



# European Trade Union Committee for Education

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6 October 2023



Education International - European Region

# 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 <b>entirely</b> resorted to online education during the COVID-19 pandemic	24	<b>34%</b>	18	36%	6	30%
Education systems <b>partially</b> resorted to online education during the COVID-19 pandemic	46	<b>66%</b>	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	
Education systems <b>entirely</b> resorted to online education during the COVID-19 pandemic	16	<b>23%</b>	13	26%	3	15%
Education systems <b>partially</b> resorted to online education during the COVID-19 pandemic	53	<b>76%</b>	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	<b>91%</b>	5	1	70	
	EFEE	7	12	<b>95%</b>	1		20	
	ETUCE	15	30	<b>90%</b>	4	1	50	
Education authorities have done well in coping with the COVID-19 impact on education	All	9	40	<b>70%</b>	10	9	2	70
	EFEE	5	12	<b>85%</b>	3		20	
	ETUCE	4	28	<b>64%</b>	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	<b>94%</b>	3	1	70	
	EFEE	10	9	<b>95%</b>	1		20	
	ETUCE	18	29	<b>94%</b>	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	<b>64%</b>	20	4	1	70
	EFEE	6	12	<b>90%</b>	2		20	
	ETUCE	5	22	<b>54%</b>	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	<b>67%</b>	19	3	1	70
	EFEE	3	7	<b>50%</b>	9	1	20	
	ETUCE	18	19	<b>74%</b>	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 2: 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	<b>33</b>	<b>33</b>	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	<b>31</b>	<b>39</b>	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	<b>30</b>	<b>22</b>	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	<b>29</b>	<b>25</b>	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

## EDUCATION FOR SOCIAL CHANGE: CHALLENGES AND OPPORTUNITIES



**Education Trade Unions  
For Sustainable  
Environmental  
Development**

**WHAT IS Education  
for Environmental  
Sustainability?**

*"Learning for the green transition and sustainable development supports learners of all ages in acquiring the knowledge, skills and attitudes needed to live more sustainably, in changing patterns of consumption and production, in embracing healthier lifestyles and in contributing – both individually and collectively – to a more sustainable economy and society. It also contributes to building the skills and competences increasingly needed in the labour market, it promotes understanding of the interconnected global challenges we face, including the climate crisis, environmental degradation and biodiversity loss, all of which have environmental, social, economic and cultural dimensions."*

Council Recommendation on learning for environmental sustainability, 2022

### Barriers to transformative change in the education sector

**Need to adapt curricula and accompanying assessment frameworks to effectively deliver education for environmental sustainability in a holistic manner**

*Extent to which country situations are barriers to implementing EES:*

Barrier	Not at all	To some extent	To a moderate extent	To a large extent
LACK OF PRIORITY WITHIN NATIONAL ASSESSMENTS	3%	35%	28%	35%
INSUFFICIENT CURRICULA FRAMEWORK	7%	24%	21%	48%
EDUCATION PERSONNEL NOT INVOLVED IN DECISION MAKING	10%	28%	28%	35%
RIGID NATIONAL FRAMEWORKS (LACK OF DISCRETION)	10%	24%	35%	31%
LACK OF TEACHING MATERIALS	14%	14%	21%	52%
LACK OF REGULATIONS AND MEASURES FOR A HEALTHY PHYSICAL TEACHING ENVIRONMENT	17%	21%	35%	28%

**Need for political vision and public investment in the education for environmental sustainability**

**Urgent need to address the increased workload and health problems for teachers, academics, trainers and other education personnel**

*Extent of the impact of environmental sustainability issues on teachers, academics and other education personnel:*

Issue	Very negative impact	Negative impact	No impact	Positive impact	Very positive impact
WORKLOAD	23%	43%	25%	5%	5%
MENTAL HEALTH	9%	55%	27%	5%	5%
PHYSICAL HEALTH	9%	52%	32%	5%	5%
PERSONAL ECONOMY	11%	43%	41%	1%	1%
SCHOOL CLOSURES	5%	39%	52%	0%	0%
SAFETY RELATED RISKS	0%	39%	55%	0%	0%

**Need for appropriate classroom infrastructure and time to design lessons including education for environmental sustainability**

*Extent to which situations at institutions are barriers to EES:*

Situation	Not at all	To some extent	To a moderate extent	To a large extent
LACK OF FINANCIAL RESOURCES	3%	10%	31%	55%
LACK OF RELEVANT CLASSROOM INFRASTRUCTURE	3%	24%	24%	48%
LACK OF TIME TO DESIGN LESSONS	7%	24%	24%	45%
SHORTAGE OF EDUCATION PERSONNEL	10%	41%	17%	31%
LACK OF INSTRUCTIONAL LEADERSHIP	3%	21%	45%	31%
LACK OF SUITABLE PHYSICAL SPACE	17%	17%	38%	28%
LACK OF COLLABORATION OPPORTUNITIES	17%	35%	31%	17%



