

Industrial relations

Representativeness of the European social partner organisations: Education sector



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Research carried out prior to the UK's withdrawal from the European Union on 31 January 2020, and published subsequently, may include data relating to the 28 EU Member States. Following this date, research only takes into account the 27 EU Member States (EU28 minus the UK), unless specified otherwise.

This report presents the results of research conducted largely prior to the outbreak of COVID-19 in Europe in February 2020. For this reason, the results do not fully take account of the outbreak.

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Country codes

AT	Austria	FI	Finland	NL	Netherlands
BE	Belgium	FR	France	PL	Poland
BG	Bulgaria	HR	Croatia	PT	Portugal
CY	Cyprus	HU	Hungary	RO	Romania
CZ	Czechia	IE	Ireland	SE	Sweden
DE	Germany	IT	Italy	SI	Slovenia
DK	Denmark	LT	Lithuania	SK	Slovakia
EE	Estonia	LU	Luxembourg		
EL	Greece	LV	Latvia		
ES	Spain	MT	Malta	UK	United Kingdom

Introduction

The aim of this representativeness study is to identify the relevant national and supranational social partners – that is, the trade unions and employer organisations – in the education sector and to show how they relate to the sector’s European-level organisations representing employees and employers. The report is divided into three parts: an overview of the specificities of and the employment trends in the education sector; an analysis of the social partner organisations in the 27 EU Member States and the United Kingdom (UK); and an analysis of the relevant European organisations, in particular their membership composition and capacity to negotiate.

This section presents the objectives of the study along with a brief introduction to the chosen methodology. The context of this study is the European sectoral social dialogue committee (ESSDC) for the education sector, which was established in 2010.

It should be noted that this research was conducted before the UK left the EU on 31 January 2020. Where relevant, findings are reported for the EU Member States and the UK (EU27 and the UK).

Objectives of the study

Representativeness studies are conducted for three reasons.

- The European Commission aims to confirm the representativeness of the social partner associations consulted under Article 154 of the Treaty on the Functioning of the European Union (TFEU).
- Representativeness is one eligibility criterion for setting up or participating in an ESSDC.
- Representativeness means having the capacity to negotiate agreements that can lead to an implementation by Council decision, as provided by Article 155 of the TFEU.

Representativeness is defined by the European Commission Decision on the establishment of sectoral social dialogue committees promoting the dialogue between the social partners at European level (98/500/EC) (European Commission, 1998). For an organisation to be recognised as a representative EU social partner organisation, it must:

- relate to specific sectors or categories and be organised at European level
- consist of organisations that are themselves an integral and recognised part of Member States’ social partner structures, that have the capacity to negotiate agreements, and which are representative of several Member States
- have adequate structures to ensure its effective participation in the work of the ESSDCs

To accomplish its aims, this study first identifies the relevant national social partner organisations in the education sector before analysing the structure of the sector’s relevant European organisations, in particular their membership composition. This analysis involves clarifying the unit of analysis at both the national and European levels. The study includes only organisations whose membership domain is classed as ‘sector related’. In terms of territorial coverage, the study includes the EU27 and the UK.

ESSDC for the sector

The ESSDC for the education sector was established in 2010 based on an application submitted in April 2009 by the European Trade Union Committee for Education (ETUCE), the European Public Service Union (EPSU), the European Confederation of Independent Trade Unions (CESI) and the European Federation of Education Employers (EFEE) in line with European Commission Decision 98/500/EC of 20 May 1998. It is therefore one of the newest European sectoral social dialogue processes. EPSU agreed with ETUCE to participate in the sectoral dialogue as an additional partner with full voting rights. CESI sits as a complementary partner without voting rights on the ESSDC for education. These arrangements were set out in the application to establish the ESSDC addressed to Commissioner Andor.

However, efforts to establish social dialogue in the education sector predate this formal establishment by some five years (Poissonneau and Nolda, 2012). With its 132 trade union members in 51 countries, ETUCE had long been keen to establish a European sectoral social dialogue for the education sector. ETUCE saw the absence of such a dialogue as a significant gap given the high number of employees in the sector and the increasing significance of EU-level initiatives in the field (despite education firmly remaining a national responsibility). The desire to establish a European-level dialogue was complicated by the fact that no organisation represented employers in the sector at European level. This absence was partly due to the fact that it can be difficult to identify the employer in the education sector. On the one hand, the responsibility for paying teachers and setting working practices and schedules lies with the individual institution, often with the head teacher (in the case of early childhood, primary and secondary education) or with the company or dean/vocational education and training (VET) centre leader (in tertiary education institutions and VET institutions). On the other hand, the overall responsibility for negotiating or setting wages and fixing working conditions often lies with the national government via the ministry of education.

Taking account of this complexity, ETUCE started discussions on the possibility of establishing such a dialogue with two European organisations with relevant membership in the sector: the Council of European Municipalities and Regions (CEMR – representing education sector employers in local and regional government) and the European Centre of Employers and Enterprises providing Public Services and Services of general interest (CEEP – the cross-sectoral organisation for the public sector, with members from both local and regional government and central government employers). CEMR, however, was too busy with the sectoral social dialogue in the local and regional government sector (Poissonneau and Nolda, 2012, p. 170). CEEP, on the other hand, was interested in this process and had already collaborated in the establishment of HOSPEEM (European Hospital and Healthcare Employers' Association – the employer organisation for the healthcare sector) a few years previously. Over several subsequent years, CEEP's nominated representative collaborated with ETUCE to visit the Member States to both gauge interest in a sectoral social dialogue in education and identify relevant employer organisations. EFEE was established in 2009 as a result of this process. EFEE is a sectoral member organisation of CEEP, and it covers employers from the public and private sector.

Since the ESSDC in the education sector was established in 2010, EFEE and ETUCE have agreed 16 joint texts. These have included texts relating to: making the teaching profession more attractive and improving the quality of education systems; preventing and addressing psychosocial hazards in the workplace; and responding to the EU's education initiatives and standards. The sectoral social

dialogue organises specific working groups relating to different education subsectors, and specific declarations and joint texts have been adopted dealing with school leadership, support for early career researchers in higher education and – most recently – a joint statement on improving VET in Europe. ETUCE and EFEE also have an ongoing dialogue with the Directorate-General for Education, Youth, Sport and Culture (DG EAC) and the Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL) in relation to EU education and training policy.

ETUCE and EFEE also actively collaborate on joint projects, including one launched in 2015 on capacity building for social partners in the sector. The most recent ETUCE–EFEE project (running from 2017 to 2019) focused on the effective integration of migrants and refugees in education. A complete list of jointly agreed texts can be found in Table 31.

In 2017, ETUCE and EFEE agreed a work programme covering the years 2018 to 2019,¹ prioritising:

- collaboration with DG EAC and DG EMPL on key education and training issues
- promotion of social dialogue
- monitoring of ESSDC outcomes
- integration of migrants and refugees in education
- inclusive education
- innovation in teaching and learning
- support for teachers, trainers and school leaders
- making the teaching profession more attractive
- promotion of gender equality in education
- promotion of occupational health and safety in education
- quality vocational training and apprenticeships
- higher education and research
- investment in education and training

Definitions and methodology

The methodology applied is linked to the criteria identified in European Commission Decision 98/500/EC: sector-relatedness, membership and organisational capacity (European Commission, 1998). Each of these criteria will be defined successively in this section, starting with sector-relatedness – that is, the demarcation of the education sector in agreement with the social partners and the European Commission.

Sector-relatedness

In this study, the education sector is described as covering NACE² code 85 (Table 1).

¹ A new work programme running from 2020 to 2021 was agreed on 30 March 2020, after the preparation of this report.

² NACE refers to the European ‘statistical classification of economic activities in the European Community’, specifically NACE Rev. 2. For the demarcation of a specific sector, reference is made to a number of NACE codes (Eurostat, 2008).

Table 1: Demarcation of the education sector based on NACE codes

NACE code	Corresponding economic activity
85.1	Pre-primary education*
85.2	Primary education
85.3	Secondary education
85.31	General secondary education
85.32	Technical and vocational secondary education
85.4	Higher education
85.41	Post-secondary non-tertiary education
85.42	Tertiary education
85.5**	Other education (academic tutoring, remedial courses, language learning, computer training, religious instruction)
85.51	Sports and recreation education
85.6	Educational support activities (guidance, testing, exchange programmes)
Also excluded (not considered in this study)	88.91 – Child day-care activities

Notes: * Other than references to the official NACE code, this level of education will be referred to as ‘early childhood education’ throughout this report. ** Cultural education (NACE code 85.52) and driving schools (NACE code 85.53) are not considered in this study. Child day-care activities (NACE code 88.91) are also excluded from this study.

Source: Eurostat, 2008

This study lists NACE code 85.5 in the overview tables, but this excludes trade unions and employer organisations involved in NACE codes 85.52 and 85.53 from the assessment of the total number of organisations active in the sector. In relation to the representativeness of the social partner organisations, this study also excludes organisations if they only organise workers or employers in NACE codes 85.52 and 85.53, unless they are members of a European sectoral social partner organisation in the education sector.

Table 2 shows the four membership domain patterns, or sector-relatedness. The membership domains of trade unions and employer organisations can be exactly in line with the demarcation of the sector; this type of sector-relatedness is called ‘congruence’. If the membership domain of an organisation goes beyond the education sector as described here, it is categorised as ‘overlapping’. ‘Sectional’ is a type of sector-relatedness whereby an organisation covers a part of the sector and nothing else, whereas ‘sectional overlapping’ organisations cover part of the education sector but also have members in other sectors.

Table 2: Domain patterns for members of an organisation

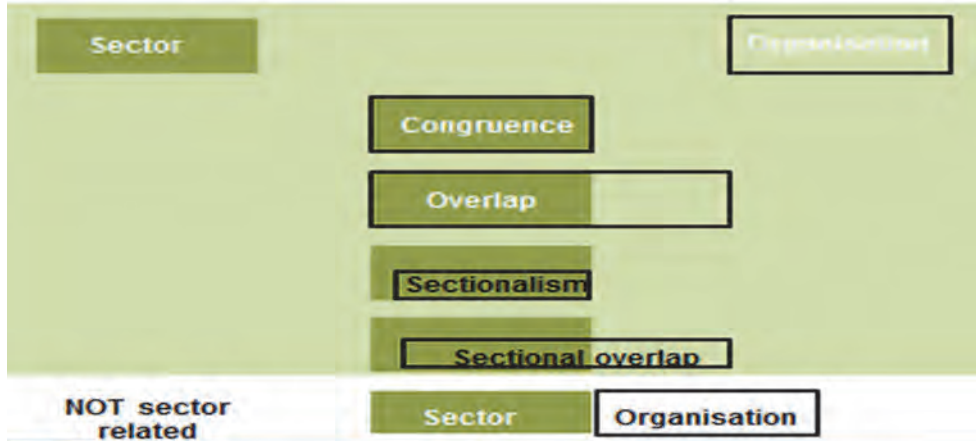
Domain pattern	Domain of organisation within the sector	Domain of organisation outside the sector
	Does the domain of the trade union/employer organisation cover potentially all employees/institutions in the sector?	Does the trade union/employer organisation potentially represent employees/institutions outside the sector?
Congruence	Yes	No
Overlap		Yes

Sectionalism	No	No
Sectional overlap		Yes

Source: Eurofound

Figure 1 presents these four different types of sector-relatedness graphically.

Figure 1: Four types of sector-relatedness



Membership

Membership constitutes another important aspect of representativeness. Two levels of membership are looked at here: first, the geographical coverage of the EU-level organisations (the Member States where the EU-level trade union/employer organisation has affiliates) and, second, the organisational density of the national affiliates. An important aspect to be assessed is whether the EU-level players organise most of the national-level players, or at least the most significant ones (in relation to their membership strength in the sector and their involvement in collective bargaining), and whether there are major gaps in their membership domain.

Membership in a social partner organisation requires the regular payment of membership fees. However, some organisations are reluctant to inform third parties about such payments.

Organisational capacity

The organisational capacity of the European social partners is analysed in terms of their ability to commit themselves on behalf of their members and to conclude binding agreements or actions that can be implemented or monitored EU-wide through the support of their affiliates. To assess their capacity to negotiate, the actors and their objectives and decision-making structures provided in their statutes are considered as well as the outcome in terms of texts agreed. The processes through which the organisations obtain a mandate, support and approval from their member organisations in the negotiation process are also considered.

The involvement of social partners' members in national-level collective bargaining is also important, as it shows that they are able to obtain a mandate to negotiate on behalf of their members (at least at national level, which could then also translate to a mandate to negotiate at EU level). Such a mandate, whether implicit or explicit, allows for negotiations to take place at European level, which could potentially result in binding agreements or the drafting of European autonomous agreements (which require implementation by social partners at national level in line with their respective

practices and traditions). The capacity to act autonomously in this way is an important contribution to the effectiveness of the ESSDC.

Finally, representativeness also depends on the organisations' structures and resources and their capacity to mobilise the active participation of their members and aggregate the different interests of member organisations, as well as their potential to act autonomously at European level. Effective participation in the ESSDC meetings is assessed in terms of presence at the meetings in the two years before publication of this report. The internal structures within European organisations that prepare ESSDC meetings and discuss social affairs linked to EU-level dialogue can increase efficiency and ensure that more organisations – that is, beyond those directly participating in the meetings – feel represented.³

Data collection and quality control

Representativeness studies combine top-down and bottom-up approaches. The top-down approach aims to identify all sector-related affiliates of the European associations EFEE, ETUCE, EPSU and CESI, while the bottom-up approach looks for other organisations involved in education sector-related collective bargaining in the EU Member States and their membership in other European-level organisations.

Unless cited otherwise, this study draws on the country studies provided by the Network of Eurofound Correspondents. Where precise quantitative data could not be obtained, estimates are provided rather than leaving a question unanswered. This mostly affected the density rates, as in Tables 9 and 14, and the coverage of collective bargaining in the sector, as in Tables 15 to 18 and Figure 10.

Thus, quantitative data may stem from three sources, namely:

- official statistics and representative surveys
- administrative data, such as membership figures provided by the respective organisations (for example, to calculate the density rates)
- estimates, expert opinions and assessments made by the Network of Eurofound Correspondents or representatives of the respective organisations

Other sources include the social dialogue texts database as well as data from Eurostat's European Union Labour Force Survey (EU-LFS).

Quality assurance

To ensure the quality of the information gathered, several verification procedures and feedback loops were included in the process of drawing up this study.

First, combining the top-down with the bottom-up approach, information on the affiliates of the relevant EU-level social partners and other sector-related associations was collected from the reports prepared by the Network of Eurofound Correspondents between September 2018 and July 2019. Subsequently, Eurofound research managers and the authors of this report checked the consistency of the national contributions and, if necessary, asked the national correspondents to revise these in the first half of 2019.

³ More information on definitions of key terms can be found in Eurofound's Industrial Relations Dictionary; see <https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary>

An overview of the national contributions was made available to the national members of the Eurofound Governing Board to allow them to check the consistency of the information in this report and to ensure that the bottom-up approach included all the relevant sector-related organisations. The European social partners were also given this information in the first draft of this report to allow their affiliates to double-check the content and provide comments. As different social partner organisations were able to view the information reported by other organisations in the same country and, if necessary, comment on the credibility or accuracy of the information from other organisations representing a similar membership, this process involves an element of mutual control and recognition.

A draft version of the overview report was shared with EFEE, ETUCE, EPSU, CESI and the European Commission in November 2019 for feedback and comments. Further consultations and corrections were completed in April and May 2020. The final report, taking into account these comments, was evaluated and approved by a written procedure (between 27 May and 19 June 2020) of Eurofound's Advisory Committee on Industrial Relations, which consists of representatives from both sides of the industry, governments and the European Commission, in the presence of the European-level sectoral social partners identified in the report. To facilitate the written procedure, a pre-recorded presentation of this report was provided, together with the final draft of the report, and an online discussion took place on 15 June.

Structure of the report

The report consists of three main parts, beginning with a brief summary of the background and specificities of the education sector. The report then analyses the relevant social partner organisations in the 27 EU Member States and the UK. The third part considers the representative associations at European level.

Finally, it is important to note the difference between the research and political aspects of this study. While providing data on the representativeness of the organisations under consideration, the report does not reach any definite conclusion on whether the representativeness of the European social partner organisations and their national affiliates is sufficient for participation in the European social dialogue. With the information and analyses provided in this report, however, the actors and decision-makers can draw further statements, proclamations or decisions, and develop an action plan for capacity building if necessary.

1. Background and employment trends in the sector

This chapter describes the organisational and employment structure of the education sector, including the specificities of different subsectors. The education sector is critical to achieving the EU2020 strategy goals and plays an important part in making the EU a knowledge-based, high value-added economy and in attaining the EU's employment targets.

Employment in the education sector

In 2018, more than 17 million workers were employed in the education sector across the EU. This figure represents a 12% increase on the 15.3 million workers in the education sector in 2008 (Table 3).

Table 3: Employment in education in the EU27 and the UK, 2008 and 2018 (000s)

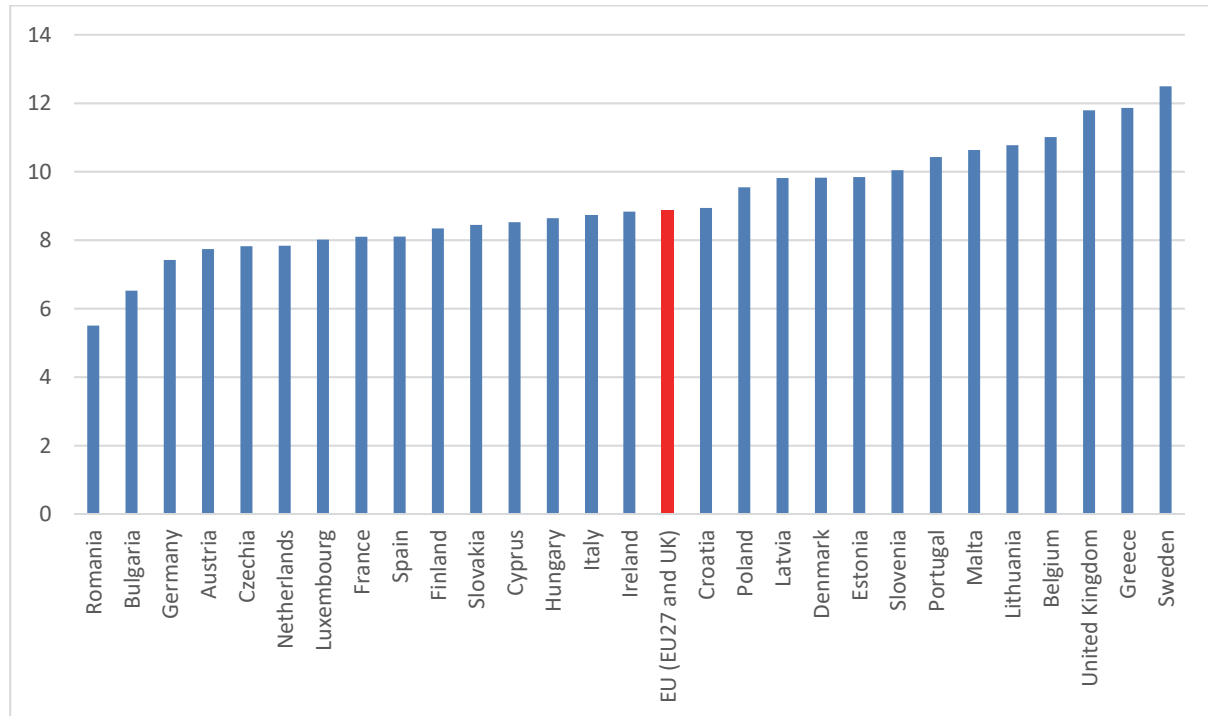
Country	2008	2018
EU (EU27 and UK)	15,267.2	17,024.2
AT	229.4	291.7
BE	377.3	448.2
BG	203.9	177.6
CY	26.8	29.2
CZ	276.0	336.5
DE	2,316.4	2,744.9
DK	203.2	248.2
EE	54.3	55.5
EL	321.3	300.1
ES	1,153.5	1,308.6
FI	163.3	181.3
FR	1,789.0	1,921.7
HR	93.8	129.3
HU	301.2	343.3
IE	140.1	166.9
IT	1,578.5	1,540.3
LT	139.3	126.2
LU	16.9	20.4
LV	80.9	75.9
MT	13.4	21.4
NL	543.3	564.0
PL	1,169.6	1,236.3
PT	339.1	416.5
RO	398.3	356.4
SE	479.3	567.8
SI	74.3	83.1
SK	163.0	182.6
UK	2,621.6	3,150.3

Notes: Data include all forms of employment (full time, part time, temporary and open-ended). Data on shared part-time and temporary work in the education sector in the EU are not publicly available.

Source: Eurostat, *Employment by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) - 1 000 [lfsa_egan2]*

The education sector is therefore significant, as it employs 9% of the labour force in the EU (Figure 2). However, there are important differences between countries, with education accounting for less than 6% of total employment in Romania and more than 12% in Sweden.

Figure 2: Share of the education sector in national employment, EU27 and the UK, 2018 (%)



Note: The chart shows the proportion of education sector workers in the countries' total employment, ages 20–64, 2018.

Sources: Eurostat, *Employment by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) – 1 000 [lfsa_egan2]* and *Employees by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) – 1 000 [lfsa_eegan2]*

Teaching professionals form the largest part of the education sector workforce. In 2018, there were 11 million teaching professionals in the EU, almost unchanged from the 10.3 million in 2011. In 2018, 72% of teaching professionals in the EU were women, ranging from over 80% in the Baltic states, Croatia and Bulgaria to just over 60% in France and Germany.

Table 4 provides an overview of the number of all employees in the education sector, showing total numbers as well as the numbers of men and women in the sector in 2008 and 2018. The figures again demonstrate the dominance of women employed in the sector.

Table 4: Number of employees aged 16–64 in the education sector in the EU27 and the UK, 2008 and 2018

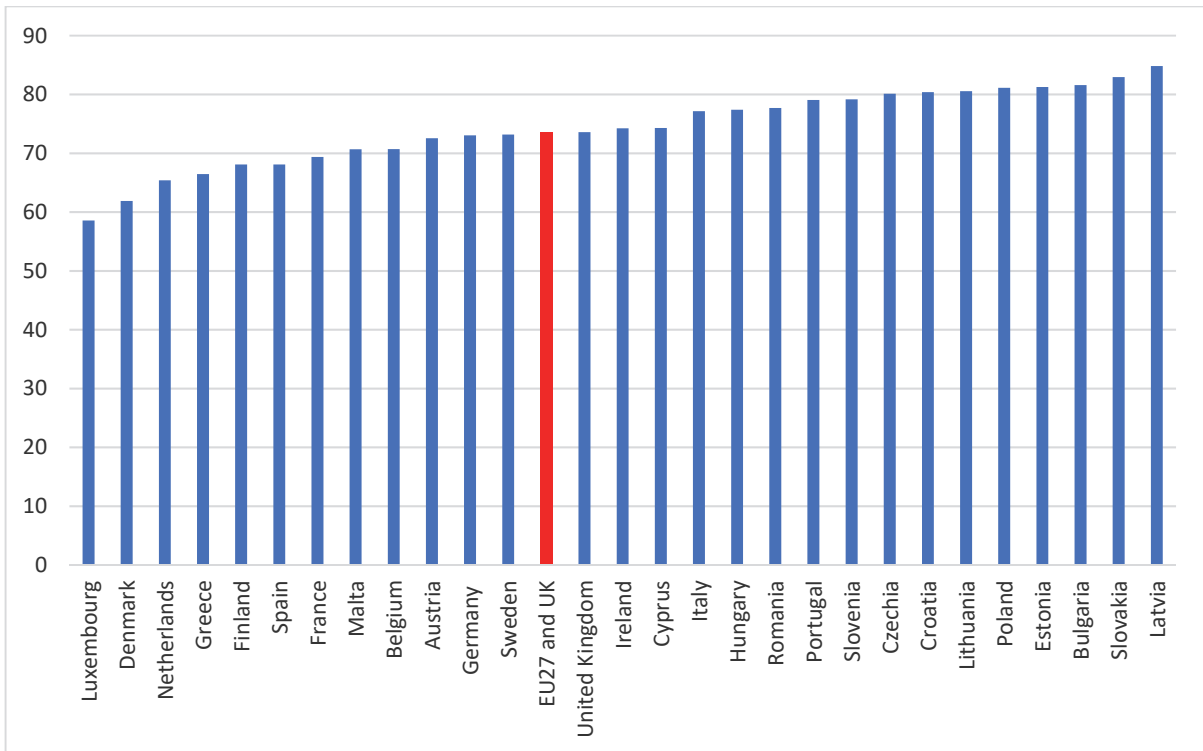
Country	2008			2018		
	Total	Men	Women	Total	Men	Women
EU27 and UK	14,645.8	4,092.6	10,553.1	16,151.0	4,268.9	11,882.0
AT	219.4	64.7	154.7	277.9	76.4	201.6
BE	372.5	111.1	261.4	438.5	128.5	310.0
BG	202.0	36.4	165.5	174.9	32.2	142.7
CY	24.7	6.8	17.8	24.5	6.2	18.2
CZ	264.2	61.0	203.2	320.9	63.9	257.1
DE	2,164.3	693.5	1,470.8	2,579.4	695.4	1,884.0
DK	200.1	84.8	115.3	242.9	92.6	150.3
EE	53.3	10.1	43.2	54.4	10.3	44.2
EL	297.0	105.2	191.8	271.9	91.2	180.7
ES	1,092.2	381.2	711.0	1,237.7	395.0	842.7
FI	159.9	51.7	108.2	176.7	56.4	120.3
FR	1,754.7	555.0	1,199.7	1,848.6	566.4	1,282.2
HR	92.0	21.0	71.1	128.5	25.3	103.3
HU	295.0	61.3	233.7	334.9	75.7	259.2
IE	133.5	35.0	98.6	159.9	41.2	118.7
IT	1,487.8	364.4	1,123.4	1,465.9	334.9	1,131.0
LT	138.5	29.5	109.0	124.4	24.2	100.2
LU	16.8	5.5	11.3	19.3	7.9	11.3
LV	80.0	13.2	66.8	73.8	11.2	62.6
MT	13.3	4.5	8.7	20.8	6.1	14.7
NL	511.9	198.9	312.9	503.0	174.1	328.9
PL	1,142.2	242.7	899.5	1,180.9	222.9	958.0
PT	332.0	74.4	257.6	399.6	83.7	315.9
RO	395.8	99.5	296.3	354.6	79.0	275.5
SE	471.6	115.6	356.0	558.9	149.9	409.0
SI	73.7	15.1	58.6	80.1	16.7	63.4
SK	160.2	33.1	127.1	176.3	30.1	146.2
UK	2,497.0	617.4	1,879.6	2,921.7	771.7	2,150.0

Note: Totals may not add up exactly due to rounding.

