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

ETUCE report on

**The state of funding in
education, teachers'
working conditions, social
dialogue and trade union
rights in Western European
countries**

February 2016



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Foreword

This ETUCE report is based on a survey of our member organisations in Western Europe. We conducted another, similar survey covering our member organisations in Central and Eastern Europe.

Based on both surveys, other studies, discussions in our constitutional bodies and conversations with colleagues, is interesting to compare what we have learned in the areas of education funding, challenges for teacher trade unions and the state of social dialogue and collective bargaining.

The major differences between the regions may not be surprising. In general, the financial situation of education systems in the Eastern part of our continent is much more serious, recruitment and retention of new teachers in the profession, organising and other challenges are overwhelming, working conditions and social protection are poorer, and social dialogue and collective bargaining where they exist, are, in general, much less developed than in the West.

But it is the similarities between the two parts of Europe rather than the differences that are striking. Having said that, those countries that received “special treatment” from EU institutions and the International Monetary Fund (IMF), principally Greece, Spain, and Portugal, have, in some ways, joined their neighbours to the East with nearly all of the same problems and challenges to overcome. And, more than any other part of Europe, they have paid a heavy price for the financial and economic crisis.

The impact of austerity programmes imposed in reaction to the financial crisis of 2008 is, for the most part, not over and education budgets remain under pressure. This affects salaries and benefits of education workers, their working conditions and the availability and quality of training and professional development. And, of course, it damages the quality of education. Moreover, tax fraud, tax avoidance and evasion by multinational companies – a challenge to tackle in both areas of Europe – are depriving public education from important resources, thus deepening inequalities and jeopardizing the future of young generations.

Although not on the scale of Central and Eastern Europe, our member organisations in much of Western Europe are also concerned about the growth of precarious work with short-term and part-time contracts. This is particularly true in higher education and research.

Many teacher unions in Western Europe are concerned about lack of respect for teachers as human beings and as professionals. Increasing numbers are exposed to psychosocial risks that can lead to stress-related illness. Sources of stress include violence and harassment, from inside and outside of schools. Moreover, a considerable part of their tasks is carried out outside working time.

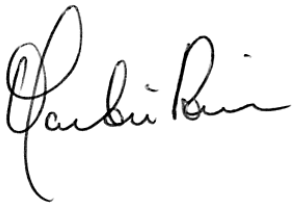
The report clearly demonstrates that even in the area of social dialogue, which was once thought to be the basis of Social Europe, there are problems. We are informed that discussions are no longer consistent with outcomes, or they are underrated, decisions affecting teachers and the school community are taken outside formal consultations with social partners, in particular when it comes to education and training system reforms and professional issues. In many countries, the scope of bargaining has narrowed at the very time that it should be expanding to deal with the many new challenges to the education community.

Although the survey indicates that there is increasing, but not yet significant privatisation in education itself as opposed to education services, it rings an alarm bell about the increasing pressure

from the inappropriate use of neo-liberal, market and business driven ideology and approaches in education. This is what one member organisation described as the “commodification of education”. The attitude and new programmes developed and sustained by the European institutions, such as the Juncker’s Investment Plan - also targeting education and favouring public-private partnership in education - confirm the observed trend.

In other words, although the situation is, overall, much more serious in the Eastern than the Western part of our Continent, there are many dangerous and similar tendencies. What is at stake goes beyond the rights and working conditions of education workers and the status of teachers. What is being called into question across Europe is the nature and the mission of education.

In that context, we, the ETUCE, are on the front line to do all that we can to ensure that education is considered crucial for the future of Europe, that the teaching profession is defended and its status in society enhanced, as to continue to spark the imagination of children and to reinforce and underpin social justice and tolerance, build greater respect for human rights and strengthen and deepen a healthier democracy.

A handwritten signature in black ink, appearing to read 'Martin Rømer', with a stylized, cursive script.

Martin Rømer
ETUCE European Director

Introduction

Background

In 2015, ETUCE adopted its complementary strategy to the EI Global Response to Commercialisation and Privatisation in and of Education. The EI campaign seeks to demonstrate that commercialisation and privatisation undermine public education and are detrimental to the interests of society. It is in this framework that the ETUCE has prepared a comprehensive “state of play” of education funding, teachers’ working conditions, social dialogue and trade union rights by education sector across Europe.

For this purpose, the ETUCE conducted a survey of member organisations in Central and Eastern Europe; mapping public investment in education, privatisation of education systems, teachers’ working conditions, social dialogue and collective bargaining, trade union actions and future challenges to teacher unions. The survey results were presented at the ETUCE CEE Round table 2015 in Bucharest, Romania.

In parallel, the ETUCE surveyed member organisations in Western Europe on the same topics. The survey results are presented in this report. The report also follows up on many studies and surveys carried out during the last eight years on the impact of the economic crisis on European teachers and education systems.

The ETUCE, with this survey, combines the outcomes of eight years of economic crisis and fiscal consolidation measures on public finance of education systems, teachers’ working conditions, the role of trade unions, and the major trends in social dialogue and collective bargaining. The ETUCE also seeks to call attention to European education-related challenges. Among them, European countries are confronted with increased privatisation and commercialisation in education related to the effort to shrink public debt. By sharing information on these crucial issues, the ETUCE seeks to focus attention on present and future challenges as well as support, with ETUCE member organisations, policy actions to address them.

Methodology

This report is based on an online survey distributed to 41 teacher unions covering the sectors of early childhood education, primary school education, lower secondary education, upper secondary education, vocational education and training and higher education and research in 15 EU countries, 2 EEA countries and Switzerland. The response rate represents a majority of those countries¹ and education sectors addressed. Between June and October of 2015, 29 ETUCE member organisations from 13 EU countries, 1 EEA country and Switzerland replied to the online survey.

The online survey was composed of 54 questions divided into 3 main chapters:

1. Funding of education (questions 1 to 23)
2. Trade union actions – Organising education workers (questions 24 to 47)
 - > Challenges for teacher trade unions
 - > Working conditions of teachers
3. State of social dialogue and collective bargaining (questions 48 to 54)

¹ With the exception of Iceland, Austria and the Netherlands.

> Other challenges related to social dialogue

The survey aims to:

- Measure national developments in all sectors of education on these topics;
- Provide information for sectoral and regional analyses; and
- Raise awareness of teacher unions in Western Europe of educational trends such as privatisation of education and training institutions and services and the increasing and related pressure on social dialogue and collective bargaining.

The analysis of the survey was completed with desk research on funding of education. The ETUCE used data from the Eurostat database for GDP estimations.

The figures and tables included in the report show:

- > Country analysis when the conditions below were met:
 - The responding teacher union(s) representing teachers in different education sectors provided the same answers;
 - The responding teacher union(s) representing teachers in different education sectors provided different answers on quantitative indicators, but it was possible to determine an average;
 - The responding teacher union represents all education sectors in one country.
- > Sectoral analysis when the conditions below are met:
 - The responding teacher union(s) representing teachers in different education sectors provided specific answers for each sector
 - The responding teacher union(s) representing teachers in different education sectors did not provide sector-specific answers, but it was possible to disaggregate the answers for comparison based on a sectoral representation
 - The responding union represents one education sector in the country
- > Regional analysis for Western European countries was based on the aggregation and elaboration of answers of all responding teacher unions.

The present report is organised into 4 chapters:

The **first chapter** provides an overview of public investment in education in each country surveyed in comparison with GDP trends over the last few years. In parallel, this chapter investigates whether national education reforms were carried out in the different countries and/or whether privatisation of education institutions and/or services occurred; and in which sector(s) they were most concentrated.

The **second chapter** takes a closer look at the activity of teacher unions. The analysis is based on information from respondent organisations. The chapter ranks the most widespread and emerging challenges for teacher unions and their activities. This chapter includes reports and analyses of teacher working conditions.

The **third chapter** confirms that effective social dialogue and collective bargaining is under severe pressure and is eroding in Western Europe. This chapter should contribute to a better knowledge of the state of social dialogue and to understanding topics addressed in each country and education sector as reported by respondent organisations.

The survey was distributed to and completed by ETUCE member organisations in the following countries:

Figure 1. Countries represented in the ETUCE Survey

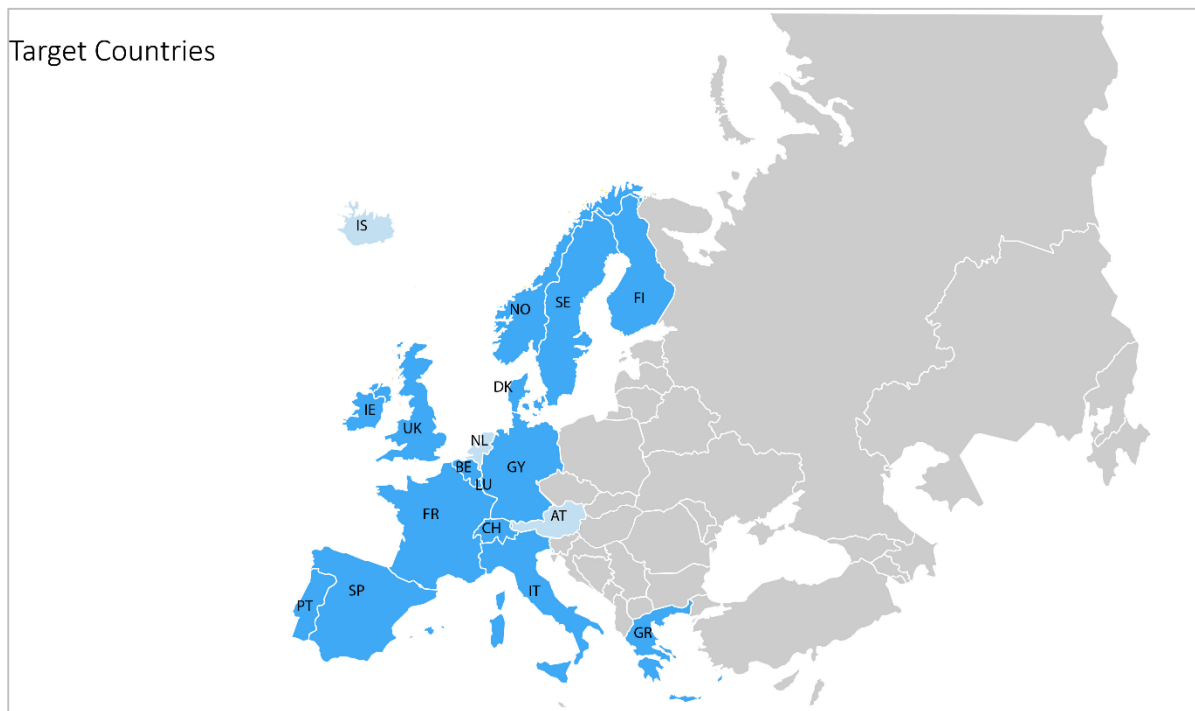
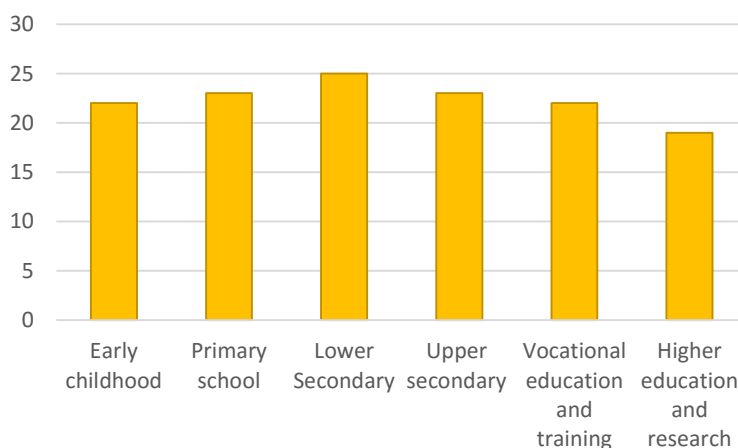


Chart 1. Education sectors represented in the ETUCE Survey



According to the responses received, the survey covers all education sectors. The education sector most widely represented in the survey is the lower secondary school education sector (25 unions), although there are no remarkable differences with other sectors. Education workers in upper secondary education and primary schools are

represented by 23 respondent unions, followed by early childhood and vocational education and training (22 respondent unions) and higher education (19).

In annex IV, the table lists country abbreviations, respondent ETUCE member organisations and education sectors represented.

Annex V provides the survey questions sent to teacher unions in Western Europe.

Executive summary

The ETUCE Report presented in 2016 is part of the ETUCE complementary strategy to the EI Global Response to Commercialisation and Privatisation in/of education. The survey was conducted and the report prepared to gather and assemble information on whether and how the increasing pressure on public budgets, together with the ideological drive towards privatisation of potentially profitable education services, are undermining the right to free quality education in Europe, teachers' working conditions, labour relations and rights, teachers' professional status and development.

The Report maps developments over the last 2 years; identifies some common trends and challenges concerning 1) funding of education and the scope and scale of private sector involvement in the provision of education services; 2) teachers' working conditions and trade union actions; and 3) social dialogue and collective bargaining.

Funding of education

- **Public investment in education:** The economic and financial crisis have had a profound impact on education. According to data collected, two trends emerged, both of which led to reduced funding for education. First, the share of Gross Domestic Product (GDP) invested in education was cut in many countries. Second, after 2008, the GDP declined. As a consequence, investment in education declined in real terms. The European Semester mechanism of economic governance coordination and the continuous demand to bring down public debt have made it difficult for European countries to mobilise the financial resources for education investment. There has been a persistent negative investment trend since 2010. This is not due to one-off cuts spread across Europe. Rather, it reflects subsequent reductions mainly found in the same group of countries (Ireland, Spain, Portugal, and Italy, UK, Denmark and the Netherlands). Recently, in connection with a – still fragile – economic recovery, funding of education has slightly increased in several countries (Belgium, France, Luxemburg, Austria, and Sweden).
- **Reforms of national education systems:** Since the inception of the Europe 2020 strategy and the reinforcement of the European Semester mechanism to coordinate budgets and reforms related to Europe 2020 and Education and Training 2020 targets, reforms occurred in almost all the countries concerned. However, 61% of survey respondents reported a lack of social partners' consultation/participation. Reforms were linked with decreases in education funding and led, according to many survey respondents (40%), to increased privatisation.
- **Privatisation according to funding models:** Public grant aided education institutions are the most commonly found in the Western European region followed by publicly funded religious-based education institutions. The majority of private education institutions in the surveyed countries were not-for-profit. The total number of public education institutions exceeds private education providers.
- **Privatisation by education sector:** According to respondent unions, privatisation is most widespread in the secondary school sector, pre-primary and vocational education and training as a state of play. Trends of increasing privatisation are emerging in the sectors of primary school, vocational education and training and early childhood education.

- **Privatisation of education services in education institutions:** Privatisation of services was reported by half of respondents. It mainly affected services such as school catering, transport, security, school stationary and after school-support centres.
- **Global corporations/consultancies:** 62% of responding unions are aware of the presence of global corporation/consultancies in their countries that are influencing education policy and the delivery of education products and/or schooling. Where private corporations are not directly influencing education, they, nevertheless, exert ideological policy influence.

Teachers' working conditions and trade union action

- **Representation of education workers in private education institutions:** According to union Statutes or Constitutions, teacher unions have the possibility to organise education workers in private education institutions in almost all the countries surveyed. In CH, DE, EL, ES, FR, IE, LUX, some teacher unions have formal limits on recruiting education workers in private education institutions. The rate of representation of education workers in private education institutions, however, very low almost everywhere (less than 20% of all union affiliates are working in private education institutions except in BE – Flanders COV – where those teachers' salaries are publicly funded and IE – TUI; where they constitute between 61 and 80% of affiliates).
- **Teaching profession:** Overall, the main challenges of unions to represent the teaching profession are related to: recruitment and retention of teachers (67% of respondents) and continuous professional development of teachers and their initial training (59% and 50% respectively).
- **Salaries:** Over half of the unions indicate that teacher salaries remained stable or have decreased over the last 2 years in their respective countries. After experiencing years of cuts and freezes, salaries have not yet begun to increase. In other words, salaries remain blocked and frozen in spite of the modest economic recovery.
- **Employment contracts:** In all countries surveyed, there are short-term contracts for teachers although they are in a minority (less than 20%). A large majority of teachers are still employed with permanent employment contracts. On average, between 70 and 90% of teachers have permanent contracts. The distribution of permanent contracts is, however, uneven among sectors. In addition, there are a significant number of part-time contracts.
- **Working time:** On average, teachers devote 60% of their working time to teaching; 20% to the preparation of the lessons, 17% to administrative tasks and only 3% to professional development. One third of the time to prepare lessons and for professional development is unpaid and outside of working hours.

- **Health and Safety:** according to 75% of teacher unions, the number of teachers suffering from psychosocial risks at work increased over the last 2 years. Stress, violence and harassment are the most common risks.

Social dialogue and collective bargaining

- **Social dialogue:** Western European trade unions report that there are forms of structured and institutionalised social dialogue in their countries except for Greece – OLME and Spain – CSI-F. However, great effort is needed to make it more effective and efficient. Social dialogue has been put under pressure almost everywhere across Europe. Unions observed that when consulted, governments tend not to seriously consider positions of teacher trade unions.
- **Collective bargaining:** Overall, 90% of respondent unions negotiate collective agreements. The remaining 10% not negotiating collective agreements are teacher unions in Switzerland, Greece and Luxemburg. The percentage of education workers covered by collective agreements is very high across the region, with levels of nearly 100% in the Nordic countries (Sweden, Norway, Finland and Denmark) and the lowest levels in Greece and Switzerland (less than 20%).
- **Further challenges related to social dialogue:** in addition to the weakening of social dialogue in nearly all countries, there are other fundamental challenges. These are primarily the denial/obstruction of trade union rights, including limits on the scope of bargaining of teacher unions on rights and working conditions, and professional issues related to education and training reforms. This is particularly true in in private education institutions (often religious-based schools).

1. Funding education

1.1 Introduction

It is widely recognised that investment in education is crucial to foster economic growth, to improve competitiveness as well as social cohesion, to raise citizens' standards of living and well-being, to foster redistribution of wealth and to provide citizens with the skills and competences they need for coping with labour-market transitions and the repercussions of economic crisis.

ETUCE has documented the impact of the economic and financial crisis on education and on teachers². Education suffered big cutbacks since the outbreak of the economic crisis. On average, despite signs of slow recovery and slight increases in education budgets, investment in education has not come back to pre-crisis levels. Furthermore, on the grounds of budgetary constraints, some countries have tended to increase their reliance on the private sector, often justifying it on the assumption that it will bring quality and efficiency gains.

However, EI and ETUCE argue that the role of private providers in financing, delivering and managing education institutions and/or education services might hamper equity of access and participation in education, might reduce education to a commodity rather than a public good, and undermine education as a human right. As a result, the ideological drive towards privatisation and marketisation of education is resulting in increased discrimination, social fragmentation and widening inequalities, the most affected being those with fewer resources.³

Especially in those European countries that have been intensively under the pressure of financial consolidation measures, cuts on education budget are having detrimental effects on the entire school community. Salaries, working conditions and job security of teachers has been undermined, thus jeopardizing the attractiveness and the future of the teaching profession. These factors are crucial determinants for widening the equity gap in access and learning. Subsequently, they have a far-reaching impact on the quality of education and training. Public investment in the countries concerned have started to declining in real terms in 2011, with a persistent negative trend due to consecutive – rather than one-off cuts – reductions ever since. Governments have been encouraged to look for other ways to finance their education and training systems, for example, by promoting public-private partnerships.

Funding issues and privatisation of certain education services/institutions are going hand in hand with education and training system reforms. The European Semester and the country specific recommendation have become crucial both for budgetary plans and for national reforms in the education sector. Across Europe, recommendations have been implemented mainly with a view to enhance the labour market relevance of education on one side, and integrating disadvantaged students into mainstream education on the other side.

² For reference, [ETUCE Action and Campaign Framework on the Economic Crisis](#): - ETUCE Member organization mobilizing for Quality of Education based on [10 Key Messages on 'What is needed to improve Quality of Education in Europe?'](#), 2013-2014 - ETUCE webpage on [Crisis in Education](#), - ETUCE survey - [The continued impact of the crisis on teachers in Europe](#), 2013 - [Analysis of a mini-survey on the impact of the economic crisis on teacher education in the European Union](#), 2012 - [ETUCE action and campaign framework on the economic crisis - Analysis of the mini-survey](#), 2012 - ETUCE film documentary: ['Exiting the crisis through quality education'](#), first screening September 2014

³ ETUCE Resolution on [Privatisation and Educational Inequality](#), 2012

For all these reasons, this chapter focuses on investment in education, national education system reforms and the scale of private sector involvement in the delivery of education services.

1.2 Defining the terms

To better understand what is happening, it is important to define what is meant by public and private education and to define the terms used in this chapter.

There are two recognised definitions of private education.

The first one is provided by UNESCO and it is based on the control and management of the education institution. According to this definition, all the education institutions that belong or are run by a private owner (whether for profit or not for profit purposes) are private, as opposed to publicly managed education institutions.

The second definition is provided by Eurydice, and it is based on the funding origin rather than on the management. Thus, this definition allows us to define as private all educational institutions belonging to private owners (individual or collective), as opposed to public agencies (state, municipality). Eurydice definition makes a distinction based on public versus private funding. By combining the two definitions, EI recalls that *'all policies aimed at expanding the private ownership of education institutions or private funding, at expense of public, can be defined as privatisation.'*⁴

The following categories will be used in the course of the report:

- **Fully private education institution:** schools administered by private boards without support from public funding.
- **Public-grant aided education institution:** schools administered by private boards with support from public funding.
- **Religion-based education institution publicly funded:** schools administered by religious organisations with support from public funding.
- **Religion-based education institution privately funded:** schools administered by religious organisations without support from public funding.

1.3 Aim and scope

This chapter focuses on public and private funding trends of education institutions and services. It provides analysis on a national and regional basis and, where appropriate, for each sector of education.

The chapter addresses four main questions:

- > How has the public expenditure in education as a percentage of GDP/government expenditure changed in the last decade?
- > What are the main features of public versus privately funded education institutions in each surveyed country?
- > Have reforms of national education systems occurred?
- > Has privatisation of education institutions occurred?

⁴ EI European Region, '[Education and Privatisation in the countries of Central and Eastern Europe](#)', Central and Eastern European Round Table, 2006.

1.4 Public investment in education: main trends 2009-2013

Education is widely recognised as the area that has the biggest potential to put Europe on a path towards sustainable economic growth and social cohesion. Since the inception of the Europe 2020 Strategy, the European institutions have continuously called on Member States to prioritise growth-enhancing investment in education. However, the economic and financial crisis and the need for fiscal consolidation have made clear that the necessary investment in education have not been made, yet, they have been reduced.

Eurostat, the European institute of statistics, released the [latest data on education expenditure](#) in July 2015, with reference to 2013 as the latest available year for data. Data showed that government expenditure on education in the **EU-28 stagnated at 5.0%** of the Gross Domestic Product (GDP), after declining by 0.1 percentage point of GDP in 2012. The distribution is however quite uneven ranging from the 7.0% of GDP devoted to education in **Denmark**, followed by **Portugal** (6.8%) and **Sweden** (6.6%) to the 2.8% invested on education by **Romania**, followed by **Bulgaria** (3.8%), **Spain** (4.0%), **Ireland** (4.1%) and **Italy** (4.1%). The table below indicates the main trends in public expenditure on education as a percentage of GDP for the country surveyed throughout the report.

Table 1: Investment in education trends 2009-2013

	Public expenditure on education as a percentage of GDP				Annual % change at constant price		
	2010	2011	2012	2013	2011	2012	2013
EU 28	5.3	5.1	5.0	5.0	-1.2	-1.5	-0.5
Belgium	6.1	6.3	6.3	6.4	2.5	0.7	1.6
Denmark	7.2	6.9	7.1	7.0	-2.9	2.4	-0.7
Germany	4.4	4.3	4.3	4.3	1.7	-1.4	0.2
Ireland	4.9	4.7	4.4	4.1	-2.8	-6.4	-4.3
Greece	4.0	4.4	4.4	4.5	5.4	-4.3	0.3
Spain	4.5	4.4	4.1	4.0	-2.1	-6.1	-3.8
France	5.6	5.5	5.5	5.5	-0.8	0.6	1.3
Italy	4.4	4.1	4.1	4.1	-4.5	-1.4	-0.4
Luxembourg	5.2	5.1	5.4	5.6	-0.2	6.6	6.8
Netherlands	5.6	5.5	5.5	5.4	-0.7	-3.0	-0.4
Austria	5.1	5.0	5.0	5.0	0.7	-0.6	1.3
Portugal	7.7	7.3	6.5	6.8	-5.9	-6.7	-0.6
Finland	6.6	6.5	6.4	6.5	-0.7	-3.0	-0.8
Sweden	6.5	6.5	6.5	6.6	-0.1	-0.5	0.7
UK	6.6	6.0	5.8	5.5	-4.8	-1.3	-3.0
Iceland				7.6			
Norway	5.3	5.0	4.9	4.9			
Switzerland	5.9	5.9	6.0	6.0			

Source: Eurostat's general government finance and national accounts statistics. Online data code: gov_10a_exp. EAC Calculation on annual changes figures, excluding Norway and Switzerland.

When looking at the evolution of the expenditure a persistent negative trend emerges. As the Education and Training Monitor 2015 of the European Commission confirms, this is not due one-off cuts across Europe. Rather, it is due to subsequent reductions mainly in the same group of countries.

Not surprisingly, these countries are those who were the most affected by the economic recession (Ireland, Spain, Portugal, and Italy), confirming this is an easy target for fiscal consolidation, together with UK, Denmark and the Netherlands. At the same time, it is important to recall that the percentages of GDP invested in education reported in the table above refer to the relative share of the GDP. However, in the last five years, the GDP went down or arrested its growth in many countries, meaning that expenditure in education went down even more in real terms.

Government expenditure in education can also be broken down **by level of education**, according to the international UNESCO ISCED 2011 classification. The charts below (Chart 2 to 4) show that on average, early childhood and primary education on one side and secondary education on the other absorb approximately one-third of the total education expenditure each. The distribution, however, varies a lot across countries for each sector.

The evolution of the expenditure per education sector for the years 2011-2013 shows an uneven negative trend especially in **pre-primary** and **primary education**, where expenditure has slightly decreased in many of the countries concerned, except Germany, Luxembourg, Sweden and Norway. Cuts are observed in the Netherlands and Denmark, UK, Greece and Spain (Chart 2). Government financing of **secondary education** has remained rather stable across countries, with the exception of Finland and Greece. This latter is of particular concern, as it devoted relatively little resources to secondary education (Chart 3).

Investment in **tertiary education** is below 1% as EU 28 average (Chart 4), with the lowest peaks in Italy, UK, Luxembourg, Ireland, Spain, France and Austria, which dedicate less than 1% of their GDP to higher education and research. While the greatest decrease was in Ireland (from 1% of the GDP in 2011 to 0.5% in 2013), the low and further stagnating investment share in higher education in Italy (0.4% of GDP) is cause for concern.

Chart 2. Government expenditure on pre-primary and primary education as a % of GDP

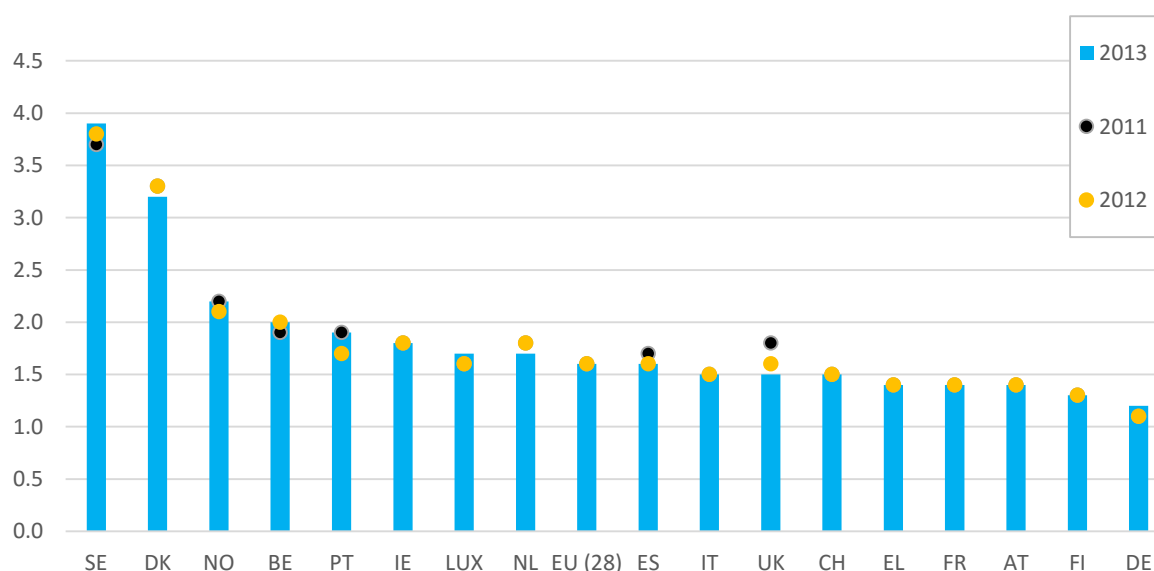


Chart 3. Government expenditure on secondary education as a % of GDP

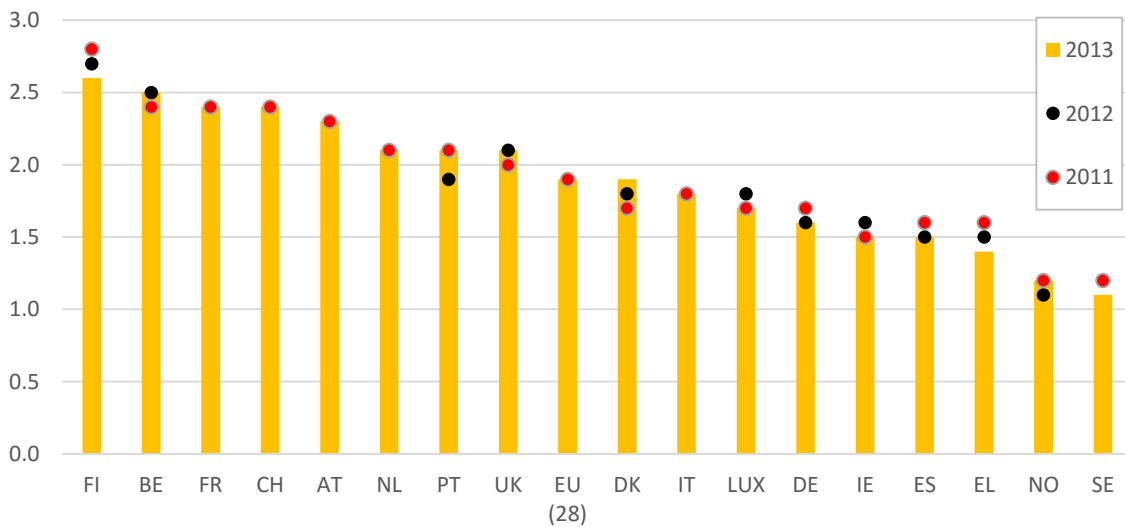
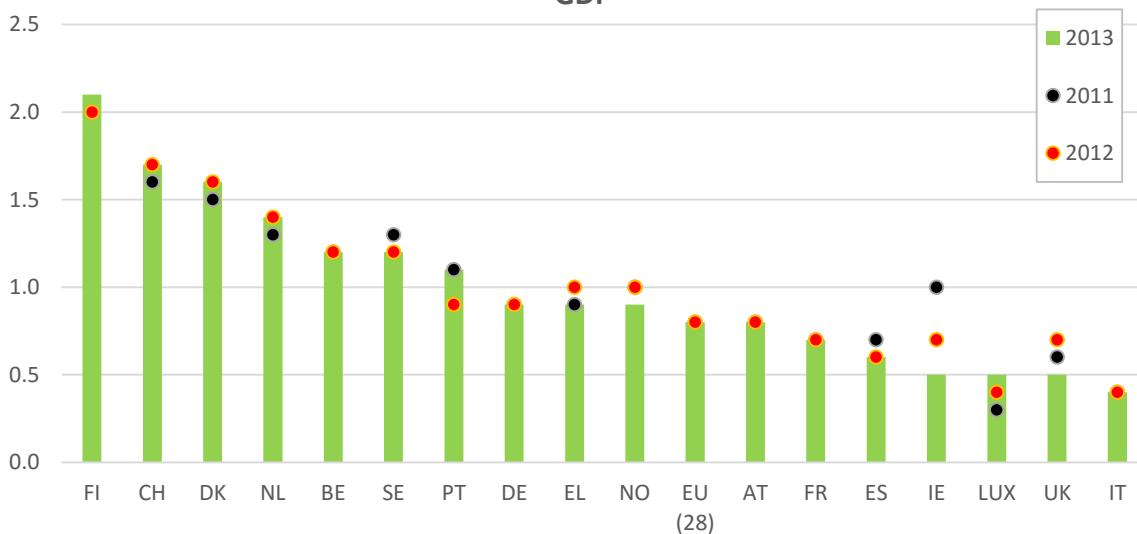


Chart 4. Government expenditure on tertiary education as a % of GDP

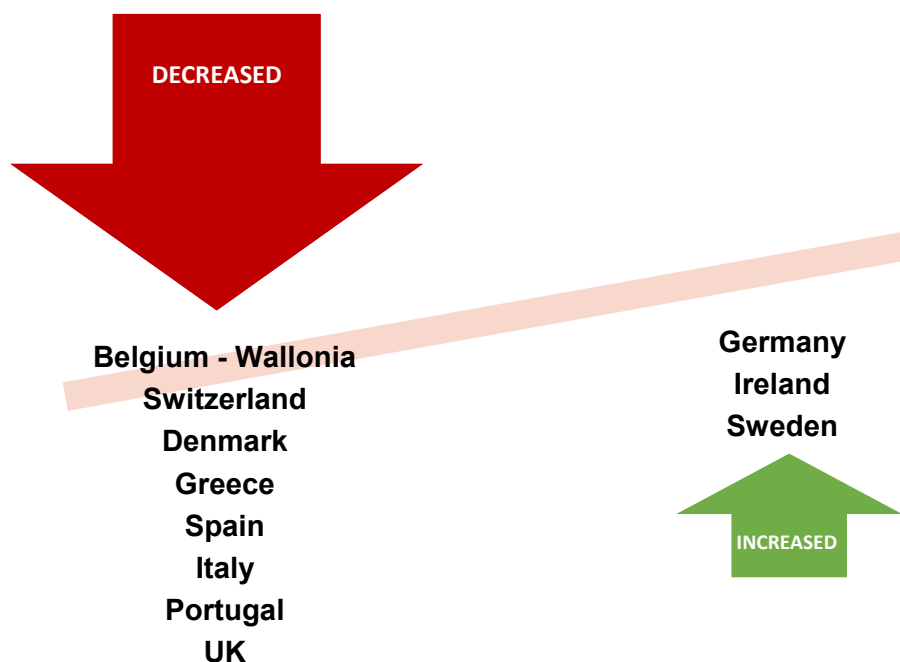


Source: Eurostat's general government finance and national accounts statistics. Online data code: gov_10a_exp. Own charts.

Data collected confirm the experience of respondent teacher unions in the countries concerned, as the Figure 2 below shows.

In England, the National Union of Teacher (NUT) confirmed that education spending as a whole fell by 5.3% in real terms between 2010-11 and 2014-15. While according to the Belgian teacher union CSC-E, education expenditure decreased in the Walloon\Brussels region of Belgium, moving from 7% of the federal GDP in 2010 to 6.7% in 2013.

Figure 2: According to your experience, the percentage of GDP dedicated to education over the last two years has:



Remained stable: Belgium - Flanders, Finland, France, Luxemburg, Norway

1.4 National education system reforms

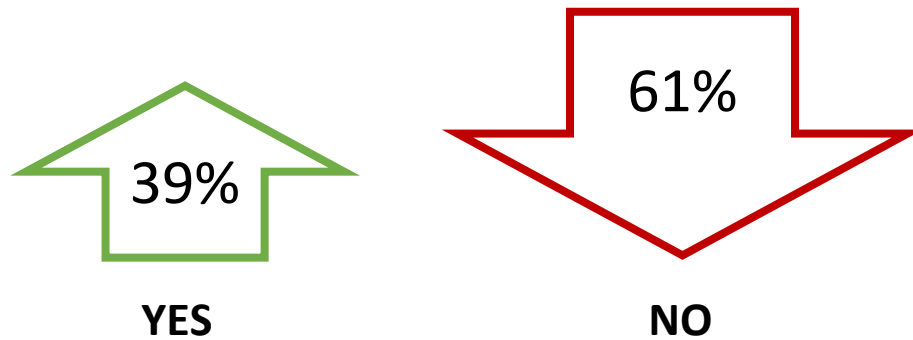
According to the survey's respondents, reforms of national education systems occurred in almost all the countries concerned over the last 2 years. When asked about the social partners' involvement in education reforms, only 39% of respondents replied positively⁵, while the large majority of respondents⁶ (61%) denounced the lack of involvement of social partners in the decision making process on reforms. The Spanish teacher union FE.CC.OO reported that the government refused to listen to the demands of the social partners.

The graphs below are drawn from the answers of each surveyed teacher union in every sector of education. Answers might vary, however, according to different sector and within the same country.

⁵ Belgium - Flanders (COV), Belgium – Wallonia, (CSC-E), Switzerland (LCH), Germany (GEW), Finland (OAJ), France (SE-Unsa, SNES-FSU), Ireland (IFUT, INTO).

⁶ Denmark (DLF); Greece (OLME); Spain (FE.CC.OO, FETE-UGT, STES-I, CSI-F); Italy (FLC-CGIL, UIL SCUOLA); Portugal (FENPROF, FNE); Sweden (Lararforbundet); UK (NASUWT, NUT).

Figure 3: Where reforms of national education systems occurred, have the social partners been involved in the decision making process on the reforms?



The Charts below identify a relation between education budget and reforms, and whether these latter led to an increase in privatisation (Chart 6), according to respondents. As Chart 5 shows, 90% of respondent unions declared that when reforms occurred, they were related to a decrease in funding of education. NUT added that many changes in England were related to a decrease in education funding insofar as the limits on funding have restricted teacher pay progression.

Chart 5. Where reforms of national education systems occurred, were the reforms related to a decrease in funding of education?

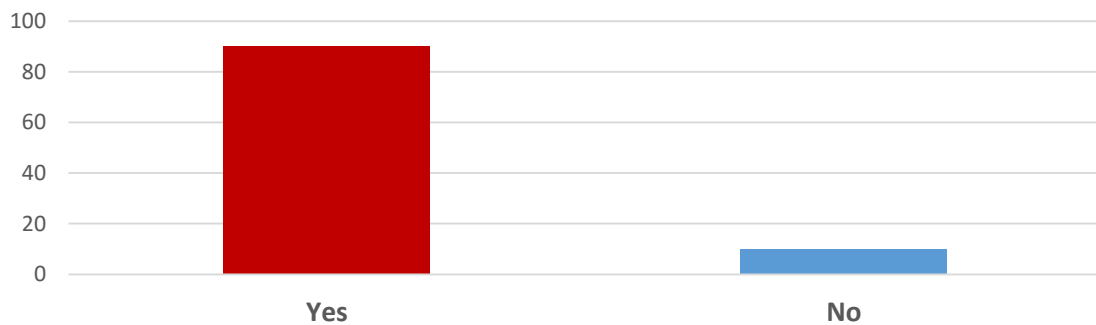
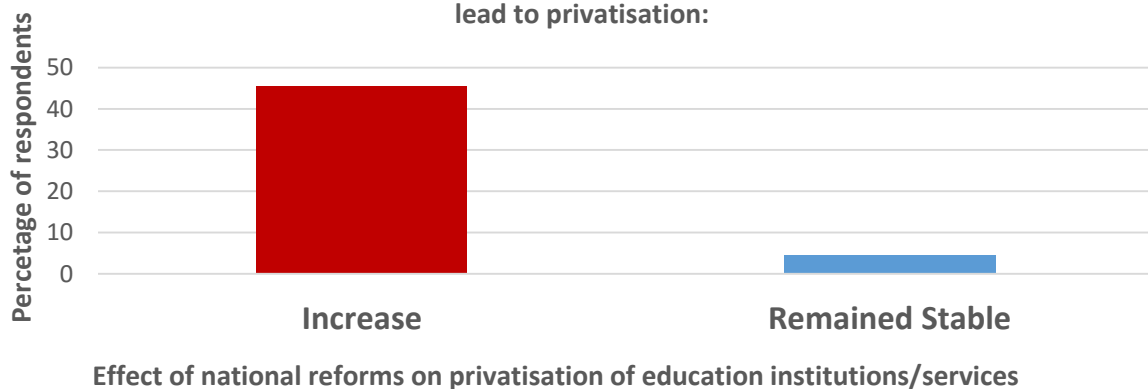


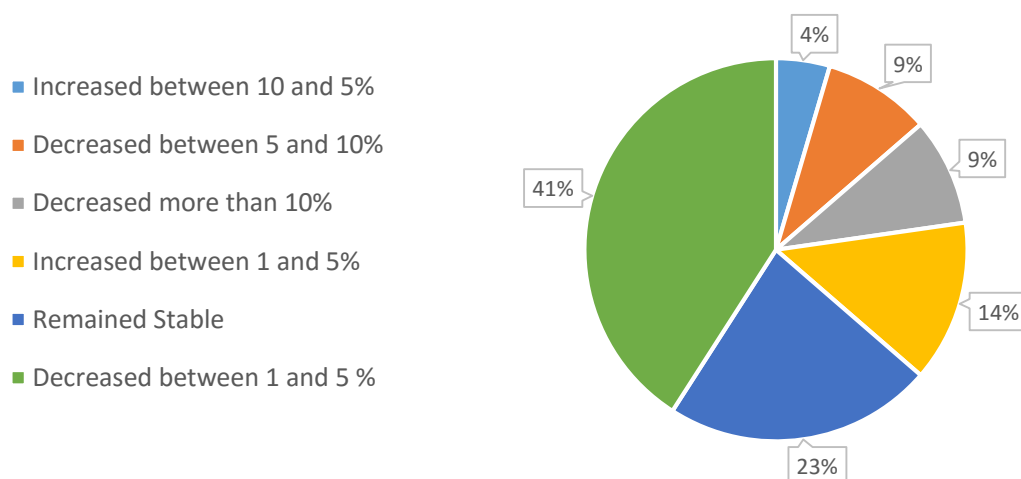
Chart 6. Where reforms of national education systems occurred, did they lead to privatisation:



Note: Remaining 50% of answers to the above question are null (do not know, no reply).

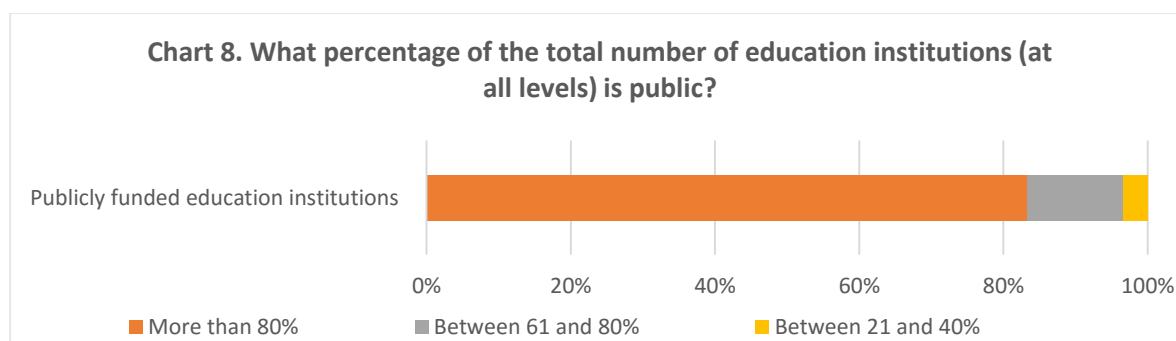
Chart 8 below also confirms that in those countries experiencing privatisation increases, the share of GDP dedicated to education decreased between 1 and 5 percentage points (green area) according to 41% of respondents, decreased between 5 and 10% according to 9% of respondents and by more than 10% according to another 9% of respondent unions.

Chart 7. Whether you experienced increase of privatisation in your country, the percentage of GDP dedicated to education had:

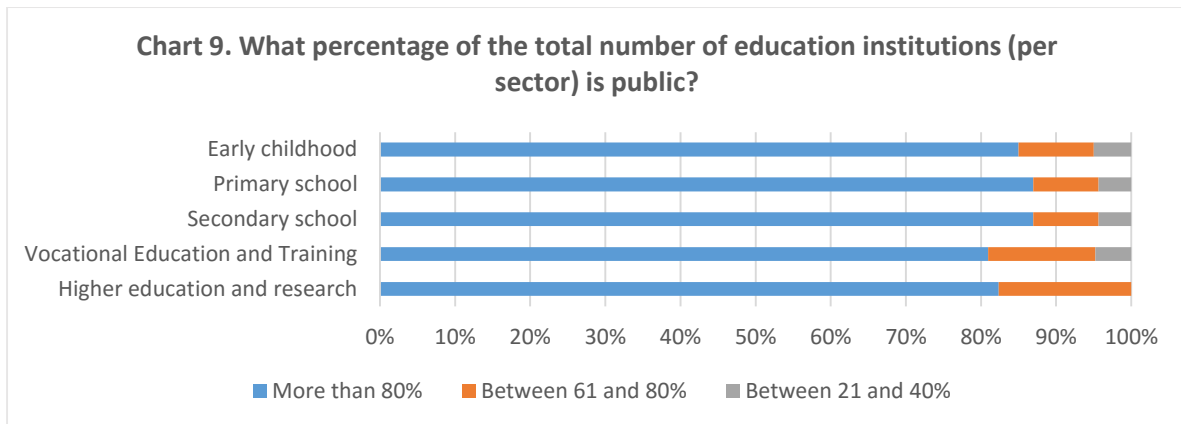


1.5. Major trends in privatisation

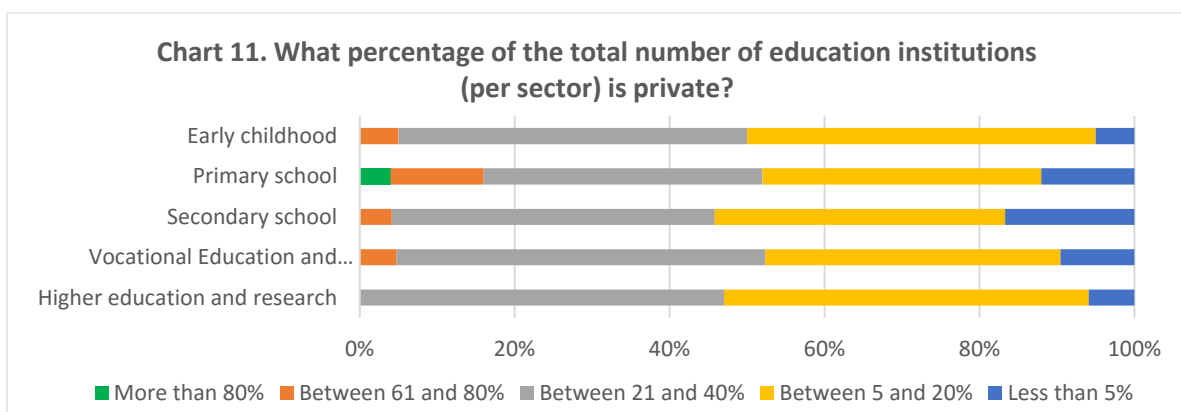
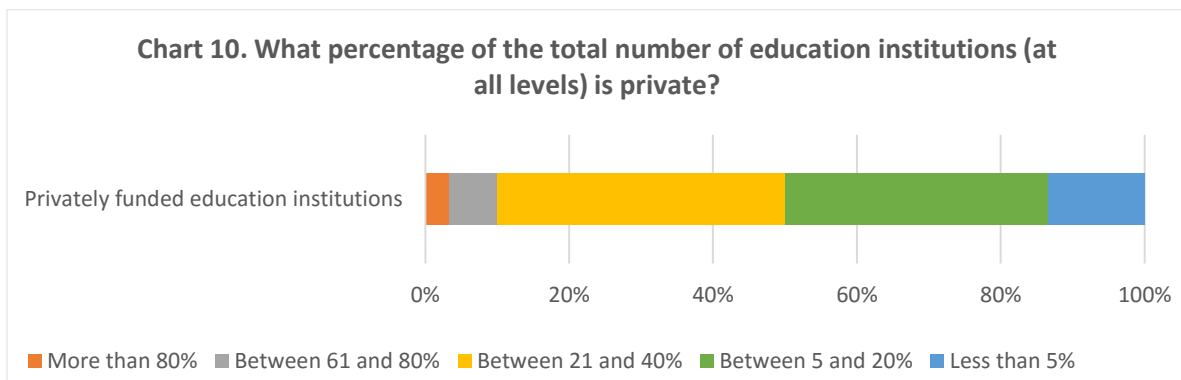
State of play of public/private education institutions in Western European countries



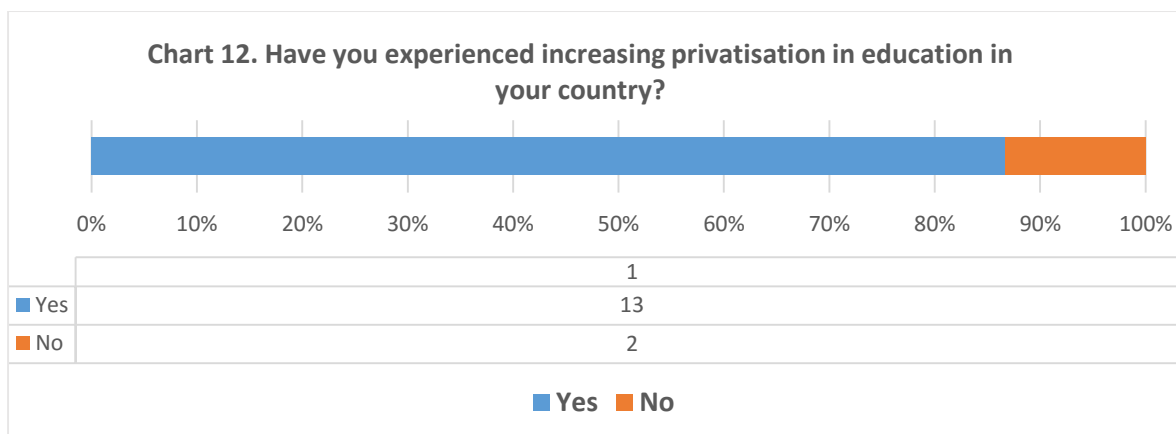
As the Chart 8 above clearly shows, a large majority of education institutions in western European countries are publicly funded. Almost all the responding unions declared that more than 80% of education institutions at all levels are public. However, a sectoral analysis shows that this rate slightly decreases for Vocational Education and Training (VET) and Higher education and research institutes (see Chart 9 below).



When asked about the percentage of private education institutions, the picture slightly changes. Chart 11 shows that according to the majority of respondents less than 20% of education institutions in their countries are private (answer: “between 5 and 20%”). However, an important share of respondents (40%) affirmed that private education institutions are between 21 and 40%.



As the Chart 11 above shows, private education institutions are mainly present in primary education, vocational education and training and in early childhood education.

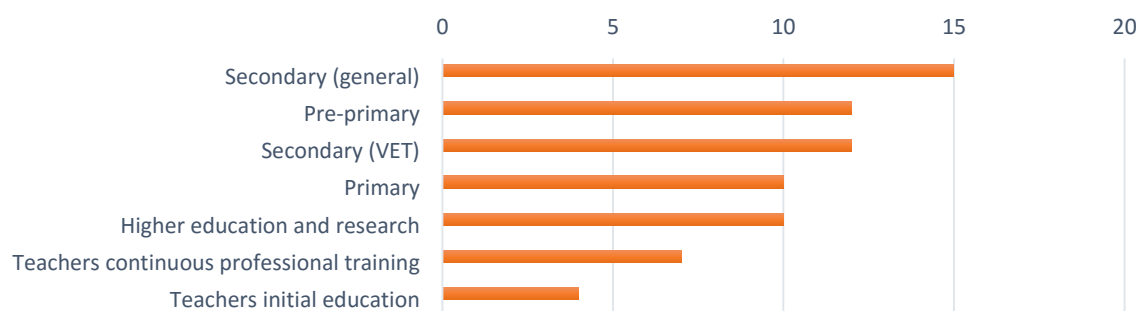


YES	NO
Belgium (COV, CSC-E), Switzerland (LCH), Germany (GEW, VBE), Denmark (DLF), Greece (OLME), Spain FE.CC.OO, FETE-UGT, STES-i, CSI-F), France (FEP-CFDT), Ireland (INTO, ASTI), Italy (FLC-CGIL), Luxemburg (SNE-CGFP), Norway (UEN), Portugal (FENPROF), Sweden (Lararforbundet), UK (NASUWT, NUT)	Finland (OAJ), France (SE-Unsa, SNES-FSU), Ireland (IFUT, TUI), Italy (UIL Scuola), Norway (NAR), Portugal (FNE)

Throughout the analysis, replies from different unions within the same country are not always consistent. The present report takes account of the countries in which at least one - or more than one - teacher union has answered affirmatively. This choice is based on the fact that privatisation might vary according to the different education sectors trade union respondents represent.

Member organisations were asked at which level of education privatisation was most frequent. The list below ranks the education level in which privatisation showed the greatest increase according to each union/country ranking.

Chart 13. At which education level(s) is privatisation most widespread?

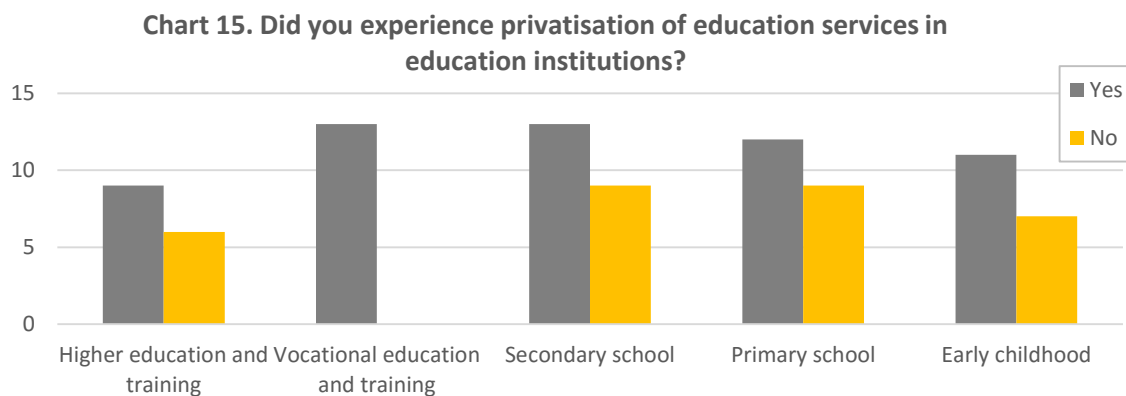
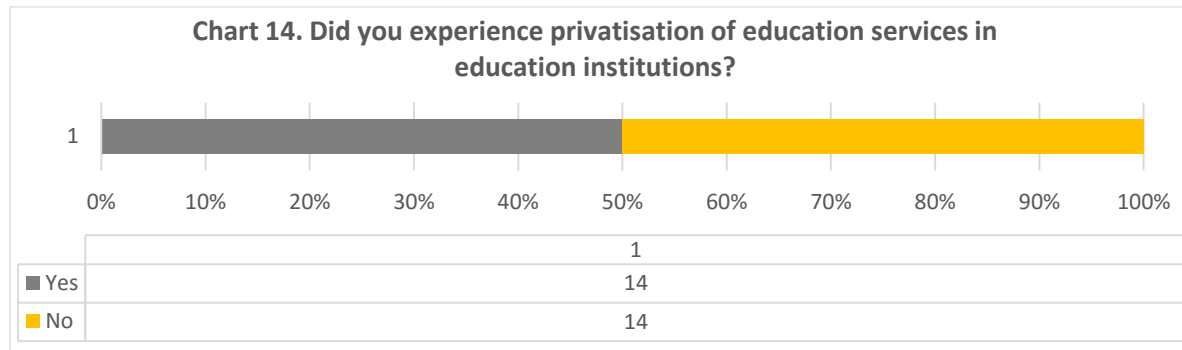


The Greek teacher union OLME reported increasing privatisation in in-service teacher training and in VET provision during the years 2013-2015. This was due to budget cuts in education, especially in public VET schools, and was reflected in the elimination of several VET subjects. Private providers were encouraged to move into the subject areas no longer covered. Many students previously enrolled in the affected VET subjects had no choice but to turn to private education if they wanted to continue on their learning path. The Irish second level teachers union ASTI provided an explanation of how privatisation in teachers' initial education occurred. In their country, a private for-profit college of education is now licensed to provide initial teacher education. Publicly funded teacher

education institutions have a de-facto limit or cap on the number of graduates they can enrol. As the private college (*Hibernia College*) has no such cap, and does most of its teaching on-line, it has two groups of teacher graduates coming into the system each year. It is now the largest provider for teacher education at primary level and the second largest at secondary level.

Privatisation of education services

Half of respondent organisations reported privatisation of education services in education institutions (Chart 14). The Chart 15 below shows privatisation of education services in education institutions according to each sector of education, as reported by teacher unions.



Several services were listed by respondents as being privatised, including school catering and transport (Spain – FE.CC.OO., FETE-UGT and UGT STES-i), after school-support centres (France – FEP-CFDT and Portugal – FENPROF), catering, security and school stationary (Portugal – FENPROF).

Funding models

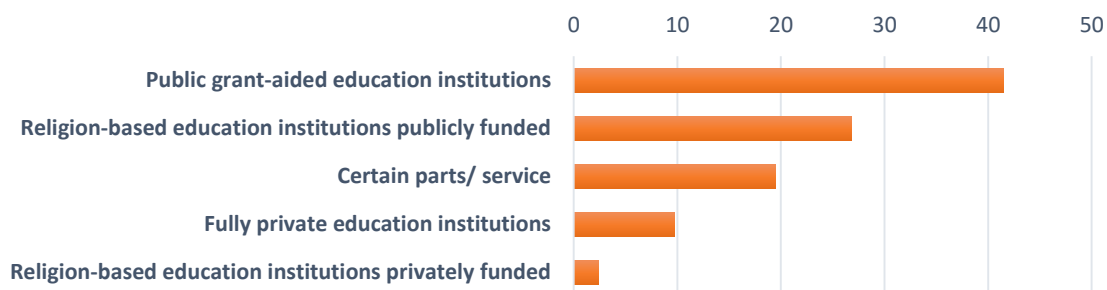
When it comes to funding models, the most common form of privatisation in Western Europe is the ‘Public grant-aided education institution’, present in 13 countries⁷ out of 15 surveyed, according to the experience of teacher unions at all levels, as the following graph shows (Chart 16). Religion-based education institutions receiving public funding are also quite common, being present in 11 countries⁸. ASTI, the Irish teacher union, reported that in Ireland there are mainly religion-based institutions privately funded. Only a minority of such institutions receive public funding. They

⁷ Belgium, Germany, Denmark, Spain, Finland, France, Ireland, Italy, Luxemburg, Norway, Portugal, Sweden, UK.

⁸ Belgium, Germany, Denmark, Spain, Finland, France, Ireland, Italy, Luxemburg, Norway, Portugal.

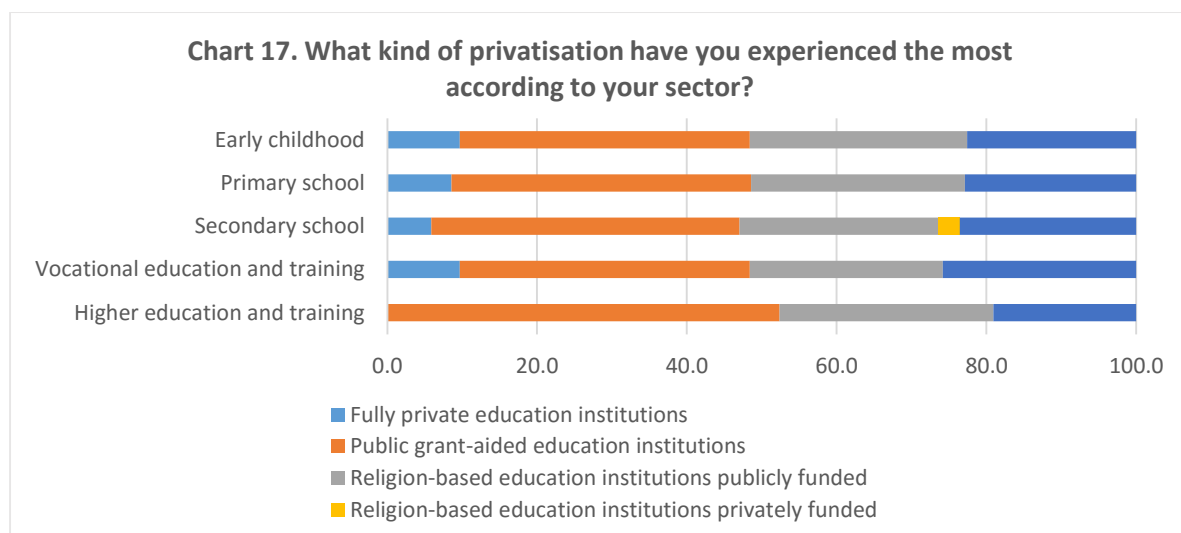
operate largely from fees paid by parents. In the UK, according to NUT, private providers run many schools on contract.

Chart 16. What kind of privatisation have you experienced the most?



In addition to the categories proposed, the Irish teacher union TUI further pointed to the presence of so-called “*Grind schools*”, which are fee paying privately run schools outside the state sector, while the Portuguese teacher union FNE reported the presence of “*Private institutions of Social Solidarity*”.

The Chart 17 below shows the kind of privatisation experienced in each sector of education, according to respondent unions.



The mapping exercise below (Table 2) shows what kinds of private education institutions are present in each country, according to the aggregation of answers of surveyed organisations. However, the list of private education institutions that exist in one country should not be confused with the quantity of private education institutions present or the student outreach capacity of such institutions.

Table 2. Which type of private education/training institution offers educational programs in your country?

	Fully private education institutions	Public grant-aided education institutions	Religion-based education institutions publicly funded	Religion-based education institutions privately funded
Belgium - Wallonia				
Germany				
Spain				
France				
Ireland				
Italy				
Norway				
Portugal				
Belgium - Flanders				
Luxembourg				
Denmark				
Finland				
UK				
Switzerland				
Greece				
Sweden				

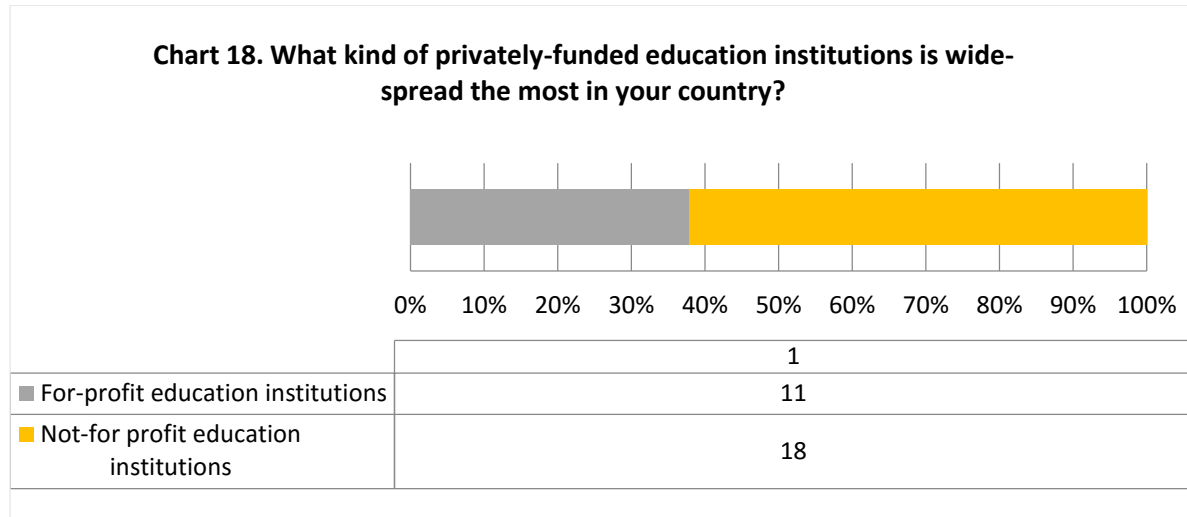
Who runs privately-funded education institutions?

Some survey respondents indicated who runs privately-funded education institutions in their countries. The replies are as follows:

- > **Belgium:** Private persons or communities sometimes with religious and/or pedagogical backgrounds
- > **Switzerland:** Private entities (or foundations) under the supervision of the cantons (competent regional political levels)
- > **Greece:** individual entrepreneurs
- > **Spain:** private companies, the State, religious entities, cooperative societies
- > **France:** The State for public-grant aided education institutions (Ministry, Rectorat), Managing entity of religious education institutions
- > **Germany:** Private companies, both for profit and not for profit, Foundations, Corporations, and Associations in higher education and research. For VET sector: Business associations, Religious organisations
- > **Ireland:** Churches and religious trusts, Individual owners, Corporate, Company/directors, Private trusts, Commercial bodies
- > **Italy:** Catholic congregations, Parishes, Private multinational companies (e.g. *Mission Laïque Française*, American School Abroad), Private entrepreneurs
- > **UK:** Privately funded schools granted charitable status
- > **Portugal:** Education institutions' owners, Individual and collective entities. Cooperatives, Private Welfare, Companies, Religious associations

Are they profit or not for profit?

Chart 18 shows that around 60% of respondent unions affirmed that the majority of private education institutions in their respective countries have not-for-profit purposes, while the remaining nearly 40% of privately funded education institutions are for profit.



Mostly For-profit	Mostly Not-for Profit
Switzerland (LCH), Spain (FE.CC.OO, FETE-UGT, STES-i, CSI-F), France (FEP-CFDT, SE-UNSA), Ireland (ASTI), Italy (UIL Scuola), Portugal (FENPROF, FNE)	Belgium (COV, CSC-E), Denmark (DLF), Germany (GEW, VBE), Greece (OLME), Denmark (DLF), Greece (OLME), France (SNES-FSU, FEP-CFDT), Ireland (IFUT, INTO, TUI), Italy (FLC-CGIL), Luxemburg (SNE-CGFP), Norway (NAR, UEN), UK (NASUWT, NUT)

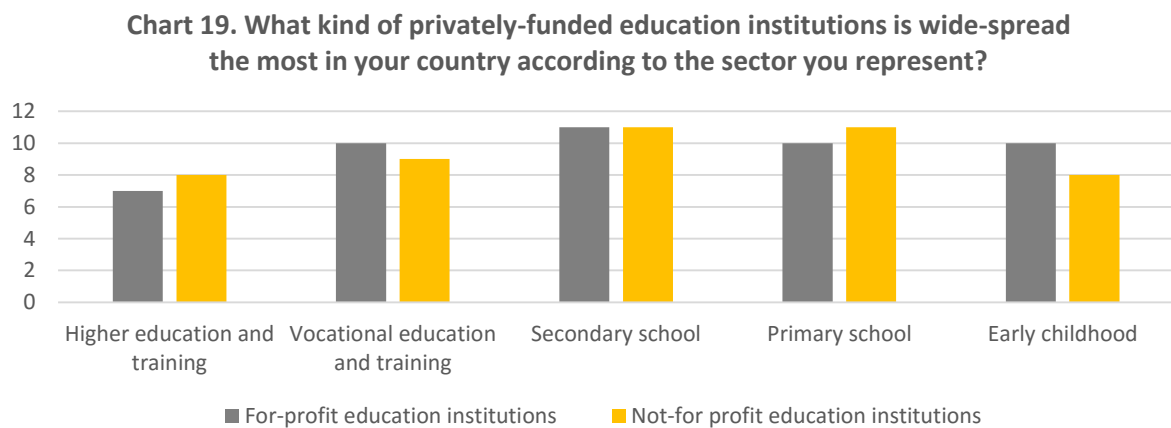
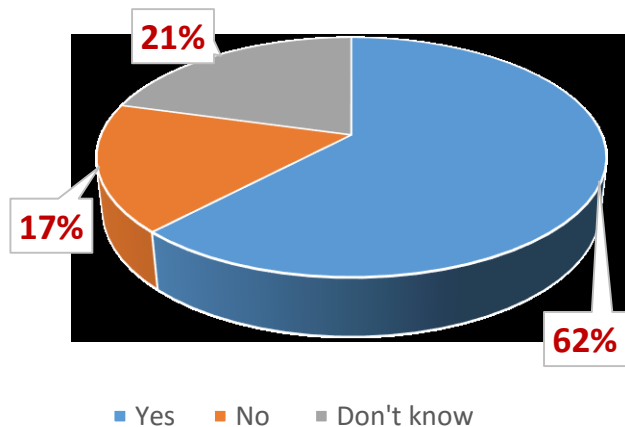


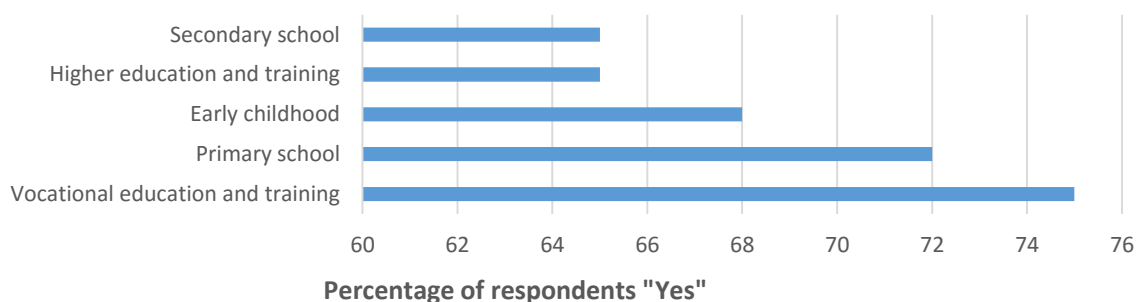
Chart 20. Is there any global corporation/consultancies influencing education policy, delivery of education products and or schooling in your country?



Finally, teacher unions were asked whether they are aware of the presence of global corporation/consultancies influencing education policy, the delivery of education products and/or schooling in their country. A large share of surveyed answered “Yes” (62%), 17% of respondents said that they were not aware of the presence of such international corporations, and 21% of respondents affirmed that there are no multinational companies influencing education in their country. According to the Irish union ASTI, private corporations/consultancies are not directly influencing education policy; however, they have a wide ideological influence. Teacher unions representing

teachers, trainers and educators in the VET sector have been the most important group to respond “Yes”, followed by unions representing teachers in primary schools and early childhood education (Chart 21).

Chart 21. Is there any global corporation/consultancies influencing education policy, delivery of education products and or schooling in your education sector?



Geographical distribution

The map below shows the geographical distribution of responses on widespread privatisation according to funding mechanism of education institutions in Western European countries.

Figure 4: Private education institutions as percentage of the total

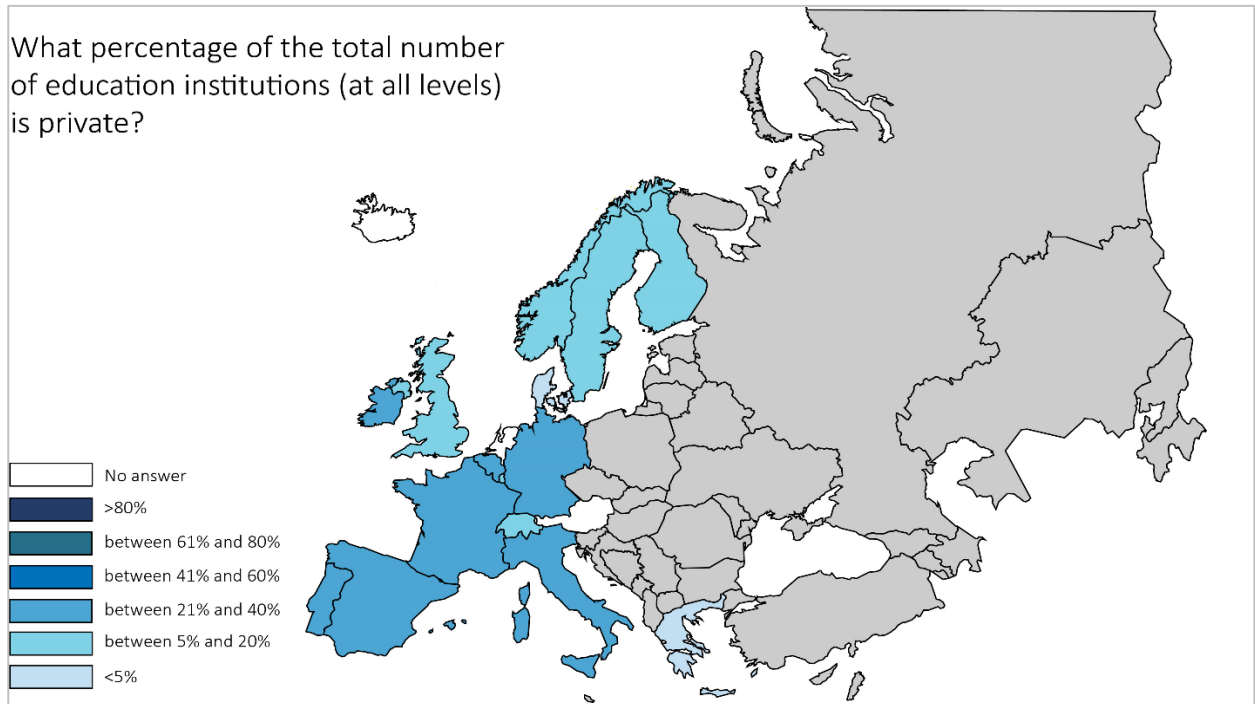


Figure 5. Fully private education institutions by country

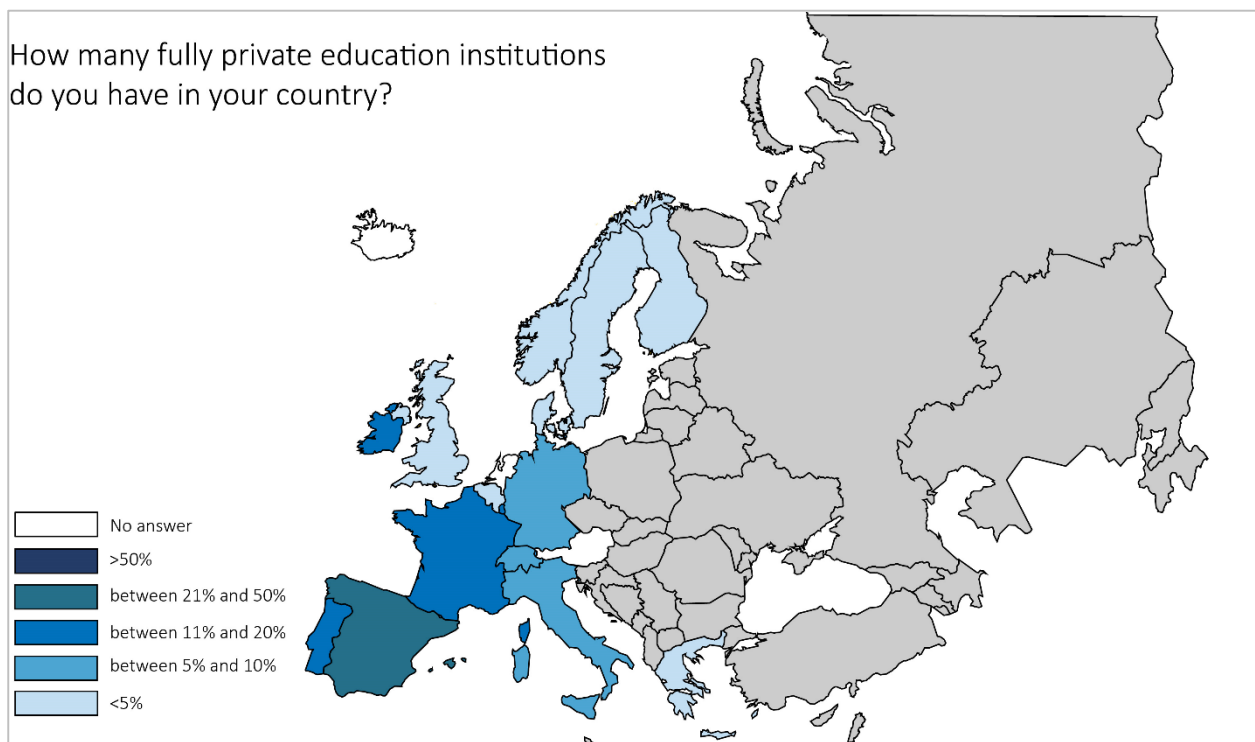


Figure 6. Public grant-aided education institutions by country

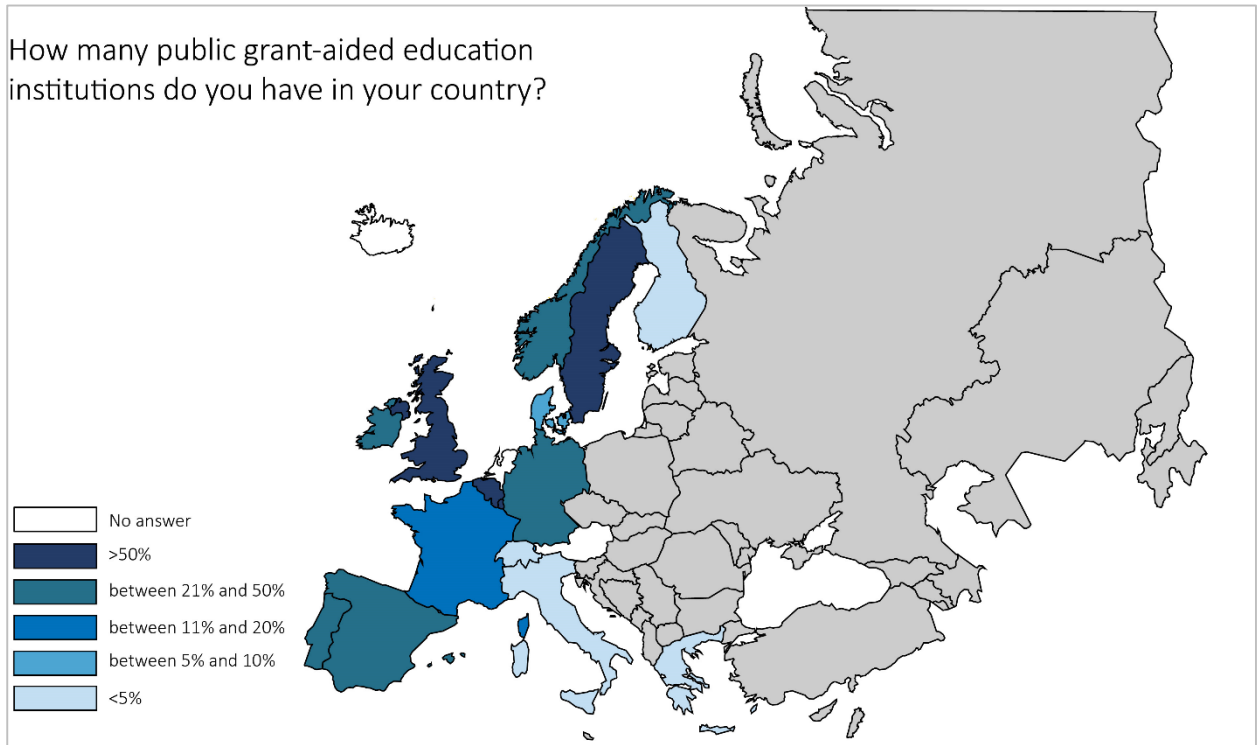


Figure 7. Religion-based publicly funded education institutions by country

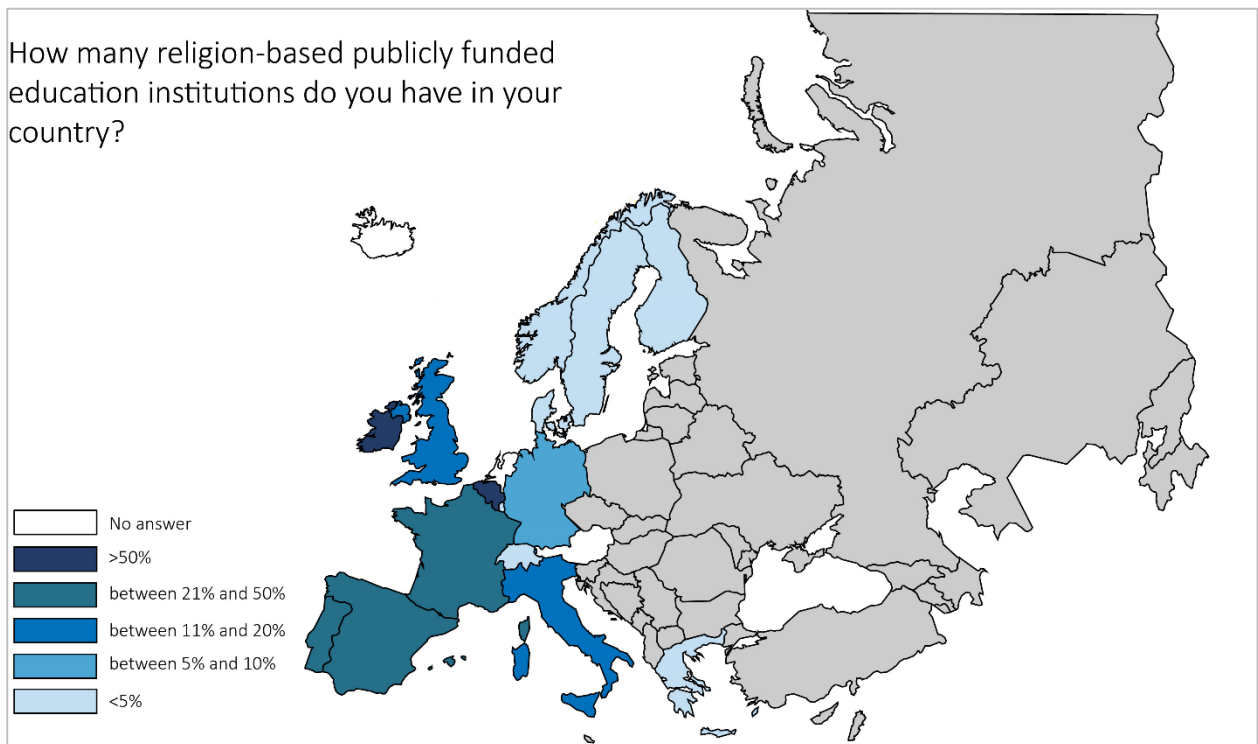


Figure 8. Religion-based privately funded education institutions by country



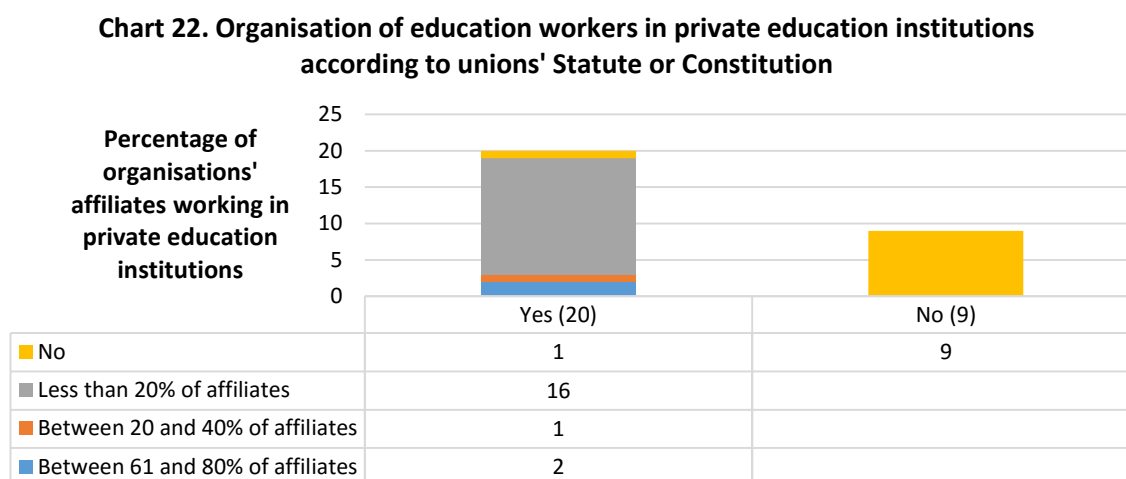
2. Teachers' working conditions and trade union action

2.1 Organising education workers

This chapter looks in depth at teacher unions' activity in western European countries. It describes challenges that emerged over the last 2 years and the state of teachers' working conditions. In order to gather sufficient information and to better understand such challenges, the analysis is at the level of the respondent unions. The following graphs illustrate the level of union representation of education workers in private education institutions.

The topic has been addressed both from the point of view of the Statutes or Constitution of the teacher union and from the concrete percentage of union affiliates working in private education institutions in each organisation. 9⁹ unions out of 29 have formal limits in their Statutes or Constitution on representing education workers in private education institutions.

As the figure below shows, the vast majority of respondents (20 out of 29) have the legal possibility to organise education workers in private education institutions and provide for that possibility in Statutes or the Constitution.



However, when those who could represent education workers in private institutions according to their Statutes have been further asked which percentage of education workers are, in fact, union affiliates, the rate is very low (less than 20% of affiliates). Only COV in Belgium-Flanders and TUI in Ireland answered that between 61 and 80% of their affiliates work in private education institutions.

Some of those not organizing teachers in private education institutions have formal limits to their affiliation in their Constitutions. In Greece, the Constitution of OLME defines it as a trade union for secondary school teachers working in public schools only. Alike in France, SNES-FSU accepts education employees who work in secondary public schools and in Luxemburg SNE-CGFP represents civil servants working in public schools. The situation is less clearly defined in Belgium, where COV represents teachers working in publicly funded private education institutions. However, such teachers are paid by the State as civil servants. They represent between 61 and 80% of COV's affiliates. In Ireland, TUI reports that the organization of education workers in private institutions is

⁹ According to Statutes or Constitution the following teacher unions in Switzerland (LCH), Germany (VBE), Greece (OLME), Spain (CSI-F), France (SE-UNSA, SNES-FSU), Ireland (ASTI), Luxemburg (SNE-CGFP), do not organise private sector workers.

not prohibited by its Constitution or Statutes. The organisation of public school employees is, rather, a matter of history and tradition above all. The TUI is currently considering recruiting employees in private higher education institutions. Similarly, the Irish union ASTI does not have a specific provision in its Constitution/Statute, but it has been the established practice of the Union since such institutions began operating in Ireland in the late 1970s.

2.2 Teachers’ representations: A state of play

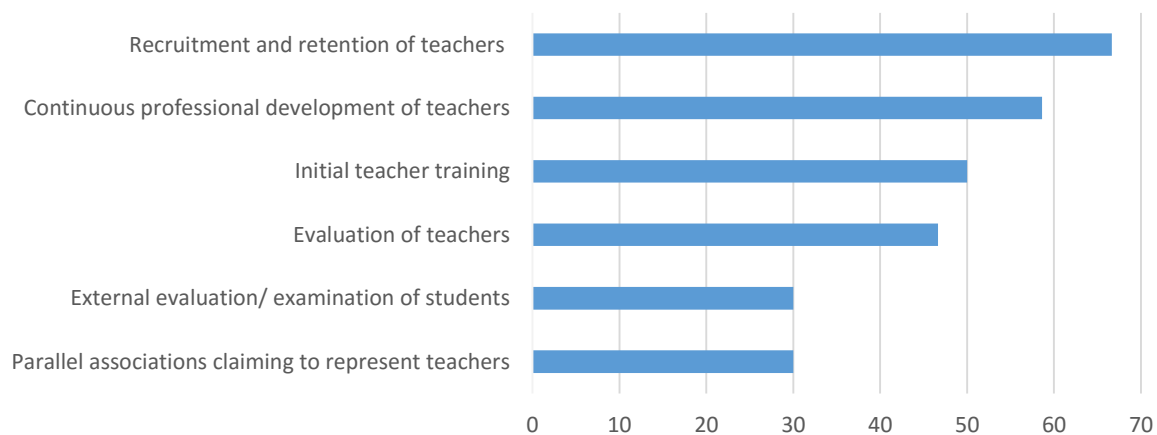
Main challenges in the representation of the teaching profession

The following data illustrates some of the challenges in the representation of the teaching profession of teacher unions in the last 2 years.

A ranking based on multiple choice questions shows that recruiting and retention of teachers is still problematic for many unions (67% of respondents). At the same level, continuous professional development and initial training of teachers are considered as a challenge for the majority of respondents (59% and 50% of respondents respectively, as Charts 23 and 24 show).

On several occasions, ETUCE has reported on the effects of the economic crisis on the teaching profession; a lowering of the status of teachers. This development has made teacher recruitment and retention more difficult. There have been related problems of not being able to provide effective initial training and continuous professional development once entering the profession¹⁰.

Chart 23. Main challenges for teacher trade unions in Western European countries in the last 2 years



¹⁰ ETUCE Project “[The development of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market](#)” (2012 -2013); ETUCE Project “[Recruitment and Retention in the Education Sector, a matter of Social Dialogue](#)” (2011-2012)

According to each listed topic, the comments of responding teacher unions are reported as follows:

1. Recruitment and retention of teachers	
<u>France</u>	<i>"There is a number of precarious teachers. Although it is limited" (SNES-FSU)</i>
<u>Germany</u>	<i>"Some higher education employees (scientists) leave higher education institutions because of inadequate working conditions" (GEW)</i> <i>"There are not enough teachers" (VBE)</i>
<u>Greece</u>	<i>"No recruitment of new teachers has taken place in the last two years. Recruitment has frozen" (OLME)</i>
<u>Italy</u>	<i>"With the new school reform, school principal can mediate teachers' recruitment instead of the national selection based on competitive national examinations" (FLC-CGIL)</i> <i>"There are many precarious teachers who must be hired with an open-ended contract instead to comply with a European directive" (UIL Scuola)</i>
<u>Ireland</u>	<i>"Recruitment has not been a problem. However, due to casualization, retention of teachers is proving problematic, particularly at second-level. The Department of Education and Skills and the teacher unions have jointly committed to tackling casualization and a number of concrete measures have been taken" (TUI)</i> <i>"[...]The Irish problem is that there is significant under-employment for newly qualified teachers as a combined result of 1) high pupil-teacher ratio 2) wide curriculum with some subjects attracting a small number of students and 3) over-supply of teachers, in particular since the private teacher education institution entered the field. It is common for newly qualified teachers to wait up to five years for a permanent job. While this situation has been ameliorated recently [...] many teachers have permanent contracts for half-hours. This unattractive employment situation for teachers will invariably lead to retention problems. Following pressure from the unions, and a sustained public campaign, the statutory regulatory body, the Teaching Council, has now drafted a strategic plan to seek to address this issue" (ASTI)</i>
<u>Portugal</u>	<i>"The Ministry of Education has introduced an examination to teachers who are candidates to the public contest to teach in public schools. Teachers with several fixed-term contracts are also required to take that exam, even if they have already been evaluated in schools. Unions have contested this new requirement" (FENPROF)</i> <i>"The Examination to Entry the Teaching Profession is problematic. Together with the issue of cuts, precariousness and teachers' unemployment" (FNE)</i>
<u>UK</u>	<i>"There is increasing evidence of a crisis in teacher recruitment and retention, just as the number of pupils and the demand for new teachers is sharply increasing" (NUT)</i> <i>"It is increasingly difficult to recruit and retain teachers" (NASUWT)</i>
<u>Switzerland</u>	<i>"In some areas there is a shortage of properly trained teachers, especially for curative education, math and science. The shortage is bigger where the salaries are lower" (LCH)</i>

2. Continuous professional development of teachers

<u>Belgium</u>	<p><i>“Currently, many school leaders enroll their staff in platforms capable of meeting the obligations for professional development while ensuring to minimize inconveniences at the organizational level. Our case is whether it is possible to offer training opportunities to meet the needs of teachers; and how to reconcile staff training projects with the organization needs of schools. Too often, teachers are turned down in their request for individual training, which can be the cause of replacements. Other concerns regard the evaluation of the quality of training: [...] How to practice a reliable assessment to improve quality? Moreover, the interaction between the “training plan” at the level of education institution and the “training project” at the level of staff member generates many dissatisfactions[.].” “[.] We ask the replacement of the staff during his/her training; the design of the training involving both the exchange of experiences and practical tools; practitioners trainers; equal conditions for all courses: common rules for reimbursement of expenses the teachers bear for all trainings; a limitation to a maximum of 10% of the budget for the voluntary training outside school hours; a part (e.g. 10%) of the budget dedicated by the government to further education specifically assigned for the training managers and professionals; an ability to adapt the supply to the demand; a supplementary budget for additional training to be certified” (CSC-Education)</i></p> <p><i>“There are some for-profit organisations offering professional development courses and seminars for teachers” (COV)</i></p>
<u>Germany</u>	<p><i>“In-service training is not sufficient” (VBE)</i></p>
<u>Greece</u>	<p><i>“Continuous professional development of teachers in terms of teachers’ pedagogy, classroom teaching, and so on, is not available in Greece. The only exception is ICT training which operates at two levels. The second level of ICT training (more advanced), however, is not yet available for all subjects”. (OLME)</i></p>
<u>Italy</u>	<p><i>“Continuous professional development is part of the collective agreement where we, as trade unions, negotiated all the terms and conditions. The collective agreement has expired in 2010 and it has not been renewed yet” (UIL Scuola)</i></p>
<u>Ireland</u>	<p><i>“Teacher unions are concerned about the limited extent of CPD provided by the state and the cost implications for teachers of reliance on private providers. There is also an emerging issue in regard to proposals by the statutory Teaching Council that (an as yet unspecified quantum of) CPD may be prescribed as compulsory for maintenance of one’s registration as a teacher” (TUI)</i></p>
<u>Portugal</u>	<p><i>“There is a general lack of teachers’ training. Frozen careers are also problematic” (FNE)</i></p>
<u>UK</u>	<p><i>“Access to good quality CPD has taken on new significance since the introduction of performance related pay (PRP). Lack of access to CPD may now result in lack of pay progression. Many teachers complain about the lack of access to good quality CPD and about the reluctance of head teachers to release staff to attend courses. Access to CPD is particularly problematic for part-time teachers and job-sharers, some of whom have been offered CPD courses which run on days when they do not work or on weekends” (NUT)</i></p> <p><i>“There is no contractual entitlement to CPD” (NASUWT)</i></p>
<u>Switzerland</u>	<p><i>“In some places, school managements employ - or are forced to employ - teachers who are not sufficiently qualified for the position/subject (for example: English teachers who teach in history classes, primary school teachers in secondary, and so on” (LCH)</i></p>

3. Initial training of teachers

<u>Belgium</u>	<p><i>“The issue of teachers’ initial training is strictly linked, for our union, to the number of early-leavers from the teaching profession. The discomfort, isolation, lack of motivation, the challenges faced by teachers who say they are disarmed, poorly prepared to face multiple demands (student, institution, parents) and facing the constant mutation society, are constantly reported to CSC-E [..]. In addition, the devaluation of the teacher’s image and status for society has effects both on relations between teachers and parents that the attractiveness of the profession. [..] As the result of researches in Belgium shows, another reform on this issue can only be conducted with all players in the field, including those who have to implement these reforms and thus with the trainers of trainers. It must pursue clearly stated objectives in defined stages. It must also apply to all audiences. Accordingly, the quality and excellence we claim must be accessible for all. [..] Given all the above: The reform of initial training should start from an assessment of (new) requirements of the profession and therefore of the professional skills expected today. Initial training should open future teachers in all situations: backgrounds, levels of education, teaching methods, characteristics and cultures. [..]The title issued to the employee at the end of their initial education should be fully recognised. All teachers currently based should have access to a higher degree” (CSC-Education)</i></p>
<u>Italy</u>	<p><i>“Teacher unions have to continuously insist in order to be consulted by the government on professional issues” (UIL Scuola)</i></p>
<u>Ireland</u>	<p><i>“The duration of ITE (following acquisition of a primary degree) has been increased from one to two years. This means that those undertaking consecutive programmes now study for a minimum period of 5 years before qualifying as teachers. In circumstances where teaching is an increasingly casualised employment for new entrants to the profession, the opportunity cost of 5/6 years study is proving to be a disincentive. Nonetheless, the teacher unions have consistently supported the increase in duration of ITE programmes” (TUI)</i></p> <p><i>“The biggest problem that the unions have with the private provider is that it has no limits to the number of graduates in can enroll and hence makes the attempts at regulating teacher supply very difficult. It must also be stated that the unions have strong political reservations about this provider, as it does not share an ethos of education as a public good” (ASTI)</i></p>
<u>UK</u>	<p><i>“The number recruited to Initial Teacher Training courses fell by more than 13% between 2010-11 and 2013-14, with projected figures for 2014-15 showing a further decline. Expansion of initial teacher training organised by schools rather than HE institutions” (NUT)</i></p> <p><i>“Teacher training has moved away from institutions to the workplace”(NASUWT)</i></p>
<u>Sweden</u>	<p><i>“In 2011 a new model of initial teachers training started. One important question has been to follow what has happened”(Läraryförbundet)</i></p>
<u>Switzerland</u>	<p><i>“Sometimes, there is not enough time for pedagogical training and subject-based training (training is too short)” (LCH)</i></p>

4. Evaluation of teachers

<u>Belgium</u>	<i>"Evaluation grids were negotiated jointly by unions and employers"(CSC-Education)</i>
<u>Germany</u>	<i>"Since 1998 every study programme has to be accredited based on evaluation results" (GEW – in higher education)</i>
<u>Greece</u>	<i>Teachers' evaluation is linked with teacher pay/salary and promotion to the next rank/grade. Promotions have also frozen"(OLME)</i>
<u>Italy</u>	<i>"With the new school reform, arbitrary teacher evaluation by the school head can block career and/or wage progression"(FLC CGIL)</i> <i>"The new reform has introduced some provisions that allow school managers to bestow a certain amount of money (bonus) to those teachers who have met the criteria set by the school manager and by a small evaluation committee, where teachers' representatives are not the majority"(UIL Scuola)</i>
<u>Ireland</u>	<i>"Evaluation of teachers is a statutory function of the Inspectorate – a branch of the Department of Education and Skills" (TUI)</i> <i>"The main education legislation, Education Act 1998, provides for a system of evaluation for schools, which includes self-evaluation. There are now 7 models of school evaluation in operation. There is, however, no model for individual teacher appraisal" (ASTI)</i>
<u>UK</u>	<i>"The Government has extended performance-related pay (PRP). The national pay scales, with progression based on the acquisition of experience and expertise as a teacher, have been replaced by individualised pay decisions based on performance-related pay, which is fundamentally flawed and will damage collaboration between teachers. These changes are damaging teacher recruitment and retention. Appraisal is being linked more formally to capability" (NUT)</i> <i>"Increased importance of appraisal with the introduction of performance-related pay" (NASUWT)</i>
<u>Spain</u>	<i>"The public administration is asking for external evaluation of teachers"(FE.CC.OO – FETE UGT – STESi)</i>

5. External evaluation/examination of students

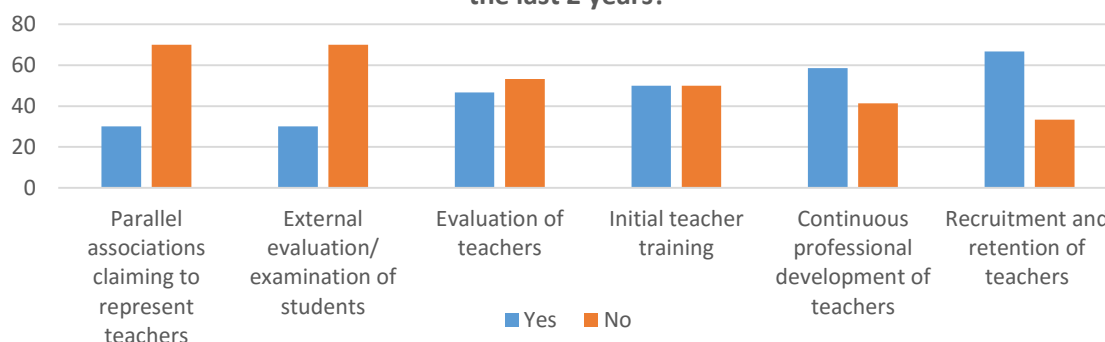
<u>Greece</u>	<i>"Standardised tests were introduced for students of upper secondary schools but this was also cancelled in summer 2015" (OLME)</i>
<u>Ireland</u>	<i>"External evaluation of students is the statutory function of a state agency" (TUI)</i>
<u>Portugal</u>	<i>"National exams at primary school level (students now have national examinations at the age of 10, 12, 15 and 17/18) have been imposed. This system has created many problems in schools" (FNE)</i>
<u>UK</u>	<i>"Increased pressures" (NASUWT)</i>
<u>Spain</u>	<i>"An external evaluation at the last year (6th) of primary school is applied in Spain. The evaluations for the secondary school level were adjourned because of the social and political pressure" (FE.CC.OO – FETE UGT – STESi)</i>
<u>Sweden</u>	<i>"There are too many national tests"(Läraryförbundet)</i>

6. Emergence of parallel associations

<u>Belgium</u>	<i>"There is an organisation of school leaders and an organisation of pre-primary education workers that sometimes claim to represent their sector. But these are rather small and not for profit organisations" (COV)</i>
<u>Germany</u>	<i>"There are some associations which are trying to become part of the social dialogue" (VBE)</i> <i>"There are parallel professional associations of higher-education-teachers, but they didn't emerge within the last two years" (GEW)</i>
<u>Italy</u>	<i>"There are some lawyer firms acting as unions, offering class-action-like services on professional issues, e.g. ANIEF" (FLC CGIL)</i>
<u>UK</u>	<i>"Emergence of insurance group organisations, impact has been minor" (NASUWT)</i> <i>"Associations representing academies. Non-trade union organisations representing employees" (NUT)</i>

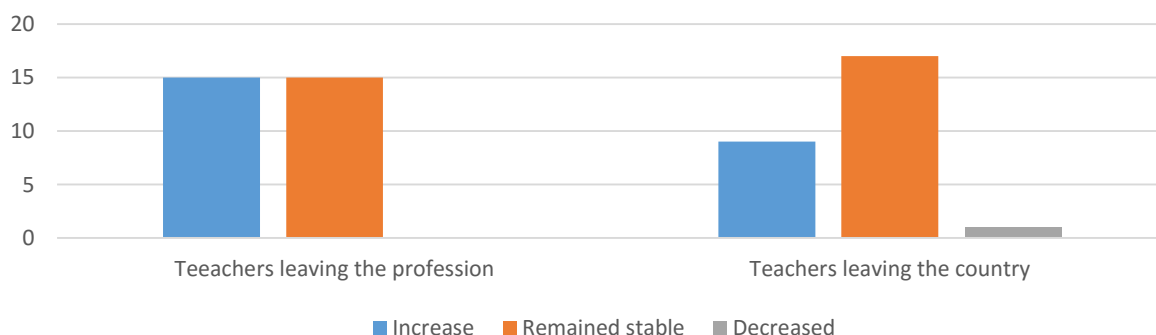
The Graph below summarises which have been, and have not been, challenging topics for responding teachers unions in western European countries over the last two years.

Chart 24. Has one of the following been a challenge for your trade union in the last 2 years?



Overall, the number of **teachers leaving the profession and/or the country** has rather increased or remained stable over the last 2 years. 50% of surveyed unions¹¹ affirmed that the number of teachers leaving the profession has been increasing over the last 2 years, and 32% of respondents¹² affirmed that the number of teachers leaving the country continues to increase (Chart 25).

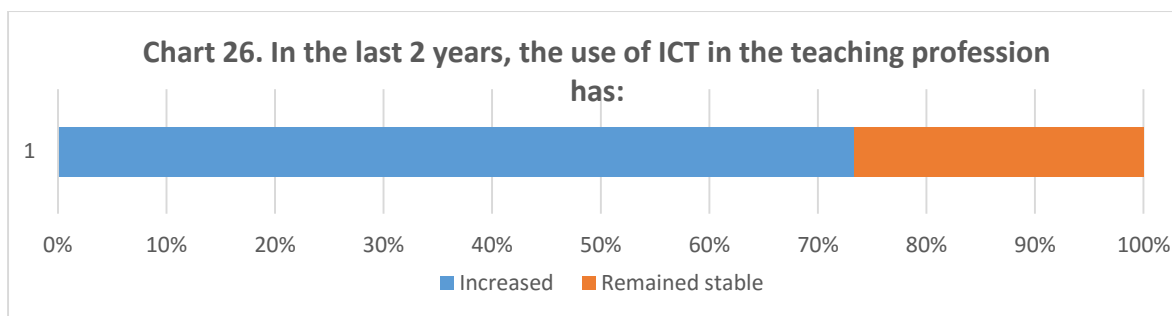
Chart 25. In the last 2 years, the number of teachers leaving the profession and leaving the country has...



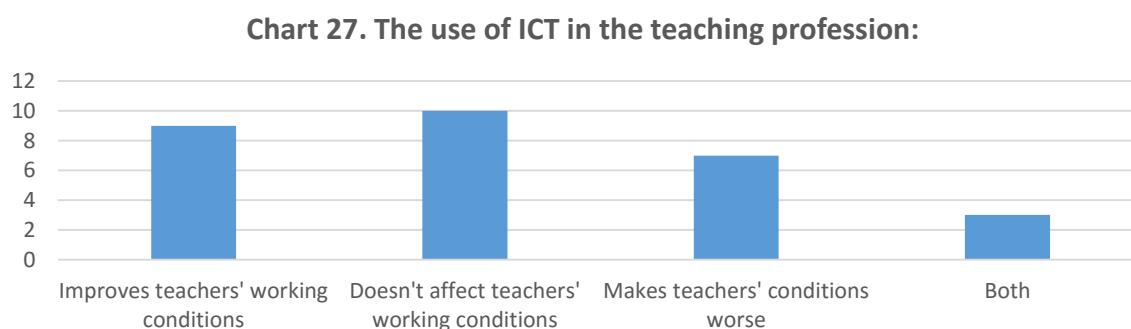
Another important development for teachers is undoubtedly the increasing use of ICT in the profession. As illustrated by the graph below (Chart 26), the great majority of respondent unions (73%) affirmed that the use of ICT increased over the last 2 years.

¹¹ Belgium (COV, CSC-E), Switzerland (LCH), Germany (GEW), Denmark (DLF), Spain (FETE-UGT, CSI-F), France (FEP-CFDT, SE-UNSA, SNES-FSU), Ireland (IFUT), Italy (FLC-CGIL), Portugal (FENPROF), UK (NASUWT, NUT).

¹² Germany (GEW), Spain (FETE-UGT, CSI-F), Ireland (ASTI, IFUT, INTO, TUI), Italy (UIL Scuola), Portugal (FENPROF).



Out of all the unions which observed an increase in the use of ICT, 34% believe that the use of ICT doesn't affect teachers' working conditions, 31% consider that it improves teachers' working conditions and 24% feel that it makes teachers' working conditions worse (Chart 27).



Teachers' salaries and working conditions

The ETUCE has documented the effects of the economic crisis on teachers' salaries and working conditions. Cuts in education budgets and cuts and freezes in teachers' salaries had harsh consequences for all those employed in the education sector and for the communities affected by an inevitable decrease in the quality of education. Despite a slow recovery from the economic crisis is taking place, teachers' salaries are not returning to an increase, meaning that such **recovery has not resulted in the unfreeze of salaries which had long been frozen or cut.**

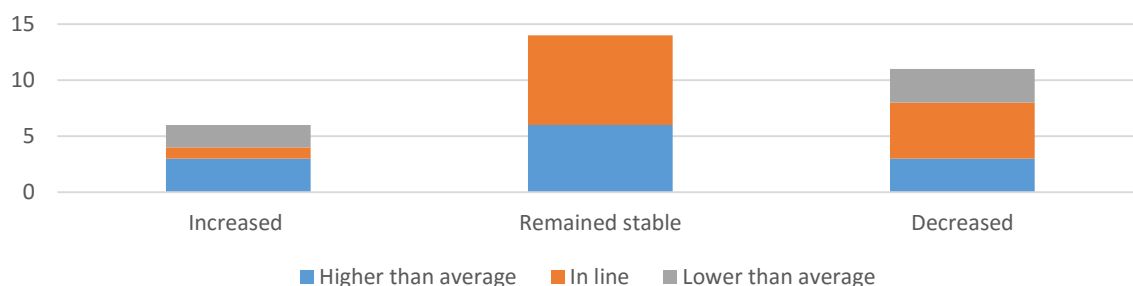
When it comes to identifying how salaries have changed over the last 2 years, less than one fifth¹³ of respondents reported an increase. According to 11 teacher unions¹⁴, salaries decreased over the last 2 years, a part¹⁵ being those whose levels were in line or already lower than the average salary of an employee in the country (Chart 28) The vast majority of respondents (45%) affirmed that teachers' salaries remained rather stable in their own countries.

¹³ As reported by: Germany (GEW, VBE), Denmark (DLF), Norway (NAR), and Sweden (Lararforbundet).

¹⁴ Greece (OLME), Spain (FE.CC.OO, FETE-UGT, STES-i, CSI-F), France (SE-UNSA), Ireland (INTO), Italy (UIL Scuola), Portugal (FENPROF), UK (NASUWT, NUT).

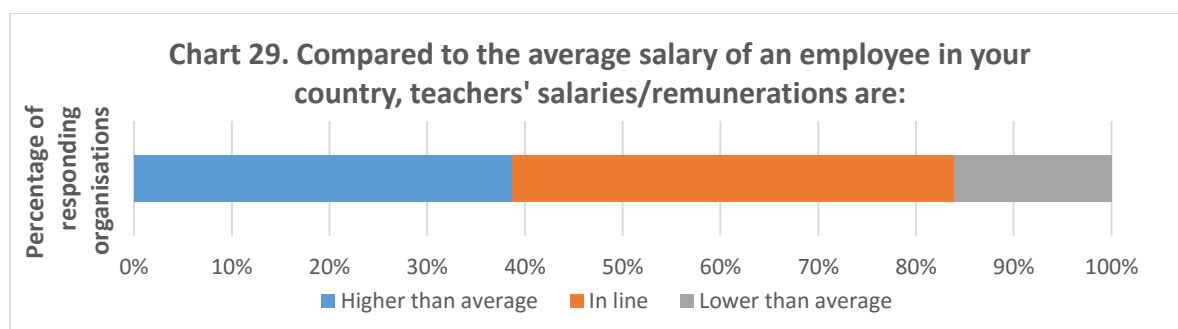
¹⁵ Namely in Greece (OLME), Italy (UIL Scuola), UK (NASUWT).

Chart 28. Trends in teachers' salaries over the last 2 years



As many countries are still paying the effects of the economic crisis, this can result in the assumption that salaries which are not growing are those that were already frozen or cut during the worst of the economic crisis. As NUT (UK) specifies, teacher salaries have decreased in real terms over the past two years, continuing the ongoing decline in the value of teacher pay. Alike, ASTI (Ireland) states further that salaries remained stable over the last 2 years, however, they had decreased by up to 20% between 2008 and 2013.

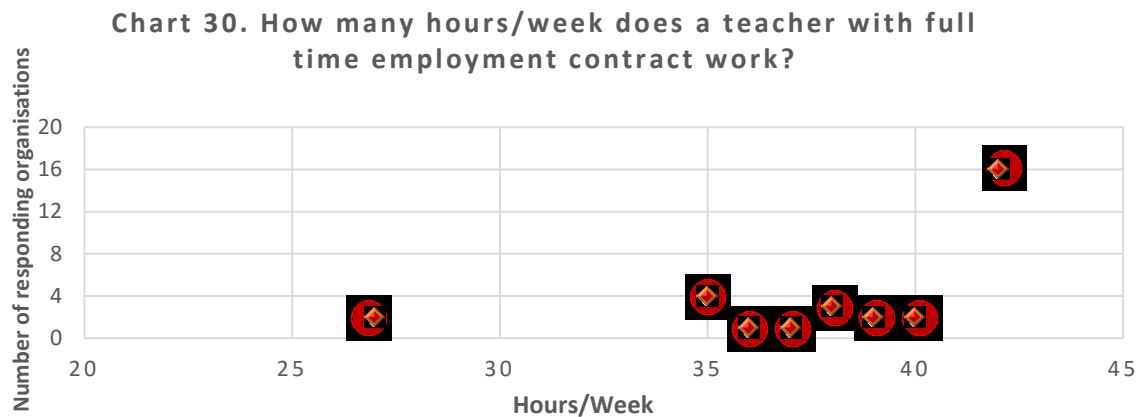
When asked to compare teachers' salaries with those of other employees, only 5 surveyed unions defined the salary of the teachers as lower than the average salary of employees in their own country. 45% (14 unions out of 31) stated that teachers' remunerations are in line with average salaries and 31% stated that teachers' salaries are higher than the average (Chart 29).



Whether they are in line or higher, several unions expressed concern that teachers' salaries in comparison with other graduate professions continue to worsen. NUT (UK) reports that the real value of teacher pay has fallen by approximately 15% in the period 2010-2015. Teacher earnings in the UK have tended to grow at a slower rate across the wider economy for more than a decade and continue to grow at a lower rate than pay settlements across the wider economy. The UK Government's policy of capping public sector pay is likely to worsen the relative position of teacher pay still further, as earnings across the wider economy pick up with economic growth. Teacher pay needs to compete with that offered by other graduate professions, but continues to lose ground to those professions in terms of starting pay and pay progression.

The following graph (Chart 30) illustrates how many **hours per week** on average a teacher works. The vertical axis reports the number of responding teacher unions, while the horizontal axis the hours per week. The upper part of the table indicates the answer reported by the highest number of teacher unions. For example, in the lower-left area, 2 unions reported that a teacher with full time contract works between 25 and 30 hours per week. While at the extreme right of the graph, it is

illustrated that 16 unions responded that teachers work more than 40 hours per week in their respective countries. 13 organisations indicate that teachers work between 35 and 40 hours/week.



Concerning the **teacher/students ratio**, the majority of respondent organisations (77%) indicates that a teacher has on average between 21 and 30 students per class (Chart 31). The graph below also shows that according to 6% of respondents, the teacher/student ratio is between 31 and 40 students per class.

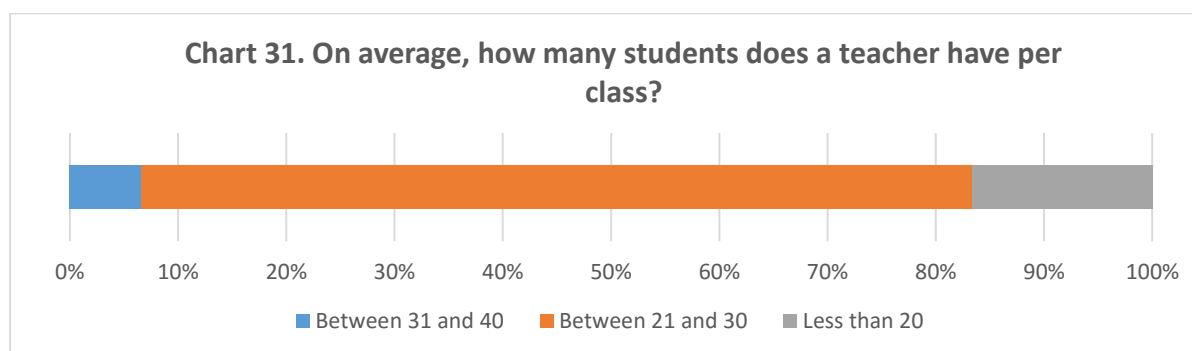
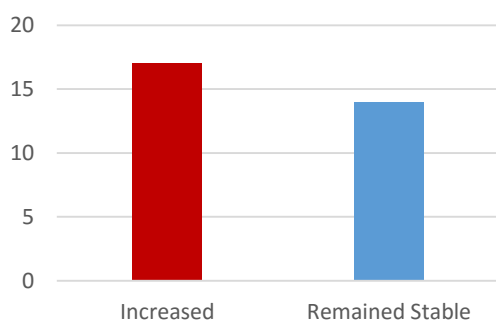


Chart 32. Over the last 2 years, the number of students per class has:

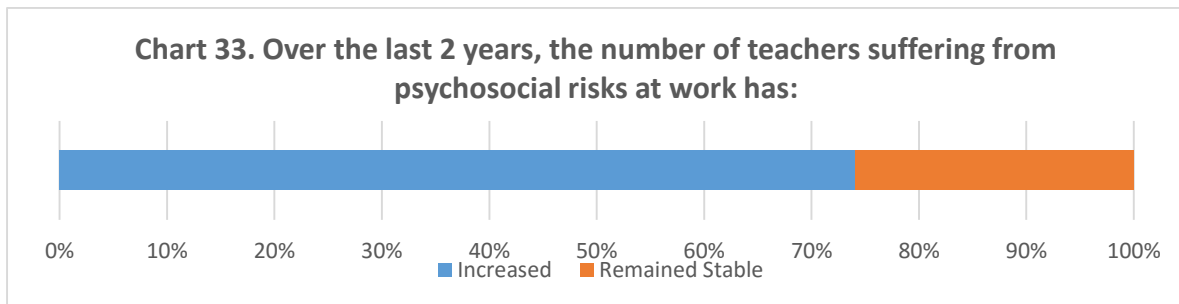


The **number of students per class** has however increased over the last 2 years for the majority of respondents (Chart 32). In the UK, for example, recent evidence has shown that over 100,000 primary school pupils are now being taught in classes over 30; the highest number for 15 years¹⁶.

Among other viable explanations, these numbers suggest what the graph below clearly indicates (Chart 33). More than 70% of respondent teacher unions indicated that the number of teachers

¹⁶ As reported by NUT (England).

suffering from psychosocial risks at work increased over the last 2 years.



Among the listed **psychosocial risks** several teacher unions stressed the risks stemming from physical stress, noise, back problems in early childhood education sector (GEW), behavioural issues at lower grades that can give rise to workload and other attendant pressures (TUI), and other causes of workplace stress (Chart 34). According to NUT, this is caused by a number of factors, including: high workload, excessive hours, a lack of trust in teachers, inspections, bullying from management, and lack of professional development opportunities. Several organisations reported violence and harassment at work, which are also major stress factors. Other risk factors for the health and safety of teachers include buildings that still contain asbestos. In the UK, for example, approximately 86% of schools contain asbestos, putting teachers at risk of contracting asbestos related illnesses such as mesothelioma. Many schools do not have a proper system in place for managing asbestos, and many teachers do not know if their school contains asbestos, and if so, where it is located. Between 2003 and 2012, 224 teachers died of mesothelioma in the UK.



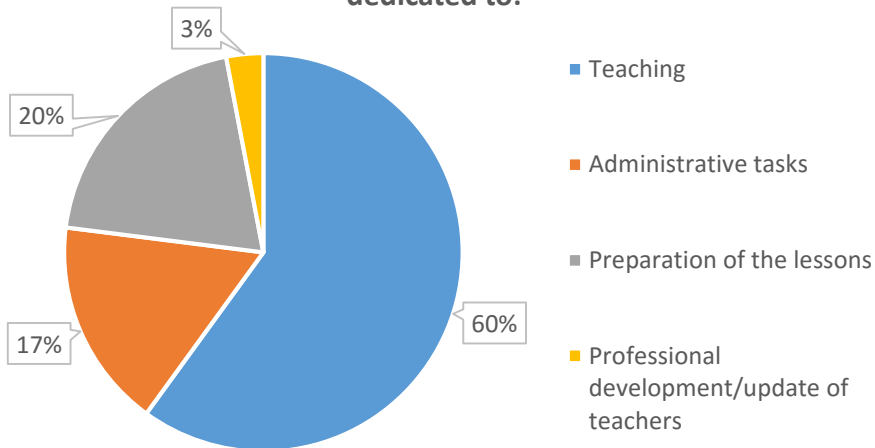
Teachers’ tasks and distribution of working time

The section below examines how **teachers’ working time** is distributed. It is drawn from a deeper analysis of respondent organisations’ replies. They have been asked how much working time do teachers dedicate to:

- > Teaching,
- > Administrative tasks,
- > Preparation of lessons,
- > Professional development.

Through the aggregation of all the answers to the above questions, the following graph was created, indicating – on average – what percentage of teachers’ working time is allocated to the those respective tasks. The numbers on the graph are average indications within a certain range (+/-10), used for graphic purposes.

Chart 35. What percentage of teachers' working time is dedicated to:

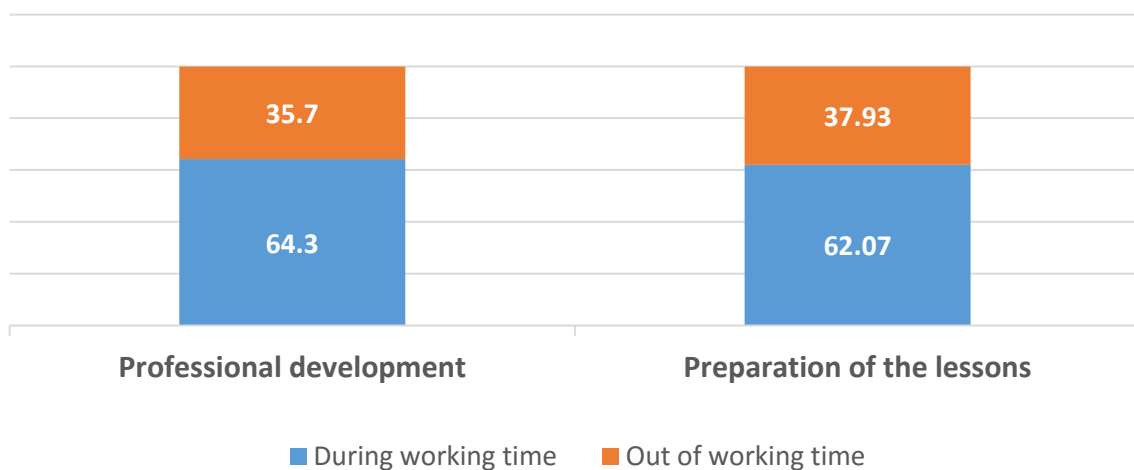


Finally, the graph above (Chart 35) shows that around 60% of teachers’ working time is dedicated to teaching and around 20% to the preparation of lessons. Around 17% of their time is dedicated to administrative tasks, while on average, only 3% is dedicated to professional development.

Further, the survey looked at how much professional development and preparation of lessons is carried out by teachers **outside of working time**.

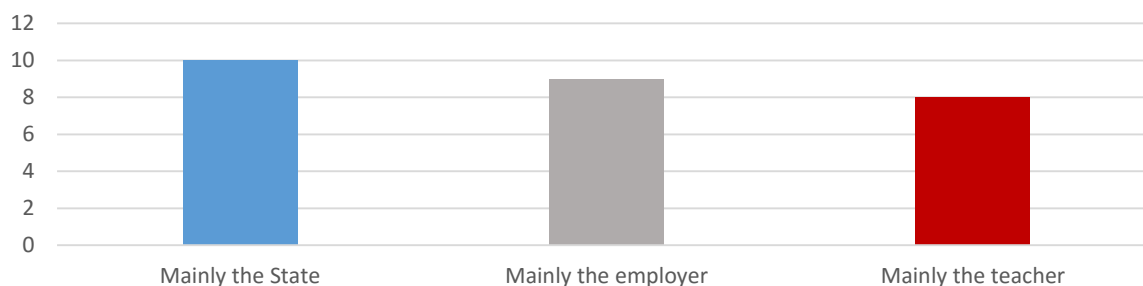
The results below (Chart 36) illustrate that around 36-38% of the time needed to prepare the lessons and to follow professional development courses is found outside of working hours. In Portugal, FENPROF confirms that teachers often participate in professional development programmes outside of working time

Chart 36. Time distribution of teachers' working tasks



Alongside the allocation of working time, teacher unions have been asked in general who pays for the **professional development of teachers**. Chart 37 illustrates that the State, the employer and the teachers are equal contributors. 9 organisations¹⁷ declared that it is mainly the teacher who pays for his/her own professional development.

Chart 37. Who pays for the professional development of teachers?



In Germany, GEW clarifies that there are different regulations at Federal and State levels. Concerning early childhood education teachers, GEW states that professional development is paid for two thirds by the employer and one third by the teacher, while in further education, it is mainly the teacher who pays for his/her professional development. In Portugal, FENPROF indicates that the State pays in the case of compulsory professional development for teachers.

Employment contracts of teachers

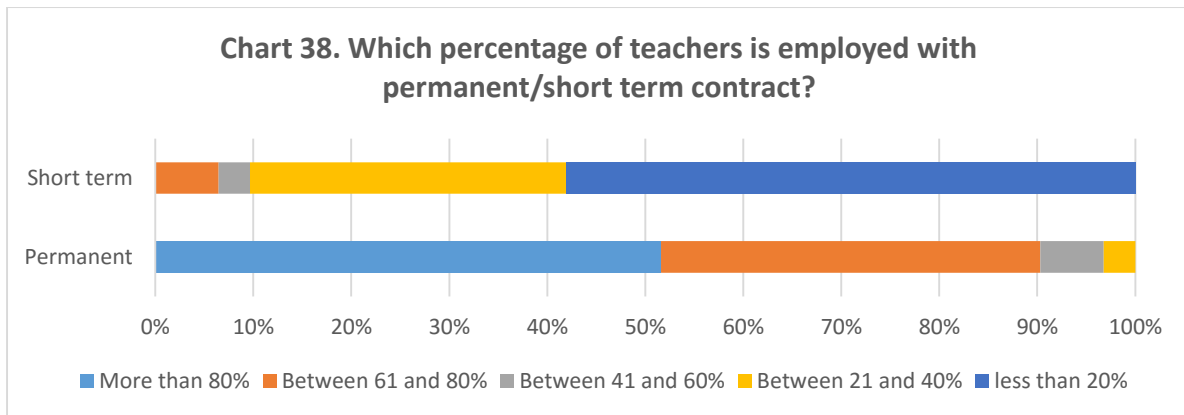
Short-term contracts for teachers are present everywhere in the surveyed countries, although in small numbers. The great majority of teachers remain employed under permanent contracts. On average, between 70 and 90% of teachers are employed with permanent contracts, while between 10 and 20% are employed with short-term contracts across the region.

In further details (Chart 38), more than 50% of respondent organisations declared that more than 80% of teachers are employed with **permanent contracts** in their respective countries. Around 40% of teacher unions declared that teachers employed with a full time contract are between 61 and 80%, two teacher unions¹⁸ declared that the share of permanent contracts is between 41 and 60% and only one teacher union declared that the share is between 21 and 40%. This latter, in particular, refers to Germany (GEW) for the higher education and research sector.

In parallel, the first line of the graph below (Chart 38) indicates the distribution of **short-term contracts**. Almost 60% of respondent organisations indicated that short-term contracts are uncommon in the education sector (less than 20%).

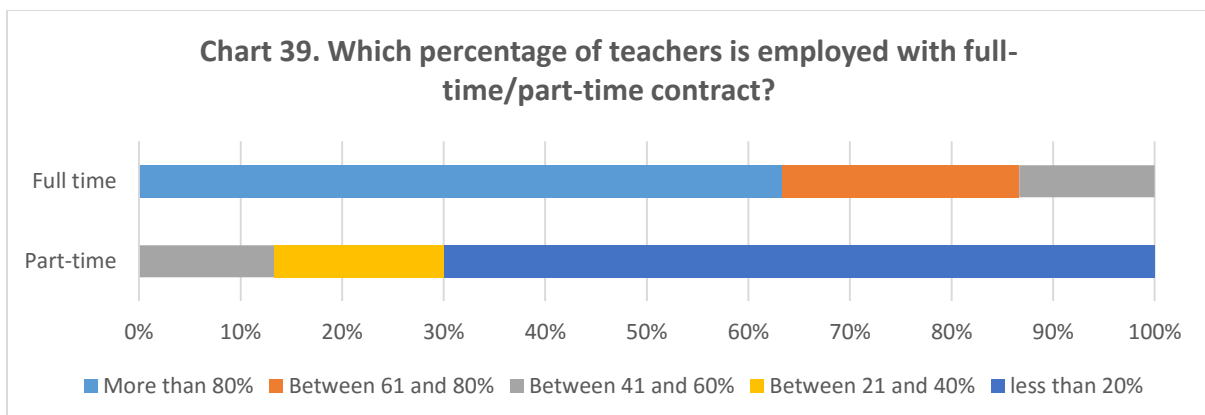
¹⁷ Spain (FE.CC.OO, FETE-UGT, STES-i, CSI-F), Ireland (IFUT, INTO, TUI), Italy (UIL Scuola), Portugal (FENPROF).

¹⁸ This is the case of Switzerland (LCH) and Portugal (FNE).



The distribution of contractual arrangements for teacher is however quite uneven between sectors. In Germany, more than 80% of teachers in VET are employed permanently. This percentage goes down to 20% when it comes to further education. When looking in depth into national statistics in UK, it is worth mentioning that, according to the most recent teacher workforce statistics from 2013, 97.1% of teachers were employed on a contract of 28 days or longer. This includes permanently employed teachers as well as teachers on ‘fixed term’ contracts, and supply teachers with a contract of over 28 days. “Supply teachers”, however, are hired to fill short-term absences, such as absences due to sickness. The majority of supply teachers are employed via private employment agencies rather than through the school employer. The 2013 statistics show that 2.9% of teachers in UK were employed as ‘occasional’ teachers, which is defined in this instance as those on a contract shorter than 28 days. The actual proportion of teachers carrying out supply work or on fixed-term contracts is likely to be higher, as those on contracts of longer than 28 days are included in the ‘regular’ employment figure.

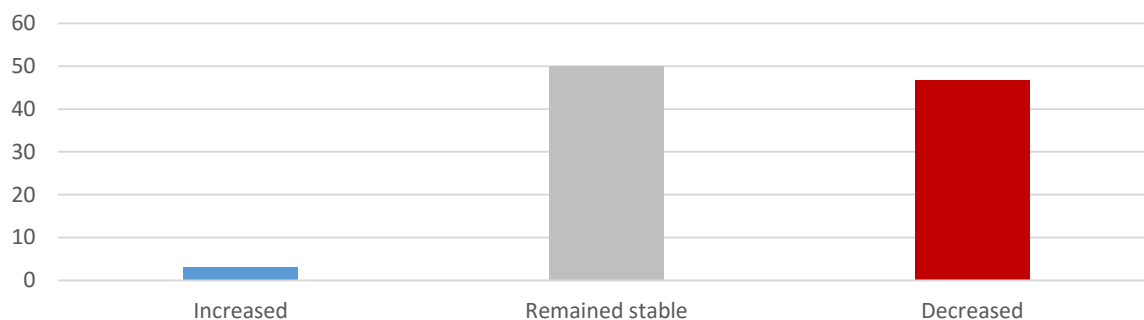
When it comes to the **working time duration** (Chart 39), surveyed organisations were asked which percentage of teachers is employed with part-time or full-time contracts in their respective countries. The chart below indicates that there are a significant number of part-time contracts. Although full-time contracts are still the most common (64% of respondents declared that more than 80% of teachers work full time), 13% of respondents revealed that part-time contracts are between 41 and 60% of all employment contracts. 17% said that part-time jobs in education are between 21 and 40%, and 70% of respondents said that less than 20% of education workers are employed part time.



Social protection benefits

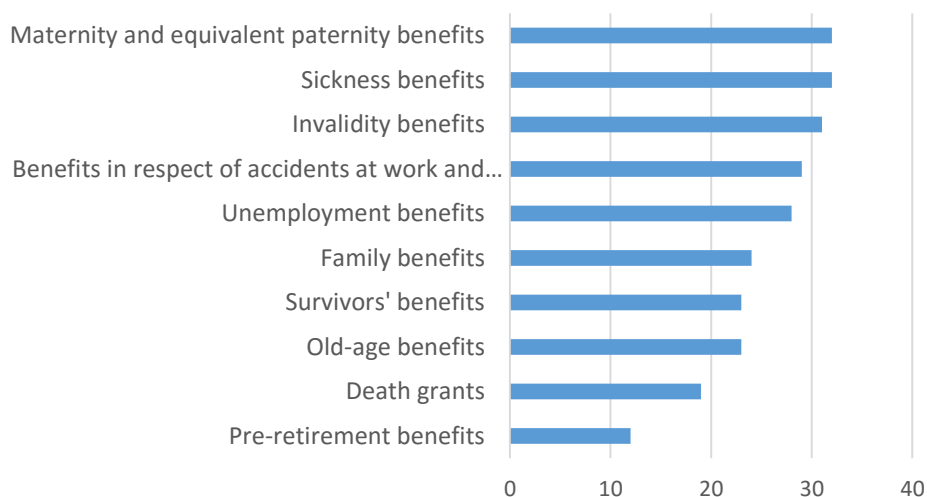
Teacher unions were asked to evaluate the state of social protection for teachers; the social protection that teachers enjoy had increased, decreased, or remained stable in the last 2 years. Chart 40 shows that according to 50% of respondents, social protection had remained stable, while 47% of respondent unions¹⁹ stated that social protection coverage for teachers decreased. Only one union (GEW, in Germany, for early childhood education) observed an amelioration (Chart 40).

Chart 40. Over the last 2 years, the social protection for teachers has:



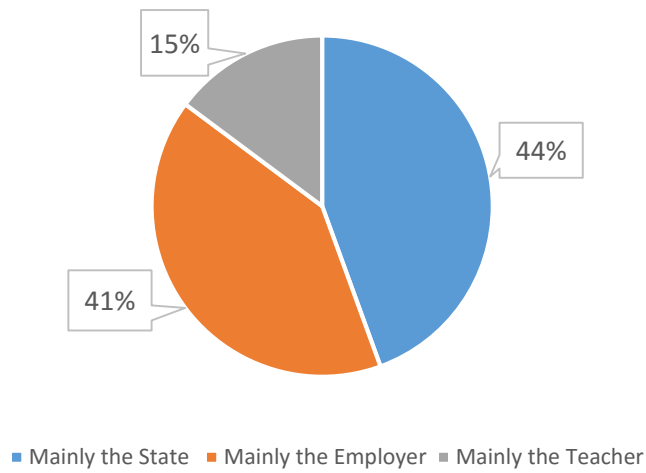
As the Chart 41 below shows, among all social security benefits, almost all teachers across the area have access to maternity and equivalent paternity benefits and to sickness benefits. There are also invalidity benefits provisions with respect to accidents at work and occupational diseases, unemployment benefits, family benefits and other benefits. Benefit categories and coverage follow:

Chart 41. Which of the following social protection benefits do teachers enjoy?



¹⁹ As reported by: Belgium (CSC-E), Switzerland (LCH), Greece (OLME), Spain (FE.CC.OO, FETE-UGT, STES-i, CSI-F), Ireland (INTO, TUI, ASTI), Italy (UIL Scuola), Portugal (FENPROF, FNE), UK (NASUWT, NUT).

Chart 42. Who pays for the social insurance of teachers?



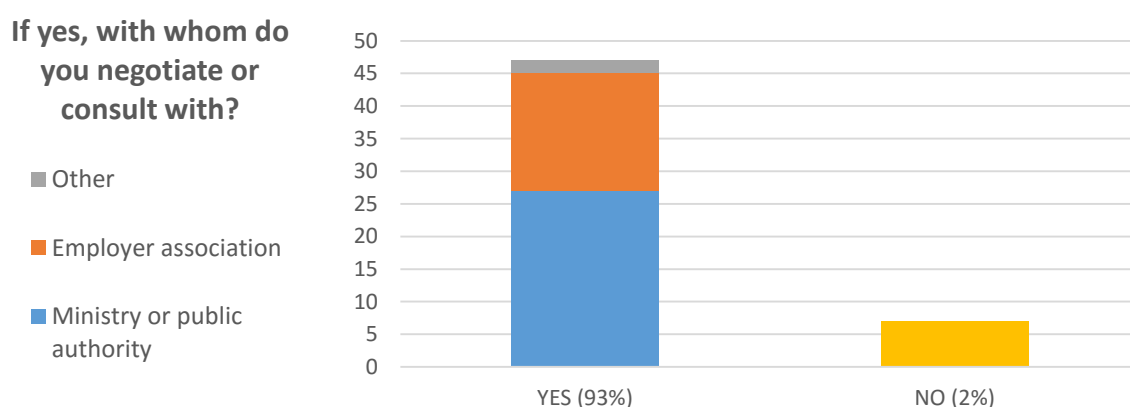
With reference to who pays for **social insurance**, the answer ‘mainly the state’ and ‘mainly the employers’ outweighed observations of the teacher paying the insurance by him/herself. However, the teachers pay most of their social insurance in Germany in the early childhood education sector (GEW) and Ireland in the primary school sector (INTO); teachers pay their social insurance in combination with employers in France in lower and upper secondary education (SNES-FSU), in England (NUT), in Germany for higher education and VET teachers.

3. Social dialogue and collective bargaining

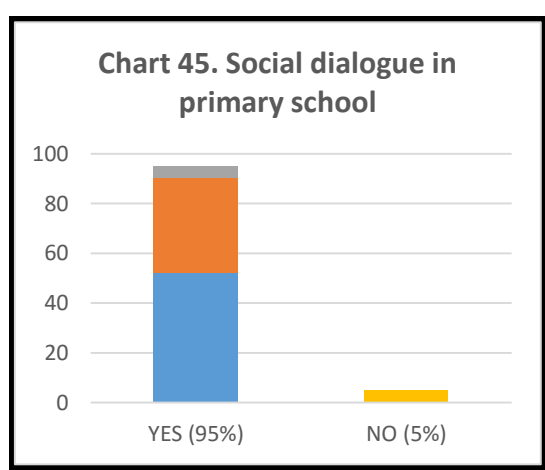
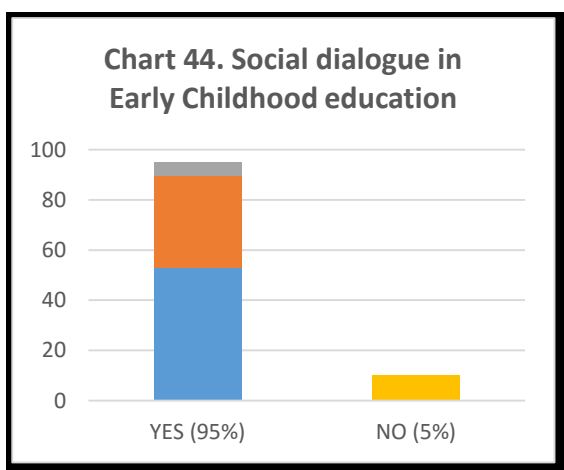
3.1 Social dialogue: main challenges

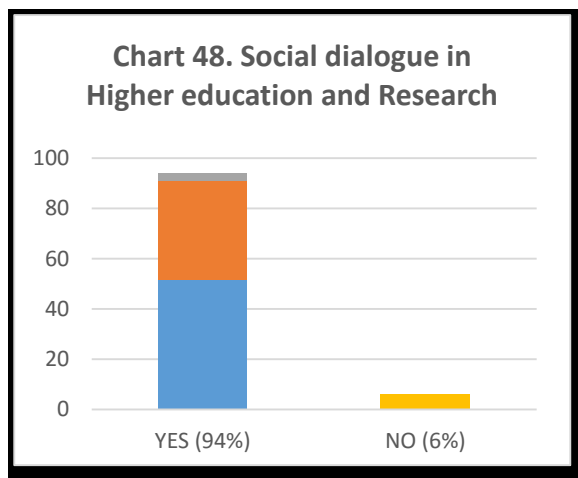
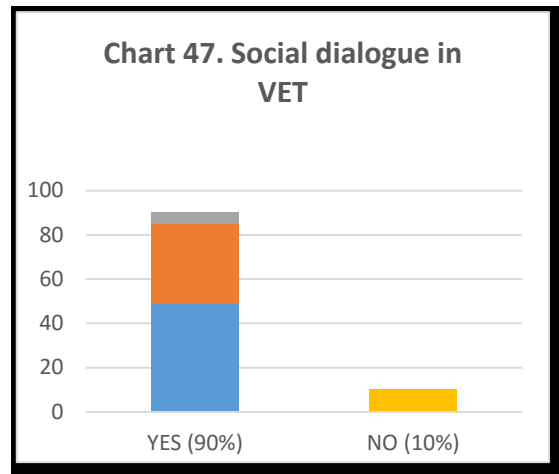
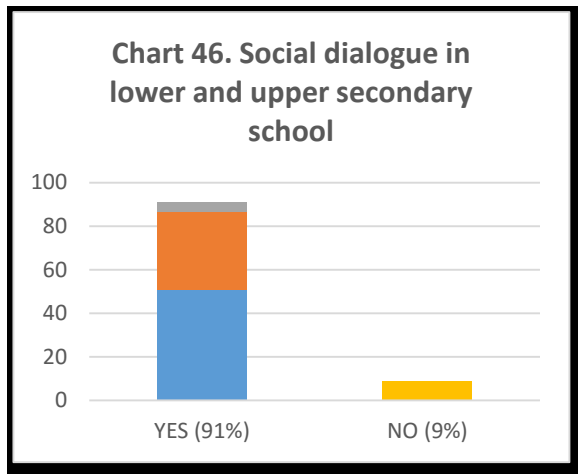
With the exception of Greece (OLME) and CSI-F (Spain), all respondent unions indicated that they were part of structured and institutionalised social dialogue at national level. Their negotiating counterparts are mainly the Ministry/Public Authority and employer associations as shown in the graph below (Chart 43).

Chart 43. Is there any form of structured and institutionalised social dialogue at national level in your country?



Greece is operating for the 6th year under a Memorandum of Understanding. It is, therefore, bound by the EU/IMF financial assistance programmes. During this period, trade unions reported on several occasions that any form of social dialogue was suspended. In Germany, GEW indicates that social dialogue is mainly unstructured, while NASUWT (UK) affirms that social dialogue is structured and institutionalised in Wales and Northern Ireland, while less so in England. The sectoral dimension shows no major differences as shown by the figures below. The lower rate accounted for in VET and lower and upper secondary education is due to the fact that OLME, which reports a total absence of structured social dialogue, represents teachers in these two sectors.



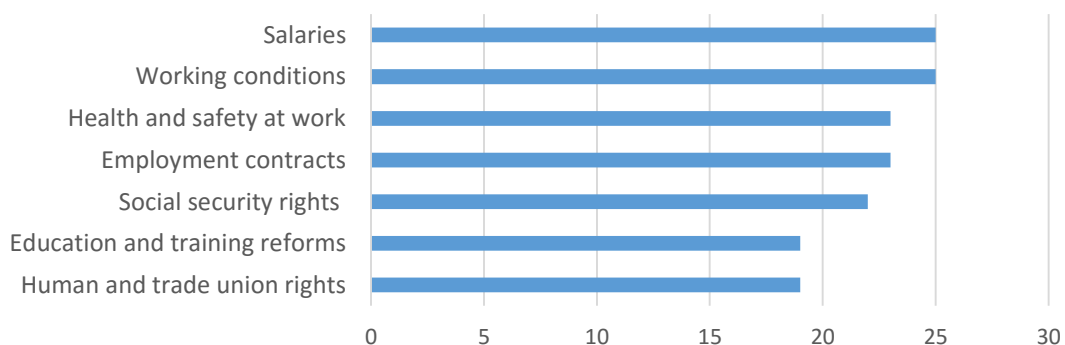


With regard to the counterparts in social dialogue, CSC-Education in the Belgian-Walloon region describes the system of “*Commissions paritaires*” between employers’ and workers’ organisations. The main sectoral negotiations are carried out at Ministerial level. In Switzerland, LCH reports that the Cantonal Ministers of Education Conference invites the trade union to participate in its meetings for consultations, but there is no voting role. In Germany, GEW has Welfare Organisations as counterparts, while the Irish ASTI describes the tripartite structure of negotiation as being the

State, employer bodies and teacher unions. Since 2006, this structure is formalised in the Teachers Conciliation and Arbitration scheme. NUT reports that for England no national negotiating body exists on pay and conditions for teachers in local authority-run schools. Wages and working conditions are determined by Government following consideration of recommendations by an independent Review Body. Unions can negotiate with local authorities on a limited number of issues. Unions have to negotiate separately for teachers in academies on all aspects of pay and conditions.

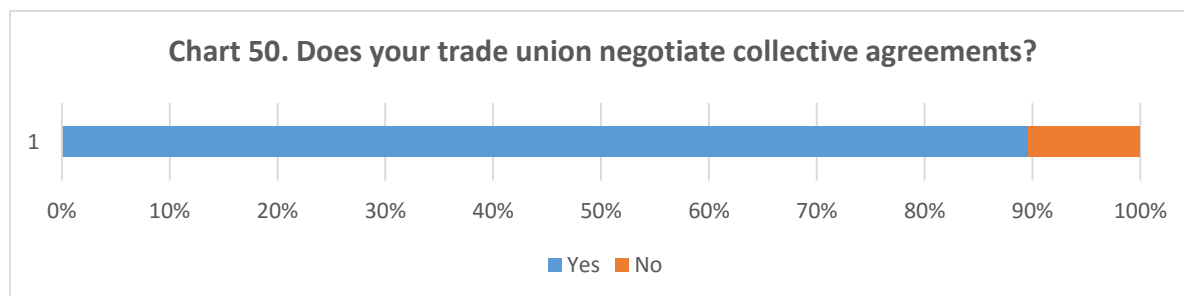
The major **topics for social dialogue** are salaries and working conditions (Chart 49) followed closely by employment contracts, health and safety and social security rights. Reforms of the national education system as well as human and trade union are not a topic of social dialogue for some of the surveyed teacher unions.

Chart 49. What topics does social dialogue include?

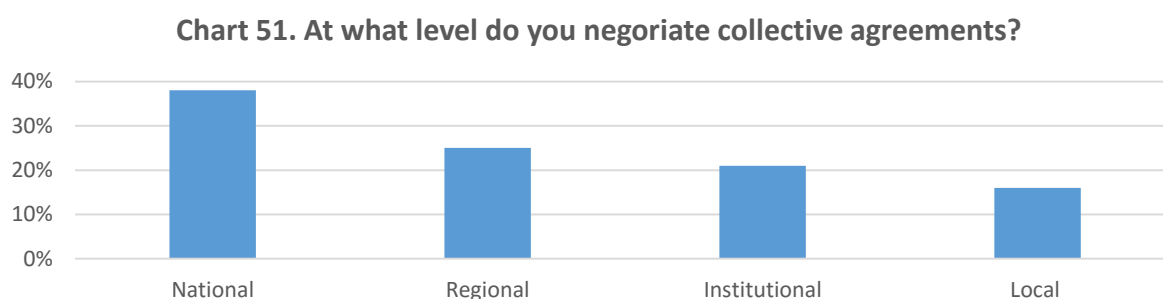


3.2 Collective bargaining

Unions were then asked whether they **negotiate collective agreements**. A large majority answered affirmatively. Only LCH from Switzerland, OLME from Greece and SNE/CGFP from Luxemburg answered 'No'.

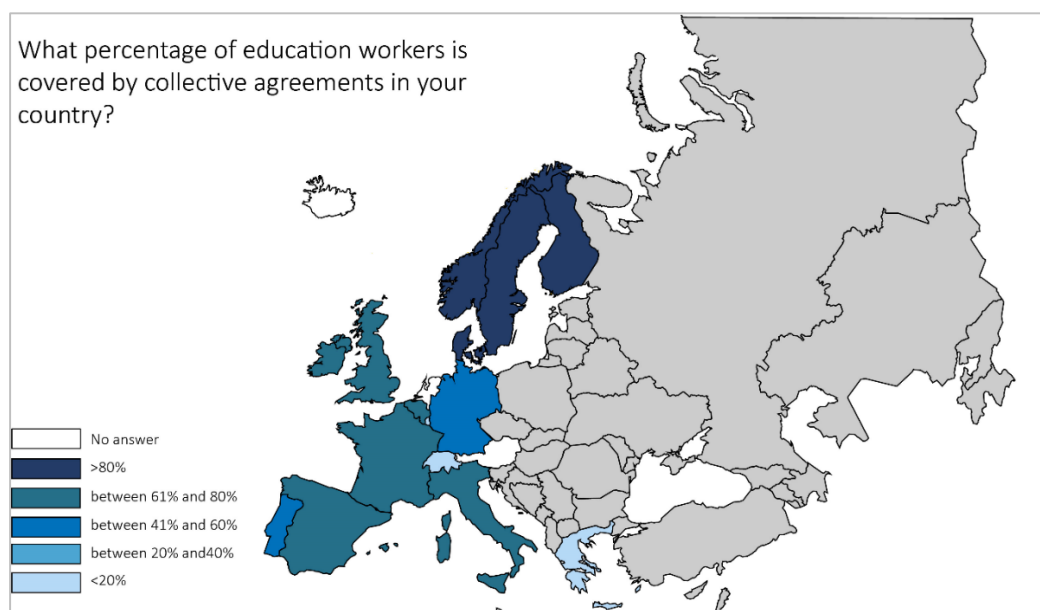


Almost all the unions negotiate collective agreements at national, regional and local level (Chart 51). However, some respondents only negotiate collective agreements at regional level (COV Belgium-Flanders, FE.CC.OO, FETE UGT, STES-I and CSI-F in Spain) or only at national level (VBE Germany, FEP-CFDT, SNES-FSU, UNSA Education in France, INTO and ASTI in Ireland).



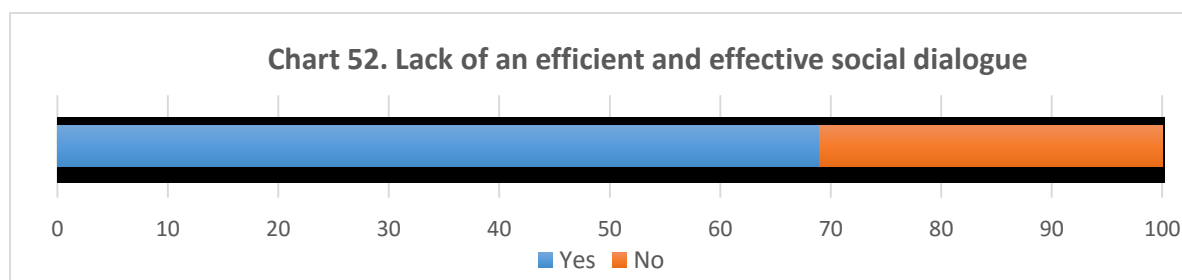
The map below (Figure 9) illustrates clearly that once a collective agreement is concluded, the percentage of education workers it covers is very high in Finland, Denmark and Sweden (more than 80% - almost 100%) and between 61 and 80% in Belgium, Italy, France, Spain, UK and Ireland.

Figure 9: Collective agreements' coverage rate



3.3 Further challenges and priorities

As the section above shows that nearly all teacher unions in Western Europe have structured and institutionalised social dialogue. Although positive, it is insufficient. When asked about the main challenges for teacher unions, the vast majority of respondents (almost 70%) claimed that the main problem is lack of efficient and effective social dialogue.



In this framework, there are several national challenges to social dialogue on which surveyed teacher unions reported:

Further challenges to social dialogue

Belgium

“Under the new government, unions have the impression that they are sometimes neglected and that the social dialogue is not respected”. (COV)

“Budgetary and fiscal consolidation measures (austerity) in the Federation Wallonie-Bruxelles forces unions to negotiate on the basis of fixed caps to salary increases. At Federal level, the right-wing government is not open to constructive dialogue. The fight to defend teachers’ rights seems to be a ‘David against Goliath fight’. (CSC-E)

Denmark

“In April 2013, about 44,000 affiliates of the Danish Union of Teachers were locked out of the public primary and secondary schools for almost four weeks. The lockout was the culmination of a long and tough struggle in which the employers and the Danish government had planned in advance that the fundamental agreements on Danish teachers’ working hours were to be abolished. The lockout ended with a political intervention with unanimous support for the employers. This circumvented all the normal rules on the Danish labour market, and the “Danish model” of collective bargaining is now under threat.” (DLF)

Germany

“The system of collective bargaining for employees in higher education is well-established while the involvement of trade unions in negotiating working conditions of civil servants as well as the involvement in education training reforms is not institutionalized.

In the VET sector there is a lack of enforceability of agreements.” (GEW)

Luxemburg

“Social dialogue is not on the agenda of the Minister.” (SNE/CGFP)

Norway

“The dialogue is there, it's just that we tend to feel increasingly that decisions are taken before the dialogue - be it with the ministry or locally at the institution - and thus little room for improvement and real participation.” (NAR)

Italy

“Unions-government meetings are carried out, but usually without notable effects on the work of the legislative branch. Unions are less and less effective in shaping laws.” (FLC CGIL)

“The government endeavors to change collective bargaining provisions by law.” (UIL Scuola)

Ireland

“There is a reluctance in government to engage in social partnership and there is hostility to the concept in sections of the media.” (TUI)

UK

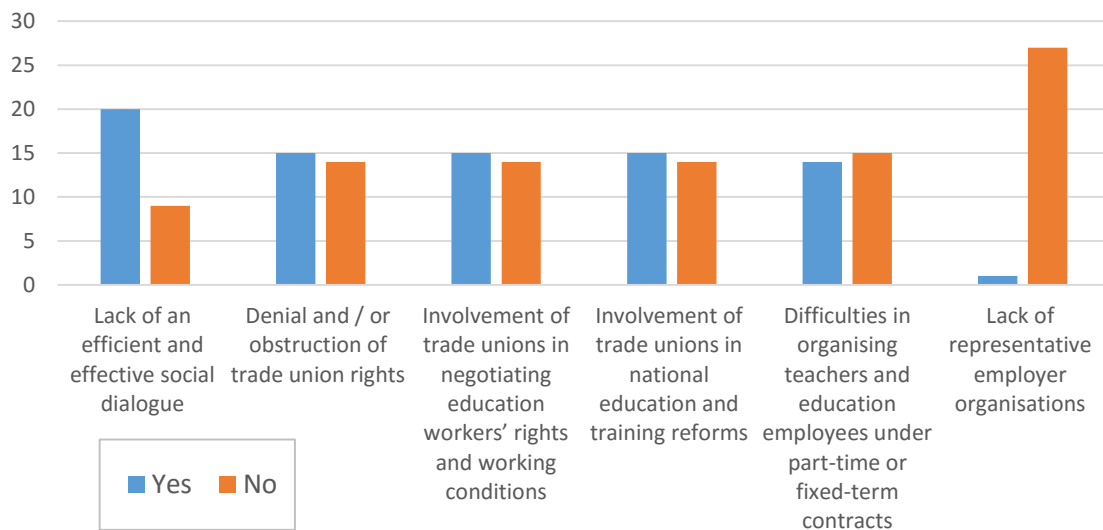
"We are currently in dispute with Westminster government who disbanded Social Partnership in 2010."
NASUWT

Portugal

"The government formally listens to trade unions, but without any real negotiation." (FENPROF)

In addition to difficulties mentioned earlier in social dialogue, there are other serious challenges that teacher unions in Western Europe are confronting. They consist, in large part, of the denial and/or obstruction of trade union rights, the lack of participation of trade unions in negotiating education workers' rights and working conditions and their exclusion from discussions of national education and training reforms. In addition, it is often very difficult to organise teachers and other education employees with part-time or fixed-term contracts.

Chart 53. Other challenges related to social dialogue currently faced by teacher unions



Several unions report **denial and/or obstruction of trade union rights** especially in private education institutions, often religious-based (FEP-CFDT France) or a limited involvement of trade unions in negotiating civil servants' rights and working conditions (GEW Germany). In Germany, civil servants are denied the right to strike. The federal labour court has called on Parliament to change the law in that area. In Italy, collective bargaining on public contracts has been suspended, the government has deliberately reduced state-financed union personnel allowances and initiated a strong anti-union media campaign (FLC CGIL). In UK, NASUWT and NUT report a proposal from the government for trade union legislation, which would affect workers in both public and private sectors, that would introduce thresholds for strike action, limit the validity of industrial action ballots, and restrict paid time ("facilities") for trade union representatives. In England (NUT), there has been no national negotiating body on pay and conditions since 1987.

With regards to the lack of **involvement of trade unions in negotiation of education workers' rights** and working conditions, and the lack of **involvement of trade unions in national education and training reforms**, several respondent unions cite the effects of budgetary austerity as well as the

attitude of governments. Governments may consult with teacher union representatives, but do not negotiate on education workers' rights (NUT England, GEW Germany, especially in higher education) or tend not to take into account teacher unions' views on education and training reforms (Italy, UIL Scuola; Luxemburg, SNE-CGFP). NAR of Norway indicates that there is dialogue, but that trade unions increasingly have the impression that decisions are being taken before the dialogue occurs. In other words, there is little real room for improvement and participation. In Ireland, TUI stresses that the lack of involvement of teacher unions in education and training reforms is even more challenging at tertiary education level, where a drift towards a "business model" and commodification of education is evident.

All the above challenges reflect the worrying attempt to dismantle collective bargaining in education as well as in many other sectors, leading to an overall decline in social dialogue in Europe, contingently justified by ideologically-based "austerity" programmes. Despite a moderate economic recovery is taking place, this is not coupled with a recovery of social dialogue and collective bargaining. Trade union rights, teachers' salaries and working conditions, as well as professional issues, are not fully restoring to pre-crisis level. On the contrary, they are stable below the pre-crisis standards or in further decline. Privatisation trends are putting increasing pressure on these alarming trends. As reported by one member union, trade union rights are even more obstructed in some private education institutions, especially religion-based, because of the lack of bargaining culture and tradition.

At a time of major challenges for the education systems and for society as whole, social dialogue should be restored as one key practice conducive to growth, social cohesion and equality. At the same time, the scope of collective bargaining should be expanded rather than narrowed to include teachers' professional issues alongside their material conditions. Teachers that are well paid, satisfied and prepared are central to deal with the many new challenges the education community is facing.

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Country	Abbr.	Respondent organisation	According to survey responses, representing teachers in:
Belgium - Flanders	BE	COV	Early Childhood Education Primary School Education
		CSC E	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
Denmark	DK	DLF	Primary School Education Lower Secondary Education
England	UK	NUT	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training
Finland	FI	OAJ	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
France	FR	FEP-CFDT	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		SE-Unsa	Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training
		SNES-FSU	Lower Secondary Education Upper Secondary Education
Germany	DE	GEW	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		VBE	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
Greece	EL	OLME	Lower Secondary Education Upper Secondary Education Vocational Education and Training
Ireland	IE	IFUT	Higher Education and Research
		INTO	Primary School Education
		TUI	Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		ASTI	Lower Secondary Education Upper Secondary Education
Italy	IT	FLC CGIL	Early Childhood Education Primary School Education

			Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		UIL SCUOLA	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training
Luxembourg	LUX	SNE/CGFP	Early Childhood Education Primary School Education Lower Secondary Education
Norway	NO	NAR	Higher Education and Research
		UEN	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
Portugal	PT	FENPROF	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		FNE	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
Spain	ES	FE.CC.OO.	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		CSI-F	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		STES-i	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
		FETE-UGT	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
Sweden	SE	Lararforbundet	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research
Switzerland	CH	LCH	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education

			Vocational Education and Training
UK	UK	NASUWT	Early Childhood Education Primary School Education Lower Secondary Education Upper Secondary Education Vocational Education and Training Higher Education and Research



ETUCE SURVEY

**ON THE STATE OF FUNDING IN EDUCATION, TEACHERS' WORKING
CONDITIONS, SOCIAL DIALOGUE AND TRADE UNION RIGHTS**

If your trade union represents more sectors, please fill in the survey for each sector

Respondent	
Country:	
Trade Union (abbreviation):	
Name of respondent:	
Position in the trade union:	
E-mail address:	
Date of submission of the survey:	
You trade union represents the following education sectors:	<p>Please choose:</p> <input type="checkbox"/> Early childhood education <input type="checkbox"/> Primary school education <input type="checkbox"/> Lower secondary education <input type="checkbox"/> Upper secondary education <input type="checkbox"/> Vocational education and training <input type="checkbox"/> Higher education <input type="checkbox"/> Other: <input type="checkbox"/> All
Does your trade union represent workers in private education?	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, do you have any formal condition according to your Statute or Constitution for representing workers in private education institutions? (E.g. on the type of the contract of the person, etc.): _____



A. FUNDING EDUCATION

1. What percentage of the total number of education institutions (at all levels) is publicly funded?	<input type="checkbox"/> More than 80% <input type="checkbox"/> Between 61 and 80% <input type="checkbox"/> Between 60 and 41% <input type="checkbox"/> Between 41% and 20% <input type="checkbox"/> Less than 20%
2. What percentage of the total number of education institutions (at all levels) is private?	<input type="checkbox"/> More than 80% <input type="checkbox"/> Between 61 and 80% <input type="checkbox"/> Between 60 and 41% <input type="checkbox"/> Between 41% and 20% <input type="checkbox"/> Less than 20% and 5% <input type="checkbox"/> Less than 5%
3. According to your experience, the percentage of GDP dedicated to education over the last two years has:	<input type="checkbox"/> Increased by more than 10% <input type="checkbox"/> Increased between 10% and 5% <input type="checkbox"/> Increased between 1% and 5% <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased between 1% and 5% <input type="checkbox"/> Decreased between 10% and 5% <input type="checkbox"/> Decreased by more than 10%
4. Has your government undertaken educational reforms over the last two years?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know
5. If YES: Were the reforms related to a decrease in funding of education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know
6. If YES: have the social partners been involved in the decision making process on the reforms?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. If YES: Have these reforms led to privatisation:	<input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Don't know



<p>8. Have you experienced increasing privatisation in education in your country?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know</p>
<p>9. If YES, at which education level(s) is privatisation most widespread?</p> <p>10. If more than one, please rank them according to the sector which has been privatised the most:</p> <p>11. 1 = most privatised 12. 8 = least privatised</p>	<p><input type="checkbox"/> pre-primary <input type="checkbox"/> primary <input type="checkbox"/> secondary (general) <input type="checkbox"/> secondary (VET) <input type="checkbox"/> higher education and research <input type="checkbox"/> teachers initial education <input type="checkbox"/> teachers continuous professional training <input type="checkbox"/> Other, such as: </p>
<p>13. What kind of privatisation have you experienced the most?</p>	<p><input type="checkbox"/> Fully private education institutions <input type="checkbox"/> Public grant-aided education institutions <input type="checkbox"/> Religion-based education institutions publicly funded <input type="checkbox"/> Religion-based education institutions privately funded <input type="checkbox"/> Certain parts/ service of the education institutions was outsourced, e.g.: <input type="checkbox"/> Others (please specify) </p>
<p>14. Have you experienced privatisation of education services in education institutions?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>15. Which type of <u>private</u> education/training institution offers educational programs in your country?</p>	<p><input type="checkbox"/> Fully private education institutions <input type="checkbox"/> Public grant-aided education institutions <input type="checkbox"/> Religion-based education institutions publicly funded</p>



	<input type="checkbox"/> Religion-based education institutions privately funded
16. How many fully private education institutions do you have in your country?	<input type="checkbox"/> More than 50% <input type="checkbox"/> Between 21 and 50% <input type="checkbox"/> Between 11 and 20% <input type="checkbox"/> Between 5 and 10% <input type="checkbox"/> Less than 5%
17. How many public grant-aided education institutions do you have in your country?	<input type="checkbox"/> More than 50% <input type="checkbox"/> Between 21 and 50% <input type="checkbox"/> Between 11 and 20% <input type="checkbox"/> Between 5 and 10% <input type="checkbox"/> Less than 5%
18. How many religion-based publicly funded education institutions do you have in your country?	<input type="checkbox"/> More than 50% <input type="checkbox"/> Between 21 and 50% <input type="checkbox"/> Between 11 and 20% <input type="checkbox"/> Between 5 and 10% <input type="checkbox"/> Less than 5%
19. How many religion-based privately funded education institutions do you have in your country?	<input type="checkbox"/> More than 50% <input type="checkbox"/> Between 21 and 50% <input type="checkbox"/> Between 11 and 20% <input type="checkbox"/> Between 5 and 10% <input type="checkbox"/> Less than 5%
20. If other kind of private education institution is present please specify...	..
21. What kind of privately-funded education institutions is wide-spread the most in your country?	<input type="checkbox"/> Not-for-profit education institutions <input type="checkbox"/> For-profit education institutions <input type="checkbox"/> Other: please specify
22. Who runs privately-funded education institutions?	1. ____ 2. ____ 3. ____ Add more



23. According to your experience, is there any global corporation/consultancies influencing education policy, delivery of education products and or schooling in your country?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know
--	--

B. TRADE UNION ACTIONS-ORGANISING EDUCATION WORKERS

24. According to your Statute or Constitution, does your trade union organise education workers in private education institutions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	---

25. If YES: What percentage of your organisation's affiliates is working in private education institutions?	<input type="checkbox"/> Less than 20% of the affiliates <input type="checkbox"/> Between 20 and 40% of the affiliates <input type="checkbox"/> Between 41 and 60% of the affiliates <input type="checkbox"/> Between 61 and 80% of the affiliates
---	---

26. If NO: What provision of the Statute or Constitution prevents your organisation from organising employees from private education institutions?	
--	--

OTHER CHALLENGES FOR YOUR UNION

27. Has one of the following issues been a challenge/a problem for your trade union over the last 2 years?	
--	--

a. Emergence of parallel associations claiming to represent teachers and education employees (NGOs, Chambers of professional associations, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to which extent:
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b. External evaluation/ examination of students	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to what extent:
---	--



c. Evaluation of teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to what extent:
d. Recruitment and retention of teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to what extent:
e. Initial teacher training	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to what extent:
f. Continuous professional development of teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to what extent:
g. The number of teachers leaving the profession has:	<input type="checkbox"/> Increased <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased
h. The number of teachers leaving the country to work abroad has:	<input type="checkbox"/> Increased <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased
i. The use of ICT in the teaching profession has:	<input type="checkbox"/> Increased <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased
j. The use of ICT in the teaching professions:	<input type="checkbox"/> Improves teachers' working conditions <input type="checkbox"/> Makes teachers' working conditions worse



	<input type="checkbox"/> Doesn't affect teachers' working conditions
WORKING CONDITIONS OF TEACHERS	
28. Compared to the average salary of an employee in your country, teachers' salaries/remuneration are:	<input type="checkbox"/> Higher than average salary <input type="checkbox"/> In line with the average salary <input type="checkbox"/> Lower than average salary
29. Over the last 2 years, teacher salaries have:	<input type="checkbox"/> Increased <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased
30. Which percentage of teachers is employed with permanent contract?	<input type="checkbox"/> Less than 20% of teachers <input type="checkbox"/> Between 20 and 40% of teachers <input type="checkbox"/> Between 41 and 60% of teachers <input type="checkbox"/> Between 61 and 80% of teachers <input type="checkbox"/> More than 80% of teachers
31. Which percentage of teachers is employed with short-term/project-based contract?	<input type="checkbox"/> Less than 20% of teachers <input type="checkbox"/> Between 20 and 40% of teachers <input type="checkbox"/> Between 41 and 60% of teachers <input type="checkbox"/> Between 61 and 80% of teachers <input type="checkbox"/> More than 80% of teachers
32. Which percentage of teachers is employed with full-time contract?	<input type="checkbox"/> Less than 20% of teachers <input type="checkbox"/> Between 20 and 40% of teachers <input type="checkbox"/> Between 41 and 60% of teachers <input type="checkbox"/> Between 61 and 80% of teachers <input type="checkbox"/> More than 80% of teachers
33. Which percentage of teachers is employed with part-time contract?	<input type="checkbox"/> Less than 20% of teachers <input type="checkbox"/> Between 20 and 40% of teachers <input type="checkbox"/> Between 41 and 60% of teachers <input type="checkbox"/> Between 61 and 80% of teachers <input type="checkbox"/> More than 80% of teachers



34. Are there other types of employment contract for teachers in your country?	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please specify..
35. Which of the following social protection benefits do teachers enjoy?	<input type="checkbox"/> Sickness benefits; <input type="checkbox"/> Maternity and equivalent paternity benefits; <input type="checkbox"/> Invalidity benefits <input type="checkbox"/> Old-age benefits <input type="checkbox"/> Survivors' benefits <input type="checkbox"/> Benefits in respect of accidents at work and occupational diseases <input type="checkbox"/> Death grants <input type="checkbox"/> Unemployment benefits <input type="checkbox"/> Pre-retirement benefits <input type="checkbox"/> Family benefits
36. Who pays for the social insurance of teachers?	<input type="checkbox"/> Mainly the employers <input type="checkbox"/> Mainly the teachers <input type="checkbox"/> Mainly the State
37. Over the last 2 years, the social protection for teachers has	<input type="checkbox"/> Increased <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased
38. How many hours/week does a teacher with full time employment contract work for in your country?	<input type="checkbox"/> More than 40h/week <input type="checkbox"/> 39h/week <input type="checkbox"/> 38h/week <input type="checkbox"/> 37h/week <input type="checkbox"/> 36h/week <input type="checkbox"/> 35h/week <input type="checkbox"/> 34h/week <input type="checkbox"/> 33h/week <input type="checkbox"/> 32h/week <input type="checkbox"/> 31h/week <input type="checkbox"/> Between 25 and 30h/week
39. What percentage of teachers' working time per week is dedicated to teaching?	<input type="checkbox"/> More than 80% <input type="checkbox"/> Between 61 and 80% <input type="checkbox"/> Between 41 and 60%



	<input type="checkbox"/> Between 20 and 40% <input type="checkbox"/> Less than 20%
40. What percentage of teachers' working time per week is dedicated to administrative tasks?	<input type="checkbox"/> More than 80% <input type="checkbox"/> Between 61 and 80% <input type="checkbox"/> Between 41 and 60% <input type="checkbox"/> Between 20 and 40% <input type="checkbox"/> Less than 20%
41. What percentage of teachers' working time per week is dedicated to the preparation of lessons?	<input type="checkbox"/> More than 80% <input type="checkbox"/> Between 61 and 80% <input type="checkbox"/> Between 41 and 60% <input type="checkbox"/> Between 20 and 40% <input type="checkbox"/> Less than 20% <input type="checkbox"/> None of the above, teachers prepare their lessons outside working time
42. What percentage of teachers' working time per year is dedicated to professional development/update of teachers?	<input type="checkbox"/> More than 80% <input type="checkbox"/> Between 61 and 80% <input type="checkbox"/> Between 41 and 60% <input type="checkbox"/> Between 21 and 40% <input type="checkbox"/> Between 11 and 20% <input type="checkbox"/> Between 5 and 10% <input type="checkbox"/> Less than 5% <input type="checkbox"/> None of the above, teachers take professional development courses outside their working time
43. Who pays for the professional development of teachers?	<input type="checkbox"/> Mainly the employer <input type="checkbox"/> Mainly the teacher <input type="checkbox"/> Mainly the State
44. On average, how many students does a teacher have per class?	<input type="checkbox"/> More than 50 <input type="checkbox"/> Between 41 and 50 <input type="checkbox"/> Between 31 and 40 <input type="checkbox"/> Between 21 and 30 <input type="checkbox"/> Less than 20 If possible, please specify the exact teacher/student ration:



45. Over the last 2 years, the number of students per teacher has:	<input type="checkbox"/> Increased <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased
46. Which kind of psychosocial risks at work do teachers suffer from?	<input type="checkbox"/> Stress <input type="checkbox"/> Violence <input type="checkbox"/> Harassment <input type="checkbox"/> Others: please specify...
47. Over the last 2 years, the number of teachers suffering from psychosocial risks at work has	<input type="checkbox"/> Increased <input type="checkbox"/> Remained stable <input type="checkbox"/> Decreased



C. SOCIAL DIALOGUE AND COLLECTIVE BARGAINING

48. Is there any form of structured and institutionalised social dialogue at national level in your country?	<input type="checkbox"/> Yes <input type="checkbox"/> No
49. If yes, whom do you consult and negotiate with?	<input type="checkbox"/> Ministry/Public Authority <input type="checkbox"/> Employer associations <input type="checkbox"/> Others.. Please shortly describe
50. If yes, what topics does the social dialogue include?	<input type="checkbox"/> Human and trade union rights <input type="checkbox"/> Employment contract of teachers and education employees <input type="checkbox"/> Working conditions <input type="checkbox"/> Salaries <input type="checkbox"/> Health and safety at work <input type="checkbox"/> Social security rights (e.g. unemployment benefits, parental leaves, pensions, etc.) <input type="checkbox"/> Education and training reforms <input type="checkbox"/> Others, please specify...



51. Does your trade union negotiate collective agreements?	<input type="checkbox"/> Yes <input type="checkbox"/> No
52. At what level?	<input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> Institutional
53. According to your knowledge and experience, what percentage of education workers is covered by collective agreements in your country?	<input type="checkbox"/> Less than 20% of the education workers <input type="checkbox"/> Between 20 and 40% of the education workers <input type="checkbox"/> Between 41 and 60% of the education workers <input type="checkbox"/> Between 61 and 80% of the education workers

OTHER CHALLENGES RELATED TO SOCIAL DIALOGUE FACING YOUR UNION

a. Lack of an efficient and effective social dialogue	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to which extent:
b. Denial and / or obstruction of trade union rights	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to which extent:
c. Involvement of trade unions in negotiating education workers' rights and working conditions	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to which extent:
d. Involvement of trade unions in national education and training reforms	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to which extent:



	extent:
e. Difficulties in organising teachers and education employees under part-time or fixed-term contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to which extent:
f. Lack of representative employer organisations	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please shortly describe to which extent:



Thank you!



**European Trade Union Committee for Education
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