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3rd Plenary Meeting of the European Sectoral Social Dialogue in Education

The social partners also discussed the future Work Programme 2012-2013 of the ESSDE. Mandate was given to the ESSDE Steering Committee to adopt a programme building on the Plenary's input regarding the following issues: occupation diseases, work-related stress ; a common definition of public and private education and the continuous promotion of social dialogue in education at national level.

[Read more >>>](#)



Stress project Final Conference: Work-Related Stress, Berlin 17-18 November 2011

With the presentations of the results from the European-wide survey amongst teachers the Work-Related Stress project entered its final phase the Final Conference in Berlin. The project "Teachers' work-related stress: European-wide Survey" that initiated in December 2010 has centered around a European-wide survey conducted in May and June 2011 inviting 700 schools and their respective teachers from all over Europe to participate.

[Read more >>>](#)



Strike in the Public Sectors in the UK

Protesting against the austerity measures decided by the government, the workers from all public sectors in the United Kingdom went on strike the 30 November 2011. The strike was voted by a large majority in all the unions and was an impressive success, especially for the education sector where 90% of public schools were closed.

[Read more >>>](#)

Dates to remember:

19/01/2012 : School Leadership Working Group, BXL

25/01/2012 : SD Working Group 1, Brussels

20-21/02/2012 : ECE Conference, Budapest

27/02/2012 : ETUCE Bureau meeting, BXL

8-10/03/2012 : ETUCE-ETUI seminar on VET

ETUCE Actions

ETUCE Committee: Focus on the economic crisis

The ETUCE Committee takes action against austerity

With the consequences of the economic crisis on education as a main theme, the ETUCE Committee gathered in Brussels on 10-12 October. During the summer 2011, the crisis has entered a new phase in Europe, putting the Euro zone at risk of collapse. The distrust towards the national credit reliability has spread in several countries. As a result, the “Troika” composed of the European Commission, European Central Bank and the International Monetary Fund is pressuring these countries to adopt austerity measures cutting deeply into their public investment in education. The Committee adopted two statements, on the consequences of the economic crisis as well as on the situation in Greece. Further to the Committee meeting, the ETUCE participated in the demonstration in Spain on 21 October and issued a statement supporting the upcoming general strike in Portugal. The Committee also agreed to organise a Special ETUCE meeting for which members of the European Parliament and the European Commission will be invited to discuss the impact of the crisis and how to promote and implement the alternative solutions to austerity. This meeting will be held in Brussels on 20th of January. The ETUCE continues to closely monitor the political and economic developments in relation to the crisis and to provide support to the member organisations struggling against austerity policies.



Strike in the Public Sectors in the UK

Protesting against the austerity measures decided by the government, the workers from all public sectors in the United Kingdom went on strike the 30 November 2011. The strike was voted by a large majority in all the unions and was an impressive success, especially for the education sector where 90% of public schools were closed. All the observers agree that the 30 November strike has been the most important industrial action movement in the UK since the 1980's. Many teachers and school leaders participated in the strike and demonstrations for the first time in their career. Opinion polls have showed that the strike movement received wide support amongst the public. The ETUCE has sent a support message to its member organisations in the UK, hoping that the strike in the UK public services will be part of a successful resistance to irresponsible policies all over Europe.

The ETUCE Status of Women Committee discusses European priorities for the EI Gender Equality Action Plan

On 10 October the ETUCE Status of Women Committee, composed of all female members of the ETUCE Committee, met in Brussels. The Committee evaluated the ETUCE Standing Committee for Equality (May) and the Women's Caucus at the EI Congress in Cape Town (July), and discussed the new ETUCE Project on gender stereotypes in education and the labour market.

Furthermore, members deliberated which priorities for the Global EI Gender Equality Action Plan are of particular importance for the European Region and concluded on: Sufficient provision of public, affordable and quality early childhood education is a condition for women's participation in society and in the labour market. The low status of the teaching profession is a problem particularly for women, representing the vast majority of early childhood- and primary teachers in

Europe and most other parts of the world. Overcoming stereotypes is an important precondition for empowering women and men, and for creating awareness of equality problems in unions, education and society. More women in union leadership are an important step towards reacting appropriately to equality concerns in current developments.

The Committee highlighted that particular attention must be given to the global economic downturn, threatening women's employment and welfare. Unions need to focus lobbying efforts on fending off cuts to public services, and on supporting women's employment.



