

Mapping the Labour Market Trends and Trade Union Policies for **Young Teachers** and Other Education Personnel



Mapping the Labour Market Trends and Trade Union Policies for **Young Teachers** and Other Education Personnel

Barbora Holubová, Marta Kahancová, Lucia Kováčová & Monika Lichá
Central European Labour Studies Institute

Contents

Key findings	5
Introduction	6
1. Methodology	7
2. Young teachers and trade unions: background information	10
3. ETUCE Members' perspective	12
3.1 Recruitment methods for enrolment of young professionals in education trade unions	12
3.2 Factors hindering and facilitating motivations to join trade unions	16
3.3 Trade unions' activities and priorities for young members	20
3.4 Involvement of young members in trade unions' decision-making bodies	23
3.5 Main issues that young professionals encounter in the teaching profession	28
4. Young teachers' and other education personnel's perspectives	31
4.1 Young teachers' attitudes towards union membership	31
4.2 Young teachers' attitudes regarding union activities	34
4.3 Perspectives on main challenges that young professionals in education encounter	37
5. Conclusions	39
6. Recommendations	41
Literature	47
Annex	48

The aim of the mapping study is to analyse the engagement of young professionals in education trade unions, and ongoing union activities for young members, including recruitment strategies and the involvement of young members in the decision-making processes. Additionally, the study aspires to uncover factors that hinder the motivation of young professionals to join education unions and explores factors that encourage them to become members in the countries where the ETUCE member organisations are based.



Key findings

- **The study showed that personal meetings** with young professionals are considered an effective recruitment tool according to the education trade unions. The presence of local leaders and youth in the trade union structures seem to be a factor in recruiting new members. Some of the education trade unions have started **cooperating with student organisations** or have tried reaching out to university students or teachers at the very early stage of their careers and offering them a free membership for a limited period of time.
- Factors that hinder the motivation of young teachers to join unions appear to be manifold and can be categorised as follows: (1) a lack of information about the role of education trade unions; (2) the reputational issues of trade unions; (3) a lack of innovative recruitment strategies; and (4) trade unions' passive approach in recruiting young teachers.
- **When exploring the lack of interest of young professionals to join labour unions**, wider societal and structural trends must be considered. First, the competition between trade unions and other organisations representing teacher interests such as professional organisations, non-governmental organisations and informal networks. Second, systemic problems such as a shortage of young teachers that exist in some countries which are mainly caused by precarity in the labour market (fixed employment contracts, low salaries, etc.). Fourth, a persisting negative image of trade unions resulting in the low levels of trust.
- At the same time, the inquiry indicates that **one fourth of non-unionised young teachers want to be regular members and almost one fifth of them want to be active union members.**

Factors enhancing the motivation of young professionals to join the unions can be classified into (1) upskilling and career development programmes; (2) presenting trade unions achievements in collective bargaining; (3) the presence of young leaders in union structures; (4) offering benefits for all the members such as free membership, networking opportunities or legal aid and (5) a sense of belonging to a group with the same professional interests.

- The ETUCE member organisations deliver **a wide range of activities** specifically to its young members, mostly providing professional and career development programmes, dealing with conflicts at the workplace, establishing youth structures, conducting networking activities and salary bargaining. The research shows that young professionals in the education sector are largely interested in skill-upgrading and mentoring programmes (in a range of themes such as climate change, social justice, teacher-student/family communication), networking opportunities facilitating the exchange of experiences and overcoming professional obstacles that teachers often encounter after they enter the teaching profession.
- Also, while the education trade unions focus on establishing structures representing youth (such as Youth Committees), **young professionals aspire to be more involved in the development of strategies and action plans.**

Introduction

The ETUCE Resolution “[Education Trade Unions and Youth](#)” adopted in 2018 in Athens by ETUCE member organisations, further highlights multiple challenges that young professionals in the education sector face at the workplace and in the labour market. These are affected by constantly changing demands from parents, students, and education systems across many countries in the European region. Subsequently, young professionals in the sector encounter difficulties regarding, among other things, deteriorating working conditions, unfulfilled demands for continuous education and further professional development. This leads to high work-related stress and burnout, which has been reinforced by numerous obstacles and challenges in teaching that occurred during the pandemic. In addition, digitalisation and changing skill demands from the labour market have had a considerable impact on teaching methods and communication at school, and therefore, on the teaching profession as such and the volume of work. All these issues further motivate the active involvement of young teachers in education trade union organisations, to enable them to articulate their interests, rights, and needs more effectively. With the intention to examine the existing experiences of ETUCE member organisations’ work with young members and to collect information about their specific needs and contribution to the work of education trade unions, the survey carried out by ETUCE¹ among its member organisations in 2020 showed that there is a considerable diversity in the trade union representation and thus, further research needs to be done to explore and map out the needs and interests of young teachers and other education personnel regarding, among other things, their active participation in trade unions, including factors discouraging and encouraging their involvement therein.

The aim of this study is to explore and understand how professionals in education younger than 35 years old are engaged in education trade unions; and how their interests and needs are articulated and incorporated in the agenda and activities of education trade unions. The study also sheds light on those professionals that are not unionized and their attitudes towards the unions. In reaching out to the latter target group, experiences had by different recruitment methods utilised by education trade unions are explored. The research methods addressing the aim of the study comprise combined methods including a literature review, a survey of the ETUCE member organisations, a survey of individual young professionals in education across countries where ETUCE members are located, and semi-structured interviews with representatives of trade unions in the education sector.

The study is divided into six chapters. While the first chapter provides a methodological background including the aim of the study, research methods, and the analytical approach, the second presents theoretical considerations about the engagement of young people in education trade unions. The third section elaborates on the aim of the study, research methods, and the analytical approach utilised in the research design and data analysis. The fourth chapter presents the findings from the ETUCE members survey and semi-structured interviews, and is divided into thematic subchapters dealing with different aspects such as recruitment methods to reach out to the young members, education trade union activities for young members, the involvement of young members and early-stage professionals in decision-making bodies within trade union structures, and issues young professionals encounter in their professional lives. The fifth chapter presents findings from the individual young professionals’ survey, particularly teachers’ attitudes towards recruitment methods and union membership, union activities for young members including their involvement in decision-making bodies within union structures, and current issues young professionals encounter in regard to the teaching profession and working conditions. The concluding chapters provides a summary of the main findings and a list of recommendations and good practice examples identified in this research.

¹ Find more at: https://www.csee-etu.org/images/Background_Workshop_YoungMembers-compressed.pdf

1. Methodology

The aims of the mapping study are manifold, including:

- Mapping the existing structures of ETUCE member unions across Europe for engaging young teachers
- Analysing young member engagement and activities within education trade unions, including their position on access to the education sector labour market
- Analysing the ongoing activities of trade unions in the education sector on behalf of their young members
- Uncovering factors enabling, preventing or discouraging young people from joining or becoming active in trade unions in the education sector in 51 countries where ETUCE's members are based

In particular, research questions were formulated as:

- How do trade unions in the education sector currently engage with young teachers and other professionals in the sector? What union structures exist to work with young people, what access do they have to the strategy formation of the union, how are their interests articulated within the unions?
- What campaigns are unions engaging in or considering launching to organise young teachers and other professionals in the education sector? What experience do they have with these types of activities, and what lessons can they learn both from the successes and failures of other unions in the education sector and from their activities vis-à-vis young members and potential members?
- What fee structures exist among ETUCE members, and what fee structures seem optimal for attracting a higher share of young teachers and other professionals from the education sector to join trade unions?
- What challenges and opportunities do young teachers currently have in the education labour market, and how does this inform their decisions about becoming more engaged with education trade unions?
- How do digital technologies facilitate better labour market integration for young teachers (e.g. via online learning) and provide more motivation to join trade unions?
- What policy recommendations can be formulated for ETUCE and its members regarding (a) union structures and strategies to systematically engage youth in the education sector, and (b) regarding union campaigns to attract young teachers that are not yet members of the union and who are possibly in vulnerable situations in the labour market (precarious positions, unstable jobs, low income, etc.)?

To respond to the above-mentioned research questions, combined research methods were used, including (1) desk research; (2) an online survey of ETUCE member organisations; (3) an online survey of individual young professionals in education across countries represented within ETUCE; (4) semi-structured interviews with the representatives of the ETUCE member organisations and additional short inquiries on the factors encouraging/discouraging young professionals from joining the unions.

Desk research served to better understand trade union structures, challenges, activities for and with the involvement of young members. Sources of literature for desk research include academic literature, policy reports, and different background papers with respect to the geographical balance within ETUCE membership. The findings from the desk research served as a key input for designing both surveys and preparing the interview guide used for the semi-structured interviews.

From October to early December 2021, CELSI has implemented *two online surveys*: (1) a survey of ETUCE members and (2) a survey of individual professionals in the education sector to collect relevant data in order to meet the above aims. The survey among ETUCE member organisations focused on education trade union structures and activities to articulate the interests of young members across 51 countries, instruments of involvement of young members in decision-making structures, recruitment methods to reach out to young people as well as perception of many challenges young teachers and other education personnel encounter regarding their working conditions. The survey involved 15 questions, identified based on desk research and in close cooperation/exchange of views with ETUCE representatives. The survey was distributed directly to all ETUCE members with a personal invitation to participate in the survey by the ETUCE Secretariat. The survey (originally designed in English) was translated into French, German and Russian to increase the response rate.

The survey was completed by 55 ETUCE member organisations (out of 127 in total) from 43 countries² (see Table A1 in the Annex for a full list of countries). The trade union representatives at national or regional levels participated in the survey, while the questionnaire was completed mainly by international departments (16), presidents or general secretaries (12), youth coordinators (5), youth policy officers (3), vice-presidents (2), or others (17) such as senior officials or communication officers.

The second anonymous survey aimed to target responses from individual young teachers, both (1) unionised and (2) not yet unionised. This survey sought to collect data on the challenges and barriers they face in the labour market access, how they perceive opportunities to address these challenges/barriers via engagement in education trade unions, and experiences with being involved in decision-making within union structures. The second survey used social media to target individual young teachers in 51 countries. Two rounds of sponsored campaigns on Facebook were launched by the CELSI team in October-November 2021. Importantly, the sponsored posts were supported by an illustration (see examples of the illustration in the Annex) to boost the visibility of the post and to reach the target population of individual young teachers and motivate them to participate in the survey. The ETUCE Secretariat and FES also supported the Facebook campaign by sharing and disseminating via their channels (mainly Facebook and Twitter). Additionally, the CELSI team approached different Facebook community pages for teachers and other education personnel in the countries of ETUCE membership and asked them to disseminate the survey among their members and followers. To reach the highest possible scope of respondents in the concerned 51 countries, the second survey was available in multiple languages (English, Czech, French, German, Hungarian, Slovak, Spanish, and Russian).

In total, 341 young professionals in the education sector from 40 countries (for details about the sample, see Table A2 in the Annex) responded to the survey of individual young teachers. About one third of the respondents teach at the secondary and primary school level (32% and 28% respectively), while 14% of the respondents declared teaching at university or college, 10% presented teachers in early childhood education, 8% declared being involved in adult learning while the rest are educators in the vocational education (5%) and other schools such as art schools (2%). Most of the respondents declared being full-time workers (66%) while around 10% responded to be part-time, temporary workers or freelancers. The age of respondents ranges between 20-35 while the average age of respondents is 30 years. Regarding the number of years in teaching professions, approx. 33% of the respondents declared teaching 6-9 years, while 32% have been teaching 3-5 years. At the same time, 13% of the respondents declared teaching less than

2 In a few countries, a representative of more than one trade union (ETUCE member organisation) completed the survey

2 years and 22% of the respondents have been teaching more than 10 years. Importantly, 271 (out of 341) declared not being union members, 93 of them are members and 31 did not know whether they were members of any trade union. In addition, the sample of the voluntary survey among young professionals should not be treated as representatives of particular country structures. Instead, it should be considered as a novel source of data providing an overview of various examples of engagement in unions, expectations from unions, and attitudes vis-à-vis trade unions. Survey results are a complementary source to evidence collected via qualitative research methods. At the same time, due to its scope and novelty, the survey data provides important insights into the explored topic.

To supplement the findings from online surveys, the CELSI team conducted *eleven semi-structured interviews* (online via Zoom) with representatives of ETUCE member organisations covering the European region (see Table A3). The aim of these interviews was to better understand the challenges young people face in the education sector labour market, particularly education trade union activities for young members, the practices of involving young people in decision-making bodies within trade union structures, and opportunities for future activities to involve young people into trade union work and setting up dedicated, integrative structures within education unions that address the needs of young members. The aim of the interviews was also to identify examples of good practice relating to recruiting young professionals in education and involving them in union activities and decision-making processes. Additionally, short inquiries with two questions about (i) factors discouraging and (ii) factors encouraging young professionals to join education trade unions were sent to eight ETUCE member organisations (AL, BG, FR, PL, SL, TR, UA, UK)³ from those countries that were not covered by the interviews.

3 For a list of country abbreviations, see Table A4 in the Annex.

2. Young teachers and trade unions: background information

Contemporary scholarship shows that young people are less unionised and less involved in union activities than in previous generations due to persisting perceptions of trade unions as archaic and bureaucratic structures that cannot represent rights of young members in the post-industrial economies.⁴ As a result, education trade unions may face struggles with involving young people in labour movements and their active engagement in trade union activities and decision-making processes.

Besides the negative perceptions of trade unions, the causes of low involvement levels of young people in organised labour seem to be manifold. The British survey⁵ among non-unionised young teachers showed that younger cohorts do not tend to join unions mainly due to the non-existence of any trade union at the workplace, the lack of requirement in joining a trade union, the lack of information about trade union activities and its role in labour relations, and the fact that the workers had not been approached by any union or encouraged to join labour movements by any union representatives. Also, work responsibilities and the volume of workload, which have been increasing due to changing demands in education systems, may prevent young teachers from joining labour movements and being active in a trade union life⁶.

Additionally, inter-generational differences can be found regarding the topic of interests between younger and older cohorts of young teachers that may also play a decisive role in the low involvement rates of youth in the education trade unions. Young professionals in the education sector are currently interested in a wide range of novel topics, including social justice, climate change and diversity at the workplace, and trade unions focusing on traditional industrial topics (pay, class-size, etc.) may not be able to adjust to these shifts in agenda and the interests young people prefer to discuss⁷. Consequently, although education trade unions may play a strong role in shaping the policy discussion over professional needs of teachers, evidence suggests that education trade unions remain more likely to be more committed to traditional industrial topics in social dialogue than professional issues teachers are concerned about⁸. Although working conditions are relevant issues across generations, a lack of interest merely in the industrial topics may prevent young teachers from joining the labour unions⁹.

