

05/2018

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

**Report on the third Training Workshop
of the ETUCE Project**

***Education Trade Unions for the Teaching
Profession. Strengthening the capacity of
education trade unions to represent teachers'
professional needs in social dialogue.***

Rome, 26-27 April 2018





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Published by the European Trade Union Committee for Education - Brussels 2018



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

1. Introduction	4
2. Project Advisory Group	5
3. Training workshop: background and objectives	5
4. European policy on teacher training	6
5. Preliminary Survey Results. Meeting teachers’ professional needs: the importance of social dialogue	7
6. Country case: Status of teacher training and teachers’ professional needs in social dialogue in Italy	9
7. Status of teacher training and teachers’ professional needs in social dialogue in Southern Europe	11
8. Good practice example from Germany	12
9. Conclusions	13

Abbreviations

VET	Vocational Education and Training
CPD	Continuous Professional Development
ESSDE	European sectoral social dialogue for education
ICT	Information and communication technology
KMK	Kultusminister Konferenz (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany)
ETUCE	European Trade Union Committee for Education
GEW	Gewerkschaft Erziehung und Wissenschaft (Germany)
VBE	Verband Bildung und Erziehung (Germany)
OAJ	Opetusalan Ammattijärjestö (Finland)
FLESTU	Federation of Lithuanian Education and Science Trade Unions
LIZDA	Latvijas Izglītības un zinātnes darbinieku arodbiedrība (Latvian Educational and Scientific Workers' Trade Union)
ZNP	Związek Nauczycielstwa Polskiego (Poland)
OLME	Federation of Secondary School Teachers of Greece
DOE	Greek Primary Teachers Federation
F.E.CC.OO.	Federación de Enseñanza Confederación Sindical de Comisiones Obreras (Spain)
MUT	Malta Union of Teachers
FLC-CGIL	Federazione Lavoratori della Conoscenza CGIL (Italy)
CISL-S	CISL Scuola Nazionale (Italy)
IRASE	Istituto per la Ricerca Accademica, Sociale Ed Educativa (Italy)

1. Introduction

The third training workshop of the ETUCE [project](#) '*Education Trade Unions for the Teaching Profession. Strengthening the capacity of education trade unions to represent teachers' professional needs in social dialogue*' took place on 26-27 April 2018 in Rome, Italy. The project seeks to build the capacity of education trade unions to represent teachers' professional needs and to enhance teachers' professional issues as a crucial matter of social dialogue in the education sector. This comes at a time when teachers are faced with challenges, both at EU and transnational level, in relation to changes in the labour market, teaching profession, and social dialogue. The project continues the work that ETUCE and its member organisations have achieved in identifying challenges in the teaching profession in times of crisis and in strengthening their involvement in the European Semester.

The training workshop is one of several activities that the ETUCE Secretariat is organising in the project period from December 2016 – November 2018, and it is the third workshop (aimed at Southern European countries) in a series of training workshops on teachers' professional needs in social dialogue. Previous training workshops for ETUCE member organisations were organised in Warsaw, Poland, on 27-28 November 2017, for Central and Eastern European countries, and in Berlin, Germany, on 5-6 March 2018, for Northern and Western European countries. Along with training workshops, ETUCE carried out an online survey among its member organisations in order to identify national findings related to teachers' professional needs and their representation, and whether they are a matter of social dialogue. The research includes three short case studies conducted in three EU member countries (Italy, Germany, and Poland) to share

Project objectives



To identify whether and how teachers' professional needs are a matter of social dialogue and the role of national and European sectoral social partners in education to negotiate on professional issues of teachers



To train and to equip education trade union representatives with up to date knowledge and skills, and to favour the exchange of good practices in the representation of teachers' professional needs in social dialogue



To develop guidelines at European and national level to activate and to support the work of ETUCE member organisations to represent effectively teachers' professional needs



To raise awareness on EU policy making (EU2020, ET2020, etc.), to enhance the knowledge and to strengthen the cooperation among national education unions



To prepare education trade unions to address the discussion within the European sectoral social dialogue committee for education (ESSDE) on support for teachers, trainers and school leaders with a focus on improving their effective initial education, early career support, and continuous professional learning

good practices and to represent the diversity of social dialogue on teachers' professional needs among the EU countries. A final project conference is foreseen on 19-20 September 2018 in Brussels.

