



EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

WORK PROGRAMME

2020-2021

CONTENTS

THE CONTEXT OF THE WORK PROGRAMME	3
TOPICS	6
1. ATTRACTIVENESS OF THE TEACHING PROFESSION	6
2. INVESTMENTS AND PUBLIC-PRIVATE DEVELOPMENTS	7
3. SOCIAL DIALOGUE PROMOTION AND CAPACITY BUILDING	8
4. SUSTAINABLE QUALITY EMPLOYMENT AND WORKING CONDITIONS, INCLUDING OCCUPATIONAL HEALTH AND SAFETY	9
5. EDUCATION IN THE EUROPEAN SEMESTER AND THE EUROPEAN PILLAR OF SOCIAL RIGHTS	10
6. EDUCATION AND ENVIRONMENT	11
7. EDUCATION IN THE DIGITAL AGE	12
8. INCLUSION, EQUALITY AND DEMOCRATIC CITIZENSHIP	13
9. INNOVATION IN EDUCATION	14
10. SCHOOL LEADERSHIP	14
11. HIGHER EDUCATION AND RESEARCH	15
ADDITIONAL INFORMATION	16
ANNEX	17

THE CONTEXT OF THE WORK PROGRAMME

The year 2020 will be a special year for the partners of the European Sectoral Social Dialogue in Education (ESSDE), the European Trade Union Committee for Education (ETUCE) and the European Federation of Education Employers (EFEE). Firstly, it marks the 10 years jubilee of the ESSDE, launched in 2010, under the Articles 154-155 of the TFEU. In the past 10 years, the ESSDE has been progressing towards an effective and efficient social dialogue, grounded in a stronger commitment of its members to reach meaningful results which are valuable both at European and at national, regional and local level, and are based on clear objectives, mutual trust, respect and cooperation.

Secondly, 2020 is the year in which the new Von der Leyen Commission has launched its ambitious goal to create “A Union that strives for more” in order to provide an answer to the challenges arising from the rapid societal, technological, environmental and demographical developments of today’s society.¹ For ETUCE and EFEE it is clear that a strong European Social Dialogue in Education has a key-role to play in addressing the challenges of today’s society and fostering a fair transition towards a green and sustainable era, as emphasised in the European Commission’s “Green Deal”²; towards a Europe fit for the digital age; and above all, towards a strong social and cohesive Europe in which “social fairness and prosperity are the cornerstones for a resilient society with the highest standards of well-being in the world”,³ as underlined in the European Commission’s Communication on a Strong Social Europe. By setting these political objectives the Commission aims to contribute to implementing the United Nations’ 2030 Agenda and the Sustainable Development Goals (SDGs). Of utmost importance for ETUCE and EFEE is Goal four, as it sets the targets to reach high quality education, to ensure access, inclusiveness and gender equality in education and to increase the supply of adequately trained teachers.⁴

In order to make these ambitions a reality, quality education with an inclusive, value-based, lifelong learning, innovative and learner-centred approach, is a key prerequisite. Today, by walking out of classes and taking to the streets across Europe and globally, students in particular, have shaken up the political agenda with demands for climate action and justice. Rethinking education as part of the solution to this unprecedented challenge for a low-carbon transition is a clear commitment of the European Sectoral Social Partners in Education. ETUCE and EFEE are to continue working to reach high quality education for all in Europe that contributes to a sustainable economic growth, to combating climate change and to reduce inequalities. In ETUCE and EFEE’s view, education is a change agent and a powerful tool to inspire, engage and empower learners and all people to rethink our development models, and to be active citizens in our societies.