On the contrary, young workers (not merely in the education sector) tend to become union members if trade unions are pro-active in approaching them and actively involve young members in recruiting new members. Additionally, if the trade union actively supports the autonomous initiatives and social movements of young workers (including university-based efforts), they are more likely to turn to their labour representatives¹⁰.

Regarding this, leadership and training programmes seem to play a pivotal role in the successful enrolment of young workers in the union¹¹. However, teachers must feel that professional development programmes meet their current

4 Tailby, S. and Pollert, A. (2011); Dandalt, E., Gasman, M., and Goma, G., (2020).

5 Tailby, S. and Pollert, A. (2011).

6 Dandalt, E., Gasman, M., and Goma, G., (2020).

7 Ibid.

8 Stevenson, H., Milner, A. L., & Winchip, E. (2018).

9 Dandalt, E., Gasman, M., and Goma, G., (2020).

10 Stevenson, H., Milner, A. L., & Winchip, E. (2018).

11 Tapia, M. and Turner, L. (2018).

needs and they need to have a voice in determining the content of the trainings¹². Professional development seems to be highly relevant for young trade union members due to their perceived unpreparedness for meeting the needs of their pupils, students, and the whole school community. As stipulated by Stevenson et al. (2018), support of educational trade unions is particularly important for early career teachers who may tend to quit the teaching profession due to a lack of support. Regarding this, they seem to be particularly vulnerable and lack support due to altering conditions in the school systems and labour market demands¹³.

Although, the current scholarship about the engagement of young teachers provides certain findings regarding factors discouraging and encouraging young teachers from joining trade unions, there is a lack of evidence about factors behind the low involvement rate of youth in education trade union structures. At the same time, further research on the topic of trade union activities for young people in the European context. Therefore, the following sections focus on the survey and interview empirical findings regarding different aspects of the enrolment of young teachers in ETUCE member organisations.

It is crucial to stress that, the COVID-19 pandemic has amplified different problems in performing teaching duties and brought notable changes in the working conditions at schools. According to the OECD study from 2021, as a result of the pandemic and more particularly school closures and online lectures, teachers needed to increase their involvement and efforts in performing their professional duties at all levels of education. This relates to, for instance, investing more time and efforts in maintaining communication with students and families and providing them with additional support with remote learning. The study also showed that only slightly more than a half of teachers in the OECD countries feel prepared for using information and communication technologies.¹⁴ All these findings highlight the need to support teachers and other education personnel in their professional lives and improve their working conditions in order to fully prepare them to respond to the current needs of students and their families during the pandemic. The study also partially reflects on these changing conditions for teaching professionals and acknowledges that the problems teachers currently encounter are related to the health and economic crisis.

¹² Stevenson, H., Milner, A. L., & Winchip, E. (2018).

¹³ Stevenson, H., Milner, A. L., & Winchip, E. (2018).

¹⁴ OECD, 2021.

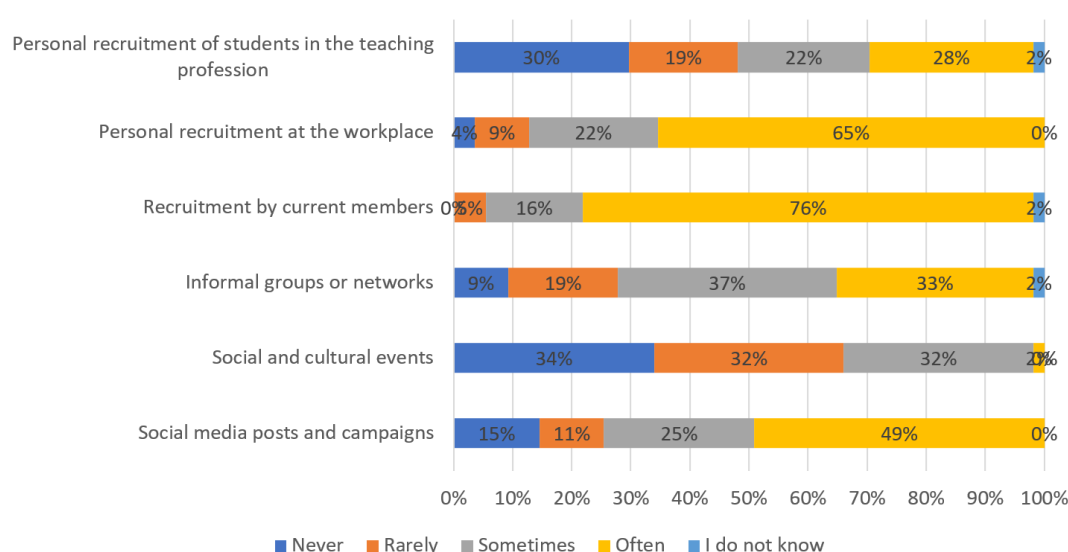
3. ETUCE Members' perspective

This chapter presents findings about the involvement of young professionals in ETUCE member organisations based on the results of the survey performed on ETUCE members, the findings of the semi-structured interviews with representatives of eleven ETUCE member organisations, as well as short inquiries from an additional eight member organisations. The chapter provides insights into the union experiences with recruitment methods aimed at enrolling young teachers and other education personnel, enrolment benefits, as well as union activities and priorities regarding their young professional membership base. The chapter also includes practical examples of the particular unions (based on the qualitative inquiries) and intriguing experiences that may stand as an inspiration for readers.

3.1 Recruitment methods for enrolment of young professionals in education trade unions

Figure 1 shows that most of the respondents among ETUCE member organisations utilise personal recruitment at the workplace and that the recruitment is carried out by current members (76% and 65% respectively), while almost half of them declared that they often use social media posts and campaigns to recruit young teachers. Social and cultural events present the least used recruitment method with only 2% of respondents declaring they use it often, one third declared they use it sometimes, while 66% of the respondents do not use it at all or only rarely. Personal recruitment of teacher students is organised by almost one third of respondents, while about a half of them do not use it at all or only rarely.

Figure 1: Recruitment methods used by trade unions by frequency (%)



Source: ETUCE Members' survey, N=55

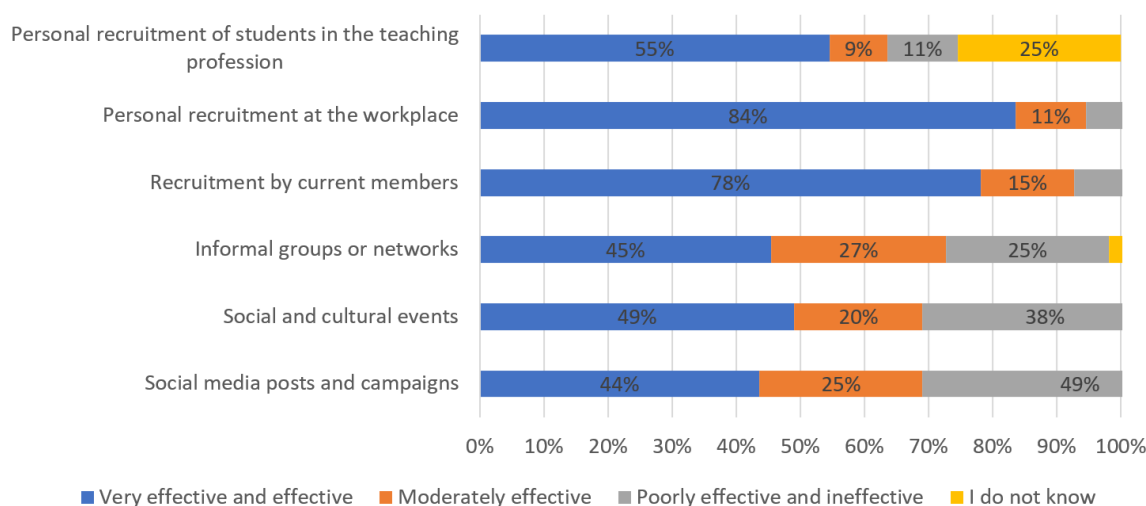
Question: How often does your organisation use the following activities to recruit potential new members younger than 35?

Regional meetings for young member and non-members in Slovakia

The Slovak Trade Union of Workers in Education and Science (OZPŠaV)¹⁵ regularly organises regional meetings where both young members and non-members are invited. At these meetings, not only local leaders but also leaders of the headquarters and from the Youth Committee participate. Such meetings serve to provide information about the education trade union, its membership, activities and benefits for young teachers. The meetings also serve to alleviate prejudices against trade unions as "old bureaucratic structures" linked to the state apparatus or political parties. The presence of members of the Youth Committee is to show that young members are welcome and encouraged to be active in the trade union. At these meetings, young teachers receive leaflets together with the application form.

According to the ETUCE Members' survey, the representatives of education trade unions perceive the effectiveness of particular recruitment methods distinctly. The most effective tools for successful recruitment of young teachers appear to be recruitment by current members (professionals that are already unionised) (92% of the respondents) followed by personal recruitment at the workplace (87%), and informal groups or networks (70%). Social media posts and Facebook campaigns were perceived by 44% of the respondents to be a very effective and effective recruitment tool, while almost half of ETUCE members who participated in the survey do not perceive this method as effective at all or only poorly effective.

Figure 2: Recruitment methods used by the trade unions by frequency (%)

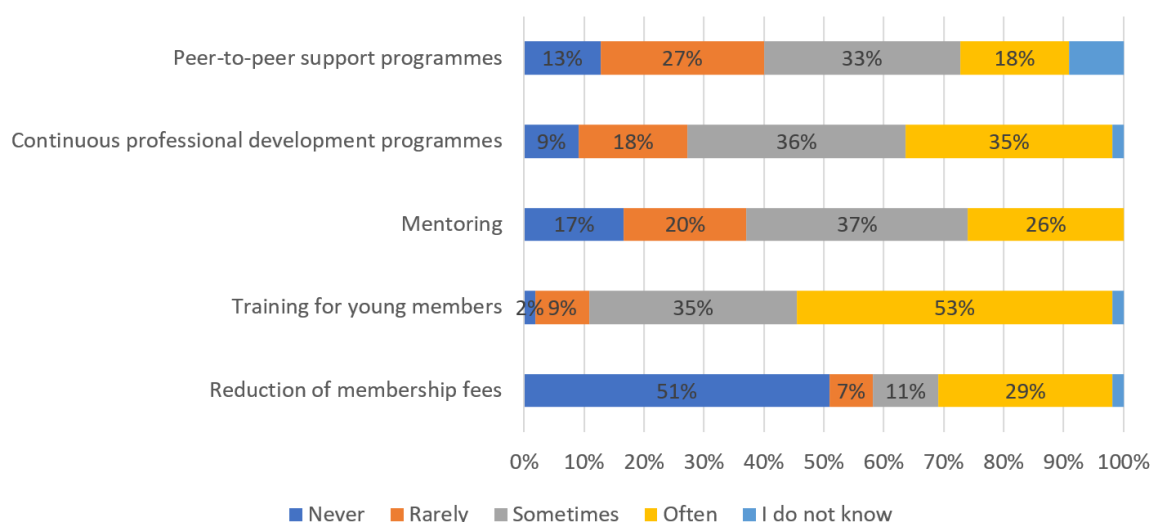


Source: ETUCE Members' survey, N=55

Question: Please assess the effectiveness of each strategy to recruit young members younger than 35?

Education trade unions may offer different benefits to enrol young professionals such as trainings, mentoring programmes or the reduction of membership fees. The ETUCE Members' survey showed that trade unions most often use professional development programmes, trainings and mentoring as enrolment benefits for young professionals (Figure 3). The reduction of membership fees is scarcely used to recruit young members.

Figure 3: Benefits used by trade unions to recruit young professionals by frequency (%)

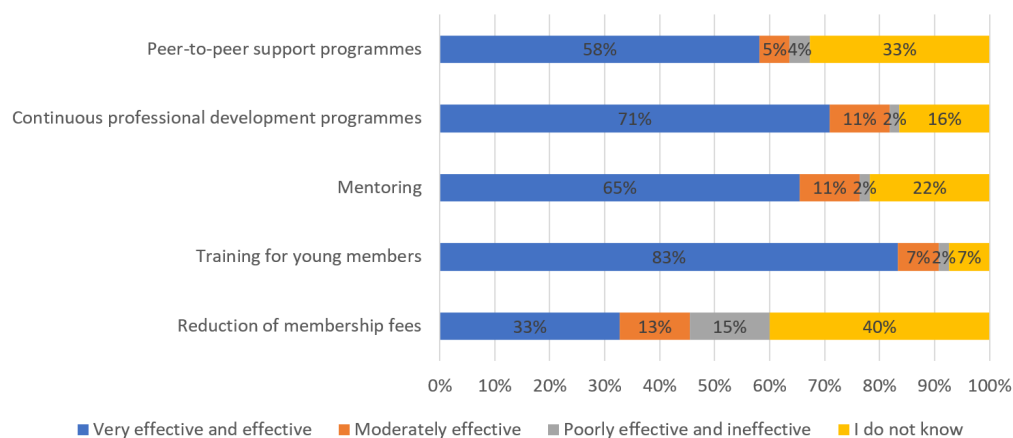


Source: Members' survey, N=55

Question: How often does your organisation offer the following benefits to recruit young members younger than 35?

The ETUCE Member survey also explored union perceptions of the effectiveness of the recruitment benefits (Figure 4). The survey showed that training and mentoring programmes were considered to be the most effective recruitment benefits that were attractive to young professionals. The reduction of membership fees (in place in some organisations) is considered as the most effective recruitment benefit, while about 40% of the respondents lack knowledge of the effectiveness of this measure.

Figure 4: Benefits used by trade unions to recruit young professionals by effectiveness (%)



Source: ETUCE Members' survey, N=55

Question: Please assess the effectiveness of the following strategies to recruit young members younger than 35

New member recruitment carried out by current members was identified as a main recruitment method by the interview respondents as well¹⁶. According to several respondents, local leaders and active union members are successful at recruiting young members via one-to-one meetings¹⁷.

Most of the interview respondents¹⁸ stated that they support the local and regional branches of the education trade unions with recruiting young professionals. Guidelines are mostly non-binding and it is at the discretion of local leaders as to what methods to use to approach young professionals. Also, active local leaders have up-to-date information about new employees and usually the school level committee decides the best way to approach potential union members.

