

VET4ALL

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ETUCE IN NUMBERS



- **131** education trade unions in Europe
- **11 million** teacher and education employees (early childhood, primary schools, secondary schools, higher education and research, vocational training and professional development)
- Founded in **1975**
- **1 of 5** regions of Education International



Background of the Organisation



- European Trade Union Federation for the education sector
- European Region of Education International
- European Social Partner in Education on EU level
- Member of the education working groups in the European Commission



European Pillar for Social Rights

Recommendations:

1. Education, training and life-long learning

Everyone has the **right to quality** and **inclusive** education, training and life-long learning in order to maintain and acquire skills that enable them to **participate fully in society** and manage successfully transitions in the labour market.

3. Equal opportunities

Regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, **everyone has the right to equal treatment and opportunities regarding employment, social protection, education**, and access to goods and services available to the public. Equal opportunities of under-represented groups shall be fostered.

=> *ETUCE: Then sustainable investment must be ensured*



European Pillar for Social Rights

4. Active support to employment

a. Everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects. This includes the **right to receive support for job search, training and re-qualification**. Everyone has the right to transfer social protection and **training entitlements** during professional transitions.

⇒ *ETUCE: mobility for teachers*

b. **Young people have the right to continued education, apprenticeship, traineeship or a job offer** of good standing within 4 months of becoming unemployed or leaving education.

c. **People unemployed have the right to personalised, continuous and consistent support**. The long-term unemployed have the right to an in-depth individual assessment at the latest at 18 months of unemployment.

⇒ *ETUCE: support to young teachers*



European Pillar for Social Rights

Recommendations:

5. Secure and adaptable employment

a. **Regardless of the type and duration of the employment relationship**, workers have the **right** to fair and equal treatment regarding working conditions, access to social protection and **training**. The transition towards open-ended forms of employment shall be fostered.

⇒ *ETUCE:*

- *Working conditions to teachers must be improved*
- *Professional development for teachers must be ensured*



European Quality Framework for Apprenticeship



Background: European Alliance for Apprenticeship

- The [European Alliance for Apprenticeship \(EAfA\)](#) was initiated by cross-sectoral social partners and signed in 2013 aiming to bring together public authorities, businesses, social partners, VET providers, youth representatives to promote apprenticeship schemes and initiatives across Europe.
- The common goal is: to **strengthen the quality, supply and image of apprenticeships in Europe.**
- ETUCE and several national teachers' trade unions are committed to the implementation:
 - **ETUCE-EFEE** pledge: the topic is in *European Sectoral Social Dialogue for Education*
 - National pledgers: **MUT**, Malta ; **NASUWT**, UK; **AoB**, NL; **FNE**, PT; **SINDEP**, PT; **CMKOS**, CZ; **FLESTU**, LT; **OAJ**, FI; **UNSA-Education**, FRCheck their commitments: <http://ec.europa.eu/social/main.jsp?catId=1147>



Challenges VET teachers face



Challenges for teachers

Socio-economic and industrial environment:

- Migration / brain drain
- Investment to education
- Status of vocational education
- Digitalisation and technical developments – changing professions
- Integration of migrants and refugees
- Meeting labour market needs
- Apprenticeship & supporting economic, social and industrial environment
- Recruitment and retention in teaching profession



Increasing demands

- **Apprenticeship**

- *Does it mean less teaching in schools?*

- **Increased expectations from VET graduates: labour market demands: soft skills vs professional skills?**

- *How to teach according to the Key Competence Framework (learning to learn, mother tongue, language speaking, entrepreneurship spirit, etc.)?*

- **Mobility of students**

- *How to deal with increasing administration and with recognition?*

- **Teaching various background of learners: socio-economically disadvantaged, refugees, migrants, etc.**



Council conclusions on *Inclusion in diversity through a high quality education for all (02/2017)*

“Asks Member States to

- support **teachers, educators and other teaching staff** and **foster their motivation and competences**, including for example **emotional intelligence and social skills**, to deal with diversity through initial teacher education programmes and continuous professional development, including digital education, practical tools, ongoing support and guidance, while also **encouraging a more diverse teacher force**;
- foster the **integration of third country nationals**, including recently arrived beneficiaries of international protection, in education, including through language learning; “



