



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

**An ETUCE led ESSDE Project**

***Final version (December 2014)***



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Project lead: Alexandra Rüdig, Policy Coordinator Social Dialogue ([Alexandra.Ruedig@csee-etu.org](mailto:Alexandra.Ruedig@csee-etu.org))

Boulevard Albert II, 5 - 1210 Brussels (Belgium)

[www.csee-etu.com](http://www.csee-etu.com)

**Compiled by SECAFI (part of Groupe Alpha)**

Project lead: Liesbeth Van Criekingen ([l.vancriekingen@secafi.com](mailto:l.vancriekingen@secafi.com))

20-24 rue Martin Bernard, 75013 Paris (France)

[www.secafi.com](http://www.secafi.com)

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# 1. Introduction

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## 1.1 Background

Already in 2005, the European Trade Union Committee for Education (ETUCE) adopted an Action Plan to implement projects with a view to setting up a **European Sectoral Social Dialogue Committee in Education (ESSDE)**. At the time, most sectors had some kind of European social dialogue. The education sector was the “*the only big sector without European social dialogue*”<sup>1</sup>.

For the ETUCE, the reasons for setting up a European sectoral social dialogue committee in Education were manifold<sup>2</sup>:

- ▶ Providing a stronger voice for teachers on the European scene;
- ▶ Reinforcing international co-operation for each teachers union;
- ▶ Implementing a high standard framework for social dialogue with no prejudice to the national level.

However, the task appeared to be complex, as the road to the ESSDE was paved with obstacles and problems to solve. For example, an organisation representing the employers in the Education sector would need to be created. As such, identifying and organising partners, agreeing on national representation, and organising at the EU level, were just one of the many steps to take. Given the scope and the complexity of the task, it goes without saying that setting up an ESSDE was carried forward in several steps (and years).

**On June 11<sup>th</sup> 2010, the European Commission established the European Sectoral Social Dialogue Committee for Education (ESSDE)**. The social partners participating on behalf of the workers are the European Trade Union Committee for Education (ETUCE), the European Federation of Public Service Unions (EPSU) and the European Confederation of Independent Trade Unions (CESI). The European Federation of Employers in Education (EFEE), created in February 2009, participates on behalf of the employers in the sector.

A first joint opinion of the social partners was adopted on January 18<sup>th</sup>, 2011 (on the question of investment in education). In the same month, three working groups (WGs) were established on specific topics (WG1 on “Quality in Education”; WG2 on “The Demographic challenges”; and WG3 on “Higher Education and Research”). In 2013, an additional working group was organised on the topic of Public/Private Education. Furthermore, a variety of projects were conducted in the scope of the ESSD, e.g. on teachers’ work-related stress (2011).

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<sup>1</sup> Presentation by Charles Nolda at the ETUCE Social Dialogue Regional Seminars, 2006 – 2007.

<sup>2</sup> « Building a Sector Social Dialogue in Education. A new approach for dialogue in Education ». Presentation by Martin Rømer at the ETUCE Social Dialogue Regional Seminars, 2006 – 2007.

## 1.2 The project

Today, four years after the launch of the ESSDE, the ETUCE wishes to draft a **state of play**. In recent years, profoundly influenced by the economic crisis and the implementation of austerity measures, social dialogue has been under pressure.<sup>1</sup> Based on the assumption that the quality of the European social dialogue can be improved, the ETUCE wishes to assess the past work, identify paths for improvement and perspectives to foster the European social dialogue. The project “**Promoting the potentials of the European sectoral social dialogue in education by addressing new challenges and exploring experience and knowledge**” -supported by the European Commission<sup>2</sup>- is set against the need to promote the sectoral social dialogue in education both at European and national level. Today’s key challenges of the European social dialogue in the education sector are threefold:

- ▶ Facilitating the understanding of the European social dialogue;
- ▶ Facilitating the interaction between the national and European level;
- ▶ Identifying perspectives to foster the European social dialogue.

Through this project, the ETUCE wishes to focus on the improvement of the European social dialogue structures in the education sector. Its overall objective is to expand the knowledge of the social partners in the area of industrial relations; with the long-term goal to further promote the European social dialogue in education (as stated in 2011 in the joint work program of the European social partners).

This report constitutes only a part of this larger project. Led by an Advisory Group (AG) composed of representatives of five New Member States (Croatia, Lithuania, Slovenia, Slovakia and Romania) and one Candidate Country (Montenegro), the ETUCE organised six round table meetings in each of these countries. As such, an effective exchange of experiences and knowledge transfer amongst ESSDE delegates was facilitated. The results of these meetings will be available in a dedicated brochure, which could be used by European social partners in education and their member organisations.

To complement these meetings, the ETUCE wished to concentrate on the promotion of the ESSDE’s existing potentials and the on further improvement of the effective functioning between the national and the European-level social dialogue. To do so, the ETUCE commissioned the research and consultancy agency SECAFI (part of *Groupe Alpha*, France) as an **external expert**. With the aim of facilitating social dialogue, SECAFI provides expertise towards employee representatives & trade union organizations. As such, SECAFI provided the ETUCE with the requested external and objective scientific perspective and expertise on the three **issues at stake within the scope of this project**:

- ▶ Map the national affiliates’ current topics of interest, actions and organisation.
- ▶ Identify the national affiliates’ knowledge of the European social dialogue in place.
- ▶ Identify the national affiliates’ needs and expectations towards the ETUCE & the European social dialogue.

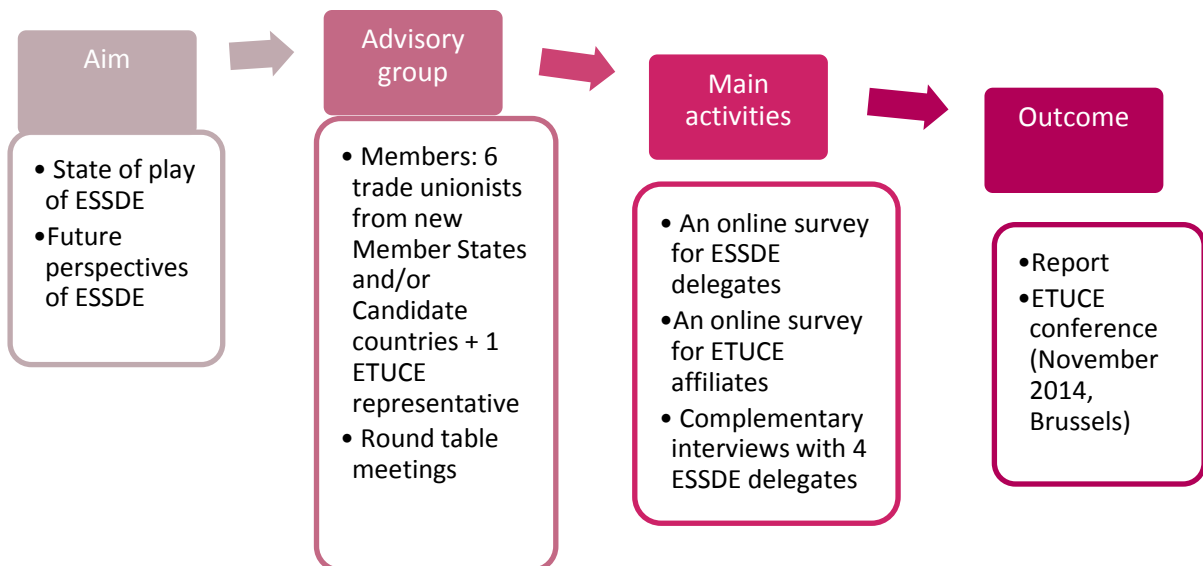
This report compiles the results of this research on the European sectoral social dialogue in the education sector (ESSDE).

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<sup>1</sup> European Commission, « Industrial Relations in Europe. 2012 », page 144.

<sup>2</sup> Agreement number VS/2013/0370 under the Call VP/2013/001 Industrial Relations and Social Dialogue, Budget heading 04.03.03.01.

Illustration – Project structure



## 1.3 Methodology

Following the agreement of the Advisory Group and the ETUCE Project management, a research methodology was developed to fit at best the project's objectives. Hence, the present report was drafted based upon **four methodological building blocks, each one complementing the other:**

### Online Country Fact Sheet

To the attention of the ESSDE plenary delegates

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• **Aim?**

- *To gather information on the social dialogue in each Member State and to relate the results to the ESSDE.*
- *To facilitate the identification of joint perspectives on European level.*
- *To assess the organisation and achievements of the ESSDE.*

• **How?**

- *By addressing an online survey (in both English and French) to the ESSDE Plenary Delegates of the 28 Member States*
- *The survey consisted of 22 questions (see Annex 2)*

### Online survey

To the attention of the ETUCE member organisations in the EU and in the EU candidate countries

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• **Aim?**

- *To measure the status of the national social dialogue in education and to relate it to the ESSDE.*
- *To provide more information about the social dialogue topics within each country.*
- *To identify the awareness and knowledge of the European social dialogue.*
- *To assess the relevance of the ESSDE*
- *To identify expectations towards the ESSDE.*

• **How?**

- *By addressing an online survey (in both English and French) to the ETUCE member organisations.*
- *The survey consisted of 21 questions (see Annex 3)*



## Interviews

With ESSDE plenary delegates of four Member States, each representing a geographical zone in the EU

•**Aim?**

- *To exchange on survey answer as delegate;*
- *To provide examples of best practices, lessons learned from national and European social dialogue initiatives in the education sector;*
- *To identify specificities on the education sector and its social dialogue challenges in the different European regions.*

•**How?**

- *By conducting telephone interviews with 4 pre-identified countries (Portugal, The Netherlands , Finland, and Slovenia)*

## Desk research

To provide scientific elements to complement the analysis

- *An overview of the relevant publications used as scientific background for this study can be found in the bibliography (see Annex 1)*

It is with pleasure that we can announce an excellent **response rate** to both surveys. Thanks to the involvement of the ESSDE plenary delegates, the ETUCE affiliates and the effective coordination by the ETUCE team members, 28 Member States have submitted their country fact sheet; and 47 ETUCE member organisations replied to the online survey (see tables below).

Table 1 – responding 28 Member States on ESSDE plenary delegate survey

Austria	Italy
Belgium (Flanders)	Latvia
Bulgaria	Lithuania
Croatia	Luxembourg
Cyprus	Malta
Czech Republic	Poland
Denmark	Portugal
Estonia	Romania
Finland	Slovakia
France	Slovenia
Germany	Spain
Greece	Sweden
Hungary	The Netherlands
Ireland	UK

Table 2 – number of responses per Member State on the ETUCE affiliates survey

Austria	1	Italy	2
Belgium	3	Lithuania	3
Bulgaria	1	Luxembourg	1
Croatia	2	Malta	2
Cyprus	2	Montenegro	1
Czech Republic	1	Poland	1
Denmark	2	Portugal	2
Estonia	1	Romania	1
Finland	2	Slovakia	2
France	2	Slovenia	1
Germany	2	Spain	4
Greece	1	Sweden	1
Hungary	1	UK	3
Ireland	2	<b>TOTAL</b>	<b>47</b>



#### Remarks

- Among the replies received from the ESSDE delegates' panel, we removed the reply from Bosnia Herzegovina from the panel as the scope of the project was limited to EU Member States. Moreover, the reply from Belgium only encompasses the Flemish region of the country.
- With regards to the survey to the attention of the ETUCE member organisations, some affiliates' replies were removed from the scope of analysis (Armenia, Georgia, Israel, and Ukraine) as the project focused on EU Member States and Candidate countries.

*The more, in the case of multiple replies submitted by one single person, we took his/her last answer into consideration and/or merged the different answers. However, in the case of multiple replies submitted by one affiliated trade union (but by different representatives), we maintained the various replies within the scope of analysis to reflect the diversity of point of views within a trade union.*

The **first results** of the study were presented to the Advisory Group members on September 8<sup>th</sup>, 2014 (Brussels). This meeting did not only offer an interesting exchange on the highlights of the survey results, but was also of great value to address specific concerns of the six project partner countries.

A draft of this report was reviewed by the AG members. The **final report** was presented at the final conference held in Brussels on November 4<sup>th</sup> & 5<sup>th</sup>, 2014.

## 2. What's up? Survey findings on the European Sectoral Social Dialogue in the Education sector

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This **chapter** provides you with an overview of the survey results of both questionnaires. Rather than listing and commenting the results of each survey separately, we choose to draft the report by putting the two respondents' panels into perspective. As such, we aim to facilitate the transversal analysis of the gathered information and to relate it to the European Sectoral Social Dialogue in the Education sector (ESSDE).

