



2020  
**ETUCE  
CONFERENCE**



# **WORK PROGRAMME**

2021-2024



ETUCE - EI European Region

# **ETUCE – European Region of Education International Work Programme 2021-2024**

Adopted by the ETUCE Conference, the Regional Conference of Education International, on 1-2 December 2020

**The implementation of the programme follows the 4 priorities established at EI 8th World Congress**

## **PRIORITY 1**

System: Promoting and protecting equitable, inclusive free quality education for all ; the areas concern : a. Governments achieve SDG 4; b. Privatisation of Education; c. Climate Action.

## **PRIORITY 2**

Status: Promoting and protecting the status and autonomy of the profession; the areas concern: a. Standards and Working Conditions; b. Leading the profession; c. Future of Work in Education.

## **PRIORITY 3**

Renewal: Renew, strengthen and grow inclusive membership; the areas concern: a. growth; b. unity; c. Young members.

## **PRIORITY 4**

Rights & Democracy: Promoting and defending democracy, human and trade union rights; the areas concern: a. Human and Trade union rights; b. Equity and inclusion; c. Democracy.

## **ECONOMIC GOVERNANCE: CRISIS, PRIVATISATION, INFLUENCE OF BUSINESS**

El Priorities 2020-23

- Identify, denounce and fight any attempt to impose austerity measures on public education and the effects of the forecast economic recession as a result of the COVID-19 pandemic on education investment and governance, including an increased search for private investment and involvement, and corporate style management practices in education on: education funding, governance, equity and quality, teachers, researchers and other education personnel, students and children by supporting the campaigns and other activities of member organisations;
- Promote, together with other relevant actors, an alternative economic narrative based on strong public services and aimed at social progress and, to this end, promote a revision of the Stability and Growth Pact, the Fiscal Compact and alternatives to fiscal consolidation measures applied to the education sector so that public investment in quality education are excluded from the calculation of the public deficit and debts;
- Activate, enable and strengthen an influential presence of member organisations within the European Semester, in partnership with the ETUC and other European Trade Union Federations;
- Continue analysing European Union and Euro-zone economic policies, the work of EU institutions and developments in relation to the European treaties, the EU budget, taxation, privatisation trends and related issues from an education trade union perspective;
- Identify, denounce and fight the use of neo-liberal, market and business driven ideology and approaches in education leading to commercialisation, privatisation and marketisation of education;
- Identify the impact of European economic and education policies, including pushes for a public and private finance mix and for efficiency in education governance, on industrial relations in the education sector at all levels;
- Mainstream the issue of increasing privatisation in and of education into all activities related to education policy, social dialogue and the teaching profession as well as trade union renewal;
- Continue planning actions together with relevant actors, such as ETUC, on the economic crisis and its impact as well as ensuring that the Sustainable Development Goals (especially SDG4 on education) are achieved, taking care to adapt and to adjust actions to developments and to resist the influential business presence to implement SDG4 in Europe;
- Advocate and seek broad public support for increasing public investment in education, including from members of the European Parliament, other social partners and civil society organisations;
- Continue working on campaigns to denounce and to fight tax fraud and tax evasion and to close tax loopholes; to raise awareness and advocate for progressive and fair taxation systems as well as for transparent reporting; and to support legislative measures aimed at setting a common consolidated corporate tax base in Europe.

System: Promoting and protecting equitable, inclusive free quality education for all

## **Actions:**

- Continue monitoring, through surveys and research, the effects of privatisation trends in and of education, and of market-driven and neoliberal ideas in education on the state of funding in education, education quality and equity, teachers' working and professional conditions, social dialogue and industrial relations, trade union rights and trade union renewal in Europe;
- Integrate research on investment in education in cooperation with relevant actors;
- Continue connecting to and upholding the development of the EI work on financing education and the global response to privatisation in and of education by linking relevant EI activities with specific European actions;
- Continue to organise workshops/training seminars on the European Semester at national and European level; evaluate and if necessary, adapt the ETUCE Action Plan on the European Semester to further developments;
- Strengthen the ETUCE Platform on the European Semester by setting up an on-line platform to favour information sharing and communication among members and with experts on macro-economic issues from member organisations;
- Explore funding opportunities for a potential project on enhancing social dialogue within the European Semester on education and training, including a conference with representatives of the European institutions, national decision makers, and other social partners;
- Organise a conference to launch and to discuss research findings on privatisation in and of education and its impact on education quality, working conditions and industrial relations, and/or other campaign activities in support of quality public services with a focus on sufficient, sustainable and predictable public investment in education, in cooperation with relevant actors.