Source: Eurostat, *Employees by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) - 1 000* [fisa_eegan2]

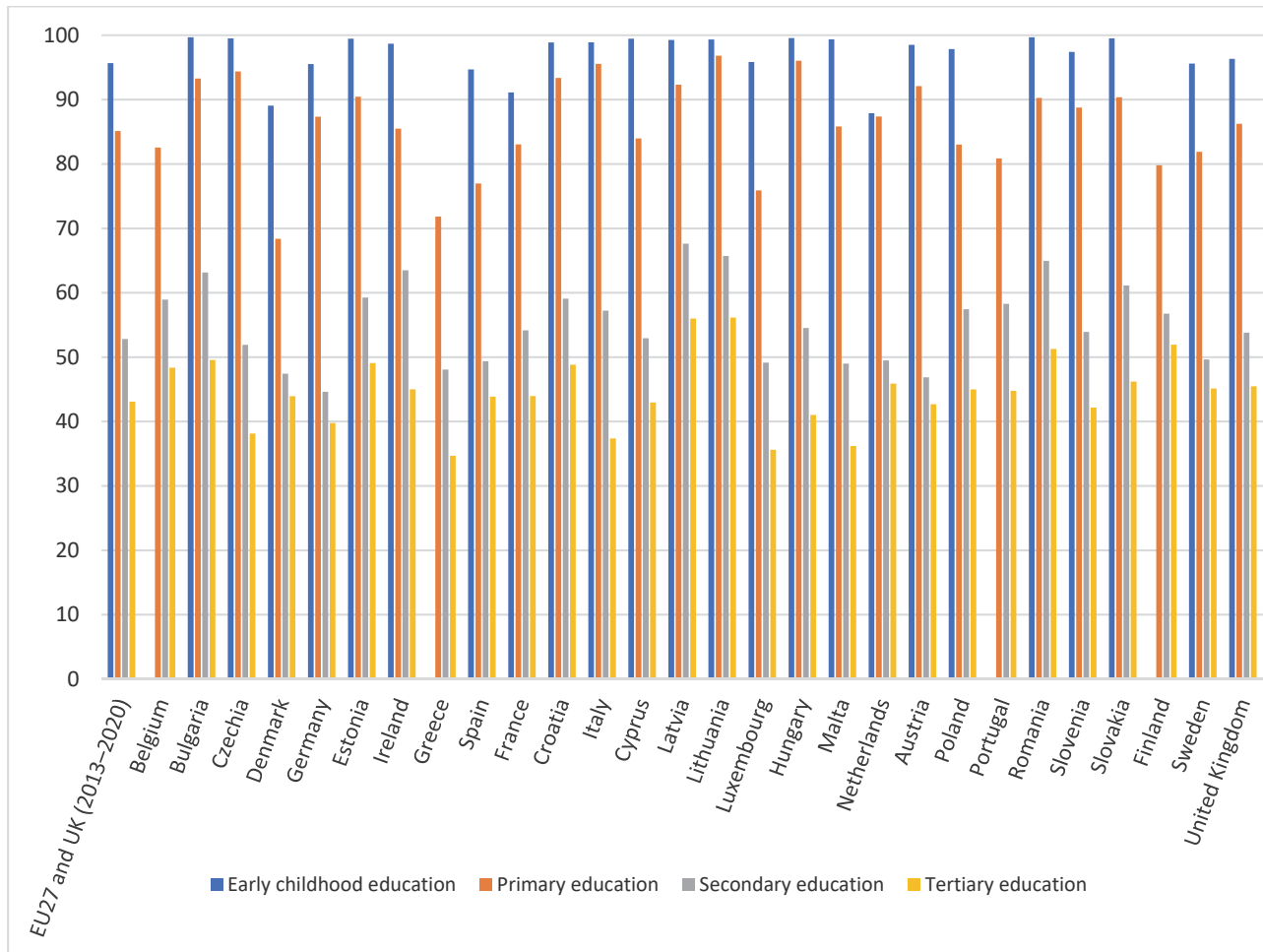
Indeed, one of the key characteristics of employment in the education sector is that it is the most female-dominated sector in the EU, after health and social care. In 2018, women made up 73% of education sector workers, with country variations from over 80% in Latvia, Slovakia, Estonia, Bulgaria and Lithuania to around 60% in Luxembourg and Denmark (Figure 3). It is notable, however, that the number of women in different parts of the education sector is uneven, with female employment declining in higher education. On average, very few men work in early childhood and primary education (women make up 97% and 85% of all workers, respectively). The proportion of female workers declines on average to 70% in lower secondary education, 62% in upper secondary education and 43% in tertiary education (Figure 4). This pattern is consistent across all countries with available data (ETUCE, 2019).

Figure 3: Share of women aged 20–64 in the education sector workforce, EU27 and the UK, 2018



Source: Eurostat, *Employment by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) - 1 000* [fsa_egan2]

Figure 4: Share of women working in different parts of the education sector, EU27 and the UK, 2017 (%)



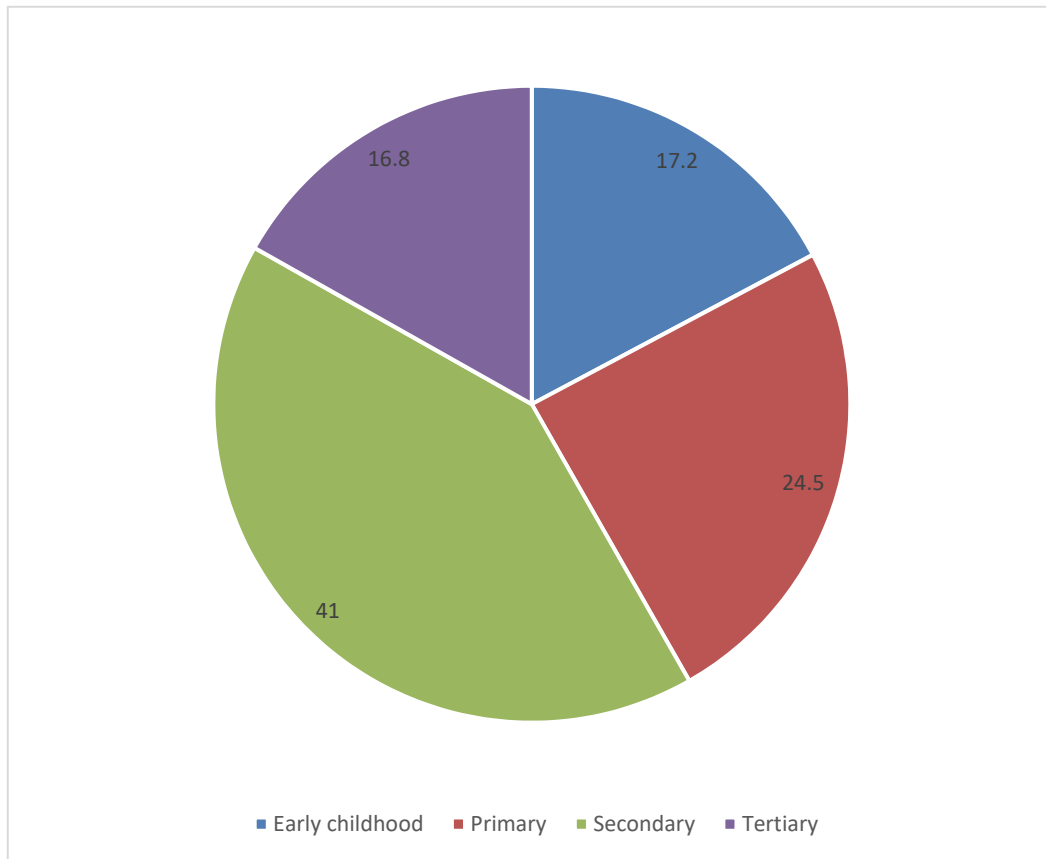
Note: The figure shows the proportion of female workers in the total education sector workforce at each education level.

Source: Eurostat, *Classroom teachers and academic staff by education level, programme orientation, sex and age groups* [educ_uae_perp01]

Partly as a result of the high share of women employed in the sector, the share of part-time workers is rather high at close to 25%. Fixed-term employment in the education sector is slightly above the EU average at around 14%. In some countries, the share of part-time and fixed-term employment has been growing in the sector (the latter particularly in tertiary education).

National data provide a more detailed insight into the number and share of employees in different subsectors of the education system. Since classifications are not always comparable and not all countries can provide full details of all subsectors (with data regarding sectors 85.5 and 85.6 particularly sparse), the breakdown in Figure 5 is only indicative. However, it demonstrates that the largest share of employees in the education sector are employed in secondary education, followed by primary, early childhood and tertiary education.

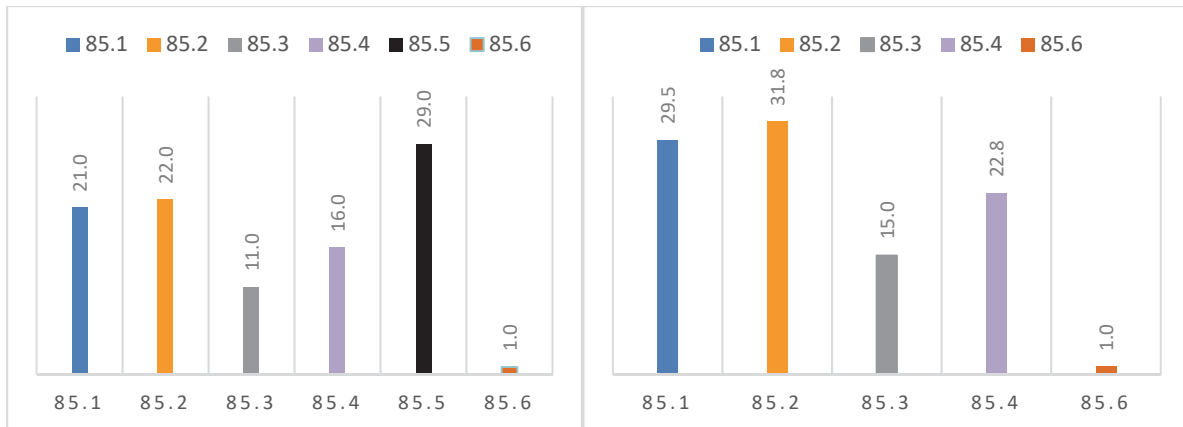
Figure 5: Share of total education sector employment in early childhood, primary, secondary and tertiary education, EU27 and the UK, 2017 (%)



Source: Eurostat, *Classroom teachers and academic staff by education level, programme orientation, sex and age groups [educ_uoe_perp01]*

Compared with other sectors, information about the number of employers and establishments in the education sector is more limited. This limitation is partly due to the complexity of employer organisations in the sector, which range from relevant ministries to local authorities, and from VET providers and private institutions to individual school leaders (and their associations). As national classifications are not fully comparable, the data must be considered with caution. Based on information provided by the Network of Eurofound Correspondents, it is estimated that there are between 715,000 and 800,000 institutional employers in the education sector. Figure 6 shows these data for different subsectors. The relatively small share of the tertiary education sector is a reflection of the larger size of individual institutions, whereas the subsector ‘other education’ includes a large number of organisations (column chart on the left in Figure 6). Data for NACE code 85.5 are unavailable in many countries, so a separate chart (column chart on the right in Figure 6) presents results excluding this code.

Figure 6: Share of organisational employers in different subsectors of the education system, with and without NACE code 85.5, 2018 (%)



Note: Data were not available for Latvia and Lithuania.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Investment in the education sector

According to the 2019 Education and Training Monitor, the EU27 and the UK invested on average 4.6% of their gross domestic product (GDP) in their education systems in 2017 (European Commission, 2019). This share has been slightly but continuously decreasing since 2014, when it was 4.9%, despite education and training having been highlighted as a key priority in EU policy as well as in many Member States.

At EU level, investment in education as a proportion of total public expenditure remained stable between 2014 and 2017 at 10.2%. Most of this expenditure was in secondary, post-secondary and non-tertiary education (41%), followed by early childhood and primary education (32%) and tertiary education (15%).

Salaries constituted the largest proportion of education budgets across the Union, representing 62% at EU level and ranging from 45% in Sweden to 82% in Greece.

2. National level of interest representation

This chapter presents an overview of the national-level trade unions and employer organisations active in the education sector.

In the 27 EU Member States and the UK, 202 sector-related trade unions and 145 sector-related employer organisations⁴ (Table 5) were identified by the Network of Eurofound Correspondents. Full lists of trade unions and employer organisations can be found in Annex 1.

Table 5: Number of sector-related organisations per country, 2018

Number of sector-related organisations	Countries with respective number of trade unions in the education sector	Countries with respective number of employer organisations in the education sector
1	LV	LT, LU, LV, MT
2	AT	DK, HR, HU, RO
3	BG, CZ, EE, SK	SK
4	LU, MT, PL, RO	AT, CY, DE, ES, FI, UK
5	DE, LT, SI	NL, PL, SI
6	EL, NL	EL
7	HR, IE	FR, IE, PT
8	IT	
9	CY, ES, FI	IT, SE
10	DK	
11	BE, HU	BE, BG
12	UK	CZ, EE
14	SE	
16	FR	
21	PT	

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

In the 27 EU Member States and the UK, at least two trade unions and one employer organisation are active in the sector (in the latter cases, this is the ministry of education). Portugal and France have the highest number of trade unions, whereas Czechia, Belgium and Bulgaria have the highest number of employer organisations.

⁴ In this overview table and the subsequent presentation of results in this report, relevant ministries (usually the ministry of education) are included where it is the main or only employer in the sector. As will be elaborated further, the ministry is not seen as an employer organisation in most countries, but often performs the main role in setting wages and terms and conditions of teaching staff, in the public sector in particular. While in some countries, collective bargaining is seen to take place with the ministry, in other countries, even consultations and negotiations with the ministry are considered at national level to be collective bargaining.

Sector coverage, sector-relatedness and organisational density of trade unions

A more detailed breakdown of trade union representation by NACE code in the education sector is shown in Table 6. Among the 202 trade unions active in the education sector, 3 cover workers in activities in NACE code 85.1 only; 1 covers 85.2 only; 4 cover 85.3 only; 18 cover 85.4 only; 1 covers 85.5 only (trade unions are excluded from the table if they are only active in 85.52 or 85.53, see the note below the table); and 1 covers 85.6 only. The remainder (174) organise workers in all or several of the NACE codes encompassing the education sector.

Table 6: Sector coverage of the 202 education sector trade unions, 2018

Country	Trade union	85.1 Pre- primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Education al support
AT	<i>Younion</i>	Y				Y	
	GÖD	Y	Y	Y	Y		
BE	ACV LBC-NVK				Y		
	CGSP Enseignement/ACO D-Onderwijs			Y			
	FGTB CGSP						
	ACLVB-CGSLB	Y	Y	Y	Y	Y	Y
	ACV COC	Y	Y	Y	Y	Y	Y
	ACV COV	Y	Y				Y
	APPEL	Y	Y				Y
	SETca	Y	Y				Y
	CSC Enseignement/ACV -Onderwijs	Y	Y	Y	Y	Y	
	CSC-Services Publics/ACV- Openbare Diensten						
	SLFP Enseignement/VSO A-Onderwijs						
BG	SEB	Y	Y	Y		Y	Y
	ITTU	Y	Y	Y			
	Podkrepa	Y	Y	Y	Y		
CY	OELMEK			Y			
	OLTEK			Y			
	OEKDY-SEK	Y	Y	Y			
	OYIK-SEK	Y	Y	Y	Y	Y	Y
	PASYDY	Y	Y	Y	Y		
	PASYEK-PEO	Y	Y	Y			
	PASEY-PEO	Y	Y	Y	Y	Y	Y
	SIDIKEK-PEO						
POED	Y	Y					

Country	Trade union	85.1 Pre- primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Education al support
CZ	ČMOS PŠ	Y	Y	Y		Y	Y
	VOS				Y		
	OSSOO	Y	Y	Y	Y		
DE	DBB (BvLB, DPhV, VDR, KEG, VHW)	Y	Y	Y	Y	Y	
	GEW	Y	Y	Y	Y	Y	Y
	VBE ^a	Y	Y	Y	Y	Y	
	ver.di	Y	Y	Y	Y	Y	Y
	CGB	Y	Y	Y	Y	Y	Y
DK	DJOEF				Y		
	BUPL	Y	Y	Y	Y	Y	
	DLF		Y		Y		Y
	DM			Y	Y		Y
	FOA						Y
	GL			Y			
	HK Kommunal		Y				Y
	HK Stat			Y	Y		Y
	SL		Y	Y			
UED							
EE	EHL (EPU)	Y	Y	Y		Y	Y
	HA	Y	Y	Y	Y	Y	Y
	Universitas				Y	Y	Y
EL	DOE	Y	Y				
	OIELE ^b	Y	Y	Y		Y	
	OLME			Y			
	POSDEP				Y		
	OSEP TEI				Y		
	ADEDY ^c						
ES	ANPE	Y	Y	Y	Y	Y	
	CIG-ENSINO						
	CSIF ^d	Y	Y	Y	Y	Y	Y
	ELA-GIZALAN						
	FECCOO	Y	Y	Y	Y	Y	Y
	FeSP-UGT	Y	Y	Y	Y	Y	Y
	FE-USO	Y	Y	Y	Y	Y	Y
	FESIE	Y	Y	Y	Y	Y	Y
	STES-Intersindical	Y	Y	Y	Y		
FI	Akava			Y	Y	Y	Y
	Professoriliitto (FUUP)				Y		
	FUURT				Y		
	JHL	Y	Y	Y	Y	Y	Y
	Jyty	Y	Y	Y	Y	Y	Y

Country	Trade union	85.1 Pre- primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Education al support
	OAJ	Y	Y	Y	Y	Y	Y
	SupEr	Y	Y	Y			
	Talentia	Y	Y	Y			
	Tehy	Y		Y	Y	Y	Y
FR	<u>CSEN</u>		Y	Y			
	CGT-Services Publics						
	<u>FP CFE-CGC</u>	Y	Y	Y	Y		
	FEP-CFDT	Y	Y	Y	Y	Y	
	FERC-CGT	Y	Y	Y	Y	Y	Y
	FNEC.FP-FO	Y	Y	Y	Y	Y	Y
	SGEN-CFDT	Y	Y	Y	Y	Y	
	SNCS-FSU	Y	Y	Y	Y		
	SNES-FSU	Y	Y	Y	Y	Y	
	SNESUP-FSU	Y	Y	Y	Y	Y	
	SNUipp-FSU	Y	Y	Y	Y		
	<u>SPELC</u>	Y	Y	Y	Y	Y	
	<i>UFSE CGT</i>						
	UNSA-Education	Y	Y	Y	Y		
Fédération CFTC Enseignement et formation	Y	Y	Y	Y	Y		
SNETAA-FO					Y		
HR	SPROOH (TUWPSEC)	Y					
	<i>SOMK</i>	Y					
	SHU (CTU)		Y				
	NSZSSH (IURHEEC)	Y					
	NSZVO (ITUWEC)				Y		
	PREPOROD		Y	Y			
	<i>SDLSN</i>		Y	Y			
HU	AOKDSZ			Y	Y		Y
	<i>BDDSZ</i>			Y	Y		Y
	FDSZ		Y	Y	Y		
	KKDSZ		Y	Y	Y		
	KPSZ-KPT		Y	Y	Y		
	<u>MKKSZ</u>	Y	Y				
	MSZ EDDSZ						
	MTSZSZ						
	PDSZ	Y	Y	Y	Y		Y
	PThey(SEH)	Y	Y	Y		Y	Y
TDDSZ							
IE	ASTI			Y			

Country	Trade union	85.1 Pre- primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Education al support
	IFUT				Y		
	Unite				Y	Y	
	<i>Fórsa</i>	Y	Y	Y	Y		
	INTO		Y				
	<i>SIPTU</i>	Y	Y	Y	Y	Y	
	TUI			Y	Y		
IT	CISL-Scuola		Y	Y	Y	Y	Y
	<u>CSA – CISAL</u> <u>Università</u>				Y	Y	
	CGS FEDERAZIONE GILDA UNAMS	Y	Y	Y	Y	Y	Y
	<u>CISAL SCUOLA</u>		Y	Y	Y	Y	
	FLC CGIL		Y	Y	Y	Y	Y
	<u>SNALS-CONFSAL</u>	Y	Y	Y	Y	Y	
	UIL Scuola Ricerca Università	Y	Y	Y	Y	Y	Y
	<u>ANIEF</u>	Y	Y	Y	Y	Y	Y
LT	LŠDPS (LEETU)	Y	Y	Y			
	SMPS ‘Soldarumas’	Y	Y	Y		Y	
	LŠMPS (LESTU)	Y	Y	Y	Y	Y	
	LAMPSS				Y		
	<u>LPS ‘Sandrauga’</u>						Y
LU	CGFP/SNE	Y	Y				
	<u>CGFP/FEDUSE</u>			Y			
	OGB-L/SEW	Y	Y	Y	Y	Y	Y
	Apess						
LV	LIZDA	Y	Y	Y	Y	Y	
MT	<i>GWU</i>	Y	Y	Y	Y	Y	Y
	MUT	Y	Y	Y	Y	Y	Y
	UPE						
	UMASA				Y		
NL	<i>FNV</i>	Y	Y	Y	Y	Y	Y
	AC-HOP/FBZ						
	AOb	Y	Y	Y	Y		Y
	<u>CNV Onderwijs</u>	Y	Y	Y	Y		Y
	FvOv	Y	Y	Y	Y		Y
	AVS	Y	Y	Y			
PL	KSN NSZZ Solidarność				Y		
	SKOIW Solidarność	Y	Y	Y	Y	Y	Y
	<u>WZZ Solidarność-</u> <u>Oświata</u>	Y	Y	Y		Y	Y
	ZNP	Y	Y	Y	Y	Y	Y
PT	ASPL	Y	Y	Y	Y	Y	Y

