



EUROPEAN SECTORAL SOCIAL PARTNERS IN EDUCATION STRIVING FOR SUSTAINABLE INFLUENCE ON EUROPEAN EDUCATION POLICY BUILDING THROUGH SUCCESSFUL SOCIAL DIALOGUE

THE ESSDE CAPACITY BUILDING PROJECT III

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1 INTRODUCTION

1.1 PROJECT DESCRIPTION

This project aimed to continue on from the two previous ETUCE and EFEE projects focusing on social dialogue capacity building. The projects demonstrate the education social partners' will to work sustainably on the improvement of their social dialogue and towards stronger and more effective results at European level, which could better serve the member organisations at national level. The two previous ESSDE capacity building projects focused on EU Member States and EU-Candidate countries with a more recent social dialogue tradition, or a weakened social dialogue due to the economic crisis. This project moved to the next stage and included countries which did not need to focus on capacity building due to their long and solid social dialogue tradition. Instead, the process of strengthening the links between national and European social dialogue was addressed. Rather than restricting the agenda on the functioning of social dialogue, during the eight European and national round table meetings, social partners discussed topics from the current ESSDE Work Programme and can now contribute to the ESSDE with the results of their debates.

The Advisory Group, consisting of representatives from Denmark (DLF), Finland (OAJ), Ireland (IFUT), Italy (UIL Scuola), Luxembourg (SNE), Malta (MUT), the Netherlands (AOB), Portugal (FNE), ETUCE and EFEE, has led the project and organised all activities.

European and national social partners' Round Table meetings, conducted in Dublin, Porto, Utrecht, Rome, Malta, Luxembourg and Copenhagen, brought together national social partners with ESSDE delegates, related stakeholders and external experts at national and European level, to discuss ESSDE Work Programme topics relevant to the national contexts. By addressing the implementation of selected ESSDE Work Programme topics at all levels, this project further developed the capacity for a meaningful and effective European education social dialogue.



AOB Algemene Onderwijsbond



1.2 PROJECT OBJECTIVES

Regarding quality education, during this two-year project, ETUCE and EFEE worked to deepen their general knowledge on effective functioning of industrial relations and to create a solid basis for the continuation of the social dialogue process. Committed to the development of an effective social dialogue at all levels, the European Sectoral Social Partners in Education have always recognised their work in the context of the European Sectoral Social Dialogue in Education (ESSDE) as a process requiring constant development and adaptation to changing framework conditions and demands. By means of a critical and intense look at the contents of their Work Programme, they have engaged throughout this project to apply their newly acquired knowledge and come to grips with the fundamentals of their work, which is joint education policy building. Therefore, the specific project objectives were:

- To concentrate on further strategies aimed at the continuous improvement of the social dialogue processes and the permanent enhancement of the social partners' capabilities to apply a culture of co-operation and debate as a necessary prerequisite for an effective national and European social dialogue;
- To adhere to the concept of ongoing training on relevant topics such as: European social policies, industrial relation systems, key developments in the sectoral and cross-sectoral social dialogue, the added value of network creation between delegates and other important stakeholders, the education social dialogue work program and latest achievements;
- To ensure that the newly acquired approach to the education social dialogue will sustainably translate into greater interest in the European level work and, consequently, into a more intensive engagement in the work program implementation yielding stronger joint outcomes;
- To clarify that this new project will be recognised as part of a long-term, sustainable process and that this must continuously be worked on at all levels;
- To highlight the importance of multiplication effects by emphasising to delegates the importance of passing on their acquired skills within their organisations and of connecting to the EU level at the same time;
- To share ESSDE delegates' experiences in order to strengthen the relationship between the social partners;
- To foster the emergence of a culture of trust and co-operation between all ESSDE delegates and to integrate member organisations from EU candidate countries at an early stage;
- To strongly contribute towards a potential joint result either underpinning the dialogue's qualitative development itself or all potential joint results following discussions on work program topics.

