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ETUCE report on

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

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ETUCE
CSEE

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Contents

Introduction

Background

In the framework of the CEE Round table 2013 in Baku, Azerbaijan, the ETUCE presented the results of a survey mapping out the effects of the economic and financial crisis on teachers and education. Today, two years after the Baku meeting, the ETUCE would like to prepare a "state of play" of funding in education, teachers' working conditions, social dialogue and trade union rights in Central and Eastern European countries.

For that purpose, the ETUCE has conducted a survey of member organisations in Central and Eastern European countries; 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.

Through this survey, the ETUCE intends to shed light on the most recent developments in the education sector and to support the work of the CEENET, the ETUCE Network of Central and Eastern European Countries. By sharing information on a wide range of topics related to teachers, teacher unions and education systems, ETUCE seeks to focus attention on present and future challenges and support policy actions to address those challenges in solidarity with all ETUCE member organisations. It also aims at raising attention on the education-related challenges faced in Central and Eastern European countries.

Methodology

The present report is based upon an online survey distributed to 60 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 in 13 EU countries and 17 non-EU countries. The response rate covers a majority of countries[1] and sectors of education addressed. 36 ETUCE member organisations located in 10 EU and 14 non-EU countries replied to the online survey between April and June 2015.

The online survey consisted of 50 questions divided into 4 main chapters:

A. Funding of education (questions 1 to 18)
B. Trade union actions – Organising education workers (questions 19 to 42)
    > Other challenges for teacher trade unions
    > Working conditions of teachers
C. State of social dialogue and collective bargaining (questions 43 to 48)
    > Other challenges related to social dialogue
D. ETUCE/CEENET and trade union activity (questions 49 to 50)

The survey aimed at measuring national developments concerning these topics; providing information for developing regional analysis; and at raising the awareness of teacher unions in Central and Eastern European countries pressing educational trends such as privatisation of education and training institutions and services.

The analysis of the survey was completed with desk research on funding of education. ETUCE used data from UNESCO dataset[2] as well as World Bank open data for GDP estimations.

The figures and tables included in the report show:

> Country analysis when the conditions below are met:

[1] With the Exception of Belarus, Croatia, Czech Republic, FYR of Macedonia, Israel, Latvia.
[2] UIS - UNESCO Institute for Statistics_Education: http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS

- ☐ 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, but it was possible to determine an average answer;
- ☐ The responding teacher union represents all education sectors in one country.

> Regional analysis for Central and Eastern European countries (both EU and non-EU) 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.

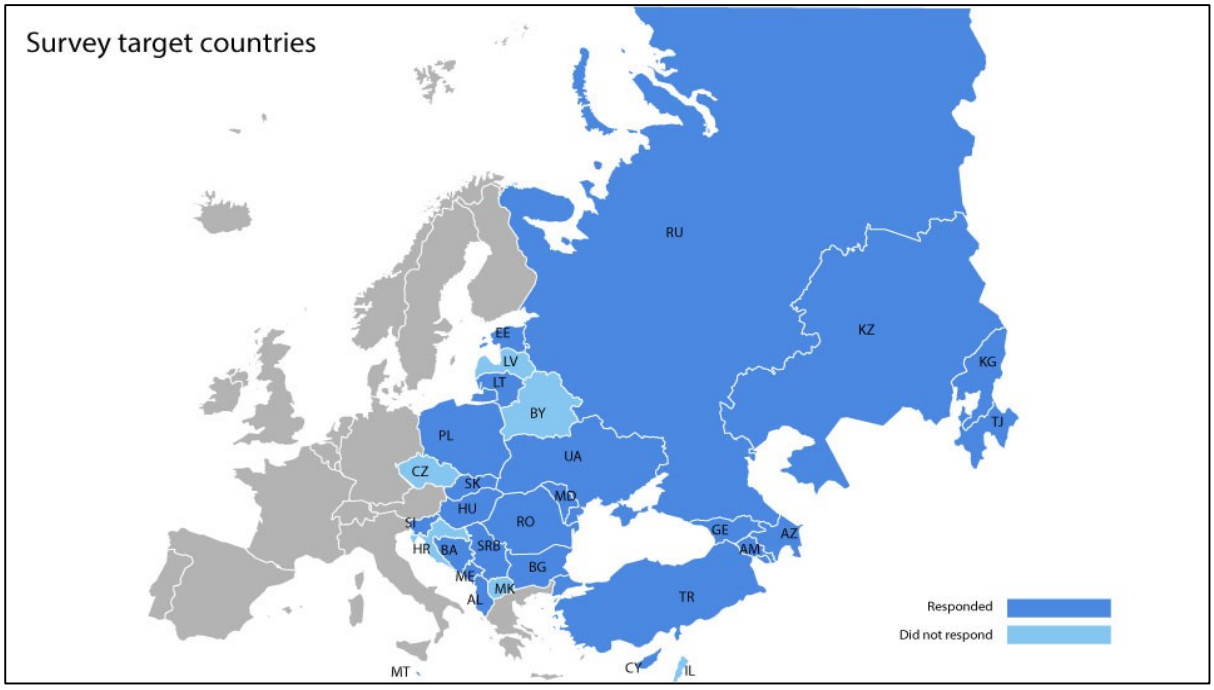
The **second chapter** takes a closer look at the activity of teacher unions. The analysis is based on information from respondent organisations. The chapter ranks the most widespread and emerging challenges for teacher unions and their activities. This chapter includes reports and analyses of teacher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

Effective social dialogue and collective bargaining remain the greatest challenges in most Central and Eastern European countries. The **third chapter** of the report is dedicated to this topic. This part should contribute to a better knowledge of the state of social dialogue and to understanding topics addressed in each country as reported by respondent organisations.

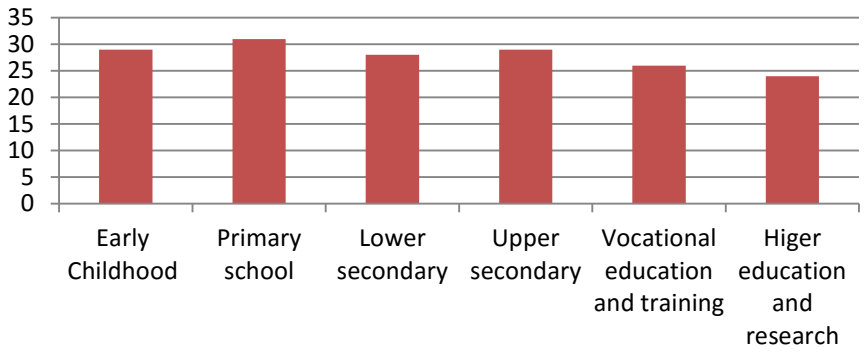
The **fourth chapter** of the report, based on survey results identifies the challenges and priorities for teacher unions in Central and Eastern European countries over the next two years as well as significant topics to be addressed by the ETUCE/CEENET network.

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

Countries represented in the ETUCE Survey



Education sectors represented in the ETUCE Survey



According to the responses received, the survey covers all the education sectors. The education sector most widely represented in the survey is the primary school education sector (31 unions), albeit there are no remarkable differences with other sectors. Education workers in the early childhood education sector and in the upper secondary are represented by 29 unions, followed by lower secondary (28), vocational education and training (26) and higher education (24).

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

Annex II provides the survey questions sent to teacher unions in CEE countries.

Executive summary

The ETUCE Report is presented on the occasion of the CEE Round Table 2015, where teacher unions from more than 30 CEE countries gather to share information and to address common challenges.

The Report maps developments over the last 2 years; identifies some common trends and challenges in CEE countries in relation to 1) funding of education; 2) teachers' working conditions and trade union action; 3) social dialogue and collective bargaining; and 4) priorities for further action.

Funding of education

- **Public investment in education:** The economic and financial crisis has 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 went down also in real terms. Recently, in connection with a – still fragile – economic recovery, funding of education has slightly increased in several countries (Azerbaijan; Bosnia and Herzegovina; Cyprus; Hungary; Kazakhstan; Malta; Ukraine; Tajikistan) as reported by teacher unions.
- **Reforms of national education systems**: Some of the challenges related to reforming national education systems pre-date the economic crisis. However, they have been intensified by the need to consolidate public finances. Education reforms were carried out in almost all the countries surveyed, with a good level of social partners' consultation/participation (73%). However, according to more than a half of respondents, when reforms were implemented, they increased privatisation.
- **Privatisation according to funding models**: Fully private and public-grant aided education institutions are the most commonly found in the region. Yet, the total number of public education institutions outnumbers private providers.
- **Privatisation according to education sectors:** Increasing privatisation is for the most part occurring in the sectors of early childhood education and higher education, followed by secondary education (general), primary schools and secondary VET.
- **Global corporations/consultancies:** 37% of responding unions are aware of the presence of global corporation/consultancies in their countries influencing education policy and the delivery of education products and/or schooling.

Teachers' working conditions and trade union action

- **Education workers in private education institutions:** According to the respective unions' Statutes or Constitutions, teacher unions have the possibility to organise education workers in private education institutions in almost all the countries surveyed. In BiH, BG, CY, EE, and TK, teacher unions are not allowed to recruit education workers in private education institutions. When looking at the rate of representation by affiliates working in private education institutions, however, it is, almost everywhere, very low (less than 20% membership except in MT – MUT – between 20 and 40% of membership).
- **Teaching profession:** Overall, the main challenges unions face in relation to the representation of the teaching profession are related to: recruitment and retention of teachers (60% of respondents), the emergence of parallel organisations claiming to represent teachers (14%), evaluation and continuous professional development of teachers (38%).
- **Salaries:** Over half of the unions indicate that teacher salaries are lower in comparison to the average salary of an employee in their respective countries. However, after having experienced years of cuts and freezes, salaries are starting to increase again according to one third of respondents.
- **Employment contracts:** Across all the countries surveyed, short-term contracts for teachers are a reality, althouhg they are present at a low rate. A large majority of teachers are still employed with permanent empoyment contracts. On average, between 65 and 85% of teachers

have permanent contracts. Berween 35 and 15% are employed with short-term contracts across the region.

- **Working time: On average, teachers** dedicate 60% of their working time to teaching; 21% to the preparation of lessons, 16% to performance of administrative tasks and only 7% to their professional development. Moreover, one fifth of the time needed to prepare lessons and for professional development is taken from teachers' private time (outside of working hours).

Social dialogue and collective bargaining

- **Social dialogue:** Across the CEE region, all the unions state that there are forms of structured and institutionalised social dialogue in their countries, except for Georgia – ESFTUG, Ukraine – VPONU, and Turkey – Egitim Sen. However, much effort is needed to make it more effective and efficient. Unions observed that governments tend to consult but without taking the positions of teacher trade unions into real consideration.
- **Collective bargaining:** Overall, 90% of respondent unions negotiate collective agreements, mainly at national, local and regional levels. The rate of education workers covered by collective agreements is high across the region (more than 60%) except in Turkey, Estonia and Lithuania (less than 40%).
- **Further challenges related to social dialogue:** The main concern of teacher trade unions is the lack of efficient and effective social dialogue. They are also concerned about inadequate involvement of trade unions in national education and training reforms and insufficient involvement of trade unions in negotiations concerning education workers' rights and working conditions, .

Priorities for further action in CEE

- **Current and future priorities:** Social dialogue – effective and efficent – and collective bargaining will be the main priorities to be addressed over the next 2 years together with the recruitment and retention of teachers and salaries and social protection.
- **CEENET tools:** Best-practices, experiences and information sharing through seminars and conferences is considered the most desired form of support from the CEENET. However, further attention should continue to be payed to supporting the capacity building process for social dialogue and collective bargaining. Other priorities include; training for trade union leaders; general training on (European) Social Dialogue, training for trade union trainers, the development of communication tools for sharing information and support in lobbying activities, and advocacy..

1. Funding education

1.1 Funding education: defining the terms

It is widely recognised that investment in education is crucial to foster economic growth, to improve competitiveness and 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 teachers[3]. 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.

Especially in CEE countries, funding issues and privatisation of certain education services/institutions are going hand in hand with education system reforms. Therefore, this chapter focuses on: investment in education; national education system reforms and privatisation of education institutions and/or services. 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.

[3] 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

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

- **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.

1.2 Aim and scope

This chapter focuses on public and private funding trends of education institutions and services.

It 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 CEE country?
> Have reforms of national education systems occurred?
> Has privatisation of education institutions occurred?

1.3 Public investment in education: main trends 2000-2011

The tables and figures below are based on dataset provided by the UNESCO institute for Statistics in Education. According to UNESCO, the last comparable figures are from 2011.

Table 2: Public expenditure in education as a percentage of GDP – 2000 / 2011 main trends

Time	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Albania	3,24	3,32	3,05	3,12	3,11	3,15	3,11	3,27	..	..	..	..
Armenia	2,77	2,47	2,14	2,15	2,49	2,71	2,72	3,02	3,17	3,84	3,25	3,14
Azerbaijan	3,85	3,50	3,15	3,29	3,45	2,97	2,56	2,55	2,44	3,22	2,78	2,44
Belarus	6,20	6,20	6,20	6,20	5,71	5,87	6,08	5,15	5,15	4,52	5,41	4,84
Bulgaria	..	3,46	3,48	4,09	2,40	4,25	4,04	3,88	4,44	4,58	4,10	3,82
Croatia	..	3,86	3,86	3,93	3,87	3,87	3,87	4,02	4,32	4,42	4,31	4,21
Cyprus	5,35	5,50	6,04	7,29	6,70	6,92	7,02	6,93	7,39	7,94	7,27	7,24
Czech Republic	3,83	3,93	4,15	4,32	4,20	4,08	4,42	4,05	3,92	4,36	4,25	4,51
Estonia	5,35	5,24	5,47	5,29	4,92	4,88	4,88	4,72	5,61	6,03	5,66	5,16
Georgia	2,18	2,14	2,24	2,07	2,91	2,48	3,00	2,70	2,92	3,22	3,22	2,70
Hungary	4,96	5,03	5,27	5,91	5,44	5,46	5,44	5,29	5,10	5,12	4,90	4,71
Israel	6,48	6,78	6,93	6,79	6,36	6,13	5,88	5,63	5,61	5,54	5,59	5,64
Kazakhstan	3,26	3,26	3,03	3,03	2,26	2,26	2,63	2,83	2,59	3,06	3,06	3,06
Kyrgyzstan	3,51	3,85	4,45	4,48	4,62	4,87	5,55	6,47	5,91	6,23	5,82	6,79
Latvia	5,36	5,48	5,75	5,32	5,07	..	5,07	5,00	5,71	5,64	5,03	4,93
Lithuania	..	5,89	5,84	5,16	5,17	4,88	4,82	4,64	4,88	5,64	5,36	5,17
Malta	..	4,31	4,31	4,31	4,79	4,79	4,79	6,31	5,85	5,44	6,91	7,96
Poland	5,01	5,33	5,41	5,35	5,41	5,47	5,25	4,91	5,08	5,09	5,17	4,94
Moldova	4,49	4,85	5,50	5,42	6,77	7,16	7,50	8,29	8,24	9,51	9,11	8,56
Romania	2,86	3,25	3,51	3,45	3,28	3,48	3,48	4,25	4,25	4,24	3,53	3,07
Russian Fed.	2,94	3,11	3,84	3,68	3,55	3,77	3,87	3,87	4,10	4,10	4,10	4,10
Serbia	..	4,67	4,67	4,67	4,67	4,67	4,67	4,67	4,85	5,03	4,88	4,77
Slovakia	3,92	3,99	4,31	4,30	4,19	3,85	3,80	3,62	3,61	4,09	4,23	4,06
Slovenia	..	5,86	5,76	5,80	5,74	5,68	5,67	5,19	5,20	5,69	5,68	5,68
Tajikistan	2,33	2,38	2,78	2,42	2,77	3,51	3,40	3,41	3,46	4,10	4,01	3,94
FYROM	..	..	3,50	..	..	..	..	..	..	..	..	..
Turkey	2,59	2,71	2,82	2,96	3,12	3,12	2,86	2,86	2,86	2,86	2,86	2,86
Ukraine	4,17	4,68	5,43	5,60	5,31	6,06	6,21	6,15	6,43	7,31	7,31	6,15

Source: 1 Dataset UIS - UNESCO Institute for Statistics_Education

*** No data available for Bosnia-Herzegovina and Montenegro*

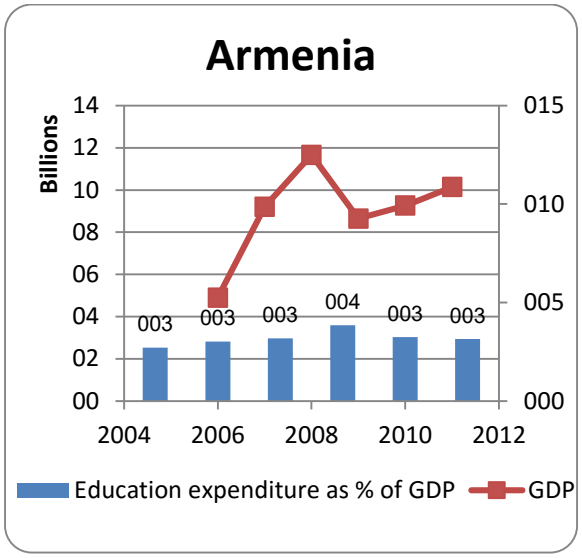
The data collected shows that the percentage of Gross Domestic Product (GDP) dedicated to education remained on average stable or rather increased in many countries over the last decade. However; it is first necessary to evaluate what happened to the GDP in every country. As a matter of fact, during the years of the crisis, the GDP went down or arrested its growth in many countries. Therefore, whereas the percentage of public investment in education seemed to remain stable, it went down in real terms.

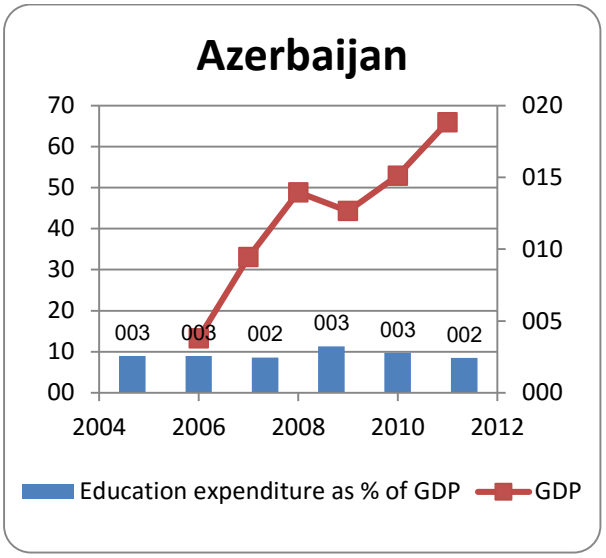
The country-specific overviews below show both the GDP variation from 2006 to 2011 and the variation in the share of GDP invested in education (at all levels).

