European Trade Union Committee for Education

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6 October 2023

ETUCE – European Trade Union Committee for Education

- 125 education trade unions in Europe
- More than 11 million teachers and other 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
- Represented on the various working groups of the Bologna follow-up process

ETUCE Vision

- Education is a public good and a fundamental right
- *Promote access to quality education for all,* ***inclusion, diversity and equality*** *- no one should be left behind because of their socio-economic background –* ***we need social change***
- Quality education is based on qualified teaching professionals – **Teaching needs to become an attractive career again**
- *As education trade unions we call on governments and education authorities to ensure decent working conditions, decent pay and pensions for teaching professionals as well as continuous professional development – teacher recruitment and retention*
- **Strong and meaningful social dialogue** and collective bargaining at European and national level
- We **fight for and defend teachers' and other education workers' rights**, their interests and trade union and human rights
- We support education trade unions – capacity building and exchange of good practices/project work
- Education needs to be well und publicly funded, we say no to privatisation/profit-making of education

Solidarity - Together we are strong and together we can make a difference at national level and in Europe

ETUCE Mission

- Promote education as a public good and a fundamental right
- Fight for and defend teachers' rights and interests
- Fight for and defend trade union rights and human rights
- Promote and strengthen social dialogue and collective bargaining at European and national level
- Promote access to quality public education for all – more public investment in education against privatisation trends and promote inclusion
- Support education trade unions at national level and promote the exchange of good practices

ETUCE Activities – What do we do?

- Consultation of the education trade unions on EU initiatives
- Representation towards the EU Commission, Council of the European Union and the European Parliament
- Member of several EU thematic working groups in the context of the Open Method of Coordination
- Member of the ETUC delegation in European Social Partners' consultation on social, labour market and economic issues
- Representation towards the Council of Europe
- Coordination of thematic projects funded by the European Commission
- Common promotion of national follow-up structures for the implementation of European education policy
- Information sharing on European education policies through the ETUCE news letters, web site, social media, etc.

Current context

- Address the Teacher shortage and brain drain
- Fight low and unattractive salaries for decent working conditions and teachers' well-being
- Unilateral government decisions – poor or weak social dialogue / collective bargaining
- Inflation, soaring energy prices, rise of cost of living and housing
- Challenge the increasing privatisation and commercialization
- Increasing digitalisation and need for sustainable education systems
- Address Rising inequalities, exacerbated also through the pandemic
- Promote and commit to quality social dialogue
- Empower the teaching profession – trade union renewal

Current context – digitalisation

- Challenge the increasing privatisation and commercialisation
- Increasing digitalisation and need for sustainable education systems

Table 1: How have education systems in your country adapted to the COVID-19 pandemic?

2019-2020 academic year	Both ETUCE and EFEE members		ETUCE members		EFEE members	
	No	%	No	%	No	%
Education systems **entirely** resorted to online education during the COVID-19 pandemic	24	**34%**	18	36%	6	30%
Education systems **partially** resorted to online education during the COVID-19 pandemic	46	**66%**	32	64%	14	70%
Education systems never resorted to online education during the COVID-19 pandemic	0	0%	0	0%	0	0%
All responses	70	100%	50	100%	20	100%
2020-2021 academic year	**Both ETUCE and EFEE members**		**ETUCE members**		**EFEE members**	
	No	%	No	%	No	%
Education systems **entirely** resorted to online education during the COVID-19 pandemic	16	**23%**	13	26%	3	15%
Education systems **partially** resorted to online education during the COVID-19 pandemic	53	**76%**	36	72%	17	85%
Education systems never resorted to online education during the COVID-19 pandemic	1	1%	1	2%	0	0%
All responses	70	100%	50	100%	20	100%

Source: E-speed project survey 2020.

Graph based on the results of the ETUCE 2020 E-speed project survey. Source: ETUCE (2020)

Table 2: How have different education system stakeholders in your country adapted to the COVID-19 pandemic?

