

03/2018

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

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

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

Berlin, 5-6 March 2018





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



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

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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
KMK	Kultusminister Konferenz (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany)
ETUCE	European Trade Union Committee for Education
GEW	Gewerkschaft Erziehung und Wissenschaft (Germany)
VBE	Verband Bildung und Erziehung (Germany)
OAJ	Opetusalan Ammattijärjestö (Finland)
FLESTU	Federation of Lithuanian Education and Science Trade Unions
LIZDA	Latvijas Izglītības un zinātnes darbinieku arodbiedrība (Latvian Educational and Scientific Workers' Trade Union)
ZNP	Związek Nauczycielstwa Polskiego (Poland)
FSLI	Federatia Sindicatelor Libere din Invatamant (Federation of Free Trade Unions in Education, Romania)
BUPL	Børne UngdomsPædagogernes Landsforbund (The Danish National Federation of Early Childhood Teachers and Youth Educators)

1. Introduction

The second 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 5-6 March 2018 in Berlin, Germany. 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 second workshop (aimed at Western and Northern European countries) in a series of training workshops on teachers' professional needs in social dialogue. The previous training workshop for ETUCE member organisations in Central and Eastern European countries was organised on 27-28 November 2017, and the third workshop for Southern European countries will take place in Rome, Italy, on 26-27 April 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

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

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.

2. Project Advisory Group

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



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



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



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



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



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



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

3. Training workshop: background and objectives

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

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



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



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



to share education unions' good practices;



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

4. European policy on teacher training

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

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

TALIS study 2013

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



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

In Europe, there are six types of national systems in terms of the actor who defines CPD needs and plan of teacher training: **individual teachers** define their needs and training plan only in Luxembourg and Scotland; top-level authority for education (**national ministry of education**) (e.g. Greece); **local education authorities or schools** define CPD plan (10 countries: e.g. Belgium (German-speaking), Denmark, Germany, Netherlands, Finland, Sweden); **both the top-level education authority and the local authorities or schools** define training needs (e.g., France, Austria, Norway); training needs are established by the **local authorities and schools, together with individual teachers** (e.g. Belgium (French and Flemish-speaking, United Kingdom (England, Wales, and Northern Ireland), Iceland); **mixed system** with all players (e.g. Ireland, Liechtenstein). In 13 education systems in Europe, the CPD plan at school level is not compulsory.

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

Due to the fact that educational policy in Germany is the responsibility of the sixteen federal states (Länder), there is no transnational approach to the development of teacher education. Despite of the fact that Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusminister Konferenz or KMK) signed the Bologna Declaration in 1999, Bologna system is still not realised in some federal states. Teacher education is university-led in all but one of the German federal states (Baden-Württemberg) and consists of three phases: university, preparatory service and in-practice-training. Despite the apparent structural convergence, differences still exist in selection criteria, course organisation, grading and length of training at the state level. In addition, formal school induction programmes are only evident in some federal states and they are rarely linked to the

study and preparatory service phases. Therefore, teacher students who start working in schools note that they often miss links between theory and practice in their initial training.



*Susanne Theilmann,
GEW (Mecklenburg-
Vorpommern)*

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



Challenges

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

Two biggest education trade unions in Germany, GEW and VBE, are actively involved in teacher training and regularly propose solutions to the existing challenges. Susanne Theilmann from GEW (Mecklenburg-Vorpommern) and Tomi Neckov from VBE (BLLV, Bavaria) presented education trade unions’ activities regarding the professional development of teachers. CPD is organised at the state level, and in most of the federal states GEW also provides teacher training in cooperation with the public-funded State Institutes (Landesinstitute). However, in Hesse and North Rhine



*Tomi Neckov,
VBE (BLLV, Bavaria)*

Westphalia, the state government does not fund a State Institute, but has opened up the teacher training market to private providers. Therefore, the GEW branches in these two federal states have founded their own training institutes, of which the one in North Rhine Westphalia is the largest provider of school leader training in Germany. In addition, GEW began to initiate a project which is supposed to help teachers, educators and social workers to work successfully together in inclusive settings as a multi-professional team.

Education trade unions in Germany are involved in the social dialogue on teachers' professional development on both national (with KMK) and state level. In Bavaria, BLLV (VBE state branch in Bavaria) prepared guidelines on flexible teacher training model which also can be applied in other states. In order to increase the further teachers' qualifications and to enable teachers to work in different types of school, BLLV proposes a new teacher training system based on personal approach to students and professional counselling, and stronger focus on practical work to link the university and school realities. Other elements of the proposed teacher training reform include broadening the content of the training and including such topics as inclusion, ICT and migration, as well as adapting the types and forms of examination to the current demands of education system.



Dr. Vera Moser, professor in Professional School of Education (Humboldt University), speaking about Berlin reform of teacher training



*Ryan Plocher,
GEW Youth*

In order to present a more practical insight into teacher training in Germany, Ryan Plocher, a young teacher from Berlin secondary school and GEW Youth member shared his first-hand experience of the three phases in teacher training in Berlin. He highlighted such challenges as strong emphasis on university-track schools (not vocational-track schools) and a significant gap between standardized requirements of the examination and the reality of the classroom. Participants also learned about the Berlin reform to integrate inclusive and special education in all subjects of teacher training, presented by Dr. Vera Moser, professor in Professional School of Education (Humboldt University). She noted that integration of special education in regular teacher training may lead to shortening of resources since no additional special education teacher will be needed anymore in classrooms.

