

# “Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis”

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Supported by the European Commission under the Call VP/2012/001 Industrial Relations and Social Dialogue, Budget heading 04.03.03.01

## On-line survey and interviews report

*2013 ETUCE's Project: Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis.*

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**On-line survey and interviews report**

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## Executive summary

ETUCE launched an on-line survey to its member organisations in order to find out whether teachers' well-being is more or differently affected during the economic crisis, particularly regarding the impact of the crisis on teachers' working psychosocial conditions. The survey was followed by a set of interviews to key respondents in 8 selected countries: France, Greece, Italy, Poland, Portugal, Spain, Sweden and the UK.

The on-line survey was designed to describe how budget cuts in education have been implemented across EU countries since 2008. It was also aimed at detecting the worsening of working conditions and the increased exposure to psychosocial hazards that affect teachers and other education employees as a result of these budget cuts. The survey sought to describe the actions taken by unions from 2008 to date to oppose in an effort to curb such policies. The survey response rate was 40% (55 ETUCE member organizations).

Survey results showed that budget cuts in education are a common phenomenon in most EU countries: of all interviewees more than 3 out of 4 reported large budget cuts. Cutbacks have been present in different ways in all selected countries with two exceptions (Sweden and Austria). Reductions in education budgets have been implemented through diverse mechanisms being the most frequent the freezing of salaries, the lack of replacement of retired workers, closure and merger of schools, lowering capital expenditures, not renewal of temporary workers and less support to deal with pupils' special needs.

Decreased professional development and more precariousness among teachers and other non-teaching staff were the two more common effects on working conditions of budget cuts that also affected workers' rights in terms of social protection, with clear consequences as the enlargement of retirement age and restrictions to early retirement.

Regarding psychosocial hazards at the workplace, most visible effect is the increase in the three different components of job insecurity (fear of losing the job, fear of facing difficulties to find another job in case of being dismissed, and concerns about deteriorating working conditions) since 2008. The rise of work demands related to increased tasks with less time and less resources, and the growing of emotional demands were the second more notable consequences. The deterioration of social support, vertical trust and fairness at the workplace were also described as a third relevant consequence.

Teacher unions have been involved in a clear increase of actions since 2008 to oppose education cutback policies. Actions taken by unions can be grouped into:

- mobilisation actions and alliances with other workers and sectors affected by public budget cuts

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- pushing for bi-partite and tri-partite dialogue and bargaining
- advice, guidance and training for worker and workers' reps
- and legal actions against cutbacks

Interviews on budget cuts in public education were conducted with representatives of 22 trade union organizations from France, Greece, Italy, Poland, Portugal, Spain, Sweden and the UK.

Budget cutbacks have affected all the countries whose union representatives were interviewed, except for Sweden. Interviewees highlight that trade union actions did not manage to reverse cutbacks; however, they have limited their negative impact on working conditions. Union actions achieved limitations to workforce reductions or teaching hours' increases. They also managed to secure certain stability for interim workers, a certain balance of workload and limitations to cutbacks that affected pay structure and pensions. In the case of Greece, union actions did not manage to limit the impact of cutbacks on working conditions. In Portugal a significant part of achievements were reversed last month (April 2013) and in Spain there are only very partial results.

Interviewees primarily point at mobilisations as prominent union actions against budget cutbacks (although some mention negotiations in terms of proposals) and they consider that achievements are the result of social pressure in terms of demonstrations (achieving joint action and the involvement of parents, students and social movements) and strike action (including the call for strikes and their preparation). They concluded that union action had strong social support, with the support from families being the most emphasised. In Spain and Portugal they also stressed a significant joint effort with social organizations and social movements. In Greece, Spain and Portugal joint union action was highlighted.

Regarding media coverage and impact, the interviewees (with the exception of Polish unions) consider that union action had a positive coverage. In Italy and the UK (with one exception) media is regarded as part of the social alliance. In Spain and Portugal they pointed at significant differences on coverage content between pro-government media and other media platforms. In Greece the differences are between local media (easy to access) and national media (generally against trade union action). There was a divergence of views among French unionists.

Concerning future perspectives, education models and working conditions are expected to worsen in a short term in Spain, UK, Italy, Greece, Poland and Portugal. Escalation of mobilizations is expected in all analysed countries, except for France and Sweden where certain improvements are expected.

Some interviewees mentioned the need for coordination between EU trade unions, especially in Southern EU countries where the worsening of working conditions is directly related with EU demands to reduce their national deficit. Interviewed unionists from Portugal, UK, Spain and France regard the preservation of occupational health and safety policies as a way to curb the worsening of working conditions. Interviews revealed that the privatization of education is a common trend observed in countries governed by conservative parties.

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## Background

An extensive body of scientific evidence shows that exposures to psychosocial risks constitute one of the most important work environment characteristics in relation people's health (Leka et al, 2010).

European Working Condition Surveys series show that workplace exposure to *Job Strain* ranged from the lowest risk in Scandinavian welfare systems to the highest in southern countries (Sultan-Taïeb, 2010). Job strain, the worse psychosocial work situation for health, is characterised by a high level of psychological demands combined with a low level of *control* (in terms of decision latitude and skill discretion) to deal with such demands. A trend of deterioration of the psychosocial working environment is also seen in these European surveys especially with regard to high demands and work intensity, emotional demands, lack of autonomy, ethical conflicts, poor social relationships, job and work insecurity and poor work-life balance as well (Eurofound, 2012).

Teachers are among the professionals reporting the highest level of work-related stress, and there is a considerable production of scientific literature regarding psychosocial exposures, stress and several stress-related health complaints, mental health and burn out in the teaching sector. It can be stated that teachers are usually exposed to high emotional demands, role conflicts and increasing insecurity. Because of these high levels of job demands, emotional demands and lack of job security teaching can be considered as one of the occupations with higher risk of common mental disorders (Stansfeld 2010).

Workload and role overload were found to be the main stressors in the 2007 ETUCE survey on work-related stress among teachers. From the 2011 ETUCE survey quantitative workload became important for teachers' daily wellbeing when considering conflicts with private life. In this survey, the factor that had the greatest influence on the job satisfaction was 'Trust and Fairness'. A lack of trust in the work carried out, as well as an uneven distribution of tasks between teachers will foster a feeling of lack of trust and fairness at the workplace and cause a higher chance of teachers being unsatisfied with their job (Nübling 2011).

Economic crisis, job insecurity, unemployment and different forms of flexible employment have put more pressure on all workers including teachers. Research has shown immediate and lasting effects of the threat of job loss and insecurity related to major organizational changes and downsizing (Kivimaki 2003). Job insecurity has consistently demonstrated a negative health impact, especially for mental health. Regarding temporary employment or non-permanent employment arrangements, including fixed-term, project/task-specific jobs, supply or on-call work, subcontracted jobs, and jobs through temporary help agencies (Ferrie 2008), researchers found that, despite their heterogeneity, temporary employment forms are consistently associated to worse mental health, lower job satisfaction, sickness presenteeism, and increased workplace injuries (Virtanen 2005). Studies show that the lack of job security is associated with ill health and health inequalities. Strong associations have been described

**2013 ETUCE's Project: Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis.** between flexible employment forms and psychosocial risks. Workers in precarious employment have worse psychosocial exposures at the workplace, less influence and freedom at work, lower commitment, less social support from co-workers and superiors, less sense of community and esteem, and higher psychological demands (Vives 2010, Moncada 2010, Llorens 2010).

There is evidence that economic crises imply more insecurity and more stress on teachers. In the ETUCE's 2010 *Stress in teaching survey* (Nübling 2010) job insecurity was among the major stressors reported and showed important differences across EU countries. In addition, public policies to address economic crises based on cutbacks of education budgets are reducing available resources for teachers at the workplaces and adding even more pressure. With this project, we will have a closer look to such working and psychosocial conditions to help the ETUCE create a strategy to address this situation.

ETUCE launched an on-line survey for its member organisations followed by a series of interviews to Union key informants in order to find out whether teachers' well-being is more or differently affected during the economic crisis, particularly regarding the psychosocial impact of the crisis on teachers' health, and the reconciliation of work and family life in times of increased pressure.

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## Methods

### The on-line survey

The survey was developed in close cooperation with the Union Institute of Work, Environment and Health (ISTAS), from the Spanish CC.OO. Union and consisted of 31 multiple choice questions covering four main areas:

- Description of budget cuts in education;
- The extent to which teachers' and other education employees' working conditions have been deteriorating since 2008 to date as a result of these budget cuts;
- Changes in exposure to psychosocial hazards at the workplace of teachers and other education employees since 2008 as a result of these budget cuts; and
- Description of trade union actions taken from 2008 to date in an effort to curb these budget cuts in public education.

