europa.eu/dgs/home-affairs/e-library/documents/basic-documents/docs/an_open_and_secure_europe_-_making_it_happen_en.pdf.

¹⁵¹ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:j10034>.

¹⁵² http://ec.europa.eu/education/library/study/2016/teacher-diversity_en.pdf.

¹⁵³ http://bookshop.europa.eu/en/education-as-a-tool-for-the-economic-integration-of-migrants-pbNC0115468/;pgid=lq1Ekni0.1ISR00OK4MycO9B0000bXKWY6Aj;sid=05v6bjkCo3_6Ym_8uL1kyVsnnvjkhHRRhz_ek=?CatalogCategoryID=QN4KABste0YAAAEjFZEY4e5L.



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In addition, ETUCE is a 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. ETUCE supports the priorities set-out in the ETUC Action Plan on Migration¹⁵⁴ and within the ETUC Resolution for a More Effective Protection of Migrants and Refugees, their Lives and their Rights on the EU's Borders¹⁵⁵. ETUCE gave its mandate to ETUC for the statement on the recent European Council decisions regarding refugees which was adopted at the ETUC Executive Committee in April 2016. In the education sector, migration has a twofold impact: it concerns staff (see chapter 4) as described in the EI study Getting Teacher Migration and Mobility Right¹⁵⁶; it also concerns the skills and competences teachers and other education personnel require in order to respond to the needs of children and young people with a migrant background. In this field, the ETUCE Committee adopted a set of recommendations proposed by the ETUCE Standing Committee for Equality in 2014¹⁵⁷. Furthermore, from 2012 to 2014, ETUCE participated in, and contributed to, the meetings of the SIRIUS network¹⁵⁸, a European Policy Network on the education of children and young people with a migrant background.

Education and Refugees

With the steady rise of refugees arriving at Europe's shores and land borders,- comprising people seeking shelter and protection from wars, persecution and brutal violations of human rights in their home countries,- the influx of men, women and children from Syria, Iraq, Afghanistan and other places in the world, seeking assistance in Europe to save their lives and preserve their freedom, reached a level higher than ever before in 2015. Reacting to these events, the ETUCE Bureau adopted, on 18 September 2015, the statement Refugees & Education: Human rights for all¹⁵⁹, demanding that European governments urgently provide access to education to all refugee children, young people and adults. The statement also encourages education trade unions to play an active role in ensuring the provision of quality education for all. Wishing to engage more actively in the provision of quality education for all, ETUCE and its member organisations are set to support and contribute to EI's Strategy and Action Plan on Migration and Refugees¹⁶⁰ through the exchange of good practices and policy approaches to ensure education as a fundamental human right.

The families and unaccompanied children who disembark in Europe need to be welcomed into a safe and caring environment. Education helps marginalised children, young people and adults to get back on their feet, lift themselves out of poverty and participate fully in communities and society with a view to building a better future. ETUCE and its member organisations point to the major role that educational institutions, school communities, teachers and education trade unions play in helping refugees see their human rights and dignity fully respected, independently of their legal status and in

¹⁵⁴ https://www.etuc.org/documents/action-plan-migration#.V2f0_K2PYwJ.

¹⁵⁵ <https://www.etuc.org/documents/etuc-resolution-more-effective-protection-migrants-and-refugees-their-lives-and-their#.V2f10q2PYwJ>.

¹⁵⁶ <https://www.migrantteachersrights.org/>.

¹⁵⁷ https://www.csee-etuice.org/images/Recommendations/SCE_Recommendations_EN.pdf.

¹⁵⁸ <http://www.sirius-migrationeducation.org/>.

¹⁵⁹ https://www.csee-etuice.org/images/attachments/ST_Education_Basic_Right_for_Refugees-EN.pdf.

¹⁶⁰ https://download.ei-ie.org/SiteDirectory/Human_and_Trade_Union_Rights_and_Equality/Documents/Refugees%20and%20migrants/2016_migrant_teachers_EN.pdf.



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accordance with international law. Also, ETUCE gave its mandate to ETUC for the statement on the recent European Council decisions regarding refugees which was adopted at the ETUC Executive Committee in April 2016 and to negotiate with the cross-sectoral social partners a statement by the European economic and social partners on the refugee crisis¹⁶¹ which was presented at the Tripartite Summit in March 2016.

To provide the opportunity for a deeper exchange and discussion on the topic of education and refugees, a workshop on migration and refugees is to be organised at the ETUCE Conference in December 2016.

Equality between women and men in the European Union

In 2010 the European Commission published the Strategy for Equality between Men and Women 2010 to 2015¹⁶² which was the work programme of the European Commission, to promote equal opportunities in areas such as 'equal economic independence', 'equal pay for equal work', 'equality in decision-making' and 'dignity and integrity and ending gender-based violence'. With the strategy ending in 2015, the European Union was running the risk of no longer meeting its legal commitments to achieve equality between women and men. On 20 April 2015, ETUCE participated in the High Level Forum on Gender Equality organised by the European Commission to launch the EU-wide public consultation on this strategy. ETUCE and its member organisations provided their input to the consultation and demanded its extension. Following its annual progress reports on the member states' achievement in implementing the strategy, the European Commission resorted to downgrading the future Strategy for Equality between Men and Women to a Staff Working Document rather than an official Communication by submitting the proposal to the EU ministers in charge of employment and gender equality attending the Employment, Social Policy, Health and Consumer Affairs Council (EPSCO) Meeting on 7 December 2015. Supporting the ETUC which had addressed an official letter to the EU President Juncker, ETUCE's member organisations contacted their ministers in charge calling for a binding EU Strategy for gender equality. In 2016, the European Commission published the strategic engagement for equality 2016 to 2019¹⁶³, not least influenced by the rising pressure from social partners and civil society organisations regarding the stalled maternity leave directive. Supporting the implementation of the gender equality dimension in the EU2020 Strategy, the strategic engagement has five priority areas: increasing female labour market participation and equal economic independence; reducing the gender pay, earnings and pension gaps and thus fighting poverty among women; promoting equality between women and men in decision-making; combating gender-based violence and protecting and supporting victims; and promoting gender equality and women's rights across the world. ETUCE continues to monitor the developments in this field.

Regarding further EU level initiatives on gender equality, the Lithuanian Presidency of the EU held, on 13 September 2013, a conference on the effectiveness of institutional mechanisms in addressing

¹⁶¹ https://www.etuc.org/sites/www.etuc.org/files/press-release/files/14.03.16_final_eco_soc_partners_message_refugee_crisis.pdf.

¹⁶² http://ec.europa.eu/justice/gender-equality/files/documents/strategy_equality_women_men_en.pdf.

¹⁶³ http://ec.europa.eu/justice/gender-equality/document/files/strategic_engagement_en.pdf.



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gender equality and the Directorate General Justice and Home Affairs published in 2013 a research report on the Study on the Role of Men in Gender Equality¹⁶⁴.

Gender Equality

A major activity carried out by ETUCE in this field was the EU-co-funded project *Promoting gender equality within teacher trade unions and in the teaching profession II – Implementing and reinforcing teacher trade union actions on gender equality in times of austerity*. The project entailed an online survey of ETUCE member organisations on gender equality in education trade unions and within the teaching profession, a workshop, training seminar and a major conference where the survey results¹⁶⁵ were presented. The report shows clearly that ETUCE and its member organisations are on the right path, yet a lot more remains to be done to achieve gender equality both in the unions and in the profession. Although ETUCE member organisations have stepped up their efforts, e.g. in form of training, they are still far from achieving the goal of gender equality as regards proportional representation and gender equality within their decision-making bodies. The results also provided the basis for the ETUCE-ETUI Training Seminar on Promoting gender equality through social dialogue held in Malta in March 2016 where representatives from education trade unions came together to learn and exchange ways of promoting gender equality through social dialogue.

It is also important to mention in this context the project outcomes from the previous gender project of ETUCE that were adopted by the ETUCE Committee in April 2013; the Guidelines on teacher trade union actions challenging gender stereotypes in education and gender segregation in the labour market¹⁶⁶ were distributed in the form of USB-keys, together with the project reports, to ETUCE member organisations.

The ETUI seminar in January 2014 on Gender Equality and the Austerity Crisis was one of the many other EU level meetings on gender equality that ETUCE participated in.

Women in unions and Women empowerment

Through its work in the ETUC Status of Women Committee and the ETUCE Standing Committee for Equality, the promotion of women in unions has an important role to play, especially when it comes to women representation and women in decision-making positions in the education trade union movement. Quotas to ensure a better female representation are regularly featured in the discussion in the ETUCE Committee as a means to support this aim. The recommendations from the Standing Committee for Equality on Mainstreaming Diversity and Tackling Inequalities (2014) and on Recommendations on Social Dialogue and Equal Opportunities (2015) have been adopted by the ETUCE Committee¹⁶⁷. In 2016 the Standing Committee prepared the draft resolution on equality issues for the ETUCE Conference.

¹⁶⁴ http://ec.europa.eu/justice/gender-equality/files/gender_pay_gap/130424_final_report_role_of_men_en.pdf.

¹⁶⁵ https://www.csee-etuice.org/images/attachments/Gender_equality_Survey_report_EN_only.pdf.

¹⁶⁶ https://www.csee-etuice.org/images/attachments/Guidelines_on_how_to_mitigate_gender_stereotypes_segregation_EN.pdf.

¹⁶⁷ <https://www.csee-etuice.org/en/documents/recommendations>.



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One of the highlights in the period covered by this report, was the second EI World Women's Conference in Dublin in April 2014, co-hosted by the Irish member organisations. ETUCE and its member organisations actively engaged in the discussions, supporting the development and update of the EI Gender Action Plan. ETUCE and its member organisations also contributed to and participated in the Women's Caucus at EI World Congress in Ottawa in 2015.

Apart from contributing to the regular EI and ETUCE surveys, ETUCE and its member organisations participated in the annual 8th March survey organised by ETUC with a view to monitoring the development of women representation in unions and women at the helm of trade unions. In the most recent survey, ETUC has had to note a stagnation or even slight downwards trend when it comes to women in decision-making in trade unions, whereas the number of women members has been steadily increasing over the past years. With its renewed Action Plan on Gender Equality¹⁶⁸, ETUC seeks to counter this trend by, in particular, seeking gender balanced representations in its decision-making bodies. ETUCE is a member of the ETUC Women's Committee and actively engages in the discussion therein and contributes to the policy development on issues regarding equality. ETUCE and its member organisations have also participated in numerous events organised by ETUC in this field, such as the conference co-hosted with the European Institute for Gender Equality (EIGE) on Promoting Gender Equality as the strategy for economic independence and professional empowerment: How Social Partners facilitate women and men employment and foster greater gender equality¹⁶⁹, 27 November 2015. ETUCE in addition regularly participates in the meetings for European Trade Union Federations (ETUF) arranged by ETUC to discuss specific gender equality topics from a European level cross-sectoral union perspective.

Equal pay

Equal pay is a crucial topic that ETUCE continues to closely monitor and follow up on. On 28 February 2013 (Equal Pay Day), ETUCE reported to its member organisations on the motion for a European Parliament Resolution on the impact of the economic crisis on gender equality and women's rights¹⁷⁰. ETUCE and several of its member organisations also engaged in the debates and events organised in the framework of the ETUCE project on Bargaining and Gender Equality where ETUC has developed a practical online toolkit with good practices¹⁷¹, combined with an ETUI seminar on Bargaining for Equality in November 2013 in Brussels.

Directly linked to the topic of equal pay is the issue of the gender gap in pensions. An interesting report that ETUCE highlighted to its member organisations is that by the Fondazione Giacomo Brodolini, in partnership with the Istituto per la Ricerca Sociale, for the Directorate General Justice and Home

¹⁶⁸

https://www.etuc.org/sites/www.etuc.org/files/document/files/etuc_action_programme_on_gender_equality_2016-2019.pdf.

¹⁶⁹ <http://eige.europa.eu/news-and-events/events-calendar/event/6056>.

¹⁷⁰ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A7-2013-0048+0+DOC+XML+V0//EN>.

¹⁷¹ <https://www.etuc.org/press/toolkit-gender-equality-practice-100-best-practices-gender-equality-work#.V2kV7K2PYwI>.



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Affairs published in June 2013¹⁷². Both the gender pay and pension gap relate to the reconciliation of work and family/private life where women continue to take the responsibility for family care duties to a greater extent than men. ETUCE has been active in this field too and reported to its member organisations on important events such as the release of the report from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Barcelona objectives, the development of childcare facilities for young children in Europe with a view to sustainable and inclusive growth¹⁷³ in June 2013 and the ETUC project 'Who cares', where ETUCE participated in the closing conference in November 2014.

Violence against women

ETUCE member organisations, including members of the ETUCE Equality working group, participate each year in the UN Committee on the Status of Women, as part of the EI delegation to ensure education trade unions' contribution to the debate. In 2013, the UN CSW 57, had the specific theme of elimination and prevention of all forms of violence against women and girls, and the delegation from EI made a substantial contribution thereto.

One of the major activities undertaken by the Fundamental Rights Agency in this field has been a European-wide survey on violence against women, the results of which were presented at a major conference at the Council of Europe on 5 March 2014¹⁷⁴ in which ETUCE participated by engaging in the panel discussions.

European Institute for Gender Equality (EIGE)

Over the past four years the relationship between the European Institute for Gender Equality and the social partners has matured. EIGE invites the social partners at national and European level, as regards cross-sectoral and sectoral, to annual meetings on certain topics of interest regarding the promotion of gender equality, for example a thematic network training event organised by EIGE in Vilnius on equal pay in May 2013. Annual meetings between EIGE and the European Trade Union Federations allow for a closer co-operation, for example, on 31 January 2015, ETUCE sent its contribution to the draft EIGE work priorities 2016 – 2018 which included a section on education as EIGE recognises the importance of education in promoting gender equality. The European Commission, to which EIGE reports and on which it depends for funds, however refused EIGE's proposal on working more closely on education or health when it comes to gender equality as both sectors are a national responsibility, according to the subsidiarity principle of the European Union. Wishing to remain connected to the education sector, EIGE therefore seeks to incorporate the topic of education in its meetings, e.g. for panel discussions and provides input to ETUCE's major events such as the closing conference of its gender project in Sofia in 2014.

A major instrument of EIGE to measure gender equality and its progress is the Gender Equality Index¹⁷⁵. It assesses the impact of gender equality policies in the European Union and in member states over

¹⁷² http://ec.europa.eu/justice/gender-equality/files/documents/130530_pensions_en.pdf.

¹⁷³ http://ec.europa.eu/justice/gender-equality/files/documents/130531_barcelona_en.pdf.

¹⁷⁴ <http://fra.europa.eu/en/project/2012/fra-survey-gender-based-violence-against-women>.

¹⁷⁵ <http://eige.europa.eu/gender-statistics/gender-equality-index>.



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time. It is built around six core domains - work, money, knowledge, time, power and health – and two satellite domains: violence against women and intersecting inequalities and it is based on EU policy priorities. ETUCE participated in both launch conferences of the latest and the first version of the index on 25 June 2015 and in June 2013.

8. Social Dialogue

8.1 The European Social Dialogue In Education¹⁷⁶ (ESSDE)

The initiation and development of the ESSDE

The launch of the ESSDE in 2010 can be seen as a historical event as it introduced Europe's largest public sector into the European Sectoral Social Dialogue system. Since the beginning of the 21st Century and the launch of the Lisbon Strategy and especially since the beginning of the economic crisis, education has been a key political priority, both at national and European level. The ESSDE contributes crucially to the achievement of the new EU2020 strategy goals. It brings together European education employers and employees to exchange views and experiences in the many different fields of concern for the education sector and to see whether and how they can jointly meet the challenges facing the sector.

The Sectoral Social Dialogue Committee is composed of one representative per EU member state in each of the two social partner delegations. It is a bipartite social dialogue body, the social partners being responsible for their agenda and the conduct of their discussions. The ESSDE Committee meets in plenary once a year. It can also meet in working groups with a maximum of 15 representatives per side.

In the European Sectoral Social Dialogue Committee for Education, ETUCE represents the labour side and holds all the 28 country seats, complemented at EU level by 2 representatives from the European Federation of Public Services Unions (EPSU) and 1 representative from the Confederation of Independent Trade-Unions (CESI), the latter having no voting rights in the Committee.

The ESSDE Committee covers the entire education sector: pre-primary, primary, secondary, vocational education and training and higher education and research. In the EU member states, the Education sector employs 14.7 million workers to educate 93 million pupils and students. The total public expenditure on European education is €583 billion per year, the equivalent of 5.7% of the total European GDP.

There are no legally binding EU acts that could require the harmonisation of national laws or regulations in education. ESSDE results do not commit the national social partners to anything. However, the ESSDE is an increasingly promising channel for lobbying on education policies at European level. It enables the social partners to bring forward their opinions and interests on policies at EU level which impact on the education sector and to influence policies of a cross-sectoral nature which can become binding at national level. The challenge for education policy-making remains its

¹⁷⁶ The last and the current two-year ESSDE work programmes can be found in annex 12.8.



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actual impact on the situation in the member states, which is essential. The obstacles could be overcome if social partners on both sides recognise and add value by working towards implementing existing EU level policy documents.

The European Commission assists, also financially, the social partners in organising their meetings but does not interfere in the dialogue.

Against this background it is also important to explain that the EC, under President Jean-Claude Juncker, initiated a new process entitled *New start for social dialogue*. On 5 March 2015, the EC hosted a high level conference in Brussels involving the top leaders of the European and national trade unions and employers' organisations in open discussions on their visions for future social dialogue. The event was the EC's first concrete action on social dialogue following President Jean-Claude Juncker's Opening Statement in the European Parliament Plenary Session in July 2014. Juncker had emphasised in his speech that social dialogue was affected by the crisis and had to be reinforced. He even declared this assessment to be a top priority issue stating that he "would like to be a President of social dialogue".

It can be said that there is a cautious hope among social partners for more influence in the future European policy shaping process. In 2015, European Commissioners Dombrovskis and Thyssen, both engaged with social dialogue, and expressed optimistic views about the strengthening of the social dialogue with regard to important policy topics such as the labour mobility package, the digital single market, the European semester and others. It might be that the European Commission considers social dialogue not only as an option (amongst other tools) but actually as a vital pre-requisite for the successful political, economic and social development of the European Union.

However, it is important to bear in mind that the simultaneous reduction of annual European social dialogue activities contrasts sharply with the vision of a strengthened social dialogue. This phenomenon has been strongly criticised by European sectoral social partner representatives at several events such as at regular meetings of the European cross-sectoral social partners¹⁷⁷.

ESSDE Plenary meetings

The ESSDE plenary group usually gets together once a year, in November, to discuss and to adopt all activities implemented within the framework of the adopted work programme, to evaluate and to adopt all joint outcomes and to discuss activities planned for the forthcoming work period. As a matter of principle, the ESSDE plenary group is in a position to address all the issues relevant to education which are of joint concern and which its members agree to discuss.

Furthermore, it has become common practice to invite EC representative to open the meeting with a keynote speech on important European developments in the education sector relevant to ETUCE and EFEE.

The plenary meetings offer a good opportunity for education social partners to meet and to learn what is at stake both at European and at national level. Delegates can network and share their knowledge

¹⁷⁷ Find out more at: <http://ec.europa.eu/social/main.jsp?catId=329&langId=en> and <http://ec.europa.eu/social/main.jsp?catId=88&langId=en&&eventsId=1028>.