2. Project Advisory Group

The project is led by an Advisory Group who provide guidance and field knowledge, assist in the design of the online survey activity, contribute to training workshops and the project conference as well as to the elaboration of the draft practical guidelines and evaluation of results. The Advisory Group consists of six representatives from national education trade unions for each level of education:



**Ilka Hoffmann, GEW, Germany
(Early Childhood Education)**



**Päivi Lyhykäinen, OAJ, Finland
(Secondary education)**



**Tatjana Babrauskiene, FLESTU,
Lithuania (Adult learning)**



**Dita Stefenhagena, LIZDA,
Latvia (Higher education)**



**Rossella Benedetti, UIL Scuola,
Italy (VET)**



**Dorota Obidniak, ZNP, Poland
(Primary education)**

3. Training workshop: background and objectives

Teacher training and teachers' professional needs are a priority for ETUCE work. The ETUCE [Resolution](#) on *Empowering Education Trade Unions: The Key to Promoting Quality Education* recognises the dual role of education trade unions in both providing support to teachers in relation to their terms and conditions of employment and in relation to professional matters, and stresses that education trade unions are highly competent in both roles. The Resolution also asserts the commitment of ETUCE member organisations to ensure that the unions have the capacity of specialised permanent professional expertise and research on teachers' professional needs and interests inside the education trade unions.

Therefore, the main **objectives of the training workshops** were:



to examine various teacher training systems in Western and Northern Europe;



to examine how different education trade unions have been engaged in the process of representing teachers' professional needs in social dialogue;



to share education unions' good practices;



to acquire knowledge and expertise on representing teachers' professional needs in social dialogue on a national and European level.

4. European policy on teacher training

The EU policy trends on education and training in Europe show that due to the high youth unemployment rate in the EU, education is expected to have strong links to the labour market, provide transversal skills such as learning to learn, communication, creativity, and problem-solving. Other challenges for education and training include integration of migrant and refugee children, international mobility and digitalisation.

Education is a national competence. The EU encourages partnerships between ministries and various actors in education, and can support and supplement their action. **Initial teacher training** in Europe is organised either by a consecutive model – teachers having their first degree in a particular field and then receiving professional teacher training, or by a concurrent model - a combination of both academic (school subject) and professional training at the same time. With **continuous professional development** (CPD), the experience and age of teachers influences their needs for training: the youngest (under 30) and oldest teachers (over 60) express fewer needs of continuous professional development than teachers aged between 40 and 49. Moreover, teachers in different groups by age and experience express needs in different areas of professional development (e.g. teaching students with special needs, ICT skills for teaching, new technologies in the workplace, student career guidance and counselling, etc.)

TALIS study 2013

- 92.5 % of teachers in the EU say that their qualification is at least a Bachelor's degree
- 5.4 % report that their highest qualification is an occupation-oriented tertiary degree
- 2 % that it is at a level below tertiary education



EURYDICE – TALIS 2013: Teachers’ needs in professional development, as expressed by teachers in lower secondary education (ISCED 2), 2013