Do you agree that...		Fully agree	Some agree	% positive opinion	Some disagree	Fully disagree	N*	All
Schools and other education institutions have done well in coping with the COVID-19 impact on education	All	22	42	**91%**	5	1		70
	EFEE	7	12	**95%**	1			20
	ETUCE	15	30	**90%**	4	1		50
Education authorities have done well in coping with the COVID-19 impact on education	All	9	40	**70%**	10	9	2	70
	EFEE	5	12	**85%**	3			20
	ETUCE	4	28	**64%**	7	9	2	50
The teachers, trainers, school leaders, academic staff, and other education personnel in our sectors have coped well with the rapid move to online teaching	All	28	38	**94%**	3		1	70
	EFEE	10	9	**95%**	1			20
	ETUCE	18	29	**94%**	2		1	50
The teachers, trainers, school leaders, academic staff, and other education personnel in our sectors were well supported during the COVID-19 changes to teaching	All	11	34	**64%**	20	4	1	70
	EFEE	6	12	**90%**	2			20
	ETUCE	5	22	**54%**	18	4	1	50
Most schools and other education institutions in our sectors, at the time of the survey, are planning to go back to pre-COVID 19 education models	All	21	26	**67%**	19	3	1	70
	EFEE	3	7	**50%**	9	1		20
	ETUCE	18	19	**74%**	10	2	1	50

*Source: e-Speed project survey 2020. * no response.*

Graph based on the results of the ETUCE 2020 E-speed project survey. Source: ETUCE (2020)

Table 21: What action has your organisation taken in relation to the following topics?

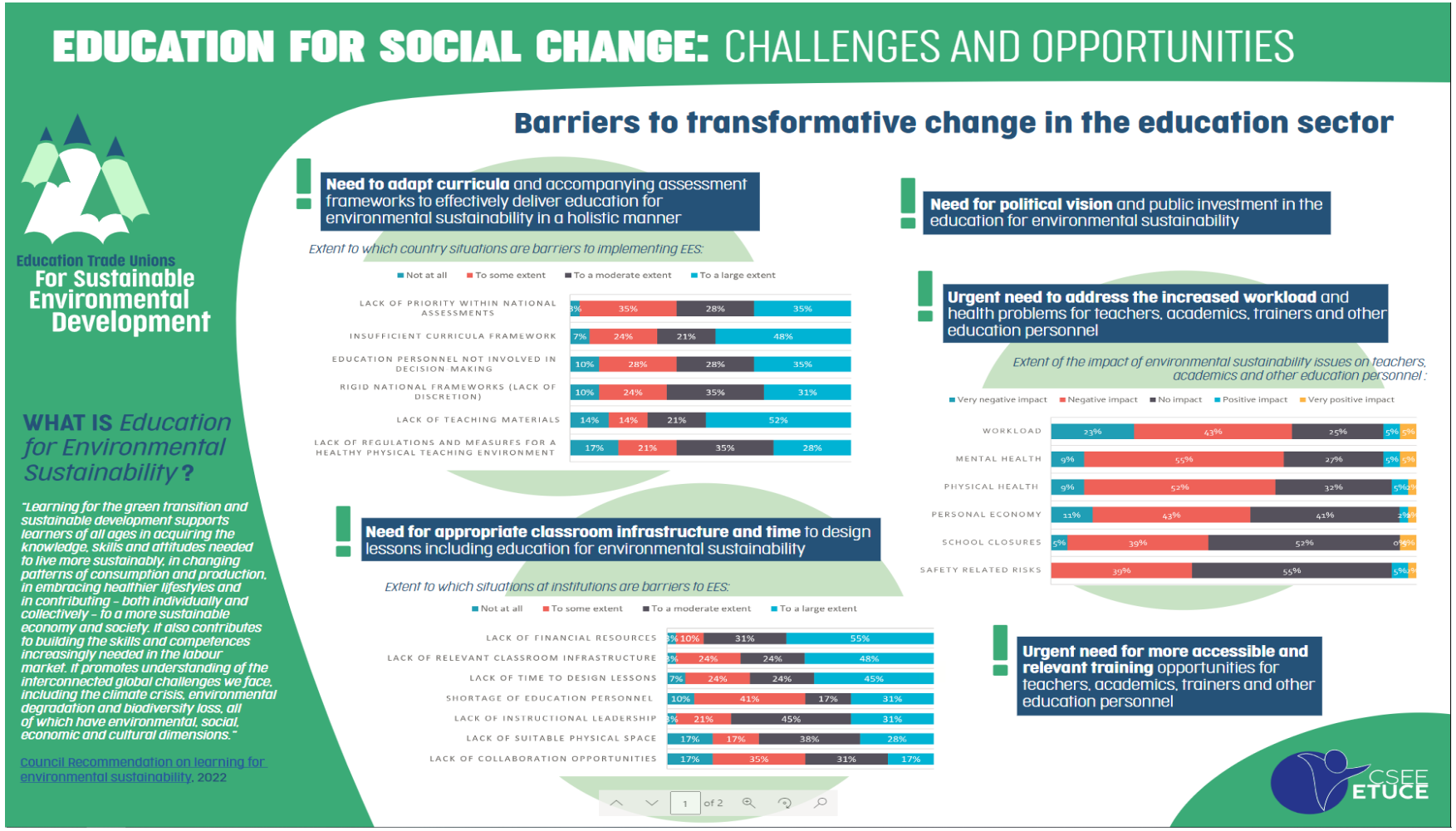
		Developed policy, guidance, documentation to your members	Established support, advice, mentoring structures to your members	Provided training to your members	Carried out research	Established a dedicated structure/ body	No action taken
The use of digital technologies in education	Both	**33**	**33**	31	22	11	12
	EFEE	11	14	13	8	5	2
	ETUCE	22	19	18	14	6	10
The future of work in education	Both	**31**	**39**	30	24	13	8
	EFEE	9	17	11	8	6	1
	ETUCE	21	22	19	16	7	7
The collection and use of data on learners and staff	Both	**30**	**22**	20	15	7	18
	EFEE	10	9	7	4	4	6
	ETUCE	20	13	13	11	3	12
Addressing health and safety concerns from digital education	Both	**29**	**25**	21	15	12	15
	EFEE	11	9	8	3	6	4
	ETUCE	18	16	13	12	6	11