1.3 PURPOSE OF THIS FINAL REPORT

Throughout the project, a number of deliverables were prepared, including presentations for and minutes of each Round Table, a background report for the final conference (summarising the key conclusions of the Round Tables), final conference presentations and a final conference report. The purpose of this report is to draw on all these outputs, as well as the proceedings and conclusions from the first two projects to highlight some key lessons regarding capacity building for social partners organisations in the education sector to engage effectively in collective bargaining and social dialogue at the national level as well as at the European level. In doing so, it will highlight some of the key challenges and success factors, as well as discussing shared issues of common concern which can generate clear and positive interlinkages and the potential for learning at national level, between countries and between the European and national. The latter is particularly important in the context of European education strategy and the European semester process.

The importance of education in achieving many of the key goals of the European Pillar of Social Rights is emphasised by the Commission and Council. This is also reflected in the prominent role education has within the European Semester. In 2018, no less than 18 EU member states received Country Specific Recommendations in 9 key areas of education¹. These are: early school leaving low basic skills², quality of education, access and achievement in basic skills³, early childhood education and care⁴, teachers⁵, higher education⁶, labour-market relevance of education⁷, digital skills⁸, disadvantaged groups, including Roma and migrants⁹ and investment in education¹⁰. In a changing context of multi-level governance accelerated by the European Semester in the educational field, the European sectoral social dialogue capacity building process has a key role in strengthening the social partners' participation into policy making at different level, in sharing good practices and enabling mutual learning and in facilitating the policy dialogue. To do so effectively, however, the institutional and structural capacity of the social partners to conduct meaningful social dialogue at the most appropriate level is to remain a priority subject to continuous focus of the ESSDE partners' capacity building activities. The proceedings of the project highlighted the importance of good and strengthened social dialogue in the face of new challenges affecting education and teachers globally and at EU level (e.g. digitalisation, new skills requirements, address the impact of migration etc.).

1 2018 European Semester: Country Specific Recommendations https://ec.europa.eu/info/publications/2018-european-semester-country-specific-recommendations-commission-recommendations_en

2 ES

3 AT, BG, CZ, DE, HR, HU, RO, SK

4 IE, PL, RO, SK

5 CY, CZ, ES

6 ES, IT, PT

7 HR, IT, LT, PL, PT

8 IE, PT

9 AT, BE, BG, DE, FR, HU, RO, SK

10 DE, IT

2 CAPACITY BUILDING

The lessons emerging from this and the previous two projects regarding capacity building are presented under the following headings:

- Capacity building for involvement in social dialogue and policy making at the national and European level
- Key areas for exchange of expertise and knowledge

Under each heading, key challenges, experience and potential solutions are presented.

2.1 CAPACITY BUILDING FOR INVOLVEMENT IN SOCIAL DIALOGUE AND POLICY MAKING AT THE NATIONAL AND EUROPEAN LEVEL

Capacity building among national education social partners for involvement in social dialogue and policy making at the national and European level, including the European Semester and Education and Training Strategy are essential in order to:

- Support the quality of the education system and the attractiveness of the profession through effective wage bargaining;
- Active engagement with the education and training strategy and funding debates at national and European level;
- Ensure that the work programme and activities of the ESSDE reflect the priorities of national education social partners;
- Reflect the concerns and issues raised by national education social partners in the European education strategy;
- Facilitate the implementation of agreements reached at the European level;
- Ensure the full involvement of education social partners at national level in the European semester on issues pertaining to the education and training sector;
- Facilitate the input of national social partner organisations into discussions on legislative and other initiatives arising from the European Pillar of Social Rights;

- Raise awareness of European funding opportunities for capacity building and thematic exchange;
- Support the mutual exchange of information and the establishment of cross-border partnerships for mutual learning.

ETUCE and EFEE have been committed to supporting capacity building at this level for a number of years, not just through the implementation of this and preceding projects, but also the running of working groups on specific subjects and other project based activities reflecting common concerns. The subject also continues to be high on the agenda of the current work programme.

The three rounds of capacity building projects have demonstrated that most countries have an active engagement with ESSDE, and this engagement is growing, particularly as additional employers' organisations are also joining EFEE and the dialogue. However, to varying degrees, a number of challenges remain relating to the frequency, regularity, quality and embeddedness of this engagement.

Three factors have been identified to shape effective social dialogue: *communication*, *capacity* and *engagement*. The discussions during the different Round Tables focused on trying to determine good practice in these areas and how existing practice can be enhanced.