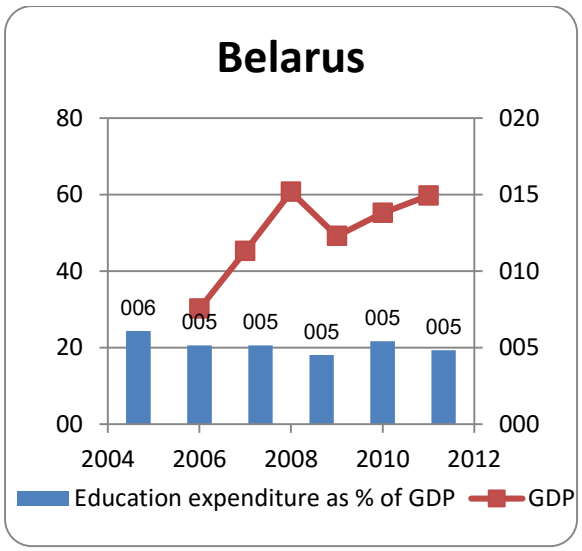
The lines are measuring GDP variation and have to be read with reference to the left axes (Billions of Dollars of GDP), while the bar graph considers the yearly percentage of GDP invested in education, referring to the right axes (percentage). Last data available from UNESECO and World Bank data sources refer to 2012.

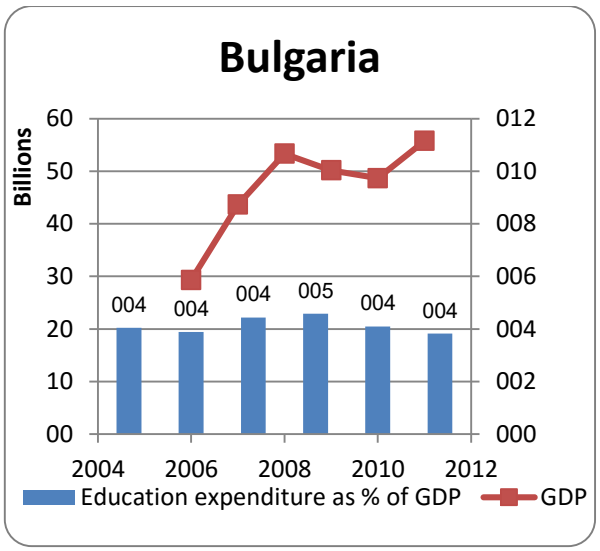
Almost all countries experienced a GDP decrease in connection with the outbreak of the economic and financial crisis. Therefore, although the share of GDP remained rather stable, the amount of public investment in education went down in real terms. Investment in education seems recovering to pre-crisis levels in: Moldova, Azerbaijan, Belarus, Georgia, Kazakhstan, Tajikistan, Kyrgyzstan, Czech Republic, Slovak Republic, Poland, Cyprus, Israel, Malta and Turkey. Bulgaria also experienced a GDP growth which reached pre-crisis levels; however, budget constraints reduced the public expenditure in education (from 4.58% in 2009 to 3.82% in 2012).

Country-specific overviews[5]

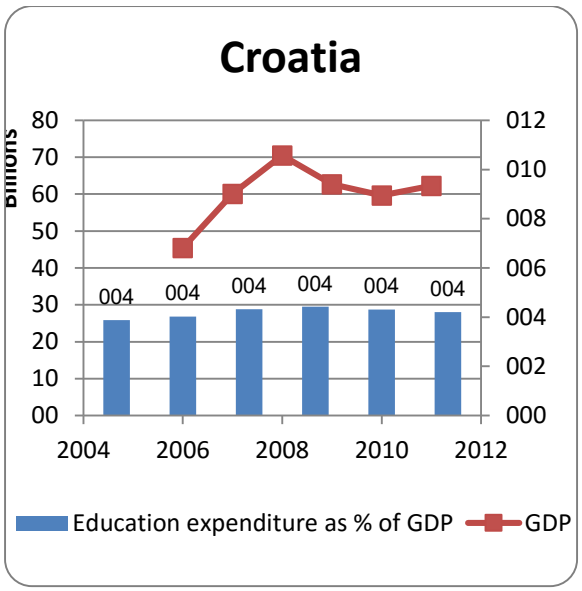








[5] *Source: ETUCE elaboration from Dataset UIS - UNESCO Institute for Statistics_Education and World Banka open data for GDP estimations. The Left axes hare all Billions of dollars, the right axes are percentages.*
*** No data available for Bosnia-Herzegovina and Montenegro; Data from FYROM, Albania and the Russian Federation are not sufficient for elaboration.*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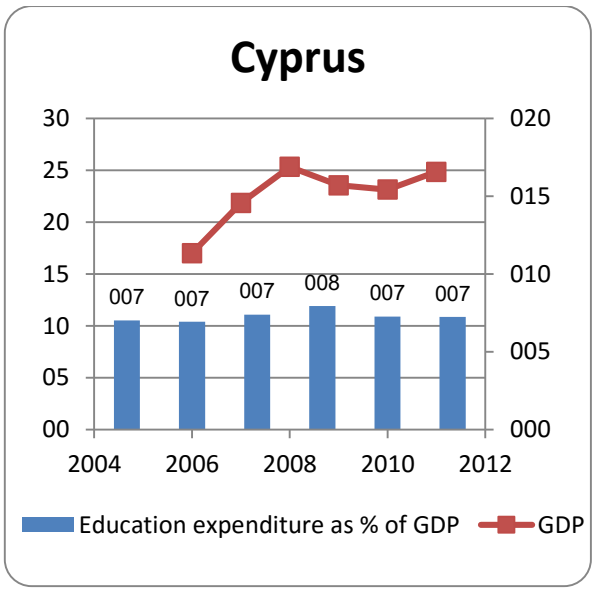
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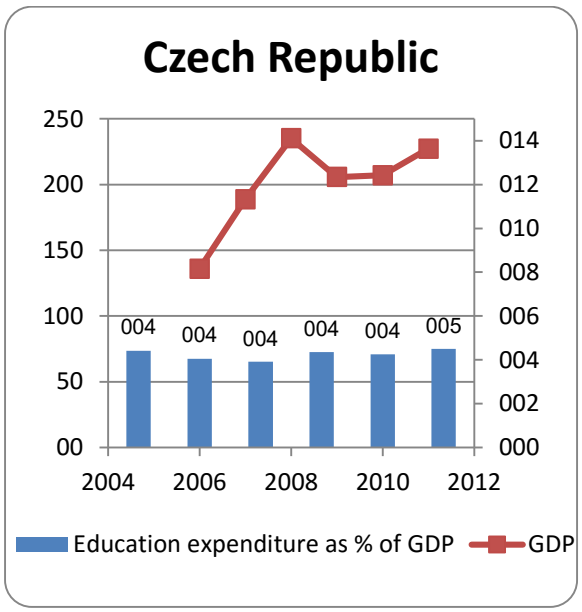
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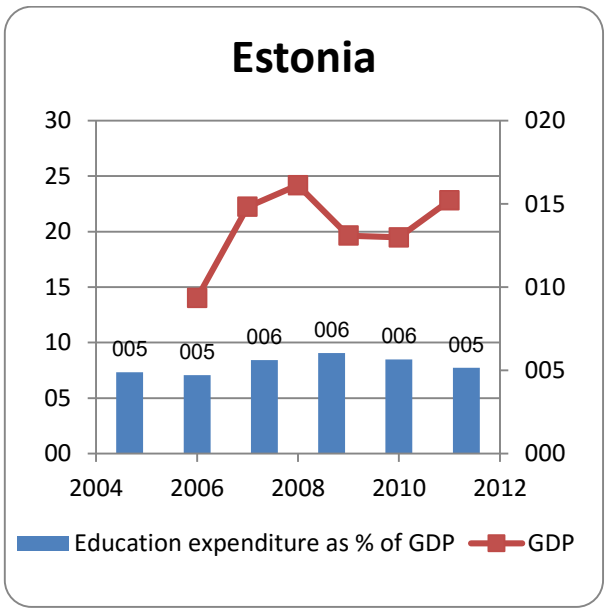
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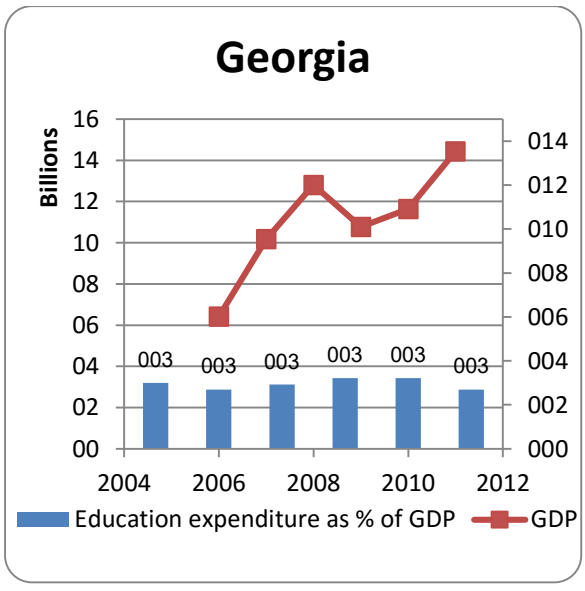
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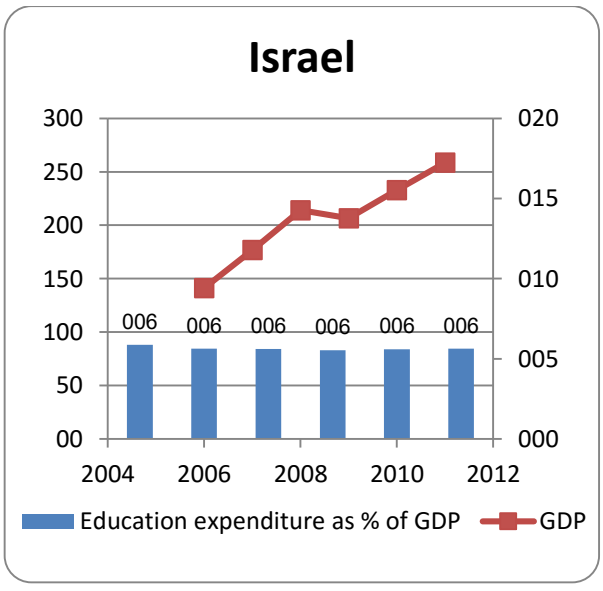
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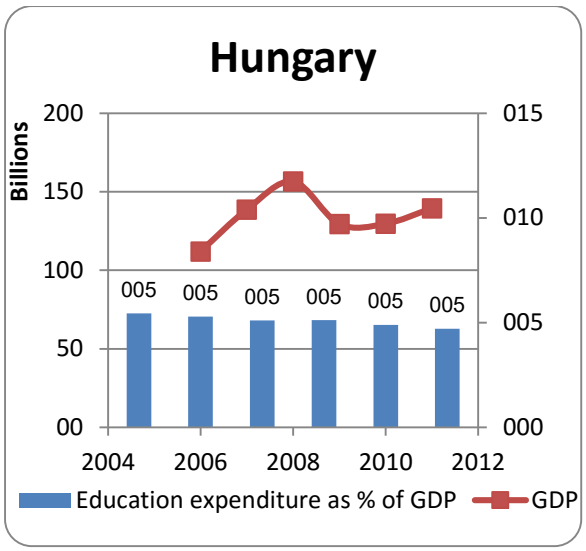
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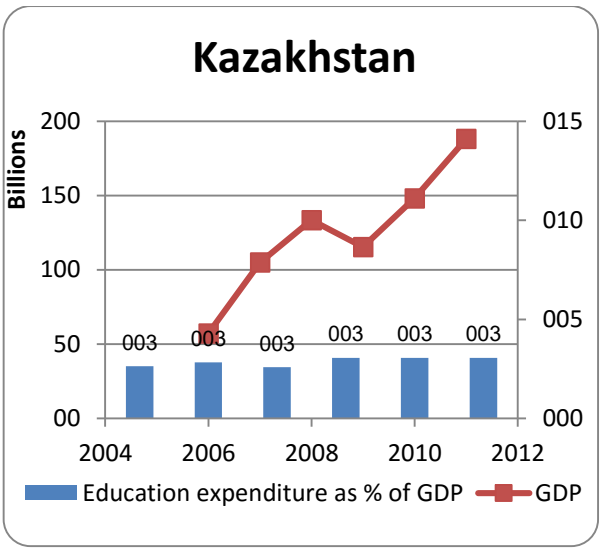
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Education expenditure as % of GDP
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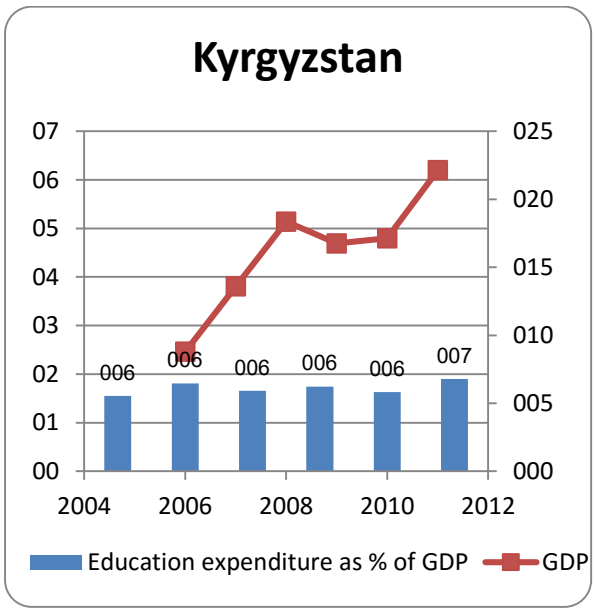
Kyrgyzstan
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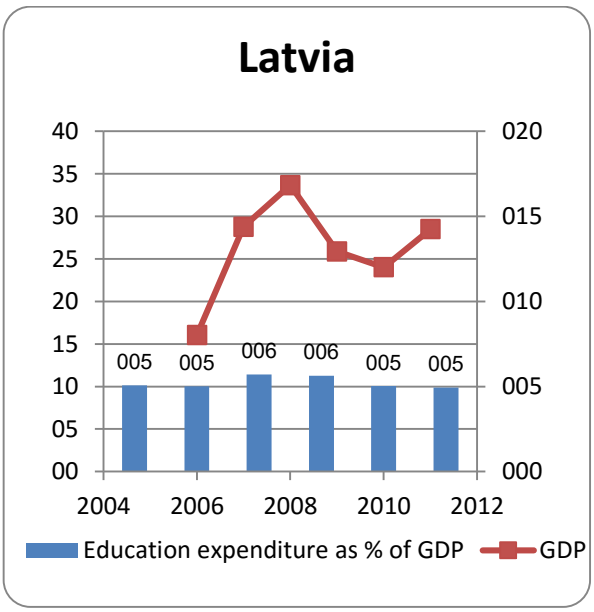
Education expenditure as % of GDP
GDP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Education expenditure as % of GDP
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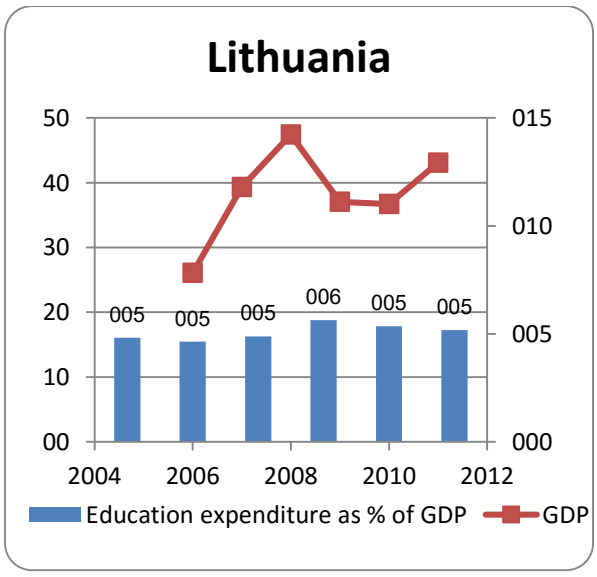
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Education expenditure as % of GDP
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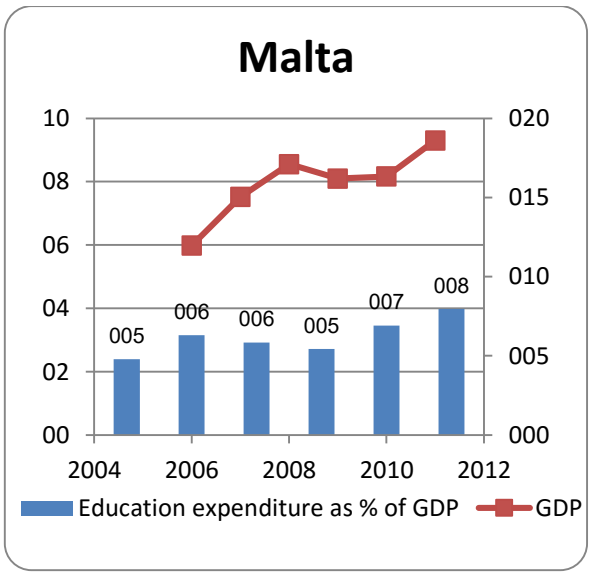
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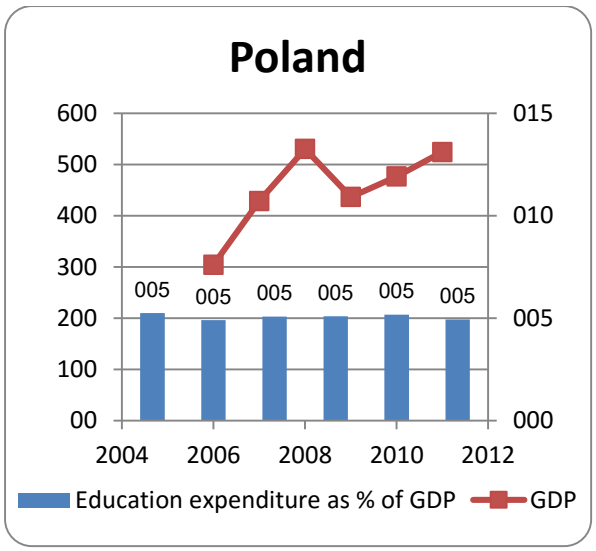
Education expenditure as % of GDP
GDP