Source: E-speed project survey 2020. Multiple choices were possible.

Graph based on the results of the ETUCE 2020 E-speed project survey. Source: ETUCE (2020)

Current context – climate change

- Need for sustainable education systems



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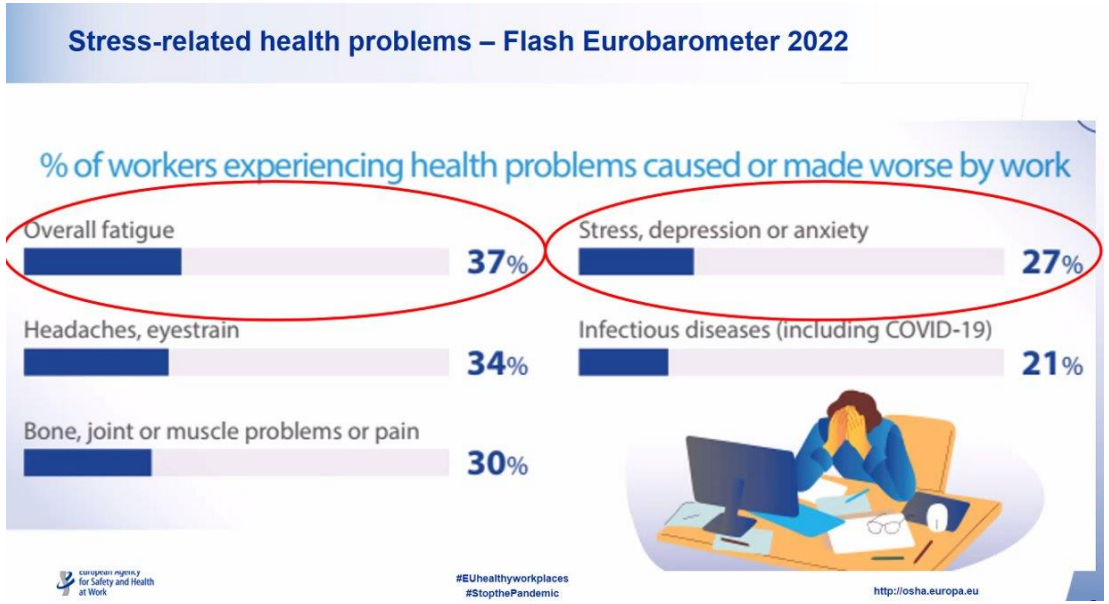
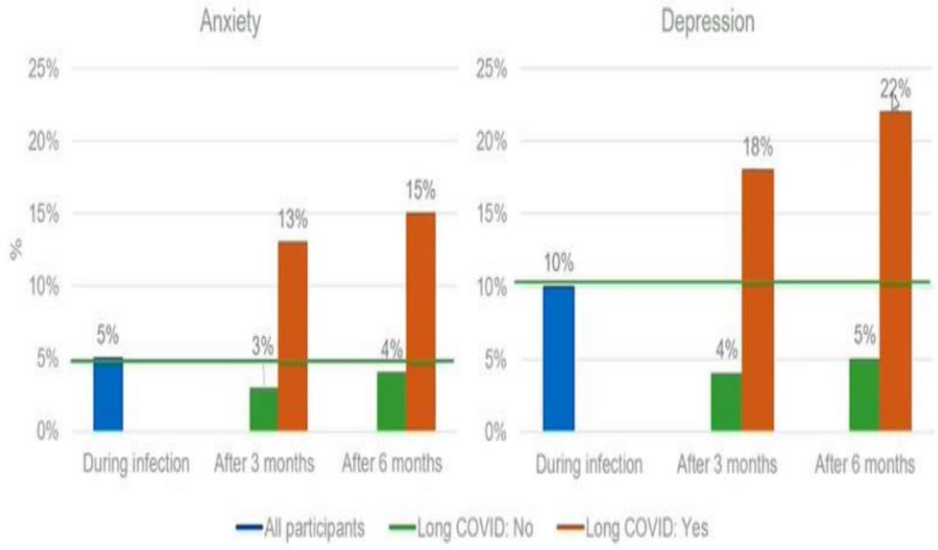
Current context – health crisis