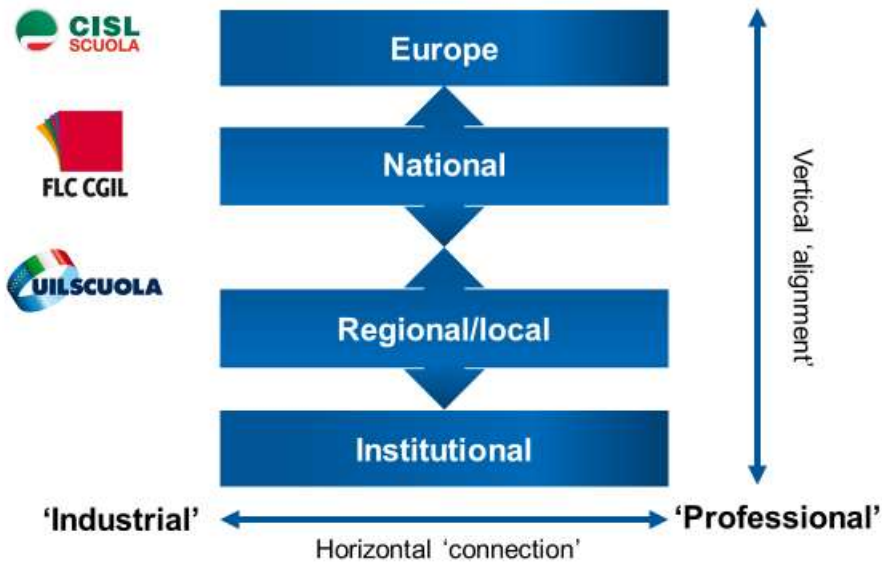
In Europe, there are six types of national systems in terms of the actor who defines CPD needs and plan of teacher training: **individual teachers** define their needs and training plan only in Luxembourg and Scotland; top-level authority for education (**national ministry of education**) (e.g. Greece); **local education authorities or schools** define CPD plan (10 countries: e.g. Belgium (German-speaking), Czech Republic, Germany); **both the top-level education authority and the local authorities or schools** define training needs (e.g., Croatia, Italy, Turkey); training needs are established by the **local authorities and schools, together with individual teachers** (e.g. Hungary, United Kingdom (England, Wales, and Northern Ireland), Iceland); **mixed system** with all players (e.g. Spain, Cyprus, Malta, Portugal). In 13 education systems in Europe, the CPD plan at school level is not compulsory.

5. Preliminary Survey Results. Meeting teachers’ professional needs: the importance of social dialogue



Project research expert Professor Howard Stevenson, University of Nottingham, gave an overview of the preliminary results of the online survey conducted among ETUCE member organisations. According to the survey results, in many countries in Southern Europe, education sector and especially teacher training are under-funded and teachers have little control over the content of teacher training. As a result, teacher training is often of poor quality, not properly evaluated and resourced, not adequate, and not valued by the employer. Moreover, often teachers do not have the

time to fully engage in the offered continuous professional development and prefer to use their own resources instead. Respondents also noted that offered teacher training is too linked to managerial objectives and driven by schools’ needs, not teachers’ needs.

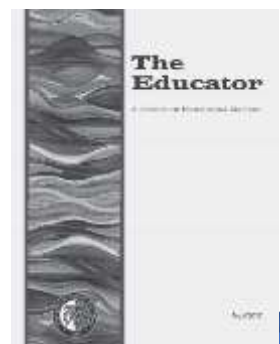


The survey results indicate that education trade unions play an important role in providing professional development opportunities to union members, and that this provision covers a range of issues in a diverse range of forms, often in partnership with other bodies. Nearly two-thirds of education unions indicated they provide professional training directly to members (62.1%). The strategies used by education trade unions in the Southern Europe include using social dialogue to promote educators’ entitlement and access to professional development, reframing the policy narrative on teacher training, providing courses, seminars, and workshops for teachers, and producing publications and journals on professional topics.

Greek education trade unions OLME and DOE organised a campaign ‘YES to academic freedom!’ on the World Teachers’ Day 2017, aiming to reframe the national narrative on teachers’ needs.