Poland
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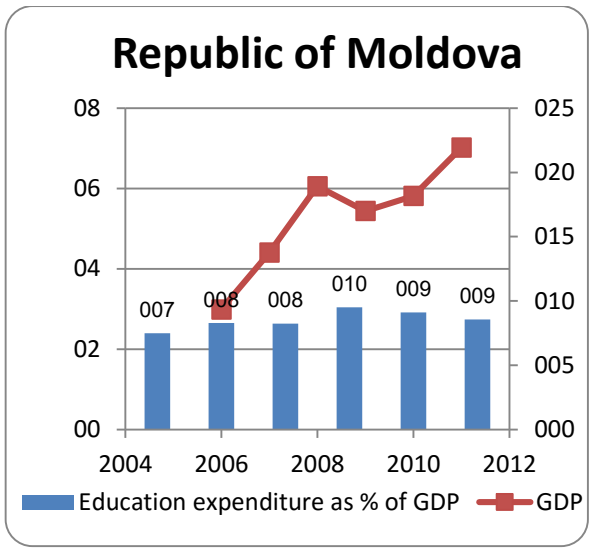
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP


Republic of Moldova
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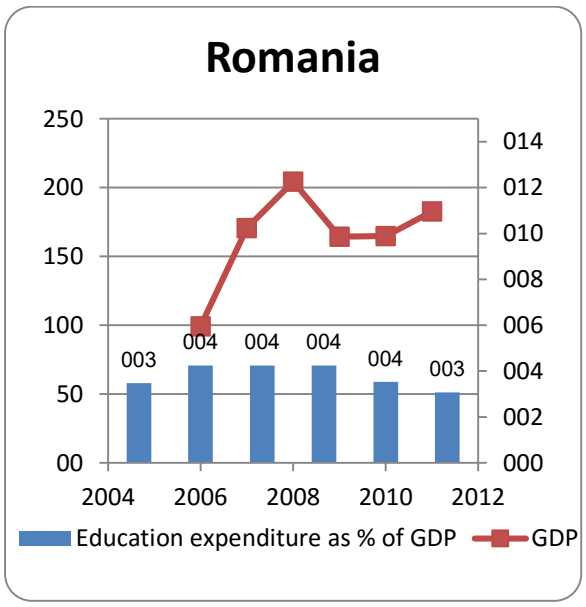
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP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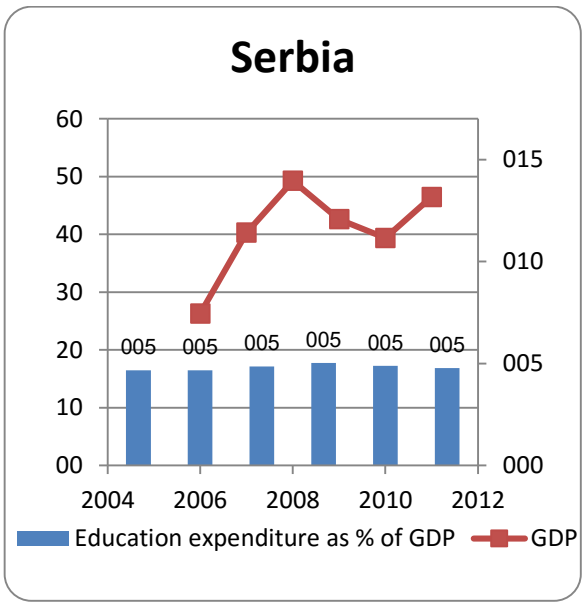
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP


Serbia
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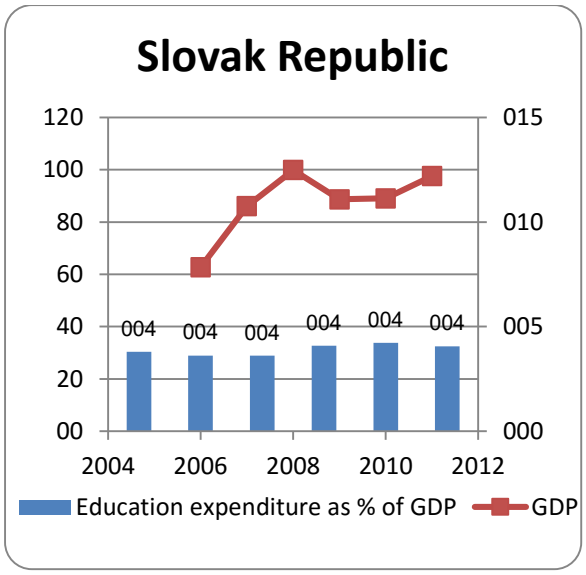
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP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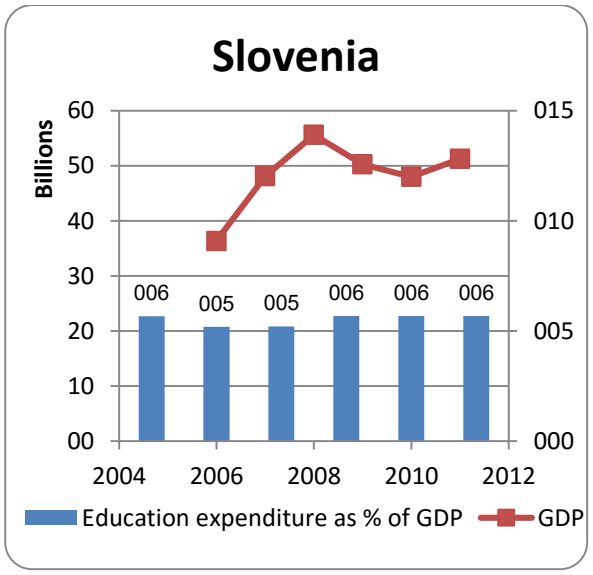
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP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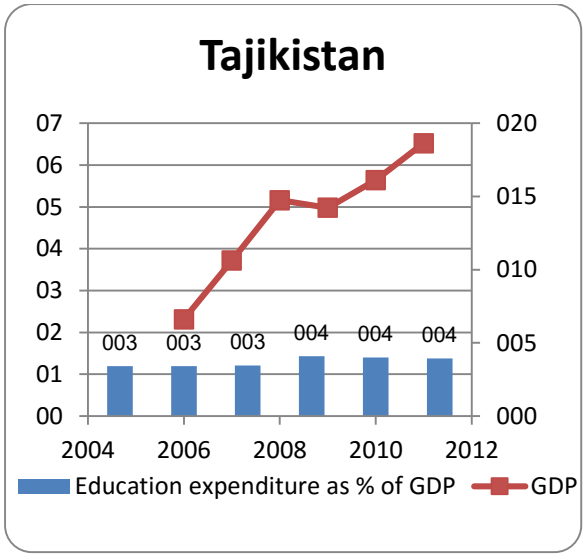
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP


Tajikistan
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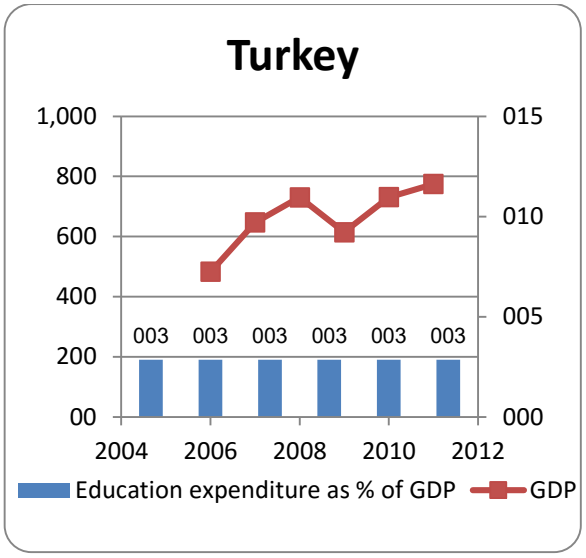
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP


Turkey
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2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP


Ukraine
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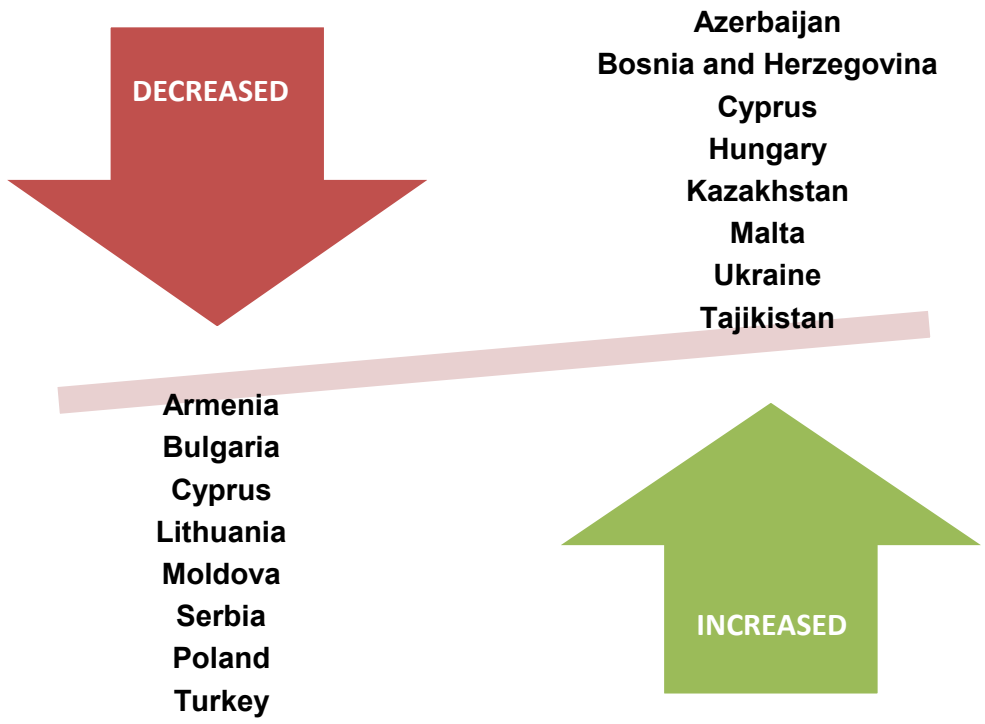
2004 2006 2008 2010 2012
Education expenditure as % of GDP
GDP

Table 3: Expenditure on education as a percentage of total government expenditure

Time	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
Country												
Albania	10,47	9,89	10,68	10,72	11,36	10,93	11,18	..	..	..	..	
Armenia	..	..	..	..	13,65	13,58	13,47	14,27	13,45	12,40	12,59	
Azerbaijan	18,77	11,40	11,52	13,33	13,12	9,51	9,83	8,28	9,54	8,78	7,30	
Belarus	..	..	..	12,85	12,91	12,70	10,75	..	9,79	12,86	14,03	
BiH	..	..	..	..	..	..	..	..	..	..	..	
Bulgaria	9,28	9,65	11,18	6,70	12,07	12,01	11,11	12,61	12,66	11,16	11,10	
Croatia	..	8,91	8,96	9,13	..	..	9,86	10,77	10,47	10,08	10,02	
Cyprus	14,35	14,95	16,50	15,85	15,88	16,22	16,74	17,68	17,27	15,80	15,65	
Czech Republic	8,96	9,10	8,65	9,70	9,48	10,53	9,88	9,52	9,76	9,69	10,43	
Estonia	15,06	15,29	15,19	14,49	14,52	..	13,88	14,15	13,46	13,96	13,71	
Georgia	12,36	13,60	12,49	15,04	11,18	12,90	9,49	8,94	9,00	..	9,27	
Hungary	10,55	10,27	11,91	11,09	10,91	10,43	10,44	10,36	9,95	9,80	9,42	
Israel	12,73	12,61	12,68	12,60	12,51	12,92	12,88	13,05	12,92	13,26	13,49	
Kazakhstan	..	14,76	..	10,27	10,23	13,27	11,94	9,57	13,04	..	..	
Kyrgyzstan	14,21	15,49	16,18	16,41	17,10	19,05	20,88	20,43	18,65	15,99	18,65	
Latvia	11,16	11,51	10,81	10,19	..	9,78	9,89	9,37	9,00	8,12	8,94	
Lithuania	16,67	17,46	15,93	15,57	14,58	14,29	13,33	13,05	12,78	12,87	13,56	
Malta	..	10,13	..	10,70	..	..	14,78	13,24	12,54	16,03	19,26	
Montenegro	..	..	..	..	..	..	..	..	..	..	..	
Poland	12,17	12,23	11,97	12,68	12,58	11,98	11,65	11,76	11,41	11,38	11,39	
Moldova	16,48	18,09	16,28	19,55	19,35	18,67	19,49	19,82	21,01	22,34	21,96	
Romania	9,85	10,92	11,14	9,84	10,84	..	12,00	..	11,02	9,13	8,33	
Russian Fed.	9,21	10,58	10,53	11,18	11,50	12,41	..	11,96	..	..	..	
Serbia	..	..	..	..	..	..	10,39	10,84	10,94	10,51	10,60	
Slovakia	8,98	9,56	10,71	11,13	10,13	10,40	10,59	10,35	9,84	10,60	10,43	
Slovenia	13,82	13,73	13,70	13,50	13,29	13,32	12,90	12,55	12,30	12,08	12,07	
Tajikistan	13,19	14,59	12,69	13,68	15,29	15,64	12,21	12,80	14,31	15,33	14,56	
FYROM	..	8,64	..	..	..	..	..	..	..	..	..	
Turkey	..	6,53	7,14	8,76	..	8,55	..	..	..	..	..	
Ukraine	12,81	14,36	14,42	12,78	13,74	13,92	14,04	13,56	15,06	..	13,48	

Source: 2 Dataset UIS - UNESCO Institute for Statistics_Education

Figure 1: According to your experience, the percentage of GDP dedicated to education over the last two years has:



Remained Stable: Albania - Estonia - Georgia - Montenegro - Romania – Slovak Republic - Slovenia - Kyrgyzstan -Russian Federation

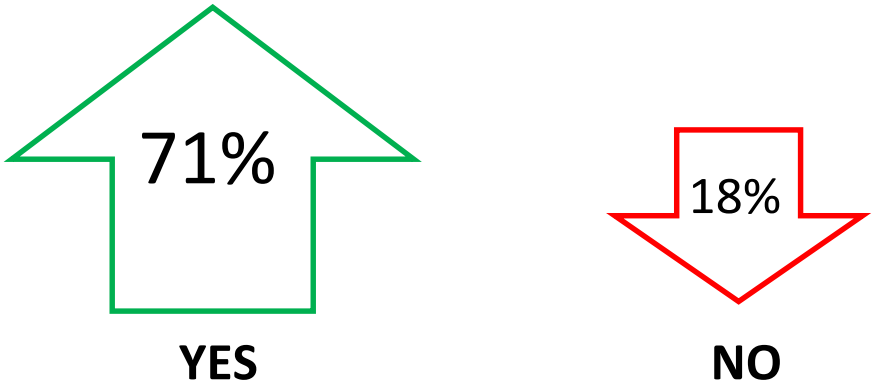
1.4 National education systems' reforms in CEE countries

According to survey's respondents, reforms of national education systems occurred in almost every CEE country[6], with the exception of Bosnia and Herzegovina, Slovenia and the occupied territories of Cyprus over the last 2 years.

When asked about the social partners' involvement in education system reforms, more than half of respondents replied positively, with the notable exception of ESFTUG (Georgia), PSZ-SEHUN (Hungary), Alma Mater (Romania) and STESU (Ukraine).

The graphs below are based on the answer of each surveyed teacher union. It may vary according to different sector and within the same country; however, results are consistent with an overall evaluation.

Figure 2: Where reforms of national education systems occurred, have the social partners been involved in the decision making process on the reforms?



* Remaining 11% of answers are null (don't know, no reply)

Figure 3: Where reforms of national education systems occured, Were the reforms related to a decrease in funding of education?

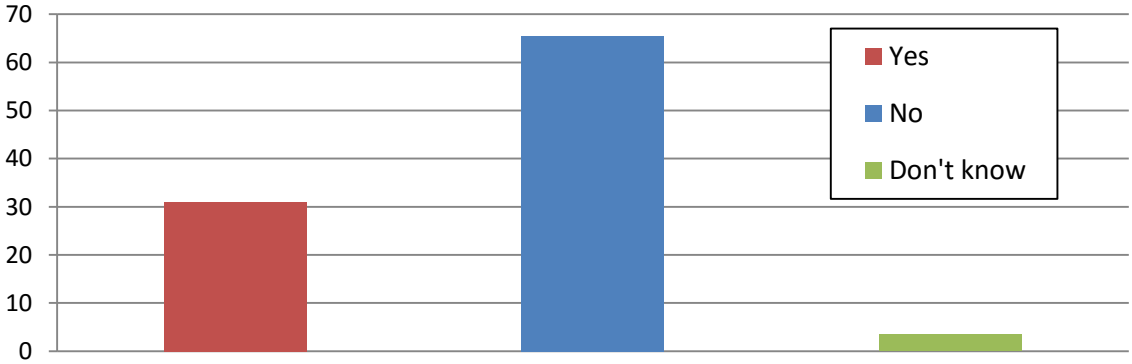
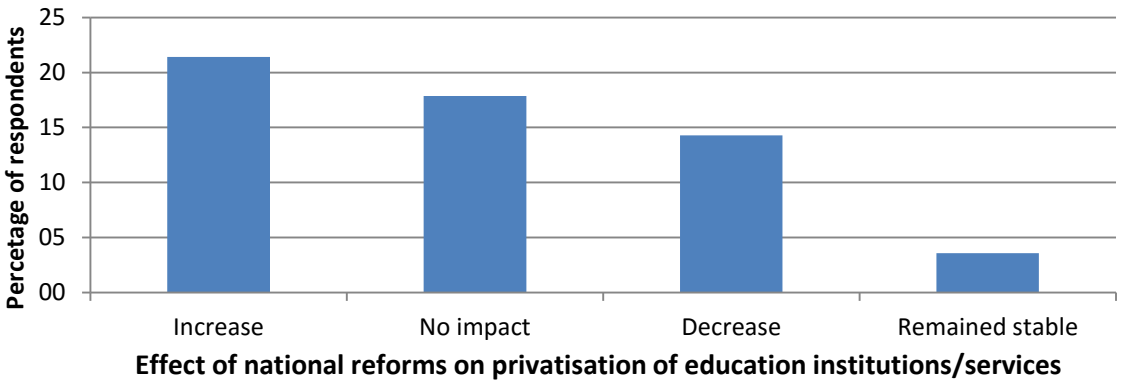
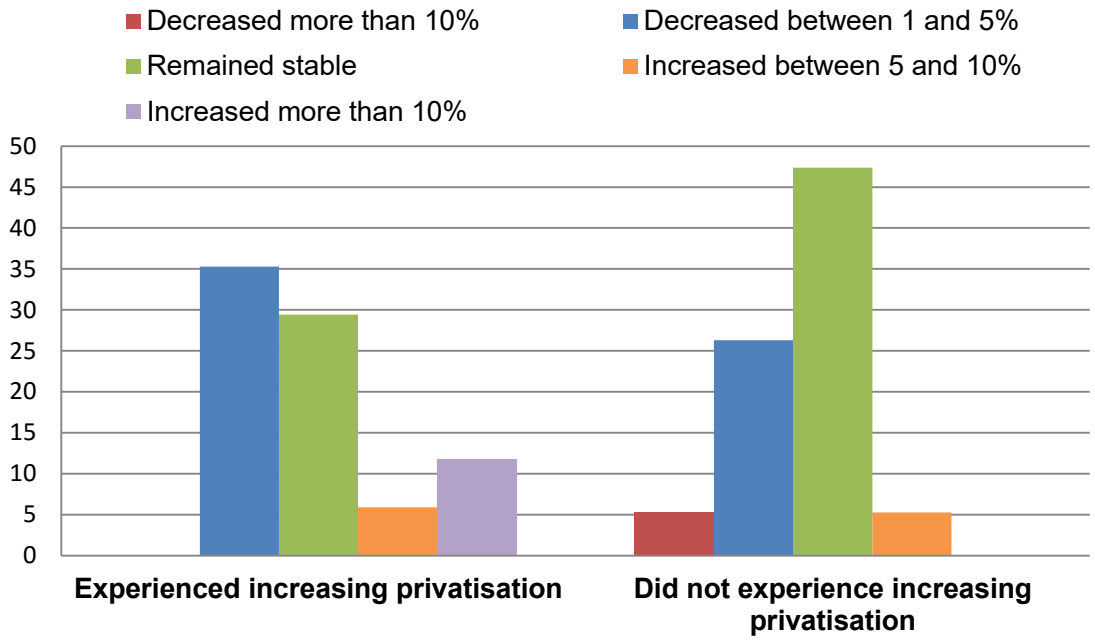


Figure 4: Where reforms of national education systems occurred, did they lead to privatisation:



* Remaining 46% of answers are null (don't know, no reply)

Figure 5: Whether you experienced increase/not increase of privatisation in your country, the percentage of GDP dedicated to education had:



1.5 Major trends in privatisation

The survey asked a number of questions concerning developments in privatisation. It is important to recall that publicly funded educational institutions are still the vast majority across all CEE countries. The graphic below (Figure 6) illustrates that the 83% of teacher unions claimed that more than the 80% of education institutions (at all levels) in their countries are publicly funded. When asked about the percentage of private education institutions (at all levels) present in their respective countries (Figure 7), 14% of respondents said that there are between 40 and 21%, while half of the respondents (18 teacher unions) affirmed that the private education institutions are between 20 and 5% of the total number of education institutions.