With regard to *communication*, ensuring a bottom up and top down flow of information is key to reach a good exchange of information and to improve social dialogue. Social partners need to agree on joint priorities to be able to work together towards a common objective. This means that information about national level developments must be well communicated to the EU level and results from the European Sectoral Social Dialogue in Education (ESSDE) need to flow down to the national level so that social partners are fully aware of the priorities of the sector at different levels. This can be ensured through the existence of organised structures to discuss priority issues which bring together all relevant partners.

The *means of communication* must also be available for members to ensure that communication is easy and available to everyone. In that regard, examples of good practices include the existence of organised structure to discuss priority issues, sending regular newsletters and or organising meetings at national level to communicate results and to share national priorities to feed the European dialogue. New digital platforms can play an important role in this regard.

Finally, *communication must be relevant* so that all partners feel the themes discussed are the ones at stake and cover the main opportunities or challenges in the education sector. Engagement from the national level is essential to 'translate' what can sometimes be very abstract European language into terms which are understood and make them relevant to the national level.

Overall, this project has contributed to communication in both ways. National issues and their link with the European work programme and agenda were discussed between national partners with the presence of European social partners who took note of the opportunities and challenges in each country. Discussions also contributed to priority setting for future work programmes.

In terms of capacity, effective social dialogue is reliant on to the existence of social partner organisations mandated to negotiate on both sides that ensure representativeness, and on these organisations having adequate resources and sufficient knowledge. In countries where strong and

formal structures to represent education employers are missing, involvement in dialogue at the national level and obviously the implementation of European level agreements is much more difficult.

The aptitude of building capacity is also subject to many other external factors such as the impact of the crisis, sectoral and generational changes which have undermined capacity of social partners at national and therefore European level. This is why constant attention is required to ensure representativeness and the availability of resources of European level engagement in a challenging environment. Indeed, the *lack of adequate human and financial resources* can also hinder the capacity of social partners to engage. EU level funding can assist with this, but this also poses challenges as significant efforts need to be dedicated to attract such resources which are then time limited. The development of trust and mutual respect is essential for the good functioning of social dialogue and it is important to note that this project contributed to foster this important pre-requisite.

Social dialogue can only function if there is buy-in from all partners including at the organisational, local, national and European levels. Involvement must exist beyond a single contact points and effective communication and allocation of roles is needed to ensure engagement. In practice, this can be realised through the establishment of regular meetings in formal structure that can ensure engagement and buy-in and supports feeding national concerns to the European level. Similarly, it is also important to ensure diverse membership can attend relevant European meetings and participants in such meetings communicate results on a regular basis.

This project enabled a wide range of social partners to participate coming from different regions, levels of education etc.

2.2 KEY AREAS FOR EXCHANGE OF EXPERTISE AND KNOWLEDGE

As part of this project, the social partners in the countries hosting Round Tables were asked to jointly select a theme from the ESSDE work programme (2017-2018) of greatest interest to education trade unions and employers in this country. This, and discussions at the final conference confirmed a number of topics high on the agenda of education social partners in most Member States. These include the following:

- Supporting teachers, trainers and school leaders
- Making the teaching profession more attractive
- Promoting decent workplaces and enhancing occupational safety and health
- Enhancing the integration of migrants in education
- Promoting equity and equality in education
- Promotion of social dialogue

These themes are well reflected in the ESSDE 2018-2019 work programme with work building on previous discussions and initiatives in many of these areas. In addition, social partners at Member State level clearly recognised the importance of active engagement with European policy making processes in employment, education and training, both in relation to initiatives relating to the European Pillar of

Social Rights, the European Semester and the Education 2020 strategy (and its follow-up). Below, the key lessons of the project on each of these issues and potential areas for further exchange under the new work programme are briefly summarised. In a number of cases, items have been merged with which reflect similar concerns and areas of activity.