ETUCE's Secretariat invited its member organisations to participate in the on-line survey from 4 March to 30 April 2013, and to reply to it in English or French. The survey received a total of 55 responses from all ETUCE member organisations, representing about 40 % of all of them. Participating organisations are listed in Annex 1. The survey analysis was conducted using descriptive statistical methods.

### The interviews

As indicated by the ETUCE's advisory group, interviews were conducted with 22 persons from 22 ETUCE member organisations in the 8 selected countries (France, Greece, Italy, Poland, Portugal, Spain, Sweden and the UK). All organisations interviewed are listed in Annex 2. Each member organisation selected the person to be interviewed following the contact provided by the ETUCE secretariat by electronic mail, and in some cases by telephone. Telephone

**2013 ETUCE's Project: Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis.** interviews were conducted in the language of the interviewed person by ISTAS staff (France, Italy, Poland, Portugal, Spain and the UK) and FFAS staff (for interviews in Greece and Sweden). Interview contents were developed after the first analysis of the answers to the questionnaire and focused on Unions' action (interview outline is included in Annex 3). The average duration of interviews was 45 minutes. All interviews were recorded and, to conclude, a qualitative content analysis was carried out.

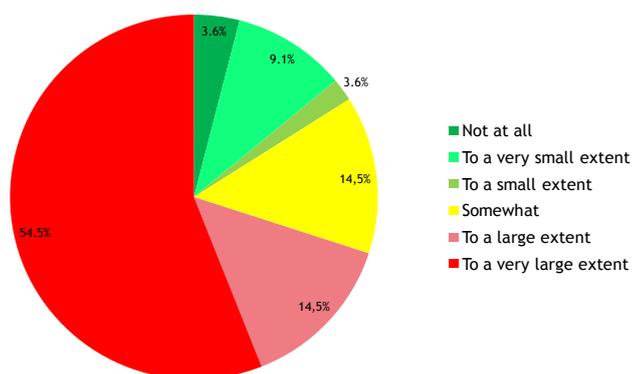
## On-line survey results

### Generalisation of budgetary cuts in education

Budget cuts in education are a common phenomenon in most European countries as is indicated in fig. 1. Among all respondents, more than 3 out of 4 have experienced budget cuts to some extent: 56 % indicated that budget cuts have been implemented to a very large extent and 28 % have experienced budget cuts to a 'larger extent' or 'somewhat'.

Cuts have been present in different ways in all countries with two exceptions (Sweden and Austria that represent the 3.6 % of the participating member organisations). Representatives from those two countries reported that no budget cuts in education had been experienced.

**Figure 1. Budget cuts in public education since 2008**



As shown in table 1, reductions in education budgets have been implemented through diverse mechanisms being the most frequent (agreed by more than 50% of respondents) the freezing of salaries, lack of replacement of retired workers, closure and merger of schools, lowering capital expenditures (repairs, maintenance of buildings...), no renewal of temporary workers and less support to deal with pupils' special needs.

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**Table 1. How budget cuts in public education have been applied**

	Number of responses *
Freezing salaries	32
Lack of replacement of retired workers	31
Closure & merger of schools	30
Lowering capital expenditures (repairs...)	30
Not renewal of temporary Workers	30
Less support to deal with pupils' special needs	28
Increase instability	27
decreased consultation & negotiation	27
Increasing class size – pupils ratio	26
More working hours, working overtime	24
Increase geographical mobility	24
Firing workers, layoffs	22
Increase working hours	22
Shortening professional training	20
Increase functional mobility	20
Lowering salaries	18
Lack of replacement of sick workers	17
Lowering mentoring of new teachers	14
Fewer holidays	5
None	3

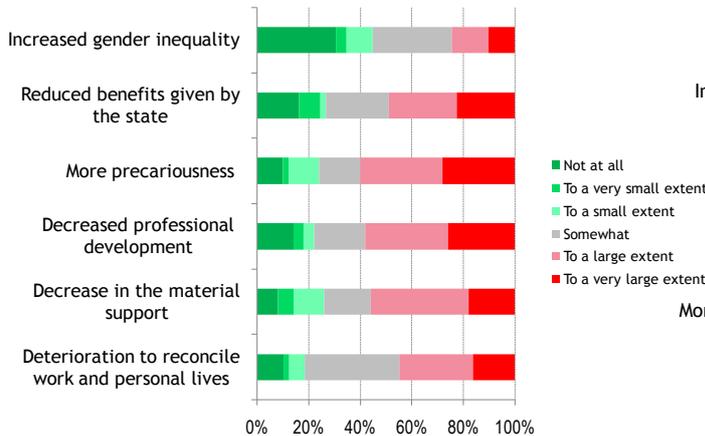
*\*Multiple choice questions, percentages sum more than 100.*

## Deterioration of teachers' and other education staff working conditions

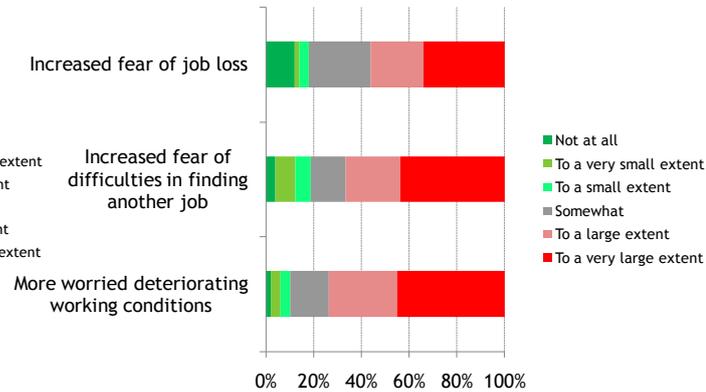
Budget cuts affected working conditions in different ways and aspects. As it is shown in figure 2, decreased professional development and more precariousness among teachers and other non-teaching staff were the two more common effects according to respondents.

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 One out for four respondents mentioned the cuts have increased gender inequalities and close to 50% the difficulties to reconcile work and personal lives.

**Figure 2. Effects of cuts in working conditions since 2008**



**Figure 3. Increasing insecurity since 2008**



The cuts also affected workers' rights related to social protection: more than half of the participants mentioned the enlargement of retirement age and the process of putting obstacles to early retirement (table 3).

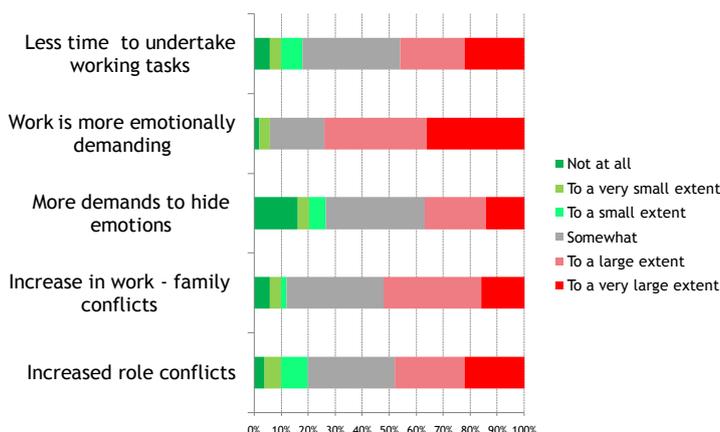
**Table 3. Reducing worker rights and social protection**

	Number of responses*
Enlargement of retirement age	39
Putting obstacles to early retirement	28
Reduced sickness leave rights –shorten, lowering salary...	27
Lowering pensions	21
Reducing partial retirement	16
Reduced parental leave	7
None	2
Other	8

\*Multiple choice questions, percentages sum more than 100.

Worsening of psychosocial exposures at the workplace among teachers' and other education staff

**Figure 4. Increasing work demands**



The increase of job insecurity is one of the most visible effects of cuts policies on the

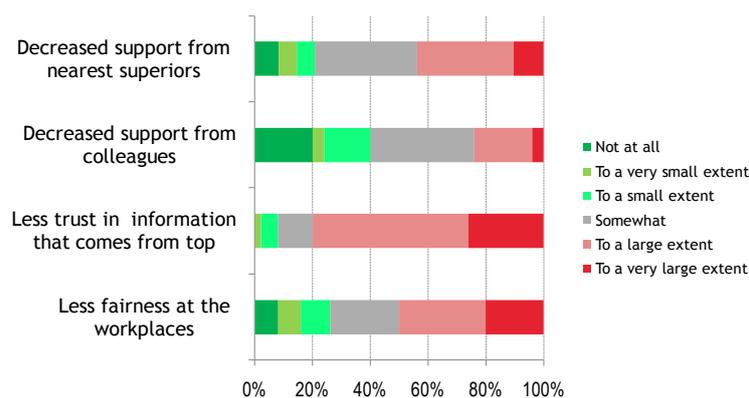
psychosocial work environment in the educational sector. Figure 3 clearly shows that the three different components of job insecurity, for instance, fear of losing one's job, fear of difficulties finding another job if dismissed, and concerns about worsening working conditions have in fact deteriorated since 2008

The increase of working demands is the second more visible consequence of the cuts policies on the psychosocial exposures as shown in Figure 4. This increase has to do with heavier workload and with less time and resources but it is also related to emotional demands and demands for hiding emotions that respondents reported to have increased since 2008 for education workers.