Third-Party Violence - Multi-Sectoral Final Conference

On 27 October 2011 representatives from the European Social partner organisations ETUCE, EFEE, EPSU, UniEuropa, CEMR, CoESS, EuroCommerce and HOSPEEM gathered in Warsaw on the premises of Związek Nauczycielstwa Polskiego (ZNP) for the closing event of the multi-sectoral project on the prevention of third-party violence.

Alongside good practice examples from Poland and the involved sectors, Małgorzata Milczarek from the European Agency for Occupational Health and Safety presented concrete measures to address third-party violence. In her concluding speech Nadia El Haggagi from the European Commission welcomed the social partners' initiative and encouraged them to take further steps for the joint implementation of the multi-sectoral guidelines on third-party violence.



Stress project Conference: Work-Related Stress, Berlin 17-18 November 2011

With the presentations of the results from the European-wide survey amongst teachers the Work-Related Stress project entered its final phase the Final Conference in Berlin. Representatives from European education trade unions from ETUCE member organisations in the EU/EFTA and candidate countries and employers in education gathered in Berlin 17-18 November for the Final Conference in the Work-Related Stress III project.

The project "Teachers' work-related stress: European-wide Survey - Assessment, Comparison and Evaluation of the Impact of Psychosocial Hazards on Teachers at their Workplace in the EU" that initiated in December 2010 has centred around a European-wide survey conducted in May and June this year inviting 700 schools and their respective teachers from all over Europe to participate.

Dr Nübling, from the research institute Freiburg Research Centre for Occupational and Social Medicine, was the researcher in charge of conducting the survey and presented the results at the Final Conference. "The ETUCE survey found fields of special stressors for teachers when compared to other professions" Dr Nübling said. Nübling concluded that, if teacher unions and education employers jointly tackle teachers' workload, workplace risk assessment results could be improved easily.

Furthermore, ETUCE members from Latvia, the UK and France each presented a best-practice example on how their union is combatting stress. The Advisory Group of the project will meet once more in December after which the project brochure will be published alongside an ETUCE Policy Paper outlining the outcomes of the project, as well as the future work of ETUCE and its member organisations. (www.edu-osh.eu)

3rd Plenary Meeting of the European Sectoral Social Dialogue in Education

The 3rd Plenary session of the European Sectoral Social Dialogue in Education (ESSDE) was held in Brussels on the 18th of October 2011. Both sides of the social partners were well represented. The Plenary started with a keynote speech by George Zissimos, a former teacher trade-union leader in Cyprus, now a member of the Commissioner for Education and Culture Andréa Vassiliou's cabinet. Mr Zissimos said that the DG Education and Culture will continue to stress the importance of substantial investments in all levels of education, especially in a time of economic crisis to the EU member states. For that purpose, DG EAC is advocating for member states to increase their investments by 73% from 2014 to 2020. He also informed that the Commission will issue a Communication aimed at supporting three key professions for the education sector: teacher, school leader and educators of teachers.

The current and future joint projects of the ETUCE and its partner at the EU level the European Federation of Education Employers (EFEE) were presented. While projects on work-related stress and school leadership are currently in their final stages, the projects on recruitment and retention in the education sector; on third-party violence in schools and on the use of ICT to tackle early school leaving are only just starting. Two other projects, on self-evaluation in education and on the feasibility of a European Skill Council for Education are expected to start during 2012.

The social partners also discussed the future Work Programme 2012-2013 of the ESSDE. Mandate was given to the ESSDE Steering Committee to adopt a programme building on the Plenary's input regarding the following issues: occupation diseases, work-related stress (possibility of a sectoral agreement); a common definition of public and private education and the continuous promotion of social dialogue in education at national level.

The Reports from the ESSDE Working Groups were given to the Plenary (see the precedent edition of the ETUCE newsletter for details).

The plenary ended with a session on the current process of revision of the Directive 2005/36/EC on Professional Qualifications. Both the ETUCE and EFEE expressed reservations on the draft text presented by the Commission during the consultation period.

Gender project 2011: 1st Advisory Group meeting ZNP Equality Conference



Source: www.groen.be

The ETUCE has successfully applied for a project grant from the European Commission to continue its work on promoting gender equality. The one year project will start in November 2011.