2.2.1 SUPPORTING TEACHERS/TRAINERS AND SCHOOL LEADERS AND MAKING THE TEACHING PROFESSION MORE ATTRACTIVE, PARTICULARLY THROUGH INVESTMENT IN INITIAL TEACHER EDUCATION AND STRONG CONTINUOUS PROFESSIONAL DEVELOPMENT

Despite the fact that the teaching profession is among the most valued in society according to public opinion, a recent report by Eurydice shows that no less than 17 EU countries report experiencing teacher shortages in some areas (e.g. certain subjects, primary, secondary level, vocational training or all)¹¹. Shortages are closely linked to attractiveness of the profession among young people selecting future career paths, as well as the ability to retain existing teachers. Another important trend to consider in this context is the ageing of the existing teaching workforce in many countries, hinting at future cliff edges and bottleneck in the supply of teachers as those currently in the workforce retire. Discussions at the Round Tables showed that there are significant differences in relation to:

- Entry into the profession (in terms of requirements to become a fully qualified teacher)
- The availability of alternative pathways into the profession (e.g. the availability of short programmes, employment based training or other alternative pathways)
- The nature and length of initial teacher education
- The nature and status of induction programmes (e.g. compulsory or voluntary, the precise nature of support)
- Requirements for, access to and the nature of CPD (voluntary or mandatory, linked to salary increases or not, number of hours available/required, nature of this training and its suitability to emerging requirements, including for digital skills)
- The nature of progression routes and their link with greater responsibility, higher reward and potential changes in the nature of the work performed

Such information was considered to be highly valuable for peer review and mutual learning and it was emphasised that in addition to a presentation of the facts, it would be useful for research to focus on the links between the nature of different provisions and outcomes with regard to recruitment and retention.

¹¹ For the purposes of this calculation, England, Scotland and Wales as well as the three Belgian communities are counted as one country; European Commission (2018), Teaching Career in Europe; Eurydice report

While in some countries, the possibility of alternative pathways into the profession is welcomed, in others there are concerns that this could ultimately serve to water down teaching standards and it appears that further exchange on such issues might be helpful to assess how such approaches can be designed without undermining the inherent value of ITE.

The importance of the availability of early career support was particularly emphasised in many of the discussions. This is particularly – but not only – true for countries where the level of exposure to real classroom situations as part of the initial training period is relatively limited. While the requirement to offer mentoring or other early career support can be an important indicator explaining why more young teachers drop out in some countries than others, it was argued that the individual culture of each institution and the support processes implemented in practice (whether mandated or not) also have an important role to play. Further practical peer exchanges on real life experiences and what works and does not work in this regard might prove fruitful to help develop guidance in this area.