Some of the respondents declared that they recruit graduate students before they enter the teaching profession. For example, a newly created benefit of the Estonian Educational Personnel Union (EPU)¹⁹ is that all the student teachers that are not currently working can be members of the union without having to pay membership fees. Similarly, the Dutch Algemene Onderwijsbond (AOB) offers student teachers free membership during their last two years of study and a reduced membership fee in the first stages of their career.²⁰ The German Gewerkschaft Erziehung und Wissenschaft (GEW) also represents both university students and teachers, and, in this way, the union is more accessible to young people at the very early stage of their career²¹. The Teachers' Union of Ireland (TUI) also targets student teachers that are nearing completion of their qualifications (at higher education institutions) and provide them with information about trade unions and labour rights. Besides that, they established a regular body – teaching council, which encourages students to register and helps them assess their first-job contracts.

Some trade unions enrol new young members through cooperation with universities or student organisations. The Union of Education Norway (Utdanningsforbundet) closely cooperates with a student organisation gathering student teachers. According to representatives of both organisations, the cooperation with student organisations is most effective for recruiting new members when about 50% of new members had been members of the student organisation.²²

Some ETUCE member organisations actively invite both members and non-members to the personal and online sessions. For instance, the Lithuanian Teachers Education and Science Trade Union (LESTU) organises online Q&A sessions (live streamed and promoted via social media), and invitations are sent to all schools and both members and non-members are invited and encouraged to ask questions via Slido.²³ Education and Science Employees' Union of Russia (ESEUR) even invites non-members that are young local leaders to join their activities and, in this way, they were able to recruit additional teachers.²⁴

16 INT1, INT2, INT4, INT7.

17 INT1, INT2, INT9, INT10, INT11.

18 INT1, INT2, INT3, INT6, INT7.

19 INT7.

20 INT11.

21 INT10.

22 INT3.

23 INT6.

24 INT9.

3.2 Factors hindering and facilitating motivations to join trade unions

Based on the semi-structured interviews and short inquiries among the member organisations, **factors that discourage and factors that encourage and motivate young professional to join education unions were identified (Table 1 and Table 2)**. Some union representatives claimed that there are generational differences in the teacher population meaning that younger teachers are less likely to join trade unions than older ones and are less politically active in general²⁵. On the other hand, the impression that young people are less active in labour movements might not be accurate in all the countries. A representative of the Slovenian trade union argues that: „*The most important finding of the research²⁶ is that the generational divide is only illusory - the position of young people and their view of the union is primarily defined by the precariousness of their jobs.*”²⁷ In this respect, some respondents claim that there might be wider structural problems relating to the low level of enrolment of young people in labour unions, such as (1) a shortage of young people in the teaching profession in general due to systemic problems, for instance low wages and a lack of full-time employment positions in education for early-stage teachers²⁸; (2) the overall labour landscape does not encourage young workers to join trade union²⁹; or (3) the competitiveness that trade unions encounter with other organisations such as NGOs or professional associations due to changing social and political environment.³⁰

Our research also showed, that the image of trade unions being obsolete institutions persist mainly in post-communist countries and it is also associated with the perception that trade unions are linked to political parties or state apparatus. Reputational issues are related to other problems, particularly a lack of information about union activities and their role as well as the impression that trade unions are not impactful in policy arena. This problem exists across different regions in the sample of the countries, not merely in countries with communist heritage.

Another crucial factor potentially diminishing the willingness of young people to join unions is that unions are not proactive in approaching new entrants and young professionals. In this respect, some ETUCE member unions are poorly utilising more innovative recruitment strategies, including social media channels.

25 FR, PT.

26 The respondent referred to the research study conducted by the Slovenian trade union about the young professionals in education and precarity at work. For more information see: <https://www.cedra.si/en/research-paper-n-2>

27 Email communication [January 24, 2022].

28 PT.

29 UK.

30 INTIO.

Table 1: Factors that discourage young professionals from joining education trade unions

Factors	Examples
A lack of information about the role and activities of trade unions (AL, DE, PL, SK)	<p><i>"Young people are surprised after they receive information about how a trade union works and what it can do for them. They have the perception that a trade union is an old communist organisation, and they are surprised that it is a modern institution."</i> (OZPSaV, Slovakia)</p> <p><i>"They do not identify trade union as an organisation that can help them (lack of knowledge about trade unionism in general, lack of knowledge concerning educational and labour law)."</i> (ZNP, Poland)</p> <p><i>"[It is important to] help them [new members] to decide where they can be active if they want to be active but don't know in which area."</i> (AOB, NL)</p> <p><i>"What may discourage people from joining the student organisation is that it is apolitical, and students have political beliefs that align with different organisation and want to join different organisations."</i> (UEN, Norway)</p>
Poorly innovative recruitment strategies including poor use of social media channels (AL, DE)	<p><i>"Within our union we need to create innovative recruiting strategies that respond to the development of society, but this is related directly to the funds and the union's limited funds cannot always afford to support it."</i> (SPASH, Albania)</p>
Poor reputation of trade unions (AL, NL, SK, UA)	<p><i>"It has also been argued that younger workers sometimes feel that unions only represent the interests of older workers while - because of the nature of their employment and position in the institution - they have to take over more responsibilities and duties as it would be necessary and requested or expected."</i> (ESTUS, Slovenia)</p> <p><i>"Image of the trade union as Soviet and outdated organization."</i> (TUESWU, Ukraine)</p>
Trade unions not active in approaching young people (SL, NL)	<p><i>"Trade union representatives often do not approach new employees or introduce the union to them, often because young people are only employed on a temporary basis (precarious forms of employment)."</i> (ESTUS, Slovenia)</p> <p><i>"Many people say they have never been asked to join a union."</i> (AOB, Netherlands)</p>
Wider societal trends	<p><i>"As a whole the neoliberal landscape in the UK does not encourage participation in trade unions and the young are particularly less exposed to a trade union heritage and this impacts on education (though less than private sector professions)."</i> (NEU, United Kingdom)</p> <p><i>"The affinity of young people to socio-economic and political developments is there and potentially increasing, so the unions have to grasp this in the right way, and in the conditions of competing organisations that want young people to become their members (can be lobby organisations, NGOs, professional associations, etc.)"</i> (GEW, Germany)</p>

Several factors facilitating the motivation of young people to become labour union members were identified as well (Table 2). According to several respondents, different upskilling and mentoring programmes for young people seem to be attractive for early-stage professionals. To attract new members, it is advised by some union representatives to provide information about the achievements of collective bargaining. Additionally, a presence of young members in the union also appear to inspire teachers to become members since the peers might act as role models providing information to potential members in more effective and attractive way that dismantle the reputation of trade unions as obsolete institutions. Different benefits (such as reduced fees for summer camps, organising cultural and sport events) also serve to motivate young workers to join unions not only in financial or material terms but also in terms of new networking opportunities. Regarding this, a sense of belonging to a group that shares professional experiences also seems to play a key role in increasing motivation to join a trade union. Besides that, providing legal aid or legal consultations to attract new members might be particularly important in the case of countries with limited access to a legal support.

Table 2: Factors that encourage young professionals to join education trade unions

Factors	Examples
Upskilling, career development and mentoring programmes (BG, DE, NL, SK)	<p><i>"This not only motivates them to be members of SEB, but also retain them in the profession, giving them the opportunity for continuing qualification and professional development."</i> (SEB, Bulgaria)</p> <p><i>"We provide educational sources not only for members, but also for non-members."</i> (LESTU, Lithuania)</p>
Presenting achievements of collective bargaining (BG, FR, UA, UK)	<p><i>"Trade unions in the education sector have proven their effectiveness in collective and individual action and this has been heightened by members' (and the public's) experience during austerity and covid."</i> (NEU, United Kingdom)</p> <p><i>"Keeping the public informed on the trade unions' achievements in protecting the rights and interests of young teachers."</i> (TUESWU, Ukraine)</p> <p><i>"Collective labour agreements (CLA) on national, regional or institutional levels are presenting better working conditions, higher salary levels and better protection and occupational safety and health conditions (OSH) in the workplace for trade union members."</i> (SEB, Bulgaria)</p> <p><i>"Young people that have been already teaching for several years are becoming interested in national policy issues regarding education – giving them the information and the opportunity to get involved more has a huge impact."</i> (TUI, Ireland)</p>
Young members as role models (AL, RU, SK)	<p><i>"The young teachers that are already part of our structures, serve as a model to non-unionised young teachers. Whenever they like the model [...], they become members."</i> (SPASH, Albania)</p>
Special benefits for members (AL, SK)	<p><i>"Exclusive agreements that we have only for our members (ex. reduced fees in hospital etc)."</i> (SPASH, Albania)</p> <p><i>"Young people appreciate cultural and sport events since it is not provided by anybody else [for teachers]."</i> (OZPŠaV, Slovakia)</p>
Providing legal aid or legal consultations (AL, DE, ME, SK)	<p><i>"Legal defence for all members is a workplace guarantor for all elected representatives, be that in school, regional or national level."</i> (SPASH, Albania)</p>

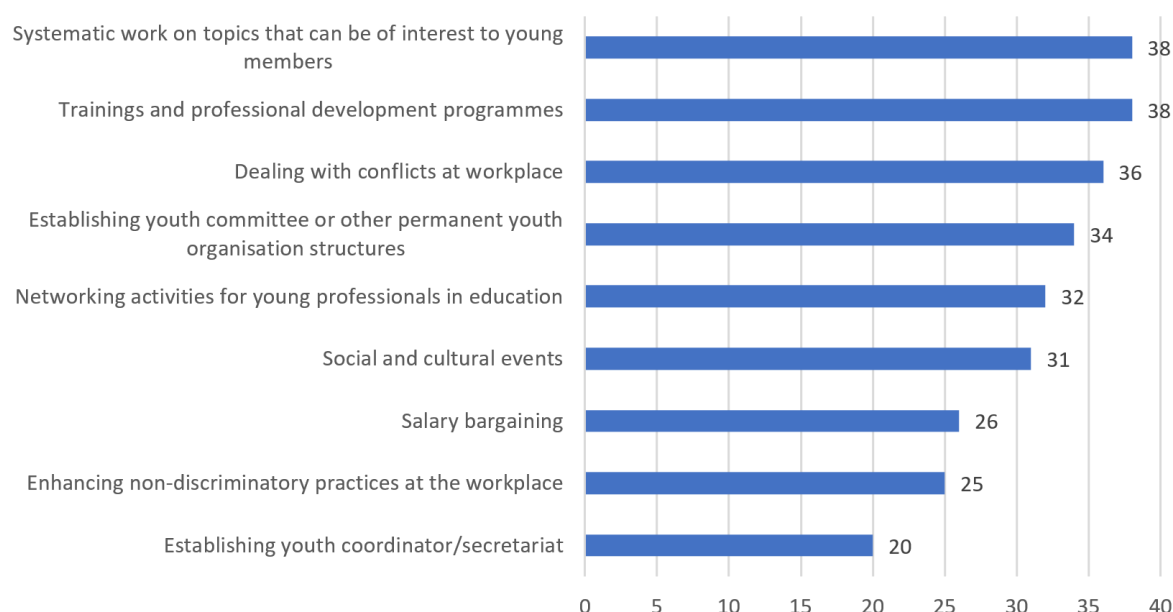
Factors	Examples
A sense of belonging (DE, SL)	<i>"A sense of belonging/connection with other colleagues at work" (ESTUS, Slovenia)</i>
Awards (BG, RU)	<p><i>"We have an annual award for teacher of the year. Primary teacher of the year. Then there's a special contest for [...] newcomers in the profession. So, we are interested to have their views." (ESEUR, Russia)</i></p> <p><i>"In the competition 'Teacher of the year' there is a category for young teachers. For literature teachers we organise a thematic competition called 'Chalk fingers'; for history teachers - 'Rodolyubie' (patriotism), national competition for extracurricular activities where the young teachers are presenting their achievements." (SEB, Bulgaria)</i></p>

3.3 Trade unions' activities and priorities for young members

The ETUCE member organisations provide young members with a wide range of activities. As can be seen in Figure 5, most of the education trade unions (38 out of 55) in the survey indicated that they conduct systematic work on topics of interest for young members along with trainings and career development programmes. A majority of them (36 out of 55) also deal with conflicts at workplaces and carry out networking activities for young cohorts. Thirty-four of the respondents stated that they have also established youth committees and also carry out social and cultural events specifically for young members.

Key activities that have been implemented by education trade unions present mainly trainings and professional development programmes along with social, sport and cultural events (Table 2). The respondents to the ETUCE Members' survey also highlighted the Youth Committee as a pivotal activity exclusively for young members and novelties in the communication channels and platforms to connect with youth.

Figure 5: Types of activities the trade unions conduct for young members



Source: ETUCE Members survey, N=55

Q10: What kind of services and activities do you provide to your young members? (more options are possible)

Table 3: Categorisation of key activities the education trade unions carry out for young members

Categories of activities	Frequency	Examples
Trainings and professional development programmes (including study visits)	13	<p><i>"Activities such as trainings in practical teaching skills (contact with parents, classroom management, difficult behaviour)" (A0B, Netherlands).</i></p> <p><i>"LIZDA ERASMUS+ project Support System for Young Teachers". "Foundation of the Academy of Young Trade Unionists" (LIZDA, Latvia)</i></p> <p><i>"Courses for applying to teaching jobs workshop for young members about unions" (UEN, Norway)</i></p> <p><i>"Questions about service and salary law when starting a career." (GÖD, Austria)</i></p>
Social, sport and cultural events and networking	9	<p><i>"The creation of organisational and financial possibilities for young members to organise activities according to their needs." (ZNP, Poland)</i></p> <p><i>"Large-scale national events specifically for young members and providing a safe space for discussions." (NASUWT, United Kingdom)</i></p> <p><i>"Both formal and informal from small local catch ups to national conferences" (NEU, United Kingdom)</i></p>
Youth Committee	7	<p><i>"Membership in the Young Teachers' Club of the Syndicate of Bulgarian Teachers (SBU)." (SEB, Bulgaria)</i></p> <p><i>"Young members representation in our organisation". (OAJ, Finland)</i></p> <p><i>"New entrants committee" (TUI, Ireland)</i></p>
Using novel communication channels with young members	5	<p><i>"We are sharing information on social networks, mobile networks (Facebook, WhatsApp, Viber, Messenger) and they are using these communication channels to contact us or any other member." (TUWPSEC, Croatia)</i></p> <p><i>"Reaching young people with the help of social media posts and campaigns" (EGITIM-SEN, Turkey)</i></p> <p><i>"Young members Facebook-group". (OAJ, Finland)</i></p>
Regular survey	2	<i>"Fridays for future" (GEW, Germany)</i>
Competition	2	<p><i>"Annual competition is organised for graduation papers connected with LIZDA and education topics" (LIZDA, Latvia)</i></p> <p><i>"National Competition "Teacher of the Year". (SEB, Bulgaria)</i></p>
Involvement in decision-making bodies	2	<p><i>"Involvement in the development of strategies and action plans."</i></p> <p><i>and "Representation at the local level decision-making bodies." (FENPROF, Portugal)</i></p>
Recruitment including teacher students	1	<i>"Explaining our union gains to young people in our training and organization activities for youths." (EGITIM-SEN, Turkey)</i>
Information sessions	1	<i>"Information sessions on their rights as workers" (UIL-Scuola, Italy)</i>
Dealing with precarity at the workplace	1	<i>"The protection of short term contracted persons." (TUS, Serbia)</i>
International cooperation	1	<i>"Involving young people in international project activities and cooperation." (LESTU, Lithuania)</i>

Source: ETUCE Members survey, N=55

Q13: From your organisation's perspective, please name the three most important activities that your organisation carries out for young people in unions.

