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Education unions and union renewal: building capacity to support effective social dialogue

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University of Nottingham

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Education International Research

Organising teaching: Developing the power of the profession

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EDUCATION AND TRAINING IN THE EUROPEAN SEMESTER
PUBLIC INVESTMENT, PUBLIC POLICY, SOCIAL INEQUALITIES AND PRIVATISATION PATTERNS

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

PRACTICAL GUIDE FOR AN EFFECTIVE INVOLVEMENT OF EDUCATION TRADE UNIONS IN THE EUROPEAN SEMESTER
EDUCATION AND TRAINING
BUILDING KNOWLEDGE TO BETTER UNDERSTAND EDUCATION REFORMS AND INVESTMENT IN EDUCATION

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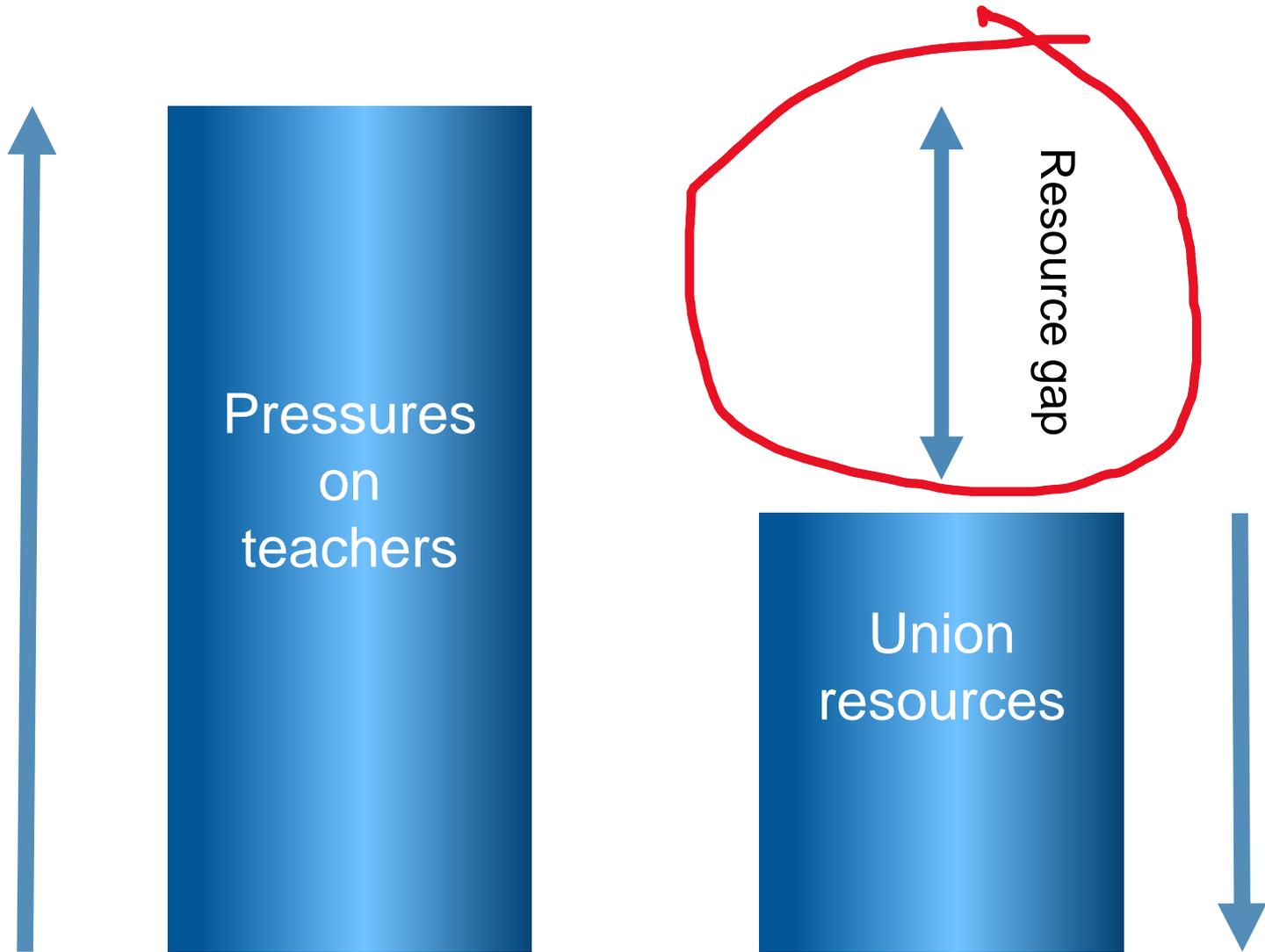
EDUCATION TRADE UNIONS FOR THE TEACHING PROFESSION:

STRENGTHENING THE CAPACITY OF EDUCATION TRADE UNIONS TO REPRESENT TEACHERS' PROFESSIONAL NEEDS IN SOCIAL DIALOGUE



- **De-professionalisation**
 - Loss of control/professional judgement
- **Work intensification**
 - Working longer and harder
- **Closing down of public and democratic spaces**
 - Attacks on collective bargaining, trade unions rights, growth of managerialism
- **Privatisation**
 - Fragmentation, competition
- **Wider societal challenges**
 - *(Teachers don't join a union instinctively in the way my generation did – General Secretary).*

The case for union renewal



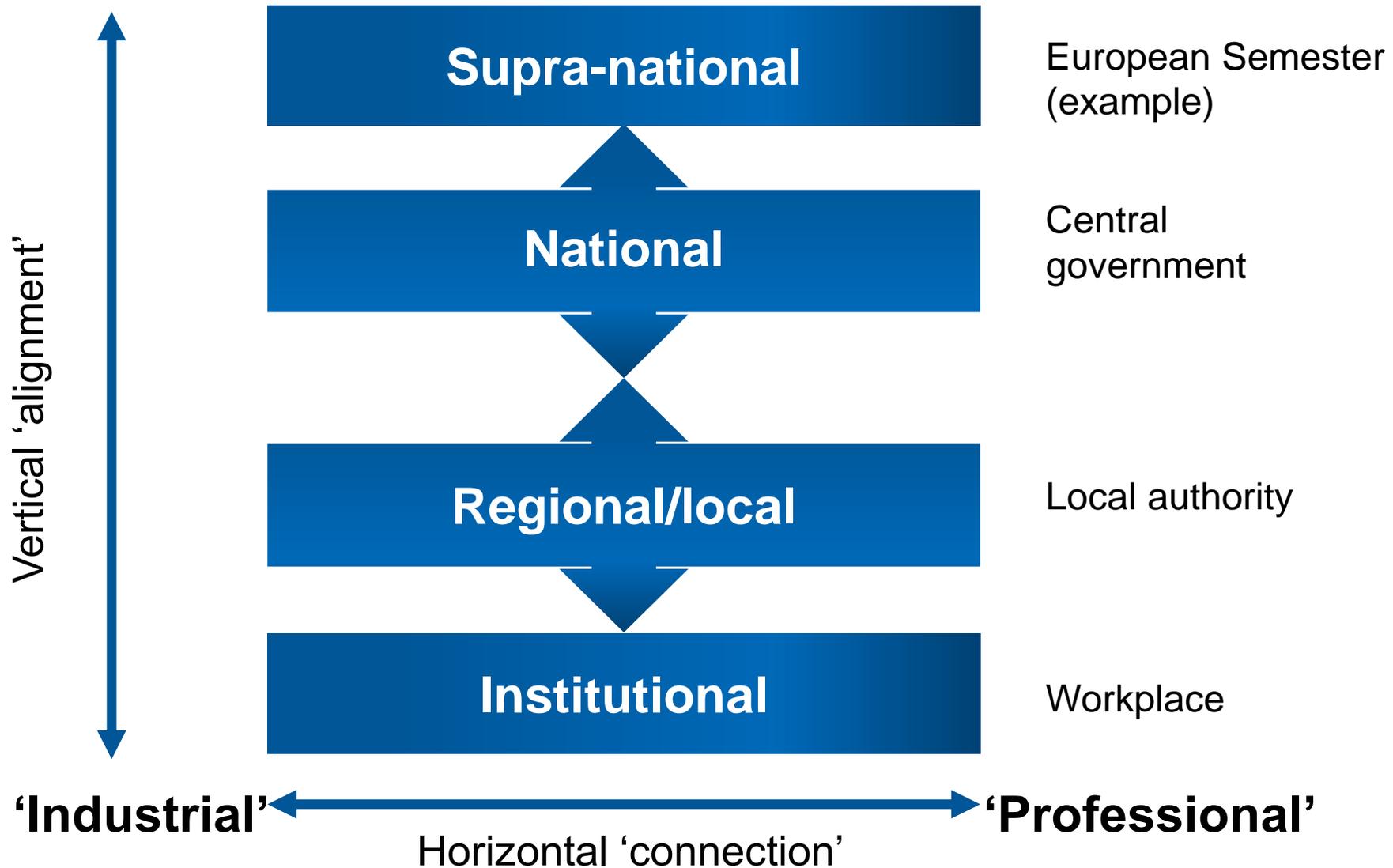


- Decreasing membership
- Decreasing member participation in union democracy
- Decreasing member participation in union events
- Ageing activist base