Finally, Figure 5 represents the deterioration of the social support, *vertical* trust (workers' trust on the information that comes from the top of the organisation) and fairness at the workplace that respondents reported to have decreased since 2008 too, with the decrease in social support from colleagues showing less impact. More work and less time to do it also imply more difficulties for help and cooperation among co-workers.

Table 4 shows a detailed description of these psychosocial dimensions.

Figure 5. Deteriorating social support and social capital



**Table 4. Extent to which selected psychosocial exposures worsened since 2008**

	Not at all	To a very small extent	To a small extent	Somewhat	To a large extent	To a very large extent
Work more	12,7%	5,5%	3,6%	29,1%	27,3%	21,8%
Have less time to undertake working tasks	9,3%	5,6%	7,4%	35,2%	22,2%	20,4%
Work is more emotionally demanding	1,8%	3,6%	1,8%	18,2%	38,2%	36,4%
More demands to hide emotions at work	16,7%	3,7%	5,6%	35,2%	24,1%	14,8%
Increase in work - family conflicts	7,3%	3,6%	1,8%	36,4%	36,4%	14,5%
Increased role conflicts	3,6%	7,3%	10,9%	32,7%	25,5%	20,0%
Increased fear of job loss	10,9%	5,5%	3,6%	23,6%	25,5%	30,9%
Increased fear of difficulties in finding another job	5,8%	7,7%	5,8%	13,5%	23,1%	44,2%
More worried about deteriorating working conditions	1,9%	3,7%	3,7%	14,8%	31,5%	44,4%
Decreased support from nearest superiors	9,4%	7,5%	5,7%	35,8%	32,1%	9,4%
Decreased support from colleagues	20,0%	5,5%	16,4%	34,5%	20,0%	3,6%
Less trust in information that comes from the top	0%	3,6%	5,5%	10,9%	52,7%	27,3%
Less fairness at the workplaces	7,3%	10,9%	9,1%	27,3%	27,3%	18,2%

## Union action to oppose budget cuts

Figure 6. Increase of mobilisation actions to oppose budget cuts in public education since 2008

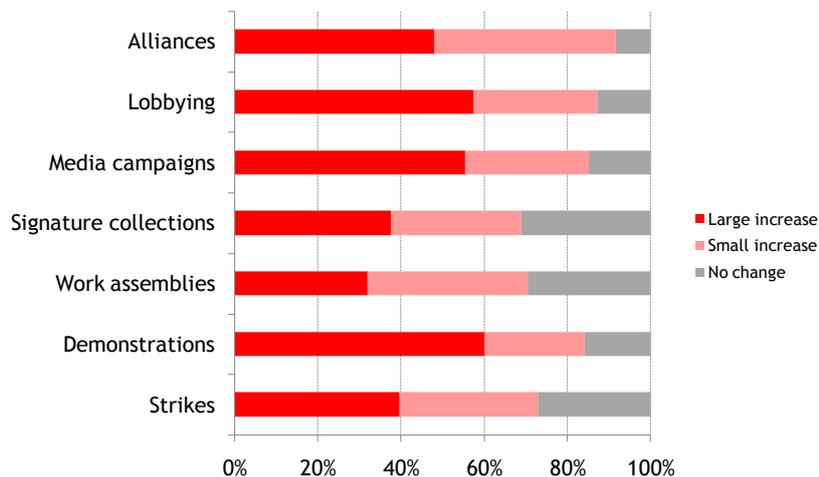
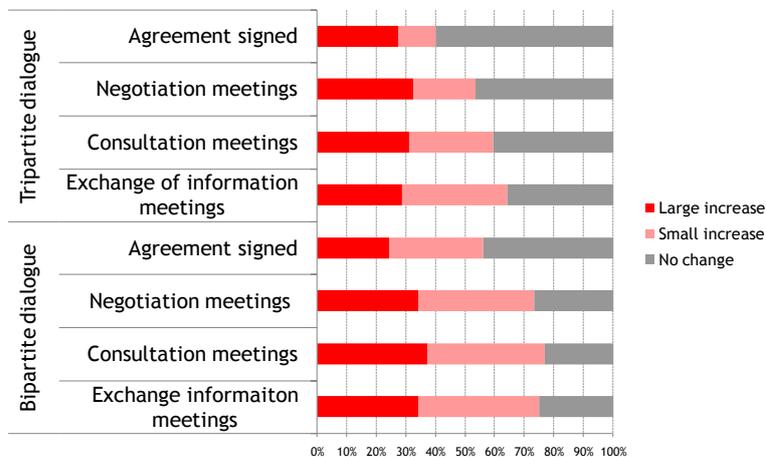


Figure 7. Bi / tripartite dialogue actions



have changed notably.

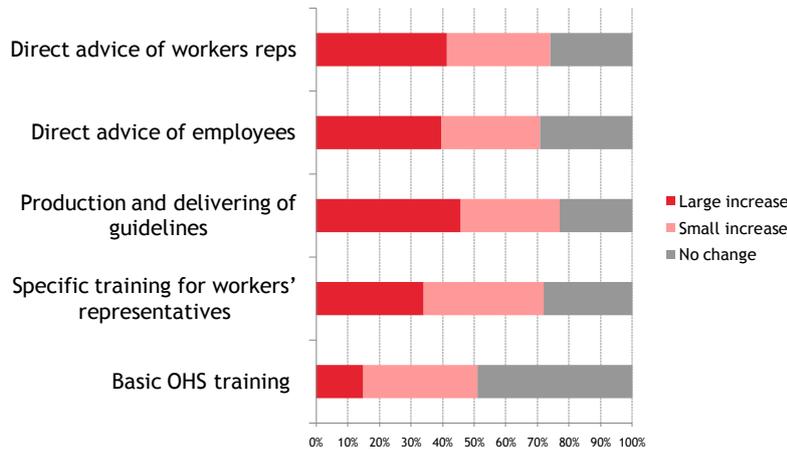
Most teacher unions increased the provision of written or verbal information, advice and guidance to address issues arising from education cutbacks since 2008. Actions like direct advice and guidance are aimed at empowering workers and workers' reps, whereas training actions experienced little increase and basic training in occupational health and safety remained similar, as shown in Figure 8.

Teacher unions have been involved in a clear increase of actions since 2008 to oppose education cutbacks. This increase includes several actions that can be grouped into: mobilisation actions including seeking for alliances with other workers and sectors affected by public budget cuts policies; pushing forbi-partite and tri-partite dialogue and bargaining; advice, guidance and training actions for worker and workers' reps; and legal actions against the cuts.

Mobilisations included some high visible actions such as demonstrations, media campaigns and strikes; and are the kind of action that experienced the highest increase. Social dialogue did not seem to

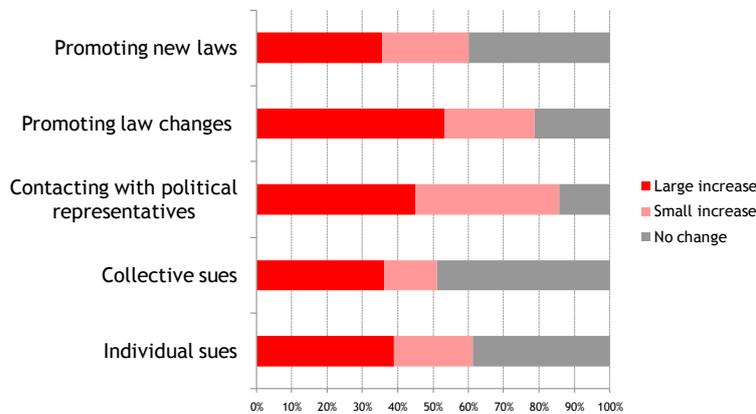
**2013 ETUCE's Project: Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis.** Finally, since 2008 several teacher unions increased initiatives to promote legislative changes including contacts with political representatives.