The research study further sought to analyse and compare priorities identified by both ETUCE member organisations and individual teachers and other education personnel. Education trade unions indicated in the survey several priorities that are related to both traditional industrial topics, working conditions and needs associated with the teaching profession. Among the top priorities are training and professional development programmes relating to professional needs (22 respondents out of 55) as well as other skills such as leadership or communication (Table 3). Addressing precarity of employment contracts and salary bargaining was also mentioned by one fifth of the respondents. For instance, the Portuguese trade union representative of Federação Nacional da Educação (FNE)³¹ highlighted in the interview that young teachers are provided with a one-year contract and part-time job positions which is not sufficient to cover housing or travel expenses.

Table 4: Priorities of education trade unions regarding young members

Categories of priorities	Frequency	Examples
Training and professional development (including peer to peer support and learning)	22	<i>"To build "Young Trade Union Leadership School" - complex programme for young members."</i> (AITUCEW, Azerbaijan) <i>"Preparing young members for the role of union leaders."</i> (ZNP, Poland) <i>"Conducting trainings and mutual support programs between colleagues."</i> (TUESWU, Ukraine) <i>"Participation in national trade union and international exchange programs and trade union forums."</i> (Bulgaria, SEB)
Salary conditions and salary bargaining (including pensions)	10	<i>"Discriminatory terms and conditions inflicted on young teachers by government since 2011 (regarding pensions) in Ireland".</i> (TUI, Ireland)
Dealing with precarity of contracts and enhancing job security	11	<i>"Young workers are mainly on precarious contracts and challenging these contracts is a central part of our work."</i> (IFUT, Ireland) <i>"Organising precarious workers to fight for recruitment for permanent jobs and fight to casualization as well as recognition of precarious work in regard to salary progression."</i> (UIL-Scuola, Italy)
Greater recruitment of young members	8	<i>"Strategic planning of recruitment of young teachers and teacher students."</i> (EETPU, Estonia)
Involving young members in decision-making bodies	7	<i>"Increasing the representativeness of the young members in our organization's decision-making."</i> (OAJ, Finland) <i>"Topics relevant to young people decided by the youth committee".</i> (CMOS-PS, Czechia)
Raising awareness about trade unions	5	<i>"Promoting teachers profession attractiveness and the role of the union."</i> (ESFTUG, Georgia)
Cultural and sport events	5	
Other: Career development and prospects, housing, intergenerational conflicts, insurance, legal aid, addressing technological changes, communication with employers	10	

Source: ETUCE Members survey, N=55

Q12: From your organisation's perspective, please name the three most important priorities your organisation deals with regarding young people in unions.

Youth committee addressing the young teachers' needs for sharing problems

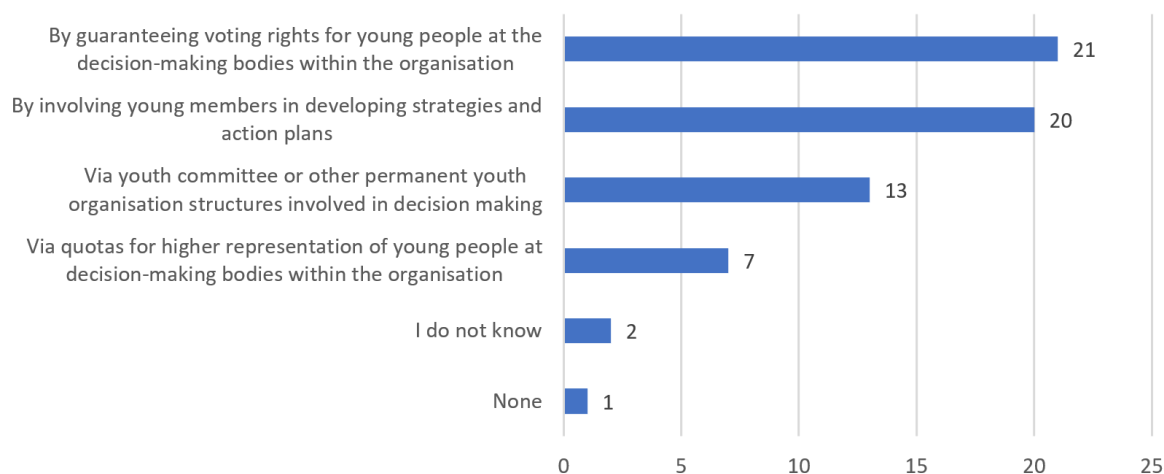
Young leaders of Algemene Onderwijsbond AOB (Netherlands) formed a Youth Committee that currently offers their young union members a range of activities and events that are considered popular among the youth. The activities consist of networking and training on a variety of topics such as classroom management, parent-teacher communication or practical skills needed for early-stage teachers entering the profession. The activities of the Youth Committee are based on the principle that young members engage in mutual exchange and learning support by sharing their problems and experiences.

3.4 Involvement of young members in trade unions' decision-making bodies

Another aspect of involvement of young professionals in trade unions is the extent and form of their engagement in internal democratic and decision-making processes within the union structures. The involvement of young teachers in decision-making processes and bodies of the organisation is one of the means to not only how to assure democratic and participatory decisions but to also engage member commitment and satisfaction with the activities and initiatives of the organisation. Both surveys explored the ways young members participate in decision making. It appears that the responses of the individual young professionals' and of the ETUCE member organisation representatives do not fully match. Young teachers³² are involved in decision-making bodies primarily by exercising voting rights and developing strategies and action plans (Figure 6). The ETUCE members' survey reveals that young teachers are involved in developing strategies and action plans, and youth committees. To be specific, 43% of the respondents (ETUCE members) indicated that they involve young members in developing strategies and action plans, while 34 % of the sample stated they involve representatives of youth structures in decision-making. Guaranteeing voting rights was presented only by 20% of member survey responses. The quotas for representation present the least common tool for involving young members in decision-making (Figure 7).

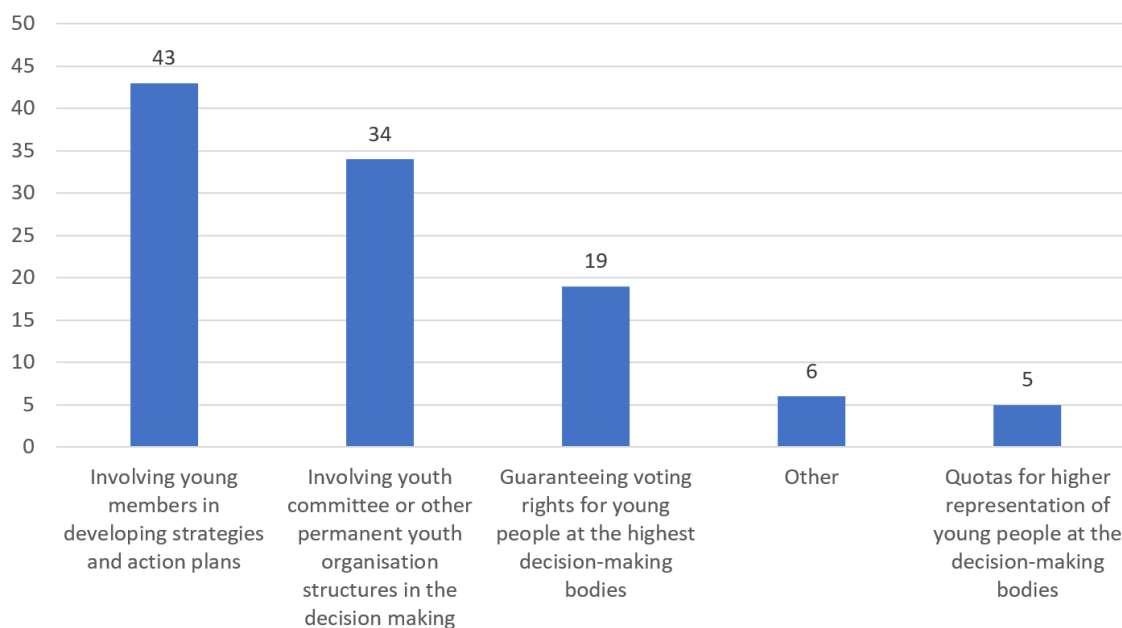
³² The sample of young teachers presented unionised workers.

Figure 6: Involvement of young members in decision-making (%)



Source: Individual young professionals' survey 2021. N= 64, members only.
Question 16: How are young members at your trade union engaged in decision making?

Figure 7: Members' perspective: involvement of young members in decision-making bodies (%)



Source: ETUCE Members' survey 2021, N=107
Q11: How do you engage young members in decision-making in your organisation? (More options are possible)

The interviews conducted among ETUCE member organisations have identified specific ways of involving young teachers in the decision-making bodies. For example, the Educators and Scientists Free Trade Union of Georgia (ESTUG) involves young members in decision-making informally to assure a smooth continual commitment of the younger generation to take over the decision-making in the organisation. At every board meeting, young members are invited to see and learn how the decision-bodies works. The same is occurring at the regional level – each assembly has to involve five young members among the participants.³³ The presidents of Youth Committees (or other types of youth structures) in some trade unions have the right to vote or have a seat in the decision-making bodies of the union³⁴. In other trade unions, the Youth structures draft recommendations or participate in the working groups preparing action plans.³⁵

A New Entrance Committee in Ireland

For engaging young members in the decision-making process, people need to feel that their voice is heard and that there are direct benefits for them, such as how to be a better teacher and how to make the job easier. Therefore, having appropriated structures in place is of high importance. For example, the **Teachers' Union of Ireland** established a new Entrance Committee, taking the recommendations of young teachers and new members into consideration. Young people that have already been teaching for several years are becoming interested in national policy issues regarding education. In addition, the trade union provides them with information, and the opportunity to get involved more has a significant impact on young teachers' involvement.³⁶

To increase capabilities of young professionals to be actively involved in union activities and decision-making, some education trade unions focus on enhancing their young members' leadership skills. The Lithuanian Education and Science Trade Union (LESTU) is considering establishing a Young Leaders' Academy. According to LESTU, it is rational to raise a new generation of leaders before older generations leave, and continuity must be in place. The education trade unions representatives recognise that they need to have a long-term vision. For young people, it is now a good time to start this transformation at the regional and municipal levels. The academy would provide different activities. For example, they want to focus on a foreign language school (mainly English), communicate and share knowledge with organisations abroad, and broaden their horizons. They want to involve them with Estonian and Latvian education trade union young leaders. They plan to establish an international summer school, involve Nordic countries, and establish a broader network of young people. Finally, they want to promote a bottom-up approach.³⁷

33 INT5.

34 INT2, INT4.

35 INT1, INT2 INT8.

36 INT1.

37 INT6

Good practice from Lithuania

The pandemic paradoxically has sped up the transformation of more intensive involvement of the young teacher in decision-making. The online meetings, discussions, and commenting on drafts of the strategies, action plans, and even collective agreements enable all the decisions to be made with the cooperation of young people, and their voices are heard. Developing the strategies and action plans have become more transparent recently.

"Once we went online, we were open to everyone, not only to the teachers but to the broader audience. We are transparent; you know exactly what we are discussing."

They collect the feedback mainly via Q and A sessions; this helps to involve outsiders.³⁸

Most of the interviewed organisations have established specific structures or bodies for young members. Education trade unions implement different mechanisms with diverse levels of formalisation (youth committees, youth networks, etc.) that enable the involvement of young members in decision-making. This is the case of the Trade Union of Education and Science Workers in Slovakia, where the Commission of Young Unionists succeeded in being part of the highest decision-making body as a guest. Furthermore, they recently approved that the Commission's chairman will have a regular voting voice. The trade union operates based on non-binding recommendations rather than on commitments. Nevertheless, the recommendations from the Youth Commission are seriously taken into account. They are respected by senior colleagues as well. Sometimes, older members rejected a higher number of young members in decision-making structures in regional and district councils, due to the fact that the elders might not understand continuity and the necessity to work with young leaders.³⁹

A data-driven approach in exploring the interests of young teachers

The **Education and Science Employees' Union of Russia (ESEUR)** is systematically collecting information about different aspects of involvement of young teachers in unions by launching a survey. The aim is to use a data-driven approach to understand what motivates young teachers to be union members, what issues are the most intriguing for young member, or what changes the pandemic have brought for young teachers and their working conditions. The findings are utilised by the Committee of Young Teachers that systematically works on youth issues in all regions.