Figure 6: What percentage of the total number of education institutions (at all levels) is publicly funded?

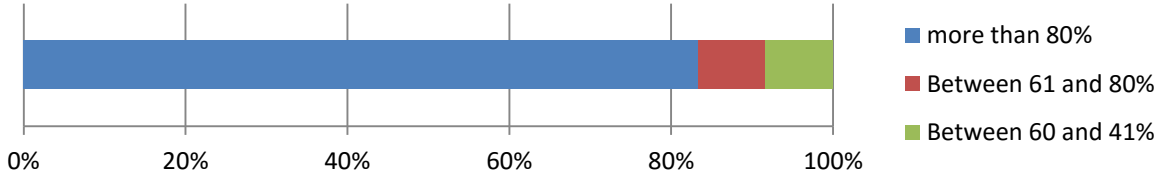
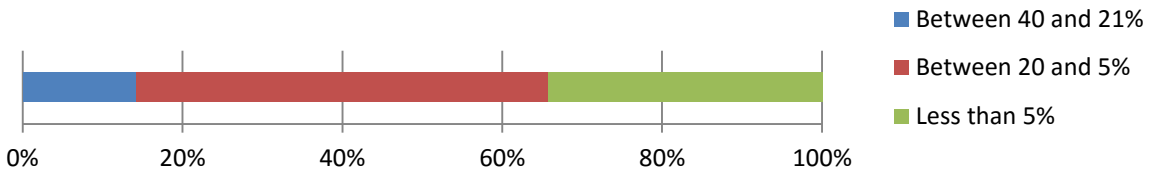
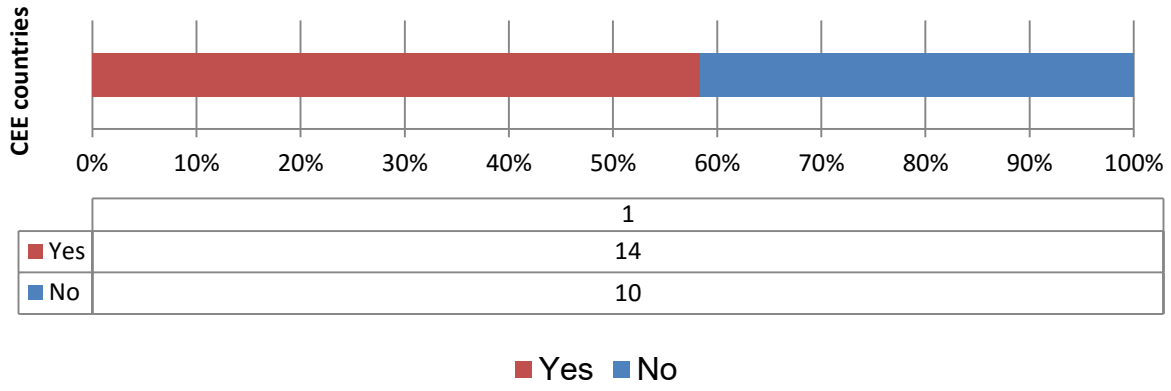


Figure 7:What percentage of the total number of education institutions (at all levels) is private?



Nevertheless, the graphic below (Figure 8) illustrates how privatisation trends in education institutions and/or services are observed in more than half of the countries under consideration..

Figure 8: Have you experienced increasing privatisation in education in your country?



Yes	No
AL; AZ; CG; CY; EE; HU; LT; MT; MNE; RO; SRB; SK; PO; TK	AR; BH; CY; GE; KZ; MD; SLO; UKR; KS; RUS; TJ

Throughout the analysis, replies from different unions within the same country might have not been 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 due to the fact that privatisation might vary according to the different education sector to which respondents belong.

Unions were then asked which kind of privatisation they mostly experienced according to the funding mechanism of education institutions. The results are summarised in the following maps.

Figure 9: Fully private education institutions by country

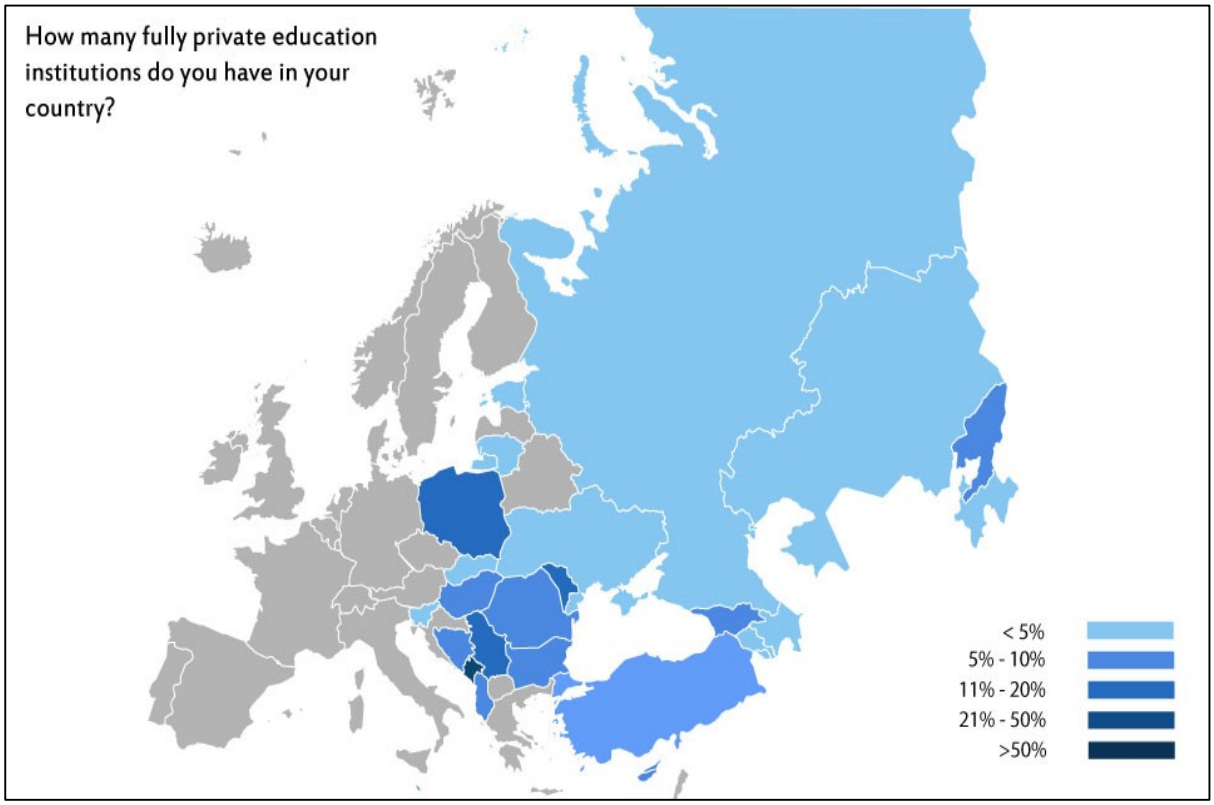


Figure 10: Public grant-aided education institutions by country

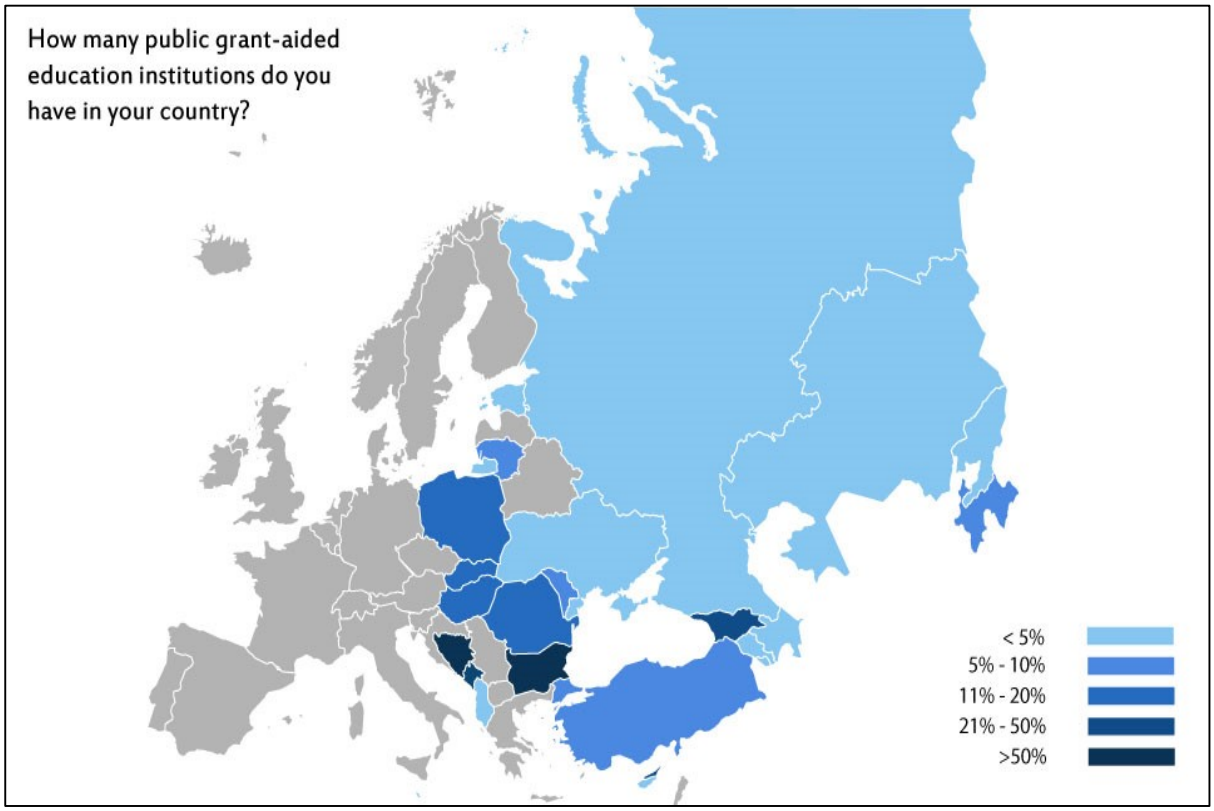


Figure 11: Religion-based publicly funded education institutions by country

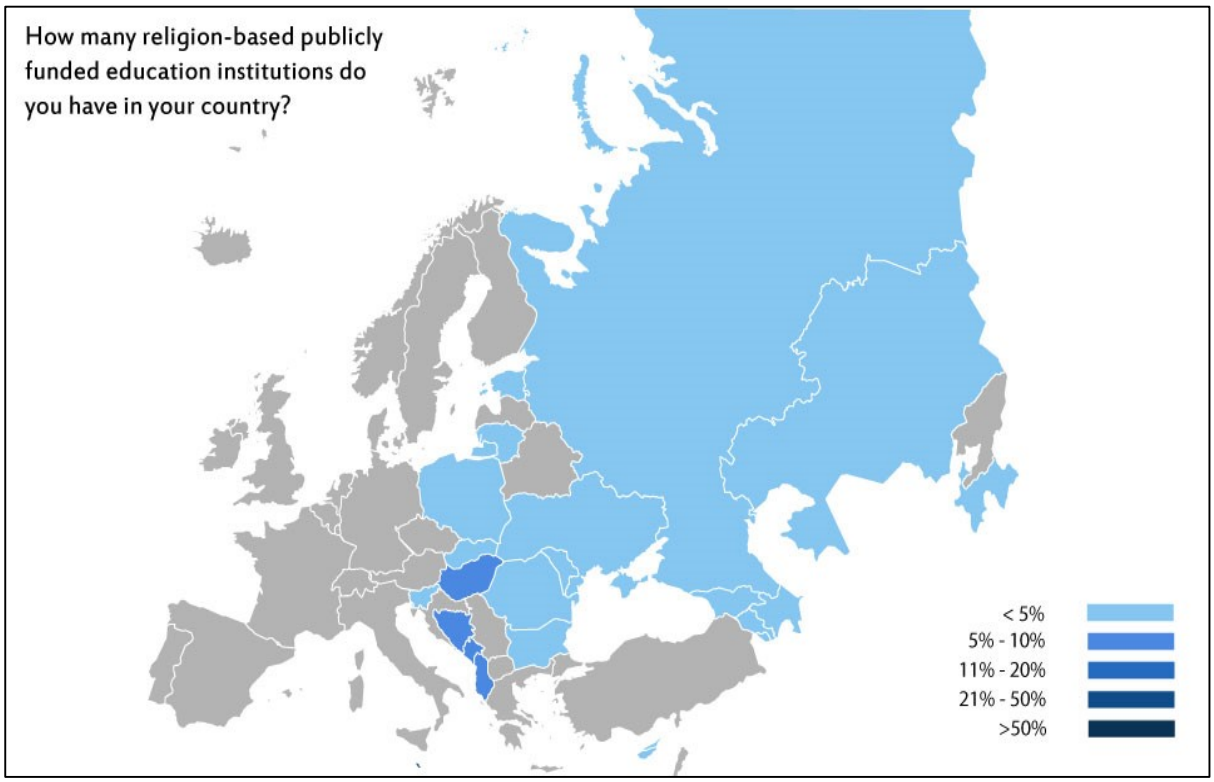
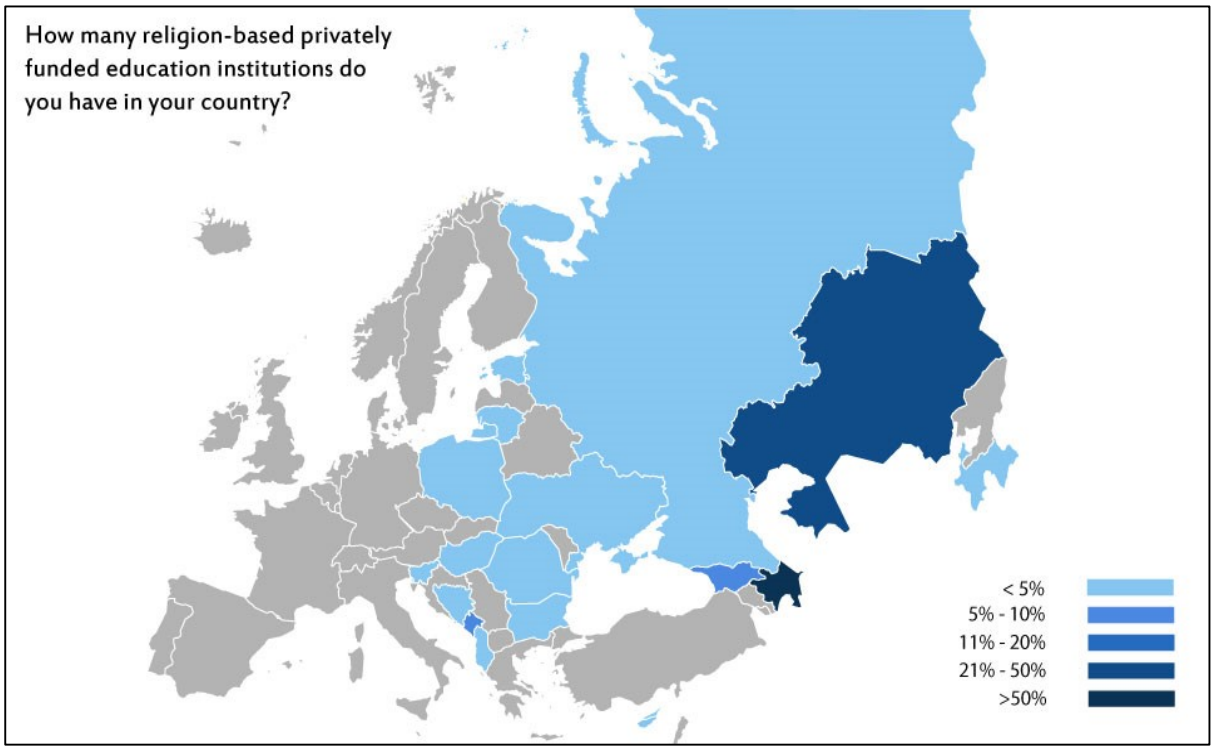
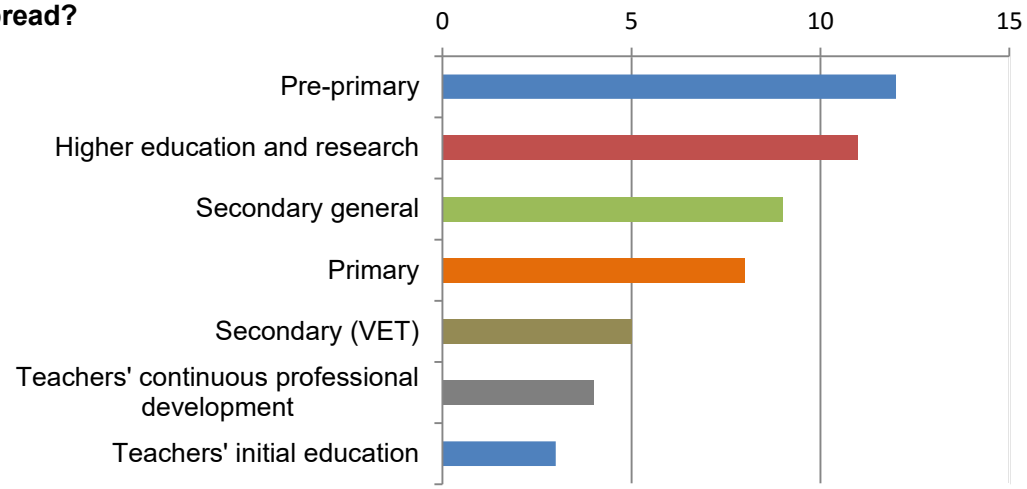