1 https://ec.europa.eu/commission/sites/beta-political/files/political-guidelines-next-commission_en.pdf

2 https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf

3 https://ec.europa.eu/commission/presscorner/detail/en/fs_20_49

4 <http://www.un.org/sustainabledevelopment/education/>

From the start of our European Sectoral Social Dialogue, the European Social Partners in Education have been working on the improvement of quality in education in Europe thereby focusing on the modernisation of the education sector, its managements and its teaching personnel, and its working environment. We are strongly committed to continue working on these issues by raising the attractiveness of the teaching profession and of all people working in education, promoting professionalism and continuous professional development, fostering teamwork, aspiration and rewarding working environments, and stimulating the diversity of career opportunities and mobility; by promoting gender equality in education; by fostering an innovative approach to teaching and learning; and by creating inclusive, safe and healthy working environments in which education professionals can flourish so students do well. This asks for sound and effective investments that support the development of equitable, quality and sustainable education systems.

A strong dialogue between social partners in the education sectors based on good will and mutual trust is key to achieving quality education that is future proof. The last decade has coincided with the aftermath of the financial and economic crisis of 2008, resulting not the least, in putting social dialogue under strain in several countries in the face of more immediate economic concerns. In this context, the EU initiatives such as the Quadripartite Statement on the Relaunch of Social Dialogue⁵, the endorsement and implementation of the European Pillar of Social Rights⁶ as set in the Communication on a Strong Social Europe, are clear in their goal to promote social dialogue and collective bargaining, to increase the capacity of trade unions and employer organisations at EU and national level, to strengthen social dialogue mechanisms, and to ensure the full participation of social partners in education in the development, monitoring and evaluation of education policies and reforms. As European Social Partners in Education, we are committed to strengthen our efforts to build and to reinforce the capacity and potential of our social dialogue both at national and at European level, to connect the dialogue at local, regional, and European level, and to explore how social dialogue could contribute to co-create new policy directions and to fully contribute to the European social and economic governance mechanism – the so called European Semester, so that teachers, trainers, school leaders, researchers and academics, and education support personnel, as well as education authorities' voices are heard in the policy sphere. In particular, we strongly consider that the social partners in the education sector are key partners on designing EU-level policy on education, therefore ESSDE plans to actively contribute to design the next Education and Training Strategy in line with the implementation of the European Education Area 2025 goals and to continue taking active role in the future Education and Training Policy groups of the European Commission organised in the framework of Open Method of Cooperation.

By building on our achievements from the past 10 years, we want to propose this joint Work Programme that looks into the future. Nobody can predict how the future will look like. However, it is clear that we face common challenges today and ahead that will have an impact on the organisation of our education systems, their management and staff, infrastructure, and teaching and learning environments.

⁵ <https://ec.europa.eu/social/BlobServlet?docId=15738&langId=en>

⁶ https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en

In particular, this Work Programme is adopted at a time of the outbreak of the COVID-19 virus across Europe and globally, causing an unprecedented health, social and economic crisis, and with a major impact on the education sector, education authorities, education personnel and students alike. The closure of school, universities and other education institutions in large parts of the education systems across Europe is bringing to surface the centrality of education personnel and education authorities in enduring the crisis, and shaping the reconstruction of more equitable, fair and sustainable societies. We are committed to jointly address these challenges based on the firm belief that education is first and foremost a human right and public good, and to explore possible joint actions, all with a view to protect and to realise the right to quality education for all, leaving no-one, especially the most vulnerable in our societies, behind.

Practically speaking, within this Work Programme we present the topics for our work in 2020-2021, but we want to emphasise that addressing these challenges ask for a long-term vision and on-going efforts from our side.

Important note: in the context of this Work Programme and the of the overall work of the European Sectoral Social Dialogue Committee in Education, by “education sector”, we refer to the whole education sector including early childhood education, primary, secondary education, higher education and research, and vocational education and training. All these levels are inter-linked and have a pivotal contribution to make in preparing people for living, working, and acting as active and critical citizens in our today’s and future society.

WORK PROGRAMME 2020-2021

Following the depicted wider context of our work above, we will describe the specific topics we aim to work on the coming two years in the text below.