## TRADE AND EDUCATION

### EI Priorities 2020-23

- Defend and promote high-quality public services by carving out education and other public services from the scope of trade and investment agreements;
- Examine the potential adverse effects of the new multilateral and bilateral trade and investment agreements as well as developments in the World Trade Organisation, in particular in relation to intellectual property, including copyright, domestic regulation, investment and e-commerce/digital trade;
- Advocate for sustainable trade policies that ensure comprehensive and enforceable labour rights throughout the agreements;
- Advocate for policy coherence between trade and development policies at European level;
- With the aim of preparing appropriate actions, review developments in EU policy as regards the modernisation of the treatment of public services, in particular education in the EU trade and investment agreements;
- Raise awareness and secure an influential presence of member organisations in partnership with the ETUC and other European Trade Union Federations;
- Monitor and seek influence, where necessary, on developments in EU trade agreements and their influence on the education sector in relation to countries such as the United Kingdom, Canada, US, Colombia, India, China, New Zealand and Australia, among others;
- Continue following up on the relevant meetings with DG Trade.

System: Promoting and protecting equitable, inclusive free quality education for all

### Actions:

- Continue liaising with ETUC, EI and other relevant actors on work on international trade and investment agreements;
- Broadly disseminate research results regarding the potential adverse effects of new trade and investment agreements for the education sector, including the potential consequences of e-commerce/digital trade for online education and e-learning and the inclusion of new restrictive rules on intellectual property, including copyright;
- Explore funding opportunities for a workshop on the potential adverse effects of trade and investment agreements with a view to coordinating action among member organisations;
- Organise coordinated actions to lobby against the ratification of trade and investment agreements by the Council of the European Union and the European Parliament.

## EDUCATION POLICIES

### GENERAL EDUCATION AND QUALITY IN EDUCATION

- Continue taking an active role in shaping Europe, the EU and European education policies to optimise the influence on European education policy at national level while ensuring that EU policies aim at high quality and inclusive education for all as a right and high quality working conditions for teachers;
- Continue participating in the implementation of the European Pillar of Social Rights to ensure the implementation of the first principle for the benefit of students and education personnel in order to guarantee their right to quality and inclusive education and training;
- Continue shaping the design of, and participating in the implementation of, the European Education Area 2025 and upcoming long-term education strategy of the EU;
- Follow-up on, and advocate for the implementation of, positive achievements of the EU policy on education in third countries and keep in touch with the relevant EU institutions and agencies on its implementation (e.g. European Training Foundation);
- Study and seek influence on devising new indicators and benchmarks and their implementation;
- Monitor EU initiatives on linking education and employment, skills and jobs, learning and job forecasting and on youth employment, in connection with the work of the European Commission, EU institutions, EU agencies, and the OECD;
- Participate in setting up and monitoring the implementation of European policy on all prioritised areas of education, for instance early school leaving, learning mobility, teaching languages, entrepreneurship education, maths and science education, digital skills, education for sustainable development;
- Advocate for the professional autonomy of teachers taking into account the socio-economic and political context and the rising pressure on the profession due to digitalisation, privatisation and commercialisation trends, political power play and respect for trade union and human rights as well as the lack/downscaling of social dialogue in education;
- Continue active membership in the upcoming Education and Training 2025/30 Thematic Working Groups of the European Commission with a view to seeking opportunities to become involved in further thematic working groups of the European Commission;
- Advocate for the provision of quality education and monitor the adoption of quality assurance mechanisms at European and national levels as well as keep in touch with the relevant EU institutions and agencies on their implementation (e.g. CEDEFOP);
- Follow up and seek influence on the education and training programmes/initiatives of the future presidencies of the EU, including on future Council Conclusions;

### El Priorities 2020-23

System: Promoting and protecting equitable, inclusive free quality education for all

- Seek further opportunities to increase ETUCE's and its member organisations' visibility and representation in EU events, conferences, temporary and permanent working groups and expert groups on education policy;
- Carry forward and seek new opportunities for cooperation with other unions, professional organisations and civil society organisations working on education, such as EFEE, ETUC, EPSU, OBESSU, ESU, ATEE, EUCIS-LLL, etc.

### **Actions:**

- Continue informing and raising awareness among member organisations concerning the actions of the EU institutions and other relevant actors in relation to implementing the European Pillar of Social Rights and the upcoming long-term EU education policy;
- Influence EU monitoring/implementation of the first principle of the European Pillar of Social Rights;
- Continue organising meetings with the ETUCE Education Advisory Panel to monitor EU initiatives in education;
- Continue organising events/seminars on quality education for member organisations
- Continue the partnership with ETUC on education, training and skills in accordance with the Vienna Manifesto and ETUC Action programme 2019-2023 (2019) and continue active participation in the ETUC Committee on Education and Training.

## **EARLY CHILDHOOD EDUCATION**

- Continue mainstreaming early childhood education into ETUCE policies and different working groups and committees;
- Continue shaping the design of, and participating in the implementation of, the upcoming long-term EU strategies on early childhood education to ensure high quality and inclusive early childhood education as a right for all children and support good working conditions for early childhood education teachers and support personnel;
- Seek influence in setting up and monitoring the design and implementation of European policy on all prioritised areas of early childhood education;
- In this regard, seek further opportunities for active representation in European/EU events, conferences, temporary and permanent working groups and expert groups in this field;
- Carry forward and strive for cooperation with other unions and professional organisations working in this education area;
- Follow up and monitor the implementation of the ETUCE Policy Paper on Early Childhood Education (2012) and ETUCE resolutions.