1 of 2

# Current context – health crisis

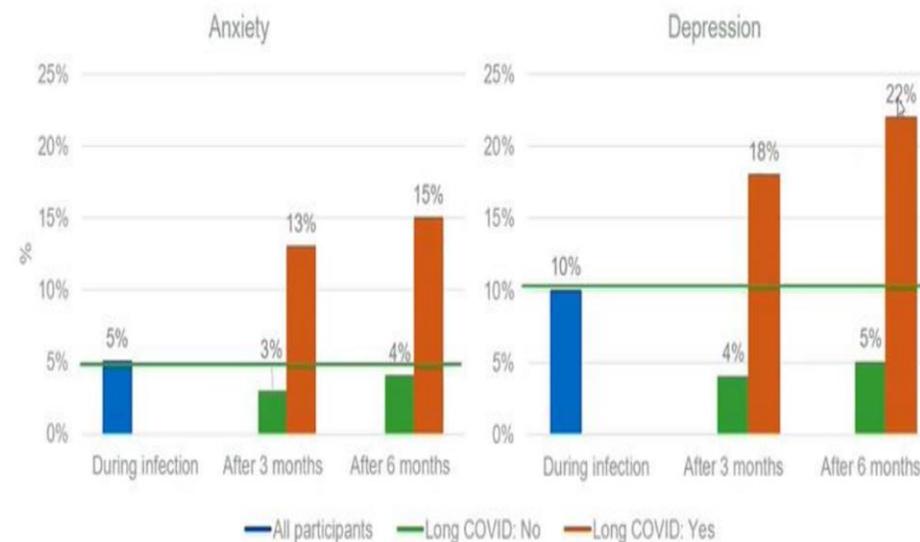
- Pandemic and the impact of Long Covid-19
- Promote teacher well-being



**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](#).

## Stress-related health problems – Flash Eurobarometer 2022

### % of workers experiencing health problems caused or made worse by work



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

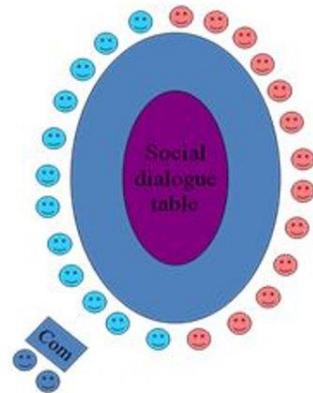
Work  
programme  
front page

## 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

A sectoral Social Dialogue Committee

Employer representatives



Trade union representatives

1 CEEP representative  
1 EPSU representative

# European Economic Governance

- **European Semester**
- **European Recovery and Resilience Fund**
- decent working hours, decent salaries, and paid leave for teachers, trainers, and researchers;
- 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

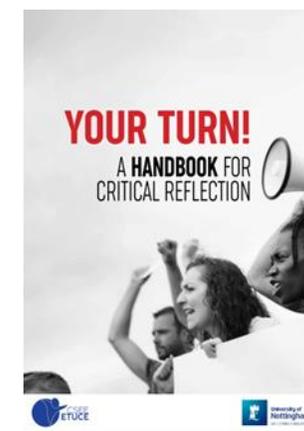
- [Introduction - European Trade Union Committee for Education \(csee-etu.org\)](https://csee-etu.org)
- **THEME 1: ORGANISING AROUND IDEAS: REFRAME THE NARRATIVE**
- **THEME 2: ORGANISING AT THE WORKPLACE: BUILD AT THE BASE**
- **THEME 3: ORGANISING AROUND WORK: CONNECT THE INDUSTRIAL AND THE PROFESSIONAL**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



**YOUR TURN!** TEACHERS FOR TRADE UNION RENEWAL

This project is concerned with the experiences of education trade unions as they seek to respond to changes in the world of work of teachers and other education personnel. It promotes the sharing of experiences and of strategies being adopted by education trade unions as they engage in a process of renewal to maintain their strength at the bargaining table and their ability to shape public policy, including the support of universal, free, quality education. The project activities resulted in a ETUCE plan on organising and renewal.

With a view to implement the first principle of the European Pillar of Social Rights on quality and inclusive education, in this 2-year EU co-funded project (2018-2020) ETUCE seeks to strengthen the capacity of education trade unions to address changes in employment and work within education at EU and transnational level, and in social dialogue related challenges. At a time when changes in the context and organisation of work of teachers and other educational personnel's are increasingly challenging their working lives and undermining the quality of education and the attractiveness of the profession, education trade unions take the opportunity to work together across borders to address the





# 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

1

2

3 **Policy Paper**

4 **Raising the Status and Improving the Attractiveness**

5 **of the Teaching Profession**

6

7 Adopted by the ETUCE Special Conference, the Regional Special Conference of Education

8 International, on 5-6 July 2022

9

10 **Background**

11 The European Trade Union Committee for Education (ETUCE) believes that education is a public good

12 and that well-funded, well-staffed education systems are critical to the future prosperity of European

13 nations. The fight must continue, therefore, for the enhancement of structural and sustainable

14 **public investment** in education systems, and to support the **rights, professional integrity,**

15 **autonomy, and academic freedom of all teachers and academics,** so that they can deliver **quality,**

16 **equitable and inclusive education.**

17

18 Raising the status and improving the attractiveness of the teaching profession are priorities for ETUCE.

19 Given the recent experience of the pandemic, the critical role which education plays in respect of

20 **societal recovery,** and the centrality of teachers to the delivery of **education recovery** and the

21 promotion of well-being amongst children and young people, raising the status and the attractiveness

22 of the teaching profession should be priorities, also, for politicians at every level of governance and

23 for education social partners across Europe.