Country	Trade union	85.1 Pre- primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Education al support
	FEPCES	Y	Y	Y	Y	Y	Y
	PRO-ORDEM	Y	Y	Y	Y	Y	Y
	FNE	Y	Y	Y	Y	Y	Y
	SEP	Y	Y	Y	Y	Y	Y
	SEPLEU	Y	Y	Y	Y	Y	Y
	SINAPE	Y	Y	Y	Y	Y	Y
	SINDEP	Y	Y	Y	Y	Y	Y
	SINTAP	Y	Y	Y	Y	Y	Y
	SIPE	Y	Y	Y	Y	Y	Y
	SIPPEB	Y	Y	Y	Y	Y	Y
	FETESE	Y	Y	Y	Y	Y	Y
	SNAS	Y	Y	Y	Y	Y	Y
	SNESup				Y		
	SNPL			Y	Y	Y	Y
	FENPROF	Y	Y	Y	Y	Y	Y
	SPLIU	Y	Y	Y	Y	Y	Y
	STAL	Y	Y	Y	Y	Y	Y
	STE	Y	Y	Y	Y	Y	Y
	ANP				Y		
	STOP						
RO	FNS 'Alma Mater'				Y		Y
	FSI 'Spiru Haret'	Y	Y	Y			
	FSLI	Y	Y	Y		Y	Y
	USLIP ^e (in Iași County only)				Y		
SE	Kommunal	Y	Y	Y			
	Läraryförbundet	Y	Y	Y	Y	Y	Y
	LR		Y	Y	Y	Y	
	SFHL				Y		
	Skolledarna	Y	Y	Y	Y	Y	Y
	Fackförbundet ST				Y	Y	
	SULF				Y		
	Sveriges Ingenjörer	Y	Y	Y	Y		
	Unionen			Y		Y	
	SAHP	Y	Y	Y			
	SEKO				Y		
	ASSR				Y		
	Vardförbundet				Y		
	Vision	Y	Y	Y			
SI	SVIZ/ESTUS	Y	Y	Y	Y	Y	Y
	VSS				Y		
	ZSSS-VIR	Y	Y	Y	Y		
	NSDLU				Y		

Country	Trade union	85.1 Pre- primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Education al support
	SINDIR	Y	Y	Y			
SK	OZPŠAV	Y	Y	Y	Y	Y	Y
	ZPSaV NKOS	Y	Y	Y	Y	Y	Y
	NŠO	Y	Y	Y			
UK	EIS		Y	Y	Y		
	<i>GMB</i>	Y	Y	Y	Y		
	NASUWT	Y	Y	Y			
	NEU		Y	Y	Y		
	SSTA			Y			
	UCU				Y	Y	
	<i>Unison</i>	Y	Y	Y	Y	Y	Y
	<i>Unite</i>	Y	Y	Y	Y		Y
	UTU		Y	Y		Y	Y
	Voice	Y	Y	Y	Y	Y	Y
	NAHT	Y	Y	Y			
	ASCL		Y	Y			

Note: Members of ETUCE are marked in bold, members of EPSU are in italics, and members of CESI are underlined. The following trade unions only organise workers in NACE code 85.5 and are therefore excluded from this study: AT: vida; FI: TALO; HU: MZTSZ; IT: FILT-CGIL, FIT-CISL, UILTRASPORTI; NL: AVV, Kunstbond. ^aVBE is also a member of DBB, but it is included separately here as it is a member of ETUCE. ^bOIELE is an associate member of ETUCE. ^cADEDY is a confederation of public servants, and OLME and DOE are affiliates of ADEDY. ^dOnly the education section of CSIF is a member of ETUCE. As an entire organisation, CSIF is a member of CESI. ^eUSLIP is a regional branch organisation of FSLI. It organises employees in pre-tertiary education in Iași County. USLIP has about 8,000 members (from Iași County only), and the organisation pays a regular affiliation fee to FSLI. USLIP is not representative at a national level and is not involved in sector-related collective bargaining, but as a member organisation of CESI, it is included in this table and in Table 24 with the CESI member organisations. The national organisation FSLI is a member of ETUCE.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 7: Number of education sector trade unions in different NACE subsectors, 2018

	85.1 Pre-primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Educational support
Number of education sector trade unions covering these activities	111	122	128	122	89	75
Number of education sector trade unions covering these activities involved in	105	115	121	114	85	73

collective bargaining						
Total number of education sector trade unions	202	202	202	202	202	202

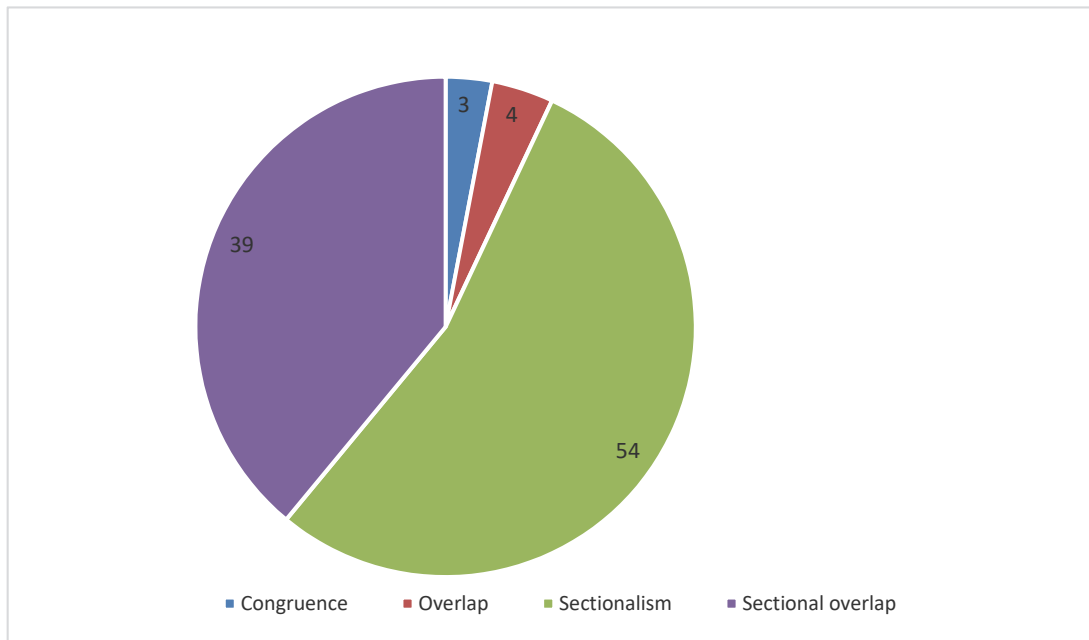
Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Of the 202 education sector-related trade unions, 49 cover all NACE codes (see Table 6) and, of these, 47 are involved in collective bargaining. Trade unions are assessed on how they relate to the sector according to the four patterns of sector-relatedness.

Very few trade unions demarcate their domain in a way that is perfectly congruent with the education sector as defined for this study (Table 8). Only six trade unions, from Estonia, Germany, Portugal, Spain and Sweden, show a congruent domain (of these, five cover all NACE codes in the education sector). Seven trade unions cover the whole of the education sector as well as workers outside the sector (these can be found in Belgium, France and Spain). Furthermore, 109 trade unions cover parts of the education sector and do not have members outside the sector, whereas 76 trade unions cover workers both in the education sector and beyond. Of these 76, 51 cover the entire education sector (all NACE codes) and the remainder cover several NACE codes. Data were missing for the remaining trade unions.

In summary, for 39% of the unions, the domain pattern is sectional overlap; 4% cover the entire sector as well as workers outside the sector (overlap); for 3% there is a congruent pattern; and for the majority (54%), the domain demarcation is one of sectionalism (Figure 7).

Figure 7: Domain coverage of trade unions in the education sector, 2018, (%)



Note: Data were not available for 12 trade unions.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 8: Membership domain patterns of sector-related trade unions in the education sector, 2018–2019

Country	Congruence	Sectionalism	Overlap	Sectional overlap
AT				<i>Youunion, GÖD</i>
BE		CGSP Enseignement/ACOD-Onderwijs, FGTB CGSP, ACV COC, ACV COV, CSC Enseignement/ACV-Onderwijs, SLFP Enseignement/VSOA-Onderwijs	ACLVB-CGSLB	<i>ACV LBC-NVK, CSC-Services Publics/ACV-Openbare Diensten</i>
BG		ITTU, Podkrepa		SEB
CY		OELMEK, OLTEK, POED		<i>OEKDY-SEK, OYIK-SEK, PASYDY, PASYEK-PEO, PASEY-PEO, SIDIKEK-PEO</i>
CZ		ČMOS PS, VOS		<i>OSSOO</i>
DE	GEW	<u>DBB (BvLB, DPhV, VDR, KEG, VHW)</u> , VBE^a		<i>ver.di, CGB</i>
DK		DJOEF, DM, FOA, UED		BUPL, DLF, GL, HK Kommunal, HK Stat, SL
EE	HA	EHL (EPU)		Universitas
EL		DOE, OIELE, OLME, POSDEP, OSEP TEI		<i>ADEDY</i>
ES	<u>ANPE</u>	CIG-ENSINO, STES-Intersindical	CSIF^b, FECCOO, FeSP-UGT, FE-USO, FESIE	ELA-GIZALAN
FI		Professoriliitto (FUUP), FUURT		<i>Akava, JHL, Jyty, OAJ, SuPER, Tehy</i>
FR		<u>CSEN, FP CFE-CGC, FEP-CFDT, SGEN-CFDT, SPELC, UFSE CGT, UNSA-Education</u> , National Union of Christian Education CFTC, SNCS, SNETAA-FO, SNCS-FSU, SNESUP-FSU, SNES-FSU, SNUipp-FSU	FERC-CGT	<i>CGT-Services Publics, FNEC.FP-FO</i>
HR		SPROOH, SHU, NSZSSH, PREPOROD		<i>SOMK, NSVO, SDLSN</i>
HU*		AOKDSZ, FDSZ, MKSZSZ, PDSZ, PSZ		<u>MKKSZ, TDSZSZ, BDDSZ</u>
IE		ASTI, IFUT, INTO, TUI		<i>Unite, Fórsa, SIPTU</i>
IT		CISL-Scuola, CISL Università, CSA – CISAL Università, CGS FEDERAZIONE GILDA UNAMS, CISAL SCUOLA		FLC CGIL, SNALS-CONFAL, UIL Scuola Ricerca Università, ANIEF

LT		LŠMPS (LESTU), LŠDPS (LEETU), SMPS <i>'Soldarumas', LPS</i> Sandrauga, LAMPSS		<i>LŠMPSF, LPS 'Sandrauga'</i>
LU		<u>CGFP/SNE</u>, <u>CGFP/FEDUSE</u>, OGB-L/SEW		
LV				LIZDA
MT**		MUT, UMASA		<i>GWU</i>
NL		<i>FNV, AOb, <u>CNV Onderwijs</u>, AVS, FvOv</i>		AC-HOP/FBZ
PL		KSN NSZZ Solidarność, SKOIW Solidarność, <u>WZZ</u> <u>Solidarność-Oświata</u>, ZNP		
PT	FNE, SINAPE	PRO-ORDEM, SEPLEU, SINDEP, SIPE, SIPPEB, SNEPS, SNESup, SNPL, FENPROF, SPLIU, ASPL, <u>ANP</u>		<i>FEPCES, SEP, SINTAP, FETESE, SNAS, STAL, STE</i>
RO		FSI 'Spiru Haret', <u>FSLI</u>, <u>USLIP</u>^c		FNS 'Alma Mater'
SE	Läraryrket	LR, SFHL, Skolledarna, <u>SULF</u>		<i>Kommunal, Fackförbundet ST, Sveriges Ingenjörer, Unionen, SEKO, ASSR, SAHP Vardförbundet, Vision</i>
SI		NSDLU		SVIZ, VSS, ZSSS-VIR
SK		NŠO		OZPŠAV, ZPSaV NKOS
UK		EIS, NASUWT, NEU, SSTA, UTU, UCU, NAHT, ASCL		<i>GMB, Unison, Unite, Voice</i>

Notes: Members of ETUCE are marked in bold, members of EPSU are in italics, and members of CESI are underlined. * Hungary has three trade unions with unknown membership domain patterns. ** Malta has one trade union with an unknown membership domain pattern. ^aVBE is also a member of DBB, but it is mentioned separately here as it is a member of ETUCE. ^bOnly the education section of CSIF is a member of ETUCE. As an entire organisation, CSIF is a member of CESI. It is a member of CESI at European level and is affiliated to FSLI at national level. ^cUSLIP is a regional branch trade union organisation covering pre-tertiary education only.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

The membership strength (organisational density) of trade unions in the education sector is assessed in the following section. Table 9 presents this information for the trade unions for which data were available (data were missing for 84 out of 202 organisations). The incompleteness of the available data means that it is difficult to compare the relative membership strength of each individual trade union. The next section therefore considers the relevance of each trade union in the sector, depending on its involvement in sector-related collective bargaining. Overall, it can be said that, with a few exceptions, the organisational density of trade unions in the education sector is relatively high. Due to the missing data, Table 9 is likely to underestimate the organisational density of education sector trade unions.

Table 9: Organisational density of trade unions in the education sector

Country	Total number of employees in the sector	Trade union members in the sector (how many unions covered by data)	Density (%)
AT	291,700	85,520 (all); (32,000)	29.3
BE	448,200	124,842 (3 out of 9); (98,235)	27.9
BG	177,600	107,500 (all); (92,000)	60.5
CY	129,300	16,942 (all); (10,542)	57.8
CZ	336,500	20,823 (2 out of 3); (10,703)	6.2
DE	2,744,900	678,000 (2 out of 5); (219,219)	24.7
DK	248,200	128,588 (8 out of 11); (141,617^a)	51.8
EE	55,500 ^b	8,556 (all); (6,378)	15.4
EL	300,100	126,000 (4 out of 7); (35,500)	42.0
ES	1,308,600 ^c	4–21% of worker representatives; (89,177)	
FI	181,300	121,233 (8 out of 11); (97,552)	66.9
FR	1,921,700 ^d	10,000 (2 out of 20), (205,594^e)	20–30 ^f
HR	129,300 ^g	55,400 (8 out of 9); (30,157)	42.8
HU	343,300	34,647 (7 out of 12); (31,777)	10.1
IE	166,900	98,450 (all); (82,055)	59.0
IT	1,540,300 ^h	529,597 (7 out of 14); (406,458)	34.4
LT	126,200	13,900 (4 out of 5); (10,640)	11.0
LU	20,400	n.d.; (4,993)	n.d.
LV	75,900	26,000 (1 out of 2); (25,342)	34.3
MT	21,400	18,477 (all); (2,500)	86.3
NL	564,000	242,100 (10 out of 11); (85,062)	43.0
PL	1,236,300 ⁱ	270,000 (3 out of 5); (352,976)	21.8
PT	416,500	108,643 (16 out of 23); (25,509)	26.1
RO	356,400	97,587 (all); (283,285)^j	27.4
SE	567,800	356,371 (11 out of 12); (310,407)	62.8
SI	83,100 ^k	39,717 (2 out of 4); (20,000)	47.8
SK	182,600	48,620 (2 out of 3); (21,172)	26.6
UK	3,150,300	1,365,836 (12 out of 13); (907,171)	43.7

Notes: Bold data in brackets represent ETUCE members. n.d. = no data. ^aDue to differences in figures provided by national expert and ETUCE, with ETUCE providing data for additional unions. ^bData from official sources provided by ETUCE place sector employment at around 33,500. ^cData from official sources provided by ETUCE place sector employment at 1,091,816. ^dData from official sources provided by ETUCE place sector employment at 1,145,300. ^eETUCE provides data (from official sources) for trade unions additional to those noted by the national expert. ^fInformation provided by ETUCE members from official sources. ^gData from official sources provided by ETUCE place sector employment at 108,745. ^hData from official sources provided by ETUCE place sector employment at 1,294,350. ⁱData from official sources provided by ETUCE place sector employment at 797,693. ^jData provided by ETUCE members from official sources differ from that provided by the national expert. ^kData from official sources provided by ETUCE place sector employment at 69,679.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Trade union involvement in collective bargaining or social dialogue

While the previous section considered the sector-relatedness and membership strength of trade unions, this section analyses their involvement in collective bargaining. Table 10 indicates whether trade unions are involved in multi- or single-employer collective bargaining and the share and number of workers covered by such agreements. It should be noted that this table is based on estimates that have either been provided by members of the Network of Eurofound Correspondents or have been inferred from general information about the level of collective bargaining coverage (particularly where such coverage is near universal) and systems for the extension of collective agreements (see for example, Eurofound, 2015; Oesingmann, 2016). Only nine of the trade unions are not involved in any collective bargaining. That does not include trade unions where wages are set by the ministry of education but some consultation with trade unions does take place. This is considered to be the case for five trade unions in France, five trade unions in Greece and two in Luxembourg.

Table 10: Collective bargaining involvement of the 202 education sector trade unions

Country	Abbreviation	Multi-employer bargaining	Single-employer bargaining	Level of coverage	Number of workers covered	Comment
AT	<i>Younion</i>	x		25%	72,925	Universities, private training institutions; terms and conditions of workers in public education set in law
	GÖD	x				
BE	ACV LBC-NVK	x		100%	448,200	
	ACOD	(x)	(x)*			
	FGTB CGSP	(x)	(x)*			
	ACLVB-CGSLB	x				
	ACV COC	x				
	ACV COV	x				
	CSC Enseignement/ACV-Onderwijs	x				
	CSC-Services Publics/ACV-Openbare Diensten	x				
	SLFP Enseignement/VSOA-Onderwijs	x				
BG	SEB	x	x	90%	159,840	
	ITTU	x	x			
	Podkrepa	x	x			
CY	OELMEK		x	75%	21,975	MEB coverage is 10%
	OLTEK		x			
	OEKDY-SEK		x			
	OYIK-SEK	x	x			

Country	Abbreviation	Multi-employer bargaining	Single-employer bargaining	Level of coverage	Number of workers covered	Comment
	PASYDY		x			
	PASYEK-PEO	x	x			
	PASEY-PEO	x	x			
	SIDIKEK-PEO	x				
	POED	(x)	(x)*			
CZ	ČMOS PS	x	x	27%	90,855	MEB coverage is 0.15%
	VOS		x			
	<i>OSSOO</i>	x	x			
DE	<u>DBB (BvLB, DPhV, VDR, KEG, VHW)</u>	x			n.d.	No estimate provided, but coverage is high as extension is common
	VBE^a	x				
	GEW	x	x			
	<i>ver.di</i>	x	x			
	<u>CGB</u>					
DK	DJOEF	x		Close to 100%	Exact numbers unknown	
	BUPL	x				
	DLF	x				
	DM	x				
	<i>FOA</i>	x				
	GL	x				
	<i>HK Kommunal</i>	x				
	<i>HK Stat</i>	x				
	<i>SL</i>	x				
UED	x					
EE	EHL	x	x	15%	8,325	MEB coverage is 5.6%
	HA	x ^b				
	Universitas	x	x			
EL^c	DOE	(x)		0%	0	Terms and conditions set by law; last collective agreement expired 2012; (in 2019, OIELE tried to revive the procedure to achieve an agreement with the Tutorial and Foreign Language Centres, but the employers withdrew from the procedure)
	OIELE	(x)				
	OLME	(x)				
	POSDEP	(x)				
	OSEP TEI	(x)				
	<i>ADEDY</i>	(x)				
ES	<u>ANPE</u>	x	x	100%	1,308,600	
	CIG-ENSINO	x	x			

Country	Abbreviation	Multi-employer bargaining	Single-employer bargaining	Level of coverage	Number of workers covered	Comment
	CSIF^d	x	x			
	ELA-GIZALAN	x	x			
	FECCOO	x	x			
	FeSP-UGT	x	x			
	FE-USO	x	x			
	FESIE	x	x			
	STES-Intersindical	x	x			
FI	Akava	x	x	97%	175,861	
	Professoriliitto (FUUP)	x				
	FUURT	x				
	<i>JHL</i>	x				
	<i>Jyty</i>	x				
	OAJ	x				
	SuPEr	x				
	<i>Tehy</i>	x				
FR ^e	<u>CSEN</u>	x	x	20%	384,340	Only the collective agreement in the VET sector is extended
	<i>CGT-Services Publics</i>					
	<u>FP CFE-CGC</u>	x	x			
	FEP-CFDT	x	x			
	FERC-CGT	x	x			
	FNEC.FP-FO	x	x			
	SGEN-CFDT	x	x			
	SNCS-FSU	x	x			
	SNES-FSU	x	x			
	SNESUP-FSU	x	x			
	SNUipp-FSU	x	x			
	<u>SPELC</u>	x	x			
	<i>UFSE CGT</i>					
	UNSA-Education	x	x			
	National Union of Christian Education CFTC	x	x			
	SNETAA-FO	x	x			
HR	SPROOH	x	x	70%	90,510	MEB coverage is 100% in the public sector; overall, MEB coverage is 50%
	<i>SOMK</i>	x	x			
	SHU	x				

Country	Abbreviation	Multi-employer bargaining	Single-employer bargaining	Level of coverage	Number of workers covered	Comment
	NSZSSH	x	x			
	NSZVO	x	x			
	PREPOROD	x				
	<i>SDLSN</i>	x	x			
HU	AOKDSZ		x	36.80%	126,334	MEB coverage is 0.2%
	FDSZ	x	x			
	MKKSZ	x				
	<i>BDDSZ</i>					
	PDSZ	x				
	PSZ	x	x			
	TDDSZ					
	<u>MKKSZ</u>	x	x			
IE	ASTI	x		75%	125,175	MEB coverage is 70%
	IFUT	x	x			
	Unite	x	x			
	<i>Fórsa</i>	x	x			
	INTO	x				
	SIPTU	x	x			
	TUI	x	x			
IT	CISL-Scuola	x	x	80%	1,232,240	In the public sector, collective agreements apply to all education staff
	CGS FEDERAZIONE GILDA UNAMS	x	x			
	<u>CISAL SCUOLA</u>	x				
	<u>CSA – CISAL Università</u>	x	x			
	FLC CGIL	x	x			
	<u>SNALS-CONFASAL</u>	x	x			
	UIL Scuola Ricerca Università	x	x			
	<u>ANIEF</u>	x	x			
LT	LŠDPS	x	x	Close to 100%	All education staff are covered	Coverage in the public and private sectors is very high, as all workers are covered by the results of negotiations between unions and the Ministry of Education; all unions except LŠDPS have signed the collective agreement
	SMPS 'Soldarumas'	x				
	LŠMPS	x				
	LAMPSS	x				
	<u>LPS 'Sandrauga'</u>	x				

Country	Abbreviation	Multi-employer bargaining	Single-employer bargaining	Level of coverage	Number of workers covered	Comment
LU	CGFP/SNE			100%	20,400	
	<u>CGFP/FEDUSE</u>	x	x			
	OGB-L/SEW	x	x			
LV	LIZDA		x	No estimate provided	n.d.	Coverage in the public sector is very high as all workers are covered by the results of negotiations between the union and the Ministry of Education and Science
MT	<i>GWU</i>		x	84%	17,976	MEB coverage is high due to an agreement between unions and the Ministry of Education in the public sector
	MUT		x			
	UPE					
	UMASA		x			
NL	<i>FNV O</i>	x	x	90%	507,600	Depends on subsector; 85.1 and 85.2 are 95%; 85.3 and 85.4 are 100%; 85.5. and 85.6 are over 80%
	AC-HOP/FBZ					
	AOb	x	x			
	<u>CNV Onderwijs</u>	x	x			
	FvOv	x	x			
	AVS	x				
PL	KSN NSZZ Solidarność		x	No estimate provided	n.d.	In the public sector, terms and conditions are set in law
	SKOIW NSZZ Solidarność		x			
	<u>WZZ Solidarność-Oświata</u>		x			
	ZNP		x			
PT	ASPL	x		10%	41,650	In the public sector, terms and conditions are set in law; 10% is coverage of private sector
	FEPCES	x				
	PRO-ORDEM	x	x			
	FNE	x	x			
	SEP	x				
	SEPLEU	x				
	SINAPE	x	x			
	SINDEP	x	x			
	<i>SINTAP</i>	x	x			
	SIPE	x	x			
	SIPPEB	x	x			
	FETESE	x	x			
	SNAS	x	x			