ESSDE meetings 2020-2021

In total 4 meetings per year will be organised: one Steering Committee meeting, two Working Group meetings and one Plenary meeting. For 2020 the following dates have been selected:

- 20 January 2020: [Steering Committee meeting](#)
- 12 February 2020: [Working Group meeting on Higher Education and Research](#)
- 4 June 2020: [Working Group meeting on selected topics of the Work Programme \(Gender, LLL and Skills Agenda\)](#)
- 20 October 2020: [Plenary meeting](#)

The dates and topics for the meetings in 2021 will be defined in the course of 2020.

TOPICS

1. ATTRACTIVENESS OF THE TEACHING PROFESSION



Quality teaching by well-trained and supported teachers is at the heart of quality education. The teaching profession has the potential to contribute to social equality. However, across Europe, there are common challenges for the teaching profession which is facing shortages, low attractiveness, recruitment issues, and retention challenges. Adding to these challenges, it is also necessary to re-think teaching and learning environments and outcomes in the light of the rapid developments in our societies, and linked to this the enhanced need to focus on professionalism, continuous

professional development and sustainable quality employment.

EFEE and ETUCE deem it of utmost importance to continue their joint efforts to find common solutions to make the teaching profession more attractive for those who work in the sector for the benefit of the learners and society as a whole. The aim is to ensure quality education institutions that are inclusive, learner-centred, and sustainable organisations. Building on the main elements of the Joint ETUCE/EFEE Declaration Towards a Framework of Action on the attractiveness of the teaching profession (2018), we wish to focus on:

- **Promoting the development of a teaching profession** based on professionalism, appropriate professional autonomy, aspiration and teamwork as well as on sustainable quality employment and working conditions, career prospects and rewards including fair pay, in the context of other attractive career paths and of the economic conditions of the given Member States;
- **Supporting teachers, trainers, school leaders and other education support personnel** particularly through investment in quality and effective initial teacher training and continuous professional development;
- **Stimulating the diversity of career opportunities and mobility.**

Methodology: Further follow-up on the commitment made in the WP 2018-2019 and explore the possibilities of jointly developing a Framework of Action on the attractiveness of the teaching profession in the context of the ESSDE, by addressing definitions, challenges, principles and possible action to jointly undertake and fostering peer learning by sharing good practices on attractiveness, professionalism and mobility

Schedule: 2020-2021 Topic for one of the meetings & joint capacity building project (see project part)

Expected outcome: Shared sectoral approach with a view to prepare the ground for the potential adoption of a Framework of Action on enhancing the attractiveness of the teaching profession

2. INVESTMENTS AND PUBLIC-PRIVATE DEVELOPMENTS



Investment in education and training systems is a crucial condition for economic and social progress. Yet, in 2017⁷ EU Member States invested on average less than 5% of their gross domestic product (GDP) in their education systems. According to the Education and Training Monitor 2019, the proportion has been slightly but continuously decreasing in the last few years, from 4.9% in 2014, to 4.6% in 2017.

While respecting the competence of Member States for their education and training systems, education and training makes a substantial contribution to several EU initiatives and strategies, resulting in a multitude of EU funding instruments providing for public investment in education and training and incentivising public-private developments in education investment.

The European education social partners agree to jointly address investment issues with a view to strengthen and to support education, training and research in order to improve access to quality learning for all, to avoid social and labour market segmentation, and to enable process of upward social mobility and convergence across Europe.

Methodology: In the context of the ESSDE, continue the discussion on how we, as social partners can contribute to promoting effective investment for quality education and training, also within the EU context and with a focus on the European Semester and EU funding opportunities for education & training, and continue the discussion on public and private investment in education and training, including, inter alia, education infrastructure and professional development

Schedule: 2020-2021 Topic for one of the meetings & continuous process for the Secretariats

Expected outcome: Updated knowledge and peer learning and common understanding on investment in education and training, on privatisation and commercialisation patterns and public-private partnerships

⁷ Last available data, Education and Training monitor 2019, European Commission, Directorate-General for Education, Youth, Sport and Culture (DG EAC), European Union, 2019.

3. SOCIAL DIALOGUE PROMOTION AND CAPACITY BUILDING



The European Social Dialogue is a significant component of the European Social Model. However, to work effectively for the benefit of all people working in education institutions at all education levels, as well as all pupils and students, it needs to build on a well-functioning national social partnership based on clear objectives, mutual trust, respect and cooperation.