**Figure 8. Advice, guidance, training actions**



Also, as shown in Figure 9, half of the participating unions made greater use of legal action as individual and collective lawsuits in response to cutbacks and austerity measures in education since 2008 – i.e. defending the perception of full salaries.

**Figure 9. Legal action**



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## Interview results

When most union representatives from the education sector refer to union action against budget cutbacks, they do not focus exclusively on the aspects analysed by this project, but rather make further reference to education and its quality as a public higher good and an essential right of citizenship which is currently being threatened by cutbacks. Budget cuts do affect both working conditions of teaching and non-teaching staff and the quality of the education that pupils and students receive.

### Prominent union action against budget cutbacks

Interviewees primarily point at mobilisations as prominent union actions. Some mention negotiations in terms of proposals (UIL-Scuola Italy, UNSA-Education France). All interviewees consider that achievements are the result of social pressure in terms of demonstrations (achieving joint action and the involvement of parents/students/social movements) and strike action (including the call for strikes and their preparation).

#### ITALY

Trade union actions have focused both on negotiation to submit specific proposals (highlighted by the UIL-Scuola) and confrontation in terms of mobilisations (highlighted by the FLC-CGIL). These actions occur at both individual and social level. Strikes and demonstrations are highlighted as prominent actions:

Mass, nation-wide demonstration (1,000,000 participants) in defence of education in 2008

Indefinite strike during the first working hours against labour force reduction (every two weeks for 3 months in 2009-2010)

Ceasing of complementary activities and teachers' resign in protest for the increase of teaching hours in secondary schools that culminated with a strike and a mass demonstration

Yearly collective bargain processes on specific aspects (mobility, quality) that managed to attenuate some impacts.

#### SPAIN

Union action against cutbacks combines both social pressure (a significant role has been played by partnership with other social movements and joint union platforms) and negotiation (which was carried out on a regional basis due to the decentralised model) stressed by FECCOO, FETE-UGT and STEs-Intersindical.

"Tides" against cutbacks were highlighted (simultaneous marches in several cities, starting at different points and joining together protests against cutbacks in education, health care, social protection and other sectors in partnerships with other social movements).

#### FRANCE

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Union action combines workplace actions (highly valued by SGEN-CFDT and FERC-CGT as “actions that have a real impact on working conditions”) and nationwide actions (more positively valued by SNUipp-FSU, SNES-FSU, UNSA-Education, or regarded as a complementary option with a wider perspective according to FERC-CGT).

FERC-CGT highlights the work watch programme developed by its observatory of working conditions at educational centres level: union members that report on health and safety issues unknown to the employer supported by FERC-CGT to find solutions.

UNSA-Education highlighted an inventory of implemented ministerial orders that revealed malpractices, and the so-called “*Bobigny's Appeal*” (a reflection upon the role of schools in society made by different social parties - philosophers, parents, trade unions and civil society) in 2010.

SNUipp-FSU highlighted the significance of the strike against Hollande's attempt to reintroduce work on Saturday mornings for teachers (4.5 working days per week) that Sarkozy's government had suppressed.

Apparently there are differences in the position of trade unions regarding certain issues and unity of action has been difficult to achieve.

All unions agree upon the fact that actions against the cutbacks undertaken by Sarkozy's administration were the basis for Hollande's agenda. Unions collaborate with the new government to re-establish the services dismantled by the previous administration. A social dialogue process (on aspects like the increase of teaching staff, improvement of salaries and vocational training) is under way.

## UK

Unionists highlight different forms of mobilisation that led to negotiate improvements:

NUT/NASUWT (85% of affiliated teachers) joined “short of strike action” campaign (threatening of strike at school level) to improve working conditions. It was basically focused on reducing workload and stopping deductions from salary.

NUT, NASUWT and ATL campaign against “academisation” of schools (meaning privatization: primary, secondary and special schools from being run by local government/authorities to being run by sponsors or private companies, being able to change curricular programs, not to employ qualified teachers and increase working hours) against the will of teachers, governors and parents.

One day strike over pensions (June 2012): to stop the government's plans for teachers to pay more into pensions schemes and work until 68.

EIS underlines campaigns, marches and rallies to raise awareness of the situation among Scottish civil society –marches and rallies. The union stressed “why must the children pay the follies, greed and deregulation of banks?” campaign.

**2013 ETUCE's Project: Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis.**  
Campaign on pay reform: Joint strike (June 2013) action against the removal of the national pay scale for teachers (meaning elimination of minimum-maximum salary so schools could pay what they like or according to performance)

In universities, UCU also reported a campaign against the increase of workload and against the partial privatization of their functions.

## **PORTUGAL**

Two joint (FENPROF, FNE, SINDEP) trade union mobilisation actions are highlighted:

The *“mourning and struggle week of actions for the quality of education”* that included workshops and daily press releases on the most important issues related to education. These actions brought together parents, students and teachers. It eventually managed to get through to society with the clear message that public education is the only way to achieve a truly democratic society. Actions ended with the submission of proposals to the ministry of education.

Another week of action under the slogan *“we are entitled to feel outraged”* was aimed at raising awareness of the significance of quality public education and of teachers' efforts. It also denounced the aggressive cutbacks on education budgets, teachers' salary reduction and freezing (teachers' same as other civil servants' salaries were reduced by 10%).

## **GREECE**

OLME highlights strikes (more than 30 strikes, mostly general over the last 3 years), demonstrations and occupation of government buildings during the discussion of bills in the Parliament. These were joint actions (carried out with other trade unions) against the economic policy imposed on Greece by the “Troika” since 2010. Among them “Stop the Policies of Memorandum” or “Troika should leave Greece” campaigns are emphasized. Isolated actions and negotiations on salaries or working conditions are considered meaningless.

OLME points also at the creation of networks to support solidarity, especially free classes for children with learning problems and for children of families with serious economic problems campaign.

The only reference to a specific action in the scope of the education sector was the filing of a suit against the new law that introduces teachers' private behaviour as a reason for dismissal. The law is considered a violation of the basic principles of the Greek constitution and it is being used as an instrument to threaten teachers.

## **POLAND**

Strikes and referendums were the reaction to an educational bill to be approved by the government and in response to restrictions in access to education at local level. One of the most significant among local mobilisations was the one in Krakow stressed by NSZZ Solidarnosc

**2013 ETUCE's Project: Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis.** finalised by a demonstration in the central square of the city, in protest against the local government's plan to close down 23 schools.

To support the improvement of general working conditions NSZZ Solidarnosc highlights a strike in Upper Silesia supported by mass demonstrations in the biggest cities of the region, and currently the preparation of a general strike that includes referendums in all the regions of Poland.

Unions representing university staff filed an appeal (admitted by the constitutional court of justice) against the extension of retirement age to 67 years pointed KSN Solidarnosc.

## **SWEDEN**

The shrinking of the budget for public expenses apparently has not affected education so far. Underlined actions by Lärarförbundet include the negotiation process with the government to raise teachers' pay which has been traditionally low, an information campaign and debates with local politicians (local authorities are partly in charge of education and will hold elections in a year) and the campaign called "Trust the teacher" which is aimed at raising awareness to support the improvement of working conditions of the teaching staff. Once salaries are raised, the next issue in negotiation will be the workload (teachers work 50 hours a week according to a survey carried out by the conservative government).

## **Impact on working conditions**

**Budget cutbacks have affected all the countries whose union representatives were interviewed for this project, except for Sweden. In the affected countries interviewees highlight that trade union actions did not manage to reverse cutbacks, however they have limited their impact in terms of worsening of working conditions. Union actions achieved certain limitations to measures like workforce reductions or increase of teaching hours. They also managed to secure certain stability for interim workers, a certain balance of workload and limitations to cutbacks that affected pay structure and pensions. In the case of Greece, actions did not manage to limit the impact of cutbacks on working conditions. In Portugal a significant part of achievements were reversed in April 2013 and in Spain there are only very partial results.**

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## **ITALY**

Actions could not avoid cutbacks that amounted to 8 billion Euros and included the dismissal of 80,000 teachers and 44,000 non-teaching staff, and finished with an emblematic figure: 3 teachers per every two classrooms, reintroducing the system of one teacher per class and affecting the quality of primary education.