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and experience for the benefit of each other. Often national social partners have even established initial working contacts and then sought to establish more regular and continuous working contacts back in their countries.

ESSDE Steering group

The ESSDE steering group meets in January of each year to discuss and evaluate the activities of the previous year and to decide on dates and contents of the upcoming activities for the new year of work. The European social partners are represented each by the Head of the respective Secretariat as well as three ESSDE delegates from each delegation. Among other actions, each year the steering group checks carefully the progress of implementation of the work programme. Then, first discussions take place on either continuing or new priorities for the next work programme.

ESSDE Working groups

In 2011, at their second joint meeting, the European sectoral social partners set up three working groups (WGs) on specific topics:

WG1: Quality in Education. This working group focused on the development of the joint EFEE-led project *“Self-evaluation of schools & teachers as instruments for identifying future professional needs”* which concluded with the ‘Joint Declaration on The Promotion of self-evaluation of schools and teachers’. The declaration is of great support for further dialogue in many European countries. This project outcome has assisted in raising awareness of the issue at stake and guided schools, national social partners in education and other stakeholders. With the finalisation of the project, the regular work of WG 1 ended.

WG2: The Demographic challenges. This working group focused on the development and implementation of the project *“Recruitment and Retention in the Education Sector, a matter of Social Dialogue”*. The objectives were to examine the situation and existing national policies regarding recruitment and retention in the European education sector in order to develop a joint approach among the education social partners. Based on the observations and conclusions which resulted from the joint project, the WG2 members and the two ESSDE secretariats developed joint recommendations. These recommendations were adopted at the ESSDE Plenary meeting on 8 November 2012. Also WG2 discontinued its regular activities on finalising the project.

WG3: Higher Education and Research. Out of the three former ESSDE working groups, only WG 3 still continues its work. Despite the fact that this group has also focused on and finalised a project, namely on *Supporting early career researchers in higher education in Europe: the role of employers and trade unions*, the working group members expressed their wish to jointly monitor the possible follow-up actions. Apart from that, they have recognised the value of a regular exchange of views on different challenges facing the higher education and research sector. Their wish for continued joint work has also been reflected in the latest ESSDE work programme. It was agreed, that WG3 would continue to get together once a year.

Furthermore, a series of working groups on different topics from the previous and current ESSDE work programmes has been organised. Those meetings brought together ESSDE plenary delegates as well



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as representatives from ETUCE and EFEE member organisation with substantial expertise on the topics discussed. All outcomes from those meetings have either fed into joint projects or been reported to the ESSDE plenary group for further discussions on possible follow-up activities.

8.2 European Social Dialogue Projects

Supporting Early Career Researchers in Higher Education in Europe

At the ETUCE Committee meeting on 19 March 2015, ETUCE presented the final report¹⁷⁸ and a declaration¹⁷⁹ based on the outcomes of the project *Supporting early career researchers in Higher Education in Europe and the role of employers' organisations and trade unions*. The successful one-year project had been conducted jointly by the European education social partners, ETUCE and EFEE. It had been established by the ESSDE Working Group on higher education and research (WG3) with the support of the European Commission.

Among others, the project activities included important research work focusing on the challenges that early career researchers and the universities in which they work and study, experience. The report includes information on the political and economic context, the social dialogue in higher education and the situation of research careers within higher education and beyond. It deals with seven particular aspects of the challenges which early career researchers in Europe face and covers the results of more detailed case studies from Cyprus, Finland, Germany, Italy, Romania, and the United Kingdom. The report leads to joint recommendations¹⁸⁰ which could be useful for social partners at different levels depending on the particular situation in each EU member state. European policy making and actions could benefit from these recommendations, too. The initiative resulted in a joint declaration¹⁸¹ which is addressed to social partners in education representing the higher education and research sector and their national, regional and local members as well as the European Institutions and interested stakeholders at European or national and local level.

The outcomes of this project show once more the promising potential of the ESSDE. The European education social partners hope that their declaration provides valuable support to early stage researchers by raising awareness of their challenges and by showing possible solutions to address these challenges. ETUCE and EFEE have therefore committed themselves to actively promote their social dialogue and this declaration at all levels.

¹⁷⁸ <https://www.csee-etuice.org/en/news/archive/794-essde-higher-education-research-working-group-produces-report-and-declaration-in-support-of-early-career-researchers?highlight=WyJyZXNIYXJjaCJd>.

¹⁷⁹ <https://www.csee-etuice.org/en/documents/statements/712-efee-etuice-joint-declaration-on-supporting-early-career-researchers-in-higher-education-in-europe-2015>.

¹⁸⁰ <https://www.csee-etuice.org/en/news/archive/794-essde-higher-education-research-working-group-produces-report-and-declaration-in-support-of-early-career-researchers?highlight=WyJyZXNIYXJjaCJd>.

¹⁸¹ See above.



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Professional Autonomy, Accountability and Efficient Leadership and the role of employers' organisations, trade unions and school leaders

Following the successful conclusion of another ESSDE project, ETUCE published the final report¹⁸² and declaration¹⁸³ on *Professional Autonomy, Accountability and Efficient Leadership and the role of employers' organisations, trade unions and school leaders*. The one-year project was conducted jointly by the European education social partners, ETUCE and EFEE, with the support of the European Commission. It was presented at the ESSDE Plenary Meeting 2014 and at the ETUCE Committee meeting in March 2015.

Within the ESSDE it was important to discuss the establishment of strong and effective leadership in schools in Europe to support necessary educational development for high quality education systems which can meet the current economic and social challenges, such as European economic recovery and social cohesion. For both social partner organisations, school leaders have always been an important stakeholder group as the link between school management and teachers, between different levels of education and training, families, the local community and the labour market. School leaders also have a crucial responsibility in ensuring the creation of a safe and conducive environment for teaching and learning and student success. According to international studies, school leaders are expected to play a key role in the maintenance and improvement of educational quality. Therefore, the increased recognition of the responsibility of school leaders for school quality and performance were important starting points for this project as presented in this report.

The research work and the peer learning visits in the Netherlands, Malta and England showed that the dialogue between and among teachers and school leaders, between trade unions and employers, between schools and their direct community is of utmost importance in guaranteeing strong school leadership, in enhancing mutual trust and good-will in striving for education quality. This is why the European Social Partners in education, ETUCE and EFEE, emphasise together that this work topic remains a key priority for their member organisations.

The project results are part of the important work of the ESSDE which aims to support education trade unions and their social partners in enhancing the effectiveness, accountability and autonomy of education institutions and school leaders. ETUCE and EFEE have therefore committed themselves to actively promote their social dialogue and this declaration at all levels.

The development of the teaching profession in times of economic crisis

This joint project on *the development of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market* ended in December 2013. The social partners in education had expressed their concern about the increasing bottlenecks in the education systems in many European countries because of demographic changes and reduced financial investment. In 2012, the European Commission had published a report on education in Europe in which it warned of the risks of further shortages of specialised teachers. At the same time, the EC had also identified education as one of the

¹⁸² https://www.csee-etuice.org/images/attachments/RP_Professional_Autonomy_Accountability.pdf.

¹⁸³ https://www.csee-etuice.org/images/attachments/Joint_Declaration_EFEE_ETUCE_SL.pdf.



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key sectors for economic recovery and growth. The European education social partners wished to support the entry of more specialised teachers into the labour market. This is why the project took into consideration the need for education systems and economic development in Europe to address the shortage of workforce in the education sector as the key for the EU member states to meet the EU 2020 Strategy goals.

The overall project objective was to further raise public awareness of the impacts of the dramatic shortage of qualified teachers for core subjects. The teaching profession has also suffered from a lack of status which has worsened during the years of the economic crisis. The project intended to highlight that such new trends have far-reaching impacts on other sectors and on the whole labour market. The project addressed national and European employment policy-makers and emphasised the necessity to invest more in education to reach the EU 2020 goals.

Moreover, this project ought to follow up on the results of the previous project titled *Recruitment and Retention in the education sector, a matter of social dialogue*, where the European social partners in education had identified some key issues related to recent problems in this field. These were summarised at the closing conference in September 2012, with the project partners undertaking a deeper analysis of the reasons for the profession's growing lack of attractiveness.

The current trends go against the core targets of the EU 2020 strategy for Growth and Employment both in employment and education. The project came at a time when youth unemployment in Europe had reached a new peak. Many young people in Europe were neither in employment, education nor training (NEET). In the light of the Council meeting in February 2012, where the Ministers for Education discussed the relationship between education measures and youth unemployment, this project aimed to expose the concerns of pupils and parents about prospects for the future of young people in Europe.

The project results support the future work of education employers and education trade unions in Europe. They were asked to commit to an improvement of the image and attractiveness of the teaching profession.¹⁸⁴

Self-evaluation of schools and teachers as instrument for identifying future professional needs

In 2012 and 2013 the EFEE and ETUCE jointly carried out this project, continuing the work of the ESSDE Working Group 1 on quality in education in which they discussed the growing trend towards increased self-evaluation of schools and teachers and the changing role of national inspectorates. EFEE and ETUCE worked jointly towards their common goal of improving the quality of education by providing data and tools for capacity building of schools, for professional development of teachers and school leaders and for the development and growth of schools as a learning community.

Dialogue between social partners was not only a subject of discussion, but also one of the main goals of the activities organised in the light of this project. During the peer learning visits, representatives of employers' organisations and trade unions shared their national experiences and entered into

¹⁸⁴ https://www.csee-etuice.org/images/Recommendations/VS_2012_0437FinalSurveyReportEN.pdf and https://www.csee-etuice.org/images/Recommendations/VS_2012_0437Recommendations_final_conference.pdf.



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meaningful dialogue. This cooperation enhanced mutual understanding between members of EFEE and ETUCE. The peer learning visits not only supported the dialogue between social partners at European level, but also at national level, as the study visit to the Netherlands clearly demonstrated.

In order to broaden support for the development of a self-evaluation culture, other EFEE/ ETUCE members were invited to the final project conference. This was not only to share with them the project results but also to prepare a positive ESSDE outcome: the Joint Declaration. Thus the synergy and exchange between different ESSDE Working Groups has been improved, with the topic of self-evaluation of schools and teachers being clearly linked to the topic of the ESSDE Working Group 2 on demographic challenges on recruitment and retention. It was noted that self-evaluation of teachers is an important tool for identifying future professional needs of teachers and others working in schools.

The Joint Declaration shows the commitment of EFEE and ETUCE as social partners in education to actively promote a culture of self-evaluation at the European, national and local levels. With this declaration, ETUCE and EFEE encourage national social partners to follow up the European declaration through, for instance, national workshops or other awareness-raising events to promote the culture of self-evaluation at national level.¹⁸⁵

Promoting the potential of the European sectoral social dialogue in education by addressing new challenges and exploring experience and knowledge

At the ETUCE Committee meeting on 19 March 2015, ETUCE presented the survey report of this project.¹⁸⁶ This one-year EC funded project intended to build capacities and to promote the education social dialogue at European and national level. ETUCE conducted round table meetings in Bucharest, Bratislava, Ljubljana, Zagreb, Podgorica and Vilnius with high participation of the national social partners in education. Social partners welcomed ETUCE's initiative and the opportunity to meet and to discuss the future of their national dialogue with particular reference to the ESSDE.

In addition to these workshops, ETUCE mapped the state of play with the survey. The previous years had been marked by the economic crisis and austerity measures. The pressure on social dialogue was increasing. Starting from the assumption that social dialogue could be improved, the ETUCE set out to assess the ESSDE's past work, identify measures for improvement and ways to foster the European social dialogue. Today's key challenges for the European social dialogue in the education sector are threefold. It is about facilitating understanding of the European social dialogue as well as about facilitating the interaction between the national and European level and identifying ways to foster the European social dialogue.

Through this capacity building project, the ETUCE wished to focus once more on the strengthening of the European social dialogue structures in the education sector. Its overall objective was to expand the knowledge of the social partners in the area of industrial relations, with the long-term goal of further

¹⁸⁵ <https://www.csee-etuice.org/en/social-dialogue/29-european-sectoral-social-dialogue-in-education-essde/57-activities>.

¹⁸⁶ <https://www.csee-etuice.org/en/documents/publications/714-survey-report-promoting-the-potentials-of-the-european-sectoral-social-dialogue-in-education-by-addressing-new-challenges-and-exploring-experience-and-knowledge-2014>.



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promoting the European social dialogue in education. The ETUCE also wanted to improve further the effective functioning between the national and the European-level social dialogue. Therefore, ETUCE focused also on three issues within the scope of this project which were to map the national affiliates' current topics of interest, actions and organisation, to identify the national affiliates' knowledge of the existing European social dialogue and to identify the national affiliates' needs and expectations regarding ETUCE and European social dialogue.

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

On 5 June 2015, the ESSDE Capacity building project II successfully commenced with the first round table meeting in Nicosia, Cyprus. ETUCE and EFEE had defined the promotion of their social dialogue as one of the main objectives within their work programme for the years 2014/15 (as in the previous and the recently adopted programme for 2016/17 too)¹⁸⁷. The adherence to this task shows that the social partners recognise the importance of a well-established social dialogue and that its further improvement takes a high priority for them. Strengthening the ESSDE's capacities by improving its structures and content but also by increasing the delegates' commitment seem essential to make it as efficient and effective as possible. In order to attain this objective, more effort and work is now being invested in this process through round table meetings involving the national member organisations. Against this background, the meeting's objective was to further increase the national social partners' knowledge about the European and national sectoral and cross-sectoral social dialogue and other related issues. The presentations aimed to provide specialist know-how on topics related to the social dialogue such as on the development of European social policy, industrial relation systems at national and European level, the objectives and functioning of the European sectoral social dialogue, the need for tighter networks between social dialogue delegates, and the ESSDE work programme and achievements. Participants also acquired deeper knowledge of cross-sectoral issues such as the impact of the economic crisis on EU level social dialogue, the challenges of the demographic changes in Europe, the Europe 2020 strategy for growth, the European Employment Strategy and others. ETUCE raised participants' awareness about recent developments with regard to the EC's initiative to re-launch the social dialogue and the EC's better regulation agenda¹⁸⁸. The clear key focus remained on possible ways to strengthen the links between national and European level social dialogue.

In the context of the current joint project, ETUCE and EFEE prepare and conduct all meetings together. Eight meetings in total have been organised in Cyprus, Poland, Hungary, Bulgaria, Latvia, Estonia, Spain and Serbia.

8.3 Cross-sectoral social dialogue

The ETUCE participates in many cross-sectoral social dialogue activities, too, when they are relevant to the education sector. In this regard, ETUCE regularly attends the Social Dialogue Liaison Forum to present its own work processes in the education social dialogue or outcomes and to obtain updates from the work priorities of different social dialogue sectors. The meetings cover cross-sectoral issues

¹⁸⁷ https://www.csee-etuice.org/images/attachments/FINAL_ESSDE_WP_2016-2017.pdf.

¹⁸⁸ http://ec.europa.eu/smart-regulation/index_en.htm.



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to provide European social partners with a broader picture of developments in European social dialogue.

ETUCE is a European Trade Union Federation within ETUC, the European Trade Union Confederation. This is why ETUCE participates in the cross-sectoral social dialogue whenever it is relevant to the education sector. In 2013, ETUCE was a member of the negotiating delegation on the *Framework of Actions on Youth Employment* which was a key priority of the European Social Partners in their Work Programme for 2012-2014. The aim was to find and to develop solutions to the growing problem of youth unemployment in Europe. In the joint document that was adopted in June 2013, European social partners called on national social partners, public authorities and other stakeholders to cooperate on this issue and and achieve concrete progress in support of youth employment.¹⁸⁹

ETUCE participated in two important initial thematic working groups for the European social partners established by DG EMPL. The ETUC delegation comprised ETUC representatives, ETUCE and UNI Europa on behalf of the sectoral social partners as well as seven national ETUC member organisations. Business Europe formed a delegation as counterpart to the trade unions. EU member states were represented by their EU delegation representatives and DG EMPL chaired the meetings.

The thematic group on *Social dialogue, economic governance and capacity building* focused on the main objective of the possible improvement of social dialogue both at EU and at national level with a focus on the European and national social partners' involvement in economic governance. The mandate of the group was clearly not about negotiations of reforms. It was about tripartite discussions on the future direction of social dialogue with the aim of working out a position that could convince the Council about the need to strengthen social dialogue at all levels.

Two topics were discussed: 1. Improving the functioning and effectiveness of social dialogue and the capacity building of social partners at national level (conditions contributing to an effective social dialogue etc./indicators measuring the effectiveness of the social dialogue) and 2. Improving the involvement of (European and national) social partners in the European Semester and in assessing, designing, agreeing and implementing relevant reform/policies (European and national).

The outcome was to feed into the implementation of the cross-industry social partners' joint work programme 2015-2017. The aim was to devise conclusions which could serve as recommendations, a joint opinion, proposal for concrete actions or another product which would be used as part of the so-called re-launch of the social dialogue process and be presented to the EC, the Social Dialogue Committee, other relevant institutions, the Liaison Forum, the sectoral SD committees and others. The thematic group on *Social dialogue, policy making and law-making* followed the same set up and complemented the discussions of the other working group.

¹⁸⁹ The document can be found via: <https://www.etuc.org/framework-actions-youth-employment>.



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Overall, the negotiating delegations have agreed on a joint *Declaration on a new start for a strong Social Dialogue*. At this point in time, the process has not been finished. The document is to be circulated once it has been adopted and published.

The European Commission launched other activities following up on their conference on the so-called “relaunch of social dialogue”. For example, DG EMPL established an “Informal working group on SD communication” with the aim of optimising the visibility of EU sectoral social dialogue and its outcomes and of improving the information exchange between the European Commission, sectoral social partners and sectoral social dialogue committees. ETUCE was selected to participate in the work of this group which started on 12 June 2015 and the results of the discussions were presented to the Liaison Forum in autumn 2015. The discussions concerned the involvement of social partners which is relatively well developed at European level but not so at national level. The group also reflected on the importance of capacity building in the improvement of social dialogue and how to involve social partners in matters not included in Art. 153 of the Treaty of the European Union, e.g. how to tackle long-term unemployment and how to improve labour market mobility. The European Commission confirmed its interest in a deeper involvement of the social partners through an improved use of existing social dialogue mechanisms and interconnectivity between the work programmes of the European social partners and the European Commission. On 27 June 2016, the ETUCE Secretariat informed its member organisations about the successful outcome of the discussions: The cross-industry social partners (ETUC, BusinessEurope, UEAPME and CEEP), and the European Commission, represented by the Vice-President for the Euro and Social Dialogue, Valdis Dombrovskis, and the Commissioner for Employment, Social Affairs, Skills and Labour Mobility, Marianne Thyssen, signed the statement of a *New Start for Social Dialogue*¹⁹⁰. The statement also covers the European sectoral social partners, and commits them to promote social dialogue and ensure the implementation of agreements in all EU member states. The statement clearly affirms the commitment of the European Commission to promote and to improve discussions and negotiations between the European social partners and EU institutions, including on the European Semester. It also states the engagement of the European Council’s Presidency to ensure the involvement of national social partners in consultations around the Country Specific Recommendations

9. Council of Europe

ETUCE is a recognised observer to the Steering Committee for Education Policy and Practice of the Council of Europe (CDPPE). The debate in the Steering Committee mainly focused on ongoing projects within the area of intercultural education, history and with the focus on education for the purpose of becoming an active citizen in a modern democracy. Thus, the Council of Europe (CoE) is strongly supporting the concept of education as a public good, governed by the rule of law.