Social dialogue promotion has been at the core of the education social partners' work since the establishment of the European Sectoral Social Dialogue Committee for the Education sector. ETUCE and EFEE are to focus on enhancing the capacity of social partners to conduct social dialogue, in particular in those countries with a more recent social dialogue tradition, and/or where social dialogue in education had increasingly come under pressure.

Similarly, promoting the potentials for a meaningful and outcome-oriented European Sectoral Social Dialogue in Education is a vital prerequisite for successfully overcoming the educational, societal, economic, climate and demographic challenges and to further advance the democratic ownership of reforms and legislative measures impacting the education environment.

Methodology: Joint considerations on how to promote the national social dialogue. Further promotion of the work of the European Social Dialogue and of the ESSDE in particular, by building on the joint progress made, by ensuring the continuation of the engagement with national/local partners, by improving knowledge and coordination between the various levels, the sharing of information and peer-learning, as well as by monitoring and flowing-up of the ESSDE outcomes, and by enhancing communication and linkages between the national and the European social partners.

Schedule: 2020-2021 continuous process and joint capacity building projects

Expected outcome: Improved knowledge and understanding of the main definitions, tools and industrial relations models and developments, reinforced coverage and representativeness of the ESSDE Committee, joint outcomes to be decided by the European social partners in education

4. SUSTAINABLE QUALITY EMPLOYMENT AND WORKING CONDITIONS, INCLUDING OCCUPATIONAL HEALTH AND SAFETY



Decent work, sustainable quality employment and working environments, as well as wellbeing and healthy and safe workplaces play a significant role in teachers, trainers, school leaders, academic staff and other education support personnel's life. By impacting the functioning of education institutions, they have the potential to affect the provision of high-quality education, the school community and society at large.

Sustainable quality employment and supportive working environment rely on providing support to teachers, trainers, school leaders, academic staff and other education personnel on continuous skills and competence development to meet present and future challenges in teaching and learning at all levels of education including apprenticeships. The upcoming new Skills Agenda of the European Commission will put a special emphasis on employee training and continuous skills development, which is applicable for workers and employers in the education sector.

ETUCE and EFEE believe that education institutions should be safe and healthy places which promote success in teaching and learning. The promotion of decent workplaces, the prevention of work-related stress, of violence and harassment at work, including psychosocial risks, have been a long-standing commitment of the European Sectoral Social Partners in Education.

Previous joint initiatives with the support of EU-OSHA, the EU Agency for Occupational Safety and Health at work, have resulted in the first Online Interactive Risk Assessment (OIRA) tool for the secondary and early childhood education sector.

Methodology: Further developing joint Online Risk Assessment Tools at European level for other sectors of education. Conduct peer learning and awareness raising seminars and workshop. Continue the discussion on how we, as social partners, can contribute to promoting sustainable quality employment and to create safe, healthy and decent working conditions in the sector

Schedule: 2020-2021 topic for one of the meeting & joint project

Expected outcome: Improved and updated knowledge, peer learning and common understanding on how to promote sustainable quality employment and how to create safe, healthy and decent working conditions in education; OSH4EDU project (see project part) for awareness raising and prevention; continuation of the joint OIRA tool project with EU-OSHA for other sectors in education

5. EDUCATION IN THE EUROPEAN SEMESTER AND THE EUROPEAN PILLAR OF SOCIAL RIGHTS



In line with the United Nations Agenda 2030 principles, EU policy initiatives post-2020 should first reach out to those who are left furthest behind. A stronger focus on employment and social policies, and on quality provision and access to education for all is particularly important both for a sustainable economic growth and for fulfilling people's essential needs. Building upon the complementarity of the European Pillar of Social Rights (EPSR) and the Sustainable Development Goals (SDGs), the European education social partners are committed to work towards full educational inclusion and equal opportunities for all, in a post-2020 perspective, and to fully contribute to the European Education Area 2025.