38 INT6

39 INT2

Young teachers in Trade Union of Education of Montenegro (TUEM) are organised in Youth Networks with well-established structure. Its assembly are the delegates which are elected by the municipal board at the proposal of the trade union organisations. The Executive Board has five members and it is based on the principle of territorial representation. What is most important, the President of the Youth network is a full member of the Union Board and has the right to vote. The President of the network represents the network at these sessions and communicates the needs, activities and work plan of the network.⁴⁰

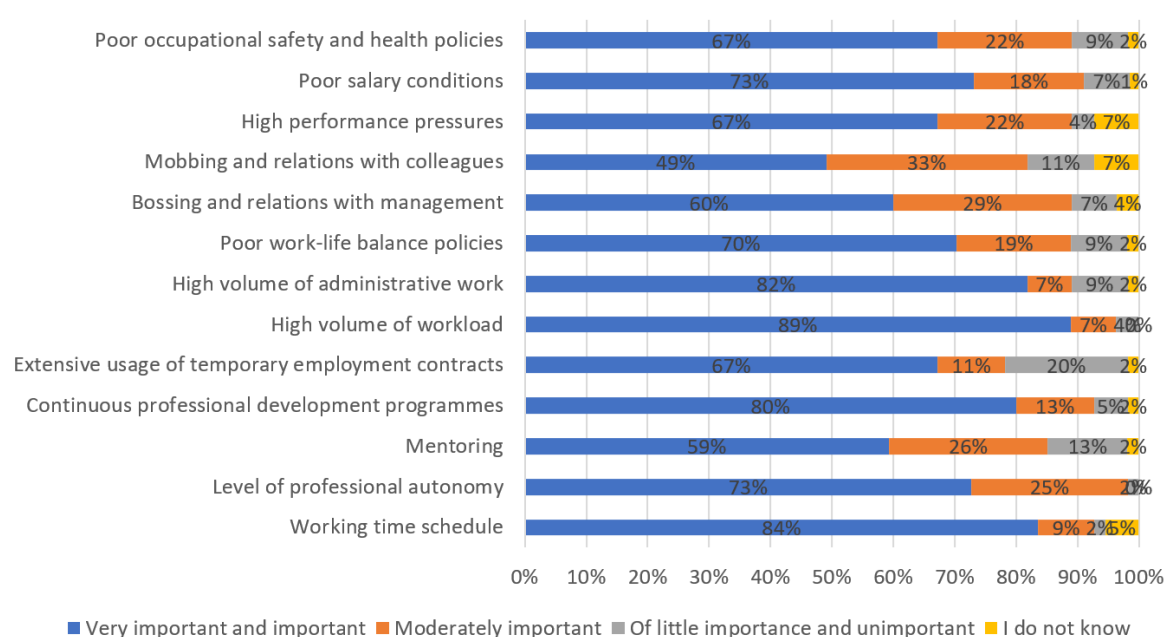
The research showed that even in the era of expanding social media communication, the representatives of education trade unions consider personal meetings as the most effective tool for approaching and recruiting young professionals. It seems that personal meetings provide an opportunity to explain the role of trade unions in an understandable way, especially if young local or regional leaders are involved in recruiting. Regarding this, across the ETUCE member organisations a trend can be seen of being more accessible and open to new entrants and young teachers via representing teacher students, cooperation with student organisations, and increasing transparency to the public and open communication with non-members. At the same time, the unions use multiple means to engage young members in decision-making bodies, either in different youth structures, or by engaging them in working groups drafting recommendations and action plans, with to the intention of having youth representation in these working groups. This occurs mainly on the federal or national level of the union's governance, while local and regional branches are instead recommended to involve young members more in their structures.

40 INT4

3.5 Main issues that young professionals encounter in the teaching profession

The ETUCE trade union representatives were asked about the difficulties young professionals face in relation to their working conditions and the teaching profession. As can be seen in Figure 8, the most salient issues in working conditions present mainly the high volume of workload (89% of the members), working time schedule (84%), the high volume of administrative work (82%) and issues with continuous professional development programmes (80%).

Figure 8: Members' assessment of problems with working conditions in the education sector the trade union is addressing (%)

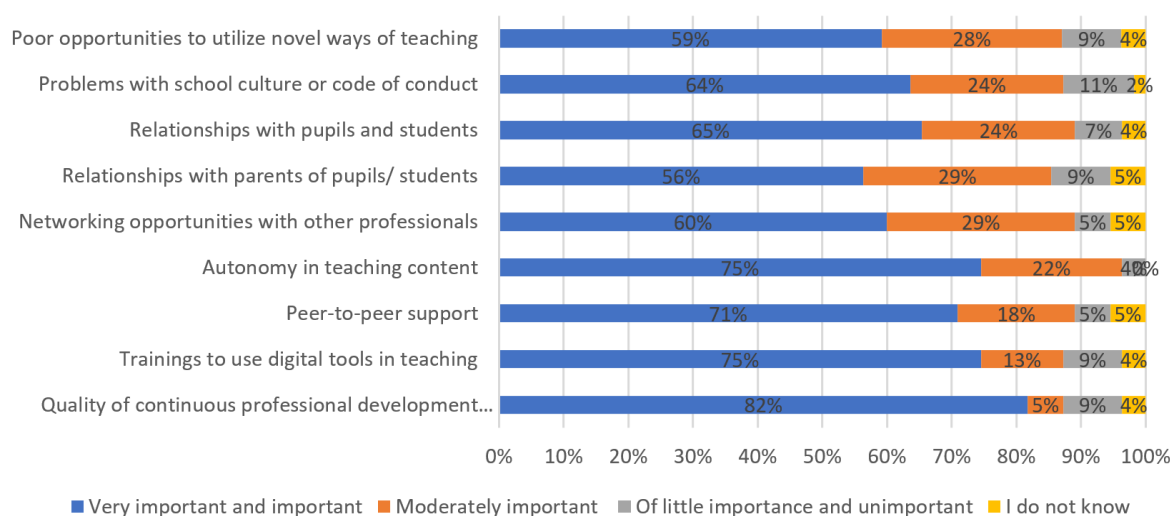


Source: ETUCE Members' survey 2021, N=55

Q14: Please assess the importance of the following problems (regarding working conditions in the education sector) that you are addressing in your organisation.

As to assessing the problems related to the quality of the teaching profession, the representatives of the ETUCE member organisations reflect that the quality of continuous development programmes and the autonomy in teaching content as the most important issues. On the other hand, the representatives of education trade unions put less emphasis on the issue of teacher-pupil/student relationship in comparison with young teachers who consider it a pressing issue. Here is the potential space for improvement to adjust the activities more to the needs of the teachers, especially new entrants that need further support at the beginning of their career.

Figure 9: Members' assessment of problems with the quality of the teaching profession addressed by unions (%)



Source: ETUCE Members' survey 2021, N=55

Q15: Please assess the importance of the following problems (regarding the quality of the teaching profession) that you are addressing in your organisation.

The constant evolution of the teaching profession and continuing education reforms pressure young teachers to change or improve their teaching skills and competencies. The interviews have confirmed that training and professional development are young teachers' primary and unresolved needs.

Other ETUCE members indicated specific problems in their countries (based on the semi-structured interviews):

- In Estonia, the curriculum in teaching universities is not comprehensive; struggling with inclusive education - universities do not put too much emphasis on this part.⁴¹
- In Ireland education trade unions also recognised young teachers' problems beyond the profession but closely related to a shortage of teachers in general. The housing crisis is prevalent in all the regions, not only in larger cities due to different factors: (1) demographic trends; (2) construction industry suffering because of COVID-19, and after the Celtic Tiger died people stopped renting houses. As a result, Ireland suffers from a significant teacher supply crisis related to the fluctuation of teachers. There are significant difficulties trying to recruit new teachers resulting in teachers teaching a subject that they are not qualified initially in, which leads to decreased quality of teaching. In addition, both young and experienced teachers left to teach in the Middle East before COVID-19 hit due to tax-free salaries.⁴² The similar situation can be observed in Portugal, where young teachers cannot find full-time jobs (and, thus, cover living expenses with a low wage) and gain professional experiences, while in the next decade, a large portion of currently working teachers will retire, which may have a severe impact on the functioning and quality education system⁴³.

41 INT7.
42 INT1.
43 INT8.

- Union of Education Norway revealed that young teachers are more liberal and open to discussing various topics than more reserved older members. For example, the student organisation prepared a YouTube series that dealt with racism, violence, and other issues that seem to be difficult to talk about but are very important for them. Inclusion is another important topic for the union – courses about inclusion that members can attend.⁴⁴
- Short-term and “chaining” contracts are among the most crucial problems of a young teacher in more countries. The Trade Union of Education of Montenegro revealed a challenge, especially for women, for whom starting a family is a risk due to employment insecurity. To gain a permanent contract is conditional on two years of teaching without a break and at least 20 teaching hours per week. However, the distribution of the teaching hours is not transparent, and the organisation is planning to prioritise solving this problem.⁴⁵
- Some of the trade union representatives interviewed revealed that regular surveys on the needs are disseminated among the members to more accurately identify the most urgent problems of (not only) young teachers. This is the case for Norway, Ireland, Estonia and Russia.

44 INT3.

45 INT4.

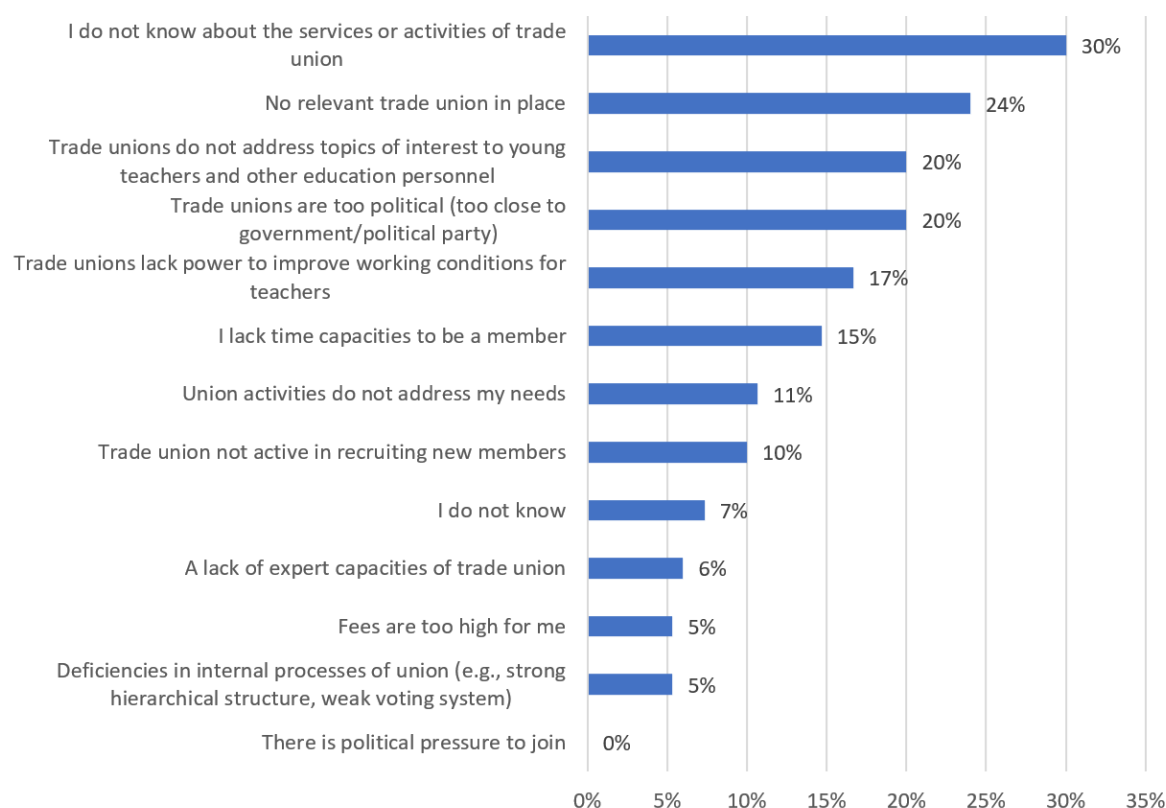
4. Young teachers' and other education personnel's perspectives

The survey of young professionals in the education sector, both unionised and non-unionised, explored different dimensions of their working conditions, challenges perceived, and their relationship with education trade unions. The survey was implemented in all countries where the ETUCE member organisations are based. To be more specific, this chapter examines reasons behind a lack of willingness of young teachers to join trade unions, as well as prospective considerations about joining a union in the future, attitudes towards the unions' activities, i. e., including the involvement of young members in decision-making bodies, and contemporary challenges that young teachers encounter in their professional lives.

4.1 Young teachers' attitudes towards union membership

While analysing responses received from individual young professionals, young teachers and other education personnel who are not yet unionised indicated different reason for not joining organised labour (Figure 10), slightly less than one third of them declared a lack of information about union services and activities as a main reason for not being a union member, while one fourth indicated that there is no relevant trade union present at their workplace. Around 20% of them stated that trade unions do not address the needs of young professions or are linked to the government or a political party. Around 17% of the respondents did not join any union due to doubt regarding the union's power to improve working conditions. Fifteen percent of the respondents stated that they do not have the personal capacities to be a member, while approx. 10% of them indicated that the unions do not address their needs, or they are not active in enrolment of new members.

Figure 10: Teachers reasons of not being union members (in %)

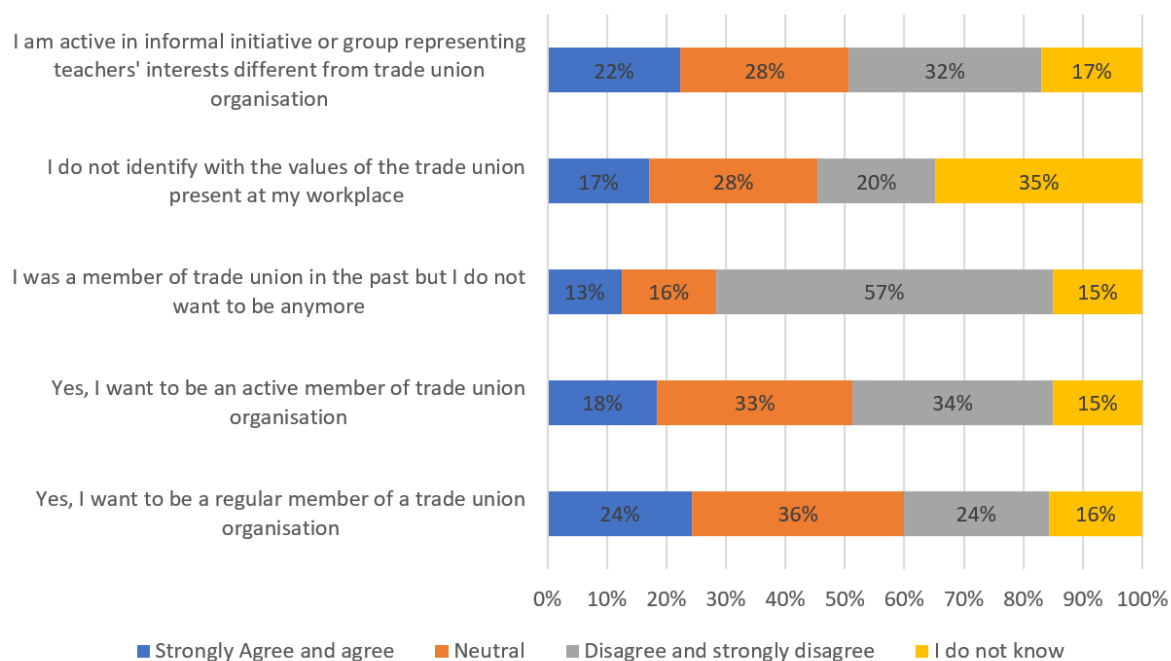


Source: Individual young professionals' survey, N= 150, non-members only.