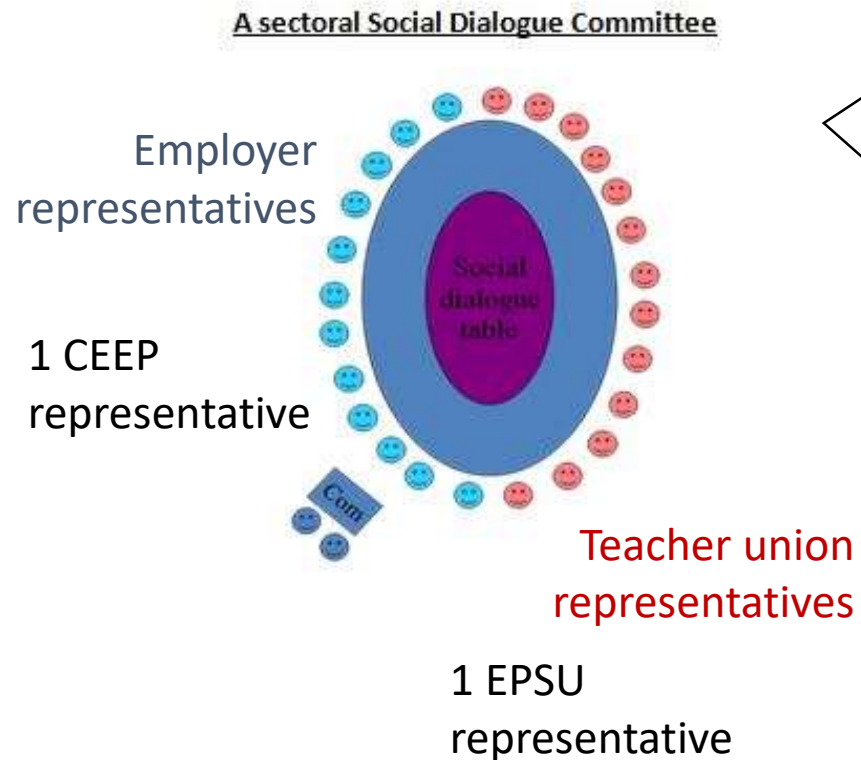
European Sectoral Social Dialogue in Education

- Successes of ETUCE: setting up the Sectoral Social Dialogue Committee in Education (2010)
 - According to Article 138-139 of the EU Treaty
 - Cross-Sectoral SD
 - Sectoral SD
 - Development in the education sector has been supported by the Commission

- All education sectors are included



European Sectoral Social Dialogue Committee in Education



2-year ESSDE Work Programme

- Public/private education developments
- Continuous promotion of the social dialogue
- Support to teachers, educators and school leaders
- Work-related stress, violence and harassment
- Integration of migrants and refugees
- Mapping selected issues of the education systems

Social Dialogue Settlements



Documents	Objectives	Target(s)	Follow-up procedures
Agreements	Norms applied everywhere	National organisations / Members States	European directives or autonomous national implementation
Recommendations	Influence on national policies	National organisations / Members States	autonomous national implementation
Joint positions	Response to a consultation, comment on a European initiative, request of action to the European Commission	European institutions	Provided by European social partners
Joint declarations	Influence on national and European policies	European Social partners themselves, National organisations, Members States and/or European institutions	Decided case by case



European Sectoral Social Dialogue in Education



The screenshot shows the website for the European Trade Union Committee for Education (ETUCE) in the EI European Region. The page is titled "Work Programme" and features a navigation menu with links to HOME, ACTIONS, POLICY ISSUES, SOCIAL DIALOGUE, DOCUMENTS, NEWS, and ABOUT US. The main content area is divided into several sections:

- Work Programme:** A list of links for the 2018-2019, 2016-2017, and 2014-2015 joint work programmes and their respective ESSDE meetings.
- The context for the 2018-2019 joint Work Programme:** A section with a photograph of a meeting and text explaining the EU's commitment to social dialogue and inclusive education.
- Chapters in This Section:** A list of links to various documents, including "Structure", "Who is representing you?", "Work Programme", "Activities and joint texts", "Joint Projects", "ESSDE Capacity Building Project II (2017-2018)", and "ESSDE partners promoting migrant and refugee integration (2017-2019)".
- Downloads:** A list of downloadable work programmes for 2018-2019, 2016-2017, and 2014-2015, each with a PDF icon and file size.
- Related Pages:** A section for additional related content.

