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EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION  
COMITE SYNDICAL EUROPEEN DE L'EDUCATION

## European Sectoral Social Dialogue in Education

### Higher Education Employers' Seminar

San Anton, Malta,  
14 May 2010



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*When the EFEE and the ETUCE meet for the first plenary on the 11<sup>th</sup> of June 2010, the European Sectoral Social Dialogue Committee for Education (ESSDE) will cover the entire education sector at all levels: Pre-primary, Primary & Secondary Education, VET, Higher Education & Research. While the ETUCE encompasses member organisations in Higher Education in all countries, the employers' side does not have enough representatives at this level of education at present to establish a European Social Dialogue on Higher Education and Research issues. In this context, a Higher Education Employers Seminar was held on the 13<sup>th</sup> and 14<sup>th</sup> of May 2010 in Malta, gathering representatives from Higher Education Employers. Attending the seminar were representatives from national Ministries of Education and/or Research, Higher Education, Rectors' Conferences and other national Higher Education employers.*

## **1. Welcome and Introduction to the seminar**

### **1.1. Ms. Micheline Sciberras, Maltese Ministry of Education and Research**



Mrs Sciberras welcomed the participants to Malta and thanked the ETUCE for being pro-active in the European Social Dialogue process. Within the past 30 years the Maltese focus on Higher Education has grown markedly, due to increased opportunities to get involved both locally and abroad, Mrs Sciberras explained. As a concrete result, the Maltese labour market has become stronger. Despite this positive development, the Maltese Higher Education sector faces several challenges: the population is growing fast and it is important for the supply of skilled workers to match the demand so that Malta will keep maintaining and attracting a qualified workforce, Mrs

Sciberras continued.

Mrs Sciberras expressed her wish for a fruitful seminar initiating cooperation between the participants not only during the seminar, but also in future.

### **1.2. Ms Bianka Stege, EFEE General Secretary**

Ms Bianka Stege welcomed the participants and stressed that Higher Education and Research are an essential part of the overall European agenda. Higher Education and Research are international by nature, Mrs Stege said. International cooperation between universities in Higher Education goes hundreds of years back. Nowadays, international cooperation has increased and reached a new and higher level with the Bologna process. At the European



Union level, the “Erasmus” and “Leonardo Da Vinci” student exchange programmes are a great success and a significant contribution to the European identity. The European Higher Education sector is also important in terms of employment as it includes 4000 institutions, 1, 5 million staff and 435.000 researchers, Mrs Stege continued. She also underlined that as an industrial organisation, the EFEE focuses on the employment and social affairs area. The European Sectoral Social Dialogue in Education is a great opportunity for employers in education and teacher organisations, not only to exchange ideas and practices, but also to join their efforts to promote quality education in all European countries.

The seminar aims to support the functionality of the Social Dialogue and also provide an opportunity for the Higher Education employers to network. Mrs Stege closed her opening remarks by wishing a fruitful seminar and hoped they would be actively involved and ask the experts relevant questions.

### 1.3. Mr Martin Rømer, ETUCE General Secretary



The European Trade Union Committee of Education (ETUCE) General Secretary, Mr Martin Rømer, introduced the ETUCE-EFEE cooperation. Within the past 5 years, the ETUCE has established a strong partnership with employers’ organisations, leading to the creation of the EFEE in February 2009. From this stage, the process towards a European Sectoral Social Dialogue in Education (ESSDE) has accelerated and its completion is now eminent, the first plenary meeting being planned for June 2010. The Committee for the Education sector will be the 39<sup>th</sup> European Sectoral Social Dialogue Committee, Mr Rømer indicated.

The education sector is one of the largest public sectors in Europe in terms of employment. It includes various institutions at different power levels: national, regional or sub-regional, municipal and institutional. Social Dialogue in Education takes place at all these levels of public powers. Substantial specificities are to be found in each education area, Early Childhood Education, Schools, VET institutions and of course universities and other Higher Education institutions, Mr Rømer continued. However, all Education stakeholders share the common responsibility and the common goal of providing a high-quality service to the pupils and students.

While education is and shall remain a national competence, the European dimension of education policies has significantly risen since the launch of the Lisbon Strategy in 2000. The Open Method of Coordination has introduced a systematic exchange of practices and comparison of results according to common benchmarks at the EU level, Mr Rømer stressed. This policy will continue under the new European social and economic cycle, EU 2020. To that regard, the teachers and employers in education share the interest of appropriate investments in education and will join their efforts to ensure that the national governments are operating these investments.

Continuing on the seminar's object, Mr Rømer indicated that the ETUCE represents 600.000 teachers and researchers within Higher Education. It is essential for the overall quality and fruitfulness of the European Social Dialogue in Education to cover Higher Education and Research and therefore to reinforce the EFEE representativity in this area of education.