Country	Abbreviation	Multi-employer bargaining	Single-employer bargaining	Level of coverage	Number of workers covered	Comment
	SNESup		x			
	SNPL		x			
	FENPROF	x	x			
	SPLIU	x				
	<i>STAL</i>	x	x			
	<i>STE</i>	x				
	<i>ANP</i>	x				
RO	FNS 'Alma Mater'	x	x	100% in public sector	100% in public sector	Collective agreements apply to all trade union members and density is high
	FSI 'Spiru Haret'	x	x			
	FSLI	x	x			
	<u>USLIP</u> (regional member of FSLI) ^f					
SE	<i>Kommunal</i>	x	x	85%	482,630	MEB coverage is 85%
	Läraryförbundet	x	x			
	LR	x	x			
	SFHL	x				
	Skolledarna	x				
	Fackförbundet ST	x	x			
	SULF	x	x			
	Sveriges Ingenjörer	x				
	Unionen	x				
	SAHP	x				
	<i>SEKO</i>	x				
	<i>ASSR</i>	x				
	Vision	x				
SI	SVIZ	x		100% in public sector	Around 83,100	All workers in public sector are covered by agreement with the Ministry of Education
	VSS	x				
	ZSSS-VIR	x	x			
	NSDLU	x	x			
SK	OZPŠAV	x	x	Close to 100%	Around 182,600	Central agreement with the Ministry of Education
	ZPSaV NKOS	x	x			
	NŠO		x			
UK	EIS	x		Between 20% and 95% depending on subsector	2,520,240	Early childhood 20%; primary and secondary 70%; higher education 95% (calculation of workers covered on basis of 80%)
	<i>GMB</i>	x				
	NASUWT	x				
	NEU	x	x			
	SSTA	x				

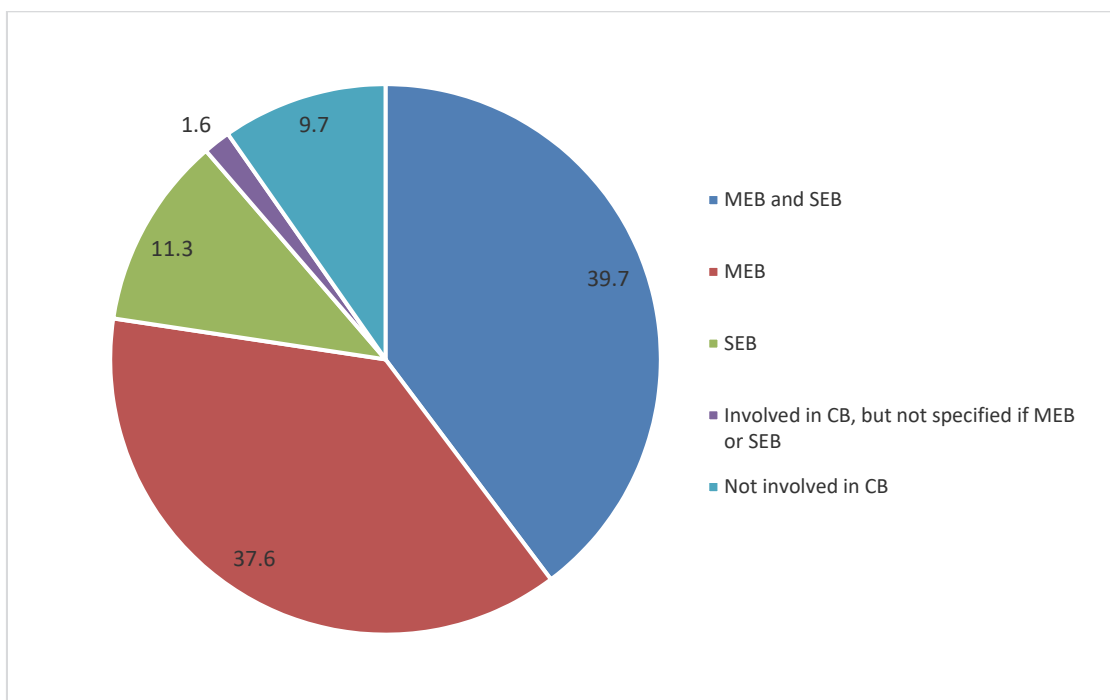
Country	Abbreviation	Multi-employer bargaining	Single-employer bargaining	Level of coverage	Number of workers covered	Comment
	UCU	x	x			
	<i>Unison</i>	x	x			
	<i>Unite</i>	x				
	UTU	x				
	Voice	x				
	NAHT	x				
	ASCL	x	x			

Notes: *n.d.* = no data. *MEB* = multi-employer collective bargaining. Unions for which no data were available are not presented here. Members of *ETUCE* are marked in bold, *EPSU* members are in italics and *CESI* members are underlined. (x) and (x)* Involved in collective bargaining but level not specified. ^aVBE is also a member of *DBB*, but it is mentioned separately here as it is a member of *ETUCE*. ^bNot directly but through its member unions. ^cThe unions marked in brackets are normally involved in collective bargaining, but, as a result of austerity measures, no or limited bargaining has taken place in recent years. ^dOnly the education section of *CSIF* is a member of *ETUCE*. As an entire organisation, *CSIF* is a member of *CESI*. ^eThe unions indicated as not taking part in collective bargaining are only active in the public education system. As teachers in the public sector are civil servants, their wages are set by the Ministry of Education in consultation with trade unions. This is not described as collective bargaining. ^f*USLIP* is a regional branch trade union organisation covering pre-tertiary education only. It is a member of *CESI* at European level and is affiliated to *FSLI* at national level.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Figure 8 shows the involvement of trade unions in collective bargaining. Around 40% of trade unions in the education sector are involved in both multi-employer and single-employer collective bargaining. A further 38% are involved in multi-employer collective bargaining, raising the share of workers covered by multi-employer bargaining to 78%. Around 11% of unions are involved in single-employer bargaining only. A further 2% of education trade unions are involved in collective bargaining, but information is missing on the level of bargaining. Around 10% of trade unions are considered not to be involved in collective bargaining. It should be noted that this group includes unions (and countries) where consultations take place between employers and unions but these are not officially considered as bargaining. Collective bargaining in this sector is somewhat unusual in the sense that in many countries the employer side is the state (in the form of the ministry of education). As a result, some countries indicate that there is no effective collective bargaining, as wages and terms and conditions are unilaterally set by the state for the public sector. However, in other countries, collective bargaining does take place between the trade union and representatives of the ministry of education (in some cases also involving the ministry of finance). In most countries, such agreements apply to the whole of the public sector; however, depending on the nature of the organisation of the education sector, the local and regional authorities are sometimes responsible for collective bargaining. In the private sector, single-employer bargaining is more common, although multi-employer bargaining also takes place.

Figure 8: Involvement of trade unions in different forms of collective bargaining, 2018 (%)



Note: CB = collective bargaining; SEB = single-employer collective bargaining; MEB = multi-employer collective bargaining.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Unusually, multi-employer bargaining predominates in most countries, including those that are not commonly dominated by this form of bargaining (particularly in the private sector). This dominance can partly be explained by the fact that education is primarily in the public domain. In countries such as Cyprus, Malta and Poland, where single-employer bargaining is considered to predominate, public sector terms and conditions are set by the ministry (often in legislation) and the same terms and conditions thus apply to most workers in the sector with differences between the different levels of education.

Sector-relatedness and membership strength of employer organisations

A total of 145 employer organisations were identified in the education sector by the Network of Eurofound Correspondents, covering all 27 Member States and the UK. As mentioned above, there is a significant degree of fragmentation among employer organisations in the sector, largely due to the fact that many organisations either represent only one of the subsectors that make up the education sector or they represent funding organisations (ministries, local authorities) or individual school heads. This is particularly prevalent in Czechia and the Netherlands.

The situation of the education sector is specific in other ways, too. Where the relevant ministries (usually the ministry of education) are the main or only employer in the sector, they are included here. As will be elaborated further in this report, such ministries are not seen as employer organisations in most countries; nevertheless, they often perform the main role in setting both wages and the terms and conditions of teaching staff in the public sector. While in some countries collective bargaining is seen to take place with the ministry, in other countries, even if there are

consultations or negotiations with this ministry, this is considered at national level to be collective bargaining.

Another complex issue in the education sector is the question of who acts as the employer in terms of setting terms and conditions and who is responsible for paying wages; responsibility for both does not necessarily lie with the same body or organisation. It is challenging to present the picture across Europe comprehensively – not only because of differences between countries but also because it varies depending on the education subsector and on the ownership of the education institution in question. Particularly in public primary and secondary education, the role of the employer in terms of setting wages and working conditions is usually played by the state (generally represented by the ministry of education). This role can also be played by regions and municipalities and their representative organisations. Actual practice with regard to collective bargaining in situations where the ministry plays the employer role also varies. In certain countries, this is not described as a genuine collective bargaining situation because, in some cases, trade unions may only be consulted while the ministry and legal acts play the key role in setting terms and conditions; in other countries, this is perceived as a process of collective bargaining, as may be the case with another employer organisation.

In countries where there is a private education (sub)sector (mainly for vocational and tertiary education, e.g. Poland), it may also be the case that private employers are essentially bound by the same terms and conditions that are negotiated between education trade unions and the ministry or municipalities, with private education institutions only able to improve on such settlements. However, in other countries, private sector employers are not bound by such agreements and effectively set their own wages and terms and conditions, either individually or via collective agreements negotiated by their representative organisations.

It is also often the case that, although wages may be negotiated with the ministry or municipalities/regions, individual employers (or indeed head teachers) play the actual role of employer and are responsible for the payment of wages and can agree additional terms and conditions at local level.

This situation of individual institutions acting as employers (and often setting their own wages and terms and conditions) is significantly more common in tertiary education. Table 11 seeks to provide a simplified, partial overview of the situation.

Table 11: Employer and wage-setting processes

Country	Employer	Responsibility for setting/paying wages	Share of private vs. public institutions
AT	State/region/municipalities in public education; relevant organisations for private sector and universities	Negotiations take place between state and trade unions, but wages set by state	Precise data are not available, but two-thirds of workers are employed by the state, <i>Land</i> (region) or municipality
BE	Depends on whether the institution is public or private, but even in the private sector collective agreements negotiated with the regional Minister of Education usually apply	Depends on whether public (region) or private (institution)	Depends on subsector; most operate with public funding
BG	Director of the institution	General wages are set by the Ministry of Education, but individual wages are set by directors of institutions following general remuneration rules	Over 85% public; no private institutions obtain public funding
CY	For early childhood, primary and secondary education, the Ministry of Education negotiates with trade unions; higher education negotiations take place at the level of the institution; the private sector has its own collective agreements	The Ministry of Education in the public sector; otherwise private institutions	Around 65% public
CZ	Director of the institution	General wages are set by the Ministry of Education, but individual wages are set by directors following the rules; in religious schools, the organisation determines and pays wages	96% public, but private institutions also receive public funding
DE	Mainly municipalities and churches in early childhood education; <i>Länder</i> (regions) are responsible for education	Depends on whether public or private, but wide cooperation at municipal level with all but one region negotiating together in primary and secondary schools and higher education institutions (public sector)	82% public ^a
DK	Municipalities for public primary education; Ministry of Education for other levels	State	100% public
EE	Individual institutions	State and municipalities responsible for setting wages	Around 60% funded by state or municipality
EL	In the public sector, the Ministry of Education is the employer; in the private sector, it is individual institutions	Depends on whether public or private sector	75% public (93% of primary and secondary schools and 59% of VET schools are funded by the state)

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ES	In the public sector, regional administrations	In the public sector, wages are set and paid by the region in private collective agreements with relevant bodies and paid by the public sector	68% public
FI	In the public sector, municipalities; in the private sector, each education provider (such as universities, VET providers)	Wage frame is set in collective bargaining between employer organisations and trade unions; wages are paid by education providers	Around 65% public
FR	The state is the employer for public schools and contract agents; for others, it is the relevant institution as covered by relevant collective agreements	Depends on the sector	Around 85% public
HR	State	State, but paid by institutions	99% public
HU	State; in universities, the rector	State or individual university	75% public
IE	In the public sector, the state; in the private sector, the individual institution	Depends on the sector	Over 90% public
IT	Ministry of Education	Ministry of Education	Majority public
LT	State	Negotiations take place between the state and trade unions, but wages are set by the state	Over 90% public
LU	Ministry of Education	Ministry of Education	Very few private
LV	State, municipal authority or private institution, depending on ownership and level of education	Depends on ownership	Around 70% public
MT	The main employer in the education sector in Malta is the government since it employs the majority of employees in this sector.	The majority of employees are covered by the Collective Agreement for the Civil Service and are employed in state schools and church schools. Wages and working conditions are then set through a sectoral agreement with the Malta Union of Teachers (MUT).	Mainly public
NL	Depends on the sector, but mostly the director of the institution (school boards)	Wages set via negotiations between councils representing education employers and trade unions; institutions pay wages from 'lump sum' financing by state	Depends on subsector, but around 80%
PL	Although the ministry plays a crucial role, it is not formally an employer.	Depends, but mainly the Ministry of Education and local authorities	Around 80% of institutions are public in primary and secondary education but this share is lower than 30% in higher and post-secondary education

PT	Ministry of Education and municipality (the latter especially for non-teaching staff)	Paid by school but with funds from the Ministry of Education	86% public
RO	For the public sector, the Ministry of Education; different employers for private institutions	Depends on sector, but largely determined by the Ministry of Education	Nearly 90% public
SE	Depends whether public or private sector; largely covered by collective bargaining	Institutions pay collectively agreed wage	85% public
SI	Ministry of Education in negotiation with trade unions	Schools pay wages set by the Ministry of Education	Large majority public
SK	Ministry of Education	Schools pay wages set by the Ministry of Education	Between 65% and 92% public
UK	Depends the on type of institution (e.g. academies have devolved responsibilities); separate for higher education	Pay review bodies for some and collective bargaining for others; individual employers in academies have more power	Higher education all private; 95% primary and 86% secondary public

Note: ^aShare of private general education institutions (*allgemeinbildende Schulen*) of all general education institutions.

Source: Network of Eurofound Correspondents

Of the 106 (out of 145) employer organisations for which this information is available, 10% cover the entire education sector; 20% organise only in 'other education'; 8% organise employers only in the higher education sector (85.4); 5% only in secondary education; and 1% each in early childhood and educational support activities. The remainder cover several subsectors. Table 12 illustrates the NACE coverage of each employer organisation for which such information is available.

Table 12: Coverage of employer organisations by NACE code

Country	Employer organisation	NACE codes covered					
		85.1	85.2	85.3	85.4	85.5	85.6
AT	BABE					Y	Y
	DU				Y		
	VFA				Y		
	VSU					Y	
BE	CECP						
	CPEONS						
	FELSI						
	SOCIARE						Y
	AGE	Y	Y	Y	Y		
	Katholiek Onderwijs Vlaanderen	Y	Y	Y	Y		Y
	OVSG	Y	Y	Y		Y	Y
	POV	Y	Y	Y		Y	Y
	GO	Y	Y	Y		Y	Y
	SeGEC – SKU	Y	Y	Y	Y	Y	
	VLHORA	Y	Y	Y	Y	Y	Y
BG	UEPES	Y	Y	Y		Y	Y
	SMSRBAEMS		Y	Y			Y
	BAPS	Y	Y	Y	Y		
	APSEECT			Y			
	ASSPRB	Y	Y	Y			
	BAMA			Y	Y		
	AHCSB			Y			
	SUPRIM		Y	Y			Y
	Ministry of Education and Science		Y	Y	Y		
CY	MoECSY	Y	Y	Y	Y		
	SIPEK						
	PASISTE						
	SIAEK						
CZ	ČR – CZESHA, z. s. ^a	Y	Y	Y	Y	Y	Y

Country	Employer organisation	NACE codes covered					
		85.1	85.2	85.3	85.4	85.5	85.6
	AZŘŠ						
	AŘG ČR						
	Asociace obchodních akademií						
	APV						
	Asociace ředitelů církevních škol ČR						
	ASPS ČR						
	AŘHŠ						
	SSŠČMS	Y	Y	Y	Y	Y	Y
	Union of Apprentice Schools						
	ASVEN			Y	Y		
	AVOŠ						
	DE	TdL ^b	Y	Y	Y	Y	
VKA		Y	Y	Y	Y		
BBB				Y	Y	Y	
Arbeitgeberverband der Weiterbildung				Y	Y	Y	
DK	KL		Y				Y
	Moderniseringsstyrelsen			Y	Y	Y	
EE	EÖL						
	ELAL						
	EKJÜ						
	EAHJÜ						
	ANDRAS						
	RN						
	RKRN						
	EKFL						
	EKKL						
	ERL						
	EHL						
ELVL							
EL	HCA						
	HAIS	Y	Y	Y			
	PALSO					Y	
	OEFE					Y	
	EUROPALSO					Y	
	OMIROS						

Country	Employer organisation	NACE codes covered					
		85.1	85.2	85.3	85.4	85.5	85.6
ES	ACADE	Y	Y	Y	Y	Y	Y
	CECE	Y	Y	Y	Y	Y	Y
	FERE-CECA	Y	Y	Y	Y	Y	Y
	MoE						
FI	FEE		Y	Y	Y	Y	Y
	Avainta			Y	Y	Y	Y
	KT	Y	Y	Y		Y	Y
	VTML		Y	Y	Y	Y	
FR	Ministry of Education						
	FNEP	Y	Y	Y	Y		
	CEPNL	Y	Y	Y	Y	Y	
	FNEAP			Y	Y		
	FFP					Y	
	SYNOFDES					Y	
	CSNFOR						
HR	HUP		Y	Y	Y	Y	
	UHSR			Y			
HU	KIMSZ						
	Klebelsberg Központ						
IE	ACCS			Y			
	CIBE						
	JMB						
	IUA						
	THEA				Y		
	HECA						
	ETBI		Y	Y	Y	Y	
IT	AGIDAE	Y	Y	Y	Y	Y	Y
	ANINSEI	Y	Y	Y	Y	Y	Y
	ARAN	Y	Y	Y	Y	Y	Y
	Cenfop						
	FIINSEI		Y	Y	Y	Y	
	FIIS						
	FILINS				Y	Y	
	FISM	Y					
	FORMA				Y	Y	
LT	MoE						
LU	MoE						

Country	Employer organisation	NACE codes covered					
		85.1	85.2	85.3	85.4	85.5	85.6
LV	MoES						
MT	MEDC						
NL	VSNU				Y		
	VO-Raad			Y			
	PO-Raad	Y	Y	Y			
	MBO-Raad			Y			
	Vereiniging hogescholen				Y		
PL	PUE		Y	Y	Y	Y	Y
	OSKKO						
	KRASP						
	KRZaSP						
	MoE						
PT	AEEP	Y	Y	Y		Y	
	ANESPO					Y	
	CNEF	Y	Y	Y	Y	Y	Y
	CNIS	Y	Y	Y			
	MoE	Y	Y	Y			
	MCTES				Y		
	UMP	Y	Y				
RO	FNIFP					Y	
	EDUFORM					Y	
SE	Almega	Y	Y	Y		Y	
	Arbetsgivaralliansen	Y	Y	Y	Y		
	Arbetsgivarverket (SAGE)				Y		
	Folkbildningsrådet					Y	
	Idea	Y				Y	
	KFO	Y	Y	Y			
	The Swedish Church Employer Organisation						
	Sobona	Y	Y	Y			
	SALAR (SKR)°	Y	Y	Y			
SI	Ministry of Education and Sport	Y	Y	Y	Y	Y	Y
	ZŠD			Y			Y
	ZRRVS	Y					
	Društvo Ravnatelj			Y			

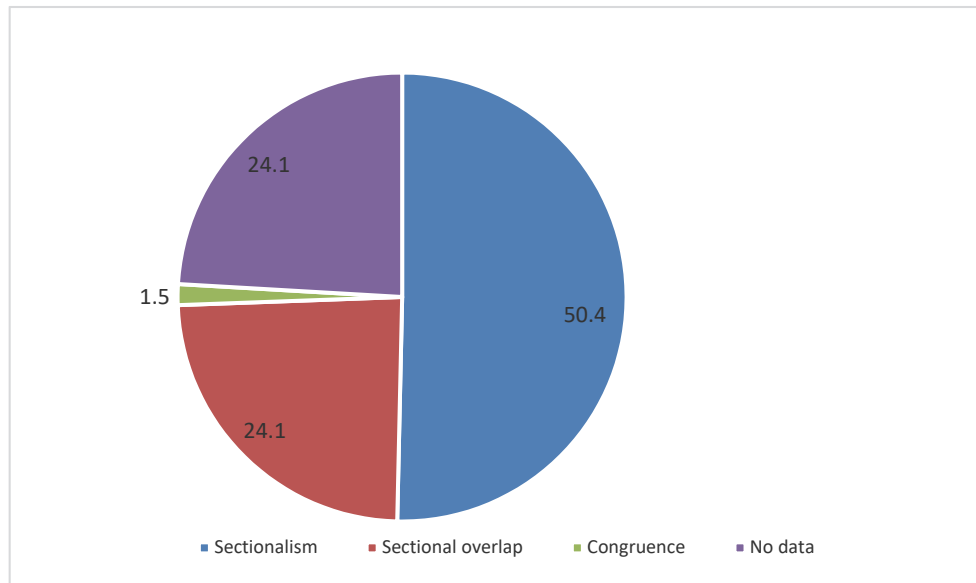
Country	Employer organisation	NACE codes covered					
		85.1	85.2	85.3	85.4	85.5	85.6
	Association of Primary and Music Education Headmasters	Y	Y	Y	Y	Y	Y
SK	MŠVVaŠ SR	Y	Y	Y	Y	Y	Y
	MV SR		Y	Y	Y		
	ZMOS	Y	Y			Y	
UK	AoC						
	UCEA				Y		
	COSLA		Y	Y			
	NEOST (LGA)	Y	Y	Y			

Notes: The following organisations identified by national experts are only involved in NACE codes 85.52 and 85.83 and are not included in the table: AT: FFAV; BE: CESSoc; BG: AQMB, ATT; EE: EMKL, EAKL; NL: Cultuurconnectie, WOS, Netwerk in de Sport; PT: ANIECA, APEC. ^aThis includes the following CZESHA members: AZŘŠ; AŘG ČR; Asociace obchodních akademií; APV; Asociace ředitelů církevních škol ČR; ASPŠ ČR; AŘHŠ; and the Union of Apprentice Schools. CZESHA member SSSČMS is included separately as it is a member of EFEE. Other CZESHA members have expressed an interest in joining EFEE. They do not bargain as individual members but are involved in collective bargaining through CZESHA. These organisations are relevant but are summarised here under the CZESHA heading and will have separate mention should they choose to join EFEE. ^bTdL does not cover the Land (region) of Hesse (6.3 million inhabitants). Hesse also acts as a single employer for the Land of Hesse.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

A large proportion of the organisations identified (around 50%) only cover part of the sector (either because they only cover one or several relevant NACE codes or because they only cover some types of organisation, e.g. only religious schools) and do not have membership outside the education sector (sectionalism); 24% represent employer organisations that only cover part of the sector and have membership within as well as outside the education sector (sectional overlap). A further 2% are congruent with the entire education sector (all NACE codes covered). No information is available for the remaining organisations (Figure 9). A breakdown of employer organisations' domain patterns by country is shown in Table 13.

Figure 9: Domain coverage of employer organisations in the education sector (%)



Source: Authors' own calculations based on the Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 13: Domain pattern of employer organisations, 2018

Country	Congruence	Sectionalism	Sectional overlap
AT		BABE, DU	VFA
BE		CECP, CPEONS, AGE, Katholiek Onderwijs Vlaanderen, OVSG, POV, GO, VLHORA	FELSI, SOCIARE, SeGEG-SKU
BG		UEPES, SMSRBEAMS, BAPS, APSEECT, ASSPRB, AQMB, BAMA, AHCSB, SUPRIM, ATT	Ministry of Education and Science
CY			MoECSY
CZ		ČR – CZESHA, z. s., SŠČMS, ASVEN	
DE			TdL, VKA, BBB
DK		Moderniseringsstyrelsen	KL
EE		EMKL, EAKL	
EL		HCA, HAIS, PALSO, OEFE, EUROPALSO	
ES		ACADE, CECE, FEREC-CECA	
FI			FEE, Avainta, KT, VTML
FR		FNEP, CEPNL, FNEAP, FFP, SYNOFDES	
HR		HUP, UHSR	
HU		KIMSZ, Klebelsberg Központ	
IE		ACCS, JMB, THEA, ETBI	
IT		ANINSEI, Cenfop, FIINSEI, FILINS, FISM, FORMA	AGIDAE, ARAN, FEDER-CULTURE, FIIS
LT			
LU			

Country	Congruence	Sectionalism	Sectional overlap
LV			Ministry of Education and Science
MT			Ministry for Education and Employment
NL		VSNU, VO-Raad, PO-Raad, MBO-Raad, Vereniging hogescholen, NRTO	
PL			PUE
PT		AEEP, ANESPO, CENF, MoE, MCTES	CNIES, UMP
RO		EDUFORM	FNIFP
SE		Folkbildningsrådet	Almega, Arbetsgivaralliansen, SAGE , Idea, KFO, Sobona, SKR
SI	Ministry of Education and Sport	ZŠD, Društvo Ravnatelj, Association of Primary and Music Education Headmasters	
SK	MŠVVaŠ SR		MV SR, ZMOS
UK		AoC, UCEA , COSLA, NEOST (LGA)	

Note: EFEE members are highlighted in bold.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

The following section assesses the membership strength (organisational density) of employer organisations in the education sector (Table 14). Organisational density can be assessed in two ways: first, by looking at the share of employers in the sector represented by different organisations or, second, by looking at the share of employees in the sector working in companies organised by specific employer organisations. The first way considers each organisation equally, while in reality some organisations are far more important for the sector than others. It is therefore most meaningful to combine the organisation-based calculation with a workforce-based calculation of the organisational strength. This result is achieved by dividing the total workforce of all the affiliated organisations by the total number of employees within the sector.