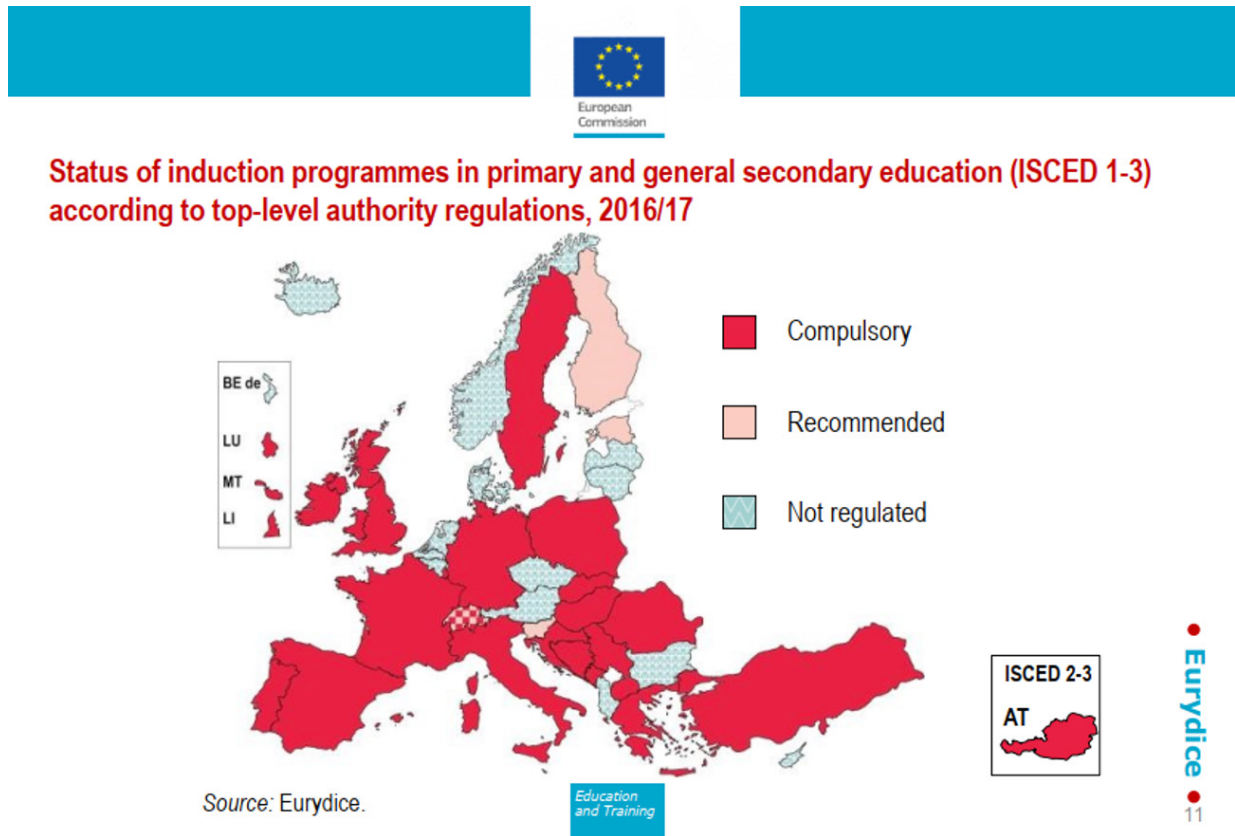


Figure 1: Status of induction programmes in primary and general secondary education FIG1.PNG
Source: Key note speech, "Teaching careers in Europe: Access, Progression and Support", Peter Birch, Eurydice, Round table meeting Luxembourg, 3 May 2018

It is notable that data on CPD shows that often links between the training individuals teachers feel they need and the training which is actually provided could be improved. In particular, teachers feel the need to remain updated on ICT and new teaching methods; supporting pupils with special needs among other things. However, very often the CPD offered is more subject related. This is true for teachers at all levels of education, including in vocational training. Further debate on the ways in which CPD could be more closely matched with needs identified by teachers themselves would prove valuable in ensuring that teachers remain motivated and feel that they can also potentially extend their working lives, which is increasingly demanded in the context of demographic change.

In the context of routes to progression, evidence shows that some countries have rather flat career structures and where this is not the case, progressing to another level can often mean fewer responsibilities in relation to what teachers largely declare they see at the heart of their job description (and why they entered the profession) i.e. regular teaching contact with pupils. An assessment of the link between possibilities for progression, reward and job content may also be an area of further fruitful exchange.

Key priorities: Promoting CPD (1)

- **Scale of needs expressed tends to be moderate – above average in IT**
- **The match between the needs expressed by teachers for CPD and the content of the ongoing development offer could be improved**

Proportion of teachers in lower secondary education (ISCED 2) declaring that their professional development activities covered specific topics in the 12 months prior to the survey, and proportion of teachers expressing moderate and high levels of need for professional development in the same topics, EU level, 2013



Figure 1: Status of induction programmes in primary and general secondary education FIG2.PNG
 Source: Key note speech, "Teaching careers in Europe: Access, Progression and Support", Peter Birch, Eurydice, Round table meeting Luxembourg, 3 May 2018

With regard to the subject matter of other round tables not directly focusing on recruitment and retention, it is clear that the design and implementation of measures to address psychosocial risk factors and indeed third party violence in the workplace also require training and teacher engagement. Burnout and negative experiences with violence on the part of pupils or parents are increasingly significant factors behind teacher absence or indeed decisions to leave the profession. These issues must therefore be addressed through ongoing training and other pro-active measures.

Similarly, it was remarked in many of the round tables that the increasing diversity of the pupil/student body provides opportunities for learning but also poses challenges which teachers need to be enabled to address, including through training. Such challenges can be linguistic or be linked to requirements to deal with special needs, challenging behaviour or indeed the expression of views which can be considered to be hate speech or contribute to/be indicators of radicalisation. The way in which teachers can face such challenges is discussed in further detail below, but with regard to ITE

and CPD it is important to emphasise that such issues need to be included and that the increasing demands placed on teachers in a more diverse teaching environment also have to be addressed in terms of overall staffing decisions.

The topic of supporting teachers, trainers and school leaders and making the teaching profession more attractive remain on the ESSDE work programme for 2018-2019 and opportunities are therefore provided for further discussion and action on the issues highlighted above.

