



**attractiveness**  
of the Teaching Profession



# 2nd Capacity Building Seminar

Riga 14-15 September 2022

**REPORT**



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European Commission



# Concept

The second sub-regional capacity building seminar to be held in the implementation phase of the EU-funded project “Towards a Framework of Action on the Attractiveness of the Teaching Profession through effective Social Dialogue in Education” aims to provide a specific forum for the European Social Partners in Education to:

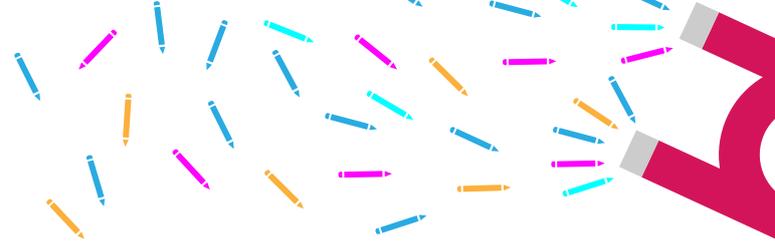
- enhance their knowledge and awareness on **EU governance, policies and priorities on social dialogue and the future of education**,
- address specific **social dialogue capacity building** opportunities and needs,
- discuss and seek a common understanding of the elements directly and indirectly linked to the **attractiveness of the teaching profession**, as outlined in the ETUCE/EFEE “[Declaration Towards a Framework of Action on the Teaching Profession](#)” (2018) and in the current [ESSDE Work Programme](#), as well as new elements emerged during the kick-off fact-finding seminar in October 2021.

The sub-regional seminar in Riga will directly support the **capacity building of the European Social Partners in Education**, involving employers and workers in Education in countries from the Central and Eastern European (CEE) region, where national industrial relations and institutions could be further reinforced. The ESSDE delegates will thus have the opportunity to get together and increase their mutual knowledge by learning from each other, and improving their shared understanding of the main elements, challenges and measures needed to raise the attractiveness of the teaching profession across Europe.

**The sub-regional seminar in Riga will involve social partners in Education from Latvia, Lithuania, Estonia, Poland, Czechia, Hungary, and Slovakia, along with specific participants from EU Countries with a longer-established Social Dialogue in Education.**

Participants will be able to discuss among them in different panels, roundtables, working breakout groups and open debates. The seminar will also be enriched by the updates provided by the research expert of the project (“Policies and priorities on social dialogue and the future of education”).





The main topics to be addressed will cover the different models of **national governance in Education**, the tools and conditions to increase the **effective motivation of students and teachers**, and the importance to **anticipate the future challenges in Education**. Other sessions will also be devoted to the **learning resources and strategies to innovate the teaching profession**, and the increasing role of **inclusion of students with a migrant background**, in particular relating to the war in the Ukraine and the ETUCE-EFEE "[Joint Practical Guidelines on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social partner initiatives at national, regional and local level](#)" (2019).

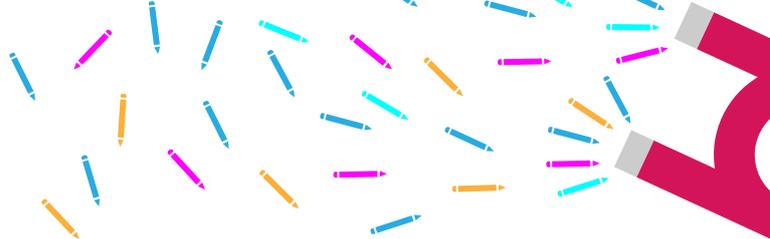
All debates will see the equal participation of employers and workers in Education in the CEE region, the involvement of researchers and experts, EU and national policymakers, relevant EU and national social stakeholders.

Taking place in person, the seminar will make possible to bring together the European Social Partners in Education in the framework of the "new normal" after the pandemic: a key context for affirming the **crucial importance of fair investment in the attractiveness of the teaching profession**, as stated in the ETUCE-EFEE "[Joint Statement on the impact of the COVID-19 crisis on sustainable education systems at times of crisis and beyond](#)" (2020).

Building on the results of the kick-off fact-finding opening seminar in October 2021 and the 1st Sub-regional seminar in Bucharest of May 2022, this seminar will serve to define an **initial outline of the policy outcomes** and to assess a **collective analysis of the effective capacity building outcomes of this experience**.

The action will be further developed by the next Advisory Group meeting that will launch the final phase of the project towards the Closing Conference to be held in Warsaw (December 2022). This Conference will take place before the Plenary meeting of the European Sectoral Social Dialogue in Education (ESSDE), which will be the first moment of analysis of the project results by the ESSDE Committee.