The future of education is strongly linked to sustainable development and to mega-trends and challenges affecting the world of work in education. Better enactment and implementation of the rights enshrined in the Pillar of Social Rights is fundamental to meet future challenges and to ensure that no-one is left behind. The European Semester is a key tool for the implementation of the Pillar, especially as regards its principle number one on the "right of everyone to quality and inclusive education, training and life-long learning".

ETUCE and EFEE believe that a mutually reinforcing policy agenda should be open to the input and contribution from those who work in and who manage the education sector, and jointly bear the biggest responsibility for the educational outcomes of pupils and students. Policy monitoring and guidance on EU programmes and proposals on education and training, and on employment lie at the heart of the ESSDE work. To ensure adequate social partner participation in the education sector in the policy and decision-making process in the education and training field, including by ensuring their key contribution to the next Education and Training Strategy in line with the implementation of the European Education Area 2025, as well as by better connecting the results from the work of the European Sectoral Social Dialogue Committee in Education with future European Commission's Education and Training policy groups, will open spaces for democratic ownership of policy reforms, and therefore allow Europe to grow democratically.

Methodology: Discuss in the ESSDE context the involvement of the European (Sectoral) Social Partners in the European Semester, the European Pillar of Social Rights implementation, and the achievement of the Sustainable Development Goals in Europe and the Education and Training related initiatives, including the European Education Area 2025

Schedule: 2020-2021 continuous process

Expected outcome: Updated knowledge on European Commission initiatives in the field of education and training, employment and social policy and the European governance & improved input and policy guidance from the ESSDE, as well as joint opinions.

6. EDUCATION AND ENVIRONMENT



The European Green Deal was set out as an integral part of the European Commission's strategy to implement the United Nation's 2030 Agenda and the sustainable development goals. This strategy seeks to create a new Europe with a just society and a green, future-looking economy, with no carbon emissions and smart use of the resources.⁸ It is clearly stated in the Green Deal Communication, achieving this goal will, however, prove to be impossible without "a just transition for all" that leaves nobody behind as well as a strong involvement of the education (and training) sector to "engage with pupils, parents, and the wider community on the changes needed for a successful transition",⁹ considering the central role of education for (young) people for combating climate change.¹⁰

ETUCE and EFEE have jointly identified the need contribute to address to the overarching challenge of environmental sustainability. It calls for the education sector to provide people with green skills, competences and attitudes, as well as with information on the underlying causes of the climate emergency. Herewith demonstrating the requirement to develop new ways of learning and teaching, for which continuous professional development of all people working in education is pivotal. Developing competences and skills for a lifelong learning culture in all education sectors, including vocational education and training (VET) as well as apprenticeships is important in order to prepare (young) people for life in a fast changing world and to meet the changing needs in a green labour market. This goes hand in hand with sustainable teaching and learning environments, education infrastructures and funding within our education systems.

Methodology: Discuss in the ESSDE context the role of the education social partners in contributing to the transition to green, sustainable, quality education that is capable of addressing future challenges

Schedule: 2020-2021 topic for one of the meetings

Expected outcome: Improved and updated knowledge, peer learning and common understanding on the impact of the transition towards a sustainable society (Green Deal) on our education systems and in particular on the role of employers in education, teachers, trainers, school leaders, academic staff and other education personnel.

⁸ https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf

⁹ Ibidem

¹⁰ European Parliament Resolution on a 'European strategic long-term vision for a prosperous, modern, competitive and climate neutral economy in accordance with the Paris Agreement'.

7. EDUCATION IN THE DIGITAL AGE



Digital technologies, including Artificial Intelligence (AI), are transforming the world at an unprecedented speed. They change how we communicate, live and work and they are changing our society and how we perceive it. Quality education has a key role to play in empowering everyone to join the transformation to the digital age, as it provides people with the skills they need for the society of the future. EFEE and ETUCE emphasise that it is crucial to focus on developing digital skills and competences (such as coding, computing and computational thinking) on the one hand and on other basic and transversal skills that are crucial for life and work in the digital age, such as: mathematics, literacy, communication, critical thinking, entrepreneurship skills¹¹.

