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ETUCE

European Trade Union Committee for Education EI European Region

Recommendation of the Central and Eastern European Round Table meeting

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EUROPEAN REGION- ETUCE

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In light of the resolutions adopted at the ETUCE Conference in Belgrade (2016) and ETUCE Special Conference in Athens (2018), notably the resolutions on the [Empowering Education Trade Unions: The Key to Promoting Quality Education \(2016\)](#) and on the [Shaping the future of Europe: The Role of Education Trade Unions \(2018\)](#), also in view of the resolutions adopted by [EI World Conference in Bangkok \(2019\)](#) and *ETUCE Campaign Shape the Future of Europe with Teachers*, and as an outcome of our discussions focusing on *Social Changes Through Active Trade Union Engagement in European/international policies*,



we acknowledge that

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1. Attacks to trade unions rights, including the right to organise and strike, attacks on public education driving towards privatization and budgetary pressures, and raising labour market insecurity threatens education trade unions in their role to defend teachers at local, regional, national and international levels. Cooperation, strong partnership and solidarity between education trade unions are key to face these challenges.
2. Respect and recognition of education trade unions as the legitimate representatives of education personnel and of their role in social dialogue, collective bargaining, and shaping education policies is a vital element of quality education and of democracy.
3. Strengthening the institutional, democratic and social legitimacy of unions through mobilizing and empowering members is essential to protect individual teachers in their rights and to advance their professional prerogatives.
4. Quality education is a source of growth for Europe, which must be based on highly qualified education personnel and on sustainable, sufficient and predictable public investment as a core element of the international and national policy strategies on education.
5. The status of the teaching profession should be increased in Europe. Attracting high skilled and motivated people to the teaching career regardless of gender and socio-economic background is a requisite of high quality and inclusive education for all European children.
6. Quality continuous development of teachers financed by the government and taken place within working hours is a prerequisite to support teachers in facing continuous changes related to climate change, technological developments, use of

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IT in teaching and to help their students to acquire competences of democratic citizenship, sustainable environment, and critical thinking;

7. International and European policies designed with the involvement of governments and other stakeholders have a major impact on national education policies and education trade unions need to be respected and effectively involved in shaping these policies as the only respective voice of teachers and education staff;

Therefore, we recommend to the member organisations in the CEE region, **concerning trade union renewal and mobilisation**

1. Ensure trade union renewal through **strengthening the image of the trade union**, sharing experience on leadership skills, communication and awareness raising strategies, and work with youth;
2. **Strengthen union structures and build solidarity** across sectors and in society to resist attacks to public education, to social dialogue and collective bargaining
3. Analyse and provide adequate space and time to **exchange experiences on industrial relations and trade union rights**, including the right to strike and organize between education trade unions across the region
4. Improve **external communication** (on media and other communication means) through building positive stories around quality education, teachers' industrial and professional issues, and unions, to raise the image and challenge stereotypes against teachers and their unions
5. Improve **internal communication** by means of listening and talking to teachers and other education personnel with a view to build trust through solidarity and challenge fragmentation resulting from labour market deregulation and reform, to attract new and young members

We recommend to the member organisations in the CEE region, **concerning the influence of education trade unions in shaping European and international education policies**,

1. Take **active role in designing international education policies** which has an impact at national education reforms **alongside with trade unions' demands** in order to reach the goals of the 2030 Agenda for Sustainable Development of the United Nation (UN) and the European Pillar of Social Rights and European Education Area 2025.
2. In order to ensure that trade unions play a key role in international education policy development, try to **increase trade union capacity** on international work;
3. **Raise awareness among trade union members**, by using different communication tools, on the importance of the involvement of the trade union in international work;
4. Ensure **consultation within effective social dialogue** with the representatives of the ministry(ies) in international policy bodies (UN, Council of Europe, EU, etc) to shape international education policy in line with the demands of education trade unions;

5. Enhance **cooperation with other trade unions** in different levels (at regional, national, European – Council of Europe, Bologna Process, EU, UN levels), with the support of ETUCE, to exchange information, set up a joint strategy, and create alliance to shape international policy on education;
6. Strengthen **negotiation position and negotiation methods** of the education trade unions on shaping international education policy by gathering information (data, research, ministry representatives, potential partners for alliance) with the support of ETUCE and beyond;
7. Create the **best partnership** and cooperate with various organisations at international and national levels (trade union confederations, sectoral trade unions, employers organisations, ministries, students unions, parents associations, civil society organisations, NGOs, etc) with the view of promoting quality and inclusive education and ensuring support to teachers.
8. Encourage the **exchange of good practices** at international (e.g. through international projects) and national (among affiliates) levels on shaping international policy development