Answering a question on the proportion of teachers working in the private education sector within the ETUCE membership from Stelios Christophides, the Cypriot employer representative, Mr Rømer replied that no ETUCE member organisation is exclusively active in the private sector. The EFEE consultant, Charles Nolda, added that the EFEE so far has only one private organisation.

## 2. Mr Francois Ziegler: What is the European Social Dialogue?

Mr Francois Ziegler represented the DG Employment, Social Affairs and Equal Opportunities and gave an introduction to the European Social Dialogue. Mr Ziegler has been working in the Social Dialogue Unit of DG EMPL within the past seven years.



The European Social Dialogue is one of the four pillars constituting the overall European Social Policy, along with the legislation on social matters, the Open Method of Coordination and the European Social Fund (ESF). The legislation pillar so far constitutes of with 80 directives directly linked to social matters. The Open Method of Coordination (OMC) was introduced in 2000 with the Lisbon Strategy, in the continuity of the previous coordination methods used at EU level. It involves a systematic comparison of social realities in the member states, based on common benchmarks. Regarding Education, the OMC implies that national Ministers of Education regularly meet to compare the evolution of certain indicators in each country, e.g. the percentage of early school leavers, participation in Lifelong Learning or access to Higher Education. The European Social Fund, created with the Rome Treaty in 1957 aims at reducing differences in prosperity and living standards across EU Member States and regions, and therefore promotes economic and social cohesion, Mr Ziegler explained.

The European Social Dialogue was introduced into the EU Treaty since 1993 (Maastricht Treaty). The Articles (154-155 TF EU) on Social Dialogue stipulate that the European Union has to promote social dialogue, consult the European Social Partners on any issue that might affect work organisation and give Social Partners direct access to legislation. A European agreement has the same value as a proposal for a Directive from the European Commission. However, such agreements are rare and the European Social Partners also produce a wide range of other documents, e.g. joint statements, recommendations or joint studies and tools. Social Dialogue can therefore be defined as a crossroad between hard law and soft law, Mr Ziegler continued.

Regarding the Sectoral strand of the European Social Dialogue in particular, the rules are defined by the Commission's decision 98/500. The sectoral social partners have to be recognized as representatives of their sector, organised at EU level and hold the capacity of negotiating agreements. An external audit is conducted to assess the capacity and representativity of any social partners applying to the European Commission to create a Sectoral Social Dialogue Committee.

The Sectoral Social Dialogue is bipartite and autonomous. A Committee is composed with one representative of each side (employee and employers) for each EU member state. The Committee meets several times a year and has the possibility to create working groups dedicated to specific topics. The Sectoral Social Partners are also consulted by the European Commission regarding any European initiative likely to impact on their sector, Mr Ziegler said.

Mr Ziegler concluded his presentation congratulating the ETUCE and the EFEE for the implementation of this 39<sup>th</sup> Sectoral Social Dialogue Committee, in one of the most important and strategic sectors in the European Social Dialogue system.

### **3. Mr David Poissonneau and Mr Charles Nolda: Technical aspect of the European Sectoral Social Dialogue in Education**

Mr David Poissonneau, ETUCE Policy Coordinator and Mr Charles Nolda consultant to the EFEE held a joint presentation on the technical aspects of the European Sectoral Social Dialogue in Education (ESSDE).



Mr Nolda initiated the presentation with an introduction to the recently established EFEE. The European Federation of Education Employers was established in February 2009. Its 19 member organisations currently represent 15 countries covering the entire education sector (Early Childhood Education, Primary, Secondary, VET, Higher Education and Research). The EFEE has a dual purpose of being both a lobby group and a European Social Partner. Each organisation has one vote and one membership due. A new element is that the creation of a Higher Education and Research group inside the EFEE has been initiated focusing. This development is partly caused by specific status needs of the Higher Education sector and the current society's special demand for European cooperation within Higher Education and Research, Mr Nolda said.

David Poissonneau then explained that the joint EFEE-ETUCE process towards creating the ESSDE started in 2004 when studies on the status of SD in education in EU 27 Countries were conducted. During 2006 and 2007 a round of regional meetings and first social partner meetings was held followed by individual country meetings in 2008 and the first employers'

meetings. This process led to the establishment of the EFEE in February 2009 and the passing of ETUCE and EFEE agreements on a draft work programme and rules of procedure. In September 2009, a joint application to create the European Sectoral Social Dialogue Committee for Education (ESSDE) was sent to the European Commission. Finally, the First Plenary of the ESSDE was arranged for the 11<sup>th</sup> of June 2010. It is to be noticed that the rules of procedure for the ESSDE stipulate that any issue regarding Higher Education and Research will be discussed only by representatives from this area, Mr Poissonneau said.