- Pandemic and the impact of Long Covid-19
- Promote teacher well-being

WHO definition of Long COVID: *It occurs in individuals with a history of probable or confirmed SARS CoV-2 infection, usually* ***3 months*** *from the onset of COVID-19 with symptoms and that last for at least 2 months and cannot be explained by an alternative diagnosis.* Source: A clinical case definition of post COVID-19 condition.





Source: *Sciensano's study COVIMPACT (presentation at the ETUCE Online Seminar on Long COVID)*

Teacher shortage

- 36% of teachers in primary and secondary schools are aged 50 and over. 9% of teachers in the European Union are over 60. Ageing teachers are a growing problem in 16 out of the 36 countries surveyed by Eurydice. At the same time that teachers are getting older, 11 countries report that there are too few students enrolling for initial teacher education. Denmark, the Netherlands, Sweden, and Norway report that student drop-out from initial teacher education is their main challenge in terms of teacher supply and demand. In: Eurydice report "Teaching Careers in Europe: Access, Progression and Support", 2018.
- 24.6% of principals reported a shortage of qualified teachers, 37.8% reported a shortage of teachers with the competence in teaching students with special needs, 16.4% reported a shortage of vocational teachers, 23.5% reported a shortage of teachers with competence in teaching students in multicultural or multilingual settings, and 24.2% reported a shortage of teachers with competence in teaching students from socio-economically disadvantaged homes. These shortages of resources reportedly hindered the school's capacity to provide quality instruction 'quite a bit' or 'a lot'. In: European Commission "Education and Training Monitor 2019".
- There are significant differences in the statutory salaries of teachers approaching the profession, ranging from EUR 4 000 to EUR 92 000 per year, depending on the country. Teachers' salaries vary depending on the level of education and the salary discrepancies depend on the minimum qualification requirements for teachers to enter the profession. the average salaries of pre-primary teachers are substantially lower than those of full-time, full-year workers with tertiary education. In Hungary and in the Slovak Republic, pre-primary teachers' salaries are less than 60% of those of tertiary-educated workers on average. In many countries, salaries for teachers in ECE are particularly uncompetitive. OECD, Education at a Glance

