



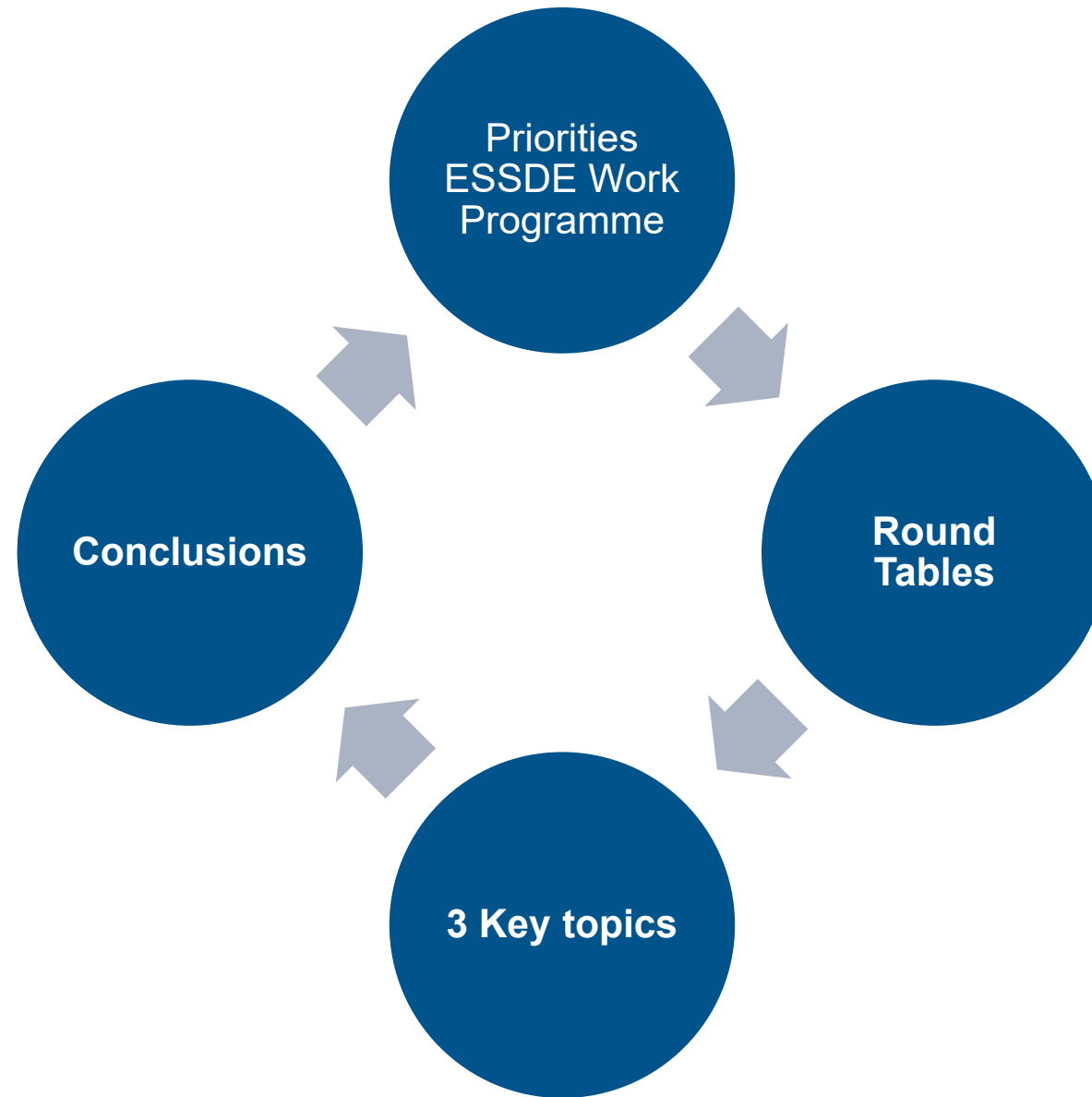
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How to adapt the ESSDE to national needs and priorities? What can European social partners do to improve their outcomes?