Figure 12: Religion-based privately funded education institutions by country



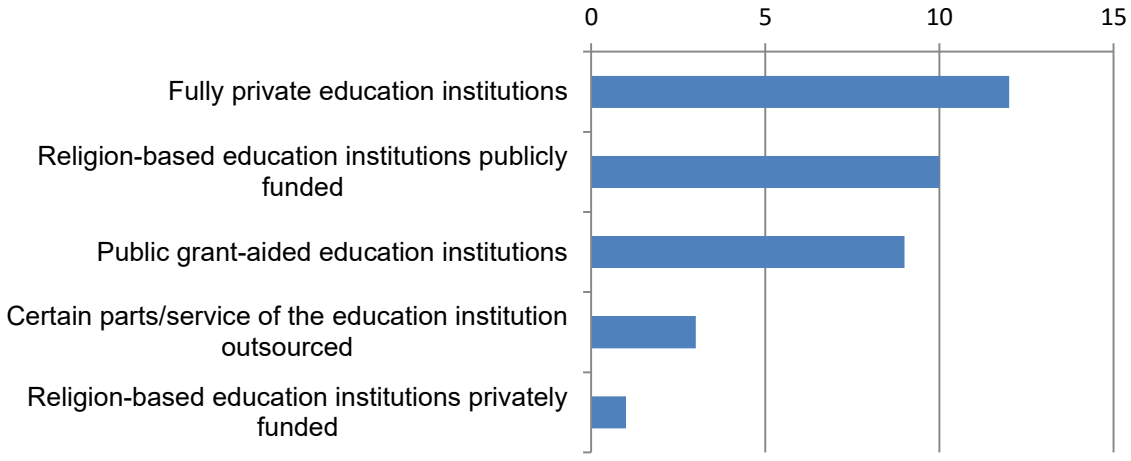
Member organisations were asked at which level of education privatisation was experienced the most. The list below ranks the education level in which privatisation is most widespread according to each union/country ranking.

Figure 13: At which education level(s) is privatisation most widespread?



When it comes to funding models, the most common form of privatisation across CEE countries is the '*Fully private education institution'*, present in 12 countries[7] out of 25 surveyed, according to the experience of teacher unions at all levels, as the following graph shows (Figure 14). Religion-based education institutions receiving public funding are also quite common, being present in 10 countries[8].

Figure 14: What kind of privatisation have you experienced the most?



The mapping exercise below shows which kind of private education institutions is present in each country, according to the aggregation of answers of surveyed organisations. However, the list of private

[7] Albania, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Cyprus, Kazakhstan, Malta, Romania, Serbia, Poland, Turkey.
[8] Albania, Cyprus, Estonia, Hungary, Lithuania, Malta, Romania, Serbia, Poland, Turkey.

education institutions that exist in one country should not be confused with the quantity of private education institutions present.

Table 4: Which type of private education/training institution offers educational programs in your country?

	Fully private education institutions	Religion-based education institutions publicly funded	Public-grant aided education institutions	Religion-based education institutions privately funded
Lithuania				
Poland				
Albania				
Cyprus				
Hungary				
Romania				
Slovak Republic				
Slovenia				
Kyrgyzstan				
Turkey				
Bulgaria				
Malta				
Ukraine				
Russia				
Azerbaijan				
Bosnia and Herzegovina				
Estonia				
Kazakhstan				
Moldova				
Serbia				
Tajikistan				
Armenia				
Georgia				

** No data available for Montenegro*

Who runs privately-funded education institutions?

Some member organisations indicated who runs privately-funded education institutions in their countries. The replies are summarised as follows:

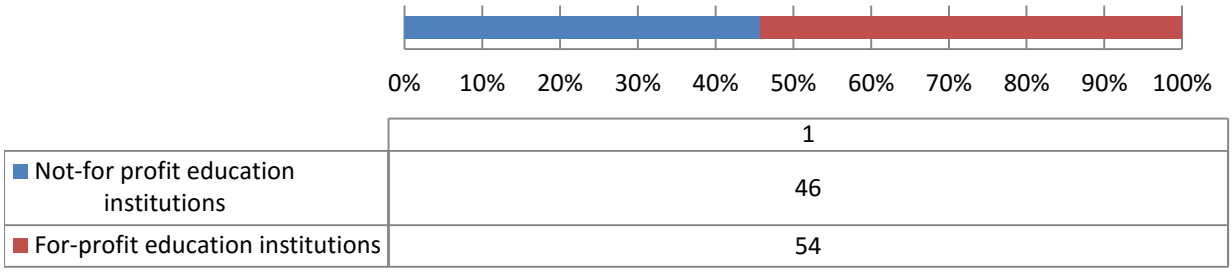
- Capital owners, funding entities (Albania, Estonia, Kazakhstan, Malta, Moldova, Tajikistan, Turkey);
- Private entrepreneurs (managers, businessman, etc.) or groups (Armenia, Bosnia and Herzegovina; Bulgaria; Romania, Serbia, Slovakia, Slovenia, Ukraine, Poland);
- Big companies (Cyprus, Turkey) or Local branches of multinational companies (Serbia);
- Academics, Private universities and/or Rectors appointed by the funder (Azerbaijan, Cyprus);
- Religious institutions - churches (Hungary, Lithuania, Slovenia, Poland);

- Foundations (Hungary, Malta, Poland, Turkey);
- Cooperatives and societies (Hungary, Malta);
- Civic associations (Slovakia, Poland);
- Ministry of Education and sciences (Kyrgyzstan);
- Board of Trustees (Russian Federation).

Are they profit or not for profit?

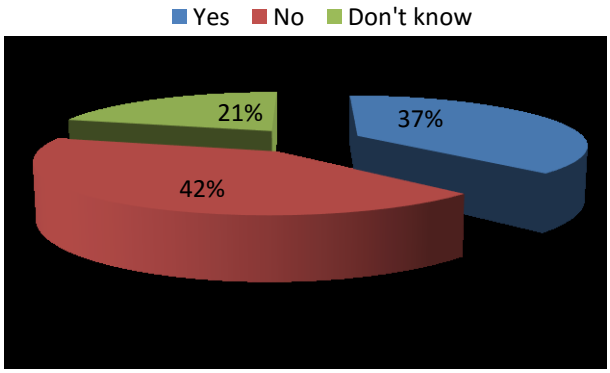
A slight majority of teacher unions (54%) affirmed that the majority of private education institutions in their respective countries have for-profit purposes, while the remaining 45% of privately-funded education institutions are not-for profit.

Figure 15: What kind of privately-funded education institutions is wide-spread the most in your country?



Mostly for-profit education institutions	Mostly not-for profit education institutions
Albania (FSASH); Armenia (CRSTESA); Azerbaijan (ATIAHI); Bosnia and Herzegovina (HESUEBH); Bulgaria (SEB); Cyprus (KTOEOS); Hungary (KPSZ); Malta (MUT); Moldova (ESTUM); Serbia (TUS); Ukraine (STESU); Tajikistan (RC-STES); Turkey (Egitim Sen).	Estonia (EEPU); Bulgaria (SEP Podkrepa); Kazakhstan (KTUESW); Lithuania (FLESTU); Montenegro (TUEM); Romania (FSE SPIRU HARET); Slovakia (OZ PSaV); Slovenia (ESTUS); Poland (KSOIW NSZZ SOLIDARNOSC); Kyrgyzstan (TUESWK); Russian Federation (ESEUR).

Figure 16: 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 organisations is not informed or not aware of such international corporations, however, 37% of respondents affirmed that there are multinational companies influencing in different ways education in their country. A given example refers to the Hungarian (PSZ-SEHUN) experience, who denounced "*KELLO központi tankönyv*

ellátó", the Central institute for the school material and manuals' supply.

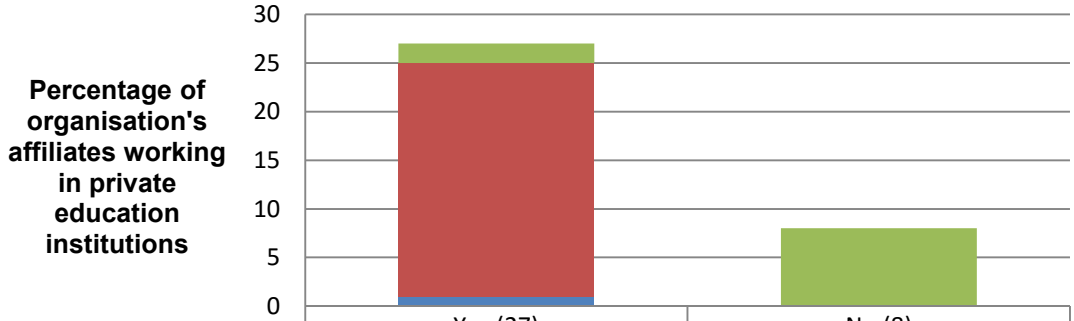
2. Teachers' working conditions and trade union action

2.1 Organising education workers

This chapter is meant to draw a state of play of teacher unions' activity in CEE countries, what are the most urging challenges to tackle and the state of teachers' working conditions. In order to have enough information and understand such challenges, the analysis is at the level of the respondent unions. The following graphs illustrate the level of representation of education workers in private education institutions.

The topic has been addressed both from a point of view of the Statutes or Constitution of the teacher union and from the concrete percentage of union members working in private education institutions in each organisation. 8[9] unions out of 36 have formal limits in their Statutes or Constitution on representing education workers in private education institutions. In Tukey, for example, according to Egitim Sen, it is the State that regulates the issue through the law 4688 '*Law of Trade Unions of Public Employees'*. The law states that education trade unions can only organise education employees who work in official schools but not private ones. However, as the figure below shows, the vast majority of respondents (27 out of 36) have the legal possibility to organise education workers in private education institutions and provide for that possibility in Statutes or the Constitution.

Figure 17: Organisation of education workers in private education institutions according to union's Statutes or Constitution



	Yes (27)	No (8)
No	2	8
Less than 20% of affiliates	24	0
Between 20 and 40% of affiliates	1	0

However, when those who could represent education workers in private institutions according to their Statutes have been further asked which percentage of affiliates this is in real terms, the rate is very low. Only one trade union (Malta – MUT) answered that between 20 and 40% of its affiliates work in private education institutions. The vast majority (88%) indicates that education workers from private education institutions are less than 20% of the membership.

[9] According to Statutes or Constitution, in Bosnia and Herzegovina (HESUEBH and ITUPEW FBiH); Bulgaria (SEB and SEP Podkrepa); Cyprus (KTOEOS, POED and KTOS); Estonia (EEPU); Turkey (Egitim Sen) there is no organisation of private sector workers.

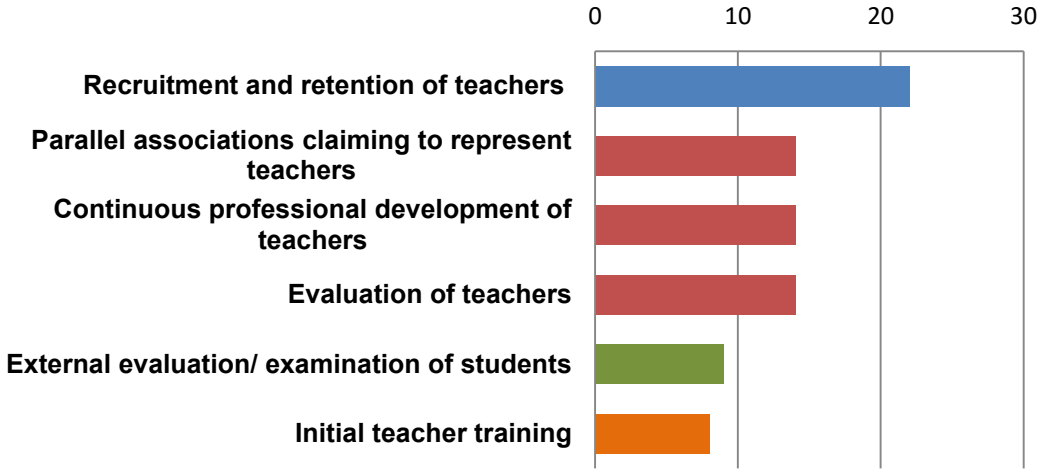
2.2 Teachers' representations: A state of play

Main challenges in the representation of the teaching profession

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

When it comes to the representation of the teaching profession, a ranking over multiple choices shows that recruiting and retention of teachers is still problematic for many unions. At the same level, the emergence of parallel associations claiming to represent teachers; continuous professional development and evaluation of teachers are considered as a challenge for the 38% of respondent unions (14 out of 36).

Figure 18: Main challenges for teacher unions in CEE countries in the last 2 years

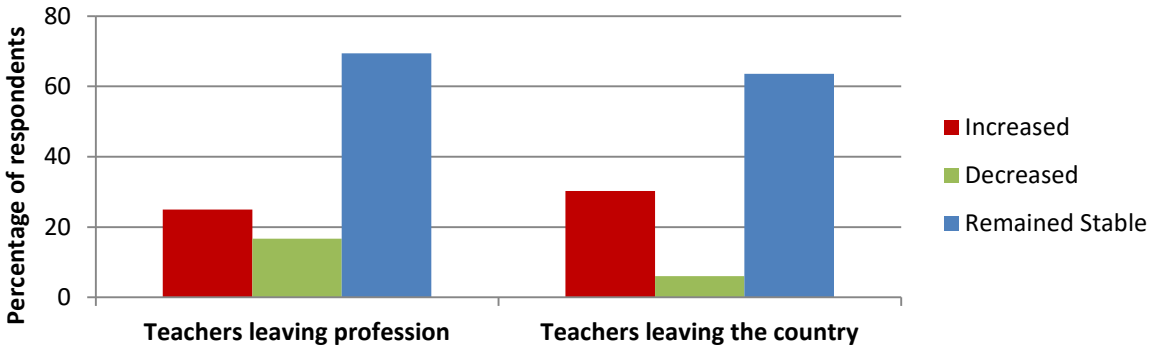


Overall, the number of teachers leaving the profession and/or the country has remained stable over the last 2 years. However, 25% of respondents[10] affirmed that the number of teachers leaving the profession has been increasing over the last 2 years, and 35% of respondents[11] affirmed that the number of teachers leaving the country continues to increase (Figure 19).

[10] Bulgaria (SEP Podkrepa); Cyprus (KTOS); Hungary (PSZ-SEHUN); Lithuania (CTUEW); Malta (MUT); Romania (FSE SPIRU HARET); Slovakia (OZ PSaV); Ukraine (STESU).

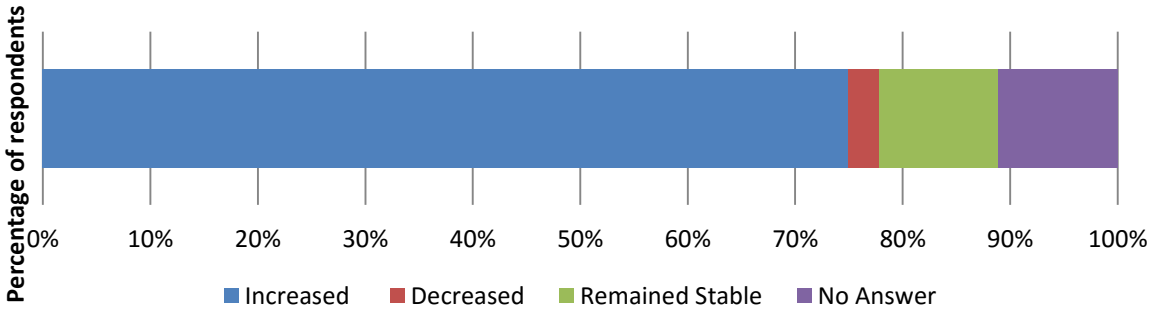
[11] Armenia (CRSTESA); Bulgaria (SEP Podkrepa); Cyprus (KTOS); Hungary (PSZ-SEHUN); Malta (MUT); Romania (FSE SPIRU HARET); Romania (ALMA MATER); Serbia (TUS); Ukraine (STESU); Ukraine (VPONU).

Figure 19: In the last 2 years, the number of teachers leaving the profession and leaving the country has...



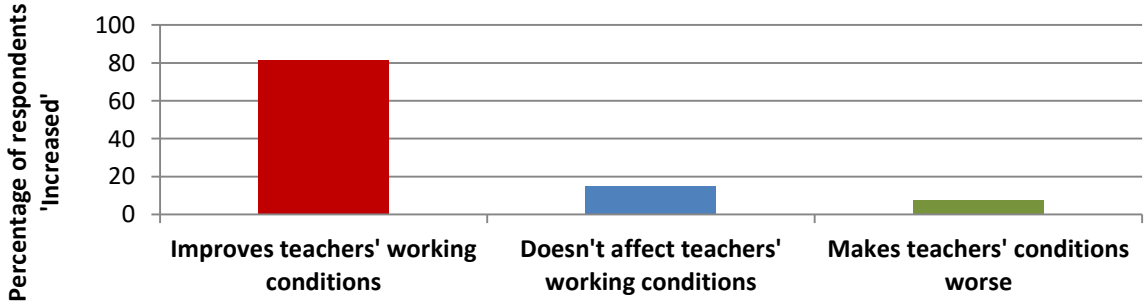
Another important development for teachers is undoubtedly the increasing use of ICT in the profession. As illustrated by the graph below (Figure 20), the great majority of respondent unions (75%) affirmed that the use of ICT increased over the last 2 years.

Figure 20: In the last 2 years, the use of ICT in the teaching profession has:



Out of all the unions which observed an increase in the use of ICT, 80% believe that the use of ICT has a positive impact on teachers' working conditions.