Q10: Please select the reasons why you are not a member of any trade union (more options possible).

The young teachers that are not union members were also asked about their considerations for joining unions in the future. As seen in Figure 11, one fourth of the respondents (among not unionised teachers) declared that they want to become a regular member of trade union, while 18% stated that they want to be active union members. However, more than one fifth of respondents claimed that they are active in another initiative or group representing teachers' interests, other than a trade union organisation. On the contrary, 17% of the respondents do not identify with the values of the trade union present at their workplace.

Figure II: Attitudes of young teachers (not unionised) towards the union membership (in%)



Source: Individual young professionals' survey , N= 150, non-members.
QII: Please select to what extent you agree with the following statements.

4.2 Young teachers' attitudes regarding union activities

On the other hand, the findings of the individual young professional survey show that young non-unionised teachers identify priority topics to be mainly improving working conditions, salary bargaining, and professional development programmes (Figure 12), and highlighted the need to enhance gender equality along with non-discrimination practices at the workplace. Great involvement of young members in decision-making bodies and their active engagement in developing unions' strategies and action plans are considered a crucial issue as well.

Figure 12: Non-unionised young professionals: Teachers' preferences of activities that trade unions should carry out for young members (%)

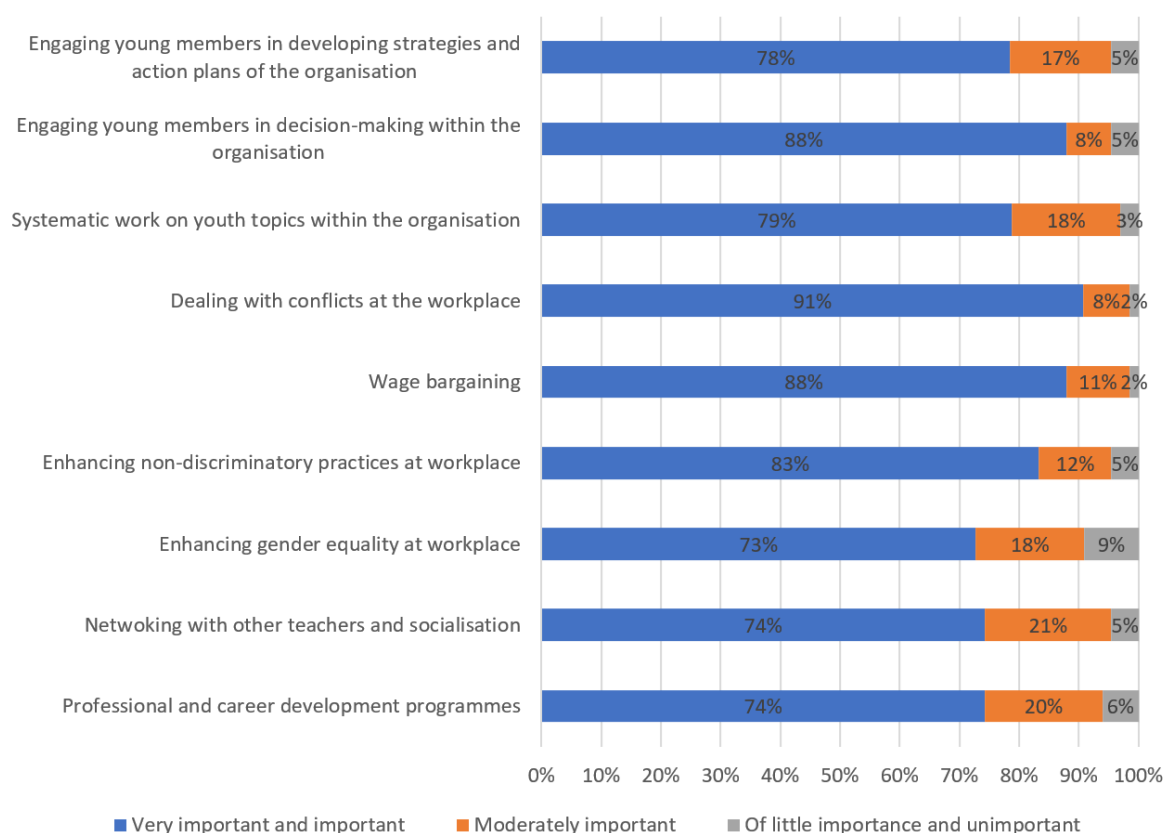


Source: Individual young professionals' survey, N= 150, non-members.

Q13: What activities should trade unions in the education sector carry out for young teachers on the scale of importance?

Notably, the unionised teachers have slightly different preferences for union activities for young members than non-members. As can be seen in Figures 12 and 13, the members consider it extremely important and essential to involve young people in decision-making processes, particularly in engaging young people in developing strategies and action plans (78% of members in comparison with 71% of non-members), and decision-making within the union (88% of members in comparison with only 66% of non-members). The members also put more emphasis on systemic work on youth topic (79 % vs 64%) and dealing with conflicts at the workplace (91% vs 76%) than non-unionised teachers in the survey. On the other hand, the perception of the important of issues such as professional and career development programmes, networking and socialisation or enhancing gender equality are very similar between members and non-members.

Figure 13: Unionised teachers' preferences for the activities that trade unions should organise for young members (%)

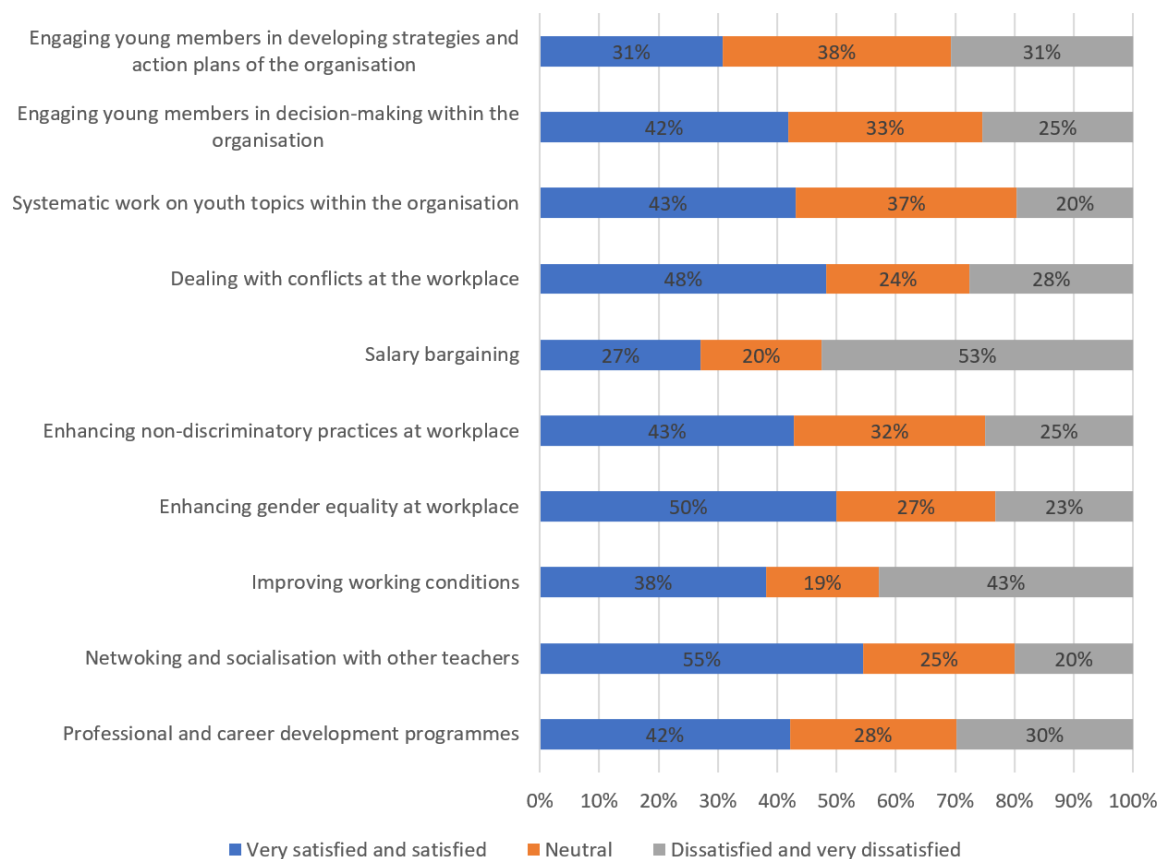


Source: Individual young professionals' survey 2021. N= 66

Q18 members: What activities should the trade unions in the education sector carry out for young teachers on the importance scale?

As Figure 14 indicates, young members of education trade unions are primarily dissatisfied with salary bargaining and improving working conditions conducted by trade unions. About one third of them expressed dissatisfaction with the quality of professional and career development programmes. Young teachers also indicated dissatisfaction with the level of engagement young members have in decision-making and in developing union strategies and action plans. On the contrary, more than half of respondents declared that they were very satisfied or satisfied with union activities linked to networking and enhancing gender equality at the workplace.

Figure 14: Young professionals' perception of the quality of unions' activities for young members (%)



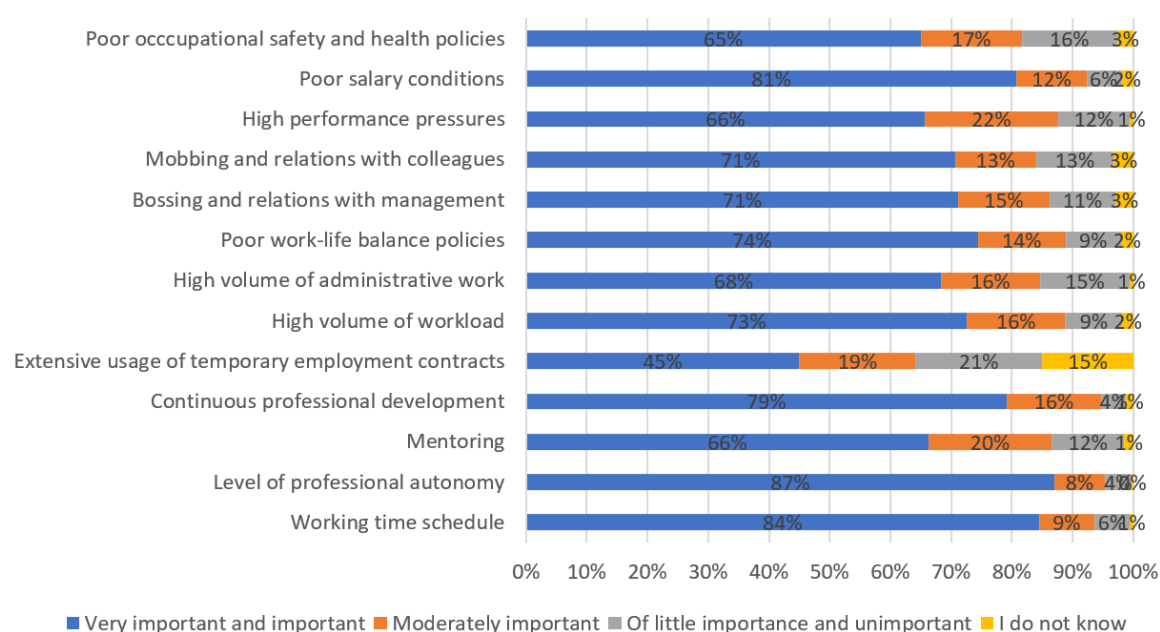
Source: Individual young professional survey, N= 63, members.

Q15: How satisfied are you with the quality of the following activities the trade union, you are a member of, carries out for young teachers?

4.3 Perspectives on main challenges that young professionals in education encounter

To boost the membership and engagement of young teachers in trade unions, the knowledge of teacher needs is highly relevant. Therefore, the survey focused on identifying the main problems that young teachers currently face (Figure 15). The level of professional autonomy (87%), working time schedule (84%) and poor salary conditions (81%) are the most pressing issues of the workers in education. Continuous professional development (79%) and poor work-life balance policies (74%) are additional issues of high importance. The prevalence of temporary employment contracts is the least important problem and seems to be country-specific (for example, Montenegro).^{46 47}

Figure 15: Teachers' assessment of the importance of the problems relating to working conditions (%)



Source: Individual young professionals' survey 2021. N= 341

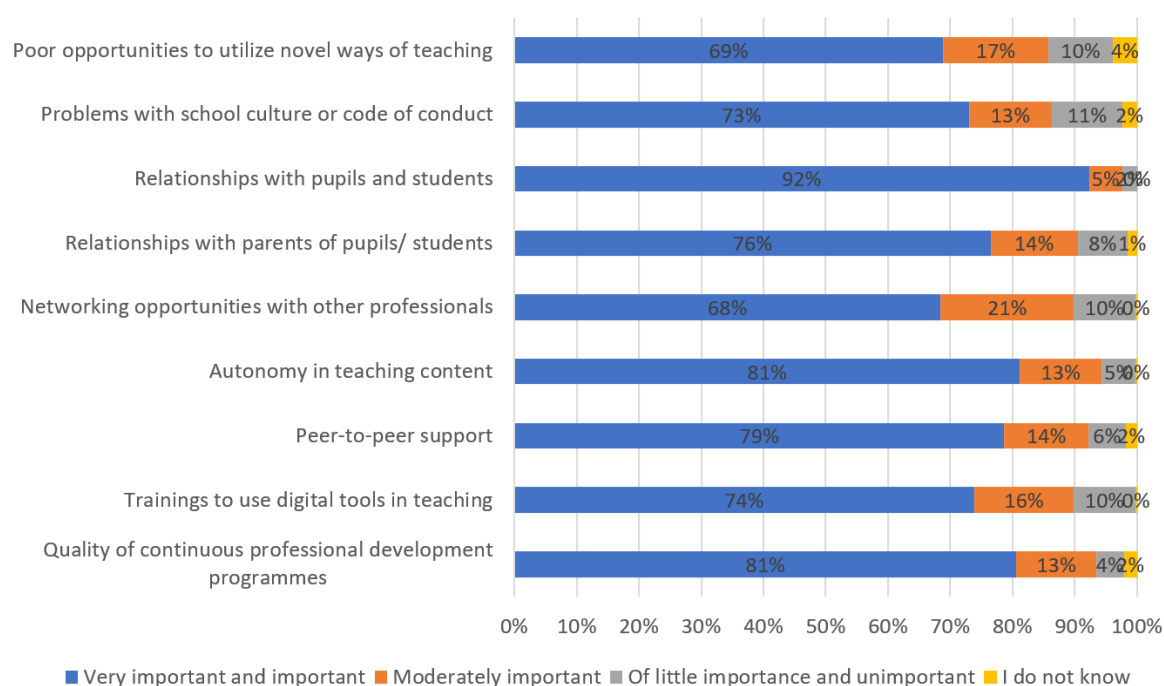
Question 6: Please assess the importance of the following problems you face in your working conditions.