24

25 During the COVID-19 crisis, ETUCE member organisations stood up for the rights, health and safety

26 and working conditions of education sector employees across Europe. We must now campaign to

27 further build support for **enhancing the status of education and research staff** and ensuring that

28 teaching is valued highly as a profession and rewarded appropriately. Central to this is ensuring that

29 meaningful social dialogue and collective bargaining mechanisms are in place to develop education

30 policies and employment protection agreements that are effective and meet the needs of

31 practitioners.

32

33 The **COVID-19 pandemic** created additional pressures on education staff who worked on the frontline

34 of the crisis including: a deterioration of working conditions; heavily increased workloads; pedagogical

35 challenges due to online and blended learning; job losses; fixed-term contracting; and the

36 casualisation of staff. Such negative experiences have had an overall detrimental impact on the mental

37 health and well-being of staff and have undermined the status of teachers.

38



# Policy translated to Communication

- ***Raising the Status and Improving the Attractiveness of the Teaching Profession (2022)***

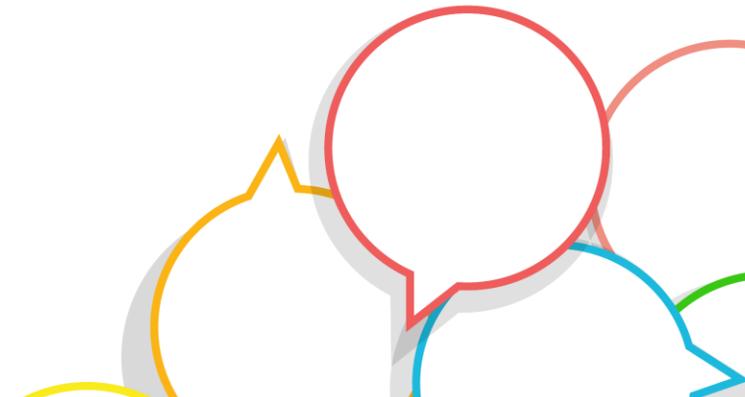
- 10 key action points

- Ensure professional autonomy and academic freedom
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- Deliver decent salaries – including addressing any pay inequalities
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- 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!



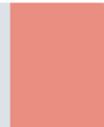
Embed equality and diversity!



Sustain safe and secure working conditions!



Ensure workload control and a work-life balance!



Create democratic school cultures!



Ensure social dialogue!



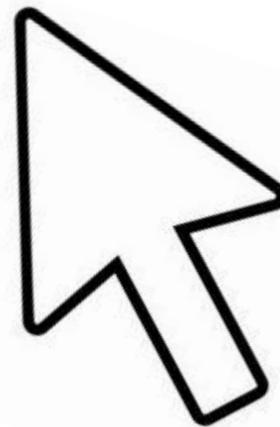
Value, respect and empower the teaching profession!





# Campaign Website

[csee-etuice.org/MakeTeachingAttractive](http://csee-etuice.org/MakeTeachingAttractive)



# #MakeTeachingAttractive



**Value, respect and empower the teaching profession!**

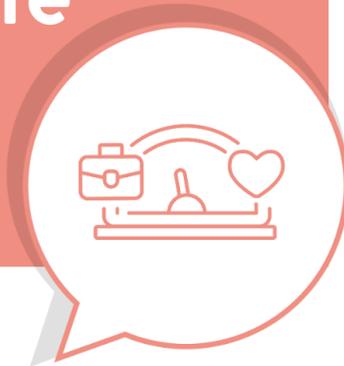


**Valoriser, respecter et responsabiliser la profession enseignante!**



**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**

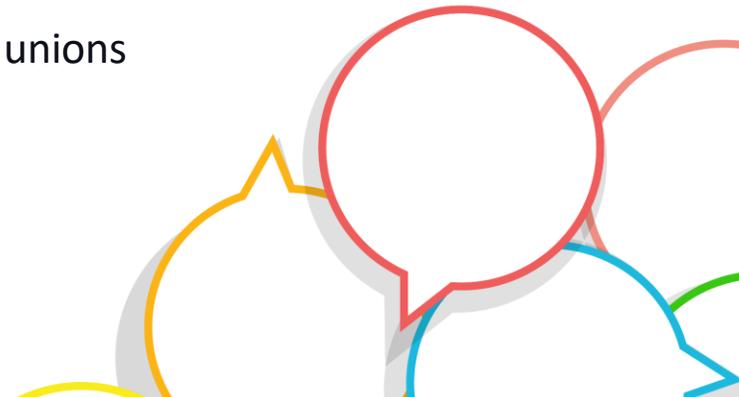
Online Opening of European Teachers Week

## **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!

■ June 2024





*#MakeTeachingAttractive*



[www.etuce-csee.org](http://www.etuce-csee.org)



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