The **first part** of this chapter looks at the social dialogue in the education sector and the organisation of the workers' representation and participation in each country. In order to ensure the effectiveness of the European sectoral social dialogue and to articulate at best the national and European level, an overview of the national social dialogue systems and of the issues relevant for the education sector in the various Member States is desirable. As such, this study may contribute to a better knowledge amongst the actors involved in transnational dialogue of the realities and priorities in each Member State.

In a **second part**, we take a closer look at the evaluation of the ESSDE so far. How is the ESSDE perceived, by both delegates and affiliated trade unions? Were the various ESSDE initiatives in line with the expectations of the represented Member states? By assessing knowledge and experience, we aim to provide the ESSDE designers with some interesting elements "from the field".

## 2.1 Characteristics identified through the national situations

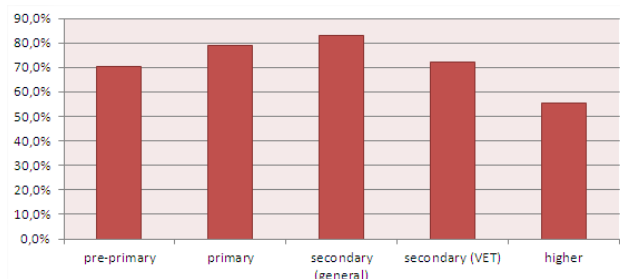
Industrial relations at the European level emerge from the national systems. However, these systems and the context they are operating in differ between Member States. Each country's social dialogue system is embedded within its history, economic & demographic situation, culture, legislation, etc. The "working environment" of the workers' representation and participation may also differ according to country: the trade union density may differ between countries; some EU countries traditionally value social dialogue others less; etc.

In general, studies indicate that the social dialogue has been under strain in Europe during the last decade. **As the European social dialogue cannot be thought without its national counterpart, we hereby try to identify some characteristics based upon national situations of the social dialogue within the education sector.**

### Representing diversity

The European education sector is characterized by diversity. **Firstly, a diversity of subsectors:** in terms of the NACE<sup>1</sup> classifications used to define the European Sectoral Social dialogue committees, the education sector includes a variety of activities amongst which pre-primary education, primary education, general secondary education, technical and vocational secondary education, post-secondary non tertiary education, tertiary education, sports and recreation education, cultural education, driving schools activities, etc. Based upon the replies to the affiliates' survey, this variety is also reflected amongst the trade union organisations affiliated to the ETUCE (see graph 1). As shown by this graph, ETUCE affiliated trade unions indicate a variety of education levels when asked which are covered by their organisation. Some trade unions are organized as such to cover various -or even all- levels; others are specialized in representing workers from one specific sector. On the European level, all of these subsectors are represented by the social partners in the ESSDE. As representativeness is essential for the legitimacy of the social dialogue, identifying and taking up the common issues amongst the subsectors is key. Nevertheless, some issues might still remain more relevant for one subsector than another<sup>2</sup>.

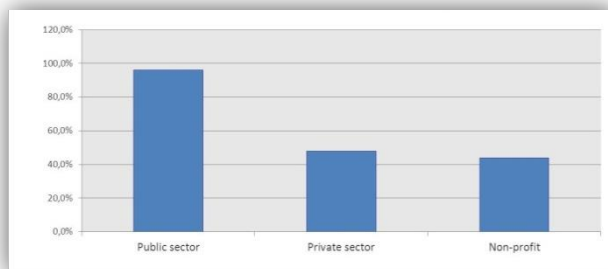
Graph 1 - Which levels of education are covered by your trade union (affiliates' survey)



<sup>1</sup> Statistical Classification of Economic Activities in the European Community (*Nomenclature statistique des Activités économiques dans la Communauté Européenne* – NACE). NACE rev.2 class 85 most closely covers the education sector (including pre-primary, primary, general secondary, technical and vocational, tertiary, adult and other education).

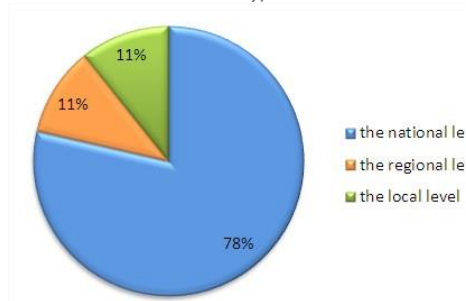
<sup>2</sup> Of note: the affiliates' respondents mostly cover the following levels of education: primary, secondary (general) and secondary (VET). This might influence the content of this report as it is largely based upon the received responses.

Graph 2 – How would you classify the organisation of the education sector in your country (delegates' survey)



delegates' respondents relate the education sector to the public sector. Hence, the education sector not only shows a variety in activities (cf. above) but also a variety of legal forms (private law enterprise, public law body, authority, etc.)<sup>2</sup>. "In many countries, apart from the state bodies that constitute the main pillar of the national education system, there is a range of church institutions and private law organisations operating educational establishments at any level"<sup>3</sup>. Despite this variety, the public sector appears to be predominant (see graph 2). "Countries where the education sector is a relatively large employer are Latvia (where it employs 10,4% of the workforce), the United Kingdom (10,6%), Sweden (10,8%) and Lithuania (11,6%). The sector has less prominence in Bulgaria (employing 6% of the workforce), the Czech Republic (6%), Croatia (5,9%) and Romania (4,2%) (Eurostat 2013)"<sup>4</sup>

Graph 3 - In your country, the principal level of social dialogue in the education sector is (delegates' survey)



Spain (regional level).

To add another layer of difficulty, education activities may be organised by **any level of administration** depending on the country. For example, in Belgium the decisive power on education is no longer the exclusive preserve of the federal (national) level but of the Communities (Flemish, French and German-speaking).<sup>5</sup> Similarly, in Germany the state's functions are shared out between the Federal Government and the 16 States (*Länder*).<sup>6</sup> These country specificities are also reflected in the social dialogue structure (see graph 3): the large majority of Member States' respondents indicated the national level as principal level of social dialogue; with the exception of Denmark, Hungary, UK (local level) and Belgium, Germany,

<sup>1</sup> ETUCE, « Towards a European Sectoral Social Dialogue in Education », page 7.

<sup>2</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 3-4.

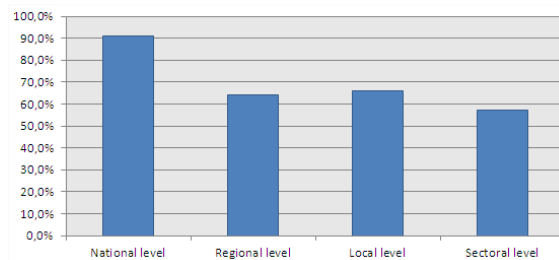
<sup>3</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 5.

<sup>4</sup> Van Houten, « Education sector: Working conditions and job quality », 2014, page 1.

<sup>5</sup> « The Communities are autonomous in the field of education, for example, but the minimum requirements for the award of qualifications remains a matter for the federal government, as does the compulsory aspect of education and the pension scheme » Portal belgium.be, 2014.

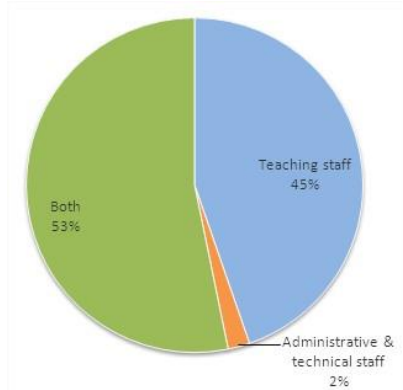
<sup>6</sup> « The Constitution (Grundgesetz) provides that competence for school education lies with the Länder Ministries of Education and Cultural Affairs. Therefore the Länder are also responsible for public-sector schools and education, and hence for vocational schools, the majority of which come under the responsibility of the Land and a local authority. All legislation on schools, including that on vocational schools, is Land legislation. The Ministers of Education and Culture of the Länder cooperate in a Standing Conference (KMK) to ensure a certain measure of uniformity and comparability, especially in school and higher education policies ». EQAVET website, 2014.

Such national characteristics also influence the scope of action of trade unions. Most of the ETUCE affiliates' respondents indicate the **predominance of the national level**, followed by the local, regional and sectoral (see graph 4). Most also combine these various levels. Nevertheless, in the scope of this ESSDE project, it seems important to highlight that the sectoral level seems the less represented level in the national trade unions' scope of action.



Graph 4 - How would you characterize the scope of action of your trade union in the education sector (affiliates' survey)

Graph 5 - Which type of education workers are covered by your trade union (affiliates' survey)

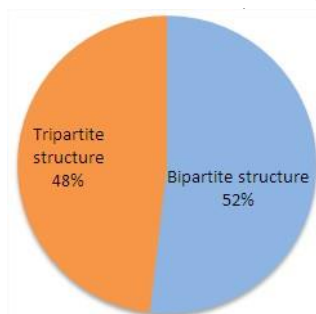


**Finally, a diversity of education workers and professions:** teaching staff and administrative & technical staff. When asked which type of education sector workers are covered by their trade union, a vast majority (53%) of the affiliates indicated to be representing both classifications. Overall, trade unions are reflecting the pluralism of the sector. Nevertheless, 45% indicates to only represent the teaching staff. The latter might lead to a situation where trade unions are less focusing on the issues of importance for “minority professions” in the education sector. Overall, this fragmentation also reflects the organisational structure of trade unionism in the education sector, characterised by sector-related trade unions overlapping with trade unions specialising in certain groups of education workers or specific professions.<sup>1</sup>

In this diverse context, clearly defining the common issues, both on national and on transnational level might be a difficult exercise. Indeed, the European sectoral social dialogue committee not only needs to take into account the variety amongst the workforce; but also the different administrative and socio-economic situations across Member States. Furthermore, worker representation and participation must be balanced with national legislation and political traditions. In view of the history and size of the European Union, this implies yet another layer of diversity between national situations in terms of social dialogue, trade-union traditions, etc. (in other words, industrial relations).

### Industrial relations

Graph 6 - In your country, the social dialogue in the education sector is conducted according to (delegates'

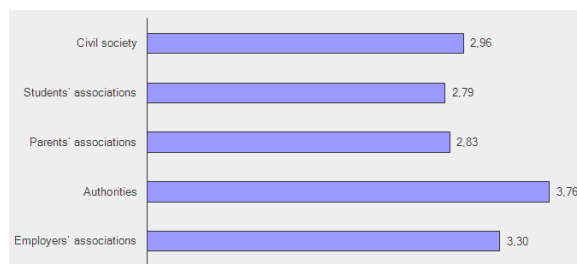


As industrial relations are embedded within each country's cultural, socio-economic and political background, taking a closer look at the national systems of representation and participation of the education workers also reveals heterogeneity. The status of social dialogue in the education sector might differ amongst EU countries. Based upon the survey findings, we can identify a few characteristics that are of value in the scope of the European sectoral social dialogue. By doing so, we obviously not intend to pass judgment on the various national systems and/or situations.

<sup>1</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 11.

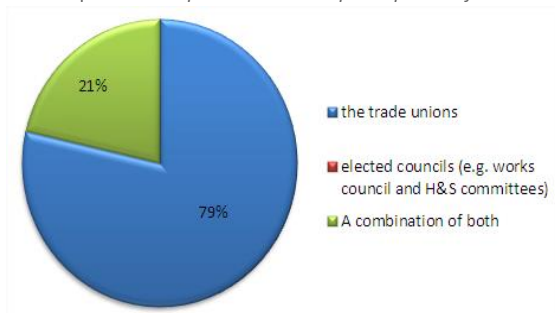
Firstly, the survey findings indicate that 52% of the EU Member States organise the social dialogue in the education sector according to a **bipartite structure** (against 48% according to a tripartite structure). One country, the United Kingdom, explicitly indicates that there is no national social dialogue in the education sector. This predominance of the bipartite structure is reflected in the level of importance given to the authorities as a stakeholder for trade unions in the education sector. When asked to classify groups of stakeholders according to the importance for a trade union to interacting with, the ETUCE affiliates respondents clearly put authorities on top, closely followed by employers' associations. The other stakeholders (civil society, parents' associations and student's associations) all follow in a tight pack behind (see graph 7).