ESSDE Capacity Building III Final Conference

Sofia, 13-14/06/2018

Content



Topic 1: Supporting teachers/trainers and school leaders and making the teaching profession more attractive, particularly through investment in initial teacher education and strong continuous professional development

Background

- No less than 17 EU countries experiencing teacher shortages (Eurydice, 2018)
- This is despite efforts to forecast future requirements
- Issues with recruitment and retention
- Ageing of existing teaching workforce

Reasons

- Pay and conditions, working environment,
- development and career prospects



Topic 1: Supporting teachers/trainers and school leaders and making the teaching profession more attractive, particularly through investment in initial teacher education and strong continuous professional development

Findings

The evidence shows that there are significant differences in relation

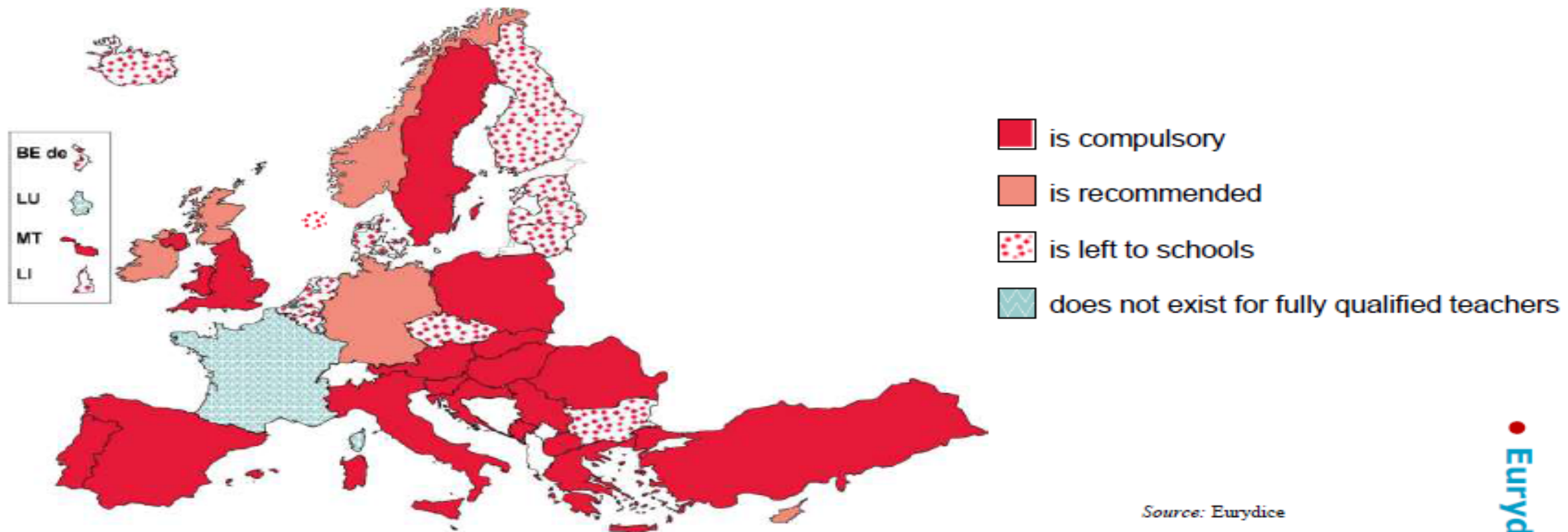
- Entry into the profession (requirements to become a fully qualified teacher)
- The availability of alternative pathways into the profession (e.g. the availability of short programmes, employment based training or other alternative pathways)
- The nature and length of initial teacher education
- The nature and status of induction programmes
- Requirements for, access to and the nature of CPD
- The nature of progression routes



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Example: Early career support through mentoring