¹⁹⁰ <https://www.csee-etuice.org/en/news/archive/1534-a-new-start-for-social-dialogue-statement-signed>.



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The CoE is an ally in the struggle to prevent education from being reduced to an instrument for economic development. ETUCE is represented in the CDPPE, which meets once a year (some years twice), and is a full member of an ad hoc group established by the CDPPE on higher education.

Two projects have been most important during the last years of work. The first one regards the development of a set of competences, descriptors and indicators for education in a democratic culture, including intercultural understanding¹⁹¹. This model was launched at the CoE ministerial conference in April 2016. The second project is called ETINED (*Pan-European Platform on Ethics, Transparency and Integrity in Education*)¹⁹² and is about ethics in education at all levels and including all relevant actors, from parents, ministries, other public authorities and private enterprises to students and teachers. ETUCE was successful in arguing that any debate on ethics in education both at national and international levels must be based on the professional standards set by EI and the national affiliates. In other words, it is impossible to develop ethics in any education system or setting without drawing on the standards set by the professional bodies in EI and its affiliates. This was in the end widely accepted and EI representatives were included in two panels at the launch conference in October 2015.

10. European Projects

Aiming to further support its member organisations in core issues, ETUCE carries out several projects that are co-funded by the European Commission. Most of these projects are granted to ETUCE 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)¹⁹³. In most cases, the European Union offers funding to organisations from EU and candidate countries. In recent years, there is a visible trend for the European Commission to broaden the scope for project partnerships to allow partner organisations from countries that are involved in the EU neighbourhood policy¹⁹⁴. Therefore, ETUCE is taking full advantage of this opportunity to provide the member organisations from non-EU/non-candidate countries with further possibilities to benefit from and actively engage in the work at European level. Keen to ensure funding for activities and events on relevant topics for education trade unions in countries of the European Region of EI that are non-EU countries, ETUCE has been stepping up its efforts in applying for funds, e.g. to further its work on peace education. 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 updated its brochure¹⁹⁵ on project opportunities for CEE countries which was presented at the CEE Round Table in Bucharest in 2015 and provided member organisations

¹⁹¹ http://www.coe.int/t/dg4/education/competences_en.asp.

¹⁹² http://www.coe.int/t/DG4/EDUCATION/etined_en.asp.

¹⁹³ A selection of projects is described under the different chapters. An overview of the projects is available in the appendices to this report.

¹⁹⁴ http://ec.europa.eu/world/enp/index_en.htm

¹⁹⁵ The brochure is available for download at: <https://www.csee-etu.org/en/documents/publications/1119-project-opportunities-for-central-and-eastern-european-countries-september-2015>.



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with the *Report on Funding opportunities for teacher unions for education and training under the European Social Fund 2014-2020*¹⁹⁶ (September 2015).

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. Some of these are described in the chapters above. Others comprise such projects as the ongoing ETUC-led project that ETUCE is engaged in: ***Improving social partners' involvement in EU support for public investments in training and education*** (2015 – 2017). This project aims to enhance the role of social partners at European, national and regional level, in funding and investment opportunities for training and education. The project contributes to the implementation of the European Fund for Strategies Investment and the enhanced implementation and use of funds provided by the European Social Fund (ESF) and by the European Investment Bank (EIB). During the project two research studies are envisaged. The first research study investigates the current picture of EU funding and investment allocated to publicly provided training and education. The second research study analyses how funding and investment is implemented at national, local and regional level regarding different training and education programmes, infrastructure, and technical equipment. Furthermore, it examines the role of social partners in these public funding opportunities. As an affiliated entity of ETUC, ETUCE has an advisory, monitoring and evaluation role, attends all project meetings, invites and involves its member organisations in the project conference and interviews, participates in project advisory committees and conferences and contributes to devising the agenda of meetings and reviews the final project report.

A project carried out by one of ETUCE member organisations, the SEB in Bulgaria, was ***Balkan CPD Institution for Teachers: Balkan Teachers Training Institute- BTTI***. This five month project aimed to establish the role of ETUCE and SEB as partners in an EU Social Fund project to enhance and strengthen teachers' continuous professional development (CPD), outline possibilities and obstacles in relation to the establishment of the BTTI, set up concrete plans for the BTTI outlining financial and administrative responsibilities for all involved, including the government(s), identify concrete areas of work for the BTTI, outline strategic plans on how BTTI would work with other countries in the region, including the trade unions and governments, and to consider the possibilities for ETUCE to link from the BTTI to a European CPD Institution for teachers.

Another ongoing project that involves ETUCE as an associate partner is ***COSME - A Pan-European Hub for Entrepreneurial Learning*** (2015 -2017). This project is organised by JA-YE Europe, the European provider of entrepreneurship education programmes, EuroChambers/SEECCEL, the South East European Centre for Entrepreneurial Learning and EUpVET, the European Providers of VET. The project aims to set up a network in order to develop a pan-European entrepreneurial learning initiative bringing together existing European and national expertise. It has a strong focus on policy-making and on stimulating further development of entrepreneurship education across Europe and seeks to be an advisory body to politicians and EU institutions. The hub is not a formal body from the outset, rather

¹⁹⁶ https://csee-etuice.org/images/attachments/ESF_Operational_Programme2014-2020_Education-priorities.pdf.



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a grouping of organisations and individuals committed to entrepreneurship education. The activities also aim at broadening the spread and impact of entrepreneurship education across Europe, based on learning from existing best practices and on sharing information. The initiative encourages and supports networking among policy makers, teachers, practitioners, researchers, business leaders, entrepreneurs and subject experts across Europe with a strong interest in the development of entrepreneurship education and in deepening cooperation at EU level in this area.

Regarding ICT in education, ETUCE is a partner in the ongoing initiative **tMAIL (Teacher Mobile Application for Innovative Learning)** by the Fellow Research Foundation Flanders, Department of Educational Sciences of the Vrije Universiteit Brussels (2015 – 2017). The main aim of this project is to develop and test a mobile teacher training application that provides personalised training on the instruction of self-regulated learning strategies in primary education. Moreover, the app will collect and process data that may inform students, teachers, teacher educators and policy at various levels. The project activities are organised in several work packages. Management oriented work packages span two years, whereas the content oriented work packages have fixed time schedules and closely follow each other. ETUCE contributes to the project management board meetings and is actively involved in two project seminars.

Moreover, ETUCE was an associate partner in the **ENABLE-Think tank** (2014 – 2016), under the lead of the European Schoolnet. The European Network Against Bullying in Learning and Leisure Environments aimed to tackle bullying in a holistic way, helping young people exercise their fundamental rights in the home, school, class and community (i.e. peer group). The project aimed to develop social and emotional learning skills as a means of building resilience in young people so that they can better understand and become more responsible and effective for their on- and offline social interactions.

ETUCE was also engaged in the **Teacher Induction PAEDIA** project by the Respect Network Foundation. This Comenius development project was carried out from 2013 to 2015 and targeted teacher students, stressing the joint responsibility of teacher training and schools for initial training, induction and continuous professional development.

Another project carried out in this period is **REINVENT** (Reflecting on Innovation policy and inclusiveness in education systems) carried out by the **Educational Research and Evaluation Group of the Institute of Applied and Computational Mathematics** of Crete. The two-year project from 2013 to 2014 was 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. The project developed an EU-wide policy to promote the implementation of key competences in school education.



11. Governance, Administration and Information

11.1 Finance Report 2012 – 2015

El Europe (2012 – 2015)

The ETUCE-CSEE financial accounts of the years 2012 to 2015 were audited on a yearly basis by external auditors, Ernst & Young, who expressed their satisfaction with the way the accounts were booked, reported and approved and with the presentation of financial accounts and gave an unqualified opinion.

In addition, during the four years covered by this report, ETUCE's accounts were reviewed on a yearly basis by the internal auditors. The internal auditors confirmed the implementation of the financial decisions of the ETUCE Conference and they were also satisfied with the accounts and gave their positive opinion.

Income

ETUCE's incomes, both restricted (project-related) and unrestricted (supplementary dues), came from member organisations' supplementary dues, grants (mainly from the European Commission) and others, such as bank interests.

The ETUCE secretariat is responsible for managing the dues collected from its member organisations and project grants received from the European Commission and for using these incomes appropriately in compliance with the budget approved by the ETUCE Conference and the respective agreements signed with the Commission.

The total income for the period 2012 to 2015 was €6,535,172. This amount comprised €4,982,047 supplementary dues paid by member organisations, €1,541,251 grant income from the European Commission and €11,871 of interest income. In terms of ratios, 76 % of the revenue comprised supplementary dues, 23.85% comprised European Commission project income and 0.15% was earned from bank interest income.

Supplementary Dues

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 amount of income collected as supplementary dues from the members from 2012 to 2015 was €4,982,047. The amounts of supplementary dues accounted were: €1,242,539 in 2012; €1,240,333 in 2013; €1,231,919 in 2014 and €1,267,984 in 2015.



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Grants received from the European Commission

The number and value of the projects for which grants were obtained varied every year and were subject to the interest of ETUCE and its member organisations in the proposed programmes, staff availability, the capacity to run the project and the eligibility criteria requested by the EC.

From 2012 to 2015, ETUCE implemented and finalised 10 projects as the main applicant with the participation of four to seven member organisations in different projects. Also, ETUCE successfully engaged as a partner in 10 projects co-funded by the European Commission. In general, ETUCE had a grant income (revenue) of €1,541,251 from 2012 to 2015. The amounts of grants accounted were: €408,930 in 2012; €294,584 in 2013; €632,450 in 2014 and €205,287 in 2015.

At the end of 2014, the Directorate General Employment, Social Affairs and Inclusion changed the project lifetime from one to two years. This had a significant impact for project income, decreasing on average in 2014 by €135,000 and in 2015 by €155,000 respectively. ETUCE has continued engaging in two year lifespan projects and was granted two projects in 2014 with the activities to be completed in 2016 and one additional project grant running until 2017.

Projects issued by the European Commission are subject to the principle of co-financing, meaning that the grant awarded by the European Commission only covers the majority portion (75% to 90%) of the total eligible expenditures and the applicant should contribute the difference (10% to 25%).

In general, the control, follow-up and reporting of the projects funded by the European Commission improved over the years. Internal provisional finance reports discussed with the staff involved in the respective projects provided the opportunity to submit, if necessary, requests to amend the original budgets, allowing thus ETUCE to obtain the optimum benefit from the funding allocated by the European Commission .

Miscellaneous incomes, mainly, bank interest

From 2012 to 2015, ETUCE had a net interest income (bank Interest income less interest expenses) of €11,871. The net income (bank) interest decreased from €5,904 in 2012 to €2,549 in 2013; €2,184 in 2014 and €544 in 2015. This was mainly due to the fall in bank interest rates on the financial market and the increased taxes on interest income.

Expenditures

The expenditures incurred and recorded from 2012 to 2015 were in line and in accordance with the total budget allocated by the ETUCE Conference in 2012. For the specified period, ETUCE had a total expenditure of €6,493,155

In the case of unforeseen developments or changes during the period, budget re-allocations between the budget lines were made by the ETUCE Bureau and the ETUCE Committee. From 2013 on, new budget headings were adopted to reconcile with the changes coming from the new European structure.

Provisions for the ETUCE Conference and the Special Conference were booked with a view to keeping the yearly expenditures regular and stable. To achieve that, the provision necessary to reach 75% of



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the estimated cost of the 2012 Conference was booked together with a provision representing 25% of the 2014 Special Conference. In future, ETUCE will account 25% of the estimated cost on a yearly basis for each ETUCE Conference and Special Conference.

The main cost which increased throughout the period and poses a challenge for the secretariat is staffing costs. The total staffing cost increased from €744,486 in 2012 to €783,960 in 2013 and to €851,000 in 2014. The total cost became €831,801 in 2015 due to various reasons. The increase of staffing costs was mainly due to a 2% compulsory indexation and related cost of pension and health insurance benefits. Until now, the European Commission grants have been used to cover a part of the staffing cost. It is important to emphasise the continued need for projects to be acquired and to maintain income to pay for increasing expenditure.

Financial outcome

The aspiration of ETUCE in financial terms is not to make a profit, rather to use the funding appropriately and in line with the principles and practices of its statutes. This should be achieved by avoiding any overspending above the budget and income (revenue) collected during the period 2012 to 2015 and result in breaking even.

In this context, ETUCE successfully achieved its objective and its financial performance results for the period 2012 to 2015 were positive and approved by both internal and external auditors. In 2012 and 2013, ETUCE ended up with a significant surplus of €24,436 and €14,803 respectively. In 2014 and 2015 ETUCE closed its financial accounts with a minor surplus of €325 and €547 respectively.

ETUCE Foundation (2012 - 2015)

In order to comply with administrative requirements of the European Commission, the CSEE-ETUCE Foundation ensures the eligibility of ETUCE as a beneficiary of the European Commission funding for projects. From 2006 onwards, all project agreements funded by the European Commission were signed by the Foundation which, through a Service Agreement, authorises the ETUCE Secretariat to carry out all activities.

As laid down in the ETUCE statutes, the Foundation activities with the European Commission do not generate any surplus and/ or incur deficit. The Foundation only supports recurrent expenditures, such as audit costs, publication costs and regional taxes. All funds (advances and final payments of grants) received by the Foundation were transferred to the bank account of ETUCE.

The Foundation's financial accounts for the period 2012 to 2015 also were audited by the external auditors, Ernst & Young which was satisfied with the way the accounts had been booked and reported and confirmed that the financial management was in conformity with Belgian accounting principles and gave its unqualified audit opinion. As the Foundation is registered as a legal entity in Belgium, the audited accounts from 2012 to 2015 were submitted to the Belgian authorities and published in the Belgian public and official gazette (Le Moniteur belge).

ETUCE contributed to the Foundation for the above mentioned expenditures of €929.83 in 2012; €822.24 in 2013; €836.89 2014 and €844.40 in 2015. The Foundation closed its financial accounts for



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the year 2012 to 2015 with surpluses emanating from bank interest decreased by taxes and bank charges, amounting to €1,086 in 2012; €234.10 in 2013; €81.54 in 2014 and €91.67 in 2015.

11.2 Information

Information Sessions

Over the past four 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:

10-11 March 2016 – DLF/BUPL, FSL, GL, DM and Uddannelsesforbundet (Denmark) Delegation Visit

26 January 2016 – LO (Sweden) Delegation Visit

24 June 2015 – DLF (Denmark) Delegation Visit

03 June 2015 – KI (Iceland) Delegation Visit

13 April 2015 – SNUipp FSU Training

16 June 2014 – GEW (Germany) Executive Board and staff excursion visit

27 February 2014 – ETUI young trade union leaders visit

25 October 2013 – UEN (Norway) Delegation Visit

17 October 2013 – CNV (The Netherlands) Delegation Visit

13 December 2012 – Lärarförbundet (Sweden) Delegation Visit

ETUCE Newsletter

Since June 2014 the ETUCE Newsletter¹⁹⁷ has been sent to member organisations and subscribers in an electronic format (HTML) using article teasers directly linked to the ETUCE Website to give readers a faster overview of the highlighted topics.

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 and the OECD.

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

ETUCE Press Releases

With a view to further publicising ETUCE's engagement and statements on topics of specific interest to its member organisations, the ETUCE Secretariat frequently issues press releases. They are archived on the ETUCE website in the news section.

¹⁹⁷. <https://www.csee-etu.org/en/news/newsletter>.



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ETUCE Reports

All ETUCE conferences and seminars were, as in the past, followed up with the publication of reports¹⁹⁸ widely circulated to ETUCE member organisations and other relevant stakeholders in education and the trade union movement.

ETUCE Brochures

Over the last four years, the ETUCE Secretariat has also issued brochures. These brochures¹⁹⁹ present the summary of the work undertaken in ETUCE projects and may include the outcome of the project in the form of recommendations or guidelines.

ETUCE Website

In October 2014 the Secretariat launched a new ETUCE Website, maintaining the same domain name of www.csee-etuce.org which makes information available in English, French and Russian. The improved design and renewed structure have been developed to enhance visitors' navigation and therefore increase the visibility of ETUCE and its activities. It includes the teachers' occupational health and safety web section and the eLearning (ELFE) web section. It includes general information about the organisation, its member organisations, partners, staff, as well as in-depth information about on-going and past ETUCE projects.

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

From October 2014 to July 2016, the ETUCE Secretariat has counted 143,000 unique page views and an average of 230 unique page views per day. Most visitors use the information provided in English (50%), followed by Russian (30% of the users) and in French by 20% of the users.

ETUCE App

In September 2015, in order to further improve member organisations' access to information, the ETUCE Secretariat developed a mobile application to help visitors easily access information about ETUCE's work from their mobile devices. This app can be installed from Google Play (Androids) and from the Apple App Store (iPhones) to read the latest news, find out about policy issues, and download the latest documents from wherever visitors are located. Looking at the preferences for devices used to access information provided from ETUCE, the desktop version continues to be preferred by 80% whereas, since its installation, the mobile device version is used by 20% with an upward trend.

¹⁹⁸ See the list of reports in the appendices.

¹⁹⁹ The different brochures are presented under the Publications appendices.