Figure 21: Where it increased, the use of ICT in the teaching profession:

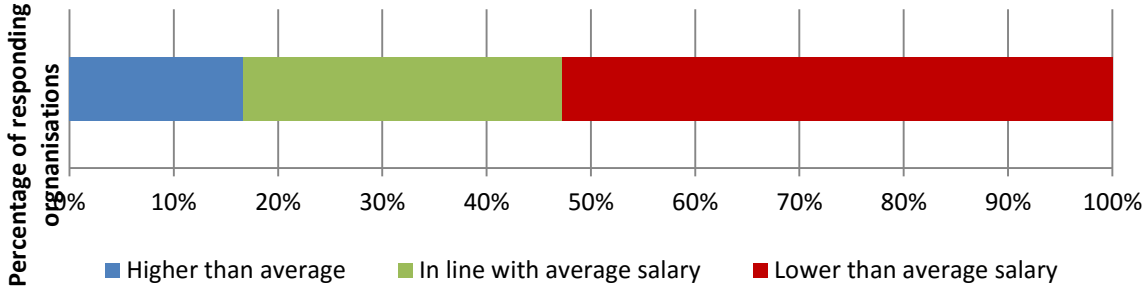


Teachers' salaries and working conditions

The ETUCE has documented the effects of the economic crisis on teachers' salaries and working condtions. 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 communitites affected by an inevitable decrease in the quality of education. Yet, a slow recovery from the economic crisis is taking place. As a consequence, freezed or reduced salaries are slowly returning to pre-crisis levels.

When asked to compare teachers' salaries with those of other employees, 53% of surveyed unions (19 out of 36) defined the salary of the teachers as lower than the average salary of employees in their own country. 31% (11 out of 36) stated that teachers' remunerations are in line with average salaries and only 6% stated that teachers' salaries are higher than the average (Figure 22). Whether they are in line or higher, several unions denounced the fact that teachers' salaries do not always reflect their qualifications, compared to other employees in their countries.

Figure 22: Compared to the average salary of an employee in your country, teachers' salaries/remunerations are:

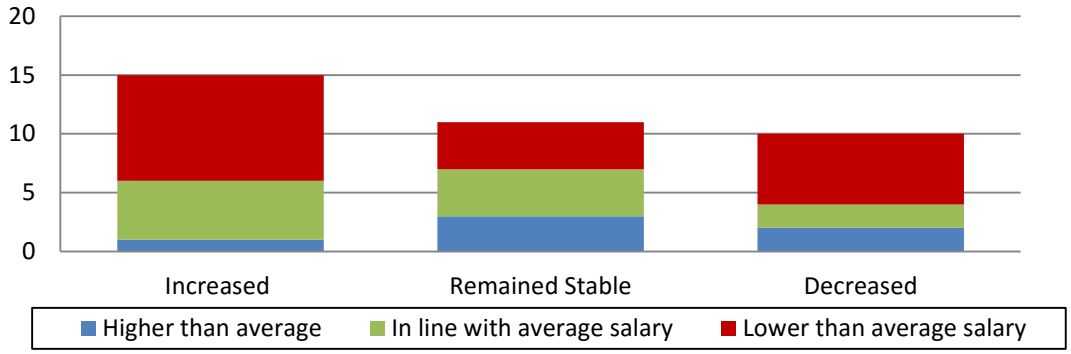


When it comes to identifying how salaries have changed over the last 2 years, more than one third[12] of respondents reported an increase. This reflects the slow recovery from the economic crisis and the unfreeze of salaries which had long been frozen or cut. However, according to 10 teacher unions, salaries decreased over the last 2 years, a considerable part[13] being for those whose levels were already lower than the average salary of an employee in the country (Figure 23).

[12] As reported by: Armenia (CRSTESA); Azerbaijan (ATIAHI); Bulgaria (SEP Podkrepa); Estonia (EEPU); Georgia (ESFTUG); Poland (KSN NSZZ SOLIDARNOSC); Malta (MUT); Moldova (ESTUM); Hungary (KPSZ); Hungary (PSZ-SEHUN); Romania (FSE SPIRU HARET); Slovakia (OZ PSaV); Kyrgyzstan (TUESWK); Russian Federation (ESEUR); Tajikistan (RC-STES).

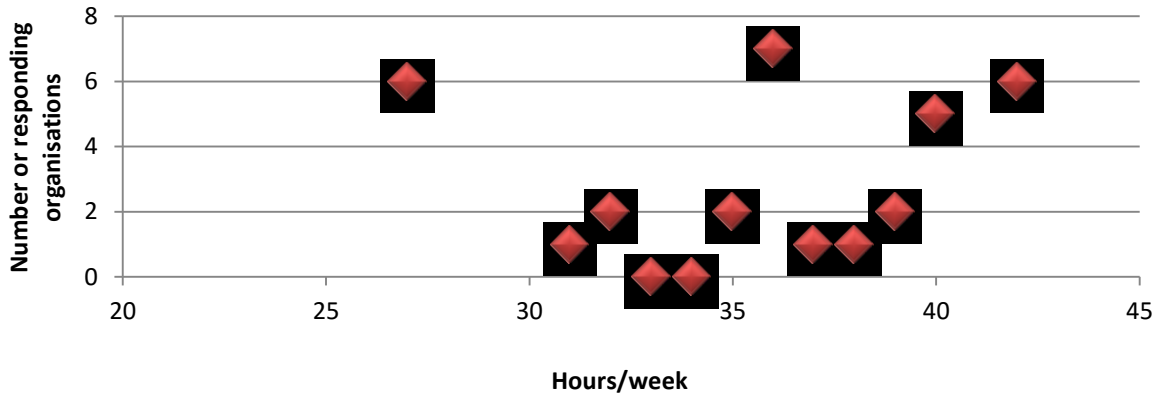
[13] As reported by: Bulgaria (SEB); Lithuania (LEETU); Poland (KSOIW NSZZ SOLIDARNOSC); Serbia (TUS); Ukraine (STESU); Ukraine (VPONU).

Figure 23: Trends in teachers' salaries over the last 2 years



The following graph (Figure 24) 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 upper-left area, 6 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 6 unions responded that teachers work more than 40 hours per week in their respective countries. The majority of organisations (7) indicates that teacheres work for 36 hour/week.

Figure 24: How many hours/week does a teacher with full time employment contract work?



Cocerning the teacher/students ratio, the majority of respondent organisations indicates that a teacher has on average betweem 21 and 30 students per class (Figure 25). The graph below also indicates that for a considerable share of organisations[14] (20%), the teacher/students ratio is instead higher, between 31 and 40 students per class.

[14] As indicated by: Albania (FSASH); Armenia (CRSTESA); Cyprus (KTOEOS); Georgia (ESFTUG); Hungary (PSZ-SEHUN); Poland (KSN NSZZ SOLIDARNOSC); Ukraine (VPONU).

Figure 26: Over the last 2 years, the number of students per class has:

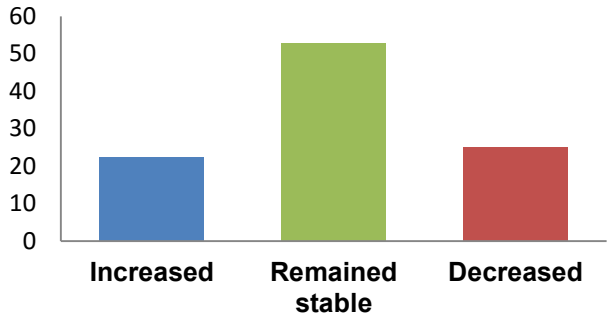
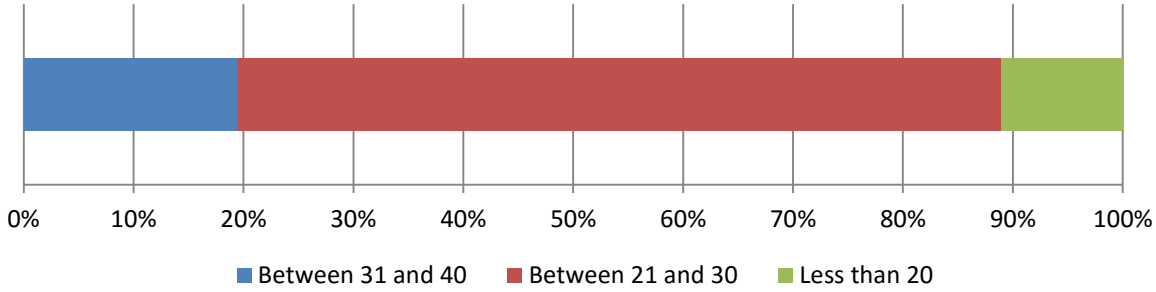


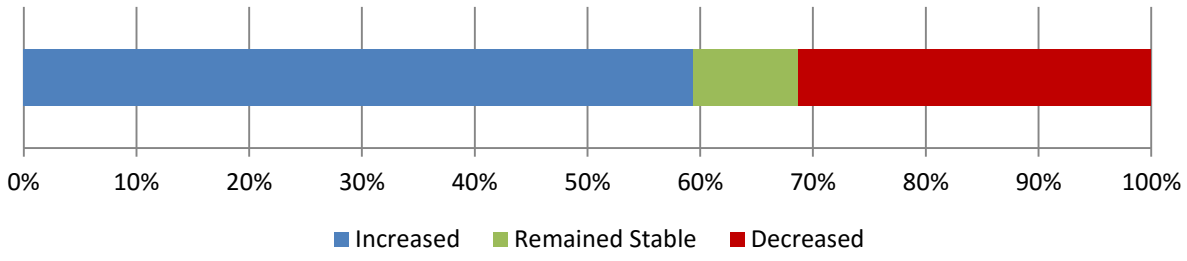
Figure 25: On average, how many students does a teacher have per class?



The number of students per class has overall remained stable over the last 2 years. It has however increased in Azerbaijan (ATIAHI); Bulgaria (SEB); Cyprus (KTOS); Moldova (ESTUM); Poland (KSN NSZZ SOLIDARNOSC); Romania (ALMA MATER); Slovakia (OZ PSaV); Tajikistan (RC-STES).

Among other viable explanations, these numbers suggest what the graph below clearly indicates (Figure 27). Almost 60% of respondent teacher unions indicated that the number of teachers suffering from psychosocial risks at work increased over the last 2 years.

Figure 27: Over the last 2 years, the number of teachers suffering from psychosocial risks at work has:



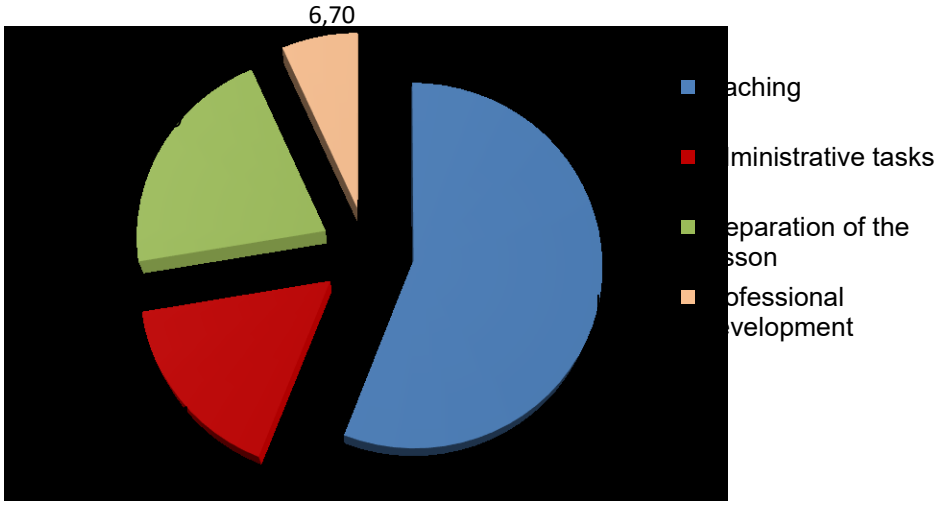
Teachers' tasks and distribution of working time

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 the lesson,
- 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 following tasks. The numbers on the graph are average indications within a certain range (+/-10), used for graphic purposes.

Figure 28: What percentage of teachers' working time is dedicated to:

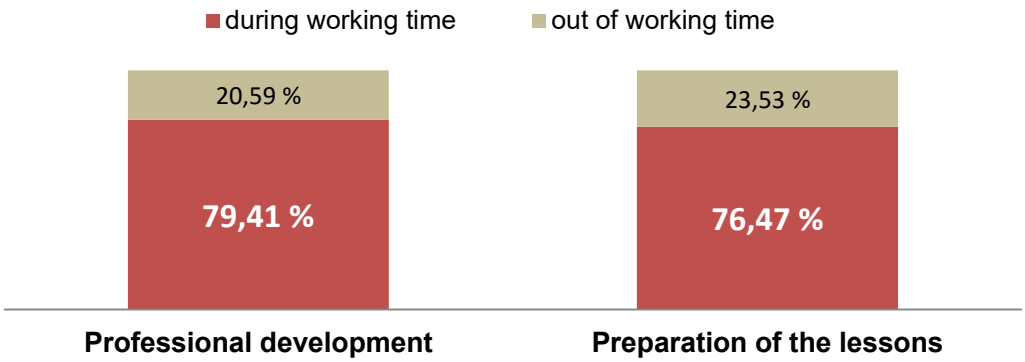


Finally, the graph above (Figure 28) shows that around 60% of teachers' working time is dedicated to teaching and around 20% to the preparation of lessons. Around 16% of their time is deidcated to administrative tasks, while on average, only the 6% is dedicated to their professional development.

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

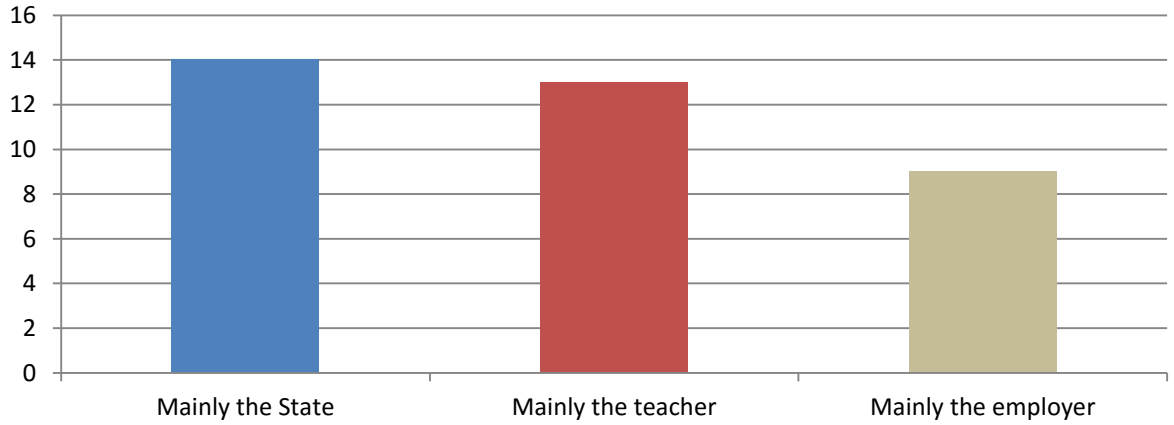
The results below (Figure 29) illustrate that around 20% of the time needed to prepare the lessons and to follow professional development courses is used outside working hours.

Figure 29: 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. Figure 30 illustrates that the State and the employer are the main contributors. 13 organisations[15], however, declared that it is mainly the teacher who pays for his/her own professional development.

Figure 30: Who pays for the professional development of teachers?



Employment contracts of teachers

Short-term contracts for teachers are present everywhere in the surveyed countries, although in a low percentage. Instead, the greatest majority of teachers are still employed with permanent contracts. On

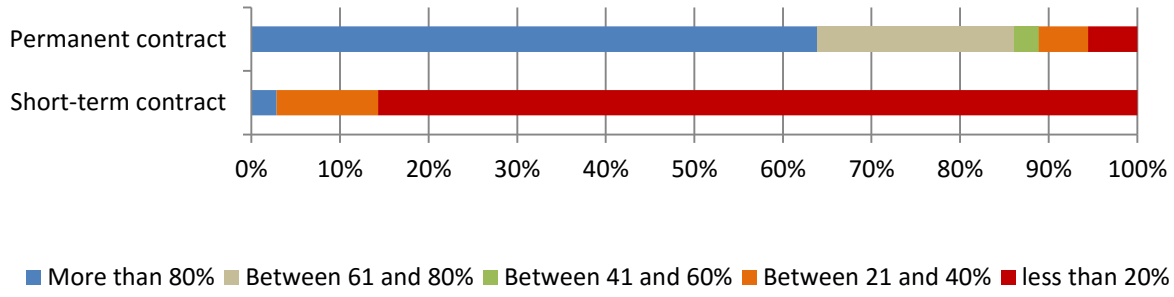
[15] Albania (SPASH and FSASH); Bosnia and Herzegovina (HESUEBH and ITUPEW FBiH); Cyprus (KTOEOS); Hungary (PSZ-SEHUN); Poland (KSN NSZZ SOLIDARNOSC, ZNP and KSOIW NSZZ SOLIDARNOSC); Romania (FSE SPIRU HARET and ALMA MATER); Serbia (TUS).

average, between 65 and 85% of teachers are employed with permanent contracts, while berween 35 and 15% are employed with short-term contracts across the region.

In further details (Figure 31), 66% of respondent organisations declared that more than 80% of teachers are employed with permanent contracts in their respective countries. Around 20% of teacher unions declared that teachers employed with a full time contract are between 61 and 80% and only one teacher union[16] decleared that the share of permanent contracts is lower than 20%.

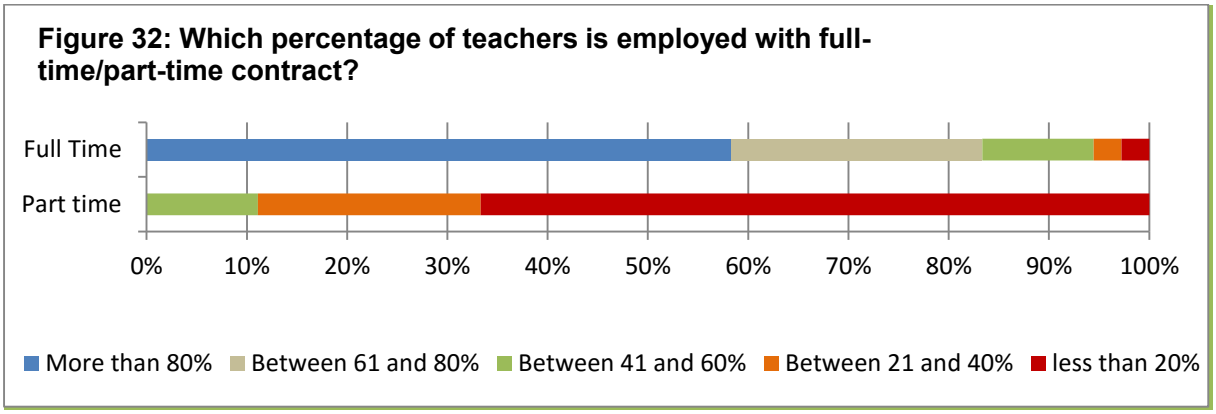
In parallel, the second line of the graph below indicates the diffusion of short-term contracts. More than 80% of respondent organisations indicated that short-term contracts are uncommon in the education sector (less than 20%).