## Speakers and Experts



**Susan Flocken**  
*European Director, ETUCE*

Susan Flocken is the European Director of the European Trade Union Committee for Education (ETUCE) and has been working for the organisation in Brussels since 2009. Promoting a quality teaching profession, ETUCE stands for teachers' rights, trade union and human rights based on meaningful social dialogue and is an advocator for publicly funded education and access to quality education for all. Promoting inclusion, equality and diversity in education is a priority for ETUCE.



**Daniel Wisniewski**  
*General Secretary, EFEE*

Daniel Wisniewski is the General Secretary of the European Federation of Education Employers (EFEE). His work focuses on supervision over advocacy activities in European institutions and the supervision over the Secretariat in Brussels and on-going projects in the European region. He is also co-founder and president of YouthProActiv a global network that promotes personal and professional development and entrepreneurship among young people through education and policy.



**Howard Stevenson**  
*University of Nottingham*

Howard Stevenson is Professor of Educational Leadership and Policy Studies at the University of Nottingham, UK. He entered university work in 2002, prior to that he worked in secondary schools for 15 years. His research interests focus on education policy, the study of teachers' work and the role of education unions. In recent years he has undertaken research work for Education International, ETUCE and the European Commission. In addition to his academic work, Professor Stevenson has extensive experience as a union activist being a past branch President in both school sector and higher education sector unions. He is currently writing a book on the educational ideas of Antonio Gramsci.



**Alison Louise Milner**  
*Aalborg University*

Alison Louise Milner is Assistant Professor at the Faculty of Social Sciences and Humanities of the Aalborg University. Her doctoral research was a critical study of policy discourses of teacher professionalism in England and Sweden. Through the discursive analysis of policy documents and elite interviews, she explored the role played by policy stakeholders in the construal of discourses of teacher professionalism, the processes of their construction within each social context, and areas of influence and compromise. Her research interests include teacher professionalism, teachers' work, teachers' professional learning and development, education policy, comparative education, European education systems, narrative inquiry and discourse analysis. In addition, she is a qualified secondary school teacher of modern foreign languages (French, German and Spanish) in England and Sweden. With ten years' experience as a teacher and middle leader, she has worked in state comprehensive schools in England and for-profit and not-for-profit free schools in Sweden.



**Andris Kužnieks**  
*European Commission*

Andris Kužnieks is the Deputy Head of Representation of the European Commission Representation Office in Latvia.



# Report

On 14 - 15 September 2022, ETUCE and EFEE held their second social dialogue capacity building seminar in Riga, Latvia. The event took place in the frame of the EU-funded project "*Towards a Framework of Action on the Attractiveness of the Teaching Profession through effective Social Dialogue in Education*". Working together with EFEE and local union representatives, the two-day seminar aimed to provide room for European Social Partners in Education to enhance their knowledge and awareness of EU governance, policies and priorities on social dialogue and the future of education, and to address specific social dialogue capacity building opportunities and needs. ETUCE and EFEE representatives discussed and sought to realise common understanding of the elements directly and indirectly linked to the attractiveness of the teaching profession, as outlined in the ETUCE/EFEE "[Declaration Towards a Framework of Action on the Teaching Profession](#)" (2018) and in the current [ESSDE Work Programme](#), as well as new elements which emerged during the fact-finding seminar in October 2021.

**Inga Vanaga, president of LIZDA**, took the opportunity to share an update on their discussion with the Latvian Ministry of Education and Science in their negotiations for increased salaries and better workload balance.

Following the research presentation by **Howard Stevenson (University of Nottingham)** and **Alison Millner (Aalborg University)** on the general state of play of the European education system and on the issues linked to low attractiveness and shortages of education employees, **Nora Pileickiene (Lithuanian VET Schools Association, Karalius Mindaugas VET Centre)** and **Zbigniew Swierczek (Solidarność)** highlighted the need to propose better career pathways as well as additional psychological and teaching material assistance to teachers and students.

The afternoon session focused on the role of education systems in integrating migrant students and the resources needed for teachers to carry out this complex process. Participants gathered to share experiences from their respective national context and specifically addressed challenges such as a lack of funding, shortage of staff and teaching material, curricula not being adapted to students' needs, and administrative burdens. An additional emphasis was put on the future of remote learning and on how the risks of power cuts prove to be detrimental for students and teachers.

In working groups, participants exchanged good practices and shared opinions on the motivation and engagement of teachers and on the impact of economic governance on the attractiveness of the profession. Mentorship from experienced teachers as an opportunity for mutual professional development and strengthening recruitment and retention paths were highlighted as crucial aspects to be reinforced. The importance of involving social partners, albeit seeking alliances with relevant stakeholders, was also firmly stated.

The second day aimed to establish the factors that encourage young people to enter the profession and retain those who consider leaving due to low wages and lack of recognition. The seminar participants identified that improving working conditions and establishing measures that support teachers' professional development should be the main priorities for education employers and trade unions to increase the attractiveness of the teaching profession.

The final project conference will take place in Warsaw in January 2023. Learn more about the project [here](#).