12. Appendices

12.1 List of abbreviations

ATEE	Association for Teacher Education in Europe
BFUG	Bologna Follow-Up Group
BTTI	Balkan Teachers Training Institute
BusinessEurope	Confederation of European Business
CDPPE	Steering Committee for Education Policy and Practice of the Council of Europe
CEDEFOP	European Centre for the Development of Vocational Training
CEENET	Central Eastern European Network
CEEP	European Centre of Employers and Enterprises providing Public services
CESI	European Confederation of Independent Trade Unions
CETA	Comprehensive Economic and Trade Agreement between Canada and the EU
CoE	Council of Europe
CPD	Continuous professional development
CSRs	Country Specific Recommendations
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 Migration and Justice
DG MARKT	Directorate-General Internal Market and Services
DG RESEARCH	Directorate-General for Research and Innovation
DGVT	Directors General for vocational education and training, CEDEFOP
DGB	Confederation of German Trade Unions
EACEA	Education Audiovisual and Culture Executive Agency
EAFa	European Alliance for Apprenticeship
EC	European Commission



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ECE	Early Childhood Education
ECVET	European Credit System for Vocational Education and Training
EEA	European Economic Area
EESC	European Economic and Social Committee
EFEE	European Federation of Education Employers
EFFAT	European Federation of Food, Agriculture and Tourism Trade Unions
EFTA	European Free Trade Association
EFSI	European Fund for Strategic Investment
EHEA	European Higher Education Area
EI	Education International
EIB	European Investment Bank
ELFE	European e-Learning Forum for Education
ENETOSH	European Network in Education and Training on Occupational Safety and Health
ENQA	European Association for Quality Assurance in Higher Education
EP	European Parliament
EPC	European Professional Card
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
ESCO	European Skills, Competences and Occupation (taxonomy)
ESF	European Social Fund
ESHA	European School Heads Association
ESIF	European Structural and Investment Fund
ESL	Early School Leaving
ESSDE	European Sectoral Social Dialogue in Education
ESU	European Students' Union



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ESWC	ETUCE Status of Women Committee
ET2020	Education and Training 2020
ETF	European Training Foundation
ETUC	European Trade Union Confederation
ETUCE	European Trade Union Committee for Education
ETUF	European Trade Union Federation
ETUI(-REHS)	European Trade Union Institute for Research, Education, Health and Safety
EU	European Union
EUA	European University Association
EU-OSHA	European Agency for Safety and Health at Work
EURASHE	European Association of Institutions in Higher Education
Eurocadres	Council of European Professional and Managerial Staff
EURYDICE	Information Network on Education in Europe
FEMM	European Parliament Committee on Women's Rights and Gender Equality
FORTH	Foundation for Research and Technology – Hellas
FRA	European Union Agency for Fundamental Rights
GATS	General Agreement on Trade in Services
GDP	Gross Domestic Product
HERSC	Higher Education and Research Standing Committee
ICT	Information and Communication Technology
ICS	Investor Court System
ILGA	International Lesbian and Gay Association
ILO	International Labour Organisation
INGO	International Non-Governmental Organisation
ISDS	Investor State Dispute Settlement
ITUC	International Trade Union Confederation
KESK	Turkish Confederation of Public Services
LGBT	Lesbian, Gay, Bisexual and Transgendered people
LLL	Lifelong Learning



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MEP	Member of the European Parliament
NEET	Neither in employment, education nor training
OBESSU	Organising Bureau of European School Student Unions
OECD	Organisation for Economic Co-operation and Development
OMC	Open Method of Coordination
REFIT	Regulatory Fitness and Performance
RESAVER	Retirement Savings Vehicle for European Research Institutions
SGP	Stability and Growth Pact
SIP	Sustainable Impact Assessment
TALIS	Teaching and Learning International Survey (OECD)
TTIP	Transatlantic Trade and Investment Partnership
TiSA	Trade in Service Agreement
TSIA	Trade Sustainable Impact Assessment
UEAPME	European Association of Craft, Small and Medium sized Enterprises
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNI-EUROPA	European Trade Union Federation for Services and Communication
VET	Vocational Education and Training
WTO	World Trade Organisation



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12.2 List of Members of the ETUCE Committee 2012 -2016

President			
UK	NUT	BLOWER	Christine
Vice president			
France	SNES FSU	CORDELIER	Odile
Germany	GEW	KELLER	Andreas
Netherlands	AOb	DRESSCHER	Walter
Russia	ESEUR	MERKULOVA	Galina
Slovenia	ESTUS	STRUKELJ	Branimir
Sweden	Lärarförbundet	ENGWALL	Paula
Country seats			
Albania	FSASH	DOBRUSHI	Xhafer
Armenia	CRSTESA	GHARIBYAN	Grigor
Austria	GOD	SKALA	Helmut
Azerbaijan	ARCITUEEI	HUMBAT	Naghiyev
Belarus	SBPES	BOIKA	Aleksandr
Belgium	COV	VAN ROMPAEY	Lies
Bosnia-Herzegovina	ITUPE BiH	ŠATOROVIĆ	Selvedin
Bulgaria	SEB	TAKEVA	Janka
Croatia	TUWPSEC	STRUGAR	Božena
Cyprus	POED	APOSTOLIDIS	Apostolos
Czech Republic	CMOS	DOBSIK	Frantisek
Denmark	DLF	LANGE	Dorte
Estonia	EEMU	RANDMA	Elis
Finland	OAJ	SEMI	Ritva



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France	UNSA Education	CHEVALIER	Christian
Georgia	ESFTUG	KOBAKHIDZE	Maia
Germany	VBE	FRANKE-ZÖLLMER	Gitta
Greece	OLME	ZOGRAFAKI-TELEME	Heleni
Hungary	SEHUN	GALLÓ	Piroska
Iceland	KI	HJALTESTED	Thordur A.
Ireland / ETUCE Treasurer	IFUT	JENNINGS	Mike
Israel	ITU	WASSERMAN	Joseph
Italy	FLC CGIL	FRANCHI	Claudio
Kazakhstan	KTUESW	AMANTAYEVA	Maira
Kyrgyzstan	TUESWK	TOKTOGULOV	Asylbek
Latvia	LIZDA	GRIGORJEVS	Edgars
Lithuania	FLESTU	BABRAUSKIENE	Tatjana
Luxembourg	SNE	RIES	Claude
Macedonia	SONK	NEDELKOV	Jakim
Malta	MUT	BONELLO	Kevin
Moldova	ESTU	IVANOV	Dumitru
Montenegro	ITUESCSM	PAVICEVIC	Zvonko
The Netherlands	CNVO	VAN DEN BERG	Helen J.
Norway	UEN	SKYVULSTAD	Terje
Poland	SKOiW Solidarnosc	KONCZYK	Monika
Portugal	FENPROF	MENDONÇA	Manuela
Romania	ALMA MATER	BOBULESCU	Razvan
Russia			



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Serbia	TUS	PAVLOVIC	Branislav
Slovakia	OZPSaV	ONDEK	Pavel
Slovenia			
Spain	FETE-UGT	LOPEZ CORTIÑAS	Carlos
Sweden	LR	JANSSON	Bo
Switzerland	SER	ROHRBACH	Samuel
Tajikistan	RC-STES	ODINAEV	Ramazon
Turkey	Egitim Sen	KARACA	Kamuran
Ukraine	STESU	TRUKHANOV	Georgiy
United Kingdom	ATL	WOOD	Andy
United Kingdom	EIS	FLANAGAN	Larry
United Kingdom	UCU	COPELAND	Rob
Ex-officio members			
Eur. members World ExBo	GEW Germany	TEPE	Marlis
Eur. members World ExBo	UNSA France	ESCURE	Laurent
Eur. members World ExBo	ZNP Poland	BRONIARZ	Slawomir
Eur. members World ExBo	Läraryförbundet Sweden	JAARA ÅSTRAND	Johanna
Eur. members World ExBo	NASUWT UK	ROACH	Patrick
Observers			
Chair HERSC	DM	VRAA-JENSEN	Jens



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	Denmark		
Chair Standing Committee for Equality	UIL Scuola Italy	BENEDETTI	Rossella



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12.3 List of Internal Meetings and Conferences

2016

ETUCE Education Advisory Panel

Date: 19 January 2016

Venue: Brussels, Belgium

ETUCE Task Force on the 21st Century Teaching Profession and the Use of ICT

Date: 20 January 2016

Venue: Brussels, Belgium

ETUCE 2nd Training Seminar - Project: Social Partners Promoting Decent Workplaces in Education

Date: 29 January 2016

Venue: London, United-Kingdom

Plenary Meeting of the European Sectoral Social Dialogue in Education

Date: 19 February 2016

Venue: Brussels, Belgium

ETUCE Bureau Meeting

Date: 22 February 2016

Venue: Brussels, Belgium

ETUCE Task Force on the 21st Century Teaching Profession and the Use of ICT

Date: 24 February 2016

Venue: Brussels, Belgium

ETUCE Training Seminar - Project: Strengthening the involvement of teacher unions in the European semester

Date: 29 February - 1 March 2016

Venue: Valetta, Malta

ETUCE Standing Committee for Equality

Date: 2-3 March 2016

Venue: Brussels, Belgium

ETUCE-ETUI Seminar Promoting Gender Equality through social dialogue in the teaching profession

Date: 8-11 March 2016

Venue: Sliema, Malta

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 5 April 2016

Venue: Madrid, Spain

Higher Education and Research Standing Committee Meeting (HERSC)

Date: 6-7 April 2016

Venue: Bologna, Italy

ETUCE Bureau Meeting



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Date: 11 April 2016
Venue: Brussels, Belgium

Status of Women Committee

Date: 11 April 2016
Venue: Brussels

ETUCE Committee Meeting

Date: 11-12 April 2016
Venue: Brussels, Belgium

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 21 April 2016
Venue: Riga, Latvia

ETUCE Education Advisory Panel

Date: 11 May 2016
Venue: Brussels, Belgium

**ETUCE-ETUI Seminar on Improving professional training for VET teachers and trainers for quality
VET and apprenticeship**

Date: 17-18 May 2016
Venue: Helsinki, Finland

ETUCE Bureau Meeting

Date: 30 May 2016
Venue: Brussels, Belgium

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 1 June 2016
Venue: Tallinn, Estonia

ETUCE Peace Education Conference

Date: 2-3 June 2016
Venue: Nabran, Azerbaijan

European Sectoral Social Dialogue in Education – Higher Education Working Group

Date: 3 June 2016
Venue: Brussels, Belgium

ETUCE Conference - Project: Social Partners Promoting Decent Workplaces in Education

Date: 9-10 June 2016
Venue: Bucharest, Romania

ETUCE Conference – Project : Strengthening Social Dialogue

Date: 21-22 June 2016
Venue: Amsterdam, Netherlands



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2015

ETUCE-EPSU Seminar on TTIP

Date: 15-16 January 2015

Venue: Vienna, Austria

ETUCE Bureau Meeting

Date: 9 February 2015

Venue: Brussels, Belgium

ETUCE Education Advisory Panel

Date: 2 March 2015

Venue: Brussels, Belgium

ETUCE-EI Conference on School Leadership

Date: 3-4 March 2015

Venue: Dublin, Ireland

HERSC Meeting

Date: 12-13 March 2015

Venue: Riga, Latvia

ETUCE Bureau Meeting

Date: 17 March 2015

Venue: Brussels, Belgium

Status of Women Committee

Date: 17 March 2015

Venue: Brussels, Belgium

ETUCE Standing Committee for Equality

Date: 17 March 2015

Venue: Brussels, Belgium

Council of Europe Steering Committee for Education Policy and Practice (CDPPE)

Date: 17-19 March 2015

Venue: Strasbourg, France

ETUCE Committee Meeting

Date: 18-19 March 2015

Venue: Brussels, Belgium

ETUCE Conference on VET

Date: 8-10 April 2015

Venue: Gdansk, Poland

ETUCE-ETUI Seminar on Improving Competences of VET Teachers and Trainers

Date: 15-17 April 2015

Venue: Barcelona, Spain



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ETUCE Task Force on the 21st Century Teaching Profession and the Use of ICT

Date: 27 May 2015

Venue: Brussels, Belgium

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 5 June 2015

Venue: Nicosia, Cyprus

ETUCE Equality Working Group

Date : 10 June 2015

Venue: Brussels

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 8 September 2015

Venue: Warsaw, Poland

ETUCE Task Force on the 21st Century Teaching Profession and the Use of ICT

Date: 10 September 2015

Venue: Brussels, Belgium

HERSC Meeting

Date: 15-16 October 2015

Venue: Brussels

CEENET Meeting

Date: 19 October 2015

Venue: Bucharest, Romania

Central and Eastern Europe (CEE) Round Table

Date: 19-21 October 2015

Venue: Bucharest, Romania

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 4 November 2015

Venue: Sofia, Bulgaria

ETUCE Bureau Meeting

Date: 9 November 2015

Venue: Brussels, Belgium

Status of Women Committee

Date: 9 November 2015

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 9-10 November 2015

Venue: Brussels, Belgium



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ETUCE Task Force on the 21st Century Teaching Profession and the Use of ICT

Date: 23 November 2015

Venue: Brussels, Belgium

ETUCE 1st Training Seminar - Project: Social Partners Promoting Decent Workplaces in Education

Date: 11 December 2015

Venue: Madrid, Spain

European Sectoral Social Dialogue in Education – Higher Education Working Group

Date: 14 December 2015

Venue: Brussels, Belgium

2014

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 20 February 2014

Venue: Bucharest, Romania

ETUCE Bureau Meeting

Date: 24 February 2014

Venue: Brussels, Belgium

HERSC Meeting

Date: 6-7 March 2014

Venue: Brussels, Belgium

ETUCE Education Advisory Panel

Date: 17 March 2014

Venue: Brussels, Belgium

Council of Europe Steering Committee for Education Policy and Practice (CDPPE)

Date: 25-27 March 2014

Venue: Strasbourg, France

**ETUCE-ETUI Seminar on The role of the teachers' trade unions in quality assurance in all forms of
Vocational Education and Training**

Date: 7-9 April 2014

Venue: Vienna, Austria

ETUCE Bureau Meeting

Date: 14 April 2014

Venue: Brussels, Belgium

Status of Women Committee

Date: 14 April 2014

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 14-15 April 2014

Venue: Brussels, Belgium



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ETUCE Seminar on Promoting gender equality within teacher trade unions and in the teaching profession in times of austerity

Date: 7 May 2014

Venue: Utrecht, Netherlands

ETUCE Standing Committee for Equality

Date: 2-3 June 2014

Venue: Brussels, Belgium

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 4 June 2014

Venue: Ljubljana, Slovenia

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 5 June 2014

Venue: Zagreb, Croatia

ETUCE Bureau Meeting

Date: 11 September 2014

Venue: Brussels, Belgium

ETUCE Conference on Exiting the Crisis and Public Hearing on Quality Education

Date: 22 September 2014

Venue: Brussels, Belgium

ETUCE Conference – Project: Promoting gender equality within teacher trade unions and in the teaching profession

Date: 25-26 September 2014

Venue: Sofia, Bulgaria

European Sectoral Social Dialogue in Education – Higher Education Working Group

Date: 29 September 2014

Venue: Brussels, Belgium

ETUCE Social Dialogue Round Table

Date: 1 October 2014

Venue: Vilnius, Lithuania

ETUCE Education Advisory Panel

Date: 7-8 October 2014

Venue: Brussels, Belgium

HERSC Meeting

Date: 9-10 October 2014

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 13-14 October 2014

Venue: Brussels, Belgium



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ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 17 October 2014

Venue: Podgorica, Montenegro

ETUCE Round Table – Project : Strengthening Social Dialogue

Date: 28 October 2014

Venue: Bratislava, Slovakia

ETUCE Conference – Project: Promoting Social dialogue through strengthened capacities and knowledge at national level

Date: 4-5 November 2014

Venue: Brussels, Belgium

Plenary Meeting of the European Sectoral Social Dialogue in Education

Date: 6 November 2014

Venue: Brussels, Belgium

CEENET Meeting

Date: 24 November 2014

Venue: Vienna, Austria

ETUCE Special Conference

Date: 24-27 November 2014

Venue: Vienna, Austria

2013

European Sectoral Social Dialogue in Education – Higher Education Working Group

Date: 8 February 2013

Venue: Brussels, Belgium

Council of Europe Steering Committee for Education Policy and Practice (CDPPE)

Date: 19-21 February 2013

Venue: Strasbourg, France

ETUI-ETUCE Seminar on Alternatives to austerity measures in the education sector in Europe

Date: 25-27 February 2013

Venue: Brussels, Belgium

ETUI-ETUCE Seminar on Campaigning for Quality Education

Date: 19-20 March 2013

Venue: Rome, Italy

ETUCE Bureau Meeting

Date: 26 March 2013

Venue: Brussels, Belgium

HERSC Meeting

Date: 15-16 April 2013

Venue: Helsinki, Finland



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ETUCE Education Advisory Panel

Date: 18 April 2013

Venue: Brussels, Belgium

ETUCE Bureau Meeting

Date: 25 April 2013

Venue: Brussels, Belgium

Status of Women Committee

Date: 25 April 2013

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 25-26 April 2013

Venue: Brussels, Belgium

ETUCE 1st Peer Learning Activity – Project: Teacher Trade Unions in Solidarity for Healthy and Safe Workplaces in the Economic Crisis

Date: 13 May 2013

Venue: London, United-Kingdom

ETUCE Peace Education Conference

Date: 17-18 May 2013

Venue: Cyprus

ETUI-ETUCE Seminar on Improving recruitment and retention and professional development of VET

Date: 27-29 May 2013

Venue: Ljubljana, Slovenia

ETUCE Seminar on The development of the teaching profession in times of the economic crisis

Date: 30 May 2013

Venue: Ljubljana, Slovenia

ETUCE 2nd Peer Learning Activity – Project: Teacher Trade Unions in Solidarity for Healthy and Safe Workplaces in the Economic Crisis

Date: 3 June 2013

Venue: Lisbon, Portugal

ETUCE Bureau Meeting

Date: 12 September 2013

Venue: Brussels, Belgium

ETUCE Workshop – Project: Teacher Trade Unions Preventing Early School Leaving through the Use of ICT in Education

Date: 20 September 2013

Venue: Athens, Greece

CEE Round Table

Date: 26-28 September 2013



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Venue: Baku, Azerbaijan

ETUCE Education Advisory Panel

Date: 8 October 2013

Venue: Brussels, Belgium

ETUCE Conference – Project: Teacher Trade Unions in Solidarity for Healthy and Safe Workplaces in the Economic Crisis

Date: 10-11 October 2013

Venue: Madrid, Spain

ETUCE Bureau Meeting

Date: 22 October 2013

Venue: Brussels, Belgium

Status of Women Committee

Date: 22 October 2013

Venue: Brussels, Belgium

ETUCE Standing Committee for Equality

Date: 21-22 October 2013

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 23-24 October 2013

Venue: Brussels, Belgium

ETUCE Special Meeting ‘Unite for Quality Education’

Date: 23 October 2013

Venue: Brussels, Belgium

Plenary Meeting of the European Sectoral Social Dialogue in Education

Date: 12 November 2013

Venue: Brussels, Belgium

ETUCE Conference on the Development of the Teaching Profession

Date: 13-14 November 2013

Venue: Berlin, Germany

ETUCE Conference – Project: Teacher Trade Unions Preventing Early School Leaving through the Use of ICT in Education

Date: 28-29 November 2013

Venue: Bratislava, Slovakia

2012

ETUCE Conference – Project: Teacher trade union actions challenging gender stereotypes and gender segregation in the labour market

Date: 11-12 September 2012

Venue: Warsaw, Poland



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ETUCE Bureau Meeting

Date: 17 September 2012

Venue: Brussels, Belgium

HERSC Meeting

Date: 18-19 September 2012

Venue: Brussels, Belgium

European Sectoral Social Dialogue in Education – Demographic challenges Working Group

Date: 24 September 2012

Venue: Brussels, Belgium

ETUCE Bureau Meeting

Date: 8 October 2012

Venue: Brussels, Belgium

Status of Women Committee

Date: 8 October 2012

Venue: Brussels, Belgium

ETUCE Committee Meeting

Date: 8-9 October 2012

Venue: Brussels, Belgium

**ETUCE Conference – Project: Social Partners in Education Concerned about Violence in Schools:
How to Prevent and Mitigate Third-Party Violence and Harassment in Schools**

Date: 22-23 October 2012

Venue: Brussels, Belgium

ETUCE Education Advisory Panel

Date: 29 October 2012

Venue: Brussels, Belgium

ETUCE Bureau Meeting

Date: 30 October 2012

Venue: Brussels, Belgium

Plenary Meeting of the European Sectoral Social Dialogue in Education

Date: 8 November 2012

Venue: Brussels, Belgium

2012 ETUCE Conference

Date: 26-28 November 2012

Venue: Budapest



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12.4 Work Programme European Sectoral Social Dialogue Committee in Education

2014-2015

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

OUTCOMES OF SOCIAL DIALOGUE UNDER THE WORK PROGRAMMES OF 2010-2011 AND 2012-2013

At the second meeting of the ESSDE in January 2011 the European social partners in Education set up three working groups (WGs) on specific topics:

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

Furthermore, in 2013 an additional working group was organised on the topic of Public/Private Education.