2.3 PROMOTING DECENT WORKPLACES AND ENHANCING OCCUPATIONAL SAFETY AND HEALTH IN THE TEACHING PROFESSION

Work-related stress is a significant hazard associated to work in the education sector, with evidence showing that burn out and related absences (and exits from the profession) are on the rise among teachers. The 2011 ETUCE survey on teachers' work-related stress found that workload and role overload among teachers are the main stress factors. Although teachers' workload is often circumscribed in terms of direct teaching hours, preparatory and administrative as well as other duties are increasing in importance. Many teachers find that this not only limits their ability to concentrate on what they also see as their core task, but increases overall working hours and workload associated stress. The impact of digitalisation is also not unimportant as there is an increasing perception among some managers and parents that teachers need to be available 24/7.

Furthermore, third party violence and harassment at the workplace is another occupational risk in the education sector. The 2015 Eurofound European Working Conditions Survey showed that the education sector was the sector at EU level where there was the most significant increase since 2010 of workers having to deal more 'with angry clients, customers or pupils'.

It is therefore not surprising that the impact of psychosocial risks is moving higher on the EU policy making agenda, although currently no legislation exists at EU level to address this issue beyond requirements to carry out risk assessments.

In the European Pillar for Social Rights, the Council urges Member States and employers to go beyond the minimum requirements laid down in the current acquis in relation to OSH. It encourages the use of tools such as web-based tools to facilitate risk assessments, dialogue with workers and workplace suppliers, all supported by guidance. Principle (10b) of the Pillar introduces two inter-related rights:

- Workers' right to a working environment adapted to their specific occupational circumstances.
- In accordance with the principle of active ageing, recognises the need to adapt the working environment in order to enable workers to have sustainable and longer working careers.

Online interactive Risk Assessment (OiRA)

“Online interactive Risk Assessment (OiRA) are especially useful as they provide cost-free sector-specific information and guide employers through all steps of the risk assessment process.

Such tools need to be significantly expanded and their use needs to be recognised and integrated in national requirements”



123 tools

15 languages



31 partners



European Commission *Safer and Healthier Work for All - Modernisation of the EU Occupational Safety and Health Legislation and Policy (2017)*

<http://osha.europa.eu>

Figure 3: The Online Interactive Risk Assessment (OiRA) toolFIG3.PNG

Source: Key note speech, “Mainstreaming Occupational Safety and Health in Education - Sharing knowledge and good practices on prevention measures”, Tim Tregenza, EU-OSHA, Round table Dublin, IE, 27 June 2017

Discussions at the Round Tables re-emphasised the importance of the challenge of psycho-social risks and third party violence in the education sector and the importance of addressing these to ensure a safe and healthy work environment; to provide support early and prevent – where possible – work related stress based absences or (early) exits from the labour force. Training was considered to play an important role, including in order to allow individuals to spot early signs of mental ill health.

Furthermore, the quality of school buildings and infrastructure was referred to with concerns over lack of investment, degrading and unsuitable buildings. In addition, a number of countries referred to insufficient funds to upgrade teaching tools and infrastructure (including IT equipment) which is required to make teaching resources and methods suitable to today’s digital and workplace requirements.

The current ESSDE work programme includes a priority on supporting occupational health and safety in education. Furthermore, EFEE and ETUCE have committed to work with EU OSHA on an OiRA tool (online risk assessment tool) dedicated to the education sector. The development and subsequent dissemination of this tool is therefore an important element of the ESSDE work programme.

2.4 EQUITY AND EQUALITY IN EDUCATION AND THE INTEGRATION OF MIGRANTS

The promotion of equality, social cohesion and active citizenship is one of the key goals of the Education 2020 agenda, as agreed in 2009. The European Pillar of Social Rights as well as the 2018 Country Specific Recommendations place significant emphasis on the role of Education in addressing inequalities. More remains to be done in this area given that available data shows that despite the existing contribution of education to reducing social inequalities, more needs to be done to ensure that education can play a role as leveller of persistent social inequalities. Investment in education in more deprived areas has an important role to play in this regard.

Following the attacks in Paris in 2015, Ministers of Education adopted the so-called Paris Declaration which recognises the important role of education, youth and sport in the prevention of exclusion and radicalisation 'in the context of the current migration crisis and in the aftermath of the outbursts of extremist violence in Europe in 2015'. Later in the same year, EU Member States' education ministers underlined the need to prepare teachers and trainers, learners and parents for more multicultural diversity in the learning environment.