## **EI Priorities 2020-23**

Status: Promoting and protecting the status and autonomy of the profession

## **Actions:**

- Continue informing and raising awareness among member organisations on the actions of the EU institutions and other relevant actors on early childhood education;
- Continue organising activities/events for member organisations on early childhood education;
- Explore funding opportunities together with relevant member organisations for a project/initiative in the field of early childhood education



## VOCATIONAL EDUCATION AND TRAINING

- Continue shaping the design of, and participate in the implementation of, the upcoming long-term EU strategies on VET, in cooperation with ETUC, to ensure high quality and inclusive VET as a right for all and support good working conditions for VET teachers, trainers and support personnel in VET and apprenticeships;
- Monitor, shape, and raise awareness on the policy recommendations and studies published by the EU institutions, agencies (e.g. CEDEFOP and ETF) and other institutions (e.g. OECD) on VET;
- Monitor the implementation of the EU tools and instruments in cooperation with ETUC (e.g. the EQF, EQAVET, ECVET);
- Continue active membership in, and seek influence on, the European Alliance for Apprenticeship, and the development of European/EU policies on VET and apprenticeships via active representation at European/EU events, conferences, temporary and permanent working groups and experts' groups, as well as joint work with ETUC in this field;
- Engage actively in following up on European/EU policy on skills upgrading and skill forecasting;
- Cooperate further with ETUC on influencing the work of the EU institutions and agencies on VET;
- Continue project partnerships with ETUC on VET and apprenticeships;
- Pursue and seek active cooperation with other unions and professional organisations working in this education area;
- Monitor the implementation of the ETUCE Policy Paper on VET (2012)

## EI Priorities 2020-23

Status: Promoting and protecting the status and autonomy of the profession

## Actions:

- Continue informing and raising awareness among member organisations of the actions of the EU institutions and other relevant actors on VET and apprenticeships;
- Continue seeking opportunities for a project/project partnerships on VET and apprenticeships;
- Continue organising events/seminars on VET for member organisations
- Continue the partnership with ETUC in the field of VET, apprenticeships and skills in accordance with the ETUC Vienna Manifesto (2019) and continue active participation in the ETUC Committee on Education and Training.

**SCHOOL LEADERSHIP**

- Contribute to the development of European/EU policy on school leadership by advocating democratic and collaborative school leadership within schools to ensure a supportive working environment for teachers including their decision making role in their everyday work;
- Continue seeking opportunities for a project/project partnerships on school leadership such as the European Education Policy Network on Teachers and School Leaders;
- Seek further opportunities to contribute to European/EU events, conferences, temporary and permanent working groups and experts' groups in this field;
- Extend and engage in new cooperation with other trade unions, professional organisations and agencies working in this education area, e.g. with ESHA, EFEE;
- With a view to ascertaining the implementation of the recommendations, closely follow up on the implementation of the ETUCE Policy Paper on School Leadership (2012), including amongst other recommendations, the call for school leaders to be formally trained both as teachers and in leadership skills.

**EI Priorities 2020-23**

Status: Promoting and protecting the status and autonomy of the profession

**Actions:**

- Continue informing and raising awareness among Member Organisations on the actions of the EU institutions and other relevant actors in this field;
- Continue including school leadership as a transversal issue in future activities/events for member organisations.
- Promote peer learning, knowledge development and a common understanding on how social partners in education can contribute to effective school leadership in the frame of the European Sectoral Social Dialogue Committee with EFEE;

## HIGHER EDUCATION AND RESEARCH

- Advocate for the implementation of the European Pillar of Social Rights to ensure that high quality and inclusive higher education is a right for all and access to training to higher education staff is guaranteed.
- Pay special attention to internationalisation and modernisation of higher education, mobility, gender equality, university ranking, influence plans on graduate tracking, and advocate the importance of full qualifications in relation to discussions on micro-credentials, etc. when monitoring the implementation of the European Higher Education Area with a view to influencing European level/EU policies on higher education and research within the upcoming long-term EU education policy strategy and the Erasmus+ Programme;
- Further engage in the Bologna Process as active members of the Bologna Follow-Up Group with the aim of influencing the process;
- Further engage with the Council of Europe on higher education;
- Advocate for the improvement of quality in higher education and research with the help of a supportive environment;
- Continue the existing cooperation and seek new ways of cooperation with other trade unions, professional organisations and agencies working in this education area, e.g. with the E4 group;
- Exert influence in this policy field as a member of the European Quality Assurance Register for Higher Education (EQAR);
- Continue enhanced cooperation with the BFUG Stakeholders including the E4 group;
- Bring ETUCE's influence to bear on the adoption of the EU research policy initiatives, the implementation of the European Research Area Framework, and Horizon Europe Programme (2021-27);
- Monitor the work of the European Institute of Technology;
- Continue enhancing social dialogue on higher education and research;
- Aim to enhance influence on the devising of EU policies in this field by active representation in European level/EU events, conferences, temporary and permanent working groups and experts' groups in this field.