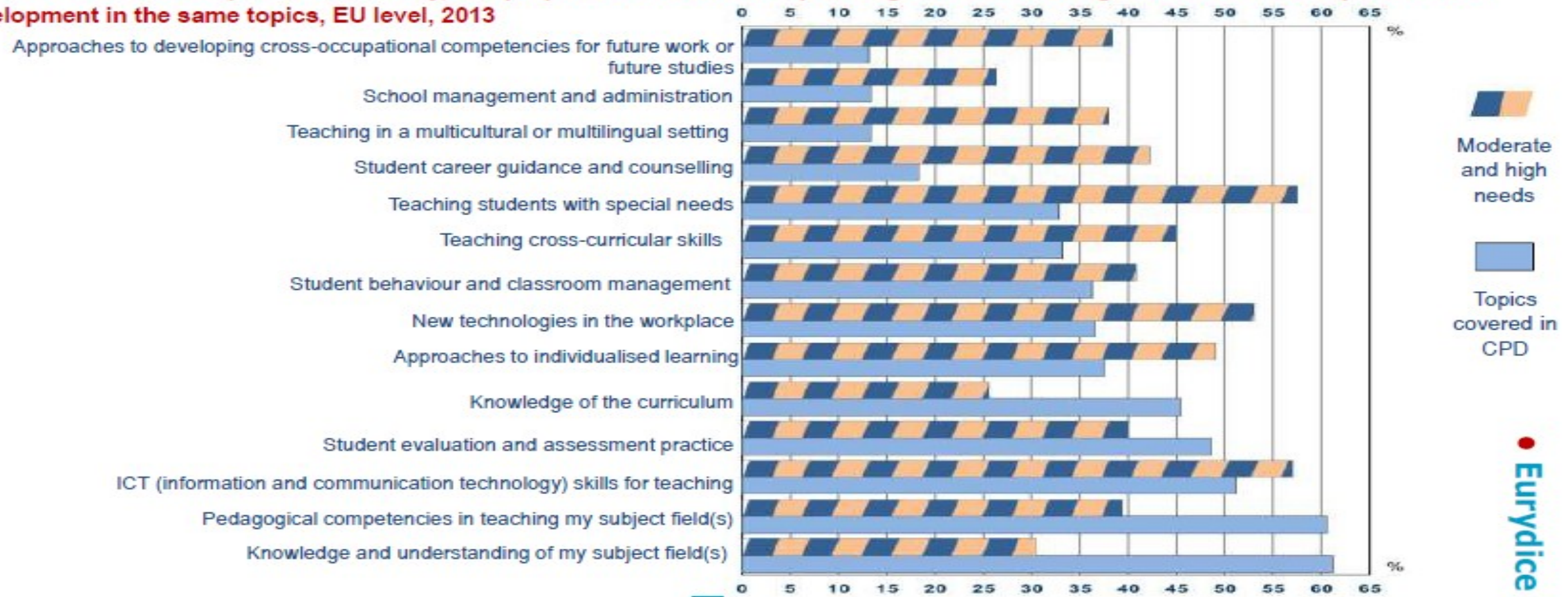
Mentoring support for fully qualified first-time teachers in lower secondary education (ISCED 2), according to central regulations, 2013/14



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Example: Availability and content of CPD

Proportion of teachers in lower secondary education (ISCED 2) declaring that their professional development activities covered specific topics in the 12 months prior to the survey, and proportion of teachers expressing moderate and high levels of need for professional development in the same topics, EU level, 2013



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Lessons and conclusions

- Need for research and mutual learning to understand link between teachers shortages and ITE and CPD systems as well as terms and conditions and work environment
- Understanding best practice in early career support
- Need to make CPD more relevant
- Impact of career structure on retention and impact on job content
- Also link to OSH and increasing diversity

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Moving forward

- **Recruitment and retention previously prioritised**
 - Project & Joint Recommendations on recruitment and retention in the education sector
- **Remains on ESSDE 2018 – 2019 Work Programme**

Topic 2: Promoting decent workplaces and promoting occupational safety and health in the workplace

Background

- Work-related stress a significant hazard associated to work in the education sector
Burn out and related absences (and exits from the profession) are on the rise
- Third party violence a significant issue
 - 2015 Eurofound European Working Conditions Survey ‘education sector was sector with most significant increase since 2010 of workers having to deal more with angry clients, customers or pupils’

Topic 2: Promoting decent workplaces and promoting occupational safety and health in the workplace

Lessons and conclusions

- Issue of work related stress and third party violence remains significant
- Prevention and early support critical
- Holistic vision of healthy workplace



Topic 2: Promoting decent workplaces and promoting occupational safety and health in the workplace

Moving forward

- **Joint documents already concluded include:**
 - Joint Practical Guidelines on How to Promote Social Partner Initiatives to Prevent and Combat Psychosocial Hazards in Education (2016)
 - Joint declaration on Preventing and Combating Psychosocial Hazards in the Education Sector (2016)
 - How to Prevent and Mitigate Third-Party Violence and Harassment in Schools. Implementation: Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work (2013)
 - Joint report from the Social Partners in the Education sector on the Implementation of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work (2013)
 - Brochures on Third-Party Violence: Research, Assessment and Knowledge Sharing (2011 and 2012)
- **Current ESSDE Work Programme includes a priority on supporting occupational health and safety in education. EFEE and ETUCE working with EU OSHA on an OiRA tool (online risk assessment tool) programme.**