System characteristics that matter for equity

Childcare services are more accessible for at-risk groups...

- ...when childcare is totally public or publicly subsidised
- ...when the system is integrated for younger and older children (childcare and preschool)
- ...when more public money is spent on ECEC
- ...when services are of high quality, offer language support and stimulation activities
- ...when fees are means-tested / free of charge for disadvantaged groups
- ...when services are language- and culture-sensitive, have a mixed staff

KU LEUVEN

Figure 4 System characteristics that matter for equality FIG4.PNG

Source: Key note speech, "Towards greater social equity in education: main challenges and steps forward for European education systems", prof Idesbald Nicaise, KU Leuven, Round table meeting Utrecht, NL, 11 November 2017

As a follow-up to the Paris Declaration, a number of working groups were organised, most important of which (in the context of the education sector) is the Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. This Working Group has the mandate to prepare a policy framework on promoting inclusion and fundamental values through education, as well as an online compendium of good practices, by June 2018. It has so far arranged a number of Peer Learning Activities including on strengthening media literacy and critical thinking to prevent violent radicalisation (Netherlands, April 2016); on policies to promote social and civic competences (Austria, October 2016); on teacher training: a key instrument of the implementation of the Paris Declaration (France, March 2017); and on inclusive education as the most effective means for preventing social exclusion in today's diverse society (Malta, May 2017). Experience presented here are feeding into an online compendium of good practices.

In all Round Tables it was emphasised that the diversity of the student/pupil population has increased significantly in recent years which provides both opportunities and challenges, but above all requires new and enhanced skills for teachers and school management – including enhanced interactions with the local community. This relates to social as well as cultural and religious diversity. In regard to social inequality, investment and the avoidance of the creation of a two-tier system of education were particularly emphasised.

As mentioned above, challenges associated with greater diversity can be linguistic or be linked to the requirement to deal with special needs (e.g. mental health issues linked to experiences of war or migration), challenging behaviour or indeed the expression of views which can be considered to be hate speech or contribute to/be indicators of radicalisation.

In order to address discrimination and radicalisation, the following steps have been recommended, including by participants in the various peer learning activities:

- Media literacy and critical thinking should be developed in a proactive manner through curriculum development and innovative teaching approaches.
- As media literacy skills are often developed outside school, synergies between formal, non-formal and informal learning provide powerful leverage for the effective development of media literacy and critical thinking.
- Developing the competence to be critical towards propaganda should be promoted as part of building resilience to extremist communication.
- Defining and fostering competences for teaching media literacy and critical thinking is crucial in both initial teacher education and continuous professional development.
- Learning content should address challenges at individual, local, national and global levels and be culturally sensitive.
- A democratic and inclusive school culture should value diversity and allow space for dialogue and discussion on controversial issues to allow individuals to acquire social and civic competences. It should be based on the active participation of all members of the school community.
- Learning institutions should not be viewed as an island, but as an integral part of the local community, including civil society and the business sector.

- Curricula need to be constantly re-evaluated with the involvement of teachers to ensure that it reflects the diversity of societies and histories.
- Teachers need to be empowered to deal with diversity and need to reflect the diversity of the population.
- Such teaching needs to include information about democratic norms, values and critical thinking as well as, the digital literacy mentioned above. It should also include frequent discussions about sensitive issues related to political events in the world and at home. Discriminatory words, expressions or behaviour need to be addressed immediately.
- It is critical to prevent violence and bullying among students and to promote inclusion.
- Importance of ITE and CPD to provide teachers with a clear framework to teach civic competences. This should include training on successful practices to teach core values. Training on civic competences should not be limited to specialist teachers.
- Schools need to have sufficient autonomy to develop learning communities and adapt content and teaching methods to the requirements of the communities they serve.
- Segregation of students should be avoided and families need to be fully involved in the life of the educational establishments.
- NGOs can play a key role in conveying these messages in classrooms.
- Full diversity of society should be reflected in the teaching profession.
- Teachers need to become aware of subtle biases in relation to students from different backgrounds.

In the 2018-2019 work programme, a specific project on the integration of migrants in education has also been launched and is currently under way. Discussion held at the two round tables can feed into the discussions and activities on these two themes of the Work Programme.