But some measures and their impact were somehow limited by union actions. The most outstanding achievements are: the job stability for 16,000 interim employees and for an undetermined number of workers that will remain in job search banks and will have temporary or part time jobs that will assure their score in job search lists (this is a necessary factor for the education sector since labour force needs short and long term renewal due to the staff aging); the freezing of salaries will not affect seniority pays; a definition of professional career for management and service personnel; the stoppage of the increase to 24 teaching hours (this increase would have implied a heavier workload for actual teachers and the additional dismissal of 30,000 workers); and the geographic mobility for new workers

## **SPAIN**

The worsening of some working conditions by Royal Decree (central government) has been curbed region by region (autonomous community by autonomous community). For example: sick leaves will not be discounted from teachers' salaries in Aragon; interim teachers will be paid during the summer holiday period provided that they work at least five and half months without interruption in Valencia or the possibility of transfer and geographical mobility has been kept to some extent and interim workers will maintain their score in job banks in Andalusia. Labour force reduction (children's education, primary and secondary schools) was curbed in all the regions of Spain, except for Castile-La Mancha, Valencia, Madrid and Catalonia.

## **FRANCE**

Results were poor or none with Sarkozy's government (according to the interlocutor) but some significant changes have been introduced with the new government. Unions consider the achievements are the results of protests and demands during the previous administration. The change of government is considered an essential factor in limiting the impact of cutbacks on education.

Regarding labour force reduction: With Hollande's government managed to reverse the situation on replacement of retired teachers (Sarkozy replaced 1 out of 2 retired workers, which implied 120,000 jobs lost) since 60,000 new jobs were created for primary school teachers. The measure is expected to extend to secondary schools (now with 35 students per class).

Regarding the suppression of initial training, Hollande's government has re-established the existing modalities (one year before teachers begin to exercise their profession to develop teaching skills).

A negotiation has started to revalue lowest pay categories (primary school teachers)

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The reintroduction of 4.5 teaching days per week has only been implemented in 20% of the provinces.

## **UK**

Joint NUT/NASUWT (85% teachers) action short of strike action (threat of strike) campaign, a nationwide campaign but run at local level, has managed to reduce teachers' workload and stop deductions from salary in many ways (i.e. reducing number of reports, level of lesson observations, revising performance management policies, reducing meetings).

Campaign against "academisation" (nationwide but run at local level) has managed to overturn the privatization.

Campaign on pensions including a strike led to some concessions: pension improvement by 8 per cent and a transitional protection for teachers within 10 years of their normal pension age (i.e. those who are 50 or over in most cases).

Pay campaign: still unknown.

In Scotland: teaching staff has been maintained.

The centre of debate begins to shift towards the fact that the proposed austerity is not absolutely necessary.

## **PORTUGAL**

The impact of cutbacks was mitigated by limiting the number of dismissed teachers (1,000 jobs were maintained), the increase of teaching hours was moderate, as well as the reduction of pensions, but a significant part of achievements were reversed in April 2013 due to new cutbacks implemented by the Portuguese government following the Troika impositions.

## **GREECE**

As it was described in previous paragraphs union actions aimed disrupting the government's obedience to the instructions of the "Troika". The greatest achievement of trade union action so far has been the raising of awareness in a growing number of citizens that protest against austerity policies.

The lawsuit against the new regulation that allows the dismissal of teachers for inappropriate behaviour (at the workplace or outside of it) is still in progress (court processes are slow).

## **POLAND**

Mobilisations against the proposed bill managed to stop the increase of teaching hours, although they could not stop central government giving up its control over education and transferring educational competences to local governments.

The campaign in Krakow managed to keep 22 of the 23 schools the local government wanted to close down.

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In universities, mobilizations did not stop the implementation of a new law on free dismissals (cases are filed and decisions are made by each centre), cutbacks in teaching and research and training of researchers.

## **SWEDEN**

After a negotiation process, an agreement on pay rise for teachers was reached.

The campaign “trust the teacher” was also a good scope to discuss teachers’ workload (over 50 hours a week according to a survey of the conservative government), the lack of teachers and the generalized notions on education disseminated by the conservative government according to which schools can be run like private companies, mostly on the basis of financial principles (this view favours the adoption of competitive values and a success-oriented society, in favour of privatized education).

## **Impact on media**

**The interviewees (with the exception of Polish unions) consider that union action had a positive coverage by media. In Italy and the UK (with one exception) the assessment of media coverage is positive and regarded as part of the social alliance. In Spain and Portugal there are significant differences between pro-government media and other media platforms that reflect trade union action in a positive way. In Greece there are differences between local media (easy to access) and national media (generally against trade union action). There was a divergence of views among French unionists.**

## **ITALY**

The media are part of the social alliance against education cutbacks. Trade unions have improved their relationship with the media. That relationship has also increased as a result of union alliances with other social organizations, which has led to a generalised opposition to cutbacks with a positive impact of protests on the media.

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## **SPAIN**

Education has prominent role in media nowadays. Left-wing-oriented press broadcasts its objection against cutbacks that might affect the quality of education and denounces the deliberate attempts to discredit teachers and trade unions by regional authorities. Conservative media, which is predominant, supports the government and continues to discredit unions.

## **FRANCE**

Assessment depends on the trade union organisation. SNES-FSU considers that the media only broadcast strikes and mobilisations and it is hard to make an appearance explaining union demands, before or after mobilisations. SNUipp-FSU considers that during cutbacks media coverage was continuous, but currently there is no media coverage regarding unions partial disagreement with the government. SGEN-CFDT reports different levels of media coverage depending on the type of media and the region. UNSA-Education reports strong union presence on the media and the reactivation of social dialogue. FERC-CGT considers that media coverage at province level is more appropriate given the excess of information on national media. However, according to FERC-CGT it is difficult to have media coverage of working conditions.

## **UK**

Interviewees assess the coverage in media is fair, the media support (major newspapers, radio stations and TV channels) has been very positive, with certain exceptions.

## **PORTUGAL**

There is a constant (almost daily) coverage in written and audiovisual media (non-official or government channels).

## **GREECE**

Media coverage in newspapers and local TV channels is regular and positive, but inexistent on national TV. Big TV channels encourage conflicts between different civil servants or between civil servants and private sector workers. They also deliberately present civil servants as privileged and incompetent.

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## **POLAND**

Media has led massive campaign against teachers by promoting an image of lazy and poorly qualified professionals. They also stress the negative consequences of any protest action organized by trade unions.

## **SWEDEN**

Coverage by local media has been very satisfactory and helped balance the generalized notion spread by the conservative government that schools could be run like companies, only on the basis of economic principles, competitive values and success-oriented theories in favour of privatized education.

## **Social support/partnership with other social organisations / movements**

**Although all interviewed unionists reported that teachers are generally considered a privileged group, they concluded that union action had strong social support. In most countries interviewed unionist emphasised the support of families. In Spain and Portugal they have stressed a significant joint effort with social organisations / movements too. In Greece, Spain and Portugal joint union action was notable.**

## **ITALY**

Alliances with families and students were highlighted by unionists.

## **SPAIN**

Joint efforts with social movements increased as part of the platform for the defence of public education and the so called "tides". Collaboration with parents' and students' associations increases. Unionists stress the significance of joint action by different trade unions and by different union federations. .

## **FRANCE**

FERC-CGT considers that "users" support is an essential element to achieve positive results and it starts with different federations of the trade unions. SGEN-CFDT praises parents' support as a fundamental factor although remarks that teachers have a social image of privileged workers (as civil servants that are not exposed to dismissals and job insecurity). For SNUipp-FSU parents represent a significant support, but it reports parents associations disagreed with unions in some issues. For SNES-FSU social support depends on the media and

*2013 ETUCE's Project: Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis.* parents' support depends on the ability of unions to reach them. UNSA-Education use "Bobigny's Appeal" to obtain social support (see above).

## UK

No significant remarks on this topic, except for NUT that reported the alliance with parents in the campaign against "academisation"

## PORTUGAL

Unions' unity of action has increased and social support to union actions is significant. Parents' and students' associations, as well as movements promoted by social networks provide significant support and solidarity with teachers and with public education situation.

## GREECE

Interviewee highlights joint union action and support by students' associations. The union considers social support against cutbacks implemented by the government and the "Troika" has increased significantly.

## POLAND

Despite the negative campaigns promoted by the media, unions have reached important alliances with parents. NSZZ Solidarność highlights the one to achieve schooling before the age of 6 to avoid school drop-outs in the mandatory phase.

## **Future perspective**

**In Spain, the UK, Italy, Greece, Poland and Portugal, education models and working conditions are expected to worsen in a short term. In France and Sweden certain improvements are expected. Escalation of mobilizations is expected in all analysed countries, except for France.**

**Some interviewees mentioned the need for coordination between EU trade unions, especially in Southern EU countries where the worsening of working conditions is directly related with EU demands to reduce their national deficit. Interviewed unionists from Portugal, the UK, Spain and France regard the preservation of occupational health and safety policies as a way to curb the worsening of working conditions. Interviews revealed that the privatisation of education is a common trend observed in countries governed by conservative parties.**

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## **ITALY**

UIL-Scuola considers that there will be further cutbacks that will prioritize optimal savings but not rationality and efficiency, a policy demanded by the EU. FLC-CGIL expects further cutbacks although the education system needs exactly the opposite (a shift in trends to put an end to cutbacks and improve the quality of the Italian education system, considered one the worse in the EU). FLC-CGIL has a proposal to extend the age of mandatory education to the age of 18.