## EI Priorities 2020-23

Status: Promoting and protecting the status and autonomy of the profession

**Actions:**

- Continue with meetings and coordinate actions with the Standing Committee for Higher Education and Research (HERSC);
- Continue informing and raising awareness among Member Organisations on the actions of the EU institutions and other relevant actors in this field;
- Continue policy work and explore possible future joint activities with the Bologna Follow-Up Group;
- Continue shaping the future of the Bologna Process, the forthcoming Ministerial meetings, Communiqués and policy papers ;
- Follow up on the implementation of the policy papers and resolutions of ETUCE on higher education and research

## DIGITALISATION IN THE EDUCATION SECTOR

- Follow up on and monitor the implementation of the Policy Paper on the 21st century Teaching Profession and the Use of ICT at European and national levels;
- Monitor and follow up on policy and legislative developments with regards to the inclusion of artificial intelligence in education, in particular with regards to ethical and transparency aspects and data protection;
- Monitor and address the needs of teachers and other education personnel as well as education institutions regarding further enhancing the skills and competences in distance and remote teaching and learning, especially in the aftermath of the COVID-19 crisis;
- Further support and strengthen the role of education trade unions as professionals in the field of ICT use in education;
- As active members of the European Commission Thematic Working Group seek influence on the development of EU policies in this field and, with a view to preparing appropriate steps for action, continue to monitor the development of the Digital Agenda;
- Further explore the impact of new legislation on education personnel's access and ownership of digital copyrighted content;
- Further explore and monitor European level/EU initiatives linked to enhancing the potential of ICT (e.g. the Digital Education Action Plan) as a lifelong learning enabler with a view to supporting and actively engaging in shaping the discussion on the future world of work/education in particular following up on the lessons learnt in the COVID-19 crisis;
- Monitor the developments of the EU Digital Skills and Jobs Coalition and further explore opportunities to strengthen the collaboration of the coalition with ETUCE and its member organisations;
- Continue investigating, monitoring and informing on research on how ICT can support the development of digital skills and competences as well as addressing the risks and opportunities of digitalisation,
- Monitor and tackle the impact of digitalisation on privatisation and commercialisation of education, especially as regards the inherent risk of de-professionalisation of the teaching profession;
- Closely monitor the work carried out by the EU Joint Research Centre and Institute for Prospective Technologies Studies regarding the link to education and education trade unions;
- Further explore opportunities for cooperation and mutual learning with national teacher training institutions on how teachers are prepared for using ICT in their teaching;
- Continue ETUCE's active membership of various stakeholders' and European Commission fora and groups on ICT education, digital competences, etc;
- Monitor and actively contribute to the ETUC Working group on Digitalisation, in particular where education is concerned;
- Contribute and support the implementation of the Cross-sectoral Social Partner Agreement on Digitalisation in the framework of the work carried out on the future world of work/education;

### EI Priorities 2020-23

Status: Promoting and protecting the status and autonomy of the profession

## **Actions:**

- Explore funding opportunities to assist the implementation of the ETUCE Policy Paper on the 21st century Teaching Profession and the Use of ICT;
- Carry out a study to monitor the development of ICT in public education and teacher training and the involvement of education trade unions therein, in particular the rapidly evolving use of artificial intelligence in education, taking into account the experiences and lessons learnt due to the COVID-19 pandemic and its impact on education;
- Carry out, in the framework of the joint ETUCE/EFEE project 'e-Speed: European Social Partners in Education Embracing Digitalisation', a research study on national social partners in education good practices examples, concerns and views on the inclusion of digital tools in the education sector
- Provide targeted support to Member Organisations in the implementation of the EU Copyright Directive and its consequences for the education sector.

## EDUCATION AND ENVIRONMENT

- Promote and monitor the implementation of the ETUCE Resolution on education and environment for social change by further developing the policy approach regarding the role of education trade unions in Europe in addressing the issue at stake;
- Promote opportunities for exchange of experience and good practices regarding addressing climate emergency and environmental issues in education;
- Provide input to the European Commission's work on the European Green Deal and Just Transition from the perspective of the education sector;
- Support member organisations and education personnel in implementing the Sustainable Development Goals and principles of the European Pillar of Social Rights dealing with such topics as environmental awareness, climate emergency, sustainable environmental development, and others, in their daily work;
- Collaborate and cooperate with relevant actors on addressing climate emergency and environmental issues in the European region;
- Monitor and contribute from the education sector point of view to the work of ETUC on the European Green Deal and Just Transition;
- Launch the discussion on the role of social partners in contributing to the transition to green, sustainable, quality education that is capable of addressing future challenges in the framework of the European Sectoral Social Dialogue Committee in Education by addressing the overarching challenge of environmental sustainability;
- Support member organisations in exerting influence on their country's climate strategies and introducing environmental issues in teacher training;
- Inform member organisations about available teaching resources and research on education and environment.