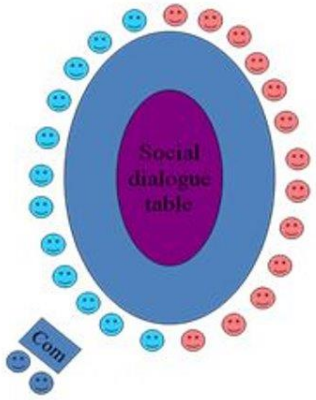
The European Sectoral Social Dialogue

- **Aims and objectives**
- Promote social partners' structures across European countries
- Improvement of the Quality of Education in Europe

Work programme front page

A sectoral Social Dialogue Committee

Employer representatives



Trade union representatives

1 CEEP representative
1 EPSU representative

Topics

- Demographic Challenges
- Higher Education & Research
- Supporting teachers, trainers and school leaders and all education personnel
- Attractiveness of the teaching profession
- Occupational Health and Safety
- Facilitating integration, equal opportunities
- Open and innovative education
- Public/private development in education
- Decent Workplaces in the Education sector
- VET and Apprenticeships
- High-quality skills and competences
- Promotion of social Dialogue and Capacity building

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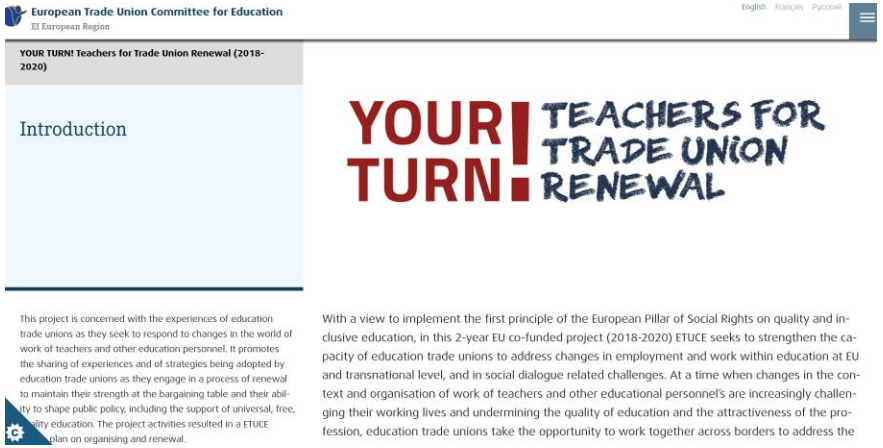
European Economic Governance

- ***European Semester***
- ***European Recovery and Resilience Fund***
- decent working hours, decent salaries, and paid leave for teachers, trainers, a
- access to occupational health and safety services for teachers, trainers, academics and researchers;
- public funding for modern equipment in education institutions;
- full digital literacy of teachers, trainers, and all workers to ensure an equitable digital transition and the quality of education in the post-pandemic period;
- increased professional autonomy of education staff and meaningful involvement in policymaking of education trade unions and teaching professionals;
- access to continuous professional development including formal, informal and non-formal learning for teachers, trainers, academics and researchers.

Trade Union Renewal



- Introduction - European Trade Union Committee for Education (csee-etuce.org)
- THEME 1: ORGANISING AROUND IDEAS: REFRAME THE NARRATIVE
- THEME 2: ORGANISING AT THE WORKPLACE: BUILD AT THE BASE
- THEME 3: ORGANISING AROUND WORK: CONNECT THE INDUSTRIAL AND THE PROFESSIONAL
- THEME 4: ORGANISING FOR EQUALITIES: MOBILISE THE UNDER-REPRESENTED
- THEME 5: ORGANISING WITH COMMUNITY: BUILD ALLIANCES AND COALITIONS
- THEME 6: ORGANISING IN A CRISIS

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Campaign Launch Event

MAKE TEACHING ATTRACTIVE!