The use of technology has a big impact on teaching and learning, ranging from the use of ICT-tools in teaching, assessing and dealing with the impact Artificial Intelligence, such as Learning Analytics and big data in education settings, to ethical questions as regards safety and well-being of the school community, to investment in education, to continuous professional development of teachers, trainers, school leaders, academic staff and other education personnel.

Methodology: Addressing and including the challenges and opportunities regarding education and the digital age in social dialogue and peer learning among ETUCE and EFEE members within the ESSDE context (meetings and projects) in order to be able to contribute to quality education. In particular by gathering data on digitalisation in education, mapping challenges and opportunities of digitalisation in education, and gathering examples of practical and concrete ways to ensure the appropriate use of digitalisation, both for the improvement of education personnel's employment and working conditions and for better teaching and learning practices.

Schedule: 2020-2021 topic for one of the meetings + joint e-Speed project

Expected outcome: Improved and updated knowledge, peer learning and common understanding on the impact of the transition towards a digital age on our education systems (including effective use of digitalisation in education and related ethical questions) on the role of education employers, teachers, trainers, school leaders, academic staff and other education personnel, their working environments and teaching and learning practices, leading to a joint policy text (statement)

¹¹ At EU level, the [Digital Competence Framework 'DigiComp 2.0'](#) (2016), developed to reflect the objectives of the European Commission's [New Skills Agenda for Europe](#), identifies the key components of digital competence in the five following areas : 1) information and data literacy, 2) communication and collaboration, 3) digital content creation, 4) safety, and 5) problem solving.

8. INCLUSION, EQUALITY AND DEMOCRATIC CITIZENSHIP (INCLUDING MIGRATION)



With the growing diversity of the European society, ETUCE and EFEE acknowledge the new challenges our education and training systems, education employers, school leadership and education personnel, are confronted with. This calls for more emphasis to be placed on promoting inclusion, common values, and democratic citizenship principles in schools and education institutions to combat all forms of intolerance, social exclusion, xenophobia, racism and discrimination, as underlined in the Paris Declaration, the UN Sustainable Development Goal 4, and the European Pillar of Social Rights.

Furthermore it requests learning pathways that cater for the different needs, abilities and capacities of the diverse group of learners, including (newly arrived) migrants, refugees and asylum seekers, and pupils with special educational needs, in order to make sure that learners reach their full potential and unlock their talents. Herewith also special attention should be paid to diversity and equality in education both at pupil/student level as staff and management level.

We are convinced that if European countries want to remain inclusive and competitive at the same time, we need to find ways to offer more tailor-made and flexible programmes (including apprenticeships and work-based learning opportunities) at all levels of education and training and at all stages of life in order to make participation in lifelong learning more attractive, feasible and accessible to all European citizens (irrespective of their socio-economic and educational background).

Methodology: Continue the ESSDE work on the topics of inclusion, equality, including gender equality, and democratic citizenship by fostering social dialogue and peer learning among our members on these issues. Herewith particular focus will be paid to the role of inclusive, quality education at all levels to promote lifelong learning for all focusing especially on vulnerable groups in our society, who are at risk of social exclusion.

Schedule: 2020-2021 topic for one of the meetings + joint Lifelong Learning for All project

Expected outcome: Improved and updated knowledge, peer learning and common understanding on how social partners in education can contribute to inclusion, equality and democratic citizenship in education; Awareness raised on and implementation promoted of previous work on migration and education; Joint Recommendations developed on inclusive, quality VET to promote lifelong learning for all.

9. INNOVATION IN EDUCATION



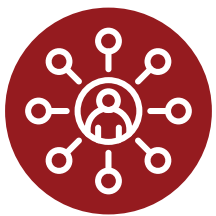
Living in a time of change with rapid societal, technological, environmental and demographical developments, poses new challenges to our education systems. It calls for education with an innovative mind-set that prepares people to cope with the fast changes of our current and future society. Recognising the important role of social partners in education to foster such innovative mind-set within the whole school/education institution community, and in order to stimulate such mentality change, we need to jointly explore with all relevant stakeholders involved new ways of teaching, learning, and preparing education employers, teachers, trainers, school leaders and other education personnel including education institutions as such for the future.