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

Most of workshop participants indicated that their trade unions are actively involved in consultation with their governments on teachers' professional development, as well as are involved in CPD and implement various teacher training courses. However, they noted that state or regional authorities often do not take into account trade unions' proposals. Among biggest challenges participants named the following:

- It is difficult to motivate teachers to participate in CPD when it does not correspond to concrete salary or career progress, or when the highest possible level of salary/career ladder has already been reached (e.g. Denmark).
- CPD often takes place outside of teachers' working hours and in locations far away from teachers' working place (and transportation to these places is not paid) (e.g. Germany, the UK). In some countries, working time of the teacher who participates in CPD is distributed among other teachers which creates conflicts between colleagues (e.g. Belgium (French-speaking)). In other countries, teachers do not have access to CPD because their employers do not find substitutes for them (e.g. Finland).
- In some countries the government made steps to privatise teacher training or give the research on teachers' professional development to private institutions (e.g. Scotland, Norway).
- There is an increase in the number of unqualified teachers employed in schools, as well as teachers teaching subjects for which they do not have relevant qualifications (e.g. France, Germany, the UK).
- Teacher training priorities and subjects are dictated by the employers or governments (e.g. Netherlands, Denmark). In some countries, the state is planning to move from teacher training institutes to school-based training which may lead to inconsistent practice and very narrow teaching based on the needs of a particular school, as well as additional workload for school staff (e.g. the UK).
- Inclusion is not sufficiently addressed in the initial and continuous professional development of teachers (e.g. France, Belgium).
- There is a lack of teachers due to aging teacher population, low status of teaching profession and low salaries, many young teachers leave the job soon after the start.

Good experiences in representing teachers' professional needs in social dialogue

Education trade union **OAJ** (Finland) is participating in the government's project on New Learning Environments and Digitalization which includes the introduction of digital materials and experimental schemes of pedagogy in initial teacher training and continuous professional development.

Education trade union for early childhood education **BUPL** (Denmark) provides funds for research and development on teachers' professional needs (through Danish Center for Research in ECEC at Roskilde University Center). BUPL also has a phone application to collect suggestions from all members regarding trade union's priorities and actions.

In 2017, regional government of Scotland tried to start the privatisation of the teacher training system, but **Educational Institute of Scotland** (EIS) strongly opposed this tendency and did not allow the reform to pass.

8. Good practice example from the country outside of Western and Northern Europe: education trade union in Romania FSLI



An interesting example of the education trade union from Romania which creates its own teacher training structures using European funds and cooperation with trade unions from other countries, was presented. As an outcome of the project "Together for Quality in Education! Human resource development in school education through educational partnership" implemented by FSLI in partnership with National Agency for Quality Assurance in Education, a National Teacher Training Centre was established. The Centre includes a network of 8 regional centres and 16 national

centres, that provides training in quality assurance in the education system, health and safety in schools, school management, social dialogue and leadership, and other important topics. All teacher training courses provided by the Centre are certified and recognised by the National Agency for Quality Assurance in Education.

NEW STRATEGY - NEW PROJECT – NEW OBJECTIVES 2018 – 2021

Partners: Ministry of Education, FSLI, Universities

Target group: 20.000 teachers in primary and secondary education

1. Elaboration of the legal framework for teachers' professionalization, the occupational standards for teaching profession, the framework plans and the initial and continuous training programs at national level (FSLI & MoE & University of Craiova)
2. Operationalization of the didactic career strategy
3. Elaboration of *Teaching Standards* and their correlation with the system of functional didactic standards in the community space, occupational standards, elaboration and accreditation of continuous training programs of national interest (FSLI & MoE)

 ETUCE - EI European Region



FSLI is also implementing a lot of international projects on teachers' professional development, in cooperation with education trade unions in other countries, including:

- *Quality Assurance in Education* on development of human resources in education in partnership with SNES-FSU France;
- *Developing the Social Dialogue* on teacher training in health and safety in partnership with LO Norway and SL Norway;
- *Promoting equal opportunities within trade union organizations* on teacher training in equal opportunities teaching methods in partnership with Spain and Italy;
- 10 mobilities programmes under Leonardo da Vinci/ Erasmus+ framework – 398 teachers trained in Portugal, Spain, Italy

In the area of social dialogue, FSLI has initiated the creation of a bipartite Sectoral Education and Training, and Continuing Education Committee that will have the role of approving occupational standards in the field of continuous education and training, evaluating and approving the contents of the teacher training courses that are taking place in Romania, and validation and accreditation of teacher training providers and their programmes.

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.

Participants concluded that the **quality of teacher training** should be a key topic in the discussion between teachers, employers and teacher training providers. Social dialogue on teachers' professional needs should be a **constructive exchange of opinions** involving **all stakeholders in formal and informal conversations** and proposing **feasible solutions**. Education trade unions should be a part of not only design of teacher training policies but also their **implementation and evaluation**. **Young teachers** should also have the possibility to reflect on their own teacher training courses.

It is of the utmost importance that CPD is provided by **public institutions**, based on **teachers' needs**, and takes place **during teachers' working hours** in the places that are **easily reachable** for teachers (or the transportation is provided). Moreover, **burn out syndromes** and stress issues should be also covered in the teacher training as many young teachers already face these problems at the start of their career. It is equally important that teacher training is **directly linked to salary and career progression**, or other benefits in case a teacher has already reached the highest possible level of salary or career ladder (e.g. more interesting tasks in school or reduced number of lecturing hours).

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

- conducting **research** and consulting professional surveys on teachers' professional needs;
- trade unions providing high-quality **CPD internally** for its members;
- making full use of **communication strategies**, including social media (e.g. collecting opinions of all trade union's members through an application)
- involving **retired trade union's member** as a resource in the work on teachers' professional development;
- promoting links with **students' organisations**;
- protecting and nurturing the **diversity in the trade union's membership**
- actively working with **school principals**;
- exploiting the **register for qualified/non-qualified teachers** (if exists in the country)





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