### EU Priorities 2020-23

System: Promoting and protecting equitable, inclusive free quality education for all

### Actions:

- Design a policy on the role of education trade unions in Europe in addressing education and environment for social change;
- Seek opportunities for a capacity-building seminar/conference on the role of education trade unions in Europe in addressing education and environment for social change;
- Explore funding opportunities for an initiative on the role of education trade unions in shaping the future world of work and ensuring just transition in the aftermath of COVID-19 and in view of the climate emergency

## TEACHERS' EDUCATION

- Advocate for the implementation of the European Pillar of Social Rights to ensure that high quality and inclusive education is a right for all and access to quality and inclusive initial and continuous professional education and training for education staff is guaranteed.
- Advocate for the improvement of initial teacher education, induction phase and professional development of teachers;
- Continue influencing the EU education policy to ensure sustainable public investment in the teaching profession and teacher education;
- Follow up on the implementation of the Directive on Recognition of Professional Qualifications to ensure free movement of teachers in the EU while respecting national competence on teaching;
- Continue exerting influence on the development of EU policies in this field by seeking active membership of, and participating in, European level/EU events, conferences, temporary and permanent working groups and experts' groups in this field;
- Continue seeking to provide member organisations with a platform for cooperation on teacher training;
- Continue cooperation with other trade unions, professional organisations and agencies working in this education area;
- Discuss teachers' professional development within the European Sectoral Social Dialogue for Education according to the work programme of the ESSDE.

### Actions:

- Continue informing and raising awareness among member organisations on actions of the EU institutions in this field;
- Continue including teacher education as a transversal issue in future activities/events for member organisations;
- Continue seeking opportunities for a project/project partnerships on teacher education and the teaching profession;

### EI Priorities 2020-23

System: Promoting and protecting equitable, inclusive free quality education for all



## WORKING CONDITIONS , SOCIAL PROTECTION, HEALTH AND SAFETY

El Priorities 2020-23

Status: Promoting and protecting the status and autonomy of the profession

- Continue monitoring developments in EU legislation in areas such as:
  - Working time
  - Parental and care leave
  - Portability of supplementary pensions
  - Equal opportunities for women and men
  - Reconciliation of family and work life
  - Health and Safety, including public health
- Promote in the aftermath of the COVID-19 crisis the implementation of the European Pillar of Social Rights' Chapter dedicated to social protection (income and pension of elderly, unemployment benefits, etc.) and fair working conditions (secure employment conditions, fair wages, etc.) in cooperation with the ETUC and the other trade union federations, ensuring that teachers and other education personnel are included in such rights;
- Monitor and address the challenges specific to teachers and other education personnel resulting from the aftermath of the COVID-19 crisis with a view to alleviating the economic, social and health impact on the education sector and all those working in the sector;
- Continue to promote and work towards decent workplaces in education and the prevention of psychosocial hazards such as work-related stress, violence and harassment at national level and at European level with EFEE in the European Sectoral Social Dialogue Committee, according to the agreed Work Programme;
- Promote health and well-being of education personnel by following up on the ETUCE Action Plan on the Prevention of Work-Related Stress;
- Further expand the partnership with the European Agency for Health and Safety at Work within the present and future campaigns on Healthy Workplaces, such as on Healthy Ageing;
- Advocate for a renewed and ambitious European Commission Strategic Framework on Occupational Health and Safety post-2020 with a view to improving the prevention of psychosocial hazards in the workplace;
- Follow up on the revised ETUCE Action Plan on Preventing and Tackling Violence in Schools by promoting the prevention of third-party violence and of cyber-harassment in education;
- Continue ETUCE's active representation in the ETUC committees and working groups in this field;

- Continue ETUCE's active membership of the steering committee of the European Network on Education and Training in Occupational Safety and Health (ENETOSH) and monitor further developments in the international network on integration of health in education;
- Follow-up the RESAVER initiative and other pan-European pension plans of the European Commission on researchers' and other education personnel's European pension fund.
- Further explore emerging occupational health and safety risks in the education sector, in particular due to new technologies and the changing world of work.

### **Actions:**

- Seek funding possibilities for a project on healthy and safe workplaces in education with a view to furthering the implementation of the joint ETUCE/EFEE guidelines on Social Partners Promoting Decent Workplaces in Education;
- Explore the possibility to develop a study with a view to monitoring and assessing the implementation at national and regional levels of the joint ETUCE/EFEE guidelines on Social Partners Promoting Decent Workplaces in Education;
- Raise awareness among ETUCE Member Organisations on the OiRA tools for early childhood education and secondary education, and explore together with EFEE the possibility to create online risk assessment tools for further sectors in education, in particular in the framework of the joint 'OSH4Edu' project
- Encourage research on teachers' pay, employment terms and working conditions, e.g. with a Eurydice/Eurostat survey on teachers' working conditions including the development of status indicators;