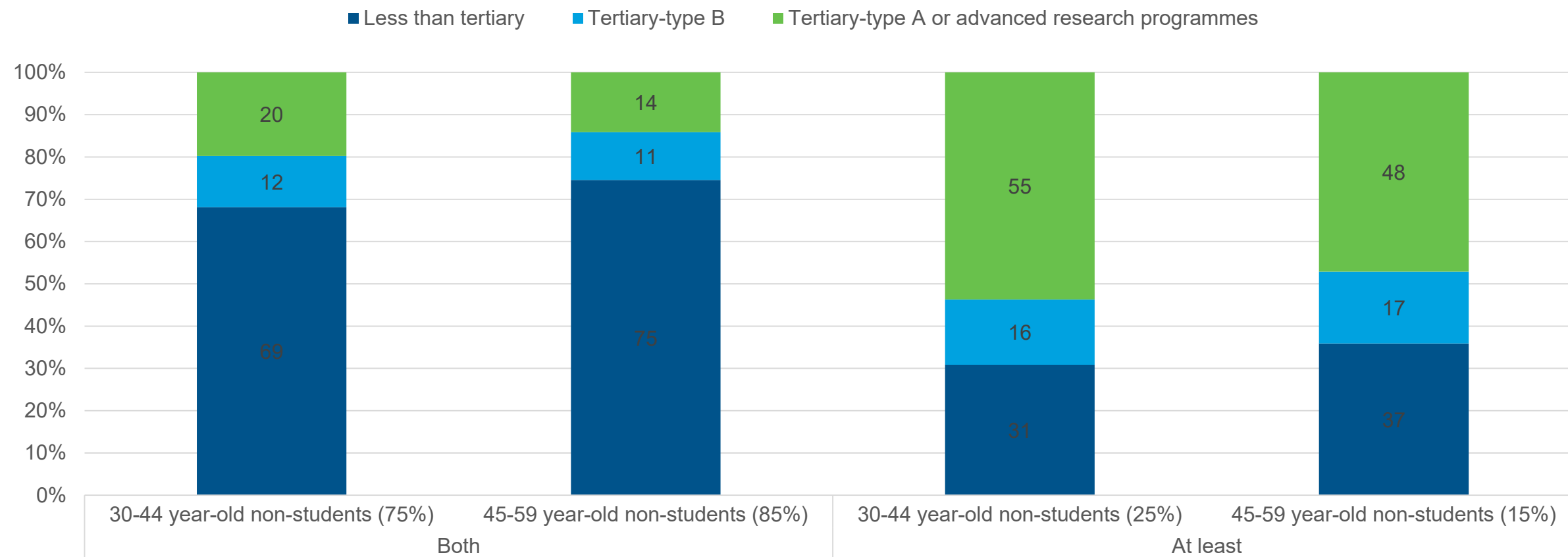
Topic 3: Equity and Equality in Education and integration of migrants

Background

- Despite the existing contribution of education to reducing social inequalities, more needs to be done to ensure that education can play a role as leveler of persistent social inequalities
- The promotion of equality, social cohesion and active citizenship is one of the key goals of the Education 2020 agenda
- The European Pillar of Social Rights as well as the 2018 Country Specific Recommendations place significant emphasis on the role of Education in addressing inequalities