During 2010-2011, the European social partners in Education worked together on three projects focusing on specific topics:

- Trans-regional cooperation 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)
- Promotion, awareness –raising and dissemination of the multi-sectoral guidelines to tackle third-party violence and harassment related to work

And in 2010-2011 the ESSDE agreed on two **joint** texts:

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

During 2012-2013, the following projects, linked to the ESSDE, were carried out:

- Recruitment and retention in the education sector, a matter of Social Dialogue (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)



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- Self-evaluation of schools and teachers as instruments for identifying future professional needs (EFEE-led)
- Teacher unions preventing early school leaving through the use of ICT in education (ETUCE-led)
- The development of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market (ETUCE-led)
- European Policy Network on School Leadership (run by FORTH Research Institute in partnership with EFEE and ETUCE)

And in 2012-2013 the ESSDE agreed on five **joint** texts:

- Joint Statement on Professional Qualifications Directive
- Joint Recommendations on Recruitment and retention in the education sector, a matter of social dialogue
- Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work
- Joint report from the social partners in the education sector on the implementation of the multi-sectoral guidelines to tackle third party violence and harassment related to work
- Joint Declaration on Self-evaluation of schools and teachers

The context for the 2014-2015 joint Work Programme

The European social partners in Education continue to be concerned about the current economic and social situation in Europe that remains critical; we want to continue to focus our joint work on topics that have sufficient common ground for discussion and for initiatives with a clear added value for cooperation at European level. We wish to contribute to the improvement of the quality of education in Europe thereby focusing on the modernisation of the education sector, its managements and its teaching personnel. In all our work we need to keep in mind the gender equality principle.

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 European Commission and other organisations jointly.

Table of Work Programme 2014-2015

The joint work programme for 2014-2015 combines continuation of work already started and new work. The table below summarises the themes, methodology, schedule and possible outcomes.

ESSDE meetings 2014-2015

In total 4 meetings (or Working Groups) will be organised: two in 2014 and two in 2015. The first meeting will take place on **4 April 2014**. During this event an update will be given on the development of the activities listed in the detailed Work Programme below. Furthermore a range of topics will be discussed (see 3rd block of the WP). This first meeting will be open to all EFEE and ETUCE members. The second WG will take place on **26 June 2014**. This WG is reserved for EFEE/ ETCUCE members dealing with Higher Education and Research. During this meeting an update will be given on the first findings of the project on "Supporting early career researchers in Higher Education in Europe". Other topics are also scheduled.



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The Plenary meeting of the ESSDE Committee, open to all EFEE/ETUCE members is planned on 6th of November.

The dates and topics for the meetings in 2015 will be defined in the course of 2014.

ESSDE WORK PROGRAMME 2014-2015

LIST OF TOPICS FOR ESSDE MEETINGS				
THEMES	METHODOLOGY	WHO	SCHEDULE EXPECTED OUTCOME	
Cooperation with DG Education and Culture of the EC	Discuss in ESSDE context cooperation of European (Sectoral) Social Partners with DG EAC on topics such as: 1. Strategies to recruit, retrain and develop high quality teachers both initial teacher education and career-long professional development; 2. Delivery methods in schools, VET and higher education.	EFEE/ETUCE members	2014 –2015 Continuous process	Possible joint view for meetings with DG EAC
Public/Private developments in education	Continue the discussion on Public/Private Education	EFEE/ETUCE members	2014 –2015 Topic for one of the meetings	Common understanding of terminology regarding public, independent and private education.
Opening Up Education	Discuss recent trends in the education sector regarding opening up education (ICT, OER, MOOCs etc.)	EFEE/ETUCE members	2014 –2015 Topic for one of the meetings	Updated knowledge on changes in demand and the provision of education, schools and universities of the 21 st century
How education supports employment	Discuss on how we as social partners can contribute to topics such as youth unemployment, ageing society, gender equality	EFEE/ETUCE members	2014 –2015 Topics for one of the meetings	Common understanding and updated knowledge on the need for reforms in the education to increase quality in education
Schools of the 21st century	Discuss on how we as social partners can contribute to the improvement of skills and competences of teachers and school management, working conditions	EFEE/ETUCE members	2014 –2015 Topics for one of the meetings	Common understanding and updated knowledge on the need for reforms in the education to increase quality in education



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Promotion of Social Dialogue	Joint consideration of how to promote national social dialogue and the further development of the European sectoral social dialogue in education	ESSDE Social Partners	2014 –2015 Continuous process	Agreed guidelines, joint position paper or other outputs to be decided by the European social partners in education.
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MONITOR FOLLOW-UP ESSDE OUTCOMES

THEMES	METHODOLOGY	WHO	SCHEDULE	EXPECTED OUTCOME
Follow-up of work on Lifelong Learning	Continue the joint evaluation of the implementation of the Joint Guidelines on Lifelong Learning that were agreed in January 2011	ESSDE Social Partners	Evaluation started in 2013, finalised Q1 2014	Short survey on implementation on national, regional and local level of LLL guidelines
Follow-up of work of WG 2, Demographic challenges	Evaluate the national actions of the Joint Recommendations on Recruitment and retention in the education sector, a matter of social dialogue	ESSDE Social Partners	2014 –2015 Process to be determined	Short implementation report on the recommendations. If necessary, follow-up joint action on recommendations.
Follow-up of work of WG1: Quality in Education	Evaluate national actions of the Joint Declaration on Self-evaluation of schools and teachers on national, regional and local level	ESSDE Social Partners	2014 –2015 Process to be determined	Translated versions of joint declaration spread at national/local level. If necessary, follow-up by joint action.
Follow-up of Third-party violence and harassment projects	Evaluation national actions of Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work	ESSDE Social Partners	2014 –2015 Process to be determined	Short implementation report on the impact of the guide. + Input for work at cross industrial level

CURRENT AND FUTURE ESSDE PROJECTS AND THEIR ACTIVITIES

THEMES	METHODOLOGY	WHO	SCHEDULE	EXPECTED OUTCOME
Project on Higher education and research	Continue the work of ESSDE WG 3 with the project on Supporting Early Career Researchers in Higher Education in Europe ; led by	Open to all Higher Education members of ETUCE/EFEE	29 September 2014	To update on and discuss preliminary outcomes of project



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	ELEE member UCEA from the UK in close cooperation with ELEE and ETUCE as project partners/co-applicants. Specific focus will be given to female early career researchers.	Open to all Higher Education members of ETUCE/ELEE	21 November 2014	Final conference in London
Project on School Leadership	Continue to work on the topic of School Leadership. Joint project led by ELEE member Secondary Education Council NL in close cooperation with ELEE and ETUCE as project partners/co-applicants on Professional autonomy, accountability and professional leadership	Open to ELEE/ETUCE members	25 April NL 10-11 June MT 17-18 Sept UK	3 Peer learning visits (NL, UK, MT) + reports
		Open to ELEE/ETUCE members	13 November 2014	Final Conference + possible joint ESSDE outcome

Additional information

- In 2014-2015, both ELEE and ETUCE will continue to be involved the European Policy Network in School Leadership (project is run by Research Institute FORTH).
- In case of joint declarations or similar documents, it is necessary that both the employers and trade unions can agree on the translations, in order to avoid any misunderstanding.

2016-2017

The context for the 2016-2017 joint Work Programme

As European social partners in Education, we deem it important to consider in our work the impact of economic, social and demographic developments on the education sector and to continue to focus our joint work on topics that have sufficient common ground for discussion and for initiatives with a clear added value for cooperation at European level. Herewith we take also in consideration the agenda of the European Commission in the field of education, employment and social affairs, in particular the work of DG Education and Culture and DG Employment, Social Affairs and Inclusion. We wish to contribute to the improvement of the quality of education in Europe thereby focusing on the modernisation of the education sector, its managements and its teaching personnel. In all our work we keep in mind the gender equality principle.

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 European Commission and other organisations jointly.

Table of Work Programme 2016-2017

The joint work programme for 2016-2017 combines continuation of work already started and new work. The table below summarises the themes, methodology, schedule and possible outcomes.



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ESSDE meetings 2016-2017

In total 4 meetings per year will be organised: one Steering Committee meeting, two Working Group meetings and one Plenary meeting. For 2016 the following dates have been selected:

- 18 January 2016: Steering Committee meeting
- 3 June 2016: Working Group meeting on Higher Education and Research
- 30 September 2016: Working Group meeting on topics defined in the Work Programme
- 8 November 2016: Plenary meeting

The dates and topics for the meetings in 2017 will be defined in the course of 2016.

ESSDE WORK PROGRAMME 2016-2017

LIST OF TOPICS FOR ESSDE MEETINGS				
THEMES	METHODOLOGY	WHO	SCHEDULE EXPECTED OUTCOME	
Cooperation with DG Education and Culture and DG Employment, Social Affairs and Inclusion	Discuss in ESSDE context involvement of European (Sectoral) Social Partners in ET2020 related initiatives and the European Semester	EFEE/ETUCE members	2016 –2017 Continuous process	Updated knowledge on ET2020 initiatives and improved input from ESSDE
Public/Private developments in education	Continue the discussion on Public/Private Education	EFEE/ETUCE members	2016 –2017 Topic for one of the meetings	Shared understanding regarding developments in public, independent and private education.
Paris Declaration and facilitating integration	Discuss how we as social partners can contribute to promoting civic education, intercultural dialogue and democratic citizenship in education and training in general, as well as of other relevant competencies to facilitate especially the migrants' integration in the educational and socio-economic environment of the host countries	EFEE/ETUCE members	2016 –2017 Topic for one of the meetings	Updated knowledge and peer learning on how social partners can contribute to follow-up of Paris Declaration and facilitating migrants' integration



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Open and innovative education and training	Discuss recent trends in the education sector regarding open and innovative education (including the digital era)	EFEE/ETUCE members	2016 –2017 Topic for one of the meetings	Updated knowledge on changes in demand and the provision of education, schools and universities of the 21 st century
Supporting teachers, trainers and school leaders	Discuss how we as social partners can contribute to enhancing the professional profile of teachers, trainers and school leaders, by improving effective initial education, early career support, and focus on continuous professional learning and development.	EFEE/ETUCE members	2016 –2017 Topics for one of the meetings	Common understanding, updated knowledge and peer learning on improving the support to educators, including continuous professional development
Making the teaching profession more attractive	Discuss on how we as social partners can contribute to transforming the teaching profession into one based on professionalism, aspiration, teamwork and diversity of career opportunities	EFEE/ETUCE members	2016 –2017 Topics for one of the meetings	Common understanding, updated knowledge and peer learning on how to make the teaching profession more attractive
Vocational education and training and Apprenticeships	Discuss how we as social partners can contribute to improving -link VET/apprenticeship and labour market - role of VET teachers, trainers and school leaders of VET in apprenticeship schemes - promotion of the European Alliance for Apprenticeships	EFEE/ETUCE members	2016 –2017 Topics for one of the meetings	To be discussed with VET and apprenticeship experts
Higher Education & Research	Discuss how we as social partners can contribute to improving -link Higher Education and labour market -Mobility (of professors and researchers) - gender equality (topics to be discussed with HE&R members)	EFEE/ETUCE members	2016 –2017 Topics for one of the meetings	To be discussed with HE& R members



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High-quality skills and competences	Discuss how we as social partners can contribute to the development of relevant and high-quality skills and competences, including the initiatives of the European Skills Agenda	EFEE/ETUCE members	2016 –2017 Topics for one of the meetings	Updated knowledge and improved input from ESSDE to European Skills Agenda and other initiatives to promote development of high-quality skills and competences
Promotion of Social Dialogue	Joint consideration of how to promote national social dialogue and the further development of the European sectoral social dialogue in education	ESSDE Social Partners	2016 –2017 Continuous process	Agreed guidelines, joint position paper or other outputs to be decided by the European social partners in education.
Monitor follow-up ESSDE outcomes	Evaluate implementation of ESSDE outcomes	ESSDE Social Partners & ETUCE/EFEE members	2016 –2017 Continuous process	Monitoring reports of follow-up ESSDE outcomes
Communication Strategy	Make better use of communication means in order to improve visibility of ESSDE	ESSDE Social Partners	2016 –2017 Continuous process	Joint ESSDE Newsletter

CURRENT AND FUTURE ESSDE PROJECTS AND THEIR ACTIVITIES

THEMES	METHODOLOGY	WHO	SCHEDULE	MEETING
Capacity Building II Project	Continue the work of joint project on European Sectoral Social Partners in Education promoting the potentials of their dialogue through knowledge transfer and training ; led by ETUCE	Open to ETUCE/EFEE members in host countries	Various dates first half 2016	Roundtable meetings in HU, EE, ES, LV and Serbia
		Open to all Higher Education members of ETUCE/EFEE	21 June 2016	Final conference in Amsterdam
Project on Decent Workplaces	Continue the work of joint project on Social Partners promoting decent workplaces in the	Open to EFEE/ETUCE Members from UK, DE,	29 January 2016	Training seminar in London



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	education sector for a healthier working life; led by ETUCE	PL, CZ, HU, SK, SI, LT, EST, LV, NL, SE, DK, IE		
		Open to all EFEE/ETUCE members	9-10 June	Final Conference in Bucharest

Additional information

- In 2016 and 2017, EFEE and ETUCE will continue to be involved in the European Policy Network on School Leadership (EPNoSL).
- In 2016 and 2017, EFEE and ETUCE will be involved in the cross industry social partners project on “Improving social partners’ involvement in EU support for public investments in training and education”, led by ETUC.
- In case of joint declarations or similar documents, it is necessary that both the employers and trade unions can agree on the translations, in order to avoid any misunderstanding.



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12.5 List of ETUCE Statements, Guidelines and Recommendations

ETUCE Statements

March 2016	ETUCE Reply to the EC Consultation on the Review of the European Disability Strategy
February 2016	ETUCE views on the “A New Skills Agenda for Europe” of the European Commission
November 2015	CEE Round Table Declaration
October 2015	ETUCE views on the Draft Joint Report on ET2020 of the European Commission
September 2015	Refugees & Education: Human Rights for All
July 2015	Joint ETUCE-EPSU Letter to MEPs for the EP's TTIP Recommendations
June 2015	Joint ETUCE-EPSU letter to the Members of the European Parliament on the EP's TTIP recommendations
January 2015	EFEE/ETUCE Joint Declaration on "Supporting early career researchers in Higher Education in Europe"
January 2015	EFEE/ETUCE Joint Declaration on “School Leadership”
December 2014	ETUCE Position on the Investment plan for Europe
October 2014	Appeal from the European Higher Education and Research Unions to Defend Europe’s Scientific, Humanities and Academic Potential
October 2014	Statement on Investment Protection in EU Investment Agreements
June 2014	Joint ETUC and ETUCE position on ET2020
June 2014	ETUCE Position on Council conclusions on Quality assurance supporting education and training
June 2014	ETUCE Position on the proposal of the European Commission on the 2014-2015 Country Specific Recommendations of the European Semester
June 2014	ETUCE Position on future objectives of EU2020 Strategy on education and training
June 2014	ETUCE Position on Council conclusions on effective teacher education
April 2014	Statement on the Transatlantic Trade and Investment Partnership



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March 2014	Joint ETUC-ETUCE position on the public consultation on a European Area of Skills and Qualifications
December 2013	Statement on the European Commission's Communication on Opening up Education
September 2013	CEE Round Table Declaration
May 2013	Joint Statement of ETUC, ETUCE, EPSU, EUROCADRES and CEPLIS on the Directive amending the Directive on professional qualifications
May 2013	ETUCE Peace Education Meeting Statement
May 2013	ETUCE Statement on Entrepreneurship 2020 Action Plan
March 2013	ETUCE Statement in support of the ETUC Rally - 14 March 2013
September 2012	ETUCE Statement on Post-2015 Development Framework and the future of the Millennium Development Goals

ETUCE Guidelines and Recommendations

ETUCE Standing Committee for Equality Recommendations on Social Dialogue and Equal opportunities, 2015

Practical Guidelines for Teacher Unions for the Further Implementation and Reinforcement of Teacher Union Actions on Gender Equality in Times of Austerity, 2014

ETUCE Standing Committee for Equality Recommendations on Mainstreaming Diversity and Tackling Inequalities, 2014

ETUCE Practical Guidelines on How to Prevent Early School Leaving through the Use of ICT in Education, 2014

Practical recommendations on the promotion of healthy and safe working conditions in education in times of the economic crisis, 2014

ETUCE Guidelines to the EC's public consultation on modalities for investment protection and ISDS in TTIP, 2014

HERSC Recommendations on organising researchers, 2013

High-level Proposals of the Social Partners to guide the way forward for a strengthened cooperation between the Commission's education and training services and the European social partners, 2013

ETUCE Standing Committee Equality Guidelines for Implementing 2011/12 Equality Recommendations, 2013



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ETUCE Guidelines on how teacher unions can contribute to mitigating and tackling gender stereotypes in education and gender segregation in the labour market, 2013

How to Prevent and Mitigate Third-Party Violence and Harassment in Schools: Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work, 2013



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12.6 List of ETUCE External Representation

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
- 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
- Grand Coalition for Digital Jobs

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

ETUC

- ETUC Executive Board
- ETUC Women's Committee
- National coordinators meeting
- Lifelong Learning Working Group
- Migration & Inclusion Working Group



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Economic and employment Committee
Collective Bargaining Coordination Committee
Social Protection Working Group
Legislation and social policy Working Group
Economic and social cohesion Working Group
ETUC permanent committee on international affairs, trade and international development

Miscellaneous

ICT Coalition “for a Safer Internet for Children and Young People”
Fundamental Rights Platform from the Fundamental Rights’ Agency
European Network Education and Training in Occupational Safety and Health - ENETOSH
Healthy Workplace Campaign from the European Occupational Safety and Health Agency
Council of Europe Steering Committee for Education Policy and Practice (CDPPE)



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12.7 List of ETUCE Reports

- 07.2016 Report on the EI/ETUCE Mission to Turkey
- 06.2016 Report on the ETUCE Training seminar on Investing in education, strengthening the involvement of teacher trade unions in the European semester on education and training
- 05.2016 Survey Report on Social Dialogue and Collegial Governance in Higher Education and Research
- 04.2016 Report on The state of funding in education, teachers' working conditions, social dialogue and trade union rights in Western European countries
- 03.2016 Report on the joint ETUCE-ETUI Training Seminar on Promoting Gender Equality through social dialogue in the teaching profession
- 02.2016 Report on the second Training Seminar of the ETUCE and EFEE Project 'Social Partners Promoting Decent Workplaces for a Healthier Working Life' (2016)
- 01.2016 Report on the first Training Seminar of the ETUCE and EFEE Project Social Partners Promoting Decent Workplaces for a Healthier Working Life
- 08.2015 Final Report on Supporting early career researchers in higher education in Europe: the role of employers and trade unions
- 07.2015 Report on the ETUCE-ETUI Training seminar on improving competences of VET teachers and trainers
- 05.2015 Brochure: Project Opportunities for Central and Eastern European countries
- 04.2015 Joint ETUCE/EFEE Project Report: Professional Autonomy, Accountability and Efficient Leadership
- 03.2015 Report from the EPSU, ETUCE, AK and ÖGB training seminar "Challenging the liberalisation of public services in TTIP and beyond"
- 02.2015 Draft report on the state of funding in education, teachers' working conditions, social dialogue and trade union rights in Central and Eastern European countries
- 01.2015 Report on EU Funding opportunities for education and training under the European Social Fund 2014-2020
- 06.2014 Report on the Closing conference on the Development of teacher unions' expertise on exiting the crisis through quality education
- 05.2014 Survey Report: Promoting the potentials of the European sectoral social dialogue in education by addressing new challenges and exploring experience and knowledge
- 04.2014 Survey Report: Gender Equality in Education Trade Unions in Times of Austerity