Graph 7 - Please indicate the level of importance for your trade union to interact with the following stakeholders of the education sector (affiliates' survey)

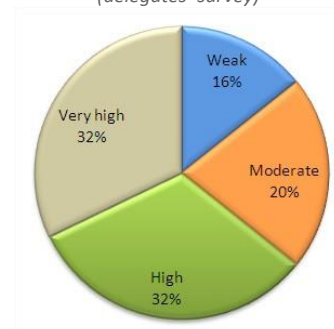


Secondly, the representation and participation of workers is mostly (79%) indicated as **being organized by the trade unions** rather than solely through elected councils. In its representativeness study, Eurofound identifies 216 sector-related trade unions as being regularly consulted by the authorities in most Member States<sup>1</sup>. Apart in Latvia, where one single trade union represents the education sector workers, *“the possibility cannot be ruled out that the authorities favour certain trade unions over others or the trade unions compete for participation rights”*<sup>2</sup>. According to 21% of the ESSDE plenary delegates, a combination of both exists (in Austria, Germany, Poland, Italy, Slovakia, The Netherlands). This could be put in perspective with the fact that trade union membership in the public sector is traditionally much higher than in the private sector. When asked to assess the percentage of trade union members amongst the education sector workers, the majority of the ESSDE plenary delegates (36%) and ETUCE affiliates (35,6%) indicate a proportion between 20 and 40% of the workers.

Graph 8 - The representation and participation of workers



Graph 9 - How would you assess the importance given to the trade unions' role in the organisation of the social dialogue in the education sector (delegates' survey)



In most Member States, the degree of membership reflects the strong traditions of negotiation and consultation in the public sector. Nevertheless, when asked to evaluate the **importance given to the trade unions' role in the organisation of the social dialogue in the education**

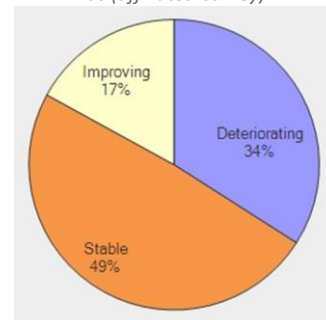
<sup>1</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 46

<sup>2</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 46.

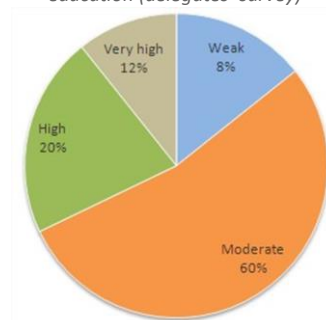


**sector** in their respective country, 36% of the delegates' respondents indicate a moderate (20%, including Estonia, France, Latvia, Poland, Romania and the UK) or weak (16%, including Croatia, Greece, Hungary and Spain) level. A vast majority (64%) evaluates their given role as very high (32% including Austria, Belgium (Flanders), Bulgaria, Czech Republic, Denmark, Finland, Slovenia, Malta and Sweden) or high (32%, including Cyprus, Germany, Italy, Lithuania, Luxembourg, Portugal, Slovakia, The Netherlands and Ireland). This level of perceived integration of the trade union in the national social dialogue is confirmed by the rating given by the ETUCE affiliates (an average of 3.15 on a scale of 4). Nevertheless, when asked about the evolution of this level of integration in the last two years, only 49% assesses it as being stable. 34% indicates a deteriorating trend (Croatia, Cyprus, Denmark, Greece, Ireland, Italy, Poland, Portugal, Slovenia, Spain, and the UK); whilst 17% report it as improving (Bulgaria, Czech Republic, Estonia, France, Lithuania, Malta). It is most likely that the austerity measures following the financial and economic crisis play a role in this deteriorating trend. As proved by data on public spending, the Southern European countries have been more hit by the crisis and been put under stricter budgetary control.<sup>1</sup> Moreover, according to a Commission report, it seems that *"public sector union density and influence is less evident in central and eastern European Member States, with certain exceptions, such as Poland."*<sup>2</sup> Although this element is not clearly reflected in the survey findings of this project, it might -next to the influence of the financial and economic crisis on industrial relations- nevertheless be an important element to bear in mind.

Graph 10 - In the last 2 years, this level of integration can be considered as (affiliates' survey)



Graph 11 - How would you rate the level of cooperation between trade unions and employers' organisations involved in the social dialogue on education (delegates' survey)



Similarly, when asked to evaluate the **level of cooperation between trade unions and employers' organisations** involved in the social dialogue on education (another element that might reflect the strength of negotiation and consultation in the sector), 60% of the respondents indicate it as being moderate. Only 12% evaluates it as very high (including Austria, Finland and Malta); and 8% as weak (including Greece, Spain, Sweden and the UK).

Amongst the factors believed to influence this level of cooperation, we can identify:

- The national social dialogue tradition. For example, the UK being reported as having a weak level of cooperation reflects the country's voluntarist tradition;
- The impact of evolving national contexts that might influence the level of cooperation. For example, the Nordic countries are generally believed to be characterized by good industrial relations. *"Sweden has experienced a long history of cooperative relations between unions and government, rooted in a general cultural preference for collaborative decision making. [...] Swedish teacher unions have rarely directly challenged the government's positions on education reform."*<sup>3</sup> However, our survey findings report Sweden as having a weak level of cooperation between trade unions and employers' organisations. In May 2010 and again in September 2012, new collective agreements were only reached following mediation after the

<sup>1</sup> Agostini and Natali, « The European governance of education : progress and challenges ». 2013, page 5.

<sup>2</sup> European Commission, « Industrial Relations in Europe 2012 », page 144.

<sup>3</sup> Nina Bascia and Pamela Osmond, « Teacher Union Governmental relations in the context of educational reform ». 2013, page 6 and 16.



two teachers' unions (the National Union of Teachers in Sweden (LR) and the Swedish Teachers' Union (*Lärarförbundet*)) threatened to strike<sup>1</sup>.

- The political climate. For example, in Slovenia the level of cooperation between the social partners is reported to be largely dependent on who runs the government (i.e. left wing versus right wing);
- The division of competencies on education. For example, in Germany, the cooperation is reported to be better with the ministries responsible for educational questions (assembled in the *Kultusministerkonferenz* (KMK)) than with the ministries responsible for working conditions and pay (assembled in the Employers' Association of German Länder (*Tarifgemeinschaft deutscher Länder - TdL*)).
- The non-participation of employers' organisations in the social dialogue. For example, in Hungary, the Klebelsberg Institution Maintenance Centre (KLIK) has been established in 2013 as the new central education office. As such, it has become the country's largest employer. However, the KLIK is reported not to participate in the social dialogue. Similarly, in Bulgaria, some employers' associations only take part in the social dialogue as "observers".

Although each European country has its own industrial relations system -the legacy of a specific political and trade-union history anchored in a unique culture and organised according to regulatory frameworks- the survey findings also show some similarities amongst respondents. From within this experience, we can also identify some elements of trade union action specific to the education sector.

### Trade union action

In order to pursue their objective of representing and defending workers' interests, a number of actions are available to trade unions. When asked to indicate the importance given to certain tools for trade union action, the ETUCE affiliates' respondents indicated **collective bargaining** as the most important one; followed by information/participation/consultation of workers, training, labour market dialogue, advocacy campaigning, lobbying and strikes (see graph 12).



Graph 12 - Please indicate the level of importance for your trade union to use the following tools for trade union action in the education sector (affiliates' survey)

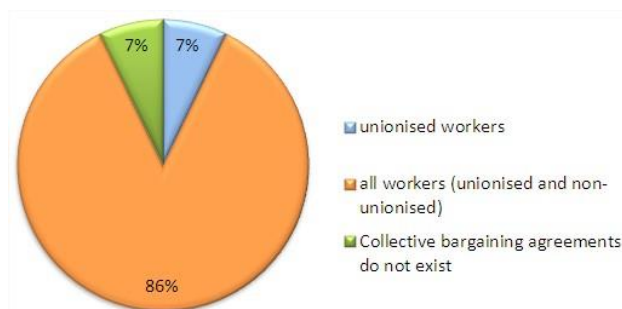
According to Dufresne and Pochet (2006), the sectoral social dialogue is the most important tier in collective bargaining in Member states. In the education sector, collective bargaining mostly takes place at the national

<sup>1</sup> Emilia Johansson and Hjalmar Eriksson, « Teachers win new pay deal after tough negotiations ». 2013, Eurofound, website.

level. However, according to Eurofound<sup>1</sup>, a conceptual problem within the public sector is the fact that collective bargaining is not established in the genuine sense (or at least certain parts of it in several countries). As the education sector usually covers a large public sector segment, as confirmed by the respondents' replies to the surveys, the statutory power to regulate employment terms largely remains with the state bodies. Nevertheless, as indicated in the same Eurofound report, "**collective regulation**" does exist as trade unions can exert a notable influence on the employment terms via collective bargaining or a recurrent practice of negotiation or consultation.

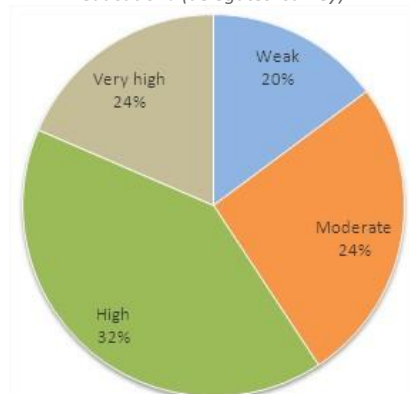
With regards to collective bargaining (or collective regulation) in the education sector, the ESSDE plenary delegates' panel indicated that such agreements mostly cover both unionised and non-unionised workers (86%). Exceptions to this rule seem to be Greece and the UK (as they both indicated that collective bargaining agreements don't exist in their country); and Bulgaria (as they indicate that collective bargaining agreements only cover unionised workers) (see graph 13).

According to studies by Eurofound, there is a decline in the amount of collective agreements over the past years. Since the financial and economic crisis, the biggest trend has been the decentralisation of collective bargaining.<sup>2</sup>



Graph 13 - Collective bargaining agreements in the education sector cover (delegates' survey)

Graph 14 - How would you rate the level of cooperation among trade unions involved in the social dialogue on education? (delegates' survey)



With respect to **cooperation between trade unions involved in the social dialogue on education**, 56% of the delegates' respondents indicate it as being high (32%) or very high (24%).

On the contrary, 20% indicate it as being weak; and 24% as being moderate.

The fact that there only exists one trade union in the education sector appears to be the main facilitator of trade union cooperation in some countries. For example:

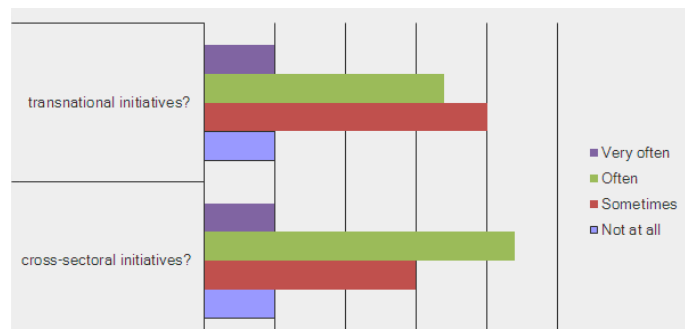
- In Austria, *Gewerkschaft Öffentlicher Dienst (GÖD)* is the only civil servant's trade union comprising the six teacher-sections for the different school levels;
- In Malta, the Malta Union of Teachers (MUT) is the only trade union for all education levels (except for the University, where there is a small house Union working very closely with MUT).

The absence of social dialogue or small (and/or weak) trade unions are self-explanatory in the case of weak trade union cooperation. For example, in Lithuania, some education unions have no regional structures and very limited activities; hence, they can be considered as small and weak.

<sup>1</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 2-3

<sup>2</sup> Christian Welz (Eurofound) presentations at the Round Table Meetings in the scope of the larger ESSDE project.

Moreover, a vast majority of ETUCE affiliates responding to the survey indicates to participate in both **transnational as cross-sector initiatives**. This corroborates the growing interaction between cross-industry (e.g. public services) and sectoral initiatives. The apparent higher frequency of cross-sectoral initiatives is interesting in the context of European sectoral social dialogue (as the ESSDE might provide a platform for promoting transnational sectoral cooperation).



Graph 15 - Does your trade union participate in ...? (affiliates' survey)

- ▶ Some examples of transnational initiatives
  - Campaign against outsourcing of non-essential jobs in the public sector (Croatia)
  - Participating in seminars, transnational conferences, training courses, peer-learning activities, working groups and meetings etc.
  - EI/ETUCE Research network
  - Projects on quality assurance in education and equal opportunities in schools
- ▶ Some examples of cross-sectoral initiatives
  - On issues like employment, remuneration, and societal questions
  - Actions organized with workers from other domains of the public sector (e.g. health, municipalities, and social services)

#### FOCUS – Example of transnational cooperation in the education sector

- ✓ In the scope of its International Relations, the General Union of Education in **the Netherlands** (*Algemene Onderwijsbond - AOb*) is cooperating with partner trade unions in other countries (Europe, Africa, and Central America). In general, the projects' objectives have been reached despite the difficult local context in some countries. In Europe for example, the AOb started providing support to trade unions in the Balkan region as from the 1990'ies. Most of these projects have successfully been finalized as the local trade unions regained capacity. More recently, projects are being conducted in - for example- Albania (initiative on school dropout and child labour. Since recently also with involvement of the German GEW), Kosovo (creation of a multi-ethnic education centre) and Serbia (project to facilitate the role of women in management functions).