## SOLIDARITY

- Assist member organisations in relation to negotiations/conflicts with governments/employers and other relevant actors in the field of education, fundamental human rights and trade union rights, etc. on request of the member organisations;
- Monitor and inform member organisations about EU Neighbourhood policies and the EU Strategy for Central Asia regarding education goals which have an effect on ETUCE member organisations;
- Contribute to the development and cooperation among ETUCE member organisations;
- Carry on liaising with relevant actors, e.g. ETUC, in addressing issues of trade union rights and human rights with a view to further supporting ETUCE member organisations;
- Continue fostering cooperation with the Pan-European Regional Council (ITUC-PERC);
- Further promote cooperation with ILO/ACTRAV Europe and Central Asia;
- Monitor and inform member organisations on other relevant policies and activities governed by other European actors (e.g. the European External Action Service (EEAS));
- Continue supporting member organisations, upon their request, with solidarity letters/protest letters to their respective governments or social partners;
- Continue organising missions to support member organisations in cases of conflict (e.g. fact finding, awareness raising, coordinated and joint conflict solving, etc.);
- Continue organising broader campaigns to bring issues arising from conflicts to the attention of member organisations and relevant stakeholders and to increase the support to member organisations concerned by ongoing problems;
- Continue the work in the Central Eastern European Network with a view to further promoting member organisations capacity -building and mutual exchanges in the region.

### EU Priorities 2020-23

Rights & Democracy: Promoting and defending democracy, human and trade union rights

### Actions:

- Explore opportunities for new project applications to support member organisations in the improvement of national industrial relations in education;
- Support the implementation of projects among ETUCE member organisations;
- Explore and build relations with relevant stakeholders to strengthen member organisations' involvement in monitoring, consulting and implementing EU policies affecting their national education systems;

## HUMAN AND TRADE UNION RIGHTS ISSUES AND DEMOCRACY

- Continue promoting human rights and trade union rights for sustainable democratic societies in Europe;
- Continue monitoring and informing Member Organisations on developments that have an impact on democratic citizenship education in the European region;
- Continue monitoring, raising awareness of, as well as sharing information amongst member organisations on, issues related to trade union rights, including the violation of trade union rights and freedoms;
- Continue defending member organisations' rights to freedom of association and the right to collective bargaining;
- Continue advocacy for respect for and implementation of labour rights recognised at international, European and national levels;
- Provide information on activities regarding democratic citizenship education at European level (e.g. European Citizens' Initiative, Europe for Citizens Programme);
- Provide input to the European Commission's work on democratic citizenship and on the implementation of the Paris Declaration through the ET 2030 Thematic Working Groups;
- Continue monitoring and providing information on activities and studies carried out and commissioned by the Council of Europe where relevant;
- Continue promoting education as a human right for all, regardless of students' gender, sexual orientation, abilities and educational needs, economic status, ethnic origin, language, religion, and/or migratory and citizenship status;
- Monitor the impact and development of the implementation of the EU Action Plan on Human Rights and Democracy 2020-2024;
- Continue building the capacity of member organisations to support teachers and other education personnel with tools and methods to deliver and practice democratic citizenship education;
- Continue building and support enhancing member organisations' capacities in the field of basic trade union rights.

### El Priorities 2020-23

Rights & Democracy : Promoting and defending democracy, human and trade union rights

### Actions:

- Seek funding opportunities to continue supporting member organisations and their affiliates in promoting democratic citizenship and human rights education;
- Continue addressing the topic of democratic citizenship and human rights education in the ETUCE Standing Committee for Equality and the European Sectoral Social Dialogue Committee for Education;
- Promote the implementation of the ETUCE-EFEE-ESHA Joint Statement on Citizenship Education & EU Common Values at European, national and local level.

## EQUALITY, DIVERSITY, AND INCLUSION

- Implement the ETUCE Action Plan on Equality, Diversity and Inclusion on its adoption at the ETUCE Conference and promote it among member organisations;
- Promote concrete measures to implement the updated ETUCE Action Plan on Gender Equality and regularly monitor its implementation through the work of the ETUCE Standing Committee for Equality, ETUCE Committee and Status of Women Committee;
- Continue monitoring and lobbying the European Commission on EU inclusion and equality policies (migrants, refugees, Roma, socio-economically disadvantaged and vulnerable groups, LGBTI people, etc.) taking into account the intersectional dimension of many inequalities where multiple forms of discrimination take place, and seek to influence the European Commission's work;
- Advocate for support to education personnel who are facing more diverse and heterogeneous approaches;
- Closely follow up and inform the ETUCE member organisations on developments at European level on education opportunities for migrants, refugees, socio-economically disadvantaged, vulnerable and ethnic minority children;
- Support member organisations and education personnel in dealing with and managing the integration of migrant and refugee children, young people and adults in education;
- Closely review future developments regarding the EU Strategy on Gender Equality 2020-2025 with a view to monitoring its impact on education and the teaching profession and thus following up on the implementation of the Sustainable Development Goals 4 and 5;
- Regularly report to member organisations on future developments in relation to the Council Directive on implementing the principle of equal treatment and the implementation of the Beijing Platform for Action;
- Continue monitoring the work of the Council of Europe related to equality and inclusion;
- With a view to keeping member organisations up-to-date, regularly review future developments in relation to both the Directive on anti-discrimination outside employment and the Directive on work-life balance;
- Support member organisations and education personnel in addressing and promoting equality and inclusion through social dialogue and collective bargaining at national, regional, as well as at European level;
- Continue the cooperation with ETUC on equality and inclusion issues (e.g. gender equality, migration) as well as in such areas as women in trade unions, women in leadership and decision-making positions, equal pay, violence against women, inclusion of migrants in the labour market, etc.;