Mr Poissonneau also underlined that the ESSDE will work under the subsidiary principle, which means that it can bring a complement to the national education policies but has no vocation to go towards a European legal competence in education, neither to establish collective bargaining at the EU level. The ESSDE will be a permanent forum for unions and employers in education to discuss sectoral issues, exchange information and good practices. The Committee will also deliver joint declarations and statements as well as common tools strengthening a European approach to education.



The 2010-2011 ESSDE work programme is focused on the following themes:

- **Quality in education.** How initial teacher education and training and continuous professional development can improve the quality of teaching, leadership and management. Quality assurance in education.
- **Demographic challenges.** The impact of rising, falling and changing populations. The ageing of the workforce and its consequences at sectoral level for recruitment and retention. Gender composition of the workforce and consequent issues.

Two working groups dedicated to these topics will be established under the ESSDE.

A third working group on Higher Education and Research will be assigned to assess the potential coverage of HER by the ESSDE. The Social Partners in Education will also respond to the Commission's consultations, submit joint opinions to the Commission and/other parties and make applications to EU projects for financial support, Mr Poissonneau concluded.

#### **4. Ms. Helen Fairfoul: Organising HE employers; a view from the UK**

Ms Helen Fairfoul, Deputy Chief Executive of the Universities and Colleges Employers Association (UCEA), gave a presentation on the British case of dedicated employers' organisation in Higher Education and Research.

The UK has 116 universities and 50 Higher Education colleges. Traditionally, there are only a few private British providers, but recently there has been a tendency for that number to increase. In parallel, the number of British university students has risen from 1 million students in 1988 to 2, 4 million at present. This substantial growth has been accompanied by a widening access with the goal of 50 % of the population to participate in Higher Education, Ms Fairfoul explained. Also, there has been an important increase in research intensive institutions. Within the recent years staff costs of the UK Higher Education employees have risen via promotion, pay increase and a general tendency for the pay scale to go up in order to maintain and attract high skill staff. A great deal of political nuances exists within the four UK regions regarding size, provision and mission of Higher Education expectancy, Ms Fairfoul said.



The UCEA has 164 Higher Education institution members and is a subscription organisation where membership is voluntary. The UCEA provides the members with voluntary collective negotiations on pay, representation and pensions, research and data, and represents and promotes diverse interests of Higher Education employers.

The UCEA core objectives are to:

- Deliver effective representation and negotiation on behalf of HE sector employers and guide pay and bargaining modernisation;
- Develop and support implementation of an effective long-term pension strategy for the HE sector;
- Work with HE employers and other agencies to support the internationalisation of British HE.

The current challenge for British Higher Education employers is the funding reductions. The British education sector faces at present budget reductions of approximately 20 % within the next four years that is regarding governmental changes. This reduction can easily increase to up to 25-30 %. In comparison, the British hospital sector is far more protected than the education sector. This means, that the sector has gone straight from stable increase within the past decade to enormous decrease. The concrete change will be obvious in reductions in headcount and new ways of working. Challenges facing the education sector include:

- Income diversification
- Pay competitiveness
- Rising student fees
- The cost of pensions
- Maintaining international / global competitiveness

Coming to the international dimension of her organisation, Ms Fairfoul explained that 10 % of the students in the UK are international, half of these come from the EU. The European

dimension is very important to the UK Higher Education, which needs to be promoted and reinforced. A positive development with that regard is an increasingly international academic workforce. Many European employment frameworks help the process on the way. For instance, the Working Time Directive, labour market equality initiatives and the European Higher Education Area (EHEA).

The UCEA is currently prioritising the Social Dialogue aspect as they believe that employer-employee relationships are of utmost importance when striving to achieve change in a civilised way.

Ms. Fairfoul ended her presentation underlining that the UCEA has been an EFEE member for years. The organisations' approach to the cooperation is that there is a hidden benefit to EFEE membership which is mutual understanding and European inspiration.

## 5. Dr. Matti Vesa Volanen: How the ESSDE can influence the Bologna process and other international Higher Education policies

Dr. Matti Vesa Volanen from the Institute for Educational Research at the University of Jyväskylä in Finland gave a presentation on how the ESSDE can influence Higher Education.



Dialogue is defined as clear talk, Dr Volanen said. The clear talking of Higher Education dates back to the Magna Charta observatory in the 13<sup>th</sup> century where 60 European university rectors signed the declaration which took up the question of how to produce common public schools. The Magna Charta preamble states that first, universities must have universal principles. Second, they must include the world outside and thirdly they must aim to expand. Dr Volanen underlined that knowledge is a global public good, adding value to societies. Within today's context of a world level society, the core values of the Magna Charta are more than ever to be promoted.