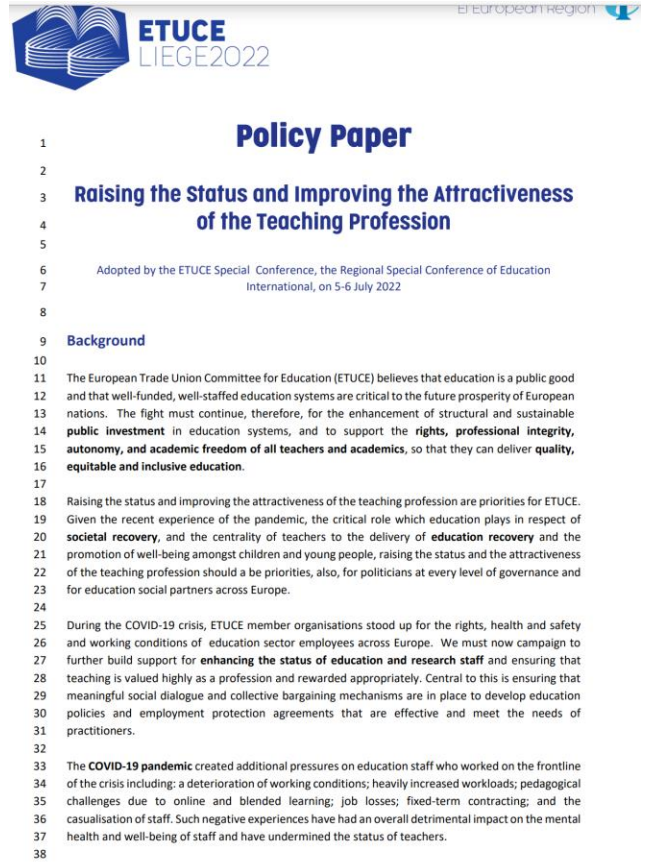
European Week of Teachers

2–6 October 2023

MAKE TEACHING ATTRACTIVE!

Background

- ***Raising the Status and Improving the Attractiveness of the Teaching Profession*** (2022)
- 10 key action points
  - Ensure professional autonomy and academic freedom
  - Commit to collaborative and collegial leadership in educational establishments and systems
  - Deliver decent salaries – including addressing any pay inequalities
  - Ensure sustainable working conditions and promote teacher well being
  - Control excessive workload and working hours
  - Create quality entry pathways and retention practices
  - Ensure entitlement to quality and inclusive initial education and continuous professional development
  - Address equality and diversity challenges in teaching workforces
  - Promote and commit to social dialogue
  - Empower the teaching profession
- Timeline: 2022 – 2024
- Pledges from ETUCE member organisations



ETUCE LIEGE2022

Policy Paper

Raising the Status and Improving the Attractiveness of the Teaching Profession

Adopted by the ETUCE Special Conference, the Regional Special Conference of Education International, on 5-6 July 2022

Background

The European Trade Union Committee for Education (ETUCE) believes that education is a public good and that well-funded, well-staffed education systems are critical to the future prosperity of European nations. The fight must continue, therefore, for the enhancement of structural and sustainable **public investment** in education systems, and to support the **rights, professional integrity, autonomy, and academic freedom of all teachers and academics**, so that they can deliver **quality, equitable and inclusive education**.

Raising the status and improving the attractiveness of the teaching profession are priorities for ETUCE. Given the recent experience of the pandemic, the critical role which education plays in respect of **societal recovery**, and the centrality of teachers to the delivery of **education recovery** and the promotion of well-being amongst children and young people, raising the status and the attractiveness of the teaching profession should a be priorities, also, for politicians at every level of governance and for education social partners across Europe.

During the COVID-19 crisis, ETUCE member organisations stood up for the rights, health and safety and working conditions of education sector employees across Europe. We must now campaign to further build support for **enhancing the status of education and research staff** and ensuring that teaching is valued highly as a profession and rewarded appropriately. Central to this is ensuring that meaningful social dialogue and collective bargaining mechanisms are in place to develop education policies and employment protection agreements that are effective and meet the needs of practitioners.

The **COVID-19 pandemic** created additional pressures on education staff who worked on the frontline of the crisis including: a deterioration of working conditions; heavily increased workloads; pedagogical challenges due to online and blended learning; job losses; fixed-term contracting; and the casualisation of staff. Such negative experiences have had an overall detrimental impact on the mental health and well-being of staff and have undermined the status of teachers.