### El Priorities 2020-23

Rights & Democracy: Promoting and defending democracy, human and trade union rights

- Continue active membership in the Fundamental Rights Platform of the EU Fundamental Rights Agency and cooperate with other relevant actors on equality and inclusion topics;
- Monitor the impact of, and the development of, the implementation of the new EU Disability Strategy 2021 - 2030 and contribute to the evaluation and follow-up of the strategy;
- Monitor and inform member organisations about the work carried out by the European Agency for Special Needs and Inclusive Education;
- Continue strengthening the co-operation with the European Institute for Gender Equality with a view to enhancing opportunities for further action.

### **Actions:**

- Explore opportunities for new project applications and ad-hoc training activities to accompany the implementation of the ETUCE Action Plan on Equality, Diversity and Inclusion, and the ETUCE Action Plan on Gender Equality, as well as the recommendations from the Standing Committee for Equality;
- Continue addressing the topic of inclusion and equality in the European Sectoral Social Dialogue Committee for Education and joint initiatives with education employers;
- Develop and promote the implementation strategy for the ETUCE Action Plan on Equality, Diversity, and Inclusion;
- Develop and continue updating the ETUCE Online Database of Good Practices from member organisations on promoting equality and inclusion;
- Promote the implementation of the ETUCE-EFEE-ESHA Joint Statement on Inclusive Schools within the Context of Diverse Societies and the ETUCE-EFEE Statement on Multiculturalism, Democratic Citizenship and Social Inclusion in Education, at European, national and local level;
- Promote the implementation of the ETUCE/EFEE Joint Practical Guidelines on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social initiatives at national, regional and local level, as well as lobby for building an European-wide Quality Framework for the effective inclusion of migrants and refugees;
- Promote opportunities for the exchange of good practices regarding anti-discrimination and education;
- Continue exchanging experiences with other EI Regions on issues concerning equal opportunities.

## SOCIAL DIALOGUE

- Continue working towards the strengthening and improvement of the structures within the European Sectoral Social Dialogue in Education (ESSDE);
- Continue working towards the improvement of linkages between the national and European levels of education social dialogue;
- Continue working on building the capacity for social dialogue especially in countries where social dialogue and collective bargaining have been weakened in the aftermath of the economic crisis or with a more recent social dialogue tradition;
- Analyse trends in social dialogue and collective bargaining in education across Europe;
- Continue working towards the implementation of the European Pillar of Social Rights, especially with reference to the right nr. 8 on social dialogue, to ensure the involvement of education personnel through their trade unions in all matters relevant to them;
- Agree with EFEE on joint documents in the form of agreements, recommendations, declarations or other instruments on the basis of the agreed Work Programme within the ESSDE;
- Continue work to reach an agreement on a possible ETUCE and EFEE Framework of Action on the Attractiveness of the Teaching Profession;
- Implement EU Social Dialogue on the basis of the agreed Work Programme;
- Develop the Sectoral Social Dialogue Committee for Education work programme for the following years;
- Support ETUCE member organisations to coordinate nationally with a view to appointing one delegate for the ESSDE (new EU member states);
- Continue the national level lobbying with member organisations to improve the employers' representation at national and EU level;
- Continue lobbying at European and national level to improve the visibility of the ESSDE;
- Support EFEE in pursuit of the improvement of its Higher Education representation;
- Use the political benefit of the EU Sectoral Social Dialogue Committee for Education to strengthen social dialogue in countries outside the EU/EFTA;
- Continue representation in cross-sectoral social dialogue meetings together with the ETUC;
- Continue representation in the different ETUC committees related to social dialogue;
- Continue representation in other related working groups or meetings;
- Explore further opportunities to continue implementing the ETUCE Resolution on Social Dialogue and Collective Bargaining at European Schools.

### EI Priorities 2020-23

Status: Promoting and protecting the status and autonomy of the profession

## **Actions:**

- Apply for new joint ETUCE/EFEE projects on one of the ESSDE Work Programme topics;
- Continue to promote social dialogue capacity building at European and at national level;
- Continue to organise high-level Social Dialogue seminars for Member Organisations;
- Continue to participate in European cross-sectoral social dialogue events such as the Liaison Forum Meeting, different social dialogue working groups, networking meetings for project promoters, etc.
- Continue to exchange information and experience with other sectoral social dialogue committees;
- Continue to work on improved transparency and knowledge on national and European education social dialogue issues;
- Continue to work on issues concerning European Schools;
- Seek opportunities for a joint project to establish a process with a view to reaching a framework of action with EFEE on the attractiveness of the teaching profession.