A sound assessment is hampered by the lack of data in some countries regarding employer and employee coverage by employer organisations in the sector. However, because ministries or local and regional governments effectively act as employers for a significant part of the sector, the coverage by employer organisations (which include the ministries) is relatively high and the number of employees falling under the remit of these organisations is also relatively high. In seven countries, over 90% of employees are covered by the employer organisations (Bulgaria, Italy, Lithuania, Luxembourg, Malta, Slovakia and Slovenia). In a further seven countries, over 50% of employees are covered. In countries with apparently relatively low coverage, this can be explained at least partly by missing data.

Table 14: Organisational density of employer organisations (in terms of employer and employee coverage)

	Total number of employees in the sector	Number of employees covered by employer organisations in the sector (and number of organisations covered)	Density (%)	Total number of education institutions	Number of education institutions covered by employer organisations in the sector (and number of organisations covered)	Density (%)
AT	291,700	58,630 (3 out of 4)	20.1	19,832	445 (4 out of 5)	2.2
BE	488,200	n.d.		6,350	4,823 (6 out of 14)	76.0
BG	177,600	165,752 (9 out of 11)	93.3	1,888	1,688 (9 out of 11)	89.4
CY	29,300	14,650 (1 out of 4)	50.0	3,466	809 (1 out of 4)	23.3
CZ	336,500	222,090 (1 out of 23)	66.0	47,187	6,041 (22 out of 23)	12.8
DE	2,744,900	200,000 (1 out of 3)	7.3	62,895	n.d.	n.d.
DK	248,200	104,000 (1 out of 2)	41.9	8,373	8,373 (all)	100.0
EE	55,500	2,900 (2 out of 15)	5.2	1,897	1,068 (11 out of 15)	56.3
EL	300,100	28,478 (4 out of 6)	9.5	13,492	9,108 (4 out of 6)	67.5
ES	1,308,600	n.d.		58,164	11,800 (3 out of 4)	20.3
FI	181,300	144,586 (4 out of 5)	79.7	3,315	702 (4 out of 5)	21.2
FR	1,921,700	172,571 (5 out of 7)	9.0	164,993	5,761 (6 out of 7)	3.5
HR	129,300	15,516 (2 out of 3)	12.0	4,725	407 (2 out of 3)	8.6
HU	343,300	n.d.		10,644	5,761 (all)	54.1
IE	166,900	13,200 (2 out of 14)	7.9	8,561	146 (2 out of 14)	1.7
IT	1,540,300	1,540,300 (all)	100.0	55,232	17,857 (4 out of 9)	32.3
LT	126,200	126,200 (all)	100.0	1,030	n.d.	n.d.
LU	20,400	20,400 (all)	100.0	n.d.	1,030	n.d.
LV	75,900	n.d.	n.d.	n.d.	n.d.	n.d.
MT	21,400	21,400 (all)	100.0	306	n.d.	n.d.
NL	564,000	439,535 (7 out of 21)	77.9	48,610	1,925 (9 out of 21)	4.0
PL	1,236,300	10,000 (1 out of 5)	0.8	48,322	25 (1 out of 5)	0.1
PT	416,500	333,834 (6 out of 9)	80.2	67,145	7,379 (5 out of 9)	11.0
RO	356,400	26,824 (1 out of 2)	7.5	13,562	122 (all)	0.9
SE	567,800	489,839 (8 out of 9)	86.3	20,844	20,800 (8 out of 9)	99.7
SI	83,100	74,790 (3 out of 5)	90.0	1,155	305 (2 out of 5)	26.4
SK	182,600	182,600 (all)	100.0	11,809	7,005 (2 out of 3)	59.3
UK	3,150,300	900,005 (3 out of 4)	28.6	32,275	26,964 (3 out of 4)	83.5

Note: n.d. = no data.

Sources: Network of Eurofound Correspondents' national contributions to this study, 2018–2019; EU-LFS

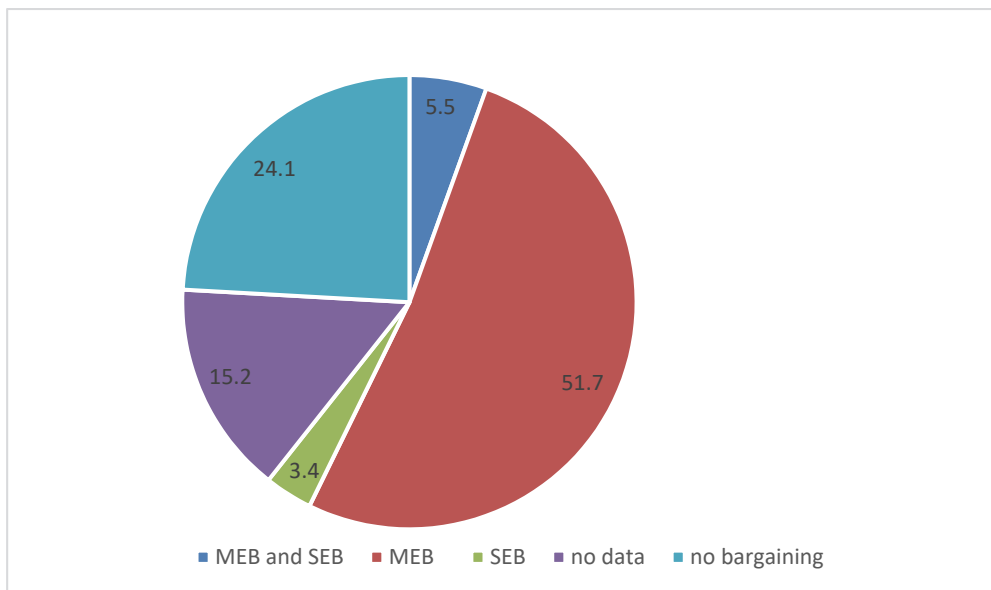
Employer organisation involvement in collective bargaining

The previous section considered the sector-relatedness and membership strength of employer organisations. This section considers their involvement in collective bargaining and the number of employees covered by collective bargaining agreements signed by the employer organisations in the education sector (Table 15). As above, the discussion about who acts as employer and who is responsible for paying salaries should be taken into account.

Figure 10 provides an overview of the share of multi- and single-employer bargaining in the sector. Nearly 52% of employer organisations are involved in multi-employer collective bargaining. A further 6% are involved in both multi- and single-employer bargaining and 3% only engage in single-employer bargaining. However, 24% of employer organisations do not participate in any form of collective bargaining. No information is available for the remaining organisations.

Those countries where no bargaining is considered to take place are often in central and eastern Europe and in the Baltic states. In these countries, the ministry of education (sometimes in coordination with the ministry of finance) plays a key role in setting terms and conditions in the sector. In some of these countries, such as Poland, no negotiation is considered to take place at all; in others, trade unions are consulted but the final decision remains with the ministry, resulting in the assessment that there is no bargaining as such.

Figure 10: Involvement of employer organisations in collective bargaining, 2018 (%)



Note: SEB = single-employer collective bargaining; MEB = multi-employer collective bargaining.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 15: Collective bargaining coverage of employer organisations

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
AT	BABE	64	7,000	MEB	n.d.	An estimated 25% of workers (72,925) in the sector are covered by collective agreements
	DU	21	49,589	MEB	49,589	
	VFA	3	n.d.	MEB	n.d.	
	VSU	n.d.	n.d.	MEB	n.d.	
	CECP	n.d.	35,000 (together with CPEONS)	n.d.	n.d.	Nearly 100% of workers (448,200) in the sector are covered by collective bargaining
BE	CPEONS	n.d.	n.d.	n.d.	n.d.	
	FELSI	n.d.	n.d.	n.d.	n.d.	
	SOCIARE	839	n.d.	MEB	n.d.	
	AGE	n.d.	n.d.	MEB	n.d.	
	Katholiek Onderwijs Vlaanderen	629	n.d.	MEB	n.d.	
	OVSIG	262	n.d.	MEB	n.d.	
	POV	80	n.d.	MEB	n.d.	
	GO	700	n.d.	MEB	n.d.	
	SeGEC – SKU	n.d.	n.d.	MEB	n.d.	
	VLHORA	n.d.	n.d.	MEB	n.d.	
BG	UEPES	2,114	115,440	MEB, SEB	n.d.	Around 90% of workers (159,840) are covered by collective bargaining
	SMSRBAEMS	16	n.d.	SEB	n.d.	
	BAPS	n.d.	4,440	No bargaining	n.d.	

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
CY	APSEECT	27	1,700	No bargaining	n.d.	
	ASSPRB	700	28,416	MEB, SEB	n.d.	
	BAMA	52	5,328	No bargaining	n.d.	
	AHCSB	45	1,700	No bargaining	n.d.	
	SUPRIM	16	5,328	SEB	n.d.	
	Ministry of Education and Science	n.d.	n.d.	MEB	n.d.	
	MoECSY	809	14,650	SEB	14,650	In total, 75% of workers (21,975) are covered by collective bargaining
	SIPEK	n.d.	n.d.	n.d.	n.d.	
	PASISTE	n.d.	n.d.	n.d.	n.d.	
	SIAEK	n.d.	n.d.	n.d.	n.d.	
CZ	ČR – CZESHA, z. s.	15 member organisations with a total of 1,700 members	222,090	SEB	n.d.	An estimated 27% of workers (90,855) in the sector are covered by collective agreements
	AZŘŠ	150	n.d.	No bargaining	n.d.	
	AŘG ČR	200	n.d.	No bargaining	n.d.	
	Asociace obchodních akademií	84	n.d.	No bargaining	n.d.	
	APV	200	n.d.	No bargaining	n.d.	
	Asociace ředitelů církevních škol ČR	156	n.d.	No bargaining	n.d.	
	ASPS ČR	123	n.d.	No bargaining	n.d.	
	AŘHŠ	34	n.d.	No bargaining	n.d.	
	SSČMIS	294	n.d.	MEB	n.d.	
	Union of Apprentices Schools	58	n.d.	No bargaining	n.d.	

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
DE	ASVEN	69	n.d.	MEB	n.d.	
	AVOŠ	108	n.d.	No bargaining	n.d.	
	TdL	15 (<i>Länder</i>)	200,000	MEB	n.d.	n.d. but very high coverage
	VKA	16 (1 in each <i>Land</i>)	n.d.	MEB	n.d.	
	BBB	90	n.d.	MEB	n.d.	
	Arbeitgeberverband der Weiterbildung	n.d.	n.d.	n.d.	n.d.	
DK	KL	98 municipalities, 2,164 primary schools	104,000	MEB	n.d.	Close to 100% of workers (248,200) in the sector are covered by collective agreements
EE	Moderniseringsstyrelsen	6,209	100	MEB	n.d.	
	EÖL	n.d.	n.d.	No bargaining	n.d.	
	ELAL	n.d.	n.d.	No bargaining	n.d.	
	EKJÜ	405	n.d.	No bargaining	n.d.	
	EAHJÜ	310	n.d.	No bargaining	n.d.	
	ANDRAS	36	n.d.	No bargaining	n.d.	
	RN	6	n.d.	No bargaining	n.d.	
	RKRN	9	n.d.	No bargaining	n.d.	
	EKFL	14	n.d.	No bargaining	n.d.	
	EKKL	n.d.	n.d.	No bargaining	n.d.	
	ERL	6	n.d.	No bargaining	n.d.	
EHL	25	n.d.	No bargaining	n.d.		

Representativeness of the European social partner organisations: Education

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
EL	ELVL	72	n.d.	No bargaining	n.d.	
	Ministry of Education and Research	n.d.	n.d.	MEB	n.d.	
	HCA	n.d.	n.d.	n.d.	n.d.	Terms and conditions of education employment are determined unilaterally by the Ministry of Education
	HAIS	1,108	8,478	MEB	n.d.	
	PALSO	3,000	n.d.	MEB	n.d.	
	OEFE	2,500	20,000	MEB	n.d.	
	EUROPALSO	2,500	n.d.	MEB	n.d.	
	OMIROS	n.d.	n.d.	n.d.	n.d.	
	ACADE	4,000	n.d.	MEB, SEB	n.d.	100% of education workers (1,308,600) are covered by collective agreements
	CECE	1,800	n.d.	MEB, SEB	n.d.	
ES	FERE-CECA	6,000	n.d.	MEB, SEB	n.d.	
	MoE	n.d.	n.d.	MEB	n.d.	
	FEE (Sivista)	330	56,000	MEB	53,620	In total, 98% of education workers (177,674) are covered by collective agreements
	Avainta	32	7,252	MEB	n.d.	
FI	KT	336	81,585	MEB	59,829	
	VTML	10	1,359	MEB	n.d.	

Representativeness of the European social partner organisations: Education

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
FR	Ministry of Education	n.d.	n.d.	MEB	n.d.	Around 20% of the workforce (384,340) are covered by collective agreements
	FNEP	215	15,400	MEB	15,400	
	CEPNL	4,484	89,822	MEB	89,822	
	FNEAP	178	6,573	MEB	n.d.	
	FFP	420	18,813	MEB	18,813	
	SYNOFDES	79	41,963	MEB	41,963	
	CSNFOR	100	n.d.	n.d.	n.d.	
HR	HUP	57	2,586	No bargaining	n.d.	
	UHSR	350	12,930	No bargaining	n.d.	
	Ministry of Education	n.d.	n.d.	MEB	n.d.	70% of the workforce (90,510) is covered by an agreement with the ministry
						37% of education sector workers (127,021) are covered by collective bargaining with the ministry
HU	KIMSZ	n.d.	n.d.	No bargaining	n.d.	
	Klebelsberg Körzpont	5,717	n.d.	No bargaining	n.d.	
IE	ACCS	96	5,300	MEB	n.d.	75% of workers (125,175) are covered by collective agreements
	CIBE	n.d.	n.d.	n.d.	n.d.	
	JMB	n.d.	n.d.	n.d.	n.d.	
	IUA	7	n.d.	n.d.	n.d.	
	THEA	12	7,900	MEB	n.d.	
	HECA	15	n.d.	n.d.	n.d.	

Representativeness of the European social partner organisations: Education

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
IT	ETBI	16	n.d.	MEB	n.d.	
	AGIDAE	n.d.	n.d.	MEB	n.d.	80% of workers in the sector are covered by collective agreements
	ANINSEI	500	1,232,240	MEB, SEB	1,232,240	
	ARAN	8,527	308,060	MEB	308,060	
	Cenfop	n.d.	n.d.	n.d.	n.d.	
	FIINSEI	n.d.	n.d.	MEB	n.d.	
	FILIS	n.d.	n.d.	n.d.	n.d.	
	FILINS	n.d.	n.d.	MEB	n.d.	
	FISM	8,000	n.d.	MEB, SEB	n.d.	
	FORMA	830	n.d.	MEB	n.d.	
LT	MoE	n.d.	n.d.	Negotiations between trade unions and the Ministry of Education and Sport, to whom the government delegates its powers; after a collective agreement is finalised and approved by the government, the terms and conditions are set in law	n.d.	Close to 100% of workers in the sector are covered by collective agreements

Representativeness of the European social partner organisations: Education

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
LU	MoE	1,030	20,400	Terms and conditions of most teachers' employment are set in law	20,400	100% of workers in the sector are covered by collective agreements
LV	MoES	n.d.	75,900	Negotiations between trade unions and the Ministry of Education	75,900	100% of workers are covered by collective agreements
MT	MEDC	n.d.	21,400	Negotiations between trade unions and the Ministry of Education	19,260	90% of workers in the sector are covered by collective agreements
NL	VSNU	14	54,500	MEB	54,500	It depends on the subsector, but close to 90% of workers are covered by collective agreements
	VO-Raad	330	85,300	MEB	85,300	
	PO-Raad	863	160,835	MEB	152,793	
	MBO-Raad	37	53,900	MEB	53,900	
PL	Vereiniging hogescholen	37	35,000	MEB	35,000	
	PUE	25	10,000	No bargaining	n.d.	
	OSKKO	n.d.	n.d.	No bargaining	n.d.	
	KRASP	n.d.	n.d.	No bargaining	n.d.	
	KRZaSP	n.d.	n.d.	No bargaining	n.d.	
	MoE	n.d.	n.d.	n.d.	n.d.	The terms and conditions of most teachers' employment are set in law

Representativeness of the European social partner organisations: Education

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
PT	AEEP	387	20,825	MEB	20,825	
	ANESPO	140	6,664	MEB	6,664	
	CNEF	n.d.	n.d.	MEB	n.d.	
	CNIS	n.d.	n.d.	MEB	n.d.	
RO	MoE	5,909	249,900	Discussions take place but the Ministry of Education makes the final decisions	n.d.	All public education workers are covered by terms and conditions set by the Ministry of Education
	MCTES	180	54,145	Discussions take place but MCTES makes final decisions	n.d.	All public education workers are covered by the terms and conditions set by the Ministry of Education
	UMP	n.d.	n.d.	SEB	n.d.	
	FNIFP	37	26,824	No bargaining	n.d.	No data for this organisation, but an estimated 238,788 education sector workers (67%) are covered by agreements between the Ministry of Education and trade unions
	EDUFORM	85	n.d.	No bargaining	n.d.	The organisations that are members of EDUFORM are providers of professional training for adults; they are exclusively private organisations
SE	Almega	800	42,017	MEB	35,714	Overall, 85% of workers in the sector are covered by collective agreements
	Arbetsgivaralliansen	296	4,258	MEB	3,619	

Representativeness of the European social partner organisations: Education

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
SI	Arbetsgivarverket (SAGE)	36	76,085	MEB	64,672	
	Folkbildningsrådet	8	113	MEB	96	
	Idea	75	1,135	MEB	964	
	KFO	1,370	19,873	MEB	16,892	
	The Swedish Church Employer Organisation	n.d.	n.d.	n.d.	n.d.	
	Sobona	100	5,678	MEB	4,826	
	SALAR (SKR)	19,472	340,680	MEB	289,578	
	Ministry of Education and Sport	The majority of education institutions are public and under the remit of the ministry	74,790	MEB, SEB	74,790	90% of workers in the sector are covered by collective agreements
	ZŠD	136	12,465		12,465	
	ZRRVS	169	11,230		11,230	
SK	Društvo Ravnatelj	n.d.	n.d.	n.d.	n.d.	
	Association of Primary and Music Education Headmasters	n.d.	n.d.	n.d.	n.d.	
	MŠVVaŠ SR	n.d.	182,600	MEB	182,600	The whole sector is covered by a collective agreement with the Ministry of Education
	MV SR	5	913 (out of 182,600)	MEB	n.d.	
UK	ZMOS	7,000	73,040 (out of 182,600)	MEB	n.d.	
	AoC	n.d.	n.d.	MEB	n.d.	
	UCEA	169	179,318	MEB	173,829	

Country	Name	Total individual organisations in employer organisation membership	Total number of employees in these organisations	Involvement in collective bargaining	Number of workers covered by bargaining	Comments
	COSLA	2,514	57,655	MEB	57,655	
	NEOST (LGA)	24,281	663,032	MEB	576,837	

Notes: n.d. = no data. *SEB = single-employer bargaining. MEB = multi-employer bargaining. Organisations highlighted in bold are affiliated to EFEE.*

Source: *Network of Eurofound Correspondents' national contributions to this study, 2018–2019*

Collective bargaining patterns and social dialogue practices

As outlined above, the representativeness of the national social partner organisations is of interest to this study in terms of the capacity of their European umbrella organisations to participate in European social dialogue. It is also important for the implementation of any agreements made by European-level organisations at national, regional and local levels. The role played by social partners in collective bargaining, social dialogue and public policymaking is therefore a crucial component of their representativeness. The European sectoral social dialogue tends to become more relevant in line with the ability of European organisations' national affiliates to regulate employment terms and influence national public policies affecting the sector (Perin and Léonard, 2011).

A cross-national comparative analysis shows a generally positive correlation between the bargaining role of the social partners and their involvement in public policy (Traxler, 2004). This relationship is also borne out by the analysis of education sector organisations' involvement in bipartite and tripartite bodies, as presented in this section. Multi-employer bargaining tends to have a greater significance in this regard, primarily because of the macroeconomic impact of such agreements. In addition to considering their formal role in bipartite and tripartite bodies, it is also important to ascertain the regularity of social partners' involvement and whether they wield any significant influence in this arena.

As demonstrated above, 95% of the 202 trade unions identified in the sector are involved in collective bargaining. On the employer side this figure stands at 61%, and around 24% of employers are not involved in any form of collective bargaining (largely because the ministry of education is responsible for setting employment terms and conditions in the education sector).⁵ The information on the coverage and nature of collective bargaining is summarised in Table 16.

Over 40% of trade unions in the education sector are involved in both multi-employer and single-employer collective bargaining: 37% engage in multi-employer collective bargaining and 11% in single-employer bargaining. A further 2% are involved in collective bargaining, but no information is available on the level of bargaining. Among the employer organisations, 57% are involved in multi-employer or in multi- and single-employer bargaining, while 3% engage only in single-employer bargaining (Table 16).

Table 16: Collective bargaining activity, trade unions and employer organisations, 2018

	Trade unions		Employer organisations	
No collective bargaining involvement	9.4%	192 (95.0%)	24.1%	88 ^a (60.6%)
Single-employer collective bargaining only	11.0%		3.4%	
Multi-employer collective bargaining	37.2%		51.7%	
Both multi- and single-employer collective bargaining	40.8%		5.5%	
Collective bargaining, but unknown at which level	1.6%			
Total	202		145	

Note: ^aData were not available for 22 employer organisations.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

⁵ No data were available for the remaining organisations.

Tables 17 and 18 present the information on collective bargaining on a country-by-country basis, illustrating the different national collective bargaining patterns and collective bargaining coverage. They give a general indication of the level of multi- and single-employer bargaining in each country. The tables show that either multi-employer bargaining alone or both multi- and single-employer bargaining take place in every country. It should be noted that in some countries (e.g. Lithuania, Luxembourg, Romania and Slovakia) it was indicated that no bargaining takes place for employer organisations; however, on the trade union side, multi-employer bargaining (involving the ministry of education) was considered present even if the ministry has the final say regarding employment terms and conditions. The latter interpretation has been adopted as long as consultations do take place, but in some situations this may not be considered as negotiation at national level. In Latvia, Malta and Poland, only single-employer bargaining takes place with individual employers. In Greece, it is considered currently that only limited bargaining takes place, as budgetary restrictions mean that public sector salaries are set unilaterally by the government. A recent agreement has been reached on housing for teachers.

Coverage by collective agreements is high in the education sector, with a few exceptions (e.g. Czechia and Estonia). This high coverage is due to the involvement of highly centralised organisations – such as the ministries of education or local government representative organisations – in collective bargaining as well as the use of extension mechanisms and the relatively limited use of single-employer bargaining only (as in Latvia, Malta and Poland).