3 CONCLUSIONS

The project was a valuable contribution to ongoing efforts at capacity building and enhancing the exchange between national and European level social dialogue in the education sector. As well as, further demonstrating good practice aspects contributing to capacity building – and remaining challenges to be overcome, it also provided the platform to discuss key concerns for education social partners at the national level and how these intersect with the European policy debate and the ESSDE work programme. As a result, areas of mutual learning and potential future joint working and exchange of information were identified. Arising from the closing conference of the project, ETUCE and EFEE agreed on a number of joint recommendations which are presented below.

RECOMMENDATIONS TO THE ESSDE FROM THE CONFERENCE

As an outcome of this project; third of its kind, EFEE and ETUCE; European Social Partners in Education, recognise the importance of strengthening social dialogue which is based on: good cooperation and communication, capacity building, mutual trust, courage, and responsibility in education at all levels.

In light of current and emerging challenges in the field of education and training: including demographic change, technological change, political change like a stronger cooperation between national and European policy making across Europe, e.g. European Semester, mainstreaming the EPSR, European Education Area, social partners should be empowered at all levels to participate in policy making and feel ownership to contribute to change, and to enhance the working conditions of all of those working in the sector.

Despite the fact that the teaching profession has the potential to contribute to social equality across Europe, it became clear from the conference that in Europe there are common challenges of a teaching profession facing: shortages, low attractiveness, recruitment issues and retention challenges. EFEE and ETUCE deem it of outmost importance to continue their joint efforts to finding common solutions to make the teaching profession more attractive for society to benefit from.

During the conference, EFEE and ETUCE members have emphasised the need for:

- **Investment in Education:**
 - Promoting effective investment in quality education and training with a focus on teachers, trainers and school leaders, education support personnel and students, and to make up for funding cuts
- **Working Conditions and Quality Jobs:**
 - Providing support to: teachers, trainers, school leaders, academic staff and education support personnel in their daily work to reduce and prevent work-related stress and psychosocial risks and to promote healthy and safe environments for teaching and learning
 - Aiming for sustainable, pensionable and secure employment contracts and to not enforce flexibility or fear of dismissal

- **Access to Initial and Continuous Professional Development (CPD) and Professionalism:**
 - Underlining that education of students should be entrusted to teachers who are valued as professionals; herewith contributing to wider societal needs
 - Ensuring teachers to have the autonomy to adjust their lessons to local circumstances and student needs
 - Promoting CPD to be available for all (teachers, trainers, school leaders and education support personnel), free of charge and during school hours
 - Improving links between training teachers and school leaders need and the training which is provided
 - Providing CPD on different developments in the student population (inclusive education)
 - Offering CPD on measures to address and prevent psychosocial risk factors and third party violence in education
 - Striking a balance between personalised education and community building; in the light of the current demand for more personalised education

To conclude, EFEE and ETUCE expressed their wish to continue raising awareness in society on the importance and value of the teaching profession, its contribution to future societies and to develop joint actions to advocate for the involvement of social partners in education in policy making at all levels.



4 LIST OF ABBREVIATIONS

AOb	Algemene Onderwijsbond (General Union of Education Personnel)
CPD	Continuous Professional Development
DLF	Danmarks Lærereforening (Danish Union of Teachers)
ECEC	Early Childhood Education and Care
EFEE	European Federation of Employers in Education
EPSR	European Pillar of Social Rights
ESSDE	European Sectoral Social Dialogue in Education
ETUCE	European Trade Union Committee for Education
EU	European Union
EU-OSHA	European Agency for Health and Safety at Work
FNE	Federação Nacional Da Educação (National Federation of Education)
ICT	Information and Communication Technologies
IFUT	Irish Federation of University Teachers
ISCED	International Standard Classification of Education
ITE	Initial Teacher Education
MUT	Malta Union of Teachers'
NGO	Non-governmental Organisation
OAJ	Opetusalan Ammattijärjestö (Trade Union of Education)
OiRA	Online interactive Risk Assessment
OSH	Occupational Health and Safety
SNE	Syndicat National des Enseignants (National Teachers' Trade Union)
UIL Scuola	Unione Italiana dei Lavoratori Scuola (Italian Workers Union Schools)



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