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- 03.2014 Project Report Promoting Gender Equality within Teacher Trade Unions and in the Teaching Profession - Implementing and Reinforcing Teacher Trade Union Actions on Gender Equality in Times of Austerity
- 02.2014 Report of the Closing Conference Implementing and reinforcing teacher trade union actions on gender equality in times of austerity
- 01.2014 Report of the ETUCE Seminar 'Promoting gender equality within teacher trade unions and in the teaching profession in times of austerity'
- 09.2013 Report on the ETUCE-ETUI Seminar on Promoting the European Sectoral social dialogue in education
- 08.2013 Project Brochure "Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis"
- 07.2013 Report of the Final Conference of the ETUCE Project "Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis"
- 06.2013 Report of the ETUCE Workshop "Preventing Early School Leaving through the Use of ICT in Education"
- 05.2013 Report of the ETUCE Survey 'The continued impact of the crisis on teachers in Europe'
- 04.2013 Report on the ETUCE Peace Education Conference
- 03.2013 Central and Eastern European countries: Project opportunities for CEE countries
- 02.2013 Report on the Second Regional Peer Learning Activity of the ETUCE Project "Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis"
- 01.2013 Report on the First Regional Peer Learning Activity of the ETUCE Project "Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis"
- 08.2012 Brochure: Counteracting Gender Stereotypes in Education and Gender Segregation in the Labour Market
- 07.2012 Report from the Closing Conference 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"
- 06.2012 Report on the Closing Conference on Teacher trade union actions challenging gender stereotypes in education and gender segregation in the labour market



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12.8 List of ETUCE Projects 2013 – 2015

Projects obtained and having ETUCE as leading partner

Project name	Purpose	Forthcoming events
<p><i>Social partners promoting decent workplaces in the education sector for a healthier working life</i></p> <p><i>Project partners:</i> NUT (UK) FECCOO (Spain) FSLE (Romania) VBE (Germany)</p> <p><i>Associate partner:</i> EFEE: SeGEC (Belgium) AFiEE (Finland)</p> <p><u>Project period:</u> 24 months 01/12/2014 - 01/12/2016</p> <p><u>Project grant:</u> 344 122.02 €</p>	<p>This project aims to promote social partners' initiatives to promote healthy and safe workplaces in the education sector for a healthier working life as a prerequisite for quality education. It actively involves the European Federation of Education Employers (EFEE) as associate organisation. It seeks to identify concrete and practical ways to prevent and combat work-related stress in education with a focus on joint social partner initiatives and to develop concrete and practical guidelines on how to promote joint social partner initiatives at national, regional and local level to prevent and tackle psychosocial hazards in education.</p> <p>The project plans for two research activities (online survey and case studies) as well as three meetings (training seminars and final conference). In order to give the project a high profile, a film team accompanies the case studies and prepares a short video on the project.</p> <p>The specific objectives of this project are to:</p> <ol style="list-style-type: none"> through an online survey, collect evidence on existing occupational health and safety legislation, social partner agreements and measures, and actions undertaken at school level as regards the prevention of psychosocial hazards and work-related stress ; identify in a series of case studies practical and concrete ways to prevent and combat work-related stress in education with a focus on joint social partners initiatives; further support the inclusion of preventative measures against psychosocial hazards and work-related stress in collective agreements in the education sector; support teacher unions and employers' organisations to become more pro-active in their national social dialogue structures when dealing with and setting up health & safety strategies in schools; support the debate on this topic in the European sectoral social dialogue committee in education 	<p>The sixth advisory group meeting takes place on 15 September 2016 in Brussels.</p>



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	<ul style="list-style-type: none"> f. draft concrete and practical guidelines on how to promote joint social partner initiatives at national, regional, and local level to prevent and combat psychosocial hazards in education (in EN, FR, DE, RO, FR, ES, SK, RU); g. prepare the ground for a joint declaration of ETUCE and EFEE on the prevention of psychosocial hazards and work-related stress in the education sector. 	
<p>European Sectoral Social Partners in Education promoting the potential of their dialogue through knowledge transfer and training. The ESSDE capacity building project II</p> <p>Project Partners: NSZZ Solidarnosc (Poland) LIZDA (Latvia) SEB (Bulgaria) PSZ-SEH (Hungary) FETE-UGT (Spain) EPU (Estonia) OLTEK (Cyprus)</p> <p>Associate partner: EFEE:</p> <p><u>Project Period:</u> 24 months 01/12/2014 – 30/11/2016</p> <p><u>Project grant:</u> 331 760.89 €</p>	<p>This project aims at progressively building up the capacities of the European sectoral social dialogue in education (ESSDE) to make it more effective. It is an enlarged version of the previous project with regard to both the targeted countries and the content. Most importantly, it actively involves the European Federation of Education Employers (EFEE) as an associate organisation.</p> <p>At one-day round table meetings in each project country and in one EU candidate country participants shall acquire deeper knowledge about contents, procedures and instruments of the ESSDE and related matters.</p> <p>The project's specific objectives are:</p> <ul style="list-style-type: none"> a. to present topics related to the area of European social dialogue such as the development of the European systems at national and European level, the objectives and functioning of the dialogue, the role of the European social partners, the needs of networks and other important stakeholders, the work program, and achievements of the ESSDE;; b. to ensure that knowledge transfer and sharing of experience will take place also about cross-sectoral topics such as the effects of the economic crisis, particularly on industrial relations, the demographic changes, the Europe 2020 strategy, and others; c. to make sure that the project is understood as part of a long-term and sustainable process which must continuously be worked on d. to guarantee multiplier effects by emphasising to participants the importance of passing on their acquired skills within their organisations and to connect to the European level at the same time 	<p>The closing conference takes place on 21-22 June 2016 in Amsterdam.</p>



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	<ul style="list-style-type: none"> e. to share the lessons learned at all times with ESSDE delegates to achieve further strengthening of the relationship between the social partners at European and national level; f. to foster the emergence of a culture of trust, co-operation and networking between ESSDE delegates and in particular between members from the old member states and members from new EU member states and - in early preparation for future possible enlargement rounds - also from candidate countries; g. to collect and put together work material for later use in the ESSDE; h. to agree on a "Joint ETUCE/EFEE declaration on the strengthening of the European social dialogue in the education sector", which will underpin the European sectoral social partners' wish to increase the quality of their dialogue and to make it more efficient. 	
<p><i>Investing in Education: Strengthening the involvement of teacher trade unions in the European Semester on education and training</i></p> <p>Project partners: MUT (Malta) FLC-CGIL (Italy) ESTUS (Slovenia) FLESTU(Lithuania)</p> <p><u>Project period:</u> 12 months 01/11/2015 - 31/10/2017</p> <p><u>Project grant:</u> 256 592.42 €</p>	<p>This innovative proposal is the first project in education promoting the participation of teacher unions within the European Semester with a view to raising their awareness on EU policy making and to promoting the national and European social dialogue on the issue. It is also being submitted at a time when trade unions in education and national social dialogue structures have come under increasing pressure due to the economic crisis.</p> <p>The project proposal suggests that the contribution of teacher unions to the European Semester could be significantly improved by facilitating a better understanding of the main issues. Deeper knowledge about the European Semester's aims, processes, mechanisms, actors involved and timing of actions will strengthen commitment towards the reaching of the EU 2020 headline targets on education and training and the work at European level. It will also enhance their cooperation with national actors and policy makers. This is why training, information-sharing and the provision of evidence is one of the main objectives within this project. The project results are expected to trigger future discussion on the European Semester on education and training with education employers in the framework of the European Sectoral Social Dialogue in Education and in the future work of teacher unions at European and national level.</p> <p>Some of this project's specific objectives are:</p> <ul style="list-style-type: none"> a. To raise awareness of the European Semester issues on education and training at national, regional and local level and to provide teacher unions across Europe with the specific know- 	<p>Five training seminars are scheduled in 2016-2017: on 29 February - 1 March 2016 in Malta; on 18-19 May 2016. ; in Copenhagen; on 12-13 September 2016 in Vilnius; on 3-4 November 2016 in Rome and on 17 -18 January 2017 in Ljubljana.</p> <p>The second project advisory group meeting takes place on 9 March 2017 in Brussels. The Final</p>



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	<p>how they need to contribute to the Country Specific Recommendations, National Reform Programmes and budgetary planning;</p> <ul style="list-style-type: none"> b. To analyse, share experience and information on how to contribute to the European Semester at national level on education and training with a view to quality education and to contribute to achieving the Europe 2020 headline targets on education and training; c. To provide evidence on the effects of the European Semester policy coordination on national reforms on education and training, the changing nature of investment in education and public/private developments, d. To assess the implementation of the ETUCE Action Plan on the European Semester and to support the ETUCE member organisations in carrying out further actions in the particular context of the European Semester on education and training; e. To enhance the capacity of national teacher unions to positively engage in national social dialogue with education employers within the European Semester framework in education and training; f. To further promote future ESSDE discussions by raising awareness on the need to strengthen social dialogue at national and European level within the European Semester framework. 	<p>Project conference is scheduled on 13 June 2017 in Brussels. The third project advisory group meeting takes place on 14 June 2017 in Brussels.</p>
<p><i>Promoting the potential of the European sectoral social dialogue in education by addressing new challenges and exploring experience and knowledge</i></p> <p>Project partners: FLESTU (Lithuania) ESTUS (Slovenia) FSLE (Romania) IURHEEC (Croatia) OPZSAV (Slovakia)</p>	<p>This project seeks to concentrate on the promotion of the ESSDE's existing high potential and on further improvement of its effective functioning. It will focus on member states with a weaker tradition of social dialogue. ESSDE delegates and their national organisation will be invited to project activities with the long-term objective to build capacities for a stronger commitment to the important European level social dialogue.</p> <p>A positive development of the European social partnership in education, which was set up only a few years ago, would certainly help the social partners to start dealing with the increasingly pressing issues within the context of European employment and social policy and in particular with the EU 2020 strategies for Growth and Employment.</p> <p>The specific project objectives are:</p>	



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<p>TUEM (Montenegro)</p> <p><u>Project period:</u> 12 months 20/12/2013 – 19/12/2014</p> <p><u>Project grant:</u> 183.601,96 €</p>	<ol style="list-style-type: none"> a. To identify and fill knowledge gaps at national level related to national and European sectoral social dialogue systems, relevant topics such as the development of the European social policy, industrial relations at national and European level, the objectives and functioning of the European sectoral social dialogue, the role of the European social partners, the need for network creation between delegates and other important stakeholders, the work program and achievements of the ESSDE; b. To ensure knowledge transfer on topics of current cross-sectoral significance such as the impact of the economic crisis, the demographic changes, the Europe 2020 strategy for growth the European Employment Strategy, etc.; c. To ensure sustainability through a significant multiplier effect by encouraging seminar participants to pass on what they have learned in order to strengthen their national social dialogue and to connect to the European level at the same time; d. To share the lessons learned within the European sectoral social dialogue committee in education and to launch a widespread discussion on this topic leading to further strengthening of the relationship between the social partners in the education sector at European and national level; e. To promote cooperation and networking between ESSDE delegates and in particular between those from the old member states and those from new EU member states and – in early preparation of future possible enlargement rounds – ideally also from candidate countries. f. To produce a brochure in English, French and the languages of the participating countries comprising seminar topics, background material, presentations and results for information distribution among education social partners at different levels. 	
<p><i>Development of teacher unions' expertise on exiting the crisis through quality education</i></p>	<p>This project will identify, explore and share good practice which teacher trade unions in the most crisis-affected countries have used to tackle the crisis in order to improve expertise in industrial relations and social dialogue among both themselves, and also, among their colleagues in all other member organisations of ETUCE from across Europe. Case study results</p>	



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<p>Project partners: OLME (Greece) TUI (Ireland) FLC-CGIL (Italy) FNE (Portugal) FECCOO (Spain)</p> <p><u>Project period:</u> 12 months 01/12/2013 – 30/11/2014</p> <p><u>Project grant:</u> 178.342,49 €</p>	<p>will feed into a Project Conference which will include a hearing on quality education in Europe in which teacher trade unions will be able to interact directly with European policy-makers on the issue of quality education in the context of the crisis, employment and social policy as well as social dialogue.</p> <p>The project activities and outcome will be gathered and disseminated in the form of a film.</p>	
<p><i>Promoting gender equality within teacher trade unions and in the teaching profession II – implementing and reinforcing teacher trade union actions on gender equality in times of austerity</i></p> <p>Project partners: UIL Scuola (Italy) UNSA (France) ASTI (Ireland) AOB (The Netherlands) SEB (Bulgaria) ZNP (Poland) Läraryrbundet (Sweden)</p>	<p>The project will provide ETUCE and its member organisations the opportunity to identify ways of examining different national approaches regarding the promotion of gender equality within teacher trade unions and in the teaching profession in times of austerity and look at how the different stakeholders have been engaged in this process</p> <p>This initiative will build on the work of ETUCE concerning the impact of austerity measures imposed on the education sector from the perspective of their consequences for the working conditions of teachers, and in particular of women teachers.</p> <p>The specific project objectives are:</p> <ol style="list-style-type: none"> a. Continuing to raise awareness amongst ETUCE member organisations of gender equality issues in teacher unions and in the teaching profession as well as of major EU priorities, policies and instruments in the field, with a view to securing and enhancing quality education b. Analysing the actual gender equality situation and the impact of the crisis thereon in the education sector and within national teacher trade unions' structures in the EU/EFTA and candidate countries. 	



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<p><u>Project period:</u> 12 months 01/12/2013 – 30/11/2014</p> <p><u>Project grant:</u> 181.447,30 €</p>	<p>c. Supporting teacher trade unions in further implementing and monitoring the ETUC-UNICE/UEAPME-CEEP framework of actions on gender equality and the ETUC Charter of Gender Mainstreaming in trade unions in the education sector at national, regional and local levels.</p> <p>d. Assessing the implementation of the ETUCE Action Plan on Gender Equality and supporting the ETUCE member organisation in carrying out further actions on gender equality in the particular context of austerity.</p>	
<p><i>The development of the teaching profession in times of economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market</i></p> <p>Project partners: GEW (Germany) FETE-UGT (Spain) FLESTUS (Lithuania) ESTUS (Slovenia) EFEE</p> <p><u>Project period:</u> 12 months 20/12/2012 – 20/12/2013</p> <p><u>Project grant:</u> 162.656,22 €</p>	<p>The project's overall objective is to raise public awareness on the impact of the dramatic shortage of qualified teachers for core subjects. The teaching profession suffers from a lack of status which has worsened during the years of the economic crisis. The project intends to demonstrate that such new trends have a far-reaching impact on other sectors and on the whole labour market. The project addresses national & European employment policy makers and emphasises the necessity to invest more into education to reach the EU 2020 goals. The specific objectives are to:</p> <p>a) identify national & regional recent developments related to teacher shortages and existing initiatives taken by the national social partners, employment offices, students/pupils associations, parental associations and other stakeholders with the aim of either raising public awareness or boosting the prestige and standing of the teaching profession;</p> <p>b) develop recommendations on new strategies at European level to avert the forecast shortage of skilled teachers – to be presented to European and national policy makers;</p> <p>c) encourage teacher unions & education employers to become more pro-active in their national social dialogue structures when dealing with the image and attractiveness of the teaching profession;</p> <p>d) prepare the debate on this topic in the European sectoral social dialogue committee in education and help to strengthen the relationship between the social partners in the education sector at European & national level;</p>	



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<p><i>Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis</i></p> <p>Project partners: UIL Scuola (Italy) UNSA (France) NASUWT (UK) Solidarnosc (Poland) Läraryrbundet (Sweden) FECCOO (Spain)</p> <p><u>Project period:</u> 12 months 01/12/2012 – 30/11/2013</p> <p><u>Project grant:</u> 162.044,24 €</p>	<p>Addressing the overarching EU employment and social policy challenges, this project strives to foster solidarity between the teacher unions in Europe in support of maintaining and promoting healthy & safe working conditions, in particular as regards the prevention of psychosocial hazards & reconciliation of work & family life in times of rising pressure due to the economic crisis. The aim is to promote teachers' well-being & safety as prerequisites for quality education. The project seeks to identify whether the economic crisis and the changes implied by it on teachers' working conditions have an impact on the health & safety of teachers and to develop a set of concrete and practical recommendations for teacher unions in Europe at national & regional level and their members at grassroots level, on how to promote healthy & safe working conditions in times of the economic crisis.</p> <p>The specific objectives are to:</p> <ol style="list-style-type: none"> a) examine in an online survey whether teachers' working conditions, concerning in particular psychosocial well-being, are deteriorating due to the economic crisis b) identify, in a series of interviews, national teacher union strategies and actions on the prevention of psychosocial hazards and reconciliation of work & family life in times of rising pressure under the economic crisis c) further support the inclusion of psychosocial hazards in collective agreements in the education sector; d) 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; e) prepare the debate on this topic in the European sectoral social dialogue committee in education f) compile a set of concrete and practical recommendations (in EN, FR, DE, ES) for teacher unions in Europe at national and regional level and their members at grassroots level, on how to promote healthy and safe working conditions in times of rising pressure due to the economic crisis. 	
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<p><i>Teacher unions preventing early school leaving through the use of ICT in education</i></p> <p>Project partners: GL (Denmark) AOB (The Netherlands) OZPSaV (Slovakia) OLME (Greece) FNE (Portugal) ESEUR (Russia) AITUCEW (Azerbaijan)</p> <p>Associated partners: EFEE OBESSU (Organising Bureau of School Students Union)</p> <p><u>Project period:</u> 30 months 01/11/2011 – 30/04/2014</p> <p><u>Project grant:</u> 343. 536,00 €</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 transferring the methods/best practices to other countries, it examines the work of teacher unions in Europe & their role in supporting the adaptation of best practice to their national context.</p> <p>Based on 4 case studies (1 teacher education institution, 2 schools/per country) guidelines on the use of ICT in education to motivate/re-attract students in 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, in order to raise awareness and reach students/teachers, postcards will be produced in 23 EU languages & RUS.</p>	
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ETUCE Project Partnerships