When zooming in on the specific problems of the quality of the teaching profession, the most critical issues that teachers are confronted with are their relationships with pupils and students and autonomy in teaching content and assumedly interconnected with the poor quality of continuous professional development programmes.

⁴⁶ INT4

⁴⁷ There were no significant differences between the responses of the unionised (N=93) and non-unionised (N=248) young professionals regarding Question 6 and 7.

Figure 16: Teacher assessment of the importance of the problems relating to the quality of the teaching profession (%)



Source: Individual young professionals' survey 2021. N= 341

Question 7: Please assess the importance of the following problems you face regarding the quality of the teaching profession.

The expectations towards trade unions relate closely to the identified needs and problems that teachers and other education personnel face. For example, teachers would prefer that education trade unions deal with conflicts in the workplace, engage more in wage bargaining, and allow young members to be involved in the organisation's decision-making. These are the most preferred activities that the teachers would like to see from the trade unions.

Reasons behind a lack of motivation to join the labour union are manifold and are associated with a lack of information about the trade union, no trade union being established at the workplace, as well as trust and reputational issues related to the perception that trade unions do not address the needs of young teachers or that labour unions are not impactful in the policy area. Nevertheless, the research also shows that a large portion of young non-unionised teachers want to become union members or at least are not reluctant to join the union. This provides education trade unions with opportunities to mitigate the above-mentioned barriers young teacher identify regarding access to union membership. Regarding this and from the perspective of activities young professionals are interested in, both unionised and non-unionised teachers and other education personnel put a strong emphasis on professional and career development programmes, networking mechanisms and enhancing gender equality at the workplace as activities that are expected to be carried out by the unions. On the other hand, the unionised teachers are more interested in involving young members in decision-making processes especially in developing strategies and action plans than non-members. This conclusion might be related to the fact that they are familiar with the internal process of the union they are members of. The problems identified by the teacher respondents to some extent reflect the preferences of activities the education trade unions should conduct for young members: the teacher respondents highlighted the issues with teacher-student or teacher family relationships, continuous professional development programmes, poor salary conditions, working time schedule and professional autonomy.

5. Conclusions

Education trade unions employ different recruitment methods to reach out to young teachers, mainly personal recruitment by current members, such as at the school-level or with local leaders. In this respect, our research showed that social media channels do not usually serve as a recruitment instrument but rather as an effective communication tool with already enrolled young members. Education trade unions at the national /federal level may lack developed recruitment strategies to approach young teachers, which would be articulated to their local and regional branch organisations. Instead, they tend to provide soft tools, such as guidelines and recommendations to their local and regional branch organisations and support the recruitment process at the regional/local level. Findings from the interviews show that targeted personal encounters with potential members in their local context are more likely to lead to joining trade unions than broader country-wide campaigns.

ETUCE member organisations declare that they carry out a wide range of activities for young members, mainly trainings and professional development programmes, networking opportunities including social events and the involvement of younger counterparts in youth trade union structures. At the same time, individual young unionised teachers are interested not only in professional development programmes and networking opportunities but also in novel issues such as gender equality and non-discrimination practices at the workplace.

Regarding the involvement of young teachers in trade union structures and specifically in decision-making bodies, the members of ETUCE exploit various means to engage young members. In most of the interviewed trade union organisations, young members are organised into youth structures, such as a Youth Committee, youth network or section representing young members. These bodies are usually supported by other decision-making structures of the organisation. While the level of formalisation of such youth bodies might differ, most of them have their own work plan, management structure and ambitious activities aligning to the needs of the young members. On the other hand, there might be some challenges to the establishment of such a youth structure. For example, the priorities of young teachers could conflict with the priorities of the trade unions as a whole. Additional challenges to the activities and programmes of young teachers and other education personnel might present financial constraints induced by low or non-budget allocation to the youth section. The research also showed that if formalised youth structures are not in place, unions include young members in working groups on diverse topics in which young members may formulate their policy preferences.

The involvement of the young teacher representatives in decision-making bodies is critical to them having a voice and influence. Based on the individual young professional survey, young teachers are primarily involved in decision-making bodies by guaranteeing them voting rights and in developing strategies and action plans. The ETUCE member survey reveals that young teachers are mainly involved in development strategies, action plans, and youth committees. The right to vote has not been as prevalent and the interviews conducted confirmed this. In some of the member organisations, the youth representatives are only involved in high-level meetings as guests and observers. In some ETUCE member organisations, the representatives involved in the youth committee possess individual voting rights or recently gained this privilege.

The pandemic brought many challenges through the transition to online teaching. The situation worsened significantly for young teachers with caring responsibilities (mainly parents), when in some countries the schools have been closed for a longer time, the teachers have been on online teaching and caring for their own children at home at the same time. Based on the individual young professional survey, the main challenges young teachers face in terms of working conditions are the low level of professional autonomy, working time schedule, and poor salary conditions. Lack of continuous professional development and poor work-life balance policies are additional problems of high importance. The most critical problem related to the quality of the teaching profession are their relationships with the pupils and students. The activities expected from the education trade unions should focus on the issues identified. For example, the young teachers would prefer that trade unions further engage with conflicts in the workplace, participate more in wage bargaining, and allow young members to be involved in the organisation's decision-making.

We also explored if the revealed problematic issues of young teachers are the same as those identified by the trade unions' representatives. Regarding working condition issues, the perception of the importance of some problems from the perspective of ETUCE member organisations were lower, indicating that some topics are perceived by the trade unions as less urgent in comparison with that of individual young teachers. As to issues related to the quality of the teaching profession, trade unions do not recognise the issues with family/student-teacher relationships to be as pressing as individual teachers, while the unions put more emphasis on the volume of administrative work and the overall workload.

Besides the problems identified by the surveys, the interviews revealed additional difficulties:

- Precarity of the teaching profession (job insecurity, poor salary conditions in initial levels of the career).
- Pressure on the constant professional development due to ongoing education reforms contribute to the overwork and exhaustion of young teachers.
- Increasing demands on the teaching profession resulting in complications in teacher-student and teacher-family relationships which were accelerated by the pandemic.

6. Recommendations

To facilitate the effectiveness of recruiting young teachers and successfully involving them in union structures, a set of policy recommendations for education trade unions was formulated. The recommendations were formulated based on the findings from the empirical research of this study, particularly online surveys, and qualitative inquiries. Policy recommendations were formulated based on (1) the perspectives of non-unionised young professionals in education (Table 5), (2) the perspectives of unionised young professionals (Table 6), (3) the perspectives of both unionised and non-unionised young professionals in areas where no differences between these two cohorts were identified (Table 7) and (4) the perspectives of the ETUCE member organisations (Table 8). At the same time, the recommendations are categorised thematically in the context of different areas such as recruitment strategies, activities for young members, the involvement of young members in decision-making bodies and solving different contemporary issues regarding the teaching profession and working conditions. The recommendations presented below reflect the challenges and issues occurring in each thematic area. Importantly, in many cases the recommendations must be considered mutually intertwined, which means that to increase the involvement of young professionals in union structure multiple policies must be implemented, since one policy recommendation potentially reinforces the effectiveness of another one.

Table 5: Recommendations based on the perspectives of non-unionised young teachers

Topic	Findings from the workers' survey	Recommendations for trade unions
The recruitment of new members	The main reason young teachers are not unionised is a lack of information about the role of trade unions, and specific activities and services that unions provide for young members.	<ul style="list-style-type: none"> ■ Increase the intensity of information campaigns on your activities and services for young teachers. ■ Mobilise your communication units and prepare targeted campaigns (personal or online) tailored for the needs of the target group. ■ Explore the communication channels available and innovative ways to approach the young teachers. ■ Encourage and facilitate young members and local union leaders in recruiting young teachers by providing them with different forms of support (financial, mentoring, etc.). ■ It is particularly important to explain that young members are an integral part of the union and that there is a platform at the union level for young members to be involved in policy planning and decision-making.
	The second most frequent reason for not being unionised is that young teachers believe that there is no relevant union in their workplace.	<ul style="list-style-type: none"> ■ Expand the union's structures and facilitate establishing trade unions at the education institution level. ■ Approach teachers in their workplace and let them know about your organisation. ■ Instruct your organisations to be more active and vivid at school levels. ■ Support local leaders (members) by providing them with mentoring and leadership programmes.

Topic	Findings from the workers' survey	Recommendations for trade unions
	A positive fact is that one-fourth of the non-unionised young teachers want to be regular members and one-fifth of them active members of the unions.	<ul style="list-style-type: none"> ■ Make use of the knowledge that a large group of young teachers might want to be unionised and approach them actively. ■ Support these teachers in their decision and make their membership official (for instance, simplify the registration process, provide a welcome and introductory seminar, involve new members immediately in appealing activities addressing their problems).
	Twenty-two per cent of non-unionised teachers are active in informal activities or groups representing their interest, apart from trade unions.	<ul style="list-style-type: none"> ■ Use this finding to determine if the informal activities are overlapping with the activities of your organisation and use the engagement of young teachers and suggest joining efforts and forces. ■ Explore how other informal groups represent teacher interests differently and get inspiration for your own activities.
Activities expected to be implemented by trade unions	The non-member expectations from trade unions are clear: improving working conditions in general, explicitly carrying out salary bargaining and enhancing gender equality along with non-discrimination practices at the workplace. Professional and career development programmes have also been highlighted.	<ul style="list-style-type: none"> ■ Incorporate the expectations of non-members in your work plan if not included already. ■ Strengthen activities addressing salary and other working conditions. ■ Prepare comprehensive programmes on increasing professional competencies and career growth according to the current requirements of school programs. ■ Be specific as much as possible and compile the program based on a detailed analysis of training needs.

Table 6: Recommendations based on the perspectives of unionised young teachers

Topic	Findings from the worker survey	Recommendations for trade unions
Preferred activities and satisfaction with the current activities	Young, unionised teachers largely prefer union activities dealing more with conflicts at the workplace. At the same time, nearly 50% of young members are satisfied with the quality of activities addressing the conflicts.	<ul style="list-style-type: none"> ■ The interpersonal conflicts teachers are facing might have been intensified by the pandemic and its social, health and economic aftermaths. Therefore, trade unions should incorporate or continue in their activities to support teachers in solving interpersonal clashes and advancing the methods of conflict resolution, adequately and in a timely manner.
	Young members also welcome salary bargaining activities as a key union activity. However, satisfaction with these activities is relatively low. This is also interconnected to the dissatisfaction with how trade unions are active in improving young teacher working conditions.	<ul style="list-style-type: none"> ■ Revise or intensify the salary bargaining mechanisms for young teachers. ■ Investigate the possibilities and use all possible opportunities to increase the income of young teachers, continually reflecting on the cost of living and inflation. ■ Consider also bargaining for providing other non-financial benefits that would improve the social situation of young teachers (such as child care facilities, domestic work vouchers, access to quality healthcare, etc.)

Topic	Findings from the worker survey	Recommendations for trade unions
The involvement of young members into trade union decision-making structures	The young members also expect to be more involved in decision-making within the organisation, systemic work on youth topics and engaging young members in developing strategies and action plans. The satisfaction with activities of this kind is modest.	<ul style="list-style-type: none"> ■ Young teachers expect participatory mechanisms of decision-making within the trade unions. Therefore: ■ Support the youth structure within the organisation as an independent body with their own structure, work plan and budget. ■ Incorporate the youth structure into the overall governance as an inherent part of the trade union organisation and give the young teachers more space for discussions, sharing knowledge and organising their own activities at the national and international level. ■ Establish transparent processes and mechanisms on how to involve youth organisations into decision-making bodies; develop clear rules on how the decisions are made, preferably in discussion with the youth organisation. ■ Increase the competencies and responsibilities of the youth bodies by assigning them regular voting rights, tasks, and initiatives. ■ Find opportunities in the current pandemic situation when life moves into virtual spaces. Removing territorial spatial barriers and reducing the cost of travelling to meetings and invite and engage hard-to-reach young teachers. Take advantage of this situation and further develop participatory mechanisms, such as drafting and commenting on strategic documents and negotiating relevant issues via the online space.

Table 7: Recommendations based on shared perspective of both unionised and non-unionised young teachers

Topic	Finding for the worker survey	Recommendations to the trade unions
Young teacher problems related to working conditions	The level of professional autonomy is the most pressing problem of young teachers.	<ul style="list-style-type: none"> ■ Young teachers might feel overwhelmed with the overall regulations, prescribed curricula and control mechanism taking place in the education institutions. ■ Trade unions might support young teachers in their professional autonomy and to organise young teachers in advocating for their professional independence, their voices in creation of education programmes and reforms. ■ As some of the trade unions also act as professional associations, they play a part in advocating and influencing ways how the young teachers may become more independent is crucial.
	Working time schedules and poor salary conditions interconnected to the poor work-life balance policies are troubling the young teachers.	<ul style="list-style-type: none"> ■ Due to pandemic-related school closures, young teachers with caring responsibilities and/or with inadequate online technology equipment were overloaded with duties due to online teaching and often on the verge of burnout. ■ Trade unions can further support young teachers in their rights related to decent working conditions, to meet the health and safety standards, to enforce the right to disconnect and lobby for re-scheduling teaching duties along with the caring responsibilities of young teachers, etc.