### FOCUS – Industrial relations and the enlargement of the EU

Enlargement is the process whereby countries join the European Union (EU). In 2004, in the biggest-ever enlargement, the Czech Republic, Estonia, Cyprus, Latvia, Lithuania, Hungary, Malta, Poland, Slovenia and Slovakia became Member States. Three years later, in 2007, Bulgaria and Romania joined. More recently, Croatia joined the EU on 1 July 2013, bringing the total number of Member States to 28 (source: European Commission).

This enlargement process increases the diversity of industrial relations systems in the EU. For their part, new Member States need to adopt and implement relevant EU rules and legislation - some of which is highly structured and incorporates significant reforms. According to the 2011 Eurofound study on representativeness in the education sector, the industrial relations structures are well-established in at least 75% of the Member States. A closer look reveals that *“sectoral regulation standards vary widely between those countries joining the EU between 2004 and 2007”*. As such, new Member States (and Candidate Countries) might face specific challenges. In its Industrial Relations report of 2012, the European Commission takes a closer look at the new Member States in Central and Eastern Europe (the Central and Eastern European Countries, CEECs). The report states that, in comparison with the former EU15, CEECs are characterised by:

- > weaker trade unions and a faster erosion of trade union density,
- > a lack of established employers’ associations,
- > no tradition of bipartite multi-employer collective bargaining,
- > lower bargaining coverage (partly due to an under-developed system of collective agreement extension),
- > strong formal tripartism that partly replaces under-developed sector-level collective bargaining systems.

For instance, despite the legal existence of social dialogue tools in new Member States, they can appear to be less used in practice (hence effective) than expected. The European social dialogue level might as such be a force to enhance national dialogue.

For example, Directive 2012/14/EC constitutes a certain standard regarding the rules of social dialogue. In **Romania**, the Directive was transposed in 2006 (Romanian Act) and became the legal norm (also for the education sector). Nevertheless, in 2011, the trade unions of the education sector denounced the violation of the Directive on various points. In doing so, they received the support of the ETUCE.

Similarly, Romania used structural funds provided by the EU to develop European social dialogue. As such, the trade union’s influence has improved on the national level due its increased contacts with social partners (in particular the employers’ federation) on the European level.



**FOCUS - Crisis and social dialogue in the education sector**

According to Glassner (2010), the wages and working conditions of public sector employees are clearly being modified by the magnitude of the changes involved. Firstly, these changes are to be seen in light of the financial, economic and debt crisis. All over Europe, countries have been urged to make savings and reduce public expenditure. In the public sector, this urgency tends to favour quantitative adjustments – also in the education sector (e.g. a lower ratio of teachers to students in the classes). According to Glassner, the education sector in **Latvia** has been most affected by savings measures: *“Spending on education was reduced by 25% in 2009 compared with 2008. Teachers’ wages were cut by almost one third from September 2009 onwards”*. Secondly, the implementation of ‘new public management’ in recent years has induced ongoing processes of public sector modernisation (e.g. reorganisation of higher education in France; transfer of responsibilities in the education sector to municipalities in Portugal). These two factors (austerity and modernisation measures) have induced consequences on the quality of education and the working conditions of education workers. In **Portugal** for example, public spending on education decreased as from 2009; teachers’ salaries have been frozen; schools have been closed or merged; collective bargaining agreements have decreased since 2008; etc. Against this background, the National Federation of Education (FNE) took action (including legal action) on topics such as working hours, continuous training for teachers, salaries, etc.

In countries less affected by austerity with ongoing processes of public sector modernisation and established traditions of social dialogue, something resembling established collective bargaining has continued. In the **Netherlands** for example, new collective agreements have been reached in all three major education sub-sectors (primary, secondary, higher) in 2014. A major transversal topic was the issue of workload. A compromise was reached regarding senior workers in all three sub-sectors.

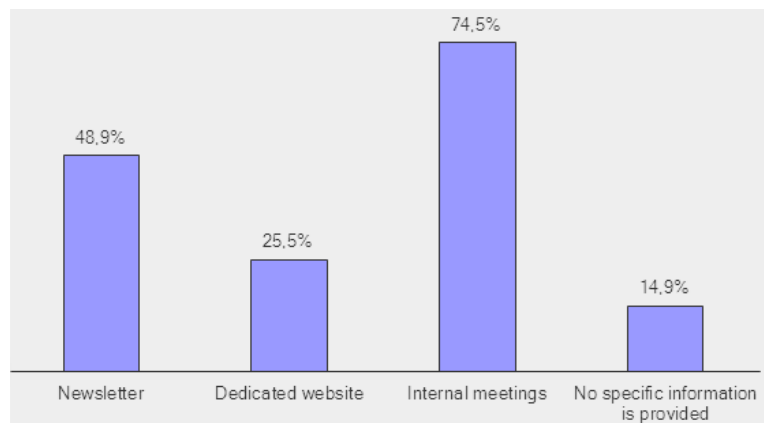
In other countries, social dialogue is reported to be more under strain. For example, in **Slovenia**, the government appears to see public education as a cost (rather than an area of leverage). Hence, measures have been taken to cut costs in areas linked to education and research. In this context, trade unions have been (and are) facing a series of challenges. Firstly, on the level of social dialogue: as financial issues prevail, the counterpart during negotiations concerning the education sector does no longer appear to be the Ministry of Education but the Ministry of Finance. Moreover, the previous government attempted to implement so-called “Teachers’ Chambers” that would be operating next to (or instead of) trade unions. Secondly, the public opinion has been influenced by the government attempted to facilitate the public acceptance of the measures. Trade unions have been working to preserve standards and norms (e.g. the number of pupils per teacher) by combining actions like campaigning on the quality of education, lobbying and liaising with stakeholders.

## 2.2 The issue of knowledge & effectiveness: assessment of the ESSDE

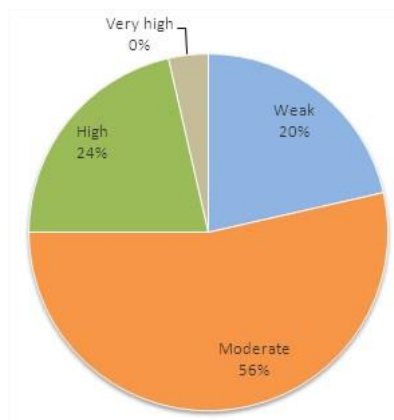
### Information dissemination

Survey findings indicate that 75% of the ETUCE affiliates have (and know) a **person in charge of following European affairs** at their trade union. In most cases, this person (or persons) is also involved in the dissemination of information on international affairs. With regards to the communication on the European Sectoral Social Dialogue in the education sector (ESSDE), affiliates indicate the **importance of internal meetings and newsletters as dissemination tools** (see graph 16). A dedicated website, inclusion of the information on the regular website or articles in the trade union magazine can be used as a complement.

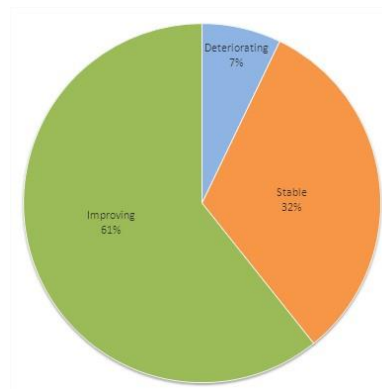
It could be assumed that the information efforts facilitate the **trade unions' knowledge of the ESSDE**. Nevertheless, 56% of the **ESSDE delegates** indicate that the level of knowledge within their respective country is moderate. The more, 20% even considers it as weak (Germany, Greece, Hungary, Luxembourg, The Netherlands and the UK). Only 1 country (Sweden) rates it as being very high. Of course, this assessment can take source in a variety of reasons: unanswered expectations, national context, political will, language barriers, etc. However, 62% identifies a positive evolution of this knowledge in the last two years. Greece and Spain (both amongst the countries most affected by austerity measures) are reported as undergoing a negative trend. With regard to the latter, this deterioration could be linked to a resetting of trade unions' priorities when facing important challenges. Trade unions in Spain for example have been facing important labour market reforms undermining the trade unions power. In such a context, trade union's focus may not lay within the dissemination of knowledge and information on the ESSDE.



Graph 16 - Please indicate how the dissemination of information on the European Sectoral Social Dialogue is organized within your trade union (affiliates' survey)

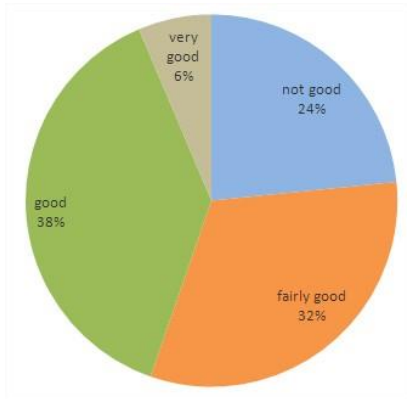


Graph 17 - How would you rate the trade unions' knowledge of the European social dialogue in the education sector? (delegates' survey)

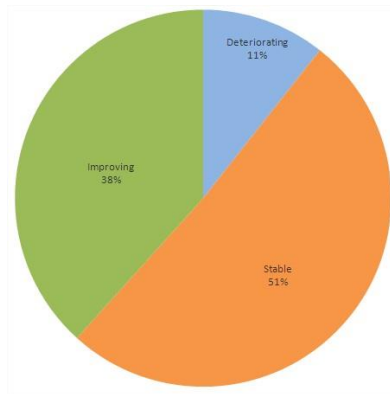


Graph 18- In the last 2 years, this level of knowledge of the European social dialogue can be considered as (delegates' survey)





Graph 19 - How would you assess the knowledge of the European Sectoral Social Dialogue within your trade union? (affiliates' survey)



Graph 20 - In the last 2 years, this level of knowledge of the European social dialogue can be considered as... (affiliates' survey)

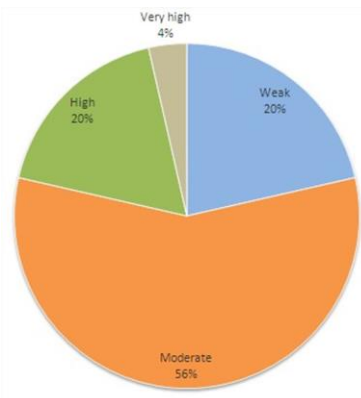
When the same questions on ESSDE knowledge and its recent evolution are asked to the **ETUCE affiliates**, the figures are slightly different: 44% of the respondents rate the level of knowledge of their trade union on ESSDE as good to very good. 24% rate it as not good. The evolution of this knowledge in the last 2

years is mostly seen as 'stable' (51%) of 'improving' (38%). Again, Greece and Spain are amongst the countries facing a deteriorating trend.

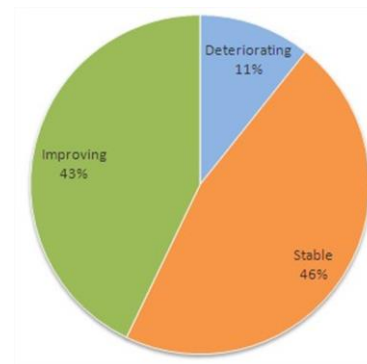
### The question of usefulness

When asked to **evaluate the usefulness** of the ESSDE for trade unions, 56% of the plenary delegates within the survey panel indicate it as 'moderate'. 20% assesses it as 'high' (Latvia, Lithuania, Romania, Slovakia and Spain) or 'weak' (France, Germany, Greece, Hungary, Malta and the UK) (graph 21). The evolution of this usefulness during the last two years is largely seen as 'stable' (46%) or 'improving' (43%). Only 11% (France, Germany, and Greece) of the delegates consider the trend as deteriorating (graph 22). Factors identified as influencing this negative evolution are e.g. restricted budgets, language barriers, the absence of concrete results of the ESSDE for workers, the absence of social dialogue from the employers' side (e.g. as the German employer side left the European social dialogue). Of course, national specificities also play a role in the evolution trend.