Table 17: Form and level of collective bargaining by country, 2018

Form and level of bargaining	Countries
Multi-employer bargaining at sector level	AT, CZ, DE, DK, FI, FR, LU, NL, SK
Multi-employer bargaining at sector level and single-employer bargaining at company level	BE, BG, CY, EE, ES, HR, HU, IE, IT, LT, PT, RO, SE, SI, UK
Single-employer bargaining at company level	LV, MT, PL
No collective bargaining	(EL – at present)

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 18: Collective bargaining coverage and collective bargaining level by country, 2018

	Collective bargaining coverage				None
	90% or more	50%–89%	25%–49%	1%–24%	
Single-employer collective bargaining (sole level or prevailing level)					LV (no estimate), PL (no estimate)
Multi-employer collective bargaining (sole level or prevailing level)	BE, BG, DK, ES, FI, IE, IT, LT, ^a LU, MT, NL, SE, SI, SK	CY, DE (own estimate), HR, UK (depends on subsector)	AT, HU, LT ^b	CZ, EE, FR, ^c PT ^d	RO (no estimate)
No collective bargaining					EL (at present)

Notes: ^aStrategic negotiations (on wages, bonuses and allowances, terms and conditions of employment, hours of work, etc.) take place at national level with the Ministry of Education. ^bMunicipality or local level. ^cExtensions of collective agreements increase the level of coverage significantly. ^dCollective bargaining is not considered to take place in the public sector with the Ministry of Education.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Participation in public policy

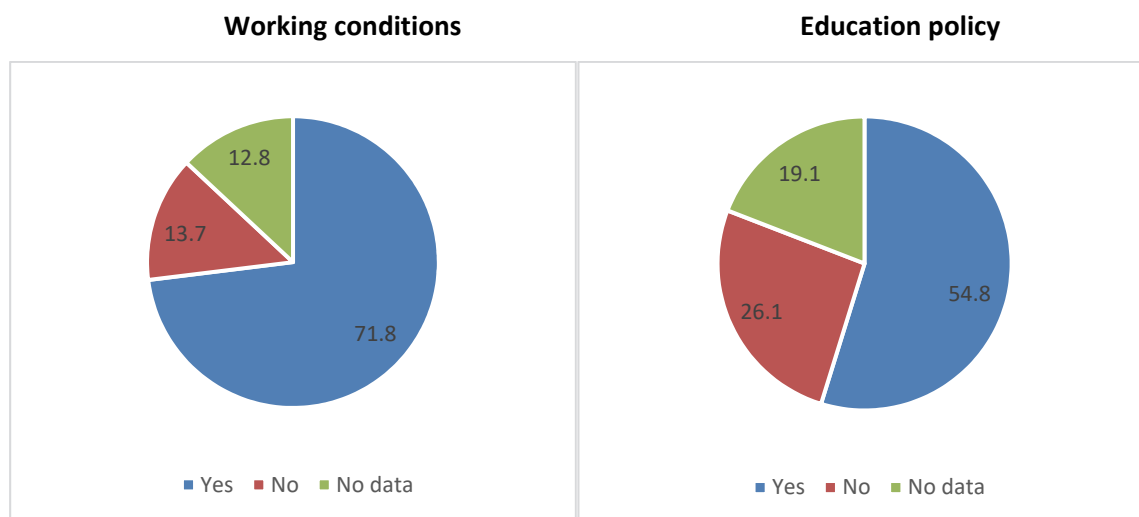
The participation of social partners in public policymaking has long been established in a significant number of countries, particularly in northern and western Europe. However, such involvement is more recent in a number of other countries, particularly in central and eastern Europe. In many countries, social partners' involvement is rather formalised; for instance, in tripartite bodies at central level. In this study, participation in policymaking is explored with regard to discussions on working conditions and involvement in education policy. As indicated above, such involvement is an indicator of the representativeness of national social partner organisations in the education sector.

Policy dialogue can be formal or informal, irrespective of its institutional set-up. The Network of Eurofound Correspondents was asked to provide information on the involvement of the various employer and trade union organisations in public policymaking, with a particular focus on education policy.

Trade unions' interest representations

Figures 11, 12 and 13 provide an overview of the nature and level of social partner organisations' involvement in policymaking in regard to working conditions and education policy at national level. This overview shows that a majority of trade unions (72%) are consulted on policies relating to working conditions in the sector; 14% are not involved. For the remaining organisations, this information is not available. Just over half of trade unions (55%) are also involved in education policymaking, though over a quarter (26%) are not involved. No data were available for the remaining unions.

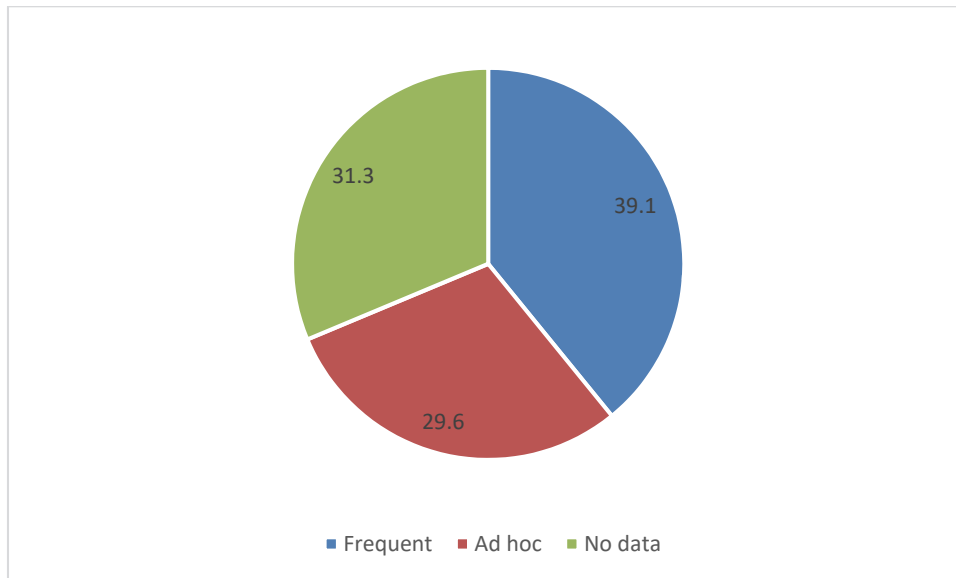
Figure 11: Involvement of trade unions in policymaking related to working conditions in the education sector and education policy, 2018 (%)



Source: Authors' own calculations based on data provided by the Network of Eurofound Correspondents

As shown in Figure 12, in most cases where this information is available, consultation on sectoral matters is frequent (39%). However, data are lacking in 31% of cases. The level and quality of consultation was considered to depend on the topic at hand and the nature of the government.

Figure 12: Frequency of consultation with trade unions, 2018 (%)

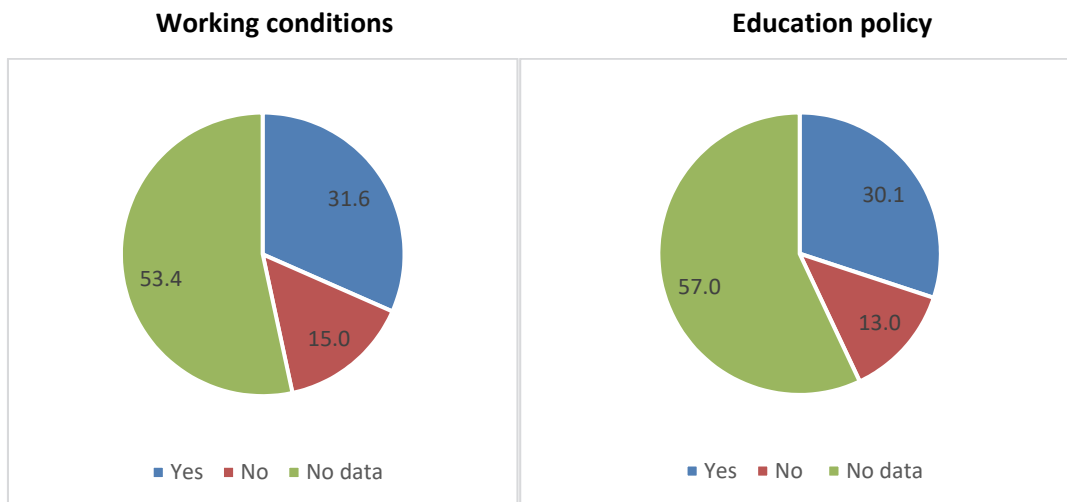


Source: Authors' own calculations based on data provided by the Network of Eurofound Correspondents

Employer interest representation

Among employer organisations, only 32% were consulted in relation to working conditions; 15% had no involvement, and no information was available for 53% of organisations. However, it should be noted that the latter category includes all ministries where this question was not considered to be relevant since they are the body responsible for formulating education policy, thus skewing the data.

Figure 13: Involvement of employer organisations in policymaking related to working conditions in the education sector and education policy, 2018 (%)

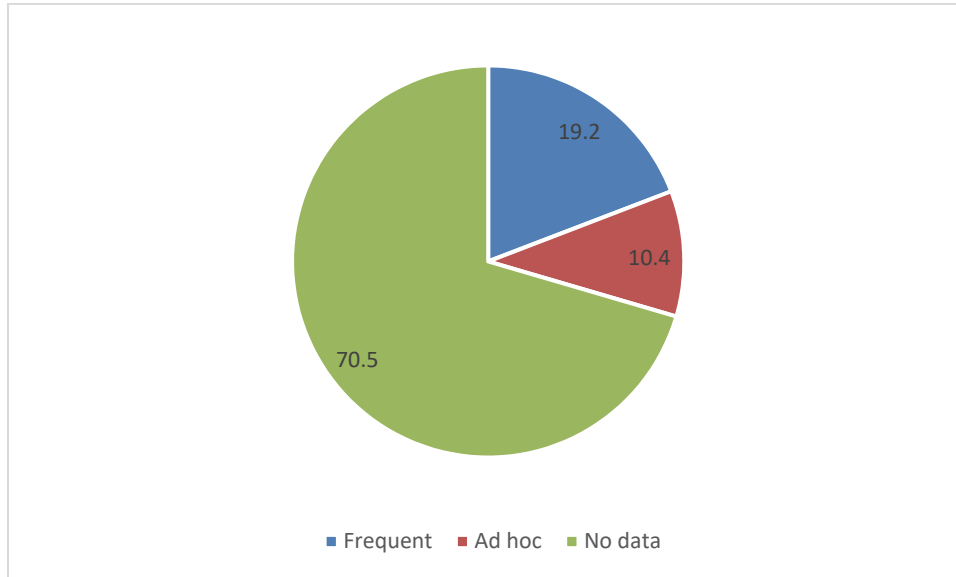


Source: Authors' own calculations based on data provided by the Network of Eurofound Correspondents

Lack of data also limits the assessment of employer organisations' involvement in education policymaking; however, the information available indicates that participation is limited to around 30% of such organisations. Again, it is important to bear in mind that this question was generally considered to be 'not applicable' for ministries responsible for policymaking in this area, as this was seen as the main remit of these bodies.

In almost 71% of cases, data on the frequency of consultation were missing, with 19% of employer organisations considered to be consulted frequently and the remainder on an ad hoc basis (Figure 14).

Figure 14: Frequency of consultation with employer organisations, 2018 (%)



Source: Authors' own calculations based on data provided by the Network of Eurofound Correspondents

Table 19 shows that only in one country (Hungary) neither employer organisations nor trade unions are consulted. In all other countries, trade unions are consulted on sectoral matters. Employer organisations are not consulted in a number of countries, but in all these countries the government is seen as the main employer (even if represented by a government agency, as in the case of Italy). Due to missing data, this list is not exhaustive. In Germany, Romania, Slovenia and the UK, all trade unions and employer organisations are considered to be consulted.

Table 19: Consultation of employer organisations and trade unions by country

	Trade unions	Employer organisations
Consultation	AT, BE, BG , CY, CZ , DE , DK, EE, EL , ES , FI , FR, HR, IE, IT, LT , LU , LV, MT, NL , PL, PT, RO , SE , SI , SK, UK	AT, BE, BG, CZ, DE , DK, EE, EL, ES, FI, FR, HR, IE, NL, PL, PT, RO , SE, SI , SK , UK
No consultation	HU	CY, HU, IT, LT, LU, LV, MT ^a

Notes: In the countries in bold, all trade unions and employer organisations, respectively, are considered to be consulted. ^aIn these countries, the government is the main employer.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Tripartite/bipartite participation

Table 20 identifies sector-related tripartite and/or bipartite bodies along with the participating trade unions and employer organisations. In total, 22 countries have such sector-related bodies.

Table 20: Tripartite and bipartite sector-specific boards of public policy

Country	Name/description of body	Tripartite/bipartite /multipartite	Origin (agreement or statutory)	Trade union(s) participating	Employer organisation(s) participating
BE	PC152 Paritair comité voor de gesubsidieerde inrichtingen van het vrij onderwijs	Bipartite	Statutory	ABVV, ACV, ACLVB	CeGEC – SKU, Katholiek Onderwijs Vlaanderen
	PC225 Paritair comité voor de bedienden van de inrichtingen van het gesubsidieerd vrij onderwijs	Bipartite	Statutory	ABVV, ACV, ACLVB	CeGEC – SKU, Katholiek Onderwijs Vlaanderen
	PC337 Aanvullend Paritair Comité voor de Non-profitsector	Bipartite	Statutory	ABVV, ACV, ACLVB	Unie Van Sociaalprofitondernemingen
	Vlaams Onderhandelingscomité voor het hoger onderwijs (VOC)	Bipartite	Statutory	ABVV-ACOD, ACV-FCSOD, ACLVB-VSOA	Boards of education for higher education institutions (+ regional government)
	Sectorcomité X Onderwijs van de Vlaamse Gemeenschap (public sector)	Bipartite	Statutory	ABVV-ACOD, ACV-FCSOD, ACLVB-VSOA	Regional government
	Sectorcomité IX Onderwijs van de Franstalige Gemeenschap (public sector)	Bipartite	Statutory	ABVV-ACOD, ACV-FCSOD, ACLVB-VSOA	Regional government
BG	Отраслов съвет за тристранно сътрудничество	Tripartite	Statutory	SEB, ITTU, Podkrepa	UEPES, ASSPRB, BAPS
	Консултативен съвет по образованието	Tripartite	Agreement	SEB, ITTU, Podkrepa	UEPES, ASSPRB, BAPS
	Консултативен съвет по професионално образование и обучение	Tripartite	Statutory	SEB, ITTU, Podkrepa	UEPES, ASSPRB, BAPS
CY	Joint personnel committee in the educational service	Tripartite	Statutory	POED, OLMEK, OLTEK	MoECSY
	Local committee operating at the Ministry of Education and Culture for employees paid hourly	Tripartite	Statutory	PASYEKK, PEO, OEKDY-SEK	MoECSY

Country	Name/description of body	Tripartite/bipartite /multipartite	Origin (agreement or statutory)	Trade union(s) participating	Employer organisation(s) participating
CZ	Pracovní tým RSHD ČR pro vzdělávání a lidské zdroje (Working team of the tripartite RSHD ČR for education and human resources)	Tripartite	Statutory	ČMOS PŠ, VOS, ASO ČR	UZS ČR, SP ČR, SSSČMS, AVOŠ
DK	Ad hoc public tripartite negotiation bodies	Tripartite	Statutory	DLF, GL, DM, BUPL, Uddannelsesforbundet, SL, HK stat, HK Kommunal, FOA, OAO, Akademikerne, FH	Moderniseringsstyrelsen, KL
EE	Estonian Qualifications Authority	Tripartite	Statutory	TALO, EHL, EKJÜ, ELAL, EÕL, EMKL	EKFL, ELVL, ANDRAS, RN
EL	ESEKAAD (Εθνικό Συμβούλιο Εκπαίδευσης και Ανάπτυξης Ανθρώπινου Δυναμικού - Ethniko Simvoulío Ekpaidefsis & Anaptixis Anthropinou Dinamikou; National Council of Education and Development of Human Resources)	Tripartite	Statutory	DOE, OLME, OIELE, GSEE, ADEDY	SEV, GSEVEE ESEE
ES	Collective Agreement Bipartite Commission	Bipartite	Agreement	Signatories of the agreement	Signatories of the agreement
	Privately managed, publicly funded education board (Mesa de la Enseñanza Concertada)	Tripartite	Statutory	CIG, FSIE, USO, UGT, CCOO	CECE, Escuelas Católicas, CEPES
	State School Board (Consejo Escolar de Estado)	Tripartite	Statutory	CCOO, CIG, ELA, UGT, ANPE	CECE, CEOE, CEPYME
	Public Education Board (Mesa de la Enseñanza Pública)	Bipartite		FECCOO, ANPE, STES Intersindical, CSIF, UGT, CIG, ELA, LAB	Ministry of Education
FI	The Education Fund (Koulutusrahasto)	Bipartite		JHL, TEK, OAJ, Akava Special Branches, SuPEr, Tehy	KT

Country	Name/description of body	Tripartite/bipartite /multipartite	Origin (agreement or statutory)	Trade union(s) participating	Employer organisation(s) participating
	Centre for Occupational Safety	Bipartite		JHL, TEK, OAJ, Akava Special Branches, SuPEr, Tehy	Sivista (FEE) KT
FR	Commission paritaire nationale de l'emploi et de la formation professionnelle de l'interbranches des établissements d'enseignements privés sous contrat	Bipartite	Agreement	FEP-CFDT, CFTC, SPELC	CEPNL
	Opcalia	Bipartite	Agreement	Fédération formation et enseignement privés, CFTC, SPELC	CEPNL
	Observatoire EEP Formation	Bipartite	Agreement	Fédération formation et enseignement privés, CFTC, SPELC	CEPNL
	CPNEFP enseignement privé hors contrat	Bipartite	Agreement	SNEPL CFTC, SNPEFP CGT, FEP-CFDT, FP CFE-CGC, FNEC.FP-FO	FNEP
	Actalians	Bipartite	Agreement	SNEPL CFTC, SNPEFP CGT, FEP-CFDT, FP CFE-CGC, FNEC.FP-FO	FNEP
	Observatoire des métiers et de l'emploi de l'enseignement privé	Bipartite	Agreement	SNEPL CFTC, SNPEFP CGT, FEP-CFDT, FP CFE-CGC, FNEC.FP-FO	FNEP
	CPNEF de la branche des organismes de formation	Bipartite	Agreement	CFDT, CFTC, CGT, FO, FP CFE-CGC	FFP, SYNOFDES
	Agefos PME	Bipartite	Agreement	CFDT, CFTC, CGT, FO, FP CFE-CGC	FFP, SYNOFDES
	Observatoire prospectif des métiers et des qualifications des organismes de formation	Bipartite	Agreement	CFDT, CFTC, CGT, FO, FP CFE-CGC	FFP, SYNOFDES
	Higher Council of Education (Conseil supérieur de l'éducation)	Tripartite	Statutory	CFDT, CFTC, CGT, CSEN, FO, FP CFE-CGC, FSU, SPELC, UNSA	State

Country	Name/description of body	Tripartite/bipartite /multipartite	Origin (agreement or statutory)	Trade union(s) participating	Employer organisation(s) participating
HU	OKÉT (National Public-Service Interest Reconciliation Council)	Tripartite	Statutory	Various	State
	Felsőoktatási Érdekegyeztető Tanács (Higher Education Interest Reconciliation Council)	Bipartite	Statutory	Various	Rectors' Conference – employers
	Köznevelési Érdekegyeztető (Tanács Public Education Interest Reconciliation Council)	Tripartite	Statutory	Various	State
IE	Teachers' Conciliation Council	Bipartite	Statutory	INTO, ASTI, TUI, IFUT	Department of Education, Department of Public Expenditure and Reform, ETBI, ACCS, JMB, CPMSA
IT	Consiglio Superiore della Pubblica Istruzione (CSPI – Higher Council for Public Education)	Tripartite	Statutory	CGIL, CISL, SNALS, CNEL, FISM, FIDAE	ANINSEI, Conference of State-Regions and Local Governments
LT	National Education Council	Tripartite	Statutory	LŠMPS, LAMPSS	State
LV	National Tripartite Cooperation Council Tripartite Cooperation Sub-Council for Vocational Education and Employment	Tripartite	Statutory		LDDK members via LDDK, representatives of the ministry
	Sectoral Expert Councils (12)	Multipartite	Agreement	LBAS	LDDK members via LDDK
	Adult Education Management Council	Multipartite	Statutory	LBAS	LDDK

Country	Name/description of body	Tripartite/bipartite /multipartite	Origin (agreement or statutory)	Trade union(s) participating	Employer organisation(s) participating
	Advisory Council 'Education for All'	Multipartite	Statutory	LIVA	LDDK
NL	Foundation for Education (Stichting van het Onderwijs)	Bipartite	Agreement	FvOv, AOb, AVS, CNV Onderwijs, FNV Overheid	PO-Raad, VO-Raad, MBO-Raad, Vereniging Hogescholen, VSNU
	APPO – Arbeidsmarktplatform PO	Bipartite	Agreement	FvOv, AOb, AVS, CNV Onderwijs, FNV Overheid	PO-Raad
	VOION – Arbeidsmarkt & Opleidingsfonds Voortgezet Onderwijs	Bipartite	Agreement	FvOv, AOb, AVS, CNV Onderwijs, FNV Overheid	VO-Raad
	SOM – Stichting Onderwijsarbeidsmarkt fonds MBO	Bipartite	Agreement	AOb, UNIE NFTO (part of FvOv), CNV Onderwijs	MBO-Raad
	OAK Sociaal Fonds voor de sector kunsteducatie	Bipartite	Agreement	Kunstenbond, AVV, Vakbond voor Musici en Acteurs	Cultuurconnectie
	Zestor – Arbeids- en Opleidingsfonds hbo	Bipartite	Agreement	AOb, UNIE NFTO (part of FvOv), CNV Onderwijs, FNV Overheid	Vereniging Hogescholen
	SER, Commission for Labour Market and Education Issues	Tripartite	Statutory	FNV, CNV Onderwijs, AOb, VCP	VNO-NCW, MKB-Nederland, LTO-Nederland
	SER, VAVC (Commission for Labour Market Exploration of the Cultural Sector)	Tripartite	Statutory	Kunstenbond	NAPK (employer organisation of performing arts), Federatie Cultuur
	Ambtenarencentrum	Tripartite	Statutory	AVS, AC-HOP/FBZ	Unknown (Ambtenarencentrum is an umbrella organisation of all types of governmental employees and employers)
PT	CNE	Tripartite	Statutory	Various	Various

Country	Name/description of body	Tripartite/bipartite /multipartite	Origin (agreement or statutory)	Trade union(s) participating	Employer organisation(s) participating
RO	Tripartite Commission for Social Dialogue for the Education sector, within the Ministry of National Education	Tripartite	Statutory	All representative national trade union confederations: FSLLI, FSI 'Spiru Haret', FNS 'Alma Mater'	Representatives of the ministry, employer organisations representative at national level (CONPIROM, CONCORDIA, CNS Meridian)
	Parity Committees within the Ministry of National Education	Bipartite	Statutory	All representative national trade union confederations: FSLLI, FSI 'Spiru Haret', FNS 'Alma Mater'	Representatives of the ministry at school and county level
	Economic and Social Council (CES)	Tripartite	Statutory	FSLLI, FSI 'Spiru Haret', FNS 'Alma Mater' are represented through their affiliation to the main national trade union confederations: CSDR, CNSLR 'Fratia', CNS 'Cartel ALFA'	Employer organisations representative at national level (both FNIFP and EDUFORM, through CNIPMMR affiliation)
SE	Sunt arbetsliv – 'A healthy working life'	Bipartite	Agreement	Kommunal, Ledarna, Akademikerförbundet Sveriges Socionomers Riksförbund, Vårdförbundet, Sveriges Läkarförbund, Vision, Legitimerade Sjukgymnasters Riksförbund, Lärarförbundet, Akademikeralliansen (a union between 17 of SACO's trade unions)	SALAR (SKR), Sobona
SI	Economic Social Council	Tripartite	Statutory	All representative trade unions	State
SK	Economic and Social Council – HSR	Tripartite	Statutory	OZPŠAV via KOZ SR membership	ZMOS direct membership, Ministry of Education and Ministry of the Interior direct membership

Country	Name/description of body	Tripartite/bipartite /multipartite	Origin (agreement or statutory)	Trade union(s) participating	Employer organisation(s) participating
UK	National Social Partnership	Tripartite	Agreement	ATL, EIS, GMB, NASUWT, UTU, Unison, Unite, UCU	NEOST

Note: *n.d.* = no data.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Fragmentation and pluralism in the education sector

Fragmentation occurs when different organisations cover different segments of a sector. Such organisations are therefore complementary, as their membership domains do not overlap.