Topic	Finding for the worker survey	Recommendations to the trade unions
Young teachers' problems related to the quality of teaching profession	Relationships with pupils and students (and their families) is the most pressing issue for young teachers.	<ul style="list-style-type: none"> Relationships with pupils and students might be even more challenging and heightened during the pandemic. Although, the continued education should be funded and provided primarily by the public sector, trade unions could intensify their efforts in providing young teachers with efforts by organising training in adequate skills such as how to communicate with students and families, provide peer-to-peer support schemes, develop a guideline for conflict resolution, and providing psychological counselling if needed.
	Autonomy in teaching content (applicable for all the teachers)	<ul style="list-style-type: none"> Similar to the problematic professional autonomy of young teachers, autonomy in teaching content is an important issue for them. In some countries, curricular reforms are on their way, nevertheless without the proper involvement of teachers. Trade unions could further address this problem by advocating for improving the involvement of young teachers in the creation of the curricula, teaching material and subject modules. To incorporate the principle of certain degrees of autonomy of the teaching content into the education systems would be a win for young teachers.
	The continuous professional development and especially the quality of the continuous professional development programmes present an issue of high importance to young teachers.	<ul style="list-style-type: none"> Rapidly altering demands on the labour market and wider societal changes (e.g., digitalisation, automation) require rapid adaptation of the teaching profession to these different novel challenges. Teachers should react very swiftly to these changes and master the new content and methods in education in a short time. Trade unions could further advocate for a more modern system of the continued professional development programmes at the sectoral or school level based on the needs of young teachers. In this respect, the trade unions could provide the public sector with the knowledge and expertise about the teachers' needs regarding further education. If the organisation has the possibility of creating its own development programme, this should follow the specific needs and high expectations of the young teachers. The level of programme quality offered should exceed the level of knowledge and competencies of young teachers, often used for self-study and utilising the most progressive learning tools for self-development.

Table 8: Recommendations based on the perspective of ETUCE members

Topic	Findings from the members' survey and interviews	Recommendations
Recruitment methods	Personal recruitment at the workplace and recruitment carried out by current members, and social media posts and campaigns are the most utilised recruitment methods by the ETUCE members. Some members (e.g., SK, RU) use special events or meetings of the youth bodies to approach young leaders to join trade union activities. This recommendation can build on the findings of the existing project YOUR TURN!. This project serves to provide the ETUCE member organisation with good practices in recruiting young members.	<ul style="list-style-type: none"> While most of the ETUCE members use several recruitment methods simultaneously, often one or two methods are dominantly utilised. We recommend expanding the portfolio of recruitment methods and search for an innovative one that might increase the share of young teachers within the membership.
	The most prevalent benefits offered to young members are training and continuous development programmes. On the other hand, the quality of the development programmes was questioned in the young professionals' survey.	<ul style="list-style-type: none"> ETUCE member organisations may only provide a narrow offer of benefits for young teachers. Diversify the benefits offered. For example, reduce the membership fee acknowledging the low salaries of young teachers, or expand the mentoring initiatives for new members. Increase the quality of the development programmes and adjust them to the needs and high expectation of young professionals.
Activities and priorities for young members	ETUCE members systematically work on the youth topics	<ul style="list-style-type: none"> Get inspired by the outcomes of the survey and interviews with other ETUCE members and consider implementing similar activities for your young members. E.g., provide legal and psychological counselling, organise sports events and work-life balance seminars, training on negotiation and trainings for young leaders.
	Occasional or regular surveys on the needs and priorities of young members assuring their fulfilment, expectations and needs.	<ul style="list-style-type: none"> Make a regular survey or open discussions (online or in person) and give the floor to young teachers to speak about their needs and issues. Consider also inviting non-members. Use different Facebook groups gathering professionals in the education sector. Assure that the survey will be accessible for all members (including those without an internet connection) and make the results publicly available. Transparently present how the outcomes of the survey and discussions have been incorporated into the activities programme and if not, what are the reasons for not addressing the priorities of young teachers.
The involvement of young teachers in decision-making	Individual professional involvement consists mostly of guaranteed voting rights and being involved in the development of strategies.	<ul style="list-style-type: none"> Establish, advance, and support youth bodies, develop transparent mechanisms of their involvement and increase the independence of youth committees to boost their initiatives and progressiveness. For more recommendations see the table above.

Topic	Findings from the members' survey and interviews	Recommendations
Communication platforms for exchanging good practices and lessons learned	Our research showed that some trade unions would appreciate more intensive and interactive exchange of good practices at other ETUCE members. This can occur in form of peer reviews, interactive webinars, mutual learning programmes. These debates can result in the elaboration of a toolkit for action by ETUCE member organizations – thematically oriented, to serve as a guide to develop activities for young members, and recruitment strategies for non-members. Progress with implementing the toolkit could be evaluated by peers (other ETUCE members) regularly, e.g., once a year. This would keep the motivation of ETUCE members to implement the toolkit, and regularly update it.	<ul style="list-style-type: none"> Organise interactive online webinars which are very focused and thematically oriented. Suggested themes: classroom management; the use of social media in recruitment of young people, the relevance of personal contact in recruitment strategies, recruiting centrally or locally, etc. Let a few members present their approach and practice in great detail, and then let the others reflect on it in innovative ways. For instance, using Slido, using the chat box to identify 3 keywords, and then let them speak up to share their practice. Let them share short videos prepared in advance on their successes, let them show their successes and let the other members learn from each other. With good facilitation, this can bring highly fruitful discussions and identification of key elements in a successful recruitment strategy. The key is to stay highly focused and do not cover too many topics in one event. For example, spend 2 hours discussing only a very specific topic – whether young people prefer to be approached in person, already during their university studies, by unions. On the next occasion, spend 2 hours on discussing what capacities do the unions, and their local branches, need to run social media campaigns. It is often about motivated committed individuals, less about the financing/professional staff involvement. The members are interested in the greatest details of how others succeed in their work with the young. It takes some effort to explore the topic in greater depth, besides standard presentations, but it is rewarding. This recommendation is based on similar experience in mutual learning and peer reviewing by other institutions, including trade unions, NGOs, governments, and other organizations, within platforms facilitated by the European Commission and the European Labour Authority. Online webinars allow organizing such mutual learning webinars with very little costs. This recommendation could complement the already existing ETUCE projects, for instance "YOUR TURN! Teachers for trade union renewal"⁴⁸ that provides the ETUCE member organisations with the opportunity to exchange information about current trade unions' practices and policies related to employment and job quality.

48 For more information see <https://www.csee-etuce.org/en/projects/your-turn-teachers-for-trade-union-renewal/303-activities-2/3441-kick-off-conference>

Literature

Dandalt, E., Gasman, M., and Goma, G., (2020). The union behavior of young workers in education industry. *Personnel Review*, Vol. 50 No. 1, pp. 344-357.

OECD (2021). The State of global education. 18 months into the pandemic.

Available at: [https://www.oecd-ilibrary.org/docserver/1a23bb23-en.](https://www.oecd-ilibrary.org/docserver/1a23bb23-en.pdf?expires=1643816197&id=id&accname=guest&checksum=94798EFDBBF44CC37E57E37307DA004D)

[pdf?expires=1643816197&id=id&accname=guest&checksum=94798EFDBBF44CC37E57E37307DA004D](https://www.oecd-ilibrary.org/docserver/1a23bb23-en.pdf?expires=1643816197&id=id&accname=guest&checksum=94798EFDBBF44CC37E57E37307DA004D)

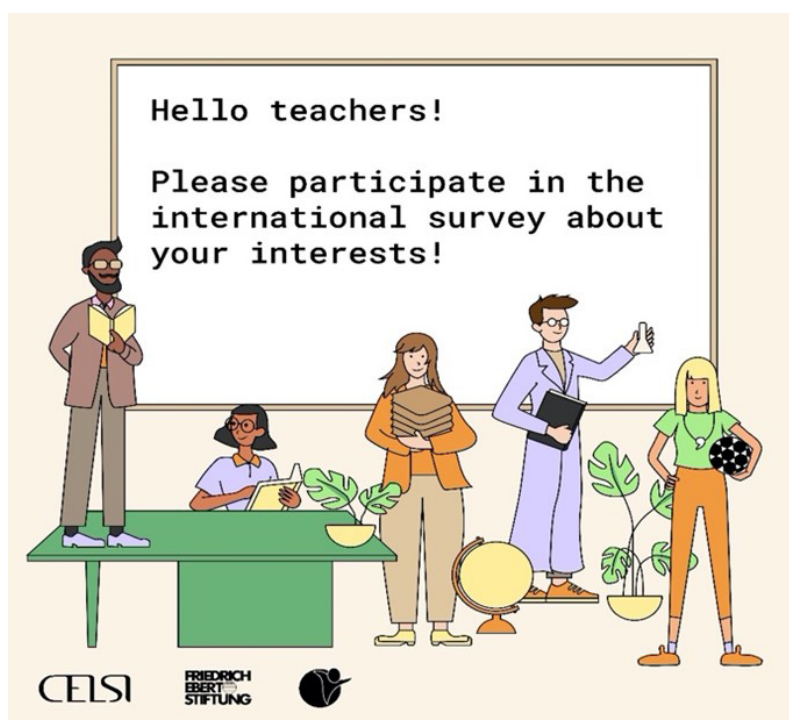
Stevenson, H., Milner, A. L., & Winchip, E. (2018). Education Trade Unions for the Teaching Profession: Strengthening the capacity of education trade unions to represent teachers' professional needs in social dialogue.

Stevenson, H. (2007). Restructuring teachers' work and trade union responses in England: Bargaining for change?. *American Educational Research Journal*, 44(2), 224-251.

Tailby, S. and Pollert, A. (2011), "Non-unionized young workers and organizing the unorganized", *Economic and Industrial Democracy*, Vol. 32 No. 3, pp. 499-522.

Annex

Illustration A1: Example of the illustration used for the Facebook campaign for teachers' survey (translated into all languages used in countries where ETUCE members are based, targeted campaigning for young people in the education sector)



Source: CELSI's social media campaign for young professionals' survey.

Table A1: Responses per country in the members' survey

Country	No. of responses	Country	No. of responses
Albania	1	Kyrgyzstan	1
Armenia	1	Latvia	1
Austria	1	Lithuania	2
Azerbaijan	1	Malta	1
Belarus	1	Montenegro	1
Belgium	3	Netherlands	1
Bosnia Herzegovina	1	Norway	2
Bulgaria	1	Poland	1
Croatia	2	Portugal	2
Cyprus	1	Republic of North Macedonia	1
Czech Republic	1	Romania	1
Estonia	1	Russia	1
Finland	2	Serbia	2
France	1	Slovakia	1
Georgia	1	Slovenia	1
Germany	2	Spain	1
Greece	1	Sweden	1
Hungary	1	Tajikistan	1
Ireland	3	Turkey	1
Italy	1	Ukraine	1
Kazakhstan	1	United Kingdom	3
TOTAL	55		

Source: CELSI's ETUCE members' survey

Table A2: Number of responses per country in the teachers' survey

Country	No. of responses	Percentage
Czech Republic	43	12.6%
Romania	39	11.4%
Ukraine	22	6.5%
Bulgaria	14	4.1%
Georgia	13	3.8%
United Kingdom	13	3.8%
Moldova	12	3.5%
Slovakia	12	3.5%
Armenia	10	2.9%
Portugal	10	2.9%
Republic of North Macedonia	10	2.9%
Latvia	10	2.9%
Albania	9	2.6%
Azerbaijan	9	2.6%
Germany	9	2.6%
Serbia	9	2.6%
Lithuania	9	2.6%
Malta	7	2.1%
Poland	7	2.1%
Italy	7	2.1%
Croatia	6	1.8%
Hungary	6	1.8%
Uzbekistan	6	1.8%
Bosnia Herzegovina	6	1.8%
Slovenia	5	1.5%
Montenegro	5	1.5%
Estonia	5	1.5%
Greece	4	1.2%
Spain	3	0.9%
Russia	3	0.9%
Kyrgyzstan	2	0.6%
Finland	2	0.6%
Turkey	2	0.6%
Belgium	2	0.6%
Ireland	2	0.6%
Cyprus	2	0.6%
Tajikistan	2	0.6%
France	2	0.6%
Netherlands	1	0.3%
Norway	1	0.3%
Total	341	100%

Source: Individual young professionals' survey

Table A3: A summary of interviewees

Code of the interview	Country	Organisation	Date of the interview
INT1	Ireland	Teachers' Union of Ireland, TUI	December 7, 2021
INT2	Slovakia	Trade Union of Workers in Education and Science, OZPŠaV	December 8, 2021
INT3	Norway	Union of Education Norway, Utdanningsforbundet	December 9, 2021
INT4	Montenegro	Trade Union of Education of Montenegro, TUEM	December 12, 2021
INT5	Georgia	Educators and Scientists Free Trade Union of Georgia, ESFTUG	December 12, 2021
INT6	Lithuania	Lithuanian Teachers, Education and Science Trade Union, LESTU	December 14, 2021
INT7	Estonia	Estonian Educational Personnel Union, EEPU	December 15, 2021
INT8	Portugal	Federação Nacional da Educação, FNE	January 18, 2022
INT9	Russia	Education and Science Employees' Union of Russia, ESEUR	January 18, 2022
INT10	Germany	Gewerkschaft Erziehung und Wissenschaft, GEW	January 19, 2022
INT11	Netherlands	Algemene Onderwijsbond, AOB	January 27, 2022

Table A4: A list of country abbreviations

Country	Country abbreviation	Country	Country abbreviation
Albania	AL	Kyrgyzstan	KG
Armenia	AM	Latvia	LV
Austria	AT	Lithuania	LT
Azerbaijan	AZ	Malta	MT
Belarus	BY	Montenegro	ME
Belgium	BE	Netherlands	NL
Bosnia Herzegovina	BA	Norway	NO
Bulgaria	BG	Poland	PL
Croatia	HR	Portugal	PT
Cyprus	CY	Republic of North Macedonia	MK
Czech Republic	CZ	Romania	RO
Estonia	EE	Russia	RU
Finland	FI	Serbia	RS
France	FR	Slovakia	SK
Georgia	GE	Slovenia	SI
Germany	DE	Spain	ES
Greece	GR	Sweden	SE
Hungary	HU	Tajikistan	TJ
Ireland	IE	Turkey	TR
Italy	IT	Ukraine	UA
Kazakhstan	KZ	United Kingdom	GB