Figure 31: Which percentage of teachers is employed with permanent/short term contract?



When it comes to the working time duration, surveyed organisations were asked which percentage of teachers is employed with part-time or full-time contracts in their respective countries. The graph below indicates that there is a remarkable presence of part-time contracts. Although full-time contracts are still the most common (58% of respondents declared that more than 80% of teachers work full time), 11% of respondents revealed that part-time contracts are between the 41 and 60% of all emoyment contracts. 22% said that part-time jobs in education are beween 21 and 40% and 67% of respondents said that less than 20% of education workers are employed part-time.

Figure 32: Which percentage of teachers is employed with full-time/part-time contract?



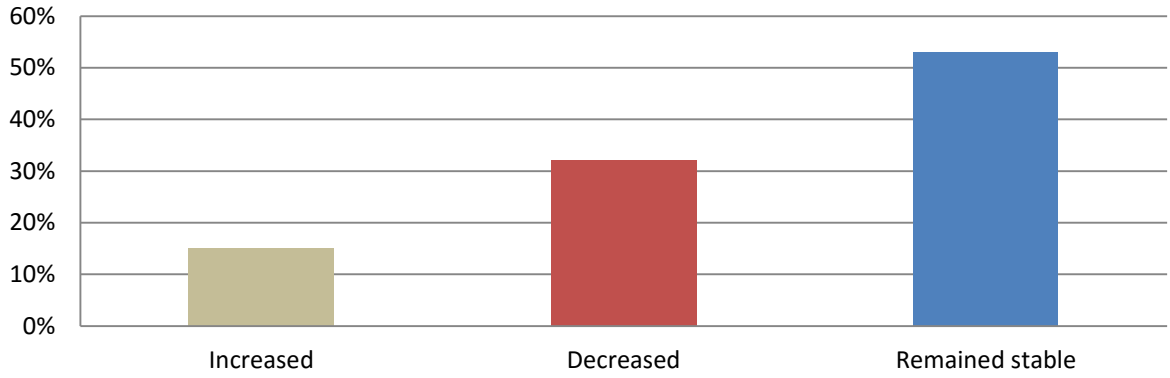
Social protection benefits

Teacher unions were asked to evaluate the state of social protection for teachers; whether over the last 2 years the social protection that teachers enjoy had increased, decreased, or remained stable. More

[16] This is the case of FSASH, Albania.

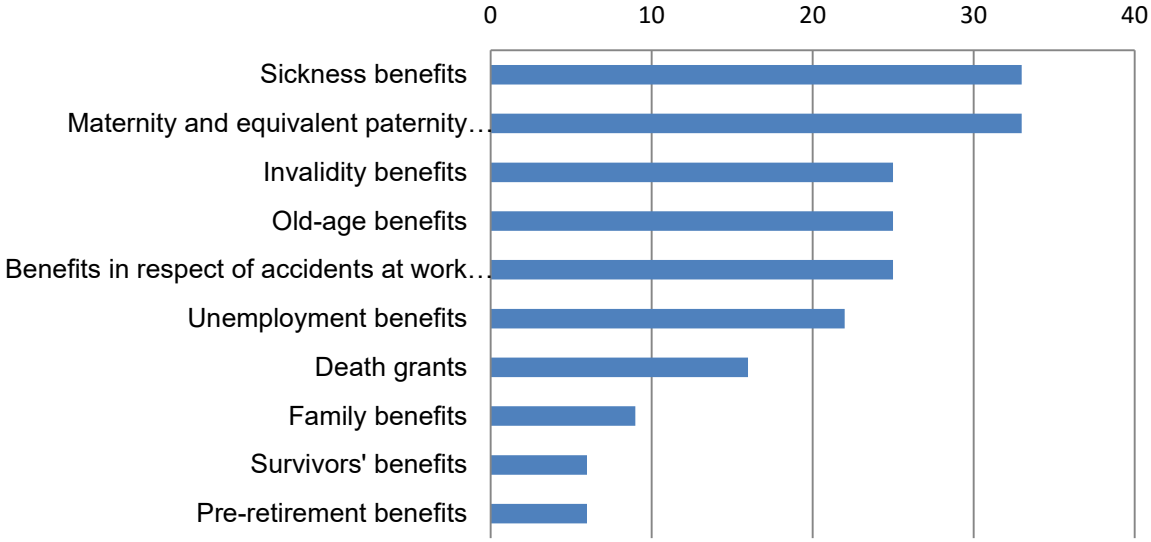
than the half of respondents observed that social protection had remained stable. For 11 unions[17] social protection coverage for teachers decreased, while 5 unions[18] observed an amelioration (Figure 33).

Figure 33: Over the last 2 years, the social protection for teachers has:



As the graph below shows, among all social security benefits, sickness benefits and maternity and equivalent paterninty benefits are enjoyed by almost all teachers across the area. Invalidity and old age-benefits, and coverage for accidents at work, and other benefits follow.

Figure 34: Which of the following social protection benefits do teachers enjoy?

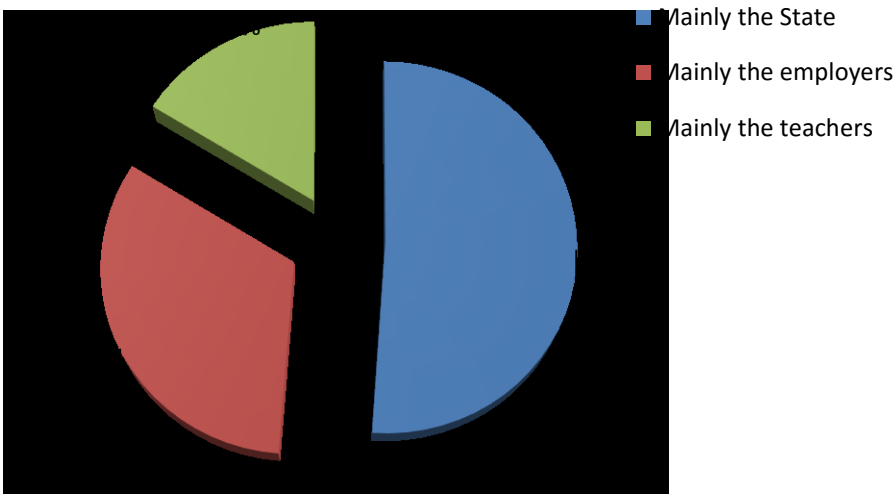


With regard to who pays for social insurance, the answer 'mainly the state' and 'mainly the employers' outweighted observations of the teacher paying the insurance by him/herself. However, mainly the teachers, in combination with the employers, pay their social insurance in Albania (FSAH and SPASH), in Hugary according to PSZ-SEHUN, in Malta (MUT); in Poland according to KSN NSZZ

[17] Cyprus (KTOEOS and KTOS; Hungary (PSZ-SEHUN); Lithuania (LEETU and CTUEW); Poland KSOIW NSZZ SOLIDARNOSC and KSN NSZZ SOLIDARNOSC Romania (FSE SPIRU HARET); Serbia (TUS); Ukraine (STESU and VPONU).
[18] Azerbaijan (ATIAHI); Bulgaria (SEP Podkrepa); Estonia (EEPU); Kyrgyzstan (TUESWK); Tajikistan (RC-STES).

SOLIDARNOSC and in Ukraine according to VPONU. Only in Montenegro (TUEM), it is mainly the teachers alone who pay for social insurance.

Figure 35: Who pays for the social insurance of teachers?

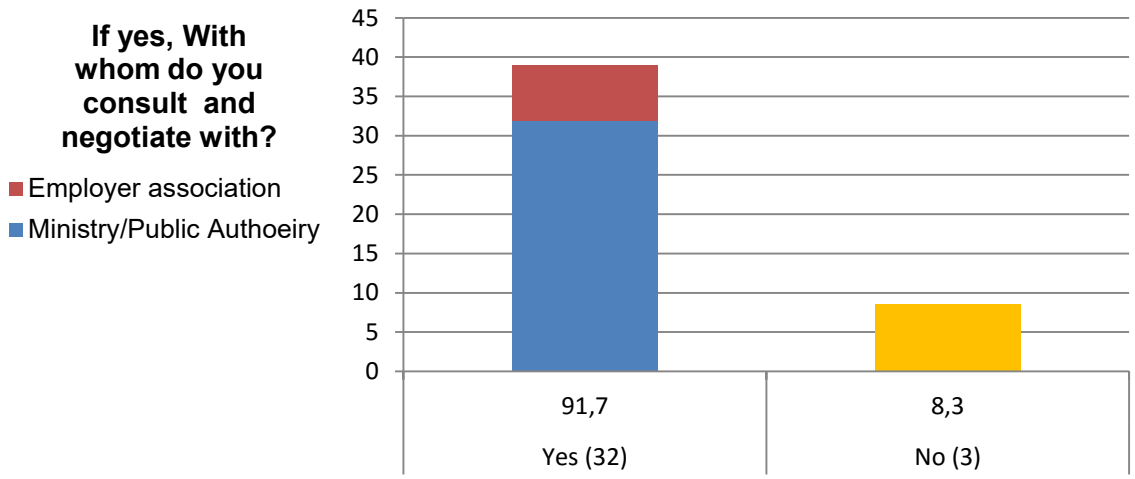


3. Social dialogue and collective bargaining

3.1 Social dialogue: main challenges

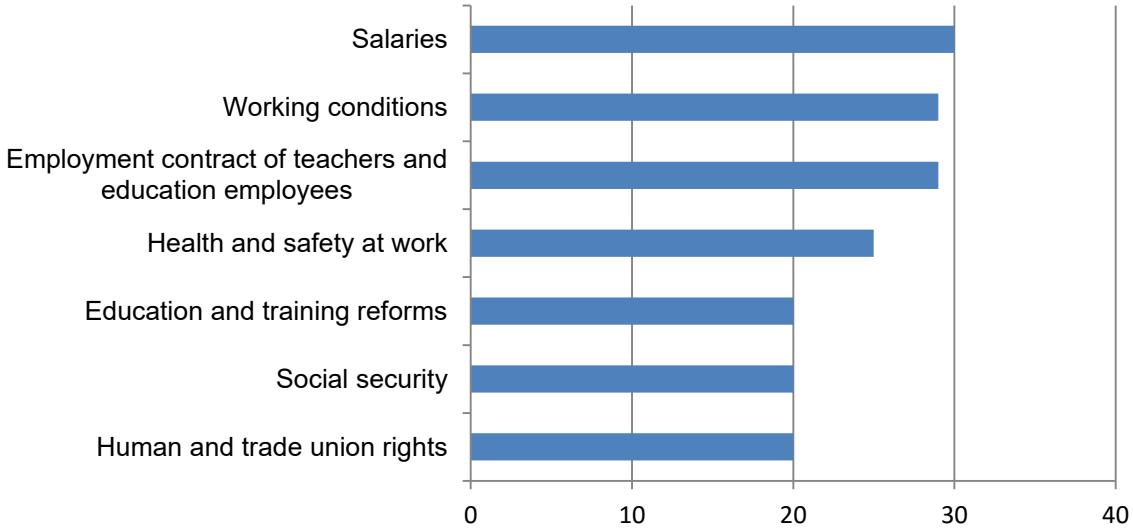
With the exception of Georgia (ESFTUG), Ukraine (VPONU) and Turkey, all respondent unions affirmed that they have structured and institutionalised social dialogue at national level. Where it exists, their negotiating counterpart is mainly the Ministry/Public Authority, as illustrated by the graph below (Figure 36).

Figure 36: Is there any form of structured and institutionalised social dialogue at national level in your country?



The major topic included in social dialogue is salaries (Figure 37), followed closely by working conditions, empoyment contracts, health and safety and reforms of the national education system.

Figure 37: What topics does social dialogue include?



Although positive, it is not sufficient to have structured and institutionalised social dialogue. When asked about other challenges, the vast majority of respondets claimed that the main problem remains social dialogue, which is neither efficient nor effective.

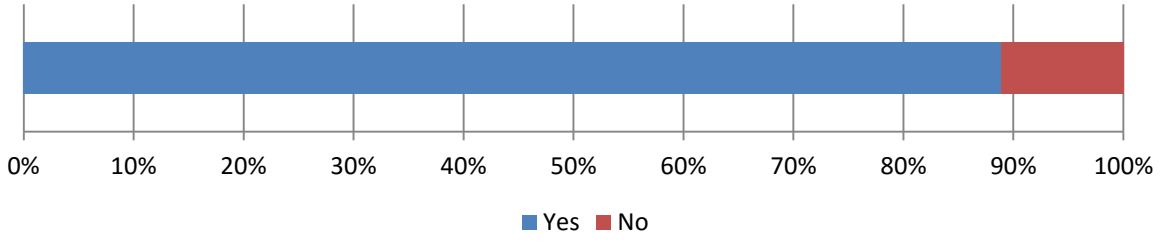
Some of the respondent unions explained to what extent effective social dialogue is still a challenge: FSASH, Albania, affirms that especially at local level, social dialogue is not considered as the most important issue and HESUEBH (Bosnia and Herzegovina) observes that governmental staff at all level are not interested in social dialogue. KPSZ (Hungary) and ZNP (Poland) both explain that the contradiction comes from the fact that the government talks with trade unions but doesn't take into consideration their opinions or positions

Figure 38: Other challenges related to social dialogue currently faced by teacher unions

3.2 Collective bargaining

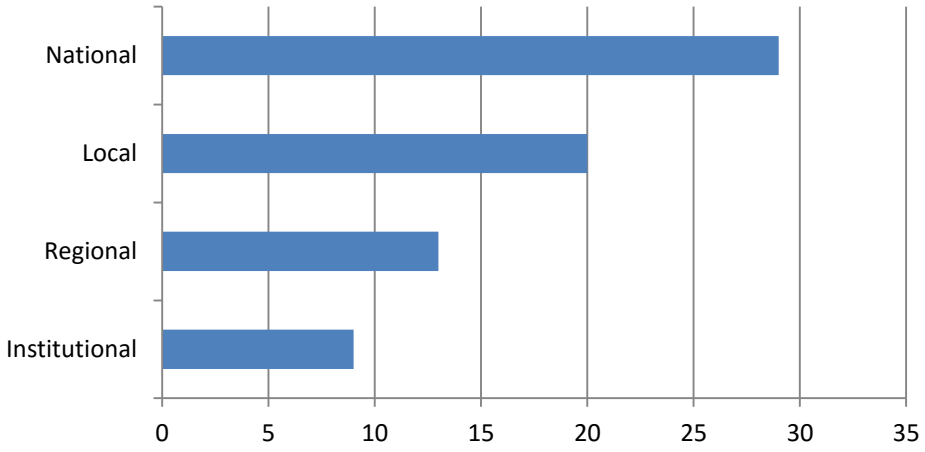
Unions were then asked whether they negotiate collective agreements. The affirmative response rate outweighted the answers 'no', as the graph below clearly illustrates. Only 3 unions reponded 'no', being KSN NSZZ SOLIDARNSC from Poland and KTOEOS and KTOS from Cyprus.

Figure 39: Does your trade union negotiate collective agreements?



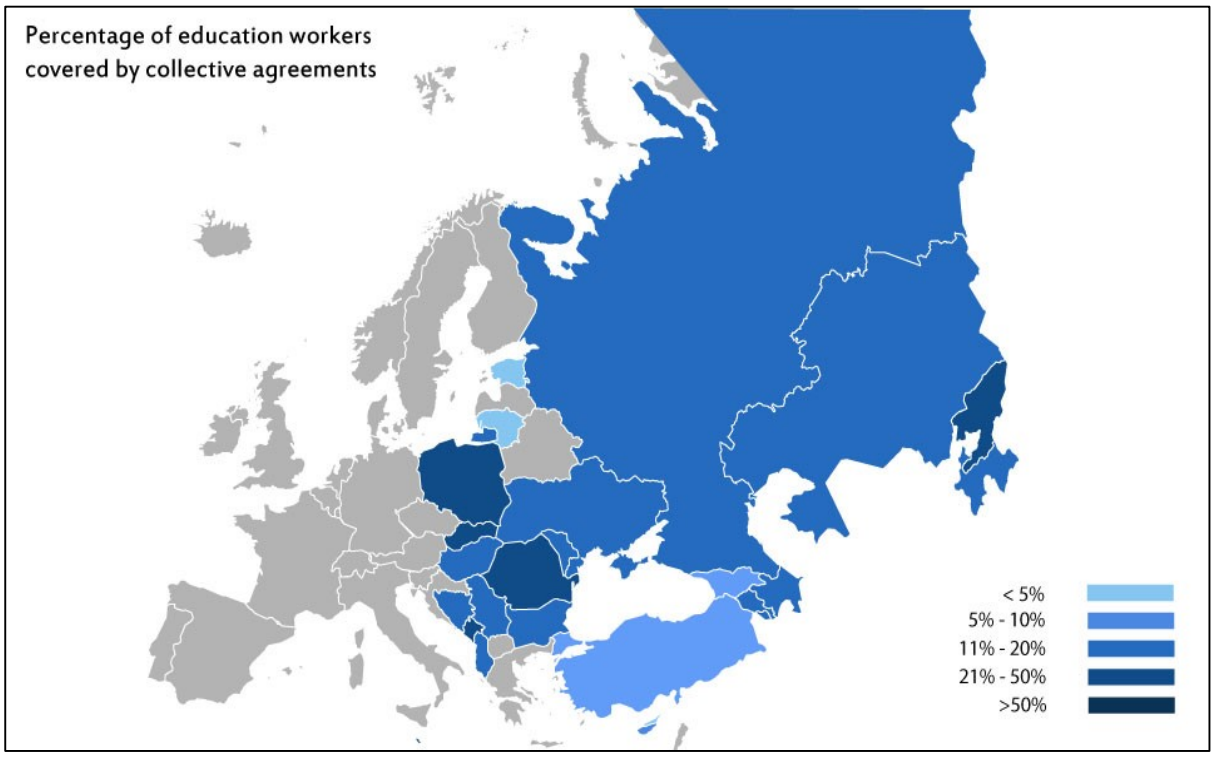
Almost all the unions negotiate collective agreements at national, regional and local level. However, some respondents only deal with collective agreements' negotiations at local level (HESUEBH, Bosnia and Herzegovina; KSOIW NSZZ SOLIDARNSC, Poland), or both at regional and local (CTUEW, Lithuania).

Figure 40: At what level do you negoriate collective agreements?