Federación de Enseñanza CC.OO. in Spain provides free teacher training classes for young teachers (18 – 35 years old) to educate the educators and to support young teachers



Malta Union of Teachers (MUT) publishes the journal which provides research-based material for educators

However, regarding involvement in social dialogue, the responses suggest that education trade unions in Europe are less likely to participate in social dialogue on professional issues than more traditional industrial issues. The data also points to a centralised model in which social dialogue is more likely to take place at national level (determining policy and national frameworks), but less likely to take place at institutional level. The social dialogue form of communication of information and consultation are also more common than negotiations in the field of teachers' professional needs.

Professor Howard Stevenson concluded by stating that the effective development of teachers, trainers and leaders is a process of co-creation. It can be achieved by vertical alignment of social dialogue at all levels, horizontal linking of industrial and professional issues, and by exploiting the pluralism of social dialogue forms - communication, consultation, and negotiation.

6. Country case: Status of teacher training and teachers' professional needs in social dialogue in Italy

Italy's education system faces a number of challenges with substantial policy reforms in recent years following many years of underfunding. Decrease of resources allocated to education and budgetary cuts especially after the economic crisis have had a major effect on the individual and social perception of the teaching profession. It also undermined connections that were established between schools, universities, education trade unions and other stakeholders in education. In 2013 Italy devoted 4.0% of GDP to education, with the OECD average being 5.2%. Funds and resources allocated to teacher training have also decreased: TALIS data indicates 75.4% of Italian teachers had accessed professional development in the previous 12 months compared to the TALIS average of 88.4%.¹



*Noemi Ranieri,
UIL-SCUOLA*

Italian teachers are motivated to have professional development and all three education trade unions in Italy, UIL-SCUOLA, FLC-CGIL, and CISL-S, are actively working on making sure it is provided for everyone. In 1997, the law established the obligatory right of teachers to have continuous professional development training but it left all the specific conditions (hours, what training activities, etc.) to be established through collective agreement. The current national collective agreement signed between trade unions and ministry in 2018 requires 5 days of training on yearly basis for every teacher which should be organised during teacher's working time, be an integral part of teacher's career path, and the training activities can be chosen by teacher him/herself.

¹ OECD (2014) TALIS 2013 results: an international perspective on teaching and learning. OECD Publishing.

However, this new collective agreement restored collective bargaining after a period of nearly 10 years during which the collective agreement was not renewed and that created a lot of problems. One of the major problems is the spread of individual open-ended labour contracts: often teachers have to accept precarious work conditions before being able to achieve the permanent contract for which they have to pass through a lot of public competitions. Education personnel in precarious employment also has little chances of receiving a special



Paola Serafin, CISL-S



*Maristella Mortellaro,
FLC-CGIL*

bonus allocated on national level that teachers can spend on their professional development (buying books, undertaking teacher training, visiting theatre, museums, etc.). The activities paid by the bonus has to be either linked to the training offer or decided according to the National Training Plan. But even teachers who succeed to receive this bonus, note the lack of connection between individual training (paid by bonuse) and organised teacher training. Italian trade unions also highlight the need to include local dimension in the teacher training and such topics as soft skills, foreign languages, how to deal with burn-out and violence from parents, as well as specific forms of protection of teachers' rights (e.g. work-life balance issues, right to disconnect).

Private sector in Italy can also provide teacher training but it should comply with certain standards and all three education unions in Italy have their own training institutions. Workshop participants learned about Istituto per la Ricerca Accademica, Sociale Ed Educativa (IRASE) which is a body run in conjunction with UIL-Scuola and accredited by the Ministry of Education with expertise in several areas including didactics and methodologies, didactic innovation and digital teaching and problems of individual and system evaluation. It has 27 branches in Italy and due to existing regional differences training courses are tailored to local specific needs. IRASE's aim is to create training pathways that are individualized and built together with school managers. The institute uses various flexible formats of training including face to face, online and blended provision. Teachers taking IRASE courses, can choose training according to skills listed in IRASE catalogue which is created based on self-evaluation questionnaires sent to schools in order to collect current teachers' professional needs (digital skills, pedagogical skills, inclusion, etc.).