The ETUCE gender project with the title "Teacher trade union actions challenging gender stereotypes and gender segregation in the labour market" strives to exploit the potential of the education sector to overcome gendered discrimination in the labour market with a view to promote not only more gender equality in the teaching profession itself but to also trigger a change that will lead to a more gender equal future labour market.

The project will be carried out in collaboration with five ETUCE Member Organisations from five different countries represented by SEB (Bulgaria), SNES-FSU (France), GEW (Germany), FLC-CGIL (Italy), and the ZNP (Poland).

The first Advisory Group meeting will be held in Brussels on 24 November 2011 to plan the project activities, such as the forthcoming Peer Learning Activity and Training Seminar. Both project activities will closely involve teacher trade unionist in charge of gender equality issues, with the

For more detailed info on the ETUCE gender project:
http://etuce.homestead.com/ETUCE_2010_Projects.html

aim to identify and examine different national contexts in Europe regarding gender inequality in the labour market and in the education system. Another central aim will be to raise the participants' awareness of gender mainstreaming and on how to improve gender sensitive education with a view to reduce gender stereotypes in students' choice of career paths.

With the adoption of the ETUCE Action Plan on Gender Equality in 2010, the ETUCE committed itself to take relevant accompanying actions on gender equality at European level, to involve national member organisations more proactively in gender equality. The current gender project will contribute to achieving at national level and at European level the goals set in the Action Plan.



New project on ICT in Education: 1st Advisory Group meeting organised in Brussels

With the purpose to identify how ICT and innovative teaching based on ICT can assist in motivating/re-attracting individuals at risk-of exclusion from formal education back to school, ETUCE commenced a new project in November this year!

The project entitled "Teacher Unions preventing early school leaving through the use of ICT in education" is a 2 1/2-year long programme and pays special attention to the rising number of young people in Europe leaving school with lower secondary education or earlier. Early school leaving deprives these young people of the possibility to engage in lifelong learning and leads to a higher risk of youth unemployment. The project will explore best practices that encourage digital/transversal competences and investigate the pedagogical support and learning opportunities that are needed to better adapt education to the 21st century knowledge society.

The project is managed through a partnership of representatives from AOb, OZPŠaV, OLME, FNE and GL¹, together with the ETUCE. Furthermore, a member of the Azerbaijani union AITUCEW² as well as a member from the Russian ESEUR³ will support the work of the Advisory group. The project coordinator, Hans Laugesen from GL, two experts specialised in ICT in education and the social impact of ICT in education, will help to implement the project and are responsible for the research outcomes of the project.

The first Advisory Group meeting took place on 5 December 2011.

Recognising the teaching profession abroad

ETUCE has been closely monitoring the revision process of the Directive on Recognition of Professional Qualification (2005/36/EC) including the idea of the European Commission directorate General for Internal Market to issue a so-called Professional Qualification (or Mobility) Card. Two conferences on this topic were organised by the European Commission last autumn. The Single Market Forum (03-04 October, Cracow, Poland) introduced the Cracow Declaration, as a conclusion of the conference, which unfortunately fails to mention the importance of the provision of quality of service of abroad work.



Read the Declaration:

http://ec.europa.eu/internal_market/top_layer/docs/simfo-declaration-op-conclusions_en.pdf

¹ Algemene Onderwijsbond (AOb), Trade Union of Workers in Education & Science (OZPŠaV), Federation of Secondary School Teachers of Greece (OLME), Federação Nacional dos Sindicatos da Educação (FNE), Gymnasieskolernes Lærerforening (GL)

² Independent Trade Union of Education Workers of the Azerbaijan

³ Education and Science Employees' Union of Russia

"Study evaluating the Professional Qualifications Directive against recent educational reforms in EU Member States" :

http://ec.europa.eu/internal_market/qualifications/policy_developments/evaluation_en.htm

The European Commission has also investigated the best tools to compare the studies, qualifications of those who want to practice their profession in another country. It published a "Study evaluating the Professional Qualifications Directive against recent educational reforms in EU Member States", which was presented in a conference in Brussels on 7 November.

The result of the study is that the Competent Authorities of the Member State, which are in charge of recognising foreign qualifications and professional titles, answered that they could benefit from knowing the National Qualifications Framework (NQF) level, the type of degree according to the Bologna three-cycle (BA, MA, PhD) and the ECTS credits of the applicant who require recognition of his/her qualification. However, even though comparison based on these criteria would be included in the Directive replacing the recent regime (comparison based on the length of the studies), the Competent Authorities agree that they have to consider many other criteria when taking a decision on recognising teachers' qualification.