## **SPAIN**

In a short term future the perspective is dire, both in terms of the education model and of working conditions. The conservative government (PP) aims at adopting a new law (LOMCE) that represents a reversal of citizens' rights and a hard blow to the education system. The proposal does not grant equal opportunities and favours the privatisation of education. Regarding working conditions, there will be a clear short-term increase of job insecurity for interim workers, an increase of teaching hours, reduction of team work, increases in the number of students per class and labour force reductions.

Both aspects imply multiple mobilizations and campaigns in the future. It has already started with a nation-wide strike of education workers on May 9, 2013, although unions believe there should be more intermittent strikes by hours and education sectors to maintain mobilizations during a longer period. Special significance is conferred to communication, using social networks and web platforms and to defence strategies based on occupational health and safety.

Coordination with EU countries is regarded as an essential factor, especially with southern EU countries.

## **FRANCE**

Unions will work to achieve improvements which are seen as possible with Hollande's government.

The most important claims for immediate future in secondary education are: the enlargement of the teaching staff (since 35 students per class is considered excessive, to support students with special needs and to grant replacements); the improvement of teachers' health and safety (namely psychosocial risks, musculoskeletal disorders and VDU-related problems since policies of the former administration created significant stress and burn-out syndrome situations); the splitting of groups on a national scale (this decision is currently made at school level), and finally, making the teachers' profession appealing.

The most important claims for primary education are: re-elaborating curricular programmes, increasing the number of jobs, increasing salaries or improving working conditions as a compensation for low salaries (a priority for UNSA-Education), monitoring the re-introduction of the initial training.

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The most important vindication for non-teaching staff are increasingly lowest salaries (administrative personnel) and in relation to pay according to results, the demand is that it must be added to existing salary bonuses and made available for all.

When it comes to higher education unions see as necessary to avoid the association between small universities and *colleges* and struggle for a common basis of knowledge for all universities.

## UK

The trend moves towards the worsening of working conditions and undermining national/global collective agreements. Government is determined to carry on with the agenda but union action and response is already escalating. For the immediate future two features are on the top for NUT/NASUWUT: Joint strike (June) action against the removal of the national pay scale for teachers from September (meaning elimination of minimum-maximum salary so schools could pay what they like or according to performance (what they perceive) and if you move to another school they can pay you less) and to continue the campaign against "academisation".

UCU plans to continue with local campaigns against the increase of workload. This is the only union that mentioned using a health and safety campaign to counter government policies.

Scottish independence referendum does not allow EIS speaking about the future development of events.

Most of interviewees mention the difficulties with members to mobilise (they have a commitment to the students and they are scared about losing their jobs) and to be workers' reps or activists at school level.

## PORTUGAL

Cutbacks and their effects on working conditions will not stop, quite the opposite, the government, by indications of the "Troika" will have to cut public spending and is doing it by reducing education and healthcare budgets. Further labour force adjustments, increases of teaching hours and of the number of students per class and wage cuts are expected. These restrictions will increase psychosocial risks even more.

Mobilizations and strikes against cutbacks will continue, as well as the campaign in favour of quality public education. If pressures do not achieve the desired effect, the government will be sued for violating national and EU regulation. Training courses on occupational health and safety for union representatives and teachers are also planned to be used as instruments of resistance.

Teachers hesitate to join mobilizations either for fear of losing their jobs or because they do not wish to make the situation more complicated if they are planning to retire soon. Teacher also tired of mobilizing without results or with very little success, since the government is not willing to start a dialogue with them and only follows the indications of the "Troika".

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## **GREECE**

New budget cuts have already been implemented in terms of global policies.

Specific working conditions elements arise regarding the new system for the evaluation of the teaching staff which includes penalties as wage cuts and dismissals. The law is presented, however, as an instrument to improve the quality of teaching. In response to this situation OLME has launched an information campaign that includes an open letter to parents, detailed leaflets for teachers and open local debates. Trade unions have met with members of the parliament and will obstruct the implementation of this measure with peaceful actions that will difficult each of the phases of implementation. The training of evaluating committees is currently being designed and unions will prevent such training from being carried out with peaceful demonstrations organized in the facilities designated for such courses.

## **POLAND**

Further mobilisations and proposals are expected in the near future in view of the local and EU parliament elections, a period in which political parties need votes and support.

Among general unions' demands which apply also to teachers the most significant include the elimination of unprotected contracts (without social security or healthcare insurance); maintaining the labour regulation in terms of working hours (in response to government proposals to deregulate working hours); and the campaign against the extension of retirement age until 67.

Regarding specific working conditions of teachers and education workers unions propose a definition of a standard number of students per class; including all teachers in the "Teachers' Statute"—regardless of school authorities; the conversion of overtime into new jobs; extended health and safety coverage (related to the extension of retirement age); the reinforcement of the education inspectorate; financial support to local authorities to comply with their obligations; and the definition of a *pensum* for specialists (speech pathologist, psychologists and pedagogues).

## **SWEDEN**

Unions work to achieve a reduction of the workload (teachers work more than 50 hours per week according to a survey carried out by the conservative government). Compensating the lack of teachers and improving their working conditions will be the most significant challenges in the future.

## Conclusions and recommendations

### Conclusions

Since 2008, education budget cutbacks have been present in different ways in most EU countries and worsened both the working conditions of teachers and other employees in education and the quality of the teaching that pupils and students received. Interviews revealed that the privatization of education is a common trend observed in countries governed by conservative parties.

There is an increase of precariousness in the educational sector in most European countries, with the southern countries being more affected. Most visible impacts are the increase in job insecurity (regarding the loss of current job, the difficulties to find another job in case of being dismissed, and deterioration working conditions); the rise of work demands related to increased tasks with less time and less resources; the growing of emotional demands; and the deterioration of social support, vertical trust and fairness at the workplace.

Teacher unions clearly opposed these cutback policies and increased mobilisation actions and alliances with other workers and sectors affected by public budget cuts, together with legal actions against cutbacks, pushing for bargaining with governments and providing advice, guidance and training for worker and workers' reps.

Although Union actions did not manage to reverse cutbacks, they have limited their negative impact in some cases: limited workforce reductions or teaching hours' increases, provided certain stability for interim workers, and achieved certain limitations to cutbacks affecting pay structure and pensions.

Most unions expect that governments will continue their cutback policies, so that working conditions and quality of the teaching will continue to worsen in the coming years. Accordingly, escalation of mobilizations is expected in all analysed countries, except for Sweden and perhaps for France where certain improvements may be expected.

The coordination between teacher unions in Europe continues to be an important matter, especially for Southern EU countries where the worsening of working conditions is directly related with EU demands to reduce their national deficit.

Some Unions regard the preservation of occupational health and safety policies as a way to curb the worsening of working conditions.

## Recommendations

In order to strengthen solidarity between teachers unions in Europe and according to the evidence that cuts policies are mainly decided at European level, ETUCE and European Education Unions may benefit from the coordination of strategies and actions to oppose them.

Since education workers' workplaces are also the places where pupils and students learn, the visualisation of the relationships between working conditions and quality of education could facilitate alliances between education sector unions and all citizens. In order to promote healthy and safe workplaces that allow teachers and other employees in education to do their best so that students can receive better conditions for learning.

In this sense, and considering that EU cut policies look to be difficult to reverse, maintaining and increasing alliances with families and with other social movements opposing cut policies in other sectors (i.e. in the health and social protection systems) could be a key and central aspect of Union strategy for the coming future.

Teacher unions in Europe may benefit from EU legislation and seek for the preservation of occupational health and safety policies as a practical and effective way to curb the worsening of working conditions in the education sector. In concrete, Teacher unions in Europe may urge the realisation of psychosocial risk assessments and the implementation of preventive measures addressed to the origin of risks, to keep working conditions healthy and safe in all education institutions.

Teacher unions in Europe may take advantage of the specific rights of workers' representatives recognised and protected by EU legislation to participate in all matters concerning health and safety. These participation rights include the right to be informed, consulted and allowed to make preventive proposals.