A presentation by Professor Paola Perucchini, Chief Coordinator for MA Course on pedagogy at pre-primary and primary level at the University Roma Tre and a visit to the public elementary and nursery school (Scuola Elementare Statale di Padre Piemonte con annessa Scuola Maternal) in Rome to meet school tutors and student trainees, provided more inside views on teacher initial training in Italy, in particular the case of pre-school



and primary school teachers. Duration of teacher university training in Italy to teach children age 0-3 is only 3 years, while to teach children age 3-5 is 5 years, and it includes practical internship partly in university and partly in school. In five years, students have to receive 300 ECTS out of which 24 ECTS are for internship in schools in order to make the strong connection between theory and practice. Their final exam includes submission of thesis and internship report: students have to combine the theoretical part, description of the teaching project to be carried out at school and a report on traineeship at school. Such system of practical training requires a good collaboration between universities and schools where tutors support students both at university and at school. Qualified teachers who are working as tutors can receive money for these additional tasks but it is not considered as a salary rise and their working time is not reduced. Education trade unions are fighting for tutors to get a formal position inside schools.

7. Status of teacher training and teachers' professional needs in social dialogue in Southern Europe

Most of workshop participants indicated drastically decreased funding for education and teacher training as the major issue in the provision of teacher professional development in their countries. It was also noted that all trade unions present at the workshop are active in addressing and promoting teachers' professional needs through social dialogue and implementation of their own teacher training courses. However, in many countries this process is hindered by political situation (e.g. in Turkey, the government does not allow teachers to participate in social dialogue), by the opposition of education employers (e.g. in Albania, education trade unions are trying to add teacher training in the collective agreement but employers strongly oppose it), or by difficult economic situation (e.g. in Greece, since 1996, there is no continuous teacher training system as there is no funding allocated to teacher training).



Among other challenges participants named the following:

- Due to the lack of funding, international exchanges between different schools are disappearing and teachers have to spend their own money and time if they want to receive continuous professional development in another school (e.g. Spain).
- The length of teacher training does not correspond to the pay level and evaluation of teachers do not consider additional trainings they have received.
- Privatisation of teacher training is becoming a worrisome trend across European countries.

- Decisions regarding continuous teacher training and teachers' professional needs are often made only by school managers not by the whole school community.
- There is a lack of teachers due to aging teacher population: low status of teaching profession, low salaries and precarious employment makes the profession unattractive for young people.

8. Good practice example from Germany

Due to the fact that educational policy in Germany is the responsibility of the sixteen federal states (Länder), there is no transnational approach to the development of teacher education. Despite of the fact that Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusminister Konferenz or KMK) signed the Bologna Declaration in 1999, Bologna system is still not realised in some federal states. Despite the apparent structural convergence, differences still exist in selection criteria, course organisation, grading and length of training at the state level. In addition, formal school induction programmes are only evident in some federal states and they are rarely linked to the study and preparatory service phases. Therefore, teacher students who start working in schools note that they often miss links between theory and practice in their initial training.



Challenges

- a divided school system with certain types of teachers. How to implement special needs education in all initial studies? – Do we need special needs education and “Gymnasium” as “Lehramt”?
- Opportunities for teacher mobility between school types and Federal states are limited.
- Lack of teachers in primary and lower secondary schools
- Inclusion is mostly only a theoretical issue. Lack of practical training in order to teach diverse learning groups
- Lack of training in ICT
- Missing links between theory and practice

The First State Examination qualifies teachers to work in a certain type of school. However, universities only offer teacher education programmes related to the school types in their individual state. According to resolutions of the KMK, teacher education is considered comparable across Germany. Still, despite demands from the German education trade unions, the states are under no legal obligation to recognise these resolutions. Consequently, opportunities for teacher mobility between school types and states are limited. Other common challenges of sixteen German teacher training systems include the lack of practical training in

order to teach diverse learning groups, ageing teaching force, and a significant lack of teachers in primary and lower secondary schools.

Two biggest education trade unions in Germany, GEW and VBE, are actively involved in teacher training and regularly propose solutions to the existing challenges. Ilka Hoffmann from GEW presented GEW activities regarding the professional development of teachers. CPD is organised at the state level, and in most of the federal states GEW also provides teacher training in cooperation with the public-



From left to right: Patricio Perez Pacheco, FE.CC.OO (Spain), Ilka Hoffmann, GEW (Germany), Agnes Roman, Ekaterina Efimenko (ETUCE), Howard Stevenson, Nottingham University (UK)

funded State Institutes (Landesinstitute). However, in Hesse and North Rhine Westphalia, the state government does not fund a State Institute, but has opened up the teacher training market to private providers. Therefore, the GEW branches in these two federal states have founded their own training institutes, of which the one in North Rhine Westphalia is the largest provider of school leader training in Germany. In Berlin-Schöneberg, the GEW association offers seminars on topics such as migration, refugee, and extremism (e.g. *Antisemitism in Berlin Schools – Causes, Forms and Responses; Refugee Children – between Trauma and Resilience*), as well as seminars for schools (e.g. *Handling Aggression and Violence in School; Leaders in Dialogue: Lead and Guide in a Team*); and a range of seminars for different levels and types of educational institutions (e.g. *Dealing with Sexuality in Kindergarten; First Aid for Trainee Teachers*). GEW also began to initiate a project which is supposed to help teachers, educators and social workers to work successfully together in inclusive settings as a multi-professional team.

9. Conclusions

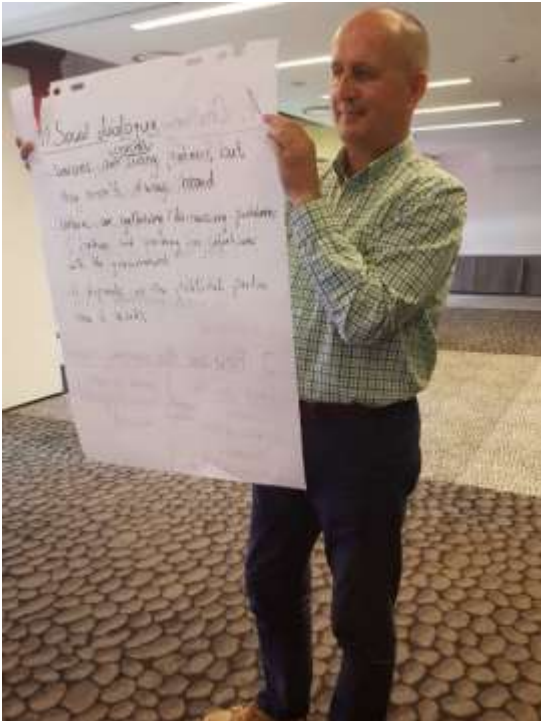
The discussion on the challenges and solutions related to teachers' professional needs in the working groups and in the plenary suggested several actions for education unions.

Participants highlighted that teacher training and teachers' professional needs should be **addressed and negotiated on in the framework of social dialogue**. Education trade unions need to demand **school autonomy** and **financial support** for continuous professional development to be allocated to all education staff, not only permanent teachers.

It is of the utmost importance that CPD is based on **teachers' professional needs** and takes place **during teachers' working hours**. Moreover, **burn out syndromes** and violence from parents should be also covered in the teacher training as many young teachers already face these problems at the start of their career. It is equally important that continuous professional

development of teachers is the leverage for introducing **career progression** through social dialogue and collective agreements and is considered in the **evaluation of teachers**.

Participants also concluded that **unity and solidarity among trade unions** on this topic should be promoted and encouraged.





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