ETUCE believes that the recognition of qualifications should be facilitated but it must compare several requirements of the education system in both host and home country. Therefore, a simple format of a Professional Qualification/Mobility Card including only little information on the qualification of the applicant will not be sufficient to facilitate the recognition.

Commissioner for Internal Market and Services Michel Barnier who opened the conference, revealed a softened approach of the European Commission on the regulation of professions, which is a key element in the debates on the revision of the Directive. EP member Emilie Turunen (Denmark) highlighted that quality of education; right of traditional educational planning must be respected while facilitating the mobility of the EU citizens by the Directive.

Reports on meetings



Good Practices in Gender Mainstreaming: Towards Effective Gender Training Conference organised by the European Institute for Gender Equality (EIGE)

On 28 November 2011 representatives from institutions commissioning gender training, practitioners and users of gender training at Member State, European and international levels as well as other stakeholders met in Brussels to discuss and exchange good practices on gender equality training. Experiences of international actors in gender training were provided from the Directorate General Research & Innovation, Directorate General Development & Cooperation and the UNESCO Gender Equality eLearning Programme. National good practices were provided from Spain (Andalusia) on Gender Budgeting, Austria on Gender Agents and from Sweden on Gender Mainstreaming. The main aspect in all presentations was that gender training needs to address in particular leadership and management of organisations and businesses. Models of gender mainstreaming were most successful where the leadership supported the approach.

To download the presentations and conference material:
<http://www.eige.europa.eu/content/event/good-practices-in-gender-mainstreaming-towards-effective-gender-training>

Russian teachers against violence

From 30 October to 3 November, the Education and Science Employees' Union of Russia, ESEUR, organised in Moscow, in cooperation with the ETUCE and the Moscow Pedagogical University, an international conference: "Violence in Educational Environment : origins, tendencies, possible ways of overcoming".

The President of ESEUR, Galina Merkulova, pointed out that it is necessary for Russia to deal with this growing problem instead of trying to hide it. This problem is becoming increasingly important in Russia; a tendency that was confirmed by several expert interventions during the day. The ETUCE European Director, Martin Rømer, addressed the conference and outlined the ETUCE positions on violence in schools.

During a group work in the afternoon, many suggestions from the 200 participants on how ESEUR could address the problems were made and the recommendations and demands to the Russian Education Ministry were drafted

NEWS



Encyclopedia on National Education Systems in Europe

The European Commission launched the Eurypedia, the new Encyclopedia on National Education Systems in Europe in November.

Aiming at providing the most accurate picture of the education system organisations and reforms in Europe, including among other things teachers, education levels, organisation, funding, quality assurance, Eurypedia offers a comprehensive description of 38 European education systems and policies by education level and topic. The database is regularly updated by the Eurydice Network. Based on wiki technology, it involves education experts and national ministries responsible for education from across Europe.

<http://eacea.ec.europa.eu/education/eurypedia>



Mobility Partnership between the European Union and Armenia

The EU agreed with Armenia concerning education on to implement pre-departure training, especially in the area of vocational education and training and language training. The agreement also include promoting or establishing exchange programmes and joint programmes in the area of vocational education and training and higher education, including academic and professional mobility schemes in accordance with the Bologna Process Ministerial Communiqués. They will establish and strengthen schemes for recognition of academic and professional qualifications; taking into account the Lisbon Convention on Recognition of the Qualifications Concerning Higher Education in the European Region.

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/jha/125698.pdf

Social and Economic Conditions of Student Life in Europe : Eurostudent report

This new Report includes statistics on transition into higher education, social make-up of national student population, characteristics of national student populations, types and modes of study, time budget for studies and employment, students' resources, students' expenses, housing situation, student mobility Students' assessment of their studies and future plans.

http://www.eurostudent.eu/download_files/documents/EIV_Synopsis_of_Indicators.pdf



Women and the Economy EIGE Report

A new report from EIGE entitled "Review of the Implementation of the Beijing Platform for Action in the area F: Women and the Economy. Reconciliation of Work and Family Life as a Condition of Equal Participation in the Labour Market) concludes that women's prospects to a balanced working and family life is still hindered by the fact that women still are the primary caretakers of children and the elderly.