In this sense, workers' representatives of Teacher unions in Europe may, with the support, advice and guidance of their organisations, mobilise colleagues to impulse participative psychosocial risks assessments processes and propose preventive measures to organise work in a healthy way by implementing concrete measures as:

- Reduce psychological demands of work to an affordable level.
- Provide resources and skills to cope with not entirely avoidable demands.
- Increase the opportunities for development of skills and knowledge of all workers.
- Increase the level of control over working times (pauses, breaks, leaves, holidays ...), avoiding its irregular distribution.
- Enhance workers' participation in decisions affecting their tasks.
- Enhance workers' decisions on their own working conditions.

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- Provide social support among staff.
- Promote organisational clarity and transparency, defining jobs, tasks and degree of autonomy.
- Provide cooperative and non-authoritarian leadership skills.
- Eliminate competition among peers and /or departments in the educational institution.
- Eliminate the isolation at work.
- Ensure respect and fair treatment to all workers.
- Ensure security and stability in employment and working conditions(contract, working time, salary, etc.).
- Eliminate discrimination by sex, age, ethnicity or any other kind.
- Facilitate the reconciliation between work and family life.

## Annexes

### Annex 1. Respondents to the on-line survey

Country	Name of the Union	Respondent' position in the Union
Austria	GOD-Lehrer	Secretary Intern.
Belgium	CSC-Enseignement	general secretary
Belgium	CGSP ENSEIGNEMENT	PRESIDENT
Bosnia	HESUEBH	general Secretary
Herzegovina		
Bulgaria	BULGARIAN UNION OF TEACHERS	PRESIDENT
Czech Republic	SER	Vicepresident
Cyprus	Cyprus Turkish Teachers Trade Union (KTOS)	General Secretary
Cyprus	KTOEOS	Member of the Administrative Board
Denmark	Danmarks Lærereforening.	Consultant
Estonia	ESTONIAN EDUCATIONAL PERSONNEL UNION (EPU)	International Secretary
Finland	Fuurt	Senior adviser
France	Sgen-CFDT	National secretary
France	FERC CGT	Head of Occupational Health Activities
France	SNES/FSU	General Secretary
France	SNUipp	National Secretary
France	UNSA Education	National Sec. for European and Int. Relations
Germany	VBE	vice-president
Greece	OLME	GENERAL SECRETARY
Hungary	Trade Union of Employees in Higher Education (FDSZ)	international rapporteur
Hungary	SEHUN (PSZ)	Director/secretary
Hungary	KPSZT	co-president
Iceland	The Icelandic Teachers' Union	specialist
Ireland	INTO	Senior Official
Ireland	Association of Secondary Teachers Ireland (ASTI)	Organisation & Development Officer
Italy	FLC CGIL	secretary
Italy	UIL Scuola	National officer
Italy	CISL SCUOLA	NATIONALI SECRETARY
Latvia	LIZDA	ADVISOR
Lithuania	FLESTU	International Secretary
Malta	Malta Union of Teachers MUT	International Secretary
Netherlands	Algemene Onderwijsbond	executive
Norway	Union of Education Norway	advisor working environment
Poland	SKOiw NSZZ Solidarnosc	international representative
Poland	National Science Section 'SOLIDARNOSC' (KSN)	member of KSN Solidarnosc
Poland	Związek Nauczycielstwa Polskiego	member
Portugal	FNE Federação Nacional da Educação	International Department
Portugal	SINDEP	Expert Advisor
Portugal	FENPROF - Federação Nacional dos Professores	general secretary
Romania	FREE TRADE UNION FEDERATION IN EDUCATION	Director of International Relationship Dept.
Slovakia	NKOS Slovakia	Member of chairmanship
Slovakia	OZPSAV of Slovakia	General secretary
Slovenia	Education, Science and Culture TU of Slovenia (ESTUS)	Professional Assistant Public & Int. Relations
Spain	FETE-UGT	General Secretary
Spain	FEDERACIÓN ENSEÑANZA CCOO	Teachers' responsible public sector (Cadiz)
Spain	Confederation STES-i	Occupational health coordinator
Sweden	Läraryförbundet	Senior officer
Turkey	DAU-SEN (EASTERN MED. UNIV. ACADEMIC STAFF UNION)	EXTERNAL RELATIONS SECRETARY
UK	National Union of Teachers	Principal Officer, Employment Conditions & Rights
UK	ATL	Member adviser
UK	NASUWT	National Official
UK	ATL	Member adviser
UK	University and College Union	Health & Safety Advisor
UK	Educational Institute of Scotland	National Officer
UK Ulster	Ulster Teachers' Union	Field Officer (Full-time Official)
Ukraine	Free Trade Union of Educators and Scientists of Ukraine	Deputy head

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## Annex 2. Interviewed ETUCE member organisations information

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Country	Organisation
France	FERC-CGT
France	SGEN-CFDT
France	SNES-FSU
France	SNUipp-FSU
France	UNSA-Education
Greece	OLME
Italy	FLC-CGIL
Italy	UIL-Scuola
Poland	KSN Solidarność
Poland	SKOİWSolidarność
Poland	ZNP
Portugal	FENPROF
Portugal	FNE
Portugal	SINDEP
Spain	FETE/UGT
Spain	STEs-Intersindical
Spain	F.E.CC.OO
Sweden	Lärarförbundet
UK	ATL
UK	EIS
UK	NASUWT
UK	UCU
UK	NUT-UK

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### Annex 3. Project interviews

Duration: +- 30 minutes

Focused on:

- Impact of trade union actions facing educational public budget cuts. The goal is to get to know about the impact trade union actions have had at two levels: 1.the most important: to put limits to the deterioration of working conditions; 2. To increase trade union support from society and presence on the media. Information will be used to choose experiences for Madrid Event, too.
- Future scenarios for educational sector and reaction of trade union

BEFORE THE INTERVIEW, INTERVIEWER SHOULD HAVE READ THE INTERVIEWEE'S ANSWER TO THE ON-LINE QUESTIONNAIRE

### INTERVIEWS´ OUTLINE (it is also the summary's outline)

The interviewer will have to make a customized interview outline, adapting the questions proposed to the on-line questionnaire interviewee's answers.

**Remember:** Interviews have to be recorded, so it's needed to ask to accept the recording as first question.

#### IMPACT OF TRADE UNION ACTIONS

**Question:** From your answer to the on-line survey we know about the actions undertaken by **XXX** (*name of his/her union*) to oppose budget cuts in public education (*name some of the noted actions on the on-line survey*). **What impact have union actions had on working conditions? Did these actions limit the consequences of budget cuts in working conditions? On what working conditions did trade union actions get the deterioration curbed and how did you achieve it?**

**Refrigerator<sup>1\*</sup>:** Use as examples survey's answers about working conditions and ask specific questions about them. (*Two examples: would you say that social dialogue has reduced staff's cuts? Have sick workers or workers with any kind of leave been replaced by other workers meanwhile the leave after demonstrations' / strikes' pressure?*)

**Question:** Still about the impact of the actions undertaken by **XXX** (*name of his/her union*) to oppose budget cuts in public education. **What impact had these actions in terms of social support to trade union? What impact had these actions in terms of union presence in media?**

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<sup>1</sup> \* Specific questions to relaunch/bring back the topic

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**Refrigerator\*:** Use as examples union actions which have been increased since 2008 and its potential impact. (Examples: would you say that the mobilizations' increase has brought more union presence in the media? Would you say that efforts to change laws that involve cuts have led to increased union support by society? Would you say that union mobilizations have increased the relationship with other social movements or organizations (stakeholders)?)

**Question:** From the preparation of an action until seeing its impact, what major obstacles must be overcome?

**Question:** Among all the actions we have spoken about, which one would you highlight for its special impact on limiting the deterioration of working conditions? Could you explain with some detail the experience (also its obstacles)?

**Question:** Among all the actions we have spoken about, which one would you highlight for its impact in media or for its social support? Could you explain with some detail the experience (also its obstacles)?

*Our goal is to choose experiences for the Madrid event.*

## FUTURE

**We would like to know how you see future within 3 years. Specifically: Do you think budget cuts in public education will continue? Do you think there will be legislative changes?, in what direction? : could it be a national agreement on education to stop budget cuts?**

**How do you see working conditions in the sector within 3 years?**

**Refrigerator\*:** Use working conditions changes which have occurred (or have not) since 2008 according to on-line survey answers.