Project name	Applying Organisation	Purpose	Application Status/ Upcoming events
<p><i>Balkan CPD Institution for Teachers Balkan Teachers Training Institute- BTTI</i></p> <p><u>Project period:</u> 5 months</p> <p>15/02/2016 – 15/06/2016</p> <p><i>Project Partners:</i> ETUCE SEB</p>	<p>SEB</p>	<p>a. Establish the role of ETUCE and SEB (and possibly FSLI) as partners in an EU Social Fund project to enhance and strengthen CPD for teachers.</p> <p>b. To outline possibilities and obstacles in relation to the possible establishment of the BTTI.</p> <p>c. To setup concrete plans for the BTTI outlining financial and administrative responsibilities for all involved including the Government(s).</p> <p>d. To identify concrete areas of work for the BTTI.</p> <p>e. To outline strategic plans on how BTTI would work with other countries in the region, including the Unions and Governments.</p> <p>f. To consider the possibilities for the ETUCE to link from the BTTI to a European CPD Institution for teachers – ETTI.</p>	<p>The preliminary report of investigation is scheduled for 1 June 2016.</p>
<p><i>European Policy Network on School Leadership</i></p> <p><u>Project period:</u> 18 months</p> <p>01/03/2014 – 30/09/2015 (Follow-up project within a 4 year framework contract)</p>	<p>Educational Research & Evaluation Group of the Institute of Applied and Computational Mathematics, Crete</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 School Leadership Policy articulation.</p> <p>Planned activities:</p>	<p>A School Leadership Peer Learning event is planned for 15 and 16 June 2017 in Malta</p>



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<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>		<ol style="list-style-type: none"> a. focused discussions with the Group of experts - with a view to defining axes to address in policy orientations, b. identification of 'good practices' -including the problems and challenges of transferring policy requirements to the target group, c. peer learning between the Ministries of Education (where both ETUCE's involvement and that of the experts) will be required d. drafting policy recommendations (National and EU perspectives). <p>ETUCE's role: Actively engages in PLAs and signs Memorandum of Understanding. Defines an Action Plan for ETUCE and ensures that the voice of professionals is included in the Action Plan. Engages in knowledge exchange and has to ensure that the voice of practitioners is heard in National Networking and knowledge exchange EPNoSL activities / processes.</p>	
<p><i>Setting up a European quality framework for apprenticeship and work-based learning</i></p> <p>Project Partners: ETUC (applicant) TUC (UK) (co-applicant)</p>	<p>ETUC</p>	<p>The project contributes to the implementation of the European Alliance for Apprenticeship. It seeks to investigate in a report what the obstacles are on implementing the European Alliance of Apprenticeship at national and sectoral levels, and how EU qualification and transparency tools can</p>	<p>Project Steering Committee Meetings and Project Partner Meetings take place at regular intervals.</p>



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<p>ETUCE</p> <p><u>Project Period:</u> 24 months 01/09/2014-30/09/2016</p>		<p>contribute to setting up a European Quality Framework of Apprenticeship and Work-based Learning. It is intended to set up a European Quality Framework of Apprenticeship and Work-based Learning at the end of the project as a tool to implement the European Alliance for Apprenticeship.</p> <p>ETUCE's role: ETUCE-CSEE, as an affiliate of ETUC in the project is in charge of:</p> <ul style="list-style-type: none"> • An advisory, monitoring and evaluation role on the project work. • Attending all project meetings • Contributing to setting-up the agenda of meetings • Closely working together with the ETUC Secretariat • Reviewing the final project report 	
<p><i>COSME - A Pan-European Hub for Entrepreneurial Learning</i></p> <p>Project Partners: Bergische Universität Wuppertal</p>	<p>JA-YE Europe (European provider of entrepreneurship education programmes) / EuroChambers/ SEECEL (South East European Centre for</p>	<p>The project aims to set up a network in order to develop a pan-European entrepreneurial learning initiative bringing together existing European and national expertise. It has a strong focus on policymaking and on stimulating further developments of entrepreneurship education across</p>	



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<p>Child and Youth Finance International GV Partners IESE Business School International Labour Organization (ILO) Danish Foundation for Entrepreneurship Dublin Institute of Technology J.J. Strossmayer University in Osijek Manchester Academy University of Cambridge (Centre for Entrepreneurship) WKO (Austrian Chamber of Commerce) Lappeenranta University of Technology University of Warwick (Center for Education and Industry) EU-Ministries EP-representatives from CULT,EMPL and ITRE Committees EY Cisco Intel Microsoft</p>	<p>Entrepreneurial Learning) / EUpromVET (European Providers of VET)</p>	<p>Europe and seeks to be an advisory body to politicians and EU institutions. The hub will not be a formal body, rather a grouping of organizations and individuals committed to entrepreneurship education.</p> <p>The activities also aim at broadening the spread and impact of entrepreneurship education across Europe, based on learning from existing best practices and on sharing information. The initiative encourages and supports networking among policy makers, teachers, practitioners, researchers, business leaders, entrepreneurs and subject experts across Europe with a strong interest in the development of entrepreneurship education and in deepening cooperation at EU level in this area.</p> <p>The concrete objectives are to achieve:</p> <ol style="list-style-type: none"> 1. A more systematic structure for the exchange of information and experience 2. A framework for monitoring progress according to agreed indicators 3. A supporting network and virtual hub for entrepreneurial learning. Activities will cover the whole range of formal education, from primary school to university, and the network can establish working groups with specific focus. <p>ETUCE's role:</p>	
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<p>HP VISA AXA Rovio</p> <p><u>Project Period:</u> 36 months 01/01/2015-31/12/2017</p>		<p>ETUCE is an associate partner and, as such, has an advisory role in this project.</p>	
<p>ENABLE-Think tank</p> <p>Project Partners: Crimes against Children Research Center, USA Yale Center for Emotional Intelligence, USA EU KidsOnline, UK UNICEF, Serbia Telethon Kids Institute, Australia COFACE, Czech Republic ETUCE, Belgium Educação do Instituto Politécnico de Santarém, Portugal ProfDigitale, Italy Child Line, Lithuania Aarhus University, Denmark</p>	<p>European Schoolnet</p>	<p>ENABLE (European Network Against Bullying in Learning and Leisure Environments) aims to tackle bullying in a holistic way, helping young people exercise their fundamental rights in the home, school, class and community (i.e. peer group). The project aims to develop social and emotional learning skills as a means of building resilience in young people so that they can better understand and become more responsible and effective for their on- and offline social interactions. ENABLE will be implemented in a half dozen countries across Europe, rolled out to 6,000 young people ages 11-14 years, 2,000 parents and at least 30 schools. ETUCE's role: Contribute with the teacher union perspective and participate in the regular online network meetings/discussions.</p>	<p>Various online-meetings are scheduled at regular intervals.</p>



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<p>Project Period: 24 months 01/10/2014-33/09/2016</p>			
<p>Central Asia - Consortium Project</p> <p>Project Partners: Education international/ETUCE Australian Education Union Lärarförbundet UEN</p> <p>Project Period: 48 months 01/01/2013-31/12/2016</p>	<p>Education International/ETUCE</p>	<p>This is a development and cooperation project aiming at promoting changes in the EI affiliate countries in Central Asia from government functionaries to more democratic, independent, transparent strong and sustainable organisations. Currently, the project is carried out in Kazakhstan and Tajikistan.</p> <p>The project comprises several training measures for trade union oblast and rayon leaders per country. They focus on the topics identified and prioritised by the teacher unions and project partners, such as social dialogue, gender equality, child labour, etc.</p>	<p>In Kazakhstan, five workshops on Human and Trade Union Rights and the National Evaluation and Planning Meeting are scheduled in 2016.</p> <p>In Tajikistan four workshops on the ILO- UNESCO recommendations on the Status of Teachers; four workshops on capacity building; and a National Evaluation and Planning meeting are scheduled for 2016.</p>
<p>tMAIL (Teacher Mobile Application for Innovative Learning)</p> <p>Project Partners: Autonomous University, Madrid University of Hull, University of Vienna,</p>	<p>Fellow Research Foundation Flanders (FWO) Department of Educational Sciences Vrije Universiteit Brussel, Belgium</p>	<p>The main aim of this project is to develop and test a mobile teacher training application that provides personalised training on the instruction of self-regulated learning strategies in primary education. Moreover, the app will collect and process data that may inform students, teachers, teacher educators and policy at various levels.</p>	<p>Virtual meetings are scheduled every month.</p> <p>The next steering group meetings are scheduled for 27-28 June 2016 in Vienna and 19-20 January 2017 in Madrid.</p>



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<p>Youth Entrepreneurial Service Foundation, Skopje European Distance and E-Learning Network, UK Kidimedia BVBA, Brussels</p> <p><u>Project Period:</u> 24 months 01/11/2015-31/10/2017</p>		<p>The project activities are organised in several work packages. Management oriented work packages span two years, whereas the content oriented work packages have fixed time schedules and closely follow each other.</p> <p>ETUCE's role: ETUCE contributes to the project management board meetings and is actively involved in two project seminars.</p>	
<p><i>Improving social partners' involvement in EU support for public investments in training and education</i></p> <p>Project Partners: ETUC CEEP ETUCE-CSEE EFEE</p> <p><u>Project Period:</u> 24 months 15/12/2015-15/11/2017</p>	<p>ETUC</p>	<p>The main aim of the project is to enhance the role of social partners at European, national and regional level, in funding and investment opportunities for training and education. The project will contribute to the implementation of the European Fund for Strategic Investment and the enhanced implementation and use of funds provide by ESF and by EIB.</p> <p>During the project two research studies will take place. The first research study will investigate the current picture of EU funding and investment allocated to publicly provided training and education. The second research study will analyse how the funding and investment is implemented at</p>	<p>The first meeting of the Project Advisory Committee is foreseen for April 2016.</p>



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		<p>national, local and regional level regarding public funding for different training and education programmes, infrastructure, and technical equipment. Furthermore, it will examine the role of social partners in these public funding opportunities.</p> <p>ETUCE's role As an affiliate of ETUC, ETUCE has an advisory, monitoring and evaluation role, attends all project meetings, invites and involves its member organisations in the project conference and interviews, participates in project advisory committees and the conferences, contributes to setting up the agenda of meetings and reviews the final project report</p>	
<p>European Forum for Enhanced Collaboration in Teaching (EFFECT) – a feasibility study</p> <p>Project Partners: Conference of Rectors of Academic Schools in Poland European Association for Distance Teaching Universities</p>	<p>EUA (European University Association)</p>	<p>The project is focused on the following interlinked objectives:</p> <p>Facilitate exchange and collaboration between European actors and stakeholders for the enhancement of higher education teaching;</p> <p>Identify good practices and develop new and innovative approaches to learning and teaching enhancement;</p>	<ol style="list-style-type: none"> 1. Inception phase 2.12.2012 – 29.02.2016 2. Working group collaboration phase 3. Pilot phase 4. Evaluation phase



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<p>ESU ETUCE <i>The Higher Education Academy</i> <i>Hungarian Rectors Conference</i> <i>German Rectors Conference</i> <i>University of Latvia</i> <i>University of Eastern Finland</i> <i>University of Porto</i> <i>Irish Universities Association</i></p> <p>Silent Partners: <i>CEL Centre of Education and Learning</i> <i>University of Applied Sciences and Arts Western Switzerland</i> <i>Universities Estonia</i></p> <p><u>Project period:</u> 36 months 1/12/2015 – 30/11/2018</p>		<p>Support institutions in the development of strategic approaches to the enhancement of learning and teaching;</p> <p>Develop a model for a sustainable European structure for the enhancement of learning and teaching.</p> <p>The project is problem-based, in that it seeks through its activities responses to big challenges for higher education teaching, such as the growing and ever more diverse student body – and stagnating staff and financial resources; drop out and retention; maximising opportunities and addressing challenges of ICT based learning; recognising teaching excellence and its link to student success. It may also provide recommendations for the policy level, in particular with regards to a European perspective with the aim of enhancing higher education teaching at institutions.</p> <p>ETUCE's role: ETUCE is one of the project partners and, as such, has an advisory role in this project.</p>	
<p>European Policy Network on School Leadership</p>	<p>Educational Research & Evaluation Group of the Institute of Applied and</p>	<p>The Network comprises Academies on School Leadership, Ministries of Education and other educational policy/research agents. The overall aim</p>	



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<p><u>Project period:</u> 18 months 01/03/2014 – 30/09/2015 (Follow-up project within a 4 year framework contract)</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>Computational Mathematics, Crete</p>	<p>of the Network is to support National Ministries of Education in reflecting on School Leadership Policy articulation.</p> <p>Planned activities: focused discussions with the Group of experts -with a view to defining axes to address in policy orientations, identification of 'good practices' -including the problems and challenges of transferring policy requirements to the target group, peer learning between the Ministries of Education (where both ETUCE's involvement and that of the experts) will be required drafting policy recommendations (National and EU perspectives).</p> <p>ETUCE's role: Actively engages in PLAs and signs Memorandum of Understanding. Defines an Action Plan for ETUCE and ensures that the voice of professionals is included in the Action Plan. Engages in knowledge exchange and has to ensure that the voice of practitioners is heard in National Networking and knowledge exchange EPNoSL activities / processes.</p>	
<p>Teacher Induction <u>Project period:</u> 36 months</p>	<p>Respect Network Foundation</p>	<p>This Comenius development project targets teacher students, stressing the joint responsibility of teacher</p>	



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<p>01/01/2013 – 30/12/2015</p> <p>Partners: Gazi Universty, Turkey Demirlibahçe İlköğretim Okulu (Turkish Primary School) Cağribey Anadou Lisesi Professionshøjskolen University college Sydnddanmark, Denmark Escola Superior de Educação do Instituto Politecnio do Port, Portugal Jyvâskulân Yliopisto, Finland Jyskän Koulu,school in Finland Mâkelânmäen Koulu, school in Finland Karslstads Universitet, Sweden Skivedskolan, school in Sweden Kronoparkskolan, school in Sweden</p> <p>27 Associate Partners from European Universities and Teacher Education Institutions and OAJ and ETUCE</p>		<p>training and schools for initial training, induction and continuous professional development. It will</p> <ol style="list-style-type: none"> 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; promote the importance of the key competences of lifelong learning for young people and the role of teachers as change agents within, through organising European cross-cultural exchange weeks as part of induction programs; 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 professionaldevelopment; 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 publications. <p>ETUCE's role: As an associate partner, ETUCE will attend relevant meetings to give feedback on</p>	
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		induction plans and disseminate the results of the project.	
<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 interface between the requirements for smart and inclusive growth and the arrangements for learning provisions offered to youngsters with the aim of equipping them with skills, knowledge and attitudes so as to effectively allow their “navigation” through 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>	



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<p>Professional autonomy, accountability and efficient leadership</p> <p>Project period: 12 months 01/12/2013 – 30/11/2014</p> <p>Project Partners: EFEE Ministry of Education and Culture of Malta Local Government Association of the UK</p> <p>ETUCE AOB (The Netherlands)</p>	<p>Secondary Education Council of the Netherlands (VO-Raad)</p>	<p>In this study industrial relationships and employment relations are our starting points, but they are described from the angle of enhancing educational quality and performance. Basically governance structures in education can be described as hierarchies, with different authorities and responsibilities defined at various layers.</p> <p>In a literature review key concepts like functional decentralisation, distributed leadership, types of accountability and self- evaluation of schools will be discussed and clarified and the state of the art on effective school leadership and school evaluation will be summarised.</p> <p>The following questions will be addressed:</p> <ol style="list-style-type: none"> How is the social dialogue in education organised in the Peer Learning country? How are social partners involved in School Leadership? What are the key issues and concerns of employers and trade unions on target setting, mechanisms to improve quality and the division of responsibilities between the main actors? Patterns of functional decentralisation, with regards to accountability and evaluation, in the sense of who decides on a particular facet, e.g. are standardised tests being used, the use of 	
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		<p>absolute and relative norms, who is responsible for the management of feedback?</p> <p>d. What are critical levers for enhancing educational effectiveness, at different levels of responsibility: school governors, principals and teachers?</p> <p>e. What is the state of the art on the issue of schools using information from internal and external evaluation to improve teaching and learning?</p> <p>f. What are the proven successes and good practices in the Peer Learning Countries, and alternatively, what are the problematic areas and “black spots” in different national settings?</p> <p>ETUCE’s role: As a co-applicant, ETUCE participates in the steering group meetings, assists in assuring the quality of the research and in the dissemination of the project results to its member organisations.</p>	
<p><i>Supporting early career researchers in higher education in Europe and the role of employers and trade unions</i></p> <p><u>Project period:</u> 12 months 20/10/2013–19/10/2014</p>	<p>Universities and Colleges Employers’ Association (UCEA)</p>	<p>This project is linked to the discussions in the Social Dialogue Working Group 3 on higher education. Its main objectives are:</p> <p>a. To reach a shared understanding, and possibly a ESSDE outcome, about the specific challenges facing early career researchers in Europe incorporating the perspectives and roles of trade</p>	



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<p>Partners: EFEE ETUCE</p>		<p>unions and employers and the available options for responding to these challenges</p> <ul style="list-style-type: none"> b. To provide insight to the European Social Partners in Education on what we can do to improve industrial relations and employment relations for early career researchers c. To explore where dialogue between national social partners improves early career researchers d. To improve awareness of the existing work in the area of early career researchers (among others European Charter for Researchers, the Code of Conduct for the Recruitment of Researchers, the HR Strategy on Researchers and the “HR Excellence in Research logo of the EC”, The UNESCO Recommendation, the ETUCE report) their implementation and benefits in improving research quality through the provision of high quality support for early career researchers. e. To understand trends in the career progression of female researchers, including areas of progress, and identify initiatives that have been successful in improving equality in career progression, particularly those initiatives that provide support to early career researchers. f. To produce a set of resources including case studies, a more practitioner-oriented research 	
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		<p>and policy guidance, to complement the existing international work in this area</p> <p>g. To facilitate peer learning between national social partners in the education sector, especially in the higher education sector; to exchange best practices and learning experiences.</p> <p>h. To contribute to the European social dialogue between employers' organisations and trade unions in the education sector, more specifically to continue the current work of the Working Group 3 on Higher Education & Research and to improve the coordination, functioning and effectiveness of the European Sectoral Social Dialogue for Education.</p> <p>ETUCE's role: As a co-applicant, ETUCE participates in the steering group meetings, assists in assuring the quality of the research and in the dissemination of the project results to its member organisations.</p>	
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12.9 Work Programme 2013 – 2016

ETUCE – European Region of Education International

Work Programme 2013-2016

The implementation of the programme will be coordinated with the EI programme activities and follow the 5 priorities established at the EI 6th World Congress

ECONOMY: CRISIS, PRIVATISATION, INFLUENCE OF BUSINESS

(the principles of work on the Crisis in this specific section is to be understood as guiding principles for downwards sections as well)

- Denounce and fight the ideological driven policies of austerity as a means to get out of the economic and financial crisis by campaigning together with Member Organisations.
- Promote and advocate for alternative and more inclusive solutions to the Economic and Financial Crisis within EI and together with ETUC.
- Participate in the ETUC activities together with sister organisations to ensure a platform for Public Services within ETUC to combat the Crisis.
- Set the focus on the teaching profession in times of austerity, documenting the degradation of the profession and the need for professional support, continuous development and for distributed leadership.
- Influence the education policy of the European Commission to take into account the impact of the crisis on education and on teachers.
- Actively support member organisations on their request.