<http://www.eige.europa.eu/sites/default/files/EIGE%20Report%20-%20Review%20of%20the%20Implementation%20of%20the%20Beijing%20Platform%20for%20Action%20in%20the%20area%20F%20Women%20and%20the%20Economy.pdf>

Pay developments – 2010 : EIRO report

The report provides information on pay differentials between men and women still amounted to 17.1% in the EU27 in 2009 according to preliminary data from Eurostat.

<http://www.eurofound.europa.eu/docs/eiro/tn1109060s/TN1109060S.pdf>



Respect for and protection of persons belonging to minorities 2008-2010 - FRA Report

The latest Fundamental Rights Agency (FRA) report provides evidence that discrimination on grounds of gender, racial or ethnic origin, language, religion or belief, disability, age or sexual orientation still persists, especially in schools. In 2012 the European Commission will assess the Racial Equality Directive (2000/43/EC) through reports from Member States, and if it is necessary it will propose amendments to update the directive.

http://fra.europa.eu/fraWebsite/attachments/FRA-Report-Respect-protection-minorities-2011_EN.pdf

50th Anniversary of the European Social Charter

Adopted in 1961 and revised in 1996, the Charter celebrates in 2011 its 50th anniversary. The European Social Charter is a Council of Europe's treaty (www.coe.int) guaranteeing basic social and economic rights which concern all individuals. On the occasion of this anniversary, two publications related to the treaty have been published:

'The Social Charter at a glance' (EN-FR)

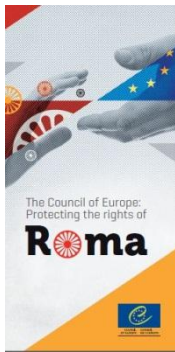
http://www.coe.int/AboutCoe/media/interface/publications/charte_sociale_en.pdf; and

'50th Anniversary of the European Social Charter' (EN-FR-DE-RU-IT)

http://www.coe.int/AboutCoe/media/interface/publications/charte_sociale_50e_en.pdf

Hard copies can be ordered for free at the following address: docrequest@coe.int

To read more about the European Social Charter, we refer you to the dedicated website: http://www.coe.int/t/dghl/monitoring/socialcharter/default_EN.asp?



CoE Factsheets “Protecting the rights of Roma”

The Council of Europe has recently published factsheets ‘Protecting the Rights of Roma’. This brochure is aimed at combatting the marginalisation of the Roma people and to contribute to their full integration into society, the key to this being the education of both Roma and non-Roma. Although the Roma are the largest minority in Europe, few are the ones who know about the history and culture of the Roma nation.

This publication is available in English and French:

http://www.coe.int/AboutCoe/media/interface/publications/roms_en.pdf

http://www.coe.int/AboutCoe/media/interface/publications/roms_fr.pdf

Hard copies can be ordered free of charge at docrequest@coe.int

For more information on Roma issues: <http://www.coe.int/lportal/web/coe-portal/roma>



New Eurydice reports on mathematics and science education

Mathematics and science skills are essential for everyone, however students' achievement levels in both disciplines are relatively low.

Concerns about achievement levels have led to the establishment of an EU-wide benchmark in basic skills, which should lead to the reduction of the number of 15-year olds with insufficient abilities in reading, mathematics and science to less than 15 % by 2020.

In this context, the Eurydice network published two new reports on the state of mathematics and science education in Europe:

[Mathematics Education in Europe: Common Challenges and National Policies](#)

[Science Education in Europe: National Policies, Practices and Research](#)

CALENDAR



2012 Activities

- 19/01/2012 School Leadership Working Group, Brussels
- 25/01/2012 SD Working Group 1, Brussels
- 20-21/02/2012 ECE Conference, Budapest
- 27/02/2012 ETUCE Bureau meeting, Brussels
- 8-10/03/2012 ETUCE-ETUI seminar on VET, near Lisbon
- 15/03/2012 SD Working Group 3, Brussels
- 20/03/2012 1st Regional Seminar Recruitment & Retention Project, Madrid
- 26/03/2012 ETUCE Standing Committee for Equality, Brussels
- 27/03/2012 ETUCE Status of Women Committee, Brussels
- 27-28/03/2012 ETUCE Committee, Brussels