Coming then to the EU level, Mr Volanen underlined the notion of knowledge as a 5<sup>th</sup> freedom, as emphasised by the European Commission in the consultation document for the EU 2020 Strategy:

*"The aim for 2020 is to achieve a genuine European Knowledge Area, underpinned by a world-class knowledge infrastructure, in which all actors (students, teachers, researchers, education and research institutions and enterprises) benefit from the free circulation of people, knowledge and technology (the 5th freedom)."*  
(COM(2009)647 final)

The 5th freedom is the vision of open teaching, learning, researching, publishing and filing. The infrastructure of the social medium is required in the peer-to-peer knowledge production. The inventions and innovations are brought among the whole population to open invention and innovation processes, Dr Volanen said.

Dealing with Higher Education and Research at European level involves the recognition of a European specificity. While some values and practices are universal, the organisation of Higher Education and Research in Europe is specific as such and differs from other regions, e.g. Northern America and Asia. Concluding, Dr Volanen said that these common values on knowledge coupled with the European specific organisation, for instance in terms of funding Higher Education and Research, support the case for the inclusion of this area as a full part of the European Sectoral Social Dialogue in Education.

## **6. Tour de table and discussion in plenum**

All participants to the seminar were given the chance to express their impression over the seminar, the possibility of joining the EFEE and the European Sectoral Social Dialogue Committee in Education.

The general agreement was that the seminar had been very productive and stressed the necessity to continue the discussions on European Higher Education. Some of the current EFEE members shared their experience within the EFEE and explained that the seminar was a good example of how giving input, sharing experience and learning from each other can be fruitful. Several participants expressed a concrete interest in becoming EFEE members, while some others will consider the issue and consult nationally. The coverage of Higher Education and Research in the ESSDE was seen as justified and necessary by all participants.

## **7. Conclusions**

### **7.1. Bianka Stege**

EFEE General Secretary, Ms. Bianka Stege, concluded that the seminar had introduced rich information on the working and functioning of Higher Education in Europe and on the European Social Dialogue. Ms Stege underlined that the ESSDE is potentially a good tool to influence the EU policies. She listed from the seminars' discussions three possible items for a future work programme on Higher Education and Research within the ESSDE:

- The issue of mobility of professional and students,
- The Quality Assurance in Higher Education and Research,
- A EU-level mapping study of Higher Education and Research

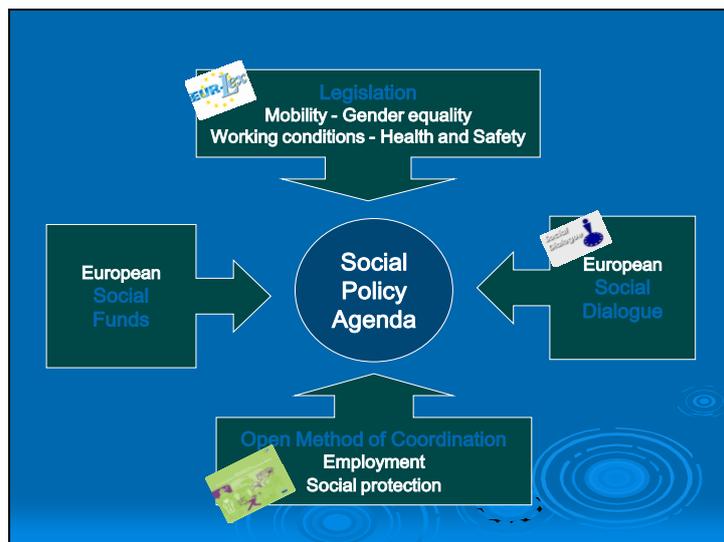
Concluding, Ms. Stege remarked that the Social Dialogue is not only about lobbying and informing the European Commission on priorities, but, also exchanging best practices and setting up EU-funded projects of common importance.

## **7.2. Mr Martin Rømer**

The ETUCE General Secretary Martin Rømer underlined that more than 5 years of process were necessary to make the ESSDE a reality. He highlighted that the Social Partners will agree upon all topics of discussion prior to the Committee meetings. This dimension of the ESSDE offers the Social Partners the liberty of choosing the issues, the methodology and the expected outcome of any discussion. Mr Rømer also stressed that while the ESSDE is not aimed at bringing more power to the European Union on educational matters, it can be an additional tool to enhance industrial relations between employers and trade unions in education.

Mr Rømer closed the seminar expressing great hope to continue the good cooperation with the EFEE and had ambitious hopes for the future.

