A European Sectoral Social Dialogue in Education

David Poissonneau
ETUCE Policy Coordinator
FLC-CGIL Conference, October 2010
What place for social dialogue at European level?
A Strong institutional recognition

**ART 154 TF EU**

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, taking care to ensure a balanced support of both sides.

The Commission consults social partners first

Social partners can engage into a dialogue

**ART 155 TF EU**

The Community level dialogue between the social partners can lead, if they wish it, to contractual relations, including agreements.

The implementation can be made either by an EU instrument or through national channels
European social partners

General cross-industry organisation & Cross-industry organisations representing certain categories of workers or undertakings
ETUC, BUSINESS EUROPE, CEEP, UEAPME, CEC, Eurocadres

European Capacity to act in a voluntary way

Being composed by national organisations recognised as social partners
Adequate structures

Sectoral organisations representing employers EUROCOMMERCE, AEA, POSTEUROP, COPA, COTANCE, EURATEX, HOTREC, FBE, ...
& European trade union organisations UNI-Europa, EPSU, EFFAT, ETUCE, ETUF-TCL, EMF...
What forms does the European Social Dialogue take?

**Tripartite**
- Tripartite Social Summit
  - Macroeconomic dialogue
  - Dialogue on education
  - Dialogue on employment
- High level groups

**Bipartite**
- "Val Duchesse" Social Dialogue
- Sectoral social dialogue committees
- EWC (Employee Work Council) Transnational agreements

**Company**

**Sectoral**

**Cross industry**
1 Cross industry social dialogue committee

34 (+ 3) Sectoral social dialogue committees

Extractive Ind.
Sea fishing
Agriculture

Automobile (*)
Non ferrous metal (*)
Gas
Steel
Chemical
Woodworking
Textile/clothing
Tanning/leather
Sugar
Shipbuilding
Furniture
Footwear
Electricity
Construction

Catering (*)
Hospitals
Life performance
Insurance
Inland Navigation
Industrial cleaning
Horeca
Commerce
Civil aviation
Banking
Audiovisual
Temporary agency work
Telecom
Sea transport
Road transport
Railways
Private security
Postal services
Personal services
Local / Reg. government
Sectors covered by EU policies

Sectors touched by Europeanisation

Industrial sectors

Public sector

Sectors covered by EU policies
SDC – How it works

The social partners
"Autonomy and responsibility"

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
6 Agreements establishing minimum standards implemented by Council decision

- Framework agreement on parental leave, 1995
- Framework agreement on part-time work, 1997
- European agreement on the organisation of working time of seafarers, 1998
- Framework agreement on fixed-term work, 1999
- European agreement on the organisation of working time of mobile workers in civil aviation, 2000
- Agreement on certain aspects of the working conditions of mobile workers assigned to interoperable cross-border services, 2005
5 Autonomous Agreements  
establishing minimum standards  
implemented by the procedures and  
practices specific to management and  
labour and the Member States

- Framework agreement on telework, 2002
- Agreement on the European licence for drivers carrying  
out a cross-border interoperability service, 2004
- Agreement on Stress at work, 2004
- Social Dialogue Agreement  
on Crystalline Silica, 2006
- Harassment and violence at work, 2007

Implementation reports  
by the social partners
Why a SSD in Education?

- Education is a professional sector
- Not yet represented sector wise at EU level
- Would strengthen sectoral SD at national level

Why not yet:

- Variety/complexity of employers at national level
- Employers not organised at EU level
Process towards the ESSDE

- 2000-2004: Informal discussions among the teachers’ trade-unions and with the CEEP
- Support from the EC
- 2004-06: SD I and II (studies)
- :2006-07: Sub-regional seminars and 1st EU conference
- 2008: CEEP gets officially involved
- 2008-2009: Country visits, sub-sectoral dimension
- 2009: EFEE is created on 26/02
- 2009: WP and ROP, application to create the ESSDE
- 2010: Strengthening the EFEE, Representativity audit, adjustments on the labour side
- June 2010: First Plenary, Set-up of WG. November: WG meetings
Current EFEE: 17 Ct. 20 Org.

- Belgium – AGPE (FR Ministry) and SeGEC
- Cyprus - Ministry of Education and Culture
- Denmark - KL (Local Government Denmark)
- Finland - Commission of Local Authority Employers (KT)
- Germany - TdL (Tarifgemeinschaft deutscher Lande – 14 L)
- Hungary - KIMSZ (Association of School Headmasters)
- Ireland - IVEA (Irish Vocational Education Association)
- Italy - ARAN (Representative Negotiating Agency of the Public Administration)
- Latvia - MoES (Ministry of Education and Science)
- Malta - MEEF (Ministry of Education, Employment and the Family)
- Netherlands - VO-Raad (Sec.) and PO-Raad (Prim.)
- Norway - HSH
- Portugal - Ministry of Education
- Slovakia - Ministry of Education
- Spain - Ministry of Education
- Sweden - SALAR (The Swedish Association of local authorities and regions),
- UK - UCEA, AoC and NEOST/LGE (National Organisation of Schoolteachers’ Employers/Local Government Employers)
Next steps in the ESSDE

- Joint declaration on investments in education
  - New draft expected from the EFEE
- WG 1: Quality in Education
  - Focus: Culture of Evaluation
- WG 2: Demographic challenges
  - Focus: Recruitment and retention
- WG 3: Higher Education and Research
  - Coverage of HER by the ESSDE
What is it possible to do?

- Agreements implemented in accordance with Article 155 TF EU, either by Council decision or by the procedures and practices specific to management and labour in the Member States;
- Process-oriented texts: frameworks of action, guidelines and codes of conduct, and policy orientations;
- Joint opinions and declarations;
- Tools (surveys, study visits etc.);
Added value and possible impact

- ETUCE is now a European social partner (co-legislator)
  - Strengthens influence on EU policies and initiatives
- Education is a European sector
- Strengthens SD at national level
- Political impact: launches or relaunches the discussion on a specific topic
More information

www.csee-etuce.org

David.poissonneau@csee-etuce.org