Topic 3: Equity and Equality in Education and integration of migrants

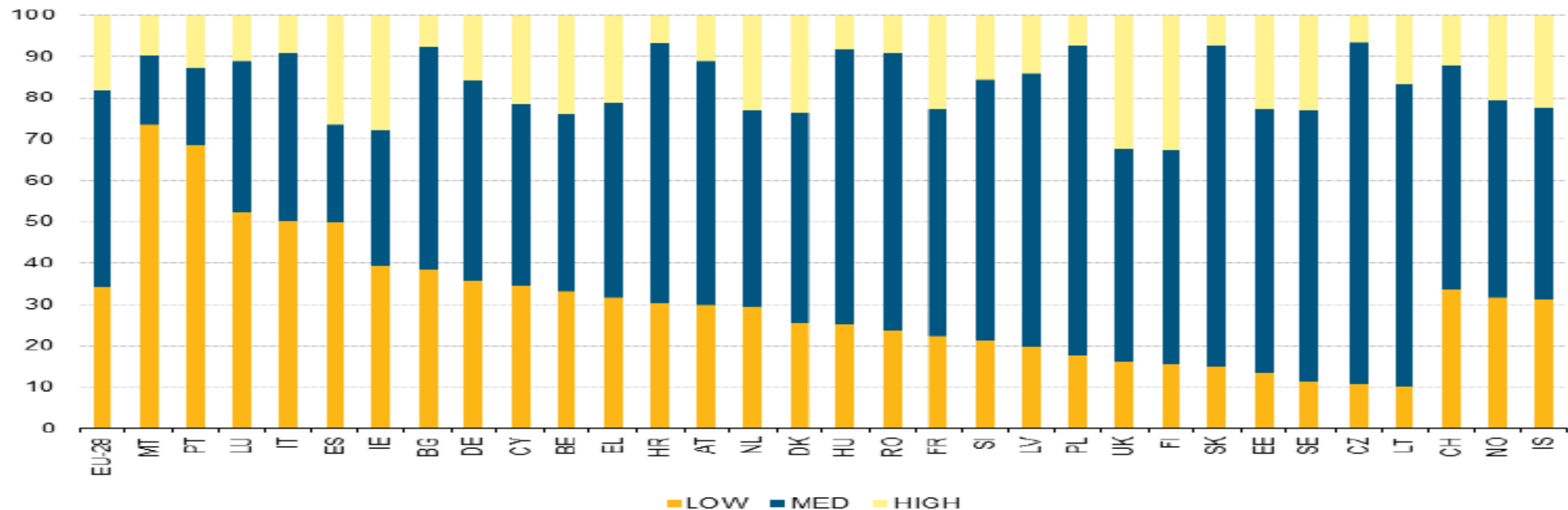
Example: Link between background and educational attainment



Topic 3: Equity and Equality in Education and integration of migrants

Example: Link between background and educational attainment

Educational attainment of adults with low-educated parents (EU28, 2011)



Topic 3: Equity and Equality in Education and integration of migrants

Findings

- Increasing diversity of student body in recent years (special needs, linguistic difference, migration background etc.)
- Limited resources and capabilities to address such issues
- Blurring of roles of schools/teachers
- Increasing need for engagement with wider community

Topic 3: Equity and Equality in Education and integration of migrants

Lessons and conclusions

- **Media literacy and critical thinking to be included in curriculum (including through synergies between formal, non-formal and informal learning)**
- **Learning content should address challenges at individual, local, national and global levels and be culturally sensitive**
- **A democratic and inclusive school culture should value diversity and allow space for dialogue and discussion on controversial issues**
- **Learning institutions should not be viewed as an island but as an integral part of the local community**
- **Curricula need to be constantly re-evaluated with the involvement of teachers to ensure that it reflects the diversity of societies and histories**
- **Teachers need to be empowered to deal with diversity and need to reflect the diversity of the population.**

Topic 3: Equity and Equality in Education and integration of migrants

Lessons and conclusions

- It is critical to prevent violence and bullying among students and to promote inclusion
- Schools need to have sufficient autonomy to develop learning communities and adapt content and teaching methods to the requirements of the communities they serve.
- Segregation of students should be avoided and families need to be fully involved in the life of the educational establishments.
- Teachers need to become aware of subtle biases in relation to students from different backgrounds.

Topic 3: Equity and Equality in Education and integration of migrants

Moving forward

- **The 2018-2019 ESSDE Work Programme includes the twin priorities of**
 - Integration of migrants and refugees in education
 - Paris Declaration and inclusive education

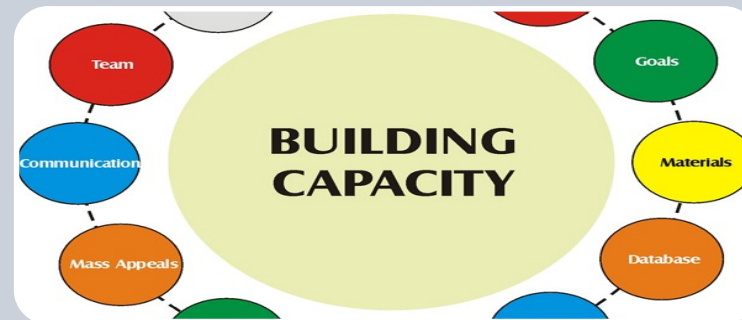
Overarching theme

- Continued need for capacity building and bottom up and top down dialogue



Communication

Ensure bottom up and top down flow
Ensure suitable means of communication
Making it relevant



Capacity

Existence of social partner organisations mandated to bargain/negotiate on both sides
Ensure representativeness
Adequate resources
Sufficient knowledge



Engagement

Involvement beyond single contact point
Using national/local expertise
Effective communication and allocation of roles to ensure engagement