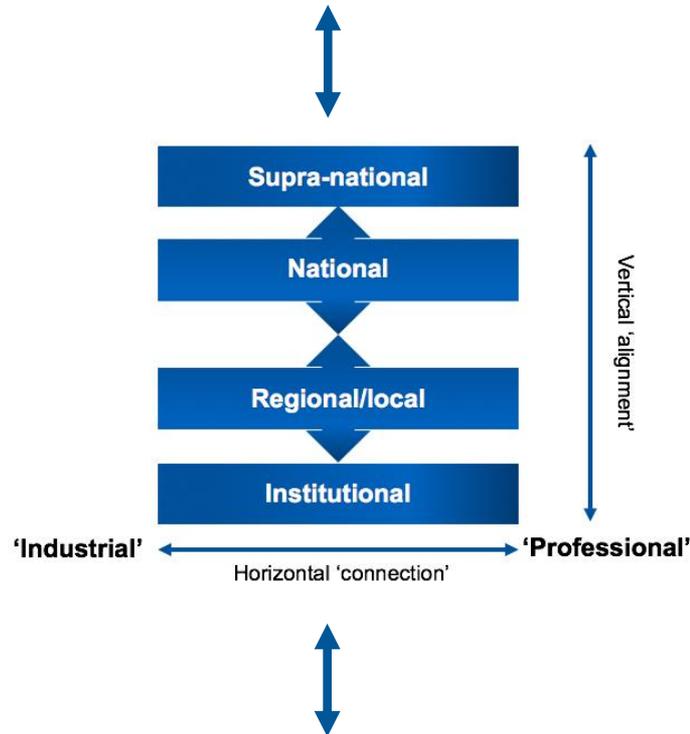


- Increasing membership
- Increasing participation and engagement
- Developing the skills and capabilities of members
- Developing ‘unionateness’ as central to professional identity
 - *Frankly, I couldn't be more involved if I tried. It is part and parcel of my professional identity.* (Teacher, Republic of Ireland)

- Frame the narrative – organise around ideas
- Connect the industrial and the professional
- Work in, and against . . .
- Speak at the centre, organise at the base
- Balance the formal and informal – develop democratic engagement
- Connect the profession – horizontally and vertically
- Work in, and beyond, the union - create wider alliances



Organise around ideas



Organise at the base



What does member engagement look like?

I regularly attend local association meetings

I currently am a school union representative

I have participated in union-provided CPD

I share union-related content on social media

I follow the union on social media

I have attended at least one local association meeting

I know who my local association secretary is

I contribute to decision making through my union

The union is essential to me achieving my professional goals

I feel included when the union develops policies

The union gives support to make me a more effective and successful teacher

The union has an influence on workload management in my school

I keep up-to-date with union issues

The union makes me feel like I can make a difference

The union assists me in getting the working conditions I need to be able to do my job properly

The union has an influence on my work conditions

I know who to speak to if I have a problem that the union can help with

The union makes a difference for me

The union advocates for adequate teaching and learning resources to carry out my job

The union gives me the opportunity to raise issues of professional concern to me

I vote in union elections

I consider union issues when I vote in local/national elections

The union helps me keep up to date with education issues

Union policy is relevant to me

I am interested in the work that the union does

The union exists for teachers like me

Member engagement and connection

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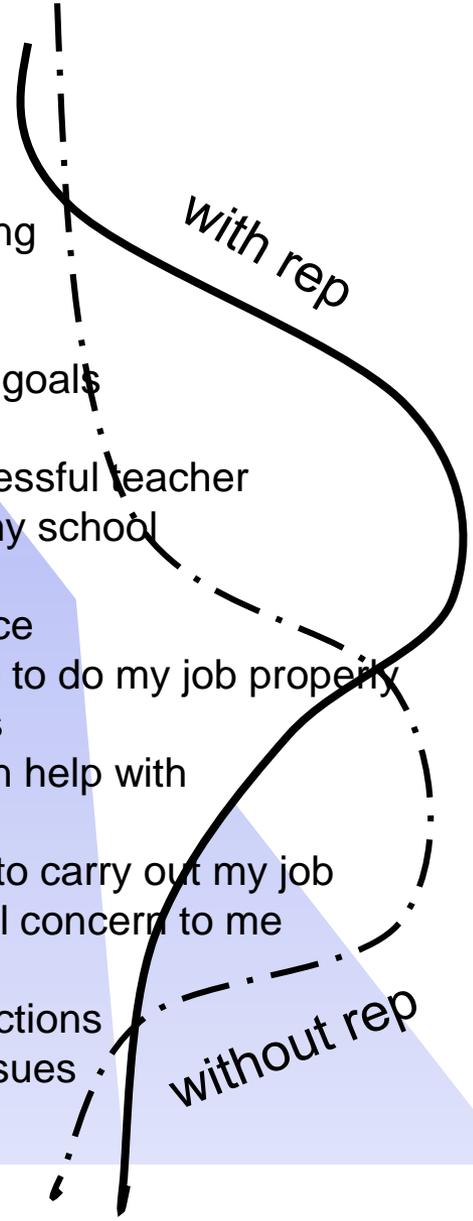
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- Change the culture
 - balance the formal and informal, value people’s time and contribution
- Focus on young members
- Give members multiple ways in
 - professional issues, equalities issues, campaigns
- Focus on member and activist development
 - share the work, prioritise member education
- Prioritise personal contact