## TRADE UNION RENEWAL

- Continue working towards strengthening the main features of democratic union renewal at all levels including by improving the participation of the under-represented, including young people; by organising around professional as well as industrial issues; and around ideas on key issues such as education funding and the value of public education systems;
- Develop and promote the implementation strategy for the ETUCE Action Plan on Organising and Renewal;
- Raise awareness on the main challenges and attacks on education trade unions and their members originating in the wider context of deregulation and fragmentation of education personnel and of society;
- Support member organisations to continue developing the skills and capacities of members through professional training and trade union education;
- Support member organisations in building union capacity in workplaces through union education practices.
- Identify and facilitate opportunities to share knowledge, expertise and practices in relation to trade union renewal;
- Monitor and analyse tendencies in education trade union membership composition, working conditions and trends in industrial relations;
- Encourage initiatives in areas which are a priority in ETUCE actions (e.g. privatisation, employment terms, etc.) to link policies with organising efforts;
- Seek cooperation with the broader union movement and other community groups to build awareness and support on wider challenges and to amplify the call for public investment, quality education and solidarity;
- Use campaign opportunities to formulate clear demands on issues that are relevant for teachers and other education personnel, and their trade unions;

### EI Priorities 2020-23

Renewal: Renew, strengthen and grow inclusive membership

### **Actions:**

- Explore new funding opportunities for projects and training activities to accompany the implementation of the ETUCE Action Plan on Organising and Renewal, including establishing an expert group of education trade unions to analyse the process of renewal from an education trade union perspective;
- Promote networking and knowledge sharing among ETUCE member organisation to build a collective capacity for trade union renewal through dedicated meetings;
- Set up an on-line platform including a database/compendium of good practices on trade union renewal to facilitate interactions among ETUCE member organisations on trade union renewal
- Seek funding opportunities for a workshop on trade union renewal;
- Consider an event/meeting/conference on organising young teachers and educators within education trade unions;
- Develop communication strategies and material on relevant trade union topics for member organisations around specific campaign days or events;
- Provide ETUCE member organisations with updated research and analysis on working conditions in the education sector, including the challenges facing teachers, academics and other education personnel as well as education trade unions;
- Develop a set of resources (toolkit) with working materials to support trade union education, learning, and strategic organising at national, regional or local level.

## YOUNG MEMBERS

- Promote the implementation of the ETUCE Resolution on Education Trade Unions and Youth
- Raise awareness on existing practices of education trade unions with young members among ETUCE member organisations with a view to inspiring and encouraging member organisations to organise young members and to strengthening their capacity therein;
- Promote the importance of involving young members in addressing issues, such as the Sustainable Development Goals and the climate emergency;
- Analyse and monitor policies at European level on issues related to the work with young members;
- Further explore and build cooperation with other relevant actors (e.g. Friedrich-Ebert-Stiftung) on trade unions and youth
- Continue monitoring and informing member organisations about the developments in the ETUC Youth Committee;

## EI Priorities 2020-23

Renewal: Renew, strengthen and grow inclusive membership

## Actions:

- Collect and share information on good practices of member organisations' work with young members among other member organisations;
- Explore possible funding opportunities for an initiative in this field, regarding developing guidelines with and for education trade unions on young members and their role within the union to encourage young members to remain in the teaching profession and to inspire them to become active trade union members;
- Further build member organisations' capacity on working with young members;
- Consider creating a platform/on-line forum dedicated to the promotion of trade union work with young members;
- Explore possible cooperation with other trade union federations on this topic.

## EUROPEAN PROJECTS

- Continue developing and carrying out projects to support member organisations in the implementation of the ETUCE work programme where applicable and convenient, in relation to possible EU funding and other relevant funding opportunities;
- Continue exploring funding opportunities for EU and other funds to support the implementation of the work programme.
- Monitor and continue providing information to member organisations concerning the new generation of funding programmes and schemes for 2021-2027 and after;
- Provide information to member organisations on the extended national possibilities for education projects funded by the European Social Fund (ESF), advising on models of cooperation with national ministries;
- Inform member organisations about funding opportunities within the European Union and with other European/international organisations;
- Provide information to strengthen ties between member organisations and National Programme Agencies;

El Priorities 2020-23

All El priorities

## GOVERNANCE, ADMINISTRATION AND COMMUNICATION

- Build on existing ETUCE approaches to communications to make ETUCE more known among relevant audiences and develop a range of tailored methods which:
  - increase the impact of ETUCE's political advocacy and projects;
  - strengthen ETUCE and build solidarity between ETUCE member organisations;
  - influence broader political and social debates in ways that support the positions and values of ETUCE, member organisations and the trade union movement;
- Increase the reach of ETUCE communications by:
  - identifying and building relevant target audiences;
  - attracting more social media followers;
- Develop a productive ETUCE Communicators' Network with relevant staff in member organisations to increase through improved cooperation and two-way information sharing, the reach and impact of ETUCE messages and to amplify the voice of member organisations;
- Continue developing the ETUCE website as an attractive and dynamic channel which presents ETUCE's political positions and on-going work;
- Develop and implement methods to meaningfully track and evaluate the impact of ETUCE communications;
- Continue offering information sessions for study delegations from ETUCE member organisations;
- Continue to publish and update:
  - ETUCE Website
  - ETUCE Newsletter and Press Releases
  - ETUCE Reports.

El Priorities 2020-23

All El priorities