Policy translated to Communication

- ***Raising the Status and Improving the Attractiveness of the Teaching Profession*** (2022)
- 10 key action points
  - Ensure professional autonomy and academic freedom
  - Commit to collaborative and collegial leadership in educational establishments and systems
  - Deliver decent salaries – including addressing any pay inequalities
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  - Address equality and diversity challenges in teaching workforces
  - Promote and commit to social dialogue
  - Empower the teaching profession

- ***ETUCE Demands***
  - *Promote* professional autonomy!
  - Create democratic school cultures!
  - Deliver decent competitive salaries!
  - Sustain safe and secure working conditions!
  - Ensure workload control and work-life balance!
  - Support effective career start to ensure retention!
  - Ensure quality professional development!
  - Embed equality and diversity!
  - Ensure social dialogue!
  - Value, respect and empower the teaching profession!

Value the teaching profession!
Invest into the teaching profession!
Attract to the teaching profession!

Aims and Audiences

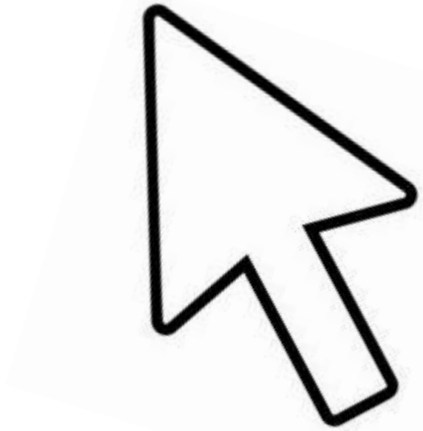
1. Enhance visibility and reputation of ETUCE and its member organisations
   - by promoting its work towards the campaign`s central agenda
   - Europe-wide towards institutions, education authorities, partner organisations & member organisations
2. Strengthen ETUCE`s and member organisations' network
   - by providing resources (visuals and other comms material) for member organisations to be used to showcase the results of ETUCE policy work
3. Raise public awareness
   - of the need to enhance the attractiveness of the profession
   - by launching a few concentrated press campaigns aimed at education policy makers & general audience (both at European and national levels)

10 Key Demands

- Promote professional autonomy!
- Deliver decent competitive salaries!
- Support effective career start to ensure retention!
- Ensure quality professional development!
- Embed equality and diversity!
- Sustain safe and secure working conditions!
- Ensure workload control and a work-life balance!
- Create democratic school cultures!
- Ensure social dialogue!
- Value, respect and empower the teaching profession!

Campaign Website

csee-etuce.org/MakeTeachingAttractive



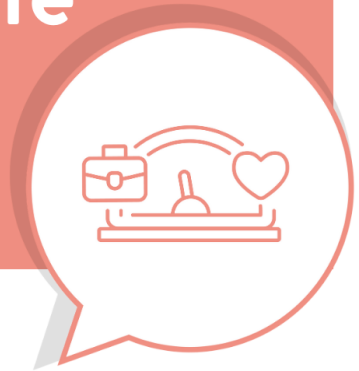
#MakeTeachingAttractive

Value, respect and empower the teaching profession!

Valoriser, respecter et responsabiliser la profession enseignante!

Ценить и уважать учительскую профессию и расширять ее права и возможности!

Ensure workload control and a work-life balance!



Create democratic school cultures!

Ensure quality professional development!

European Week of Teachers Actions

Throughout the week, ETUCE will be sharing and giving visibility to member organisations actions across Europe on raising the status of the teaching profession.

Some highlights during this are:

Monday 2 October 2023

Online Opening of European Teachers Week

Wednesday 4 October 2023

Contribution from the Spanish EU Presidency: Interview with Minister of Education of Spain, Pilar Alegría

Thursday 5 October 2023 (World Teachers Day) Interview with ETUCE European Director Susan Flocken, EU Observer

Friday 6 October 2023 Sharing of practical information for teachers and education trade unions

Campaign Calendar

Sustain safe and secure working conditions!	June 2023
Support effective career start to ensure retention!	September 2023
Ensure social dialogue!	October 2023 **!!! European Week of Teachers** (2-6 Oct 2023) **!!!**
Create democratic school cultures!	November 2023
Ensure quality professional development!	January 2024
Promote professional autonomy!	February 2024
Embed equality and diversity!	March 2024
Ensure workload control and work-life balance!	April 2024
Deliver decent competitive salaries!	May 2024
Value, respect and empower the teaching profession!	June2024

#MakeTeachingAttractive

www.etuce-csee.org

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