Methodology: In the context of the ESSDE, promote peer learning and the development of a common understanding

Schedule: 2020-2021 topic for one of the meetings

Expected outcome: Updated knowledge, peer learning and common understanding of “innovation in education” and the role of social partners in promoting innovation in education

10. SCHOOL LEADERSHIP



Effective school leadership has an important role to play in improving student achievements, teaching quality and staff motivation. School leaders also have a crucial responsibility in ensuring the creation of a safe and environment conducive to teaching and learning, and developing a strong vision, strategy and ethos of the school. Expectations are high and at the same time challenges are becoming more complex because of major political, social, economic and technological developments that impact on the school environment. Professional development of school leaders is therefore essential in order to support school leaders to perform to their full potential. Furthermore, in order to strengthen the pedagogical leadership in schools it has proven to be effective to focus on topics as distributed leadership, developing leadership skills of teachers, professional autonomy, and building an atmosphere of mutual trust, learning and support. Democratic/collaborative school leadership is essential in strengthening democratic citizenship skills of the students and in collaborative decision making among school actors.

Methodology: Promote peer learning, knowledge development and a common understanding on how social partners in education can contribute to effective school leadership. The ESSDE partners will continue to work together in the European Education Policy Network for teachers and school leaders project to enhance research and policy on democratic school leadership, and will focus on this topic in 2020 from the perspective of challenges of teaching and school leadership in the digital age.

Schedule: 2020-2021 topic for one of the meetings

Expected outcome: Updated knowledge, peer learning and common understanding of effective school leadership

11. HIGHER EDUCATION AND RESEARCH



Considering the specific challenges of and contexts in which higher education and research (HE&R) institutions operate, we dedicate a specific work programme topic on this education level. Building further on the topics identified by our members, we wish to continue working on among others the following issues:

- Recruitment and retention of academic staff
- Diversification of academic career pathways, e.g. by appreciated quality in academic teaching, but also by looking into the mobility aspect (including cross-sectoral mobility)
- Impact of increased focus on digitalisation, sustainability, innovation on organisation, management, professors, academic staff of HE&R
- Impact of increased need for lifelong learning on organisation, management, professors, academic staff of HE&R
- Promoting equality in HE&R
- Fostering inclusive, safe, healthy, sustainable and decent working environments in HE&R
- The topics might be further developed by the members of the ESSDE Working Group on HE&R

Methodology: Promote peer learning, knowledge development and a common understanding on how social partners in education can contribute to tackling the issues above. We aim to make a concrete contribution to creating conducive working environments in which academics can flourish so students do well.

Schedule: 2020-2021 topic for one of the meetings

Expected outcome: Updated knowledge, peer learning and joint capacity building project

ADDITIONAL INFORMATION

- In 2020, ETUCE and EFEE will continue their work as steering partners in the European Education Policy Network: The European Education Policy Network of Teachers and School Leaders
- In 2020, EFEE and ETUCE will be involved in a joint project to disseminate the results of OIRA tool (OSH4Edu - European Sectoral Social Partners in Education Enhancing Risk Assessment in Education Institutions)
- In 2020 and 2021, EFEE and ETUCE will be involved in the e-Speed project - European Social Partners in Education Embracing Digitalisation: Challenges and opportunities for European education trade unions and employer organisations in the digital era
- In 2020, an application for a project in the area of Higher Education and Research will be prepared to which EFEE and ETUCE will be partner
- In 2020, an application for a joint ESSDE capacity building project will prepared to which EFEE and ETUCE will be partners

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.