Fragmentation in the education sector can be based on the following differences and combinations of differences (see also Table 21):

- ownership (e.g. public or private sector education, but also state schools and municipal teaching establishments)
- geographic area
- type of institution (e.g. religious or secular)
- type of worker (blue or white collar)
- professional group (e.g. teaching staff only, administrators only, head teachers only)
- qualification level (e.g. academics only)

In contrast, pluralism denotes a situation in which organisations coexist in the same (or very similar) segments of a sector and represent the same types of employees. This section provides an overview of the reasons for organisational fragmentation and pluralism in the education sector.

Trade union pluralism can be found, for example, in Belgium, which has different national cross-sector affiliations to either the socialist (ABVV-FGTB), the Catholic (ACV-CSC) or the liberal (ACLVB-CGSLB) trade union federations. Another example is pluralism in Spain: sectoral organisations are affiliated to the ideologically different cross-sectoral federations UGT and CCOO. Similar situations exist in France and Italy, with affiliations to CFDT, CGT, UNSA and FO in France and CGIL, CISL and UIL in Italy.

Table 21: Reasons for fragmentation of trade unions

Trade unions that only cover white- or blue-collar employees, a specific professional group of workers or workers with specific qualifications	Trade unions that do not cover the entire education sector, only some NACE codes (85.1–85.6) within the education sector ^a	Trade unions that only cover some parts of the country	Trade unions that only cover some (types of) institutions (e.g. public or private)
Blue collar (SE) SEKO White collar	NACE code 85.1 only (HR) NSZSSH (HR) SOMK (HR) SPROOH	(BE) ACV COC (BE) ACV COV (BE) ACV LBC-NVK	Private only (BE) ACV COV (BE) ACV LBC-NVK

Trade unions that only cover white- or blue-collar employees, a specific professional group of workers or workers with specific qualifications	Trade unions that do not cover the entire education sector, only some NACE codes (85.1–85.6) within the education sector ^a	Trade unions that only cover some parts of the country	Trade unions that only cover some (types of) institutions (e.g. public or private)
<p>(FI) Akava</p> <p>(FR) Confédération des Syndicats Chrétiens – Enseignement – Service publics</p> <p>(SE) Skolledarna</p> <p>Professional group or qualifications</p> <p>Teaching staff only (or teachers and researchers/principals)</p> <p>(CY) OELMEK</p> <p>(CY) OLTEK</p> <p>(CY) POED</p> <p>(DK) DLF</p> <p>(DK) DOE</p> <p>(DK) GL</p> <p>(DK) SL</p> <p>(EL) OIELE</p> <p>(EL) OLME</p> <p>(EL) OSEP TEI</p> <p>(EL) POSDEP</p> <p>(ES) ANPE</p> <p>(FI) OAJ</p> <p>(IE) ASTI</p> <p>(IE) INTO</p> <p>(IE) TUI</p> <p>(LU) CGFP/FEDUSE</p> <p>(LU) CGFP/SNE</p> <p>(MT) MUT</p> <p>(PT) SIPE</p> <p>(PT) SIPPEB</p> <p>(PT) SNESup</p> <p>(PT) FENPROF</p> <p>(PT) USPROF</p> <p>(SE) LR</p> <p>(SE) SULF</p> <p>(SE) Unionen</p>	<p>(HU) BDDSZ</p> <p>NACE code 85.2 only</p> <p>(HR) SHU</p> <p>(IE) INTO</p> <p>NACE code 85.3 only</p> <p>(BE) ACOD</p> <p>(CY) OELMEK</p> <p>(CY) OLTEK</p> <p>(DK) GL</p> <p>(EL) OLME</p> <p>(IE) ASTI</p> <p>(PT) CGFP/FEDUSE</p> <p>(UK) SSTA</p> <p>NACE code 85.4 only</p> <p>(BE) ACV LBC-NVK</p> <p>(CZ) VOS</p> <p>(DK) DJOEF</p> <p>(EL) OSEP TEI</p> <p>(EL) POSDEP</p> <p>(FI) FUURT</p> <p>(FI) Professoriliitto (FUUP)</p> <p>(HR) NSZVO</p> <p>(IE) IFUT</p> <p>(LT) LAMPSS</p> <p>(MT) UMASA</p> <p>(PL) NSZZ Solidarność Nauki</p> <p>(PT) ANP</p> <p>(PT) SNESup</p> <p>(SE) ASSR</p> <p>(SE) SEKO</p> <p>(SE) SFHL</p> <p>(SE) SULF</p> <p>(SI) NSDLU</p> <p>(SI) VSS</p>	<p>(BE) CSC-Services Publics/ACV-Openbare Diensten</p> <p>(RO) USLIP</p> <p>(UK) EIS</p> <p>(UK) SSTA</p> <p>(UK) UTU</p>	<p>(BE) CSC-Services Publics/ACV-Openbare Diensten</p> <p>(BG) ITTU</p> <p>(CY) OYIK-SEK</p> <p>(CY) PASEY-PEO</p> <p>(FR) FP CFE-CGC</p> <p>(FR) FSU</p> <p>(FR) SPELC</p> <p>Public only</p> <p>(AT) GÖD</p> <p>(AT) Youinion</p> <p>(BE) ACV COC</p> <p>(BG) SEB</p> <p>(FR) CSEN</p> <p>(FR) FEP-CFDT</p> <p>(FR) SGEN-CFDT</p> <p>(FR) UNSA-Education</p>

Trade unions that only cover white- or blue-collar employees, a specific professional group of workers or workers with specific qualifications	Trade unions that do not cover the entire education sector, only some NACE codes (85.1–85.6) within the education sector ^a	Trade unions that only cover some parts of the country	Trade unions that only cover some (types of) institutions (e.g. public or private)
(UK) EIS (UK) NASUWT (UK) SSTA (UK) UTU Teaching assistants (IE) Fórsa (SE) Kommunal (UK) Prospect Academics, professors, researchers (FI) FUURT (FI) Professoriliitto (FUUP) (HU) AOKDSZ (IE) IFUT (MT) UMASA School directors and leaders (NL) AVS (UK) ASCL (UK) NAHT	NACE code 85.5 only (FR) SNETAA-FO (SE) SAHP NACE code 85.6 only (DK) FOA (DK) HK Kommunal (DK) HK Stat		

Note: ^aMany of these trade unions also represent workers outside the education sector.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

In the education sector, fragmentation can be found among both trade unions and employer organisations. Indeed, fragmentation among employer organisations in the sector is particularly widespread in countries where there are many employer organisations representing different subsectors. This situation is particularly pronounced in Portugal and France. While there is an average of seven trade unions in the education sector per country (202 divided by 28) there is an average of five employer organisations in the sector per country (145 divided by 28).

Table 22 shows that the main reason for the fragmentation of interest representation on the employer side is linked to the specificities of different education subsectors. Other reasons for fragmentation include the fact that some employer organisations focus only on public education, whereas others cover private education institutions. Other organisations do not cover the entire country. Fragmentation of employer organisations into different subsectors is most significant in Belgium, Bulgaria, Czechia, Estonia and the Netherlands.

Table 5 illustrated that Latvia, Lithuania, Luxembourg and Malta are the only countries with only one employer organisation for the whole education sector (in each case this is the ministry of education).

Table 22: Reasons for fragmentation of employer organisations, 2018

Employer organisations that do not cover the entire education sector, only some NACE codes (85.1–85.6) within the education sector	Employers that cover some parts of the country only	Employers that cover some (types of) education providers only
<p>NACE code 85.1 only</p> <p>(IT) FISM (SI) ZRRVS</p> <p>NACE code 85.2 only</p> <p>(DK) KL</p> <p>NACE code 85.3 only</p> <p>(BG) AHCSB (BG) APSEECT (HR) UHSR (IE) ACCS (NL) MBO-Raad (NL) VO-Raad (SI) Društvo Ravnatelj</p> <p>NACE code 85.4 only</p> <p>(AT) DU (AT) VFA (BE) VLHORA (IE) THEA (NL) Vereniging hogescholen (NL) VSNU (PT) MCTES (SE) Arbetsgivarverket (SAGE) (UK) UCEA</p> <p>NACE code 85.5 only</p> <p>(AT) VSU (EL) EUROPALSO (EL) OEFE (EL) PALSO (FR) FFP (FR) SYNOFDES (IT) FIIS (PT) ANESPO</p>	<p>(BE) GO (BE) Katholiek Onderwijs Vlaanderen (BE) OVSG (BE) POV (BE) SeGEC – SKU (BE) SOCIARE (PT) MCTES (PT) MoE (RO) FNIFP (UK) COSLA (UK) NEOST (LGA)</p>	<p>Private only</p> <p>(AT) BABE (BE) POV (BE) VSU (BG) AQMB (BG) BAPS (ES) ACADE (ES) CECE (ES) FERE-CECA (FR) FNEAP (FR) FNEP (IT) ANINSEI (IT) FIINSEI (PL) PUE (PT) AEEP (SE) Almega</p> <p>Public only</p> <p>(AT) DU (AT) VFA (BE) Katholiek Onderwijs Vlaanderen (BE) OVSG (BE) SeGEC – SKU (BG) AHCSB (BG) APSEECT (BG) ASSPRB (BG) Ministry of Education and Science (BG) SMSRBAEMS (BG) UEPES (CY) MoECSY (DE) TdL (DE) VKA (DK) KL (FI) KT (FI) VTML</p>

Employer organisations that do not cover the entire education sector, only some NACE codes (85.1–85.6) within the education sector	Employers that cover some parts of the country only	Employers that cover some (types of) education providers only
(RO) EDUFORM (RO) FNIFP (SE) Folkbildningsrådet NACE code 85.6 only (BE) SOCIARE		(FR) FFP (HR) HUP (HR) UHSR (IT) ARAN (PT) MoE (SE) Arbetsgivarverket (SAGE) (SE) SALAR (SKR)

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

3. European level of interest representation

This chapter presents detailed data on the representativeness of four sector-related European associations, namely ETUCE, EPSU and CESI on the employee side and EFEE on the employer side. Each is listed by the European Commission as a social partner organisation to be consulted under Article 154 of the TFEU. Supplementary information will be provided for other organisations (potentially) involved in social dialogue in the sector. On the employee side, ETUCE is presented first, followed by a section on the membership of EPSU and CESI. As indicated above, EPSU has agreed with ETUCE to participate in the sectoral dialogue as an additional partner with full voting rights. CESI sits as a complementary partner without voting rights in the European sectoral social dialogue in education.

The representativeness of the social partners at European level is assessed in three ways. First, the membership strength of ETUCE, EPSU, CESI and EFEE is described, based on the collective coverage of their national affiliates in the EU27 and the UK.

Second, the European social partners' capacity to negotiate is analysed; this is their ability to commit themselves on behalf of their members and to conclude binding agreements or actions that can be implemented or monitored EU-wide through the support of their affiliates. This capacity to negotiate is impacted by the involvement of their affiliates in collective bargaining at national level, which ensures not only that they can provide an effective mandate for discussion and negotiation at European level but also that they are in a position to implement European-level agreements.

Finally, every representativeness study also measures the limits of the representativeness of the social partners involved in the ESSDC. This study does so by counterweighting the representativeness of other European associations and the national organisations not represented by ETUCE, EPSU, CESI and EFEE in the ESSDC for the education sector.

Membership domain of ETUCE

ETUCE is affiliated to the European Trade Union Confederation (ETUC) at cross-sector level. Through its national affiliates, ETUCE covers all relevant education sector NACE codes (85.1–85.6). It is the regional organisation (for Europe) of Education International (EI).

Membership is defined in Article 2 of ETUCE's by-laws, which states that membership of ETUCE is composed of all EI member organisations in the EI European region. ETUCE covers member organisations in countries within the EU and the European Free Trade Association (EFTA), as well as other countries in the region. ETUCE's by-laws open membership to:

organisations of teachers and education and research employees upholding the principles of independent trade unionism and aspiring to enhance democracy, human rights and social justice in their respective nations, to improve the living and working conditions of their members and to advance education through trade union action.

Of the 202 national education sector trade unions in the EU, 89 are affiliated to ETUCE (44%).⁶ At least one trade union in every EU Member State and the UK is affiliated to ETUCE, and in all

⁶ Social partners' member organisations from other countries (e.g. EFTA, candidate countries, Cyprus) are not covered by this study.

countries the largest union in the sector is affiliated to ETUCE (Table 23). However, there are no countries in which all trade unions in the education sector are affiliated to ETUCE. In Luxembourg, for example, teachers in primary and secondary education are organised by different unions. CGFP/SNE, the largest union for primary education, is both a member of ETUCE and an indirect member of CESI (via Eurofedop); CGFP/FEDUSE, the largest union for secondary education, is a member of CESI only; while OGB-L/SEW, the second-largest union for both primary and secondary education, is affiliated to ETUCE.

Table 23: Sector-related trade unions affiliated to ETUCE

Country	Trade unions affiliated to ETUCE	Trade unions not affiliated to ETUCE	Is the trade union with most members in the sector affiliated?
AT	GÖD	Younion	Yes
BE	ACOD, FGTB CGSP, ACV COC ACV COV, CSC Enseignement/ACV-Onderwijs, CSC-Services Publics/ACV- Openbare Diensten, SLFP Enseignement/VSOA-Onderwijs	ACV LBC-NVK, ACLVB-CGSLB, APPEL, SETca	Yes
BG	SEB, Podkrepa	ITTU	Yes
CY	OELMEK, OLTEK, POED	OEKDY-SEK, OYIK-SEK, PASYDY, PASYEK-PEO, PASEY-PEO, SIDIKEK-PEO	Yes
CZ	ČMOS PŠ	VOS, OSSOO	Yes
DE	VBE, ^a GEW	DBB (BvLB, DPhV, VDR, KEG, VHW), CGB, ver.di	Yes
DK	BUPL, DLF, DM, GL, UED	DJOEF, FOA, HK Kommunal, HK Stat, SL	Yes
EE	EHL (EEMU), Universitas	HA	Yes
EL	DOE, OLME, OIELE	POSDEP, OSEP TEI, ADEDY	
ES	CIG-ENSINO, CSIF, ^b ELA- GIZALAN FECCOO, FeSP-UGT, FE-USO, FESIE, STES-Intersindical	ANPE, CSIF	Yes
FI	Professoriliitto (FUUP), FUURT, OAJ	Akava, JHL, Jyty, SuPEr, Tehy	Yes
FR	FEP-CFDT, FERC-CGT, FNEC.FP- FO, SGEN-CFDT, SNCS-FSU, SNES-FSU, SNESUP-FSU, SNUipp-FSU UNSA-Education, SNETAA-FO	CSEN, CGT-Services Publics, FP CFE-CGC, SPELC, UFSE, CGT, National Union of Christian Education (CFTC)	Yes
HR	SPROOH, SHU, NSZSSH, NSZVO	SOMK, PREPOROD, SDLSN	Yes
HU	FDSZ, PDSZ, PSZ, TDDSZ, KPSZ- KPT	AOKDSZ, MKKSZ, MTKSZ, MKSZSZ, MZTSZ, OVSZ, OSZSZ, BDDSZ, KKDSZ	Yes
IE	ASTI, IFUT, INTO, TUI	Unite, Fórsa, SIPTU	Yes

IT	CISL-Scuola, FLC CGIL, Federazione UIL SCUOLA RUA	CSA – CISAL Università, CGS FEDERAZIONE GILDA UNAMS, CISAL SCUOLA, SNALS-CONFSAL, ANIEF	Yes
LT	LEETU, LESTU	SMPS ‘Soldarumas’, LPS ‘Sandrauga’, LAMPSS	Yes
LU	CGFP/SNE ^c , OGB-L/SEW	CGFP/FEDUSE	Yes
LV	LIZDA		Yes
MT	MUT	GWU, UPE, UMASA	Yes
NL	AOb	FNV, AC-HOP/FBZ, CNV Onderwijs, FvOv, AVS	Yes
PL	KSN NSZZ Solidarność, SKOIW Solidarność, ZNP	WZZ Solidarność-Oświata	Yes
PT	FNE, SINDEP, FENPROF	ASPL, FEPCEs, PRO-ORDEM, SEP, SEPLeU, SINAPE, SINTAP, SIPE, SIPPEB, FETESE, SNAS, SNESup, SNPL, SPLIU, STAL, STE, ANP, STOP	Yes
RO	FNS ‘Alma Mater’, FSI ‘Spiru Haret’, FSLI		Yes
SE	Läraryrbundet, LR, SULF	Skolledarna, Fackförbundet ST, Sveriges Ingenjörer, Unionen, SAHP, SEKO, ASSR, Vision, Vardförbundet, Kommunal, SFHL	Yes
SI	SVIZ	VSS, ZSSS-VIR, NSDLU, SINDIR	Yes
SK	OZPŠAV	ZPSaV NKOS, NŠO	Yes
UK	EIS, NASUWT, NEU, SSTA, UCU, UTU	GMB, Unison, Unite, Voice, NAHT, ASCL	Yes

Notes: ^aVBE is also a member of DBB, but it is mentioned separately here as it is a member of ETUCE. ^bOnly the education section of CSIF is a member of ETUCE. As an entire organisation, CSIF is a member of CESI. ^cCGFP/SNE is also a member of CESI.

Source: Network of Eurofound Correspondents’ national contributions to this study, 2018–2019

As demonstrated in Table 25, ETUCE has at least one affiliate covering the entire education sector (all NACE sub-codes) in 13 countries. For those countries where not all subsectors of education are covered, this is largely because ETUCE members are somewhat less likely to cover the ‘other’ education sectors and ‘education support activities’ (NACE codes 85.5 and 85.6).

The majority of ETUCE members have a sectional domain pattern (58 organisations). While some of these unions cover all sectors, a number cover only certain regions or only certain types of workers. Seven member organisations have an overlapping domain – covering workers in the sector as well as beyond – whereas five are fully congruent.

As shown in Table 28, of the 192 trade unions in the education sector for which there are data, 176 are involved in collective bargaining and, of the 89 unions that are members of ETUCE, 85 are involved in collective bargaining (according to the definitions used above). In the countries where some members of ETUCE are not involved in collective bargaining (Hungary and Poland), other

ETUCE members do take part. The majority of these trade unions (71) are involved in multi-employer bargaining, and many are also involved in single-employer bargaining. ETUCE has members involved in collective bargaining in all EU27 countries and the UK. In the vast majority of countries, trade unions that are members of ETUCE are among those achieving the highest coverage by collective bargaining in the sector.

Membership domains of EPSU and CESI

EPSU and CESI also represent workers in the sector. EPSU has agreed with ETUCE to participate in sectoral dialogue as an additional partner with full voting rights. CESI sits as a complementary partner without voting rights in the European sectoral social dialogue in education. EPSU organises teaching staff in some countries but primarily has membership among ancillary staff in the education sector. CESI members represent teaching personnel in all main subsectors of the education system. EPSU has members in the education sector in 19 countries, whereas CESI is represented in 11 countries (Table 24). EPSU members are involved in collective bargaining in all 19 countries in which they are represented, while CESI members are involved in collective bargaining in 9 of its 10 countries. As both the largest trade unions from primary and secondary education are affiliated to CESI, it holds the strongest representativeness for the education sector in the country.

Table 24: Sector-related trade unions affiliated to EPSU and CESI

Country	Trade unions affiliated to EPSU	Trade unions affiliated to EPSU but not mentioned on EPSU's list of education sector members	Trade unions affiliated to CESI
AT	Younion, GÖD	vida	
BE	FGTB CGSP, CSC-Services Publics/ACV-Openbare Diensten, SLFP Enseignement/VSOA-Onderwijs	ACV LBC-NVK	
BG			
CY	PASYDY	OEKDY-SEK, PASYEK-PEO	
CZ	OSSOO		
DE	ver.di		DBB (BvBL, DPhV, VDR, KEG, VHW), CGB
DK	FOA, HK Kommunal, HK Stat, SL		
EE			
EL	ADEDY		
ES	CCOO, FeSP-UGT		CSIF, ANPE
FI	JHL, Jyty, Tehy	SuPEr	
FR	CGT SP, UFSE CGT	UNSA-FP	CSEN, SPELC, FP CFE-CGC
HR	SOMK, SDLSN		
HU	BDDSZ		MKKSZ

IE	Fórsa	SIPTU	
IT			CSA – CISAL Università, CISAL SCUOLA, SNALS-CONFISAL, ANIEF
LT			LPS Sandrauga
LU			CGFP/SNE , CGFP/FEDUSE
LV			
MT	GWU		
NL	FNV O&O, FNV S&B		CNV Onderwijs
PL			WZZ Solidarność-Oświata
PT	SINTAP, STAL, STE		ANP
RO			USLIP ^a
SE	Kommunal, SAHP, SEKO, ASSR, Vision	Fackförbundet ST	
SI	VSS (in the process of joining)		
SK			
UK	GMB, Unison, Unite		

Notes: EPSU and CESI members that are also members of ETUCE are highlighted in bold. ^aUSLIP (Uniunii Sindicatelor Libere din Învăţământul Preuniversitar) is a regional branch trade union organisation covering pre-tertiary education only. It is a member of CESI at European level and is affiliated to FSLI at national level.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 25 shows the number of sector-related trade unions affiliated to ETUCE, as well as the share of these trade unions that are involved in collective bargaining. It should be noted that this information alone is not indicative of the representativeness of these organisations, as it does not include information on the share of education employees covered and the level of coverage of relevant collective agreements.

Table 25: Sector-related trade unions affiliated to ETUCE

	85.1	85.2	85.3	85.4	85.5	85.6
	Pre-primary education	Primary education	Secondary education	Higher education	Other education	Educational support
Number of sector-related trade unions	109 (most with combined membership)	120 (most with combined membership)	126 (most with combined membership)	119 (most with combined membership)	88 (many with combined membership)	75 (most with combined membership)
Number of sector-related trade unions affiliated to ETUCE	49 (most with combined membership)	55 (most with combined membership)	58 (most with combined membership)	51 (most with combined membership)	40 (most with combined membership)	35 (most with combined membership)
% of sector-	45%	46%	46%	43%	45%	47%

related trade unions affiliated to ETUCE						
Number of EU Member States, plus the UK, with an ETUCE affiliate	28	28	28	24	23	21
Number of trade unions involved in sector-related collective bargaining	103	113	119	112	84	73
Of these, the number affiliated to ETUCE	45	53	55	48	38	35
% of trade unions involved in sector-related collective bargaining and affiliated to ETUCE	44%	47%	46%	43%	45%	48%

Source: Authors' own calculations based on the Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Membership domain of EFEE

EFEE aims to represent employers at all levels of education. Its membership is open to different types of organisation, including ministries; education councils; associations of VET colleges; universities; and local and regional authority organisations. Article 5 of EFEE's Articles of Association states its explicit purpose, which is to represent

the views and interests of employers in the education sector by bringing together European-level national associations of employers and ministries acting as employers in the education sector in order to coordinate their viewpoints and actions in the European context.

The association includes both full members and observers, with the decision to admit organisations taken by the General Assembly with a two-thirds majority. Observers are organisations from outside the EU or EEA. They can participate in the work of the association but do not have the right to vote.

Of the 145 employer organisations in the education sector, 47 (32%) are members of EFEE. EFEE currently does not have any members in five Member States (Austria, France, Lithuania, Luxembourg and Poland; Table 26). In Poland, PUE⁷ is applying for membership of EFEE. In all these countries, the ministry of education is responsible for setting teachers' salaries (particularly for the public sector, though in most cases the ministry also plays a defining role in setting salaries outside the public sector). Ministries in these countries are hesitant to join a European employer organisation, either because they do not see themselves in an employer role in relation to collective bargaining (even if discussions with trade unions do take place) or because they perceive their role at EU level mainly as participating in discussions about education policy. In Lithuania and Luxembourg, the ministries are the only employers in the sector. In Austria and France, there are other employer organisations, which are involved in collective bargaining (and are not members of EFEE). Nonetheless, in these countries, the main salary-setting role is played by the ministries, particularly for employees in public education.