**In that context, what kind of actions do you think XXX(name of his/her union)will carry out? Please, put some examples**

**Refrigerator\*:** Actions that have already taken place (or have not) since 2008 according to on-line survey answer

## Annex 4. Questionnaire of the on-line survey

### Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis

QUESTIONNAIRE. final. 20/02/2013

#### BACKGROUND INFORMATION

Name of your Union

Name and Surname of respondent

Position in the Union

E-mail\*

Direct phone number\*

\* In case, the ETUCE Secretariat needs to contact you for further details on your reply

**Which education sector does your Union represent?**(Tick all appropriate answers)

- Early childhood education
- Primary education
- Secondary education
- Vocational education and Training
- Higher education

**Your Union represents ...** (Tick all appropriate answers)

- Teaching staff
- Other no teaching staff

**The following questions concern how teachers' and other education employees' working conditions have been deteriorating since 2008 to the present as a result of budget cuts in public education. Please, tick the appropriate boxes and add information when needed.**

1. To what extent would you say that there have been budget cuts in public education in your country since 2008? (Choose one answer)

- to a very large extent
- to a large extent

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<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	Not at all
2.	How have budget cuts in public education been applied in your country? (choose all appropriate answers)
<input type="checkbox"/>	Firing teachers or other staff, layoffs
<input type="checkbox"/>	closure and merger of schools
<input type="checkbox"/>	not renewal of temporary workers
<input type="checkbox"/>	lack of replacement of retired teachers or other workers
<input type="checkbox"/>	lack of replacement of sick workers and workers with any kind of leave
<input type="checkbox"/>	Increasing class size & teacher / pupils ratio
<input type="checkbox"/>	More working hours, working overtime
<input type="checkbox"/>	Fewer holidays
<input type="checkbox"/>	Lowering capital expenditures (repairs, infrastructure, buildings...)
<input type="checkbox"/>	Other (please specify) ...
<input type="checkbox"/>	None
3.	To what extent would you say that there has been a deterioration in terms and conditions designed to support education employees' ability to reconcile their work and personal lives, such as leave reductions, reductions in flexibility of working time, since 2008?(Choose one answer)
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	Not at all
4.	To what extent would you say that there has been a decrease in the material support that teachers and other education employees get in order to undertake their professional responsibilities effectively since 2008? (Choose one answer)
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	Not at all
5.	4. Concerning the material support, how have budget cuts in public education been applied in your country? (choose all appropriate answers)
<input type="checkbox"/>	mentoring of new teachers has been lowered
<input type="checkbox"/>	professional training has been shortened
<input type="checkbox"/>	less time to attend courses
<input type="checkbox"/>	Less professional support to deal with pupils with special needs (i.e., psychologists...)
<input type="checkbox"/>	Other (please specify) ...
<input type="checkbox"/>	None (no cuts in public education budget in my country)
6.	To what extent would you say that the professional development and career prospects in the education sector have decreased since 2008? (Choose one answer)
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	not at all

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7. Defining "Precariousness" as "an employment situation that involves instability, low wages, lack of regulatory protection, and limited worker control over the labour process, or some combination of these"; to what extent would you say that the working conditions in the education sector are <u>more</u> precarious since 2008? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all
8. Concerning the precarisation of working conditions, how have budget cuts in public education been applied in your country? (choose all appropriate answers)
<input type="checkbox"/> Increase of contract instability –more temporary workers
<input type="checkbox"/> lowering salaries
<input type="checkbox"/> freezing salaries
<input type="checkbox"/> increase in geographical mobility –changing place of work
<input type="checkbox"/> increase in functional mobility –changing tasks to be done
<input type="checkbox"/> increase in working hours and time availability demands
<input type="checkbox"/> Decreased consultation and negotiation prior to the introduction of working conditions changes
<input type="checkbox"/> Other (specify) ...
<input type="checkbox"/> None
9. To what extent would you say that the benefits given by the state to education employees (like <i>social security</i> or <i>social insurance</i> benefits in some countries) have been reduced since 2008? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all
10. Concerning benefits given to employees, how have budget cuts in public education been applied in your country? (choose all appropriate answers)
<input type="checkbox"/> Reduced sickness leave rights –shorten, lowering salary...
<input type="checkbox"/> reduced parental leave
<input type="checkbox"/> enlargement of retirement age
<input type="checkbox"/> reducing partial retirement
<input type="checkbox"/> putting obstacles to early retirement
<input type="checkbox"/> lowering pensions
<input type="checkbox"/> Other (specify) ...
<input type="checkbox"/> None (no cuts in public education budget in my country)
11. To what extent would you say that budget cuts in public education, if any, have increased gender inequality? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all

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The following questions refer to the extent to which teachers' and other education employees' exposures to psychosocial hazards at the workplace have deteriorated since 2008 as a result of budget cuts in public education. Please, tick the appropriate boxes and add information when needed.

12. To what extent would you say that education employees work more since 2008? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all
13. To what extent would you say that education employees have less time to undertake their working tasks since 2008? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all
14. To what extent would you say that the work is more emotionally demanding since 2008? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all
15. To what extent would you say that there are more demands on employees to hide their emotions at work since 2008? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all
16. To what extent would you say that there is an increase in work - family conflicts since 2008?
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
17. Defining <i>role conflicts</i> as both "the conflicting demands that arise at work and those that may involve conflicts of a professional or ethical kind"; to what extent would you say that role conflicts teachers and other education employees may have at work have increased since 2008? (Choose one answer)
<input type="checkbox"/> to a very large extent
<input type="checkbox"/> to a large extent
<input type="checkbox"/> somewhat
<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all
18. To what extent would you say that the fear of job loss has increased in the education sector since 2008? (Choose one answer)

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<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	not at all
19. To what extent would you say that the fear of experiencing difficulties in finding another job in case of job loss has increased since 2008? (Choose one answer)	
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	not at all
20. To what extent would you say that education employees have become more worried about deteriorating working conditions (e.g. lower salary, increased working time, reduced benefits...) since 2008? (Choose one answer)	
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	not at all
21. To what extent would you say that the support that employees receive from their nearest superiors to do their work has decreased since 2008? (Choose one answer)	
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	not at all
22. To what extent would you say that the support employees receive from their colleagues to do the work has decreased since 2008? (Choose one answer)	
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	not at all
23. To what extent would you say that currently there is less trust in the information that comes from the top of the organisation (school leadership, university management, education authorities, etc) than in 2008? (Choose one answer)	
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat
<input type="checkbox"/>	to a small extent
<input type="checkbox"/>	to a very small extent
<input type="checkbox"/>	not at all
24. To what extent would you say that there is less fairness at the workplaces since 2008? (Choose one answer)	
<input type="checkbox"/>	to a very large extent
<input type="checkbox"/>	to a large extent
<input type="checkbox"/>	somewhat

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<input type="checkbox"/> to a small extent
<input type="checkbox"/> to a very small extent
<input type="checkbox"/> not at all

**The following questions refer to the actions taken by Unions from 2008 to the present to oppose budget cuts in public education. Please tick the appropriate boxes and add information on other actions if needed.**

	Large increase	Small increase	No change
25. Has your Union taken any of the following actions to oppose cuts in expenditure on public education since 2008?			
a. Strikes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Workers' assemblies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Signature collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lobbying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Alliances with other stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (specify)...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.			
26. Has your Union increased bipartite dialogue initiatives (collective bargaining between employers' organisation and unions) in response to cuts in spending on education since 2008?	Large increase	Small increase	No change
a. Exchange of information meetings ...			
b. Consultation meetings...			
c. Negotiation meetings (specify)...			
d. Agreement signed (specify)...			
e. Other (specify)...			
27. Has your Union increased tripartite dialogue initiatives (government, employers' organisations and unions) in response to cuts in spending in education since 2008?	Large increase	Small increase	No change
a. Exchange of information meetings ...			
b. Consultation meetings...			
c. Negotiation meetings (specify)...			
d. Agreement signed (specify)...			
e. Other (specify)...			
28. Has your Union increased provision of training in response to cuts in expenditure on public education since 2008?	Large increase	Small increase	No change
a. Basic OH&S training for employees			
b. Specific training for workers' representatives			
c. Other (specify)...			
29. Has your Union increased assessment actions or the provision of written or verbal information, advice and guidance to address issues arising from cuts in spending on education since 2008?	Large increase	Small increase	No change
a. Production and delivering of guidelines		a	b.
b. Direct assessment of employees		a	b.

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c. Direct assessment of workers' representatives	a.	b.	
d. Other (specify)...	a.	b.	
30. Has your Union made greater use of legal action in response to cuts and austerity measures in education since 2008?	Large increase	Small increase	No change
a. Individual sues			
b. Collective sues			
c. Other (specify)...			
31. Has your Union increased its involvement in legislative initiatives in response to cuts and austerity measures in education since 2008?	Large increase	Small increase	No change
a. Contacting with political representatives			
b. Promoting changes in current laws			
c. Promoting new laws			
d. Other (specify)...			