Outcomes produced under our previous work programmes (from 2010-2019) are available in Annex 1

ANNEX 1

OUTCOMES OF SOCIAL DIALOGUE UNDER THE WORK PROGRAMMES OF 2010-2011, 2012-2013, 2014-2015, 2016-2017, AND 2018-2019

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. In 2014, EFEE and ETUCE decided to shift away from this strict division in different working groups and to discuss instead several topics in one working group. Only WG3 on higher education and research has its own meetings.

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)
- 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

During 2014-2015, the following projects, linked to the ESSDE, were carried out:

- The European sectoral social dialogue in education - Promoting its potentials through strengthened capacities and knowledge at national level - Capacity Building I project (ETUCE led)
- Supporting early career researchers in Higher Education in Europe - The role of employers and trade unions (led by EFEE member: Universities and Colleges Employers Association of the UK)
- Professional autonomy, accountability and efficient leadership - The role of employers' organisations, trade unions and school leaders (led by EFEE member: Secondary Education Council of the Netherlands)
- European Sectoral Social Partners in Education promoting the potentials of their dialogue through knowledge transfer and training - Capacity Building II project (ETUCE led) (project will end in 2016)
- Social Partners promoting decent workplaces in the education sector for a healthier working life (ETUCE led) (project ended in 2016)

And in 2014-2015 the ESSDE agreed on four **joint** texts:

- Joint Declaration on Supporting early career researchers in higher education in Europe
- Joint Declaration on School Leadership
- Joint Position on the Contribution of sectoral social dialogue to the strengthening of social dialogue
- Joint Pledge for the European Alliance for Apprenticeships
- During 2016-2017, the following projects, linked to the ESSDE, were carried out and started:
- Improving social partners' involvement in EU support for public investment in training and education (run by the cross industry social partners and led by ETUC, in partnership with EFEE and ETUCE)
- 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 (ETUCE-led) (project will end in 2018)

Further to these activities, a **joint public hearing** was organised by ETUCE and EFEE, in partnership with the European Economic and Social Committee (EESC) on the role of teachers and school leaders in improving the status of VET (2017)

In 2016, ETUCE, EFEE and the cross-sectoral social partners ETUC and CEEP adopted the **joint text**:

- Joint Recommendations on Improving social partners' involvement in EU support for public investment in training and education at the European level
- And in 2016-2017 the ESSDE agreed on four joint texts:
- Joint Declaration on Preventing and Combating Psychosocial Hazards in the Education Sector
- Joint Practical Guidelines on How to Promote Joint Social Partner Initiatives at European, national, Regional and Local Level to Prevent and Combat Psychosocial Hazards in Education
- Joint Statement on Promoting the Potentials of the European Sectoral Social Dialogue
- Joint Statement on Improving Vocational Education and Training in Europe

During 2018-2019, the following projects, linked to the ESSDE, were carried out:

- European Sectoral Social Partners in Education promoting effective integration of migrants and refugees in education (ETUCE-led)
- Lifelong Learning for All: Social Partners in Education promoting quality and inclusive VET to enhance lifelong learning for all (EFEE-led, project will end in 2020)
- EU CONVINC: EU Common Values Inclusive Education (ETUCE-led, in partnership with EFEE and ESHA)
- OIRA tool in the education sector (in partnership with EU-OSHA)

Additionally, a **joint public event** was organised by ETUCE and EFEE on Copyright in Higher Education & Research (April 2018)

In 2018-2019, ETUCE, EFEE and ESHA (European School Heads Association), in associated partnership with OBESSU (Organising Bureau of European School Student Unions) and COFACE Families Europe adopted the **joint text**:

- Joint Statement on citizenship education & EU common values
- Joint Statement on inclusive schools within the context of diverse societies

And in 2018-2019 the ESSDE agreed on four **joint texts**:

- Joint Declaration on Towards a Framework of Action on the attractiveness of the teaching profession
- Joint Practical Guidelines on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social partners initiatives at national, regional and local level
- Joint Proposal for a Quality Framework for an effective inclusion of migrants and refugees in education
- Joint Statement on Migration, Democratic Citizenship and Social Inclusion in Education - 'Quo Vadis Europa, Quo Vadis Education'



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