## 8. Presentation by François Ziegler, European Commission



### A Strong institutional recognition

**ART 154 of the Treaty**

The Commission has a responsibility to promote consultation of the social partners at community level and to take every useful measure to facilitate their dialogue,

[Consultations]

**ART 155 of the Treaty**

Should management and labour so desire, the dialogue may lead to contractual relations, including agreements

[Negotiations]

## Treaty of Lisbon

Treaty of Lisbon

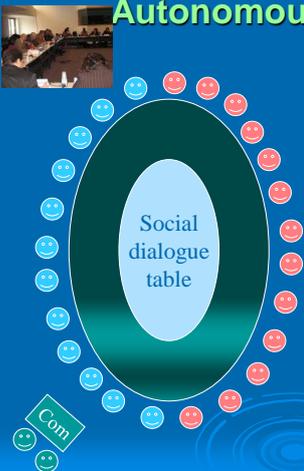
➤ New Article 152

« *The Union recognises and promotes the role of the social partners at its level, taking into account the diversity of national systems. It shall facilitate dialogue between the social partners, respecting their autonomy.*

*The Tripartite Social Summit for Growth and Employment shall contribute to social dialogue. »*



## Autonomous and bipartite



- EU social partners
- Decide on the rules of procedure of their dialogue (Objectives, Preparation, Presidency...)
- Decide on the level and rhythm of their dialogue (Number and type of meetings)
- Decide on the content of their dialogue (Agenda of the meetings)
- Decide on the outcome of their dialogue

## Consultations

- Cross-border transfers of undertakings
- Reconciliation of professional, private and family life
- More and better seafaring jobs in the EU
- Carcinogens, mutagens and reprotoxic substances
- Musculoskeletal disorders
- Active inclusion
- Needlesticks Injuries

## Negotiations / legislation

1. Framework agreement on parental leave, 1995
2. Framework agreement on part-time work, 1997
3. European agreement on the organisation of working time of seafarers, 1998
4. Framework agreement on fixed-term work, 1999
5. European agreement on the organisation of working time of mobile workers in civil aviation, 2000
6. Agreement on certain aspects of the working conditions of mobile workers assigned to interoperable cross-border services, 2005
7. Agreement on the maritime labour convention, 2008
8. Framework agreement on prevention of workers from sharp injuries in the hospitals and healthcare sector, 2010

### Framework agreement on workers' protection against sharp injuries

- 2006: Resolution from EP on "needlesticks injuries" in hospital and Healthcare services
- 2007/2008: Consultation of the EU social partners on the principle and the content of a legislative proposal
- 2008: EPSU (workers) and HOSPEEM (employers) informed the Commission on their intend to negotiate on "sharp injuries"
- Suspension of the draft Commission proposal (waiting for the result of negotiation)
- July 2009: Adoption of a framework agreement and EU social partners request to make it implemented via EU directive
- October 2009: Adoption by the commission of a directive proposal implementing the social dialogue agreement
- Mars 2010: political agreement of the council for implementing the agreement via directive

### Social dialogue texts

Agreements establishing standards <small>Article 139.2 of the Treaty</small>	Framework agreements Autonomous agreements	Implementation
Recommendations concerning standards and principles	Frameworks of action Guidelines and Codes of conduct Policy orientations	Follow-up at National level
Exchange of information	Joint opinions Declarations Tools	Information Diffusion

### 40 Sectoral Committees

Sea transport Road transport Civil aviation Inland navigation Railways	Agriculture Extractive Industry Sea fishing Sea Ports	Construction	Woodworking Furniture Sugar paper
Personal services Cleaning industry Private security	Textile/clothing Tanning/leather Footwear	Banking Insurance	Commerce
Telecommunications Postal services	Temporary agency work	Horeca Catering Agro-food	Electricity Gas
Live performance Audiovisual Professional cycling Football	Steel Shipbuilding Automobile Non ferrous metal Metal sector	Hospitals Local government Central administration Education	Chemical

### Examples of significant tools and outcomes from the European sectoral social dialogue committees (2006-2010)

- **Agriculture** Framework agreement on the reduction of workers' exposure to the risk of work-related musculo-skeletal disorders (2006)
- **Civil aviation** Guidelines for consultation arrangements for functional airspace blocks (2007)
- **Commerce** Toolkit on preventing third-party violence in commerce (2009)
- **Construction** Recommendations on self employment and bogus self employment (2010) Common "posting database" (2008)
- **Catering** Common statement on obesity (2007)
- **Electricity** Toolkit for socially responsible restructuring with a best practice guide (2008)
- **Gas** Toolkit on demographic change, age management and competencies (2009)
- **Hospitals** Code of conduct and follow-up on ethical cross-border recruitment and retention (2008)
- **Cleaning Industry** Manuel on ergonomics in cleaning operations (2007)
- **Insurance** Joint statement on demographical challenges (2010)