The map below (Figure 41) illustrates clearly that once a collective agreement is concluded, the percentage of education workers it covers is very high (more than 80%) in Poland, Slovak Republic, Montenegro, Romania and Tajikistan. The countries where unions reported a very low coverage rate (less than 20%) are Turkey, Georgia and two of the Baltic states (Lithuania and Estonia).

Figure 41: Collective agreements' coverage rate



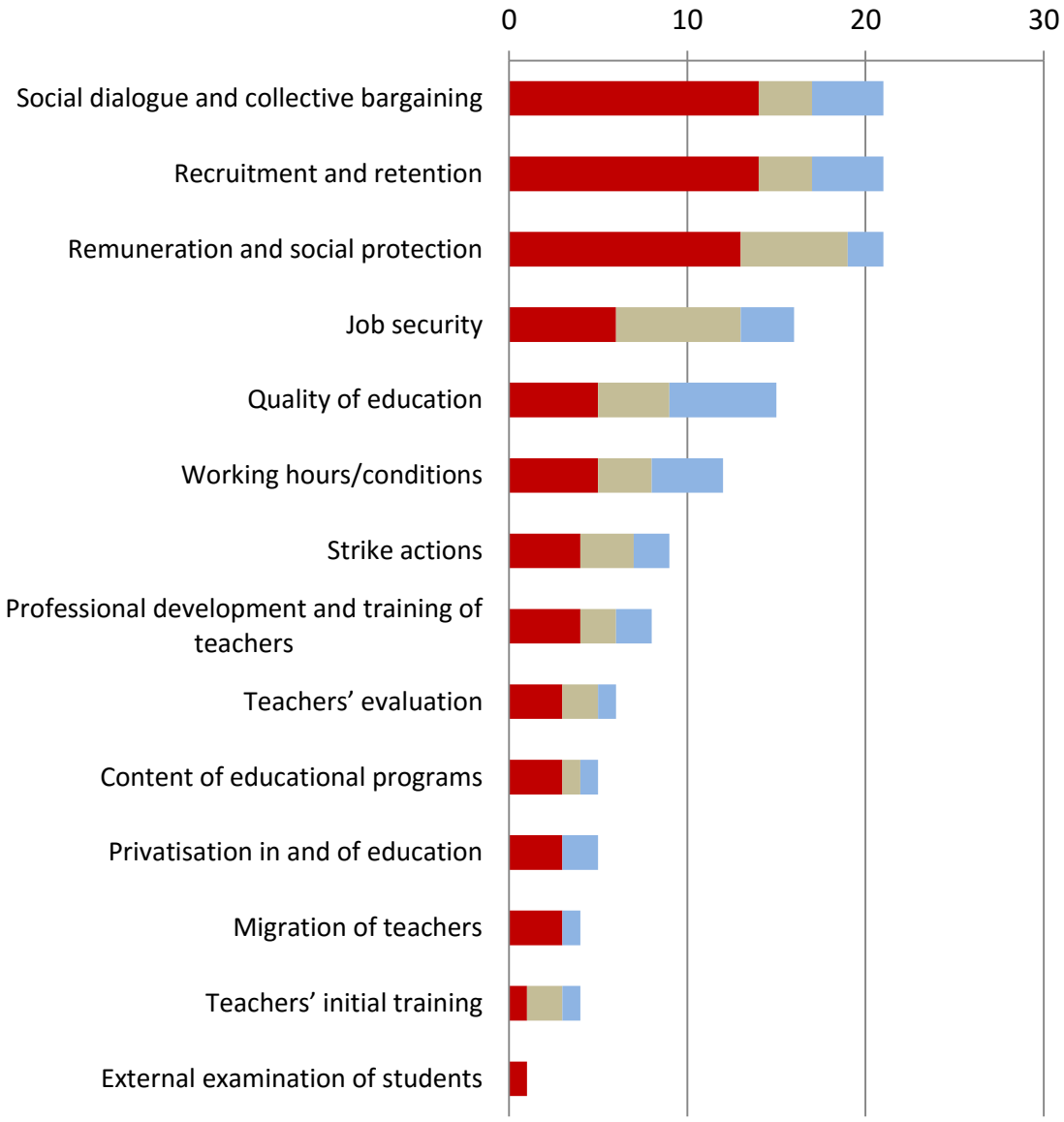
4. Addressing future challenges and priorities

4.1 Tackling future challenges

To conclude the analysis and the mapping exercise unions have been asked to rank – according to relevenace – the challenges illustrated in the graph below (Figure 42). The analysis ranked responses accoring to their importance: in red those indicated as the primary challenge, in light brown the second most important challenge and in clear blue the third.

According to respondent unions, social dialogue – effective and efficent – and collective bargaining will be the main challenge to be addressed over the next 2 years, together with the recruitment and retention of teachers and salaries and social protection.

Figure 42: What topics do you expect to be challenging / important for your trade union over the next two years ?



4.2 CEENET Activties and priorities

Respondent unions are also members of the recently constituted CEENET, the ETUCE network of teacher unions from Central and Eastern Europe. They all indicated which activities they expected the CEENET to support their own work over the next two years. The last graph below then concludes the report with what could be done to support teacher unions from Central and Eastern European countries to address future challenges.

Best-practices, experiences and information sharing through seminars and conferences is considered the most desired form of support from the CEENET. However, a major effort should be continued to support the capacity building process for social dialogue and collective bargaining. Also considered important are further; training for trade union leaders; general trainim on (European) Social Dialogue, training for trade union trainers, the development of communication tools for sharing information and support in lobbying activities and advocacy.

Figure 43: What activities within the CEENET do you expect to support your own over the next two years?

Annex I: List of respondent trade unions and sector of representation

Table 1: List of CEE countries and respondent trade unions

Country	Abbr.	Respondent organisation	According to survey responses, representing teachers in:
Albania	AL	FSASH	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
		SPASH	Early Childhood Education Primary School Education Lower School Education Upper School Education
Armenia	AM	CRSTESA	Primary School Education Lower School Education Upper School Education
Azerbaijan	AZ	ATIAHI	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Bosnia and Herzegovina	BIH	HESUEBH	Higher Education
		ITUPEW FBiH	Early Childhood Education Primary School Education
Bulgaria	BG	SEB	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
		SEP Podkrepa	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Cyprus	CY	KTOEOS	Primary School Education Lower School Education Upper School Education Vocational Education and Training Other: teachers trainers
		KTOS	Early Childhood Education Primary School Education
		POED	Early Childhood Education Primary School Education
Estonia	EE	EEPU	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training
Georgia	GE	ESFTUG	Early Childhood Education Primary School Education Lower School Education Upper School Education Higher Education
Hungary	HU	KPSZ	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education

		PSZ-SEHUN	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training
Kazakhstan	KZ	KTUESW	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Lithuania	LT	CTUEW	Lower School Education Upper School Education
		FLESTU	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
		LEETU	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training
Malta	MT	MUT	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Moldova	MD	ESTUM	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Montenegro	MNE	TUEM	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training
Poland	PL	KSN NSZZ SOLIDARNOSC	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training
		ZNP	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
		KSOIW NSZZ SOLIDARNOSC	Higher Education
Romania	RO	FSE SPIRU HARET	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
		ALMA MATER	Higher Education
Serbia	SRB	TUS	Early Childhood Education Primary School Education Lower School Education Upper School Education

			Vocational Education and Training Higher Education
Slovak Republic	SK	OZ PSaV	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Slovenia	SLO	ESTUS	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Ukraine	UKR	STESU	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
		VPONU	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Kyrgyzstan	KS	TUESWK	Early Childhood Education Primary School Education Lower School Education Upper School Education Higher Education
Russian Federation	RUS	ESEUR	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Tajikistan	TJ	RC-STES	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education
Turkey	TK	Egitim Sen	Early Childhood Education Primary School Education Lower School Education Upper School Education Vocational Education and Training Higher Education Other: Administration staff in education

Annex II: Full survey

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:	**Please choose:** ☐ Early childhood education ☐ Primary school education ☐ Lower secondary education ☐ Upper secondary education ☐ Vocational education and training ☐ Higher education ☐ Other: ..... ☐ **All**
Does your trade union represent workers in private education?	☐ yes ☐ 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?	□ More than 80% □ Between 61 and 80% □ Between 60 and 41% □ Between 41% and 20% □ Less than 20%
2. What percentage of the total number of education institutions (at all levels) is private?	□ More than 80% □ Between 61 and 80% □ Between 60 and 41% □ Between 41% and 20% □ Less than 20% and 5% □ Less than 5%
3. **According to your experience, the percentage of GDP dedicated to education over the last two years has:**	□ Increased by more than 10% □ Increased between 10% and 5% □ Increased between 1% and 5% □ Remained stable □ Decreased between 1% and 5% □ Decreased between 10% and 5% □ Decreased by more than 10%
4. **Has your government undertaken educational reforms over the last two years?**	□ Yes □ No □ I don't know
5. If YES: Were the reforms related to a decrease in funding of education?	□ Yes □ No □ I don't know
6. If YES: have the social partners been involved in the decision making process on the reforms?	□ Yes □ No
7. **If YES: Have these reforms led to privatisation:**	□ Increase □ Decrease □ Don't know
8. **Have you experienced increasing privatisation in education in your country?**	□ Yes □ No □ Don't know
9. If YES, at which education level(s) is privatisation most widespread? **10. If more than one, please rank them according to the**	□ pre-primary □ primary □ secondary (general) □ secondary (VET)

sector which has been privatised the most: ***11. 1 = most privatised*** ***12. 8 = least privatised***	□ higher education and research □ teachers initial education □ teachers continuous professional training □ Other, such as: ……
13. **What kind of privatisation have you experienced the most?**	□ Fully private education institutions □ Public grant-aided education institutions □ Religion-based education institutions publicly funded □ Religion-based education institutions privately funded □ Certain parts/ service of the education institutions was outsourced, e.g.: …… …… …… □ Others (please specify) …… …… ……
14. **Have you experienced privatisation of education services in education institutions?**	□ Yes □ No
15. Which type of <u>private</u> 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
1. How many fully private education institutions do you have in your country?	□ More than 50% □ Between 21 and 50% □ Between 11 and 20% □ Between 5 and 10% □ Less than 5%.
2. How many public grant-aided education institutions do you have in your country?	□ More than 50% □ Between 21 and 50% □ Between 11 and 20% □ Between 5 and 10% □ Less than 5%.

3. How many religion-based publicly funded education institutions do you have in your country?	□ More than 50% □ Between 21 and 50% □ Between 11 and 20% □ Between 5 and 10% □ Less than 5%.
4. How many religion-based privately funded education institutions do you have in your country?	□ More than 50% □ Between 21 and 50% □ Between 11 and 20% □ Between 5 and 10% □ Less than 5%.
5. If other kind of private education institution is present please specify…	..
16. What kind of privately-funded education institutions is wide-spread the most in your country?	□ Not-for-profit education institutions □ For-profit education institutions □ Other: please specify ….. …….
17. Who runs privately-funded education institutions?	1. ___ 2. ___ 3. ___ Add more…
18. According to your experience, is there any global corporation/consultancies influencing education policy, delivery of education products and or schooling in your country?	□ Yes □ No □ I don't know

B. TRADE UNION ACTIONS-ORGANISING EDUCATION WORKERS

19. **According to your Statute or Constitution, does your trade union organise education workers in private education institutions?**	□ Yes □ No
20. **If YES: What percentage of your organisation's affiliates is working in private education institutions?**	□ Less than 20% of the affiliates □ Between 20 and 40% of the affiliates □ Between 41 and 60% of the affiliates □ Between 61 and 80% of the affiliates
21. **If NO: What provision of the Statute or Constitution prevents your organisation from organising employees from private education institutions?**	

OTHER CHALLENGES FOR YOUR UNION

22. **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.)**	□ Yes □ No If Yes, please shortly describe to which extent..
b. **External evaluation/ examination of students**	□ Yes □ No If Yes, please shortly describe to what extent:
c. **Evaluation of teachers**	□ Yes □ No If Yes, please shortly describe to what extent:
d. **Recruitment and retention of teachers**	□ Yes □ No If Yes, please shortly describe to what

	extent:
e. Initial teacher training	□ Yes □ No If Yes, please shortly describe to what extent:
f. Continuous professional development of teachers	□ Yes □ No If Yes, please shortly describe to what extent:
g. The number of teachers leaving the profession has:	□ Increased □ Remained stable □ Decreased
h. The number of teachers leaving the country to work abroad has:	□ Increased □ Remained stable □ Decreased
i. The use of ICT in the teaching profession has:	□ Increased □ Remained stable □ Decreased
j. The use of ICT in the teaching professions:	□ Improves teachers' working conditions □ Makes teachers' working conditions worse □ Doesn't affect teachers' working conditions
WORKING CONDITIONS OF TEACHERS	
23. Compared to the average salary of an employee in your country, teachers' salaries/remuneration are:	□ Higher than average salary □ In line with the average salary □ Lower than average salary
24. Over the last 2 years, teacher salaries have:	□ Increased □ Remained stable □ Decreased
25. Which percentage of teachers is employed with permanent contract?	□ Less than 20% of teachers □ Between 20 and 40% of teachers □ Between 41 and 60% of teachers □ Between 61 and 80% of teachers

	□ More than 80% of teachers
26. Which percentage of teachers is employed with short-term/project-based contract?	□ Less than 20% of teachers □ Between 20 and 40% of teachers □ Between 41 and 60% of teachers □ Between 61 and 80% of teachers □ More than 80% of teachers
27. Which percentage of teachers is employed with full-time contract?	□ Less than 20% of teachers □ Between 20 and 40% of teachers □ Between 41 and 60% of teachers □ Between 61 and 80% of teachers □ More than 80% of teachers
28. Which percentage of teachers is employed with part-time contract?	□ Less than 20% of teachers □ Between 20 and 40% of teachers □ Between 41 and 60% of teachers □ Between 61 and 80% of teachers □ More than 80% of teachers
29. Are there other types of employment contract for teachers in your country?	□ Yes □ No If Yes, please specify..
30. Which of the following social protection benefits do teachers enjoy?	□ Sickness benefits; □ Maternity and equivalent paternity benefits; □ Invalidity benefits □ Old-age benefits □ Survivors' benefits □ Benefits in respect of accidents at work and occupational diseases □ Death grants □ Unemployment benefits □ Pre-retirement benefits □ Family benefits
31. Who pays for the social insurance of teachers?	□ Mainly the employers □ Mainly the teachers □ Mainly the State
32. Over the last 2 years, the social protection for teachers has	□ Increased □ Remained stable □ Decreased
33. How many hours/week does a teacher with full time employment contract work for in your country?	□ More than 40h/week □ 39h/week □ 38h/week □ 37h/week □ 36h/week □ 35h/week □ 34h/week □ 33h/week

	□ 32h/week □ 31h/week □ Between 25 and 30h/week
34. What percentage of teachers' working time per week is dedicated to teaching?	□ More than 80% □ Between 61 and 80% □ Between 41 and 60% □ Between 20 and 40% □ Less than 20%
35. What percentage of teachers' working time per week is dedicated to administrative tasks?	□ More than 80% □ Between 61 and 80% □ Between 41 and 60% □ Between 20 and 40% □ Less than 20%
36. What percentage of teachers' working time per week is dedicated to the preparation of lessons?	□ More than 80% □ Between 61 and 80% □ Between 41 and 60% □ Between 20 and 40% □ Less than 20% □ None of the above, teachers prepare their lessons outside working time
37. What percentage of teachers' working time per year is dedicated to professional development/update of teachers?	□ More than 80% □ Between 61 and 80% □ Between 41 and 60% □ Between 21 and 40% □ Between 11 and 20% □ Between 5 and 10% □ Less than 5% □ None of the above, teachers take professional development courses outside their working time
38. Who pays for the professional development of teachers?	□ Mainly the employer □ Mainly the teacher □ Mainly the State
39. On average, how many students does a teacher have per class?	□ More than 50 □ Between 41 and 50 □ Between 31 and 40 □ Between 21 and 30 □ Less than 20 If possible, please specify the exact teacher/student ration ….
40. Over the last 2 years, the number of students per teacher has:	□ Increased □ Remained stable □ Decreased

41. Which kind of psychosocial risks at work do teachers suffer from?	□ Stress □ Violence □ Harassment □ Others: please specify...
42. Over the last 2 years, the number of teachers suffering from psychosocial risks at work has	□ Increased □ Remained stable □ Decreased

C. SOCIAL DIALOGUE AND COLLECTIVE BARGAINING

43. **Is there any form of structured and institutionalised social dialogue at national level in your country?**	□ Yes □ No
44. If yes, whom do you consult and negotiate with?	□ Ministry/Public Authority □ Employer associations □ Others.. Please shortly describe
45. If yes, what topics does the social dialogue include?	□ human and trade union rights □ employment contract of teachers and education employees □ working conditions □ salaries □ health and safety at work □ Social security rights (e.g. unemployment benefits, parental leaves, pensions, etc.) □ education and training reforms □ others, please specify...
46. Does your trade union negotiate collective agreements?	□ Yes □ No
47. At what level?	□ National □ Regional □ Local □ Institutional
48. According to your knowledge and experience, what	□ Less than 20% of the education workers

percentage of education workers is covered by collective agreements in your country?	□ Between 20 and 40% of the education workers □ Between 41 and 60% of the education workers □ 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	□ Yes □ No If Yes, please shortly describe to which extent..
b. Denial and / or obstruction of trade union rights	□ Yes □ No If Yes, please shortly describe to which extent..
c. Involvement of trade unions in negotiating education workers' rights and working conditions	□ Yes □ No If Yes, please shortly describe to which extent..
d. Involvement of trade unions in national education and training reforms	□ Yes □ No If Yes, please shortly describe to which extent..
e. Difficulties in organising teachers and education employees under part-time or fixed-term contracts	□ Yes □ No If Yes, please shortly describe to which extent..
f. Lack of representative employer organisations	□ Yes □ No If Yes, please shortly describe to which extent..

D. ETUCE/CEENET AND TRADE UNION ACTIVITY

49. What topics do you expect to be challenging / important for your trade union over the next two years? **Please rank them from the most to the least important** ***1 = most important*** ***14 = least important***	□ Social dialogue and collective bargaining □ Strike actions □ Remuneration and social protection □ Job security □ Working hours/conditions □ Recruitment and retention □ Migration of teachers □ Teachers' evaluation □ External examination of students □ Teachers' initial training □ Professional development and training of teachers □ Content of educational programs □ Quality of education □ Privatisation in and of education
50. What activities within the CEENET do you expect to support your own over the next two years? **Please rank them from the most to the least important** ***1 = most important*** ***14 = least important***	□ Capacity building for social dialogue/collective bargaining □ Organisation of seminars or conferences to exchange experiences and best practices □ General training on (European) Social Dialogue □ Training for trade union leaders □ Training for trade union trainers □ Communication tools for sharing information Support in lobbying, advocacy □ Other suggestions: .....

Thank you!

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