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- Introduce as an overarching theme into all activities the developments of the economic and financial crisis in cooperation with other social partners and relevant organisations, taking care to incorporate the global aspects o
- With a view to explore viable alternatives, continue to analyse European Union and Euro-zone economic policies from a teacher union perspective
- With a view to take influence on the policy development, monitor and analyse the work of EU institutions and developments in relation to the European treaties, the EU budget, privatisation trends and related issues. Monitor and document the consequences of the European Semester on education.
- Persevere working on campaigns which include the European financial transaction tax, reforms in corporate governance and accountability, and other areas as part of alternative solutions to the Crisis within EI and together with ETUC / ETUI and relevant partners
- Facilitate contacts between Member Organisations in the internal project *Crisis LINK*, thus creating an opportunity for the Member Organisations to exchange information about the impact of the crisis in the different countries with the aim for Member Organisations to use this information in the national debate and to seek support in the solidarity and cooperation of the between Member Organisations.
- Pursue lobbying the European Parliament for a strong platform within the Parliament in support of the Public Education Sector.
- Keep account of and document the increasing privatisation and public-private partnership.
- Continue planning actions globally within EI and with ETUC on the Economic Crisis and its impact taking care to adapt them to the developments and to frequently adjust these.

Meetings, projects and studies / surveys:

- Connect to , support development of the EI global work on the economic crisis . Combine the EI World Action Day 2013 and the related activities with specific European actions.
- Integrate research on the consequences of the crisis in coop with the EI Research Institute, ETUI and Member Organisations.
- Establish a special meeting on the Economic Crisis for those Member Organisations in countries most affected by the Crisis
- Continue monitoring the impact of the economic crisis on the education sector in Europe by repeatedly carrying out the Mini- Surveys on relevant issues and promote the conclusions of the results.



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- Apply to the Commission for a joint ETUCE/EFEE project on the Teaching Profession in the Economic Crisis, including a scientific action-survey and a conference in 2013 with the EU Commission, the European Governments and Social Partners
- Apply to the Commission for a joint ETUCE /EFEE seminar in relation to the EU Business Platform and invite progressive big European Businesses to a seminar on the Teaching Profession in times of Austerity.
- Seek support from the European Social and Economic Committee to influence the EU policies on the Teaching Profession and encourage them to initiate a Conference in coop with ETUCE.
- Invite the European Education Ministers to a Summit (Conference) on how the Economic and Financial Crisis affects Education in 2013.
- Constantly gather documentation: statistics, law change and change of teacher's provisions, Member Organisations activities –including the effects and consequences in None-EU Countries - and distribute this information.

EDUCATION POLICIES

GENERAL EDUCATION AND QUALITY IN EDUCATION / EU 2020 PROCESS

- Continue to participate in the implementation process of the EU 2020 and Education and Training 2020 flagship initiatives.
- Optimise the influence on the EU education policy at the national levels.
- Follow-up and advocate the implementation of positive achievements of the EU policy on education in third countries and keep in touch with the relevant EU institutions and agencies on its implementation (e.g. ETF).
- Study and seek influence on the set-up of new indicators and benchmarks and their implementation.
- Monitor EU initiatives on linking education and employment, skills and jobs, learning and job forecasting and on youth employment.
- Participate in setting up and monitoring the implementation of EU policy on all prioritised areas of education, for instance learning mobility, teaching languages, entrepreneurship education, maths and science education, education for sustainable development, etc.



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- Continue the active membership in the Open Method of Coordination Working Groups of the European Commission with a view to seek opportunities to get involved in further thematic working groups of the European Commission.
- Advocate the provision of quality education and monitor the set-up of quality assurance mechanisms at European and national levels; keep in touch with the relevant EU institutions and agencies on its implementation (e.g. CEDEFOP).
- Follow-up and seek influence on the adoption and implementation of the Council conclusions on literacy to be adopted by the Cypriot Presidency.
- Seek further opportunities to be represented in EU events, conferences, temporary and permanent working groups and expert groups on education policy.
- Carry forward and seek new opportunities for cooperation with other unions and professional organisations working on education, such as the EFEE; ETUC, EPSU, ESU, ATEE, etc.

Meetings, projects and studies / surveys:

- Continue to publish Circulars with special information on the Education and Training 2020 process to Member Organisations.
- Continue meetings with the ETUCE Education Advisory Panel to monitor the EU initiatives on education.

EARLY CHILDHOOD EDUCATION

- Examine the work of DG Education and Culture of the European Commission on Early Childhood Education teachers.
- Pro-actively continue representation in and seek influence on the set-up of EU policies in this field via the *Open Method of Coordination Working Group on Early Childhood Education*.
- Pursue representation in and seek influence on the set-up of EU policies in this field via the *Stakeholders Group on Early School Leaving and Early Childhood Education* of the European Commission.



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- In this regard, seek further opportunities for active representation in EU events, conferences, temporary and permanent working groups and expert groups in this field.
- Carry forward and strive for cooperation with other unions and professional organisations working in this education area.
- Follow-up and watch over the implementation of the ETUCE Policy Paper on Early Childhood Education.

Meetings, projects and studies / surveys:

- Report on the implementation of the ETUCE Policy Paper on Early Childhood Education.

EARLY SCHOOL LEAVING

- Monitor the EU policy on Early School Leaving and the implementation of benchmarks of the EU2020 flagship initiative on early school leaving.
- Seek influence on the set-up of EU policies in this field via the *Open Method of Coordination Working Group on Early School Leaving and* continue the active membership in this group.
- Seek influence the set-up of EU policies in this field via the *Stakeholders Group on Early School Leaving and Early Childhood Education* of the European Commission *and* continue the active membership in this group.
- Look for further opportunities to be represented in EU events, conferences, temporary and permanent working groups and experts' groups in this field.
- Advance and seek further cooperation with other unions and professional organisations working in this education area.

Meetings, projects and studies / surveys:

- Continue carrying out the project on the use of ICT in education to prevent early school leaving



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VOCATIONAL EDUCATION AND TRAINING

- Closely follow up on the development of the Copenhagen Process and the implementation of the Bruges Communiqué in all European countries.
- Examine in detail and follow up on the policy recommendations and studies published by CEDEFOP.
- Monitor the implementation of referencing national systems via the EQF, EQAVET, ECVET and ECTS.
- Continue the active membership in and seek influence on the set-up of EU policies in this field via the *Open Method of Coordination Working Group on Professional Development of VET Trainers*.
- Engage in further opportunities for active representation in EU events, conferences, temporary and permanent working groups and experts' groups on this field.
- Analyse and inform the Member Organisations about the quality assurance mechanisms in VET and the adoption of the European Quality Assurance Reference Framework (EQARF).
- Monitor in detail and influence the adoption and implementation of *Council Recommendations on Validation of Non-formal and Informal Learning* to be adopted by the Cypriot Presidency.
- Engage actively in following up on the EU policy on skills upgrading and skill forecasting.
- Cooperate further with the ETUC on the active representation in CEDEFOP meetings, in the Advisory Committee on Vocational Training (ACVT) and in the Advisory Committee on EQF.
- Pursue and seek active cooperation with other unions and professional organisations working on this education area.
- Continue organising events/seminars for teachers, trainers and VET-experts on VET.



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- Monitor in detail and follow up on the implementation of the ETUCE Policy Paper on VET.

Meetings, projects and studies / surveys:

- Report on the implementation of the ETUCE Policy Paper on VET.
- Seek opportunities for a project on VET teachers

SCHOOL LEADERSHIP

- With a view to contribute to the development of the EU policy on school leadership, closely follow-up on this policy issue.
- Further extend the active participation in the *European Policy Network on School Leadership* (EPNoSL).
- Seek further opportunities to contribute in EU events, conferences, temporary and permanent working groups and experts' groups on this field.
- Extend and engage in new cooperation with other unions, professional organisations and agencies working on this education area, e.g. with ESHA; EFEE; OECD.
- With a view to ascertain the application of the recommendations, closely follow up on the implementation of the ETUCE Policy Paper on School Leadership.

Meetings, projects and studies / surveys:

- Report on the implementation of the ETUCE Policy Paper on School Leadership.
- Organise European meetings on school leadership in conjunction with the EI global conference on school leadership.

HIGHER EDUCATION AND RESEARCH



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- Pay special attention to internationalisation and modernisation of higher education, mobility, gender equality, university ranking, etc. when monitoring the implementation of the European Higher Education Area with a view to influence EU policies on higher education and research in the EU2020 process
- Further engage in the Bologna Process as active member of the Bologna Follow-Up Group with the aim to influence the process.
- Advocate for the improvement of quality in higher education and research with the help of a supportive environment.
- Continue the existing cooperation and seek new ways of cooperation with other unions, professional organisations and agencies working on this education area, e.g. with the E4 group.
- Exert influence in this policy field as a member of the European Quality Assurance Register for Higher Education (EQAR) and the Association and European Quality Assurance Forum (EQAF).
- Seek opportunities to become a member of the E4 group.
- Bring ETUCE's influence to bear on the adoption of the EU research policy initiatives, the implementation of the European Research Area Framework, and the adoption of the Horizon 2020 initiative.
- Monitor the work of the European Institute of Technology.
- To map out possibilities to organise researchers, engage further in the meetings of the ETUC Working Group on Organising Researchers.
- Aiming to enhance influence on the set-up of EU policies in this field, continue to actively participate in the Open Method of Coordination Working Group on Modernisation of Universities.
- Seek further opportunities to contribute in EU events, conferences, temporary and permanent working groups and experts' groups on this field.

Meetings, projects and studies / surveys:

- Continue meetings and coordinate actions with HERSC.



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- Organise an event in cooperation with the Bologna Follow-Up Group in 2014.
- Make a report/study for the next, 2015 Bologna Ministerial Meeting, (Yerevan, Armenia)
- Present a policy paper on Doctoral Studies/Early Stage Researchers in the next IHERSC conference in 2014

LIFELONG LEARNING

- With a view to influence the EU-policies on lifelong learning, monitor the development in this policy area and as concerns the development in formal, informal and non-formal learning.
- Take monitoring measures on the implementation of teaching key competences to bring ETUCE's influence to bear in future initiatives of the EU to renew the key competences.
- Wake over the adoption and implementation of *Erasmus For All* programme initiative, the new *Lifelong Learning Programme*, to be adopted in 2013.
- Carry on to monitor the implementation of National Qualifications Frameworks (NQF)
- Continue the ETUCE's active representation at the *European Commission Lifelong Learning (future Erasmus For All) Programme Committee to exert influence on the future design of the programme*
- Looking to prepare the appropriate steps for action, monitor the implementation of the *European Agenda for Adult Learning* (2012-2014).
- Exert influence on the set-up of EU policies in this field through the *Open Method of Coordination Working Group on Quality Assurance in Adult Learning*.
- As a member of the *Open Method of Coordination Working Group on Financing Adult Learning* seek influence on the set-up of EU policies in this field.



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- Seek further opportunities to contribute in EU events, conferences, temporary and permanent working groups and experts' groups on this field.
- Further at the Lifelong Learning Working Group of ETUC
- Extend and explore new cooperation with other unions, professional organisations and agencies working on this education area, e.g. with ETUC, EUCIS-LLL

NEW TECHNOLOGIES AND DISTANCE LEARNING

- As active members of the *Open Method of Coordination Working Group on ICT and Education* seek influence on the set-up of EU policies on this field
- Carry out the project on using ICT in education to prevent early school leaving (ELFE-ESL)
- Monitor and follow-up on how the ELFE 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 a view to prepare appropriate steps for action, continue to monitor the developments of the Digital Agenda
- Continue investigating, monitoring and informing on research on how skills and competences are supported by ICT.
- Explore opportunities for cooperation and mutual learning with national Teacher Education Institutions on how teachers are prepared for using ICT in their teaching.



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- Continue ETUCE's active membership in various stakeholders' and European Commission fora and groups on ICT education, digital competences, etc.

Meetings, projects and studies / surveys:

- Explore funding opportunities for a new ELFE project based on the outcome of the ELFE-ESL project.

TRADE AND EDUCATION

- Examine the effects of the new treaty in relation to developments in GATS.
- Aiming to prepare appropriate steps of action, review the developments in EU policy as regards the Modernisation of the Treatment of Public Services in the EU Trade Agreements
- Monitor and seek influence, where necessary, on the developments in EU trade agreements and their influence on the education sector as regards countries such as Canada, US, Colombia, India, China etc.
- Continue to follow up on the related meetings in DG Trade

TEACHERS' EDUCATION, QUALIFICATION & MOBILITY

- Aiming to advocate for the improvement of initial education, induction phase and professional development of teachers, review the respective EU policies
- Continue to influence the future Rethinking Skills policy package of the European Commission to take into consideration the negative effect of the crisis on teaching profession and teacher education.



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- Assess the EU policies on teacher educators with the aim to prepare appropriate action measures.
- Continue examining and influencing the revision of the *Directive on Recognition of Professional Qualifications* to ensure free movement of teachers in the EU.
- Continue the active membership in and exert influence on the set-up of EU policies in this field via the *Open Method of Coordination Working Group on Professional Development of Teachers*.
- As an active member of the *Open Method of Coordination Working Group on Professional Development of Trainers* seek influence on the set-up of EU policies in this field by.
- Explore further opportunities to be represented in EU events, conferences, temporary and permanent working groups and experts' groups on this field.
- Continue and seek new ways of cooperation with other unions, professional organisations and agencies working on this education area, e.g. with ATEE
- Bring teacher education into the Sectoral Social Dialogue.

Meetings, projects and studies / surveys:

- Explore new funding opportunities for a project on teacher education and the teaching profession

WORKING CONDITIONS, SOCIAL PROTECTION, HEALTH AND SAFETY

- Monitor the developments regarding the EU legislation on:
 - Working Time
 - Parental leave
 - Portability of supplementary pensions
 - Equal opportunities for men and woman



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- Reconciliation family/work life
- Discuss the issues of psychosocial hazards such as stress, violence and harassment with the EFEE within the Sectoral Social Dialogue Committee as scheduled in the agreed Work Programme for 20102-2013
- Follow up on the revised Action Plan on Work-Related Stress from the project Teachers' Work-related stress implementing the ETUCE Action Plan.
- Expand the partnership with the European Agency on Occupational Health and Safety within the campaign on Healthy Workplaces and future campaigns on Work Together for Risk Prevention.
- Propose to the European Commission that Eurydice/Eurostat undertakes a special survey on teachers' working conditions and that they develop status indicators.
- Follow up on the revised ETUCE Action Plan on Preventing and Tackling Violence in Schools by promoting the prevention of third-party violence
- Investigate and report on the concrete relations between career development and performance related pay systems in EU. Prepare ETUCE policy position.
- Continue ETUCE's active representation in the ETUC working groups.

Meetings, projects and studies / surveys:

- Seek funding possibilities for a project on healthy and safe working places, (EU project)
- Continue Joint EI/ETUCE research survey on teachers' pay (with ETUI).
- Set up working group to investigate and to prepare ETUCE position on teachers' pensions / pension systems within the EU.
- Undertake a survey on Social Protection provisions and member organisations' supplementary activities / arrangements (e.g. insurance arrangements) for teachers in the EU, in cooperation with member organisations
- Undertake postponed seminar on Teachers' Pay.
- Continue updating regularly the education OSH website (www.edu-osh.eu)



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HUMAN AND TRADE UNION RIGHTS ISSUES

- Continue promoting human rights, and trade union rights for sustainable societies in Europe
- Assist member organisations in relation to negotiations / conflicts with governments / employers on request of the member organisations.
- Continue monitoring and informing the member organisations on the developments concerning European citizenship via the Active European Citizenship group

Meetings, projects and studies / surveys:

- Inform on activities within the European Year of European Citizens (2013)

EQUAL OPPORTUNITIES

- Continue monitoring and lobbying the European Commission on EU Inclusion policies (Roma, migrants, socio-economically disadvantaged groups, etc.) and seek influence in its work following the example of the Mapping Study on Trade Union anti-discrimination practices.
- Closely review future developments regarding the Strategy for equality between women and men 2010-2015
- Regularly report to the member organisations on the future developments in relation to the Council Directive on implementing the principle of equal treatment and the implementation of the Beijing Platform for Action.
- With a view to keep the member organisations up-to-date, regularly revise the future developments in relation to the Directive on anti-discrimination outside employment as well as on the Directives on maternity and parental and the proposal for paternity leave.



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- Closely follow up and inform the ETUCE member organisations on the developments at EU level on education opportunities for migrant, disadvantaged and ethnic minority children.
- Undertake active steps to further promote the implementation of the ETUCE Action Plan on anti-discrimination.
- Promote concrete measures to continue the implementation of the ETUCE Action Plan on gender equality and research into the field of reconciliation of work, private and family life.
- Continue the cooperation with ETUC on gender equality issues and European social dialogue developments in this field (women in unions, equal pay, and violence against women).
- Continue the active membership in the Fundamental Rights Platform of the EU Fundamental Rights Agency.
- Strengthen the co-operation with the European Institute for Gender Equality with a view to enhance opportunities for further action

Meetings, projects and studies / surveys:

- Explore opportunities for new project applications to accompany the implementation of the ETUCE Action Plan on Gender Equality
- Continue exploring new funding opportunities for developing a new project on non-discriminatory quality education for Roma children, including a seminar on EU and minorities.
- Exchange experiences with other EI Regions on issues concerning equal opportunities

SOCIAL DIALOGUE

- Assent with EFEE to a joint document (Agreement, Recommendation, Declaration...) on the basis of the agreed Work Programme 2012/2013
- Implement the EU Social Dialogue on the basis of the agreed Work Programme 2012/2013



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- Develop the Sectoral Social Dialogue Committee for Education work programme for the following years
- Support the ETUCE member organisations to coordinate nationally with a view to appoint one delegate for the ESSDE (new EU member states)
- Continue the national lobbying to improve the employers' representation at national and EU level
- Support EFEE for the improvement of its Higher Education representation
- Use the political benefit of the EU Sectoral Social Dialogue Committee for Education to strengthen social dialogue in countries outside the EU/EFTA.
- Continue representation in tripartite dialogue meetings together with the ETUC.

Meetings, projects and studies / surveys:

- Carry out the new ETUCE/EFEE project on "The development of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market.
- Apply for a joint ETUCE/EFEE project on one of the 3 ESSDE Work Programme themes (Quality, Demography, E&T 2020).
- Successfully complete the project: Recruitment & Retention.: "Recruitment and retention in the education sector, a matter of social dialogue"
- Successfully complete the project: " Self-evaluation of schools & teachers as instruments for identifying future professional needs"
- Successfully complete the project: "Professional autonomy, accountability and efficient leadership"
- Undertake High-level Social Dialogue seminars for member organisations in EU 15 and EU 12

COUNCIL OF EUROPE

- Ensure the appropriate representation in the new structure of the Conference of INGOs and its relevant committees and working groups.
- Continue the active cooperation with the Council of Europe in the Bologna Process.
- Closely monitor the work of the Committee of Ministers, the Parliamentary Assembly and the Congress of Local and Regional Authorities



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- Actively contribute and participate in the Council of Europe programmes and events when relevant.

EUROPEAN PROJECTS

- Carry on developing projects to support the ETUCE action programme when applicable and convenient, in relation to possible EU funding.
- Monitor and continue to provide information to member organisations concerning the generation of programmes for 2007-2013 and after.
- 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.

GOVERNANCE, ADMINISTRATION AND INFORMATION

- Continue offering Information Sessions for study delegations
- Continue to publish and update:
 - Newsletter
 - Circulars on Education & Training 2010/20
 - ETUCE Reports
 - ETUCE Factsheets
 - ETUCE Website
 - Teachers' Occupational Health and Safety Website
 - eLearning Website



**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-etuce.org
www.csee-etuce.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