Table 26: Sector-related employer organisations affiliated to EFEE

Country	Employer organisations affiliated to EFEE	Employer organisations not affiliated to EFEE	Is the largest employer organisation a member of EFEE (based on the number of employees in relevant institutions)?
AT		BABE, DU, VFA, VSU	No
BE	AGE, Katholiek Onderwijs Vlaanderen, POV, GO, SeGEC – SKU, VLHORA	CECP, CPEONS, FELSI, OVSG, SOM, UFFIPRAH, SOCIARE, UNISOC	Yes
BG	MoE, BAPS, ASSPRB	UEPES, SMSRBAEMS, APSEECT, AQMB, BAMA, AHCSB, SUPRIM, ATT	No
CY	MoECSY	SIPEK, PASISTE, SIAEK	Yes
CZ	SSŠČMS	ČR – CZESHA, z. s., ^a ASVEN, AVOŠ	No
DE	BBB	TdL, VKA	No
DK		KL, Moderniseringsstyrelsen	Yes
EE	HAIS	EÕL, ELAL, EKJÜ, EAHJÜ, ANDRAS, RN, RKRN, EKFL, EKKL, ERL, EHL, ELVL, MoE	No
EL	HCA	PALSO, OEFE, EUROPALSO, OMIROS	Yes
ES	MoE	ACADE, CECE, FERE-CECA	No
FI	FEE, KT	Avainta, VTML	Yes

⁷ PUE became a member of EFEE in the second half of 2020, shortly before this report was published.

FR		Ministry of Education, FNEP, CEPNL, FNEAP, FFP, SYNOFDES, CSNFOR	No
HR	UHSR	HUP, Ministry of Education	No
HU	KIMSZ	Klebelsberg Központ	Yes
IE	ACCS, THEA, ETBI	JMB, IUA, HECA	No
IT	ANINSEI, MoE	AGIDAE, Cenfop, FIINSEI, FIIS, FILINS, FISM, FORMA	Yes
LT		MoE	No
LU		MoE	No
LV	MoE		No
MT	MEDC	MoE	Yes
NL	VO-Raad, PO-Raad, MBO-Raad, VSNU	Vereeniging hogescholen, NRTO, VOS/ABB, Verus Vereniging voor Katholiek en Christelijk Onderwijs, Bond KBO, VBS, LVGS, VSO-ZPW, AOC-Raad, SRB, NFU, CMHF, Werkgeversvereniging Adviesorganisaties Onderwijs en Jeugd, Groep Arbeidsvoorwaarden Onderwijsadviesbureaus	Yes
PL		PUE, OSKKO, KRASP, KRZaSP, MoE	No (but it is applying for membership)
PT	ANESPO, CNEF, MoE	AEEP, CNIS, MCTES, UMP	Yes
RO	EDUFORM	FNIFP	Yes
SE	Arbetsgivarverket (SAGE), SALAR (SKR)	Almega, Arbetsgivaralliansen, Folkbildningsrådet, Idea, KFO, The Swedish Church Employer Organisation, Sobona	Yes
SI	Ministry of Education and Sport, ZŠD, ZRRVS, Društvo Ravnatelj, Association of Primary and Music Education Headmasters		Yes
SK	MŠVVaŠ SR	MV SR, ZMOS	Yes
UK	UCEA, NEOST (LGA)	AoC, COSLA	Yes

Notes: ^aThis includes CZESHA members AZŘŠ, AŘG ČR, Asociace obchodních akademií, APV, Asociace ředitelů církevních škol ČR, ASPŠ ČR, AŘHŠ and Union of Apprentice Schools. CZESHA member SSŠČMS is mentioned separately below as it is a member of EFEE. Other CZESHA members have expressed an interest in joining EFEE. They do not bargain as individual organisations but are involved in collective bargaining through CZESHA. These organisations are relevant, but they are included under the CZESHA umbrella and will be mentioned separately should they join EFEE.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 27 provides information on the education sector-related employer organisations affiliated to EFEE. It is notable that most of these have members from various subsectors.

Table 27: Sector coverage of the sector-related employer organisations affiliated to EFEE

	85.1 Pre-primary education	85.2 Primary education	85.3 Secondary education	85.4 Higher education	85.5 Other education	85.6 Educational support
Number of sector-related employer organisations	41 (most with combined membership)	50 (most with combined membership)	61 (most with combined membership)	44 (most with combined membership)	45 (many with combined membership)	25 (most with combined membership)
Number of sector-related employer organisations affiliated to EFEE	1 representing NACE code 85.1 only and 17 with combined membership	22 with combined membership	28 with combined membership	2 only representing NACE code 85.4 only and 14 with combined membership	2 representing NACE code 85.5 only and 13 with combined membership	12 with combined membership
% of sector-related employer organisations affiliated to EFEE	44%	44%	46%	36%	33%	48%
Number of EU Member States plus the UK with EFEE affiliate	11	13	15	11	9	5
Number of employer organisations involved in sector-related collective bargaining	37	45	50	38	38	22
Of these, the number affiliated to EFEE	16	20	23	15	13	11
% of employer organisations involved in sector-related collective bargaining and affiliated to EFEE	43%	44%	46%	39%	34%	50%

Source: Authors' own calculations based on the Network of Eurofound Correspondents' national contributions to this study, 2018–2019

In terms of domain coverage, one member organisation of EFEE has a congruent coverage (Slovenia), 10 display a sectional overlapping coverage with membership in part of the sector as well as outside it (Belgium, Bulgaria, Denmark, Finland, Germany, Italy, Malta and Sweden) and 25 only organise employers in part of the sector and not outside it (Belgium, Croatia, Greece, Hungary, Ireland, Italy, the Netherlands, Portugal, Romania, Slovenia and the UK).

Overall, there are 88 employer organisations involved in collective bargaining, of which 33 are members of EFEE. As demonstrated in Table 15, of the 33 EFEE member organisations where this information is available, 76% (25 organisations) are involved in multi-employer collective bargaining

(Belgium, Bulgaria, Czechia, Finland, Germany, Greece, Ireland, Italy, the Netherlands, Portugal, Slovakia, Slovenia, Sweden and the UK), with two of these also involved in single-employer bargaining (Italy and Slovenia). One additional organisation is involved in single-employer bargaining only (in Cyprus) and nine member organisations (23%) in five countries (Croatia, Hungary, Malta, Romania and Slovenia) are not involved in collective bargaining at all. This means that in Austria, Croatia, Czechia, France, Hungary, Latvia, Lithuania, Luxembourg, Malta, Poland, Romania and Spain, EFEE does not have any national association members that are directly involved in collective bargaining. In countries such as Malta, Portugal and Romania, where the ministry of education is a member of EFEE, discussions do take place with trade unions, but this is not considered as collective bargaining at national level.

In Belgium, Bulgaria, Finland, Ireland, Italy, Malta, the Netherlands, Portugal, Slovenia, Sweden and the UK, the collective agreements negotiated (or defined) by EFEE members are those covering the greatest number of workers in the sector.

Education sector representativeness of ETUCE, EPSU, CESI and EFEE

Table 29 summarises the representativeness of both ETUCE and EFEE in the education sector, with their respective affiliated trade unions and employer organisations. There are 202 education sector trade unions in 27 EU Member States and the UK, of which 89 trade unions (44%) are members of ETUCE, 38 (19%) are members of EPSU in 19 countries and 19 (9%) are members of CESI in 11 countries. Of the 192 trade unions in the education sector for which there are data, 176 are involved in collective bargaining, and 70% of these unions are members of ETUCE, EPSU or CESI. In the countries where some members of ETUCE, EPSU or CESI are not involved in collective bargaining (Hungary, Luxembourg and Poland), other member unions do take part in bargaining. ETUCE therefore has members involved in collective bargaining in all EU27 Member States and the UK. EPSU and CESI, on the other hand, have members involved in collective bargaining only in some countries. In the vast majority of countries, trade unions that are members of ETUCE are among those achieving the highest coverage by collective bargaining in the sector. In all countries, the largest union in the sector is affiliated to ETUCE. In Luxembourg, the largest unions (CGFP/SNE and CGFP/FEDUSE) are indirect members of CESI (via Eurofedop), with CGFP/SNE also being a direct member of ETUCE, and SEW-OGBL (the second-largest union for both primary and secondary education) affiliated to ETUCE. In a number of countries, EPSU also has very large unions representing workers in the sector (e.g. Malta, the Netherlands, Sweden and the UK).

Of the 145 employer organisations in the education sector in 28 countries, 47 (32%) are members of EFEE. EFEE currently does not have any members in five countries (Austria, France, Lithuania, Luxembourg and Poland), though PUE⁸ in Poland is applying for membership. Overall, there are 88 employer organisations involved in collective bargaining of which 33 are members of EFEE. This means that in Austria, Croatia, France, Hungary, Latvia, Lithuania, Luxembourg, Malta, Poland and Romania, EFEE does not have any national association members that are directly involved in collective bargaining. In countries like Malta, Portugal and Romania, where the ministry of education is a member of EFEE, discussions do take place with trade unions, but this is not considered as collective bargaining at national level. In Belgium, Bulgaria, Finland, Ireland, Italy, Malta, the

⁸ (PUE) became a member of EFEE in the second half of 2020, shortly before this report was published.

Netherlands, Portugal, Slovenia, Sweden and the UK, the collective agreements negotiated (or defined) by EFEE members are those covering the greatest number of workers in the sector.

Table 28: Membership structure of ETUCE, EPSU, CESI and EFEE

	Number of organisations	Number of countries with organisation(s)	Number of organisations involved in collective bargaining	Number of countries with organisation(s) involved in collective bargaining
All sector-related trade unions	202	28	176	28
All sector-related trade unions and/or members of ETUCE	89	28	85	28
All sector-related trade unions and/or members of EPSU	38	19 (AT, BE, CY, CZ, DE, DK, EL, ES, FI, FR, HR, HU, IE, MT, NL, PT, SE, SI, UK)	38	19
All sector-related trade unions and/or members of CESI	19	11 (DE, ES, FR, HU, IT, LT, LU, NL, PL, PT, RO)	10	10
Affiliates of ETUCE, EPSU or CESI	139	28	119 ^a	28
% of unions involved in collective bargaining that are affiliated	68%	100%	68%	100%
All sector-related employer organisations	145	28	88	22
Employer organisations affiliated to EFEE	47	23 (EU27 except AT, FR, LT, LU, PL, ⁹ and UK)	33	17
% of employer organisations that are affiliated	32%	82%	38%	78%

Note: ^aAccording to the definition used in this report, which includes consultations with ministries as well as the trade unions in Greece, where there is no bargaining at present.

Source: Authors' own calculations based on the Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Table 28 only presents a very general overall picture of the representativeness of ETUCE, EPSU, CESI and EFEE members. In contrast, Table 29 seeks to provide more details on a country-by-country basis, demonstrating the importance of ETUCE and EFEE members in terms of their coverage of employees in the sector and their involvement in collective bargaining. Only ETUCE members are mentioned here because ETUCE organises the education sector trade unions with the largest membership in each country, with the exception of Luxembourg. In Luxembourg, the largest unions (CGFP/SNE and CGFP/FEDUSE) are CESI members (indirectly via Eurofedop), with CGFP/SNE also being a member of ETUCE, and SEW-OGBL (the second-largest union for both primary and secondary

⁹ The Polish Education Union (PUE) became a member of EFEE in the second half of 2020, shortly before this report was published. This is why this new member organisation has not been included here in the calculations.

education) affiliated to ETUCE. EPSU participates in the European sectoral social dialogue in education via the agreement with ETUCE, and CESI participates as a complementary partner.

Table 29 demonstrates that the national representativeness (i.e. the level of membership and collective bargaining coverage) of ETUCE is very high. EFEE is not represented in six countries and in a number of others the ministry is the most important employer and is not a member of EFEE.

Table 29: Importance of ETUCE and EFEE members at national level

Country	Most representative trade union(s)	Sector coverage	Involved in collective bargaining	Member of ETUCE	Most representative employer organisation	Sector coverage	Involved in collective bargaining	Member of EFEE
AT	GÖD	85.1–85.4	Yes	Yes	Ministry, region and municipalities are the most important employers	All public sector	No official bargaining in public sector, but de facto negotiations take place	No
BE	ACV-CSC	85.1–85.4	Yes	Yes	SeGEC – SKU	85.1–85.5	Yes	Yes
BG	SEB	85.1–85.4	Yes	Yes	UEPES	All apart from 85.4	Yes	No
		85.4–85.5			ASSPRB	85.1–85.3	Yes	Yes
CY	POED	85.1–85.2	Yes	Yes	MoECSY	85.1–85.4	Yes	Yes
	OELMEK	85.3	Yes	Yes				
CZ	ČMOS PŠ	All apart from 85.4	Yes	Yes	ČR – CZESHA	All	Yes	No
DE	GEW	All	Yes	Yes	TdL, VKA ^a	85.1–85.4	Yes	No
					BBB	Private sector only	Yes	Yes
DK	DLF	85.2 and 85.4	Yes	Yes	KL	All public sector	Yes	No
	GL	85.3	Yes	Yes				
	DM	85.4	Yes	Yes				
	UED	Various	Yes	Yes				
EE	EHL	All except 85.4	Yes	Yes	ELVL	All public sector	No	No
EL	DOE	85.1–85.2	No	Yes	HAIS	85.1–85.3	Yes	Yes
	OLME	85.3	No	Yes				
ES	FECCOO	All	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
FI	OAJ	All	Yes	Yes	KT	All except 85.4	Yes	Yes
FR	FSU	All except 85.5	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
	FEP-CFDT	All	Yes	Yes				

HR	SHU (CTU)	85.2	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
	NSZVO	85.3	Yes	Yes				
HU	PSZ	All except 85.4	Yes	Yes	Most important employers are municipalities under the ministry of education	All public sector	No	No
IE	INTO	85.2	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
	TUI	85.3–85.4	Yes	Yes				
IT	CISL-Scuola	All except 85.1	Yes	Yes	ARAN	All public sector	Yes	Yes
LT	LESTU	85.3–85.4	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
LU	CGFP/FEDUSE	All	Yes	No ^b	Most important employer is the ministry	All public sector	Yes	No
	CGFP/SNE	All	Yes	Yes				
LV	LIZDA	All	Yes	Yes	Most important employer is the ministry	All public sector	Yes	Yes
MT					Most important employer is the ministry	All public sector	Yes	Yes
NL	AOb	All except 85.5	Yes	Yes	PO-Raad, VO-Raad, MBO-Raad	Together 85.1–85.3	Yes	Yes
PL	ZNP	All	Yes	Yes	Most important are municipalities under the Ministry of Education	All public sector	No	No
PT	FENPROF	All	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
RO	FSLI	All except 85.4	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
					EDUFORM	Private sector	No	Yes
SE	LR	All except 85.1 and 85.6	Yes	Yes	SALAR (SKR)	All public sector	Yes	Yes
SI	SVIZ	All	Yes	Yes	Most important employer is the ministry	All public sector	Yes	No
SK	OZPŠAV	All	Yes	Yes	Most important employer is the ministry	All public sector	Yes	Yes
UK	NEU	All	Yes	Yes	NEOST	All public sector	Yes	Yes

Notes: ^aTdL and VKA are responsible for different parts of the education system; BBB represents only the private sector. ^bIn Luxembourg, teachers in primary and secondary education are organised by different unions. CGFP/SNE, the largest union for primary education, is a member of both ETUCE and CESI; CGFP/FEDUSE, the

largest union for secondary education, is a member of CESI only via Eurofedop. SEW-OGBL, the second-largest union for both primary and secondary education, is affiliated to ETUCE.

Source: Network of Eurofound Correspondents' national contributions to this study, 2018–2019

Other European education organisations

Membership of other European education sector associations is not widespread (Table 30). A number of organisations are members of CEEP (including some that are also members of EFEE). Other European-level organisations include the European School Heads Association (ESHA), the European Council of National Associations of Independent Schools (ECNAIS)¹⁰ and the European Music School Union (EMU). Membership of these and a small number of other organisations is not widespread.

The fact that a significant number of employer organisations in the education sector are affiliated to CEEP is mainly because CEEP organises municipal and, in a number of countries, state employers. Historically, the impetus to create a separate employer organisation for the education sector arose out of the membership of CEEP organising education sector employers. When EFEE was established, some CEEP members active in this sector decided to (also) join EFEE, but not all did so. In a number of cases, this is because they are also members of CEMR and are thus taking part in the sectoral social dialogue for local and regional government.

Table 30: Sector-related national employer organisations affiliated to other European-level sectoral and cross-sectoral organisations

Country	Organisation	Other European sectoral or cross-sectoral employer organisation affiliation
BE	SOCIARE	CEEP
	Katholiek Onderwijs Vlaanderen	CEEC (Europees Comité voor het Katholiek Onderwijs)
BG	UEPES	ESHA
	BAPS	ECNAIS (also member of EFEE)
	SMSRBAEMS	EMU
CZ	SŠČMS	ECNAIS (also member of EFEE)
DE	TdL	CEEP
	VKA	CEEP
DK	KL	CEEP
	Moderniseringsstyrelsen	CEEP
EL	HAIS	ECNAIS (also member of EFEE)
	OEFE	ENES (European Network of Education & Support)
ES	CECE	ESHA
	FERE-CECA	ECNAIS
HR	UHSR	ESHA (also member of EFEE)
SE	SAGE	CEEP
	SALAR	CEEP, CEMR (also member of EFEE)
SI	ZŠD	ESHA

¹⁰ Many ECNAIS members (Bulgaria, Czechia, Greece and Portugal) have joined, or will shortly join, EFEE.

	Društvo Ravnatelj	ESHA (also member of EFEE)
SK	ZMOS	CEMR
UK	COSLA	CEMR, CEEP
	NEOST	CEMR, CEEP

Source: *Network of Eurofound Correspondents' national contributions to this study, 2018–2019*

With regard to trade unions, a significant number of the unions mentioned are also members of ETUC and EI (of which ETUCE is the regional organisation). Other unions that have a multi-sectoral coverage are also members of other sectoral trade unions; however, these do not relate exclusively to the education sector and no other trade unions at EU level (other than ETUCE, EPSU and CESI) are relevant to the education sector. These are therefore not listed separately here.

Summary

Although a significant number of trade unions and employer organisations in the education sector at national level are not affiliated to ETUCE and EFEE, the tables above demonstrate that those organisations that are members have the highest number of members and collective bargaining coverage in their country (where collective bargaining exists in the sector).¹¹ EFEE has some gaps in membership. It currently does not have any members in five countries (Austria, France, Lithuania, Luxembourg and Poland), though PUE¹² in Poland is applying for membership of EFEE. In Austria, Croatia, France, Hungary, Latvia, Lithuania, Luxembourg, Malta, Poland, Portugal and Romania, EFEE does not have any national association members that are directly involved in collective bargaining. In countries like Malta, Portugal and Romania, where the ministry of education is a member of EFEE, discussions do take place with trade unions, but this is not considered collective bargaining at national level.

Capacity to negotiate of EFEE, ETUCE, EPSU and CESI

The social partners in the sector have been active in formulating joint texts and activities. Since the launch of the ESSDC in the sector in 2010, 16 joint texts have been agreed by EFEE and ETUCE. These have included texts relating to enhancing the attractiveness of the teaching profession and the quality of education systems; preventing and addressing psychosocial hazards in the workplace; and responses to the EU's education initiatives and standards. The sectoral social dialogue organises specific working groups pertaining to different education subsectors, and specific declarations and joint texts have also been adopted dealing with school leadership, support for early career researchers in higher education and, most recently, a joint statement on improving VET in Europe. Along with its partners EPSU and CESI, ETUCE and EFEE are also active in collaborating in joint projects, most recently in relation to capacity building among sectoral social partner organisations at national level (for more details on jointly agreed texts, see Table 31). The internal decision-making

¹¹ In Luxembourg, teachers in primary and secondary education are organised by different unions. CGFP/SNE, the largest union for primary education, is a member of both ETUCE and an indirect member of CESI via Eurofedop; CGFP/FEDUSE, the largest union for secondary education, is an indirect member of CESI only (via Eurofedop). SEW-OGBL, the second-largest union for both primary and secondary education, is affiliated to ETUCE.

¹² PUE became a member of EFEE in the second half of 2020, shortly before this report was published.

procedures clarifying the statutory negotiation capacity of EFEE, ETUCE, EPSU and CESI are outlined below in Table 31.

Table 31: Joint texts agreed in the ESSDC for the education sector

Title of joint text	Date adopted
Joint practical guidelines on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social partner initiatives at national, regional and local level	2 December 2019
ETUCE and EFEE proposal for a quality framework for an effective inclusion of migrants and refugees in education	2 December 2019
Joint ETUCE/EFEE statement on multiculturalism, democratic citizenship and social inclusion in education 'Quo Vadis Europa, Quo Vadis Education'	2 December 2019
Joint ETUCE/EFEE declaration towards a framework of action on the attractiveness of the teaching profession	19 November 2018
Joint ETUCE and EFEE statement on improving vocational education and training in Europe	23 November 2017
Joint ETUCE/EFEE statement on promoting the potentials of the European sectoral social dialogue in education	8 November 2017
Joint ETUCE/EFEE declaration on preventing and combating psychosocial hazards in the education sector	8 November 2016
Joint practical guidelines on how to promote joint social partner initiatives at European, national, regional and local level to prevent and combat psychosocial hazards in education	8 November 2016
Joint position on the contribution of sectoral social dialogue to strengthening social dialogue	21 January 2015
Joint EFEE/ETUCE declaration on school leadership	19 January 2015
Joint EFEE/ETUCE declaration on supporting early career researchers in higher education in Europe	19 January 2015
Joint declaration on the promotion of self-evaluation of schools and teachers	12 November 2013
How to prevent and mitigate third-party violence and harassment in schools: Implementation guide for the education sector of the multi-sectoral guidelines to tackle third-party violence and harassment related to work	12 November 2013
Statement on the amendments of the Professional Qualifications Directive (2005/36/EC)	28 March 2012
Investing in the future: A joint declaration on education, training and research	18 January 2011
Joint guidelines on trans-regional cooperation in lifelong learning among education stakeholders	18 January 2011

Sources: EFEE, ETUCE

Negotiation capacity of EFEE

Article 12 of EFEE's Articles of Association stipulates that the General Assembly is responsible for approving the results of any negotiation within the framework of the European social dialogue and related activities. Ordinary meetings of the General Assembly take place once a year (with the possibility to call extraordinary meetings). The General Assembly's deliberations are only valid if at least half of its members are present or represented. Resolutions of the General Assembly are

adopted by simple majority of the members present (or represented by a proxy). If a vote is tied, the chair has a casting vote (a number of decisions require at least a two-thirds majority, but this does not include the approval of the result of negotiations in the ESSDC). In relation to social dialogue, a mandate to begin negotiations is given to the Executive Committee of the organisation (comprised of at least six people and chaired by the president). Resolutions of the Executive Committee are taken by a simple majority of members present or represented, with the chair having a casting vote. The General Secretary is responsible for the day-to-day management of the association. Specific rules regarding the involvement of EFEE in the social dialogue (Article 6 of the organisation's internal rules) state that: in preparing European agreements under Articles 154–155 TFEU, during the first phase of consultation, the opinion formulated on the opportunity to legislate or to search for European agreement between social partners shall be prepared by the Executive Committee and approved by the General Assembly at a valid meeting or by written procedure involving all members of the association. Should an opinion authorise such an agreement, the Executive Committee is responsible for determining the composition of a negotiating team and the name of its head (and must include the President or Vice-President and the General Secretary). The Executive Committee is also responsible for the mandate of the aims to be achieved, which is also subject to approval by the General Assembly. The General Assembly is responsible for final ratification of any such agreement reached, which is then signed by the General Secretary.

Negotiation capacity of ETUCE

According to the by-laws of ETUCE, one of its goals is to act as sectoral social partner for education workers in the EU social dialogue process. The ETUCE Regional Conference determines the policies, principles of action and programme of ETUCE and deals with any resolutions or amendments submitted as provided for in the standing orders. At the conference, votes are allocated to each member organisation whose membership fees have been paid in full at least one week prior to the conference in accordance with the following scale: up to 1,000 members = one vote; more than 1,000 members = one additional vote for every 1,000 members or a part thereof. Only member organisations from EU and EFTA countries shall be entitled to vote on decisions which, on the ruling of the chair, pertain solely to the EU. Decisions are normally taken by simple majority of those present.

The ETUCE Committee reviews the implementation of the resolutions and decisions of the conference and initiates policies and actions in accordance with them. The ETUCE Bureau directs the affairs and activities of ETUCE between the committee meetings in line with the decisions and policies adopted by the committee. The organisation's secretariat initiates proposals for consideration by the ETUCE bodies and is responsible for the day-to-day activities of ETUCE and for liaising with members. It is run by the European Director.

As indicated in Article 5 (J) and (K) of the ETUCE statutes, its aims and objectives are to be:

- the sectoral social partner for education workers in the EU social dialogue process
- the trade union federation representing the education unions in the ETUC structures (ETUCE, 2016)

The three important statutory bodies in ETUCