

**REPORT**

**1<sup>st</sup> Training Workshop  
of the ETUCE Project**

*Education Trade Unions for the Teaching  
Profession. Strengthening the capacity of  
education trade unions to represent teachers*

Warsaw, 27-28 November 2017



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





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## Abbreviations

VET	Vocational Education and Training
CPD	Continuous Professional Development
ESSDE	European sectoral social dialogue for education
ICT	Information and communication technology
CEE	Central and Eastern Europe
ETUCE	European Trade Union Committee for Education
GEW	Gewerkschaft Erziehung und Wissenschaft
OAJ	Opetusalan Ammattijärjestö
FLESTU	Federation of Lithuanian Education and Science Trade Unions
LIZDA	Latvian Educational and Scientific Workers' Trade Union
ZNP	Związek Nauczycielstwa Polskiego
ČMOS PŠ	Czech and Moravian Trade Union of Workers in Education
EEMU	Estonian Education Personnel Union
TUS	Teachers Union of Serbia
ZPŠaV NKOS	Union of Education and Science Workers of the Independent Christian Trade Unions of Slovakia

## 1. Introduction

The first training workshop of the ETUCE [project](#) *‘Education Trade Unions for the Teaching Profession. Strengthening the capacity of education trade unions to represent teachers’ professional needs in social dialogue’* took place on 27-28 November 2017 in Warsaw, Poland. The project seeks to build the capacity of education trade unions to represent teachers’ professional needs and to enhance teachers’ professional issues as a crucial matter of social dialogue in the education sector. This comes at a time when teachers are faced with challenges, both at EU and transnational level, in relation to changes in the labour market, teaching profession, and social dialogue. The project continues the work that ETUCE and its member organisations have achieved in identifying challenges in the teaching profession in times of crisis and in strengthening their involvement in the European Semester.

The training workshop is one of several activities that the ETUCE Secretariat is organising in the project period from December 2016 – November 2018, and it is the first workshop in a series of training workshops on teachers’ professional needs in social dialogue. Two consequent workshops are to take place in Berlin and Rome in spring 2018. Along with training workshops, ETUCE carried out an online survey among its member organisations in order to identify national findings related to teachers’ professional needs and their representation, and whether they are a matter of social dialogue. The research includes three short case studies conducted in three EU member countries (Italy, Germany, and Poland) to share good practices and to represent the diversity of social dialogue on teachers’ professional needs among the EU countries. A final project conference is foreseen in September 2018 in Brussels.

### Project objectives



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



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



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



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



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

## 2. Project Advisory Group

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



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



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



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



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



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



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

## 3. Training workshop: background and objectives

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

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



to examine various teacher training systems in Central and Eastern Europe;



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



to share education unions' good practices;



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

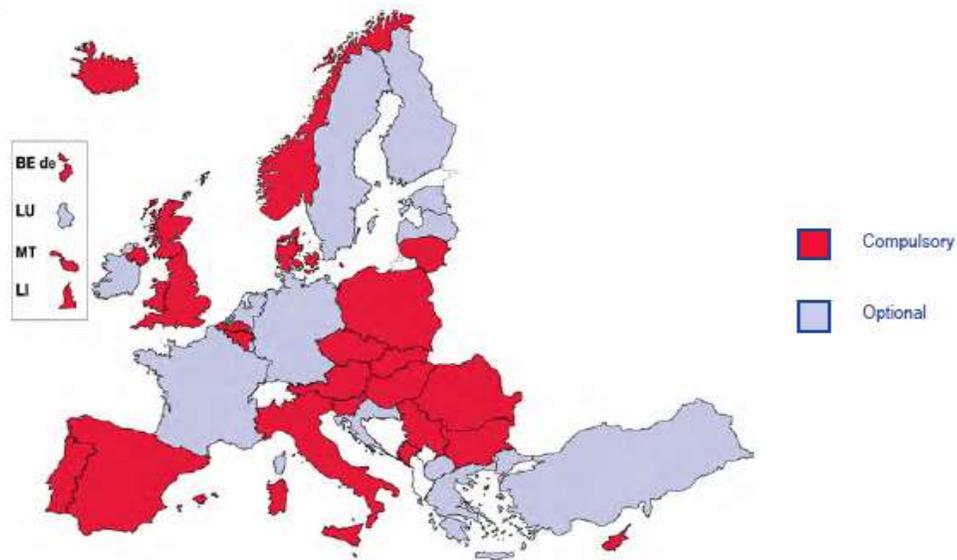
#### 4. European policy on teacher training

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

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

#### TALIS study 2013

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



In Europe, there are six types of national systems in terms of the actor who defines CPD needs and plan of teacher training: **individual teachers** define their needs and training plan only in Luxembourg & Scotland; top-level authority for education (**national ministry of education**) (e.g. Greece); **local education authorities or schools** define CPD plan (10 countries: e.g. Lithuania, Poland, Slovakia); **both the top-level education authority and the local authorities or schools** define training needs (e.g., Croatia, FYROM); training needs are established by the **local authorities and schools, together with individual teachers** (e.g. Latvia, Hungary); **mixed system** with all players (e.g. Bulgaria, Estonia, Romania, Slovenia, Montenegro, Serbia). In 13 education systems in Europe, the CPD plan at school level is not compulsory.

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



Project research expert Professor Howard Stevenson, University of Nottingham, gave an overview of the preliminary results of the online survey conducted among ETUCE member organisations. According to the survey results, in many countries in Central and Eastern Europe, teachers have no influence on their professional development and, as a result, teacher training is often of poor quality, not properly evaluated and resourced, not adequate, and not valued by the employer. Moreover, often teachers do not have the time to fully engage in the offered continuous professional development and prefer to use their own resources instead. Respondents also noted that offered teacher training is too linked to managerial objectives and driven by schools’ needs, not teachers’ needs.

The trade union	Yes (%)	No (%)	Non-response
... has a department which is responsible for the continuous professional development of educators/teachers	44.8	51.7	3.4
... works on continuous professional development issues through supporting negotiations to improve educator/teacher access to professional development	81.0	15.5	3.4
... works on continuous professional development issues through policy development in relation to professional development	79.3	13.8	6.9
... works on continuous professional development issues through dissemination of information on training opportunities.	74.1	19.0	6.9

The survey results indicate that education trade unions play an important role in providing professional development opportunities to union members, and that this provision covers a range of issues in a diverse range of forms, often in partnership with other bodies. Nearly two-thirds of education unions indicated they provide professional training directly to members (62.1%). However, regarding involvement in social dialogue, the responses suggest that education trade unions are less likely to participate in social dialogue on professional issues than more traditional industrial issues. The data also points to a centralised model in which social dialogue is more likely to take place at national level (determining policy and national frameworks), but less likely to take place at an institutional level. The social dialogue form of communication of information and consultation are also more common than negotiations in the field of teachers' professional needs.

*Teachers are not encouraged enough to obtain a higher professional development level. There is no direct link between the level of further career development and salaries.*

ČMOS PŠ (Czech Republic)

*The offer does not reflect [the] real professional needs of teachers*

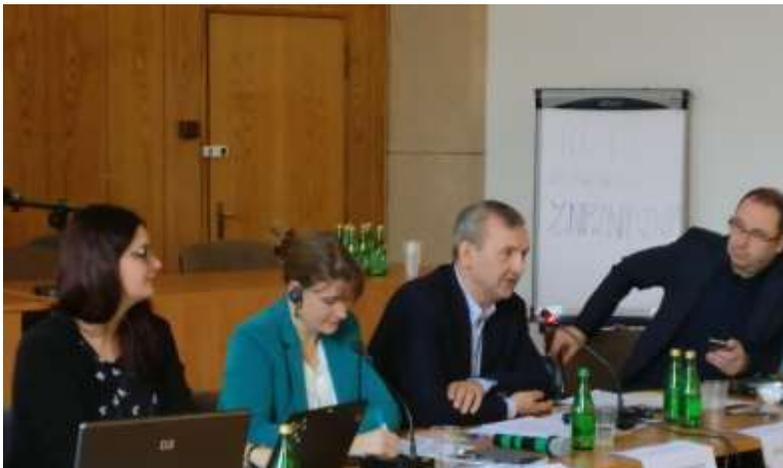
LIZDA (Latvia)

*There are no guarantees for higher/extra pay and no guarantees for promotion. Teachers' involvement in professional development is significantly based on self-motivation*

EEPU (Estonia)

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

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



*From left to right: Agnes Roman, Senior Coordinator, ETUCE; Susan Flocken, European Director, ETUCE; Sławomir Broniarz, President of ZNP; Howard Stevenson, University of Nottingham*

The Polish education system has experienced considerable change since 1999, including the introduction of a new four-level teaching scale, with each level linked to differences in pay. Teachers are required to demonstrate that they meet several criteria as they progress from one level to the next, and this requires teachers to generate appropriate evidence in the form of a portfolio. However, Poland is an example of the state introducing significant changes

to the education system and not taking into account teachers and their needs. Polish education trade unions point out the deterioration of social dialogue and rejection of evidence informed policy change.

To assist teachers in navigating the imposed reforms, education trade unions in Poland provide direct support to its members. Sławomir Broniarz, President of ZNP (ETUCE member organisation in Poland), presented ZNP activities regarding the professional development of teachers. ZNP has its own certified training centre with 8 municipal branches which provide a number of courses for teachers every year. The trade union also provides counselling and publishes professional articles in the field of pedagogy and psychology in the pages of "Głos Nauczycielskiego"; organises workshops and conferences on the regional, national and international levels and participates in national and international projects on teachers' professional development.

A visit to the University of Warsaw provided more inside views on teacher training in Poland and participants learned about a unique initial training programme for Maths and Polish language teachers called '[School of Education](#)', which focuses on the co-teaching, team-learning, and student-centred teaching approach.



Workshop participants also learned about the expectations and challenges of initial and continuing training of primary school teachers in Poland, presented by Prof. Malgorzata Zytko from the Department of Pedagogy of the University of Warsaw. The BA and MA programmes preparing primary school teachers use an integrated approach combining theory with the work on practical projects. Another important point highlighted in the training is teamwork with other teachers and parents, as well as building a community of learners in pre-school for cooperation. Prof. Malgorzata Zytko concluded that education increasingly focuses on students with the school being only one of many sources of knowledge. That is the reason why teachers need to create the conditions for students to share their knowledge.

## 7. Status of teacher training and teachers' professional needs in social dialogue in Central and Eastern Europe

Many trade unions from Central and Eastern Europe noted that they are involved in the provision of teacher initial and continuous professional training by either directly providing it or by representing teachers' professional needs in social dialogue. However, the degree of trade unions' involvement varies significantly among countries in this region: from countries where education trade unions are asked by the Ministry to prepare professional qualification standards (e.g. Bulgaria) to countries where trade unions are not even informed by the Ministry about the discussions on teachers' professional needs (e.g. Lithuania).

Some of the workshop participants noted that in their countries, obtaining appropriate qualifications for teachers means improving their labour contract. That is why many teachers who fear they are going to lose their job are seeking to obtain as many qualifications as possible, whether they need these qualifications or not. Moreover, in many countries continuous

professional development for teachers is provided by private companies and is rather expensive, while publicly funded training is of low quality. Trade union representatives also noted problems such as the lack of investment in school infrastructure, teachers having no influence on the list of training offered to them by the school management, and the school management making a unilateral decision on which teachers can participate in continuous professional development.

### Good experiences in representing teachers' professional needs in social dialogue

Education trade union **PODKREPA** (Bulgaria) prepared 28 professional standards for teacher qualification that were adopted by the Ministry of Education. It also created a fund for conducting continuous professional training for teachers.

2 representatives of education trade union **LIZDA** (Latvia) are members of the Ministry of Education and Science working group for the improvement of the Cabinet of Ministers' regulations on teachers' education and professional qualification and on teachers' professional competences.

Education trade union **TUS** (Serbia) is applying to be recognised as an accredited provider of continuous professional development for teachers. Currently, the trade union is working on changing its by-laws to include the role of teacher training provider in the trade union's functioning.

**ZPŠaV NKOS** (Slovakia) informs its members about regulations on teacher training and CPD credits lead to career progression and a salary raise, as well as opportunities for state-provided teacher training.

## 8. Good practice example from non-CEE country: Educational Institute of Scotland (EIS)



An interesting example of the education trade union from Scotland supporting the professional development of its members through appointed Learning Representatives was presented by Larry Flanagan, EIS General Secretary. This new concept was created in 2002 whereby union members took on a specific role in their workplace to promote the learning and professional development of their colleagues. Learning Representative training involves a 6-week online training course provided by the Trades Union Congress (UK confederation) and a 3-month postgraduate module (involving 10-13 hours of study a week).

Since 2002, over 200 Learning Representatives have been trained. Each Learning Representative is nominated by their local association/branch and functions in individual institutions (schools and colleges) but also at the employer level (local authority). In their role, Learning Representatives are involved in identifying teachers' professional learning needs and communicating them to employers, providing advice to colleagues and helping them to find high quality professional learning. Learning Representatives also advocate with employers to ensure that appropriate professional learning opportunities are provided to teachers.

In addition to the work of Learning Representatives, the EIS also provides a range of professional learning programmes directly to members. It supports the professional development of members through its link with higher education institutions and by providing grants to members to undertake pedagogical research. It is currently developing training for members focused on closing the achievement gaps in Scottish education – a shared priority between the Scottish government and the union.



### What do LR's do?



- **Keep abreast of professional learning opportunities from a range of providers**
- **Assist in identifying CPD needs and ways of improving opportunities**
- **Inform, advise and support teachers in accessing quality CPD**
- **Advocate for high quality professional learning provision with employers**
- **Advise teachers on professional updates from the General Teaching Council of Scotland**



## 9. Conclusions.

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

It is crucial for education trade unions to be involved in initial and continuous teacher training which has to be **compulsory, adequately and publicly funded**. In order to achieve this, it is necessary to ensure that all social partners recognise teachers' professional needs and teacher training as a **legitimate field of education trade unions' work**.

Trade unions should also **raise awareness** among their members and leaders on the importance of continuous professional development and **work with the media** and national education authorities to ensure a broader role for education trade unions.

Education trade unions need to safeguard a **prominent role in the discussion on national regulations** regarding the content of teacher initial and continuous training, as well as to **monitor the implementation** of these regulations, including adequate public funding of the continuous professional development of teachers and **informing** teachers about professional development credits and how they raise teachers' salary.

Other ways to ensure the realisation of teachers' rights to professional development include:

- **working with school management** to ensure that teachers receive training during their working time and they are given adequate hours for continuous professional development;
- **cooperating** with other trade unions and teacher training providers;
- improving the **cooperation between higher and secondary education** sectors;
- use **regional collective agreements** to ensure that teachers' time spent on continuous professional development is paid by the employer.

At a European level, the European Commission can support national trade unions by requiring from member states the **report on the implementation of social dialogue** and involving both the government and trade unions in monitoring the European Semester recommendations at a national level.





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