### Examples of significant tools and outcomes from the European sectoral social dialogue committees (2006-2010)

- **Local and regional governments** Guidelines to drawing-up gender equality action plans (2007)
- **Personal services** Agreement on the implementation of the European hairdressing certificates (2009)
- **Private security** European educational toolkit for three private security activities/profiles: 1. Mobile patrolling, 2. Alarm response centres, 3. Airport security (2006)
- **Railways** The concept of employability in the railway sector – Recommendations (2007) Joint recommendations for a better representation and integration of women in the railway sector (2007)
- **Sea Fisheries** Handbook on prevention of accidents at sea and the safety of fishermen (2007)
- **Sugar** Fifth implementation report (2007) on the code of conduct on corporate social responsibility
- **Leather/Tanning Industry** Social and environmental reporting standard (2008)
- **Telecoms** Diversity at work: review of good practices (2007)
- **Textile and clothing** Recommendations: how to secure better anticipation and management of industrial change and sectoral restructuring (2008)

### Role of national social partners in the implementation process

Actors	Responsibilities
National social partners	<ul style="list-style-type: none"> <li>• Main responsibility for implementation</li> <li>• Translation (if necessary)</li> <li>• Dissemination of autonomous agreement and information</li> <li>• Discussions/negotiations between social partners</li> <li>• Developing implementing measure</li> <li>• Reporting about implementation activities</li> </ul>
European social partners	<ul style="list-style-type: none"> <li>• Assistance and advice (e.g. translation, best practices)</li> <li>• Coordination and monitoring of activities</li> <li>• Yearly progress reports and final implementation reports</li> <li>• Interpretation (in case of doubts/requests)</li> </ul>
National authorities	<ul style="list-style-type: none"> <li>• Subsidiary role in implementation, e.g. through regulation</li> <li>• or legislation (not compulsory)</li> </ul>
Commission	<ul style="list-style-type: none"> <li>• Assistance and financial support (if necessary)</li> <li>• Monitoring and assessment</li> </ul>

## The Charter of Fundamental Rights

- Referred by the European Court of Justice in case laws as "principles of law"
- **In line with ILO conventions and the ECHR provisions**
- Declared alongside Nice Treaty in 2000
- First Chapter 19 benchmark for opening accession negotiations
- Enacted in the Lisbon Treaty

- Article 6 :

*"The Union recognises the rights, freedoms and principles set out in the Charter of Fundamental Rights of the European Union of 7 December 2000, as adapted at Strasbourg, on 12 December 2007, which shall have the **same legal value as the Treaties**"*

## The Charter of Fundamental Rights

- Article 12 : Freedom of assembly and of association

*"Everyone has the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union and civic matters, which implies the right of everyone to form and to join trade unions for the protection of his or her interests."*

## The Charter of Fundamental Rights

- Article 27 : Workers' right to information and consultation within the undertaking

*"Workers or their representatives must, at the appropriate levels, be guaranteed information and consultation in good time in the cases and under the conditions provided for by Union law and national laws and practices".*

## The Charter of Fundamental Rights

- Article 28 : Right of collective bargaining and action

*“Workers and employers, or their respective organisations, have, in accordance with Union law and national laws and practices, the right to negotiate and conclude collective agreements at the appropriate levels and, in cases of conflicts of interest, to take collective action to defend their interests, including strike action”.*

## Article 9 of the Treaty

*“In defining and implementing its policies and activities, the Union shall take into account requirements linked to the promotion of a high level of employment, the guarantee of adequate social protection, the fight against social exclusion, and a high level of education, training and protection of human health”.*

## European Social fund

Article 5§3 of EC regulation (1081/2006) of 31 July 2007:

*"Under the Convergence objective, an appropriate amount of ESF resources shall be allocated to capacity-building, which shall include training, networking measures, strengthening the social dialogue and activities jointly undertaken by the social partners, in particular as regards adaptability of workers and enterprises referred to in Article 3(1)(a).*

## 9. Presentation by Charles Nolda (EFEE) & David Poissonneau (ETUCE)



**Towards a European Sectoral Social Dialogue covering Higher Education and Research**

*Charles Nolda, EFEE*  
*David Poissonneau, ETUCE*

*May 2010*

### EFEE

- Created in february 2009, now recognized under belgian law as AISBL
- 19 member organisations from 15 countries
- 1 country= one vote, one membership due
- Covers the whole sector: ECE, Primary, Secondary, VET, Higher Education and Research
- A lobby group and a European Social Partner
- Now starting to create a Higher Education and Research group inside the EFEE

### ETUCE

- Created in 1975
- Represents 115 teachers trade-unions , 5,5 M individuals from EU 27/EFTA Countries
- Covers the whole education sector
- ETUC Industry Federation
- Integrated in the coordination of Education and Training 2020

## Brief overview of the process

- Started in 2004/2005: studies on the status of SD in education in EU 27 Countries
- 06/07 : Round of regional meetings and first social partner meeting in Brussels (June 07)
- 07/08 : Individual country meetings, sub-sectoral seminar,
- 08/09: Employers' meetings
- EFEE is created in February 09
- March and April : ETUCE and EFEE pass agreements on draft WP and ROP
- Sept. 09 : Joint application to create the ESSDE
- 09/10: Representativity study, adjustments on labour side
- 11<sup>th</sup> of June 2010: First Plenary

## The Sectoral SD Committee

- Employers: EFEE
- Labour: ETUCE, EPSU (2 seats at EU level), CESI (1 observer seat)

A Social Dialogue at EU level, not a collective bargaining

## The Rules of Procedures

- Clause 5.3 : "When a matter pertains exclusively to Higher Education, delegations from both sides shall be composed of, and decisions shall only be made by, representatives of the Higher Education sector."