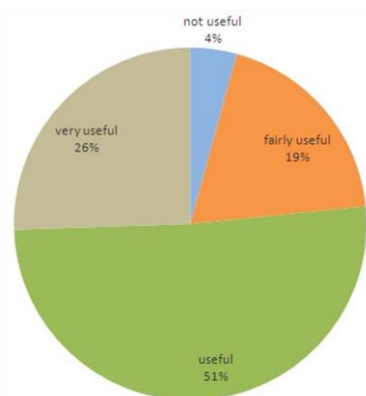
Graph 21 - How would you rate the trade unions' evaluation of the usefulness of the European social dialogue in the education sector? (delegates' survey)



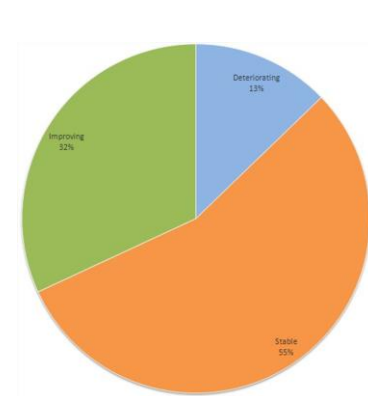
Graph 22 - In the last 2 years, this perception of usefulness of the European social dialogue by trade unions can be considered as (delegates' survey)



Graph 23- How would you assess the usefulness of the European Sectoral Social Dialogue? (affiliates' survey)



Graph 24- In the last 2 years, this level of usefulness of the European social dialogue can be considered as.. (affiliates' survey)



To the same questions, 51% of the ETUCE affiliates reply 'useful' to the level of usefulness question. 26% indicate the ESSDE as being 'very useful'; 19% as 'fairly useful' and 4% as 'not useful' (see graph 23 & 24).

With regards to the evolution in the past two years, a majority of the replying affiliates indicate the usefulness as being 'stable' (55%). 32% rate is as 'improving' and 13% as 'deteriorating' (i.e. France, Greece, Spain) (see graph 23).

Based upon the survey findings, it is of interest to note that –at this moment- the perceived usefulness of the ESSDE is rather mitigated; whilst its recent evolution is mostly perceived as stable and improving. Some underlying reasons might be related to other elements within the survey findings:

- ▶ The issue of national competence;
- ▶ The employer's representativeness and involvement;
- ▶ The outcome of undertaken actions.

### *The issue of national competence in education*

In a 2010 report on the functioning of -at the time- twelve years of the European sectoral social dialogue, the European Commission states that *"there is a direct correlation between the effectiveness of national social dialogue and effectiveness at European level, and that each energises the other"*<sup>1</sup>. One of the difficulties in setting up a European sectoral social dialogue committee in the education sector was the fact that -unlike other sectors- Member States have full competence<sup>2</sup>. *"Each Member State is responsible for the organisation of its education and training systems and the content of teaching programmes. In accordance with Article 165 of the Treaty on the Functioning of the European Union (TFEU), the Union's role is to contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action."*<sup>3</sup> European institutions might play a supporting role, but **education remains a national matter**. As such, discussions in the ESSDE spring from the national level. This makes it even more important to liaise between the national and European level.

For the above reasons, the legislative capacity to negotiate on the European level is limited in the education sector. Nevertheless, through instruments such as the open method of coordination (OMC)<sup>4</sup>, Member states can be 'urged' to work towards certain common objectives. According to Drachenberg (2011), the use of the OMC in Education and Training policy has provided a middle way between European cooperation and national supremacy by making Member States willing to discuss topics at EU level which lie within Member States competences. As such, *"the use of the OMC in Education and Training policy has led to a new form of integration which does not necessarily lead to the transfer of power from the national to the European level"*. Although education policies are the main responsibility of Member States, education initiatives and programmes have been developed at the European level (e.g. the Lifelong Learning Programme).

<sup>1</sup> European Commission, « Working document on the functioning and potential of European sectoral social dialogue ». 2010, page 18.

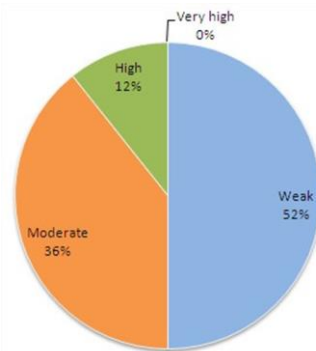
<sup>2</sup> Poissonneau and Nolda, « Building European Social Dialogue : the experience of the education sector », page 169.

<sup>3</sup> EU online glossary, 2014 ([http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm))

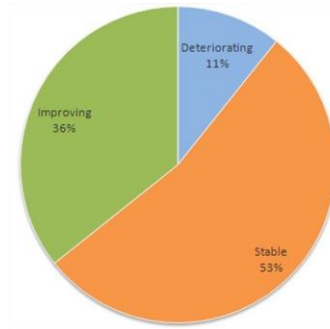
<sup>4</sup> The open method of coordination (OMC), defined as an instrument of the Lisbon strategy (2000), takes place in areas which fall within the competence of the Member States, such as employment, social protection, social inclusion, education, youth and training (EU online glossary, 2014)



Hence, we asked the ESSDE delegates to **assess the level of interaction** between the national and European social dialogue in the education sector. 52% of them classify this interaction as 'weak', 36% as 'moderate' and only 12% as 'high' (i.e. Czech Republic, Lithuania and Romania) (see graph 25). When asked about the evolution of this interaction during the last two years, 53% indicate it is as being 'stable'; 36% as 'improving' (Croatia, Czech Republic, Estonia, Finland, Italy, Ireland, Lithuania, Poland and Romania) and 11% as 'deteriorating' (Germany, Greece, Spain). Taking a look at the provided complementary remarks of the respondents, one of the main factors influencing the level of interaction is the participation (or absence of) of the employers' side in the ESSDE.



Graph 25 - How would you rate the interaction between the national and European social dialogue in the education sector? (delegates' survey)



Graph 26 - In the last 2 years, the interaction between the national and European social dialogue can be considered as (delegates' survey)

### *The other side of the table*

Looking at the **employers' side**, "the role of the ETUCE as the European voice of organised labour appears to be unmatched"<sup>1</sup> – as the number of ETUCE affiliates is much higher than those of EFEE. One of the underlying reasons might be the fact that the European Federation of Education Employers (EFEE) is a quite recent organisation (founded in 2009) compared to the ETUCE (established in 1977). As such, the ETUCE covers all Member states whilst **several countries are still missing** amongst EFEE members (at date, EFEE has 27 member organisations in 17 different countries). Amongst the countries being represented by national organisations in the EFEE, we can find: Belgium, Bulgaria, Cyprus, Denmark, Finland, Hungary, Ireland, Italy, Latvia, Malta, The Netherlands, Norway, Portugal, Slovakia, Slovenia, Sweden and the United Kingdom<sup>2</sup>.

The more, as we have seen, the employers' structure in the education sector is highly heterogeneous. Employers might be national, regional, municipal and the education level can range from pre-primary to higher education. Representing this diversity on European level is not a simple endeavour. Nevertheless, it has to be noted that capacity building and reinforcing social dialogue are both high on the agenda of EFEE and is a key priority of the joint work programme of EFEE and ETUCE for 2014-2015.

As such, a number of ESSDE plenary delegates representing the workers do not have their **counterpart on the employers' side**. This is for example the case for France (and might explain the country's delegate assessment of the ESSDE's usefulness as weak and deteriorating). The more, in the case of Germany, the employers' side is reported to have left the ESSDE. The German EFEE member (*Tarifgemeinschaft deutscher Länder - TdL*) now takes part in the cross industrial social dialogue (as TdL is covering all public sectors and not only education)<sup>3</sup>.

<sup>1</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 55.

<sup>2</sup> EFEE, October 2014.

<sup>3</sup> EFEE, October 2014

To illustrate this element, the table below provides you with an overview of the main employers' organisations per country as listed in the survey findings by the ESSDE delegates. The table has also been reviewed by EFEE.

Member State	Country represented in EFEE	Main employers' associations within country		
Austria	no	Government on federal level (Bundesregierung)	Government on county-level (Landesregierung)	
Belgium	yes <sup>1</sup>	<ul style="list-style-type: none"> <li>Vlaams secretariaat van het Katholiek Onderwijs VSKO</li> <li>Onderwijs van de Vlaamse Gemeenschap GO!</li> <li>Onderwijssecretariaat van de Steden en Gemeenten van de Vlaamse Gemeenschap OVSG</li> </ul>		<ul style="list-style-type: none"> <li>AGPE (General Administration for Education Personnel of Wallonia-Brussels Federation)</li> <li>SeGEC (<i>Secretariat Général de l'Enseignement Catholique</i>)</li> </ul>
Bulgaria	yes	Ministry of Education		
Croatia	no	Ministry of Science, Education and Sport (main employer)	Municipalities	Croatian Employers' association (CEA) (private sector)
Cyprus	yes	Ministry of Education and Culture		
Czech Republic	no	Union of Employers' Associations of the Czech Republic (UZS)	Union of Schools' Associations of the Czech Republic – CZESHA	KZPS ČR - Confederation of Employer and Entrepreneur Associations of the Czech Republic
Denmark	yes	KL - Local Government Denmark		
Estonia	no	The Association of Estonian Cities - ELL	The Association of Municipalities of Estonia - EMOVL	
Finland	yes	The Commission for Local Authority Employers (Kunnallinen työmarkkinalaitos, KT)	State Employer's Office (Valtion työmarkkinalaitos, VTML);	Association of Finnish Independent Education Employers (Sivistystyönantajat ry Sivista)
France	no	Ministry of National Education		
Germany	no	Tarifgemeinschaft deutscher Länder TdL	Kultisministerkonferenz KMK	Vereinigung kommunaler Arbeitgeberverbände VKA
Greece	no	Ministry of Education and Religious Affairs		
Hungary	yes	Association of School Headmasters (KIMSZ)		
Ireland	yes	Education and Training Boards Ireland (ETBI)	<ul style="list-style-type: none"> <li>Joint Managerial Board (JMB)</li> <li>Institutes of Technology Ireland (IOTI)</li> </ul>	Catholic Primary Schools Management Association (CPSMA)
Italy	yes	Ministry of Education, Universities and Research (MIUR)		
Latvia	yes	<ul style="list-style-type: none"> <li>Ministry of Education and Science</li> <li>Latvian Union of local governments (LPS)</li> </ul>	Rectors' Council (RP)	Latvian Association of School Heads (LIVA)
Lithuania	no	Government of Lithuania		
Luxembourg	no	Ministry of National Education, childhood and youth ( <i>Ministère de l'Education Nationale de l'Enfance et de la Jeunesse</i> - MENJE)		
Malta	yes	Ministry for Education and Employment (MEDE)	Archbishop's Secretariat for Education (Church Schools)	Private Schools Association (but involvement is on a local school level)

<sup>1</sup> Regarding Belgium, the French speaking part has representative members in EFEE (AGPE (General Administration for Education Personnel of Wallonia-Brussels Federation) and SeGEC (*Secretariat Général de l'Enseignement Catholique*). At date, the Flemish part of the country has no member in EFEE.

<b>Poland</b>	<b>no</b>	Ministry of Education	Association of Polish employers	Association of Polish local authorities
<b>Portugal</b>	<b>yes</b>	Association of Establishments in Private and Cooperative Teaching (AEEP - <i>Associação dos Estabelecimentos de Ensino Particular</i> )	National Confederation of Solidarity Institutions (CNIS - <i>Confederação Nacional de IPSS</i> )	<ul style="list-style-type: none"> <li>• UMP - União das Misericórdias Portuguesas</li> <li>• Ministry of Education and Science</li> </ul>
<b>Romania</b>	<b>no</b>	FSLE	FNS ALMA MATER	FSE Spiru Haret
<b>Slovakia</b>	<b>yes</b>	Municipalities (Autonomous towns and villages)	Ministry of Education, Science, Research and Sports	<ul style="list-style-type: none"> <li>• Higher Regional Units</li> <li>• Employers' association in Education in the Slovak Republic</li> </ul>
<b>Slovenia</b>	<b>yes</b>	Ministry of Education, Science and Sport (MIZS)	Association of Headmasters of Primary and Music Schools	<ul style="list-style-type: none"> <li>• Association of Secondary Schools Headmasters</li> <li>• Association of Principals</li> </ul>
<b>Spain</b>	<b>no</b>	Ministry of Education, Culture and Sport		
<b>Sweden</b>	<b>yes</b>	Swedish Association of local authorities and regions	Arbetsgivarverket - Swedish Agency For Government Employers	
<b>The Netherlands</b>	<b>yes</b>	Council for Primary Education	Council for Secondary Education	Council(s) for vocational and Higher Education
<b>United Kingdom</b>	<b>yes</b>	Local Authorities	Chains of academies	Universities and Colleges' Association

Table 3 – Main employers' organisations involved in the national social dialogue (delegates' survey / reviewed by EFEE)

Moreover, the commitment of the social partners to the European social dialogue varies from one country to another (Pochet e.a., 2009). As such, bearing in mind the ESSDE is still quite recent, an **increasing maturity** of the social partners can be found amongst those who are active in the ESSDE. For example, Michael Moriarty (Vice-President of EFEE) stated that in Ireland practices from other countries identified in the scope of the ESSDE were afterwards applied at national level<sup>1</sup>.