### Why a specific status ?

- HER is international by nature but HER Employers are not yet represented at EU level
- Overall ETUCE, EFEE and EC approach : Education is one sector

## The Rules of Procedures

- The scope of the dialogue: Early Childhood Education, Primary and Secondary Education, Vocational Education and Training, Higher Education and Research.
- President and VP : yearly rotation between ETUCE and EFEE
- Steering Committee: President, VP + 2 representatives for each side, including one from HE
- Composition: “- 28 delegates, including 2 from Belgium, for the organisation(s) representing the employees, and with the possibility of 1 observer each from countries outside the EU which are in membership of ETUCE, if they cannot be accommodated within the 28 delegates.” (amended to comply with EFEE)

## The Work Programme 2010-2011

- Themes :
  - Quality in Education: teacher education, CPD, Management, Quality Assurance)
  - Demographic Challenge: rising, falling and changing population, ageing of the workforce, gender composition of the workforce
  - Education and Training process beyond 2010 : EU education policies
- Separate WG for the two first themes in 2010 + one for HER

## The Work Programme 2010-2011

- The inclusion of Higher Education and Research issues later in the Sectoral Dialogue will be prepared by a working group with representatives from the sector on both sides.
- This WG has a proposed assignment (yet to be approved by the EFEE) of reporting after one year to the Plenary on the inclusion of HER in the ESSDE

## The Committee's activities

- As a Committee, without any application procedures:
  - 2 Plenary meetings (27 delegates on each side)
  - 4 working group meetings (maximum 15 delegates on each side)
  - On request: 1 extra Plenary and 2 extra WG
- The Social Partners will also :
  - Respond to the Commission's consultations.
  - On their own initiative, submit joint opinions to the Commission and/or other parties, as agreed from time to time.
  - Where relevant and supportive for the work, applications will be made to EU projects for financial support.

## Examples of possible topics for HER

- Different aspects of the Bologna process
- Mobility
- Students' fees
- An example of a recent consultation procedure: the EIT
- ....

Thank you for your attention !

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## 10. Presentation by Helen Fairfoul, UCEA (UK)

### Organising HE employers; a view from the UK



*Consultation*  
Promoting equality Representation

**Professional advice** Research

Lobbying **Pay modernisation**

**Pensions** Health and safety

Negotiation

Helen Fairfoul  
 Deputy Chief Executive  
 Universities and Colleges  
 Employers Association  
 May 2010

### Overview



- Size and shape of UK HE institutions
- Where the money comes from
- Where does the money go?
- The UK HE workforce
- What UCEA is and does
- Challenges for HEIs as employers
- The European dimension
- What UCEA is currently prioritising

### Size and shape of UK HE institutions



- 116 universities; 50 “colleges of HE”
- 1 private university; a few private providers
- 2.4m students (growth from c. 1m in 1988)
- UK Government agendas: Widening access, STEM subjects, employer engagement
- 4 nations/regions: England, Scotland, Wales & Northern Ireland
- Diversity of size, provision, mission
- Autonomous; independent; self-governing

## Where the money comes from



- UK HE income £23.4bn
  - Funding Council grants 35%
  - Research grants and contracts 16%
  - All UK/EU tuition fees 18%
  - International (non EU) and other fees / grants 10%
  - Endowment / investment 2%
- “public income” averages 60%
- But range of dependence on public income varies: 80% to 20%

## Where does the money go?



- Total expenditure £22.96bn
  - Surplus for whole sector only £0.5bn
- Operating surpluses have been at around 1-2% (pre autumn 2008!)
  - Well below level advised by funding councils of 3-5%
  - A number of HEIs with or forecasting deficits
- Staff costs average 58% of expenditure
  - Staff costs: annual increases of c 8% every year since 2001
  - Pension fund deficits – funded and unfunded schemes

## The UK HE workforce



- 378,760 core staff (1.2% of UK workforce)
- Plus c 170,000 atypical staff
- Around 47% of staff academic
  - 22% research only; 25% teaching only
- 53% of HE staff are female
- One third of HE staff work part-time (67% female; 33% male)
- Academic grade drift towards Professorial roles:
  - In 2006-07 18% in Professorial grades; 5% in most junior Lecturer grade
  - [in 2001-02 these figures were 16% and 11%]

## What UCEA is and does



- A subscription organisation
- Membership is voluntary
- 164 member HE institutions
- Our services:
  - Voluntary collective negotiations on pay
  - Representation and negotiations on pensions
  - Provision of advice and guidance on employment, reward...
  - Research and data, including pay surveys
  - Represent and promote (diverse) interests of HE employers

## What UCEA is and does: core objectives 1 to 3



- “Deliver effective representation and negotiation on behalf of HE sector employers and guide pay and bargaining modernisation
- Develop and support implementation of an effective long-term pensions strategy for the HE sector
- Work with HE employers and other agencies to support the internationalisation of UK HE”

## Challenges for HEIs as employers



- Funding reductions
  - The end of a period of sustained growth
  - Change: reductions in headcount; new ways of working
- Income diversification
- Pay competitiveness
- The cost of pensions
- Delivering equality and diversity
  - Equality in reward systems
  - Understanding / tackling the gender pay gap(s)
- International / global competitiveness

## The European dimension



- Students: 2.4m of which over 10% international – half of these from EU
- Staff: An increasingly international academic workforce
  - Seeing more new academic starters from overseas
  - 11% decrease in UK domiciled starters from 2003 to 2008
  - In 2008-09 c 40% of starters non-UK domiciled (half EU)
- EU employment frameworks: WTD, equality, etc
- EHEA 2010 and beyond; European Research Area
  
- An operating context that is both European and international

## What UCEA is currently prioritising



- Offer collective pay negotiations framework (for 151 HEIs this year, up to Professorial level)
- Build a mature and constructive employee relations dialogue
- Support HEIs in their local negotiations on pay, conditions, etc
- Key role in negotiating reformed, sustainable pension schemes
- Influence and lobby in support of HE, e.g. UKBA
- Communicate within and beyond HE: great places to work; modernising HR agenda
- Inform and anticipate legislative changes – at national and European level
- Tackling workforce challenges: shape & size; flexibility
- Help UK HEIs manage change and uncertainty

## 11. Agenda

### EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

#### HIGHER EDUCATION EMPLOYERS' SEMINAR

Hotel Radisson ([www.radisson.com.mt](http://www.radisson.com.mt))

Malta, 13-14 May 2010

#### AGENDA

#### Thursday, 13 May 2010

- |                 |   |
|-----------------|---|
| 12.00h – 14.00h | Arrival, lunch and registrations  |
| 14.30h – 15.45h | Welcome and Introduction to the seminar:<br>Maltese Ministry of Education and Research<br>Bianka Stege, EFEE General Secretary<br>Martin Romer, ETUCE General Secretary |
| 15.45- 16.30h   | What is the European Social Dialogue?<br>François Ziegler, European Commission  |
| 16.30h – 16.45h | Coffee break  |
| 16.45h – 17.30h | A European Sectoral Social Dialogue in Education:<br>technical aspects<br>David Poissonneau, ETUCE Policy Coordinator and Charles<br>Nolda, EFEE Consultant             |
| 17.30h – 18.00h | Questions and answers between the speakers and the<br>participants  |

#### Friday, 14 May 2010

- |                |   |
|----------------|---|
| 9.30h – 10.00h | Organising Higher Education employers at national level<br>and the case for involvement at European level<br>Helen Fairfoul, UCEA, UK employer in Higher Education and<br>EFEE member |
|----------------|---|

- 10.00h – 11.00h      How the European Social Dialogue in education can influence the international Higher Education policies?  
Matti Vesa Volanen, Senior Researcher in Jyväskylä University, member of FUURT, Finland
- 11.00h- 11.15h      Coffee break
- 11.15h- 12.15h      Tour de table and discussion
- 12.15h – 12.30h      Conclusions  
Bianka Stege  
Martin Romer
- 12.30h                **Lunch and departure**



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## 12. List of Participants



**EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION – HIGHER  
EDUCATION EMPLOYERS SEMINAR**

Malta, 13-14<sup>th</sup> of May 2010

**PARTICIPANTS**

Country	Organisation	Sur name	First name
Cyprus	Ministry of Education and Science	CHRISTOPHIDES	Stelios
Finland	EFPIEUF	PÄRSSINEN	Nina
Finland	EFPIEUF	LINDSTRÖM	Minna-Marika
Germany	Hessisches Ministerium für Wissenschaft und Kunst	BERNHARDT	Rolf
Hungary	Hungarian Rector's Conference	SZABO	Gabor
Hungary	Hungarian Rector's Conference	DUBECZI	Zoltan
Italy	CRUI	STEFANI	Emanuela
Italy	CRUI	CANTIANI	Monica
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Lithuania	Klaipeda University	RAMONAS	Alfonsas
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Slovakia	EFEE	HAASOVA	Ingrid
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Sweden	Swedish Agency for GCT	CLOAREC	Robert
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UK	EFEE	Nolda	Charles
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