One determining factor in the level of commitment of social partners is the national context. As the education sector is –in most countries- largely in the public sphere, the social dialogue is interlinked with the political will. In recent years, national labour law reforms and the significant restructuring phenomenon in the public sector can be elements putting this **political will** under strain. In Spain for example, trade unions are relying on a weak social dialogue model that is highly dependent on the government's will (Glassner, 2010). *"The trade unions regard themselves as under attack from the employers in terms of wage negotiations, the unilateral termination of social dialogue and cheap mass redundancies. Another reason for the declining ability of labour organisations to veto austerity plans is their lack of alliances with political parties because of the disappearance of the traditional understanding between labour and social democratic parties."* According to Rego and Naumann (2013), social dialogue was particularly important in Portugal during the first socialist government (1995-2000). With the centre-right wing government (2001-2004) and thereafter, labour legislation has started to be liberalised. The goal of the current policies<sup>2</sup> and the radical changes they target, do not allow successful social dialogue as the interests of the trade unions and the government do not seem compatible.

<sup>1</sup> ETUCE, draft minutes Round Table Meeting Bucharest (20/02/2014)

<sup>2</sup> As example, Rego and Naumann (2013) mention the ongoing collective negotiation on the new general law on public service work (*Lei Geral do Trabalho em Funções Públicas*) intending to contribute to bring the public sector closer to the private sector regime.

### **FOCUS - Interacting with employers' organisations on European level**

In the context of the ESSDE, some countries workers' delegates do not have a counterpart on the employers' side (see table 3). For **Austria** for example, the workers' representation still has no representative nominated on the employers' side (despite a national social dialogue tradition reported as being 'successful').

Others have but report to be lacking a representative from all type of employer's organisations. For example, for **Sweden**, the employers' organization representing the private sector school is not involved in the ESSDE at the moment.

Still others report interactive relations that could be defined as 'best practice'. In **Finland** for example, the ESSDE plenary delegate on the workers' side (issued from the Trade Union of Education - OAJ) meets the EFEE representatives of her country before the ESSDE meetings. By doing so, they can discuss and prepare specific points, needs and/or statements.



### Outcome of undertaken actions

“The effectiveness of the European social dialogue tends to increase with the growing ability of national affiliates of the European organisations to regulate the employment terms and influence national public policies affecting the sector”<sup>1</sup> The importance given to industrial relations topics as employment, remuneration, recruitment, etc. is also reflected in the below **classification of topics** by the panel of ETUCE affiliates according to their importance for the education sector:

Rating score	Topic
3,81	Employment
3,64	Remuneration and social protection
3,43	Retirement
3,66	Job security
3,32	Impact of the economic crisis
3,38	Recruitment and retention
2,81	Job mobility
3,47	Professional development and training
3,32	Content of educational programs
3,79	Quality of education
3,04	Third party violence and harassment
3,34	Stress at work
3,40	Equal opportunities
3,34	Work-life balance
3,70	Working hours
3,64	Workers’ participation and representation
3,13	Public/private development in education

Table 4 - Please indicate the level of importance of the below topics for the education sector (affiliates’ survey)

Looking at the output<sup>2</sup> of the ESSDE so far (2010-2013), seven **joint texts** have been issued by the social partners. Some of the above topics were addressed, e.g. in the “Joint Recommendations on Recruitment and retention in the education sector, a matter of social dialogue (2012-2013)”, the “Implementation Guide for the Education Sector to Tackle Third-party Violence and Harassment Related to Work” (2012-2013). Furthermore, **four working groups** have been set up on specific topics: WG1 on “Quality in Education”; WG2 on “The Demographic challenges”; WG3 on “Higher Education and Research”; and WG4 on “Public/Private Education”.

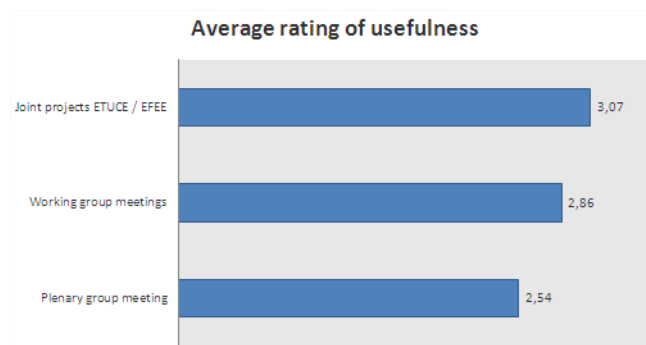
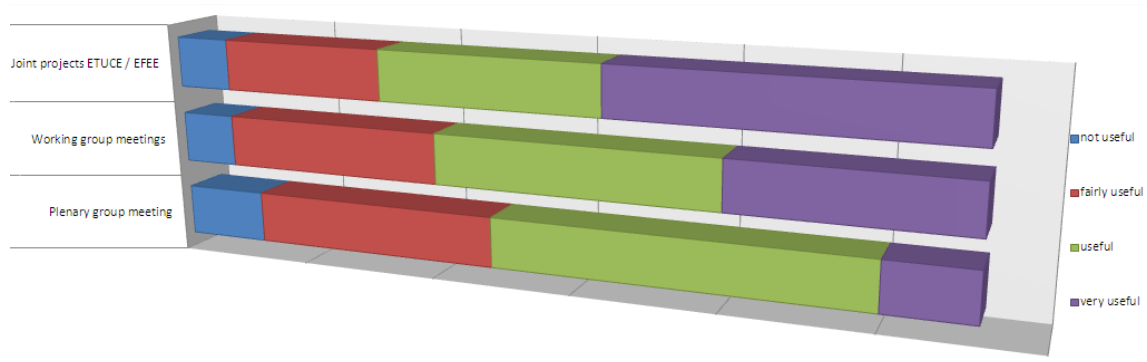
<sup>1</sup> Eurofound, « Representativeness of the European social partner organisations: Education », 2011, page 9.

<sup>2</sup> The European Commission classifies the texts and outcome of the ESSD according to the following categories:

- Process-oriented texts, like framework of actions, guidelines, codes of conduct, policy orientations (with follow-up reports)
- Frameworks of action consist of the identification of certain policy priorities towards which the national social partners undertake to work. These priorities serve as benchmarks and the social partners report annually on the action taken to follow-up on these texts.
- Guidelines and codes of conduct make recommendations and/or provide guidelines to national affiliates concerning the establishment of standards or principles.
- Joint opinions and tools, like declarations, guides, handbooks, websites, tools (but without follow-up clauses. Only promotional activities)

Finally, various projects linked to the ESSDE also tackled the above issues, e.g. on teachers’ work-related stress (2011), on recruitment and retention (2012), on the development of the teaching profession in times of the economic crisis (2013).

Based upon the survey findings, it seems that joint projects (EFEE/ ETUCE) are considered as most useful by the panel of **plenary delegates**. The working group meetings can also rely on positive **feedback**. However, the plenary group meetings are viewed as less useful. (Graph 27 and 28)



Graph 27 & 28 - Please rate the usefulness of actions undertaken within the European Sectoral Social dialogue for the education sector in your country (delegates’ survey)

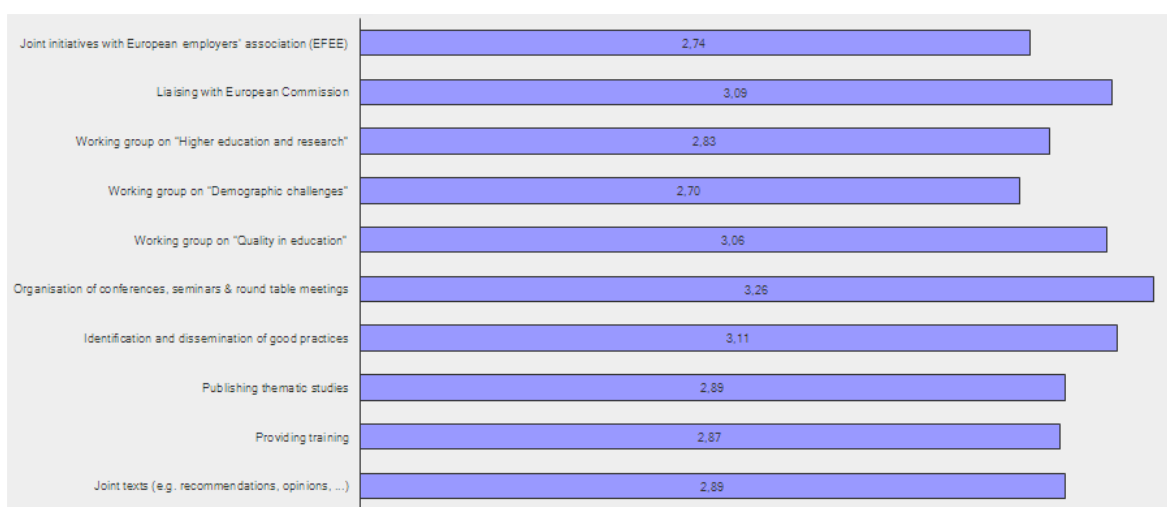
An element that might explain the fact that the plenary meetings are viewed as the ‘less useful’ by the plenary delegates is the fact that they are perceived as more general information channels (top-down). During the interviews conducted in the scope of this project, the benefits of the plenary meetings have been questioned. On the one hand, they allow participants (both ETUCE and EFEE) to be informed on what is taking place on the EU level. On the other hand, the current set-up appears to be limiting the exchange between the participants (e.g. regarding point of views on specific topics on the EU agenda and/or national situations). Hence, the interaction is taking place ‘informally’ (e.g. during lunch). Moreover, the improvement of the preparation of the plenary meetings appears to be a shared concern.



*An opportunity to share*

Even though it can be quite challenging to represent different national realities, the ESSDE is seen as an opportunity to meet and exchange practices and experiences (both formally and informally). To illustrate this, a similar question to the **ETUCE affiliates** on the usefulness of actions of the ESSDE for their respective trade union gives the following results:

Graph 29- Please rate the usefulness for your trade union of actions that have been undertaken within the European Sectoral Social dialogue (affiliates' survey)



Within this 'top of actions', it is of interest to note that actions facilitating the exchange of experiences and practices are considered as the most valuable (e.g. the organisation of conferences, seminars and round tables; and the identification and dissemination of good practices). Next in line are actions facilitating the interaction with the European Commission (lobbying).

Although issuing joint texts are considered as useful by the affiliates' panel, joint initiatives with the employers' association EFEE are listed at the bottom of the list. This might be explained by the difficulty in the European Social dialogue to overcome the "tension between principles and diversity (which employers tend to favour) and standards and convergence (which unions tend to favour)"<sup>1</sup>.

<sup>1</sup> David Poissoneau and Charles Nolda, « Building European Social Dialogue : the experience of the education sector »



### 3. What's next? Expectations, challenges and perspectives

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As the previous chapter aimed to provide you with a state of play, this **chapter** aims to address the future of the European Sectoral Social Dialogue in the Education sector (ESSDE).

Hence, we take a look at the expectations towards the ESSDE as identified through the surveys. What topics and actions are expected to be addressed on the European level? What can improve? What positive element can be a point of leverage?



### 3.1 Survey findings

#### Topics of action

We asked the ETUCE affiliates to classify topics according to their level of importance for future ESSDE action. The results of this assessment are listed in the table below:

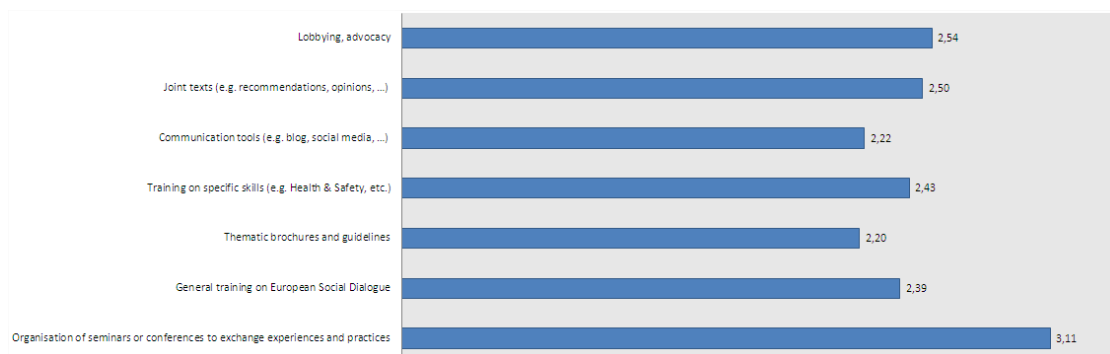
Ranking	Topic
1	Employment
2	Remuneration and social protection
3	Job security
4	Quality of education
5	Retirement
6	Impact of the economic crisis
7	Recruitment and retention
8	Professional development and training
9	Workers' participation and representation
10	Psychosocial risks at work (stress, violence and harassment)
11	Working hours
12	Equal opportunities
13	Content of educational programs
14	Job mobility
15	Work-life balance
16	Public/private development in education

Table 5 - In the coming years, which topics do you expect to be addressed upon within the European Sectoral Social Dialogue? (affiliates' survey)

Interestingly, the above classification is quite similar to the classification of topics in the national contexts (see table 4, page 29). Set against the current background of restructuring, austerity measures and a social dialogue under strain, it is not surprising that issues related to **employment, remuneration & social protection, and job security** are on the top of affiliates' expectations towards the ESSDE. Similarly, issues related to **working conditions, job quality, workers' health and job sustainability** in the education sector are also identified as important to address. In this respect, the latest European Working Conditions Survey (EWCS) of Eurofound (2010) indicates that workers in the education sector report being under-skilled despite receiving a high level of employer-paid training. The more, almost one third of women working in micro-workplaces would prefer to work more hours; bearing in mind that earnings in the education sector are lower than those with similar profiles in other sectors. Moreover, although the levels of job strain appear to be relatively low, presenteeism (working when sick) is identified as a specific problem the sector is facing.

### Type of actions

When asked to assess the type of action expected within the ESSDE to support and/or complement their own, the panel of ETUCE affiliates indicated a keen interest in the organisation of conferences, seminars & round table meetings. This reflects the finding that, so far, the ESSDE is majoritively seen as an opportunity to **meet and exchange practices and experiences** (both formally and informally). Next to providing such a platform, **lobbying and advocacy** actions are a second type of action expected by the affiliates. This could be interpreted as being addressed both to the national partners participating on the European level & to the European institutes. On the fourth and fifth place, we find **joint texts** (e.g. recommendations, opinions, etc.) and **training on specific skills** (e.g. health & safety, etc.).



Graph 30 - In the coming years, which actions do you expect within the European Sectoral Social Dialogue to support and/or complement your own? (affiliates' survey)

## 3.2 Stepping stones

During the setting up process of the ESSDE, three objectives were expressed by the ETUCE:

- ▶ Providing a stronger voice for teachers on the European scene;
- ▶ Reinforcing international co-operation for each teachers union;
- ▶ Implementing a high standard framework for social dialogue with no prejudice to the national level.

Similarly, in their 2012 article, David Poissoneau and Charles Nolda (both personally involved in setting-up the ESSDE committee) identified two main challenges of the European social dialogue in surpassing the limits at the time. Firstly, overcoming hitting the social partners' "reef" (defined as "the temptation to engage in fastidious discussion delivering rather bland texts that have little discernible impact") would allow the ESSDE committee to fully exploit Articles 154- 155 of the Treaty on the Functioning of the European Union (TFEU)<sup>1</sup>. Secondly, overcoming the "tension between principles and diversity (which employers tend to favour) and standards and convergence (which unions tend to favour).

Bearing in mind these three objectives and two challenges, we undertake the exercise of putting them to the test in light of the survey findings. As such, we aim to suggest some stepping stones for the future ESSDE in line with identified points of improvement and/or leverage.

### ▶ **Providing a stronger voice for teachers on the European scene**

#### **Topics**

A crucial element in designing the future ESSDE seems to lay in the enhanced link of the European level with the national realities. Analysis of the SSDC by the European Commission has shown that "the participation is in general highest when the work programme integrates topics of direct relevance to the national social partners, either at the initiative of the social partners or due to the direct relevance of the EU policy agenda to the sector"<sup>2</sup>. Improvements in identifying topics of interest based upon the national situations (hence, facilitating the link between the national and the European level) seem to be expected. Although this is a problem faced by most of the European Sectoral Social Dialogue Committees, the exercise seems to be more difficult for the diverse education sector (as the differences in the sector go beyond professions, economic situations, legal and cultural backgrounds).

Among the specific issues in the education sector, topics related to employment issues could be an example of a shared issue between the national and European social dialogue level. In a variety of EU countries, the aftermath of the global economic crisis and austerity policies are reported to have reduced the number of teachers and available resources, frozen wages and increased the workload. In addition to the consequences of austerity plans, the effects of "new public management" are also developing in most countries as the working conditions of the education staff are deteriorating. EU policies have significantly

<sup>1</sup> « As part of the policy of promoting the engagement of the European social partners in the formulation of EU social policy, Articles 154-155 TFEU (previously 138-139 of the EC Treaty) provide a procedure that combines the consultation of the social partners by the Commission with the option to leave social regulation to bipartite agreement between management and labour organised at European level. » (Eurofound website, 2014)

<sup>2</sup> European Commission, « European Sectoral Social Dialogue – recent developments », 2010, page 9.

strengthened the importance of preventing health and safety at work in the past. As the hardship increases, solutions are to be found to fight against the causes of work-related stress (workload, devaluation of the work). Since the education sector is dominated by female workers, enhancing equality between women and men can also be viewed in terms of working conditions.

Another concern may consist in the strength and variety of expectations towards the education sector by the various stakeholders (e.g. government, civil society, students and workers). The topic of investing in education (as opposed to austerity measures) to meet old & new expectations of society towards those involved in the sector seems to be a shared concern amongst our panel of respondents. While maintaining the guarantee of quality education, promotion of the profession could be undertaken.

### **Outcomes & the “social reef”**

According to the European Commission (2010), *“the [European sectoral social Dialogue] committees are, first and foremost, fora to discuss and agree on how to improve working conditions and industrial relations in their respective sectors”*. The outcomes of the social dialogue on the European level may be:

- *“Agreements (whether or not implemented through European directives) which are binding and must be followed up and monitored, since they are based on Article 155 of the Lisbon Treaty;*
- *Process-oriented texts (frameworks of action, guidelines, codes of conduct, policy orientations), which, albeit not legally binding, must be followed up, and progress in implementing them must be regularly assessed;*
- *Joint opinions and tools, intended to influence European policies and to help share knowledge.”<sup>1</sup>*

At date, the ESSDE has mostly delivered joint opinions and tools. This outcome is in line with the observation made in a Commission working paper analysing joint outcomes of the European social dialogue committees between 1998 and February 2010 (i.e. joint opinions largely outnumber all other outcomes, followed by declarations and tools). Even though it is difficult to assess their exact impact, it is overall *“conceded that the joint texts and the presentation of good practices foster cooperation as well as informal contacts among the different actors with respect to common initiatives. Moreover, the European texts can be used as a means of adding pressure, or at least as a way of increasing the awareness of the government or other actors about a particular issue.”<sup>2</sup>*

Regarding the ESSDE, elements in the survey findings corroborate the fact that the work undertaken at the European level has facilitated (or at least supported) national dialogue. Nevertheless, it is reported to be difficult to concretely illustrate the achievements of the ESSDE for the workers in their day-to-day work life. Moreover, expectations have been expressed on improving the consultation and negotiation dimensions of the ESSDE committee. The capacity of the European social partners to be consulted and to negotiate agreements could be addressed in order to obtain outcomes that are more felt to be ‘pressuring’ to implement. As such, a more effective delivery and better monitoring of implementation would be in line with the expectations of the panel of respondents in the scope of this project.

In this respect, it is important to bear in mind that a major element regarding the efficiency of the ESSDE is the fact that - unlike other (private) sectors- the transnational social dialogue in the education sector

<sup>1</sup> European Commission, « Commission staff working document on the functioning and potential of European sectoral social dialogue », 2010, page 9.

<sup>2</sup> Pochet e.a., « Dynamics of the European sectoral social dialogue ». 2009, page 2.



cannot rely on the work done within the second pillar of European social dialogue: the European Works Councils.

### ► **Reinforcing international co-operation for each teachers union**

It is important to bear in mind that « *the overall functioning of the committees cannot be assessed solely on the basis of the number of texts they produce* ». According to Pochet e.a. (2009), a variety of activities are being carried out within a complex, multiple and difficult playfield. During the complementary interviews with the ESSDE delegates, it appears that the informal aspects (i.e. gathering before or after organised meetings) are as important as the formal events. Again, this supports the positive feedback on the ESSDE as an opportunity to exchange amongst peers. All respondents have underlined their interest in enhancing **transnational cooperation**. Nevertheless, it appears that improving the organisation of the exchange and cooperation through the ESSDE is a major expectation.

In this context, there is a call for more working groups. Suggestions have been made to organise sub-working groups composed of countries with common characteristics and/or issues. The sub-regional seminars held during the set-up of the ESSDE committee already reflected this idea. For example, “*the common history of the Baltic countries (Estonia, Latvia and Lithuania) has led to many common aspects in their education systems*”<sup>1</sup> or “[a] common point inherent to this group of countries [Bulgaria, Hungary and Romania] is the necessity to evaluate the changes involved in the decentralisation of powers with regard to the social dialogue”<sup>2</sup>. Hence, having a focus on “the challenges of EU enlargement” might be of interest “since European sectoral social partners represent national member organisations that operate in different countries, use different languages, and are subject to different socio-economic realities, in different national industrial relations systems. In addition, the sectoral dimension of collective bargaining was rather underdeveloped in most new Member States.”<sup>3</sup>

Moreover, other suggestions on such sub-groups include, for example, a specific group focussing on the specificities of each education level (like e.g. WG3 on “Higher Education and Research”); a group focusing on the issues faced by those countries particularly affected by austerity measures (like e.g. Mediterranean countries such as Greece, Spain, ...); etc.

### ► **Implementing a high standard framework for social dialogue with no prejudice to the national level**

Some trade unions may not be seeking to collect more power and competences for the education sector on European level. They express the wish to keep their own (national) way of doing things. This reflects a fear of “losing what we have”. Such a type of concern was already expressed by the Nordic countries (Denmark, Sweden, Norway and Finland) during the sub-regional seminars in 2006/2007: “*During the plenary discussion the participants voiced their concerns about the European sectoral social dialogue interfering with the national social dialogue*”<sup>4</sup>.

<sup>1</sup> ETUCE, « Towards a European Sectoral Social Dialogue », October 2006-April 2007, page 11.

<sup>2</sup> ETUCE, « Towards a European Sectoral Social Dialogue », October 2006-April 2007, page 10.

<sup>3</sup> European Commission, « Commission staff working document on the functioning and potential of European sectoral social dialogue », 2010, page 11.

<sup>4</sup> ETUCE, « Towards a European Sectoral Social Dialogue », October 2006-April 2007, page 16.

While education remains a national competence, the benefit for most trade unions lays in exchanging practices and policies. Additionally, support and lobbying actions in light of specific national situations or the EU political agenda is also much valued. However, at a time of increasing tensions, scaling up requires a level of commitment by the social partners (trade unions and employers' organisations). Unfortunately, the survey findings indicate that national employers' organisations are not equally involved in the ESSDE. Reinforcing the coverage and representativeness of the ESSDE committee (and particularly within EFEE) appears as an important prerequisite for the credibility and the effectiveness of the ESSDE.

**► *Enhancing the efficiency of the European sectoral social dialogue committees***

In the survey findings, the administrative capacity of the European social partners has been identified in line with the translation of ESSDE work. At date, the main working language on the European level is English and translation is being provided in certain languages. Due to budgetary reasons, the translation into all national languages is not foreseen by the European social partners. Hence, the translation is (in best cases) undertaken by the national delegates (as they also have budgetary constraints). A recurring topic of concern amongst the panel of respondents (both ETUCE affiliates and ESSDE plenary delegates) resides in the attention towards translation.

The more, it has been suggested to build in time for discussion and exchange amongst workers' representatives prior to the plenary meetings. On the topic of the plenary meetings, it has also been suggested to facilitate the expression of opinions and the exchange on national situations. As such, the expressed wish is to rebalance the attention given to top-down information (e.g. regarding the EU, commission reports, etc.) and to bottom-up information (e.g. the work floor, national situations, etc.)

We have seen that cross-industry actions are quite common amongst ETUCE affiliates. Hence, another path could be the use of European funding to facilitate synergies and interaction between the education sectoral level and other sectors (e.g. public services).

## 4. In conclusion

*“There are three main areas where SSDC might seek to take action: firstly, in influencing their own members within the sector; secondly in ensuring that the sector’s views are heard beyond the confines of the particular industry as well as in all policy areas, both through consultations and autonomous action; and thirdly, in negotiating agreements for implementation.”<sup>1</sup>*

European social dialogue structures have developed since the 1950s/60s. In 1998, sectoral social dialogue committees (SSDC’s) were established by the European Commission to promote dialogue between the social partners at European level<sup>2</sup>. Set up by joint request by the social partners and subjected to the Commission’s approval according to representativeness’ criteria, these committees were intended as central bodies for consultation, joint initiatives and negotiation. Many SSDCs were created in such diverse sectors as e.g. hospitals, catering, shipyards, chemical industry, etc. On June 11<sup>th</sup> 2010, the social partners EFEE and the ETUCE launched the European Sectoral Social Dialogue in Education (ESSDE). This came after years of initiation and start-up processes carried out by the ETUCE.

Today, approximatively four years after the launch of the ESSDE, two questions were central in this study:

- ▶ Whether all concerns addressed within the European sectoral social dialogue committee actually translate the national concerns.
  - Improvements in identifying topics of interest based upon the national situations (hence, facilitating the link between the national and the European level) seem to be expected. Although this is a problem faced by most of the European Sectoral Social Dialogue Committees, the exercise seems to be more difficult for the diverse education sector (as the differences in the sector go beyond professions, economic situations, legal and cultural backgrounds). We have seen that the education sector is characterized by a high level of diversity on various topics: structures, activities, employers, and workers. On the European level, this segmentation might mitigate the representation of shared interests.
  - Nevertheless, the survey findings indicate a certain consensus in the classification of topics according to their level of importance. For example, topics related to employment issues (set against a background of austerity measures affecting the education sector), the quality of education, or working conditions are reported as being of shared concern amongst the different countries.
  
- ▶ And whether the practical effects of the European sectoral social dialogue in the education sector are leverage for improvement, exchanging of experiences, coming to compromise and appropriate solutions.
  - In this respect, there seems to be a need to be further clarified what the aim is of the ESSDE for the social partners. Once shared topics of concern have been identified and agreed upon, what

<sup>1</sup> European Commission, European Sectoral Social Dialogue – recent developments. 2010, page 8-9.

<sup>2</sup> Commission decision of 20 May 1998 – 98/500/EC

are the objectives to be reached within the ESSDE? Hence what is the mandate given to the participating social partners? Bearing in mind that education remains a national competence, some trade unions may not be seeking to collect more power and competences for the education sector on European level.

- Nevertheless, survey findings show that there is a demand for increased exchange and sharing of experiences, practices, problems, etc. To do so, a reflection on possible measures to enhance the efficiency of the European sectoral social dialogue committees would be beneficial. Some suggestions have been made in the scope of this project (e.g. favour working groups, improve the preparation of the plenary meetings, facilitate the expression of opinions and the exchange on national situations, address the interaction between the sectoral and the cross-industry level).
- The more, the enhancement of the capacity of the European social partners to be consulted and to negotiate agreements is clearly an expectation. One important factor in addressing this is the reinforcement of the coverage and representativeness of the ESSDE committee. To date, an important number of employer's organisations seem not to be taking part in the European social dialogue. However, their representation and involvement appear as an important prerequisite for the credibility and the effectiveness of the ESSDE.

As such, we can conclude that the work undertaken within the ESSDE is largely reviewed positively. In general, objectives set at the launch of the ESSDE have been met. Challenges and problems had to be faced. For some, they were linked to the specificities of the education sector (e.g. the issue of national competence). For others, they were inherent to all sectors trying to implement a social dialogue at the European level (e.g. the effectiveness of the outcome; the variety in national contexts). The question now is how to go further. In order to be able to pick the higher hanging fruits, we linked the survey findings to some stepping stones we hope might be helpful in defining and moving towards the next frontier of the ESSDE.





## 5. Annexes

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- A. Bibliography
- B. ESSDE delegates' survey (country fact sheet)
- C. ETUCE affiliates' survey

## A. Bibliography

Author(s)	Title	Publisher	Year
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<b>van Houten, Gijs</b>	Education sector: Working conditions and job quality.	European Foundation for the Improvement of Living and Working Conditions (Dublin)	2014

## B. ESSDE delegates' survey

**\*3. How would you classify the organisation of the education sector in [Q1] (multiple answers are possible)?**

- Public sector
- Private sector
- Non-profit

**4. Please indicate the total number of workers in the education sector (national figures) for the following categories**

Teaching staff:

Administrative & technical staff:

**\*5. Please indicate the proportion of workers of the education sector that are a member of trade unions in [Q1]**

- Less than 20% of the workers
- Between 20 and 40% of the workers
- Between 41 and 60% of the workers
- Between 61 and 80% of the workers
- More than 80% of the workers

**\*6. In [Q1], the social dialogue in the education sector is conducted according to a**

- Bipartite structure
- Tripartite structure

**\*7. In [Q1], the principal level of social dialogue in the education sector is**

- the national level
- the regional level
- the local level

**\*8. In [Q1], the representation and participation of workers is organized through**

- the trade unions
- elected councils (e.g. works council and H&S committees)
- A combination of both

**\*9. In [Q1], collective bargaining agreements in the education sector cover**

- unionised workers
- all workers (unionised and non-unionised)
- Collective bargaining agreements do not exist

**\*10. In your country, how would you assess the importance given to the trade unions' role in the organisation of the social dialogue in the education sector?**

weak	moderate	high	very high
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Can you list the main employers' associations (maximum 3) involved in the social dialogue on education in [Q1]?**

Employers' association 1 -   
name and abbreviation:

Employers' association 2 -   
name and abbreviation:

Employers' association 3 -   
name and abbreviation:



**\* 12. In [Q1], how would you rate the level of cooperation among trade unions involved in the social dialogue on education?**

weak                      moderate                      high                      very high

Comment (optional):

**\* 13. How would you rate the level of cooperation between trade unions and employers' organisations involved in the social dialogue on education in [Q1]?**

weak                      moderate                      high                      very high

Comment (optional):

**\* 14. In [Q1], how would you rate the trade unions' knowledge of the European social dialogue in the education sector?**

weak                      moderate                      high                      very high

**\* 15. In the last 2 years, this level of knowledge of the European social dialogue can be considered as**

- Deteriorating
- Stable
- Improving

Comment (optional):

**\* 16. How would you rate the trade unions' evaluation of the usefulness of the European social dialogue in the education sector in [Q1]?**

weak                      moderate                      high                      very high

**\* 17. In the last 2 years, this perception of usefulness of the European social dialogue by trade unions can be considered as**

- Deteriorating
- Stable
- Improving

Comment (optional):



**\*18. How would you rate the interaction between the national and European social dialogue in the education sector?**

weak	moderate	high	very high
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*19. In the last 2 years, the interaction between the national and European social dialogue can be considered as**

- Deteriorating
- Stable
- Improving

Comment (optional):

**\*20. Below are some types of actions that have been undertaken within the European Sectoral Social dialogue in the education sector. Please rate their usefulness for the education sector in your country.**

	not useful	fairly useful	useful	very useful
Plenary group meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working group meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joint projects ETUCE / EFEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. According to your experience, what can be improved in order to achieve a better social dialogue on education issues in [Q1]?**

**22. According to your experience, what can be improved in order to achieve a better social dialogue on education issues on European level?**

**23. According to your experience, what are the existing key success factors supporting a good social dialogue on education issues in [Q1]?**

**24. According to your experience, what are the existing key success factors supporting a good social dialogue on education issues on European level?**

**25. Do you have other suggestions and/or remarks regarding your country or this fact sheet?**



## C. ETUCE affiliates' survey

### \*1. Please complete

Your name:

Trade union:

Country:

Email Address:

### \*2. How would you characterize the scope of action of your trade union in the education sector (multiple answers are possible)?

- National level
- Regional level
- Local level
- Sectoral level

### \*3. Which levels of education are covered by your trade union (multiple answers are possible)?

- pre-primary
- primary
- secondary (general)
- secondary (VET)
- higher

### 4. What percentage of the total number of education workers is member of your trade union?

- Less than 20% of the workers
- Between 20 and 40% of the workers
- Between 41 and 60% of the workers
- Between 61 and 80% of the workers
- More than 80% of the workers

### \*5. Which type of education workers are covered by your trade union?

- Teaching staff
- Administrative & technical staff
- Both

### \*6. Do you have a person or department in charge of following European affairs?

- Yes
- No
- I don't know



**\*7. Please indicate the level of importance for your trade union to interact with the following stakeholders of the education sector**

	not important	fairly important	important	very important
Employers' associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*8. Please indicate the level of importance for your trade union to use the following tools for trade union action in the education sector**

	not important	fairly important	important	very important
Collective bargaining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information, participation & consultation of workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Labour market dialogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lobbying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy and campaigning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)



**\*9. Please indicate the level of importance of the below topics for the education sector**

	not important	fairly important	important	very important
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remuneration and social protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of the economic crisis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment and retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of educational programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third party violence and harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equal opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workers' participation and representation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public/private development in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)



**\*10. How would you rate the integration of your trade union in the social dialogue at national level on issues related to the education sector?**

not integrated	fairly integrated	integrated	very integrated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*11. In the last 2 years, this level of integration can be considered as**

- Deteriorating
- Stable
- Improving

**\*12. Does your trade union participate in ...**

	Not at all	Sometimes	Often	Very often
cross-sectoral initiatives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transnational initiatives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If so, can you please provide an example

**\*13. How would you assess the knowledge of the European Sectoral Social Dialogue within your trade union?**

not good	fairly good	good	very good
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*14. In the last 2 years, this level of knowledge of the European social dialogue can be considered as**

- Deteriorating
- Stable
- Improving

**\*15. Please indicate how the dissemination of information on the European Sectoral Social Dialogue is organized within your trade union (multiple answers possible)**

- Newsletter
- Dedicated website
- Internal meetings
- No specific information is provided

Other (please specify)

**\*16. How would you assess the usefulness of the European Sectoral Social Dialogue?**

not useful	fairly useful	useful	very useful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*17. In the last 2 years, this level of usefulness of the European social dialogue can be considered as**

- Deteriorating
- Stable
- Improving



**\* 18. Below are some types of actions that have been undertaken within the European Sectoral Social dialogue in the education sector. Please rate their usefulness for your trade union**

	not useful	fairly useful	useful	very useful
Joint texts (e.g. recommendations, opinions, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishing thematic studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification and dissemination of good practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation of conferences, seminars & round table meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working group on "Quality in education"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working group on "Demographic challenges"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working group on "Higher education and research"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaising with European Commission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joint initiatives with European employers' association (EFEE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)				

**19. Did you rate one (or more) of the above actions as "very useful" or "not useful"?**

- Yes
- No



**\*21. In the coming years, which actions do you expect within the European Sectoral Social Dialogue to support and/or complement your own?**

	not expected	fairly expected	expected	very expected
Organisation of seminars or conferences to exchange experiences and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General training on European Social Dialogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thematic brochures and guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on specific skills (e.g. Health & Safety, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication tools (e.g. blog, social media, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joint texts (e.g. recommendations, opinions, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lobbying, advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)



**\*22. In the coming years, which topics do you expect to be addressed upon within the European Sectoral Social Dialogue? Please rank the following topics from most important to less by dragging & dropping the items (you may also attribute a number to each item - with 1 being the most important; and 16 the less) .**

<input type="text"/>	Employment
<input type="text"/>	Remuneration and social protection
<input type="text"/>	Retirement
<input type="text"/>	Job security
<input type="text"/>	Impact of the economic crisis
<input type="text"/>	Recruitment and retention
<input type="text"/>	Job mobility
<input type="text"/>	Professional development and training
<input type="text"/>	Content of educational programs
<input type="text"/>	Quality of education
<input type="text"/>	Psychosocial risks at work (stress, violence and harassment)
<input type="text"/>	Equal opportunities
<input type="text"/>	Work-life balance
<input type="text"/>	Working hours
<input type="text"/>	Workers' participation and representation
<input type="text"/>	Public/private development in education

**23. Do you have other suggestions and/or ideas for the ETUCE to improve the European Sectoral Social dialogue?**



## ETUCE



The European Trade Union Committee for Education (ETUCE) is the teachers' social partner at European level and a defender of teachers' interests to the European Commission. ETUCE was established in 1977. The ETUCE represents 129 teachers' unions in 45 countries (11 million members all over Europe).

The ETUCE is composed of national trade unions of teachers and other staff in general education - early childhood education, primary education, secondary education, vocational education and training as well as higher education and research. ETUCE is also a European Trade Union Federation of the European Trade Union Confederation (ETUC)

[www.csee-etu.org](http://www.csee-etu.org)

## SECAFI



SECAFI is part of the French *Groupe Alpha*. It specializes in industrial relations, socio-economic and strategic analysis, organizational reviews, occupational safety and health and working conditions. Established in 1983, the company provides expertise, training and consulting to the social partners. SECAFI has the goal of looking for new balances within enterprises by bringing all technical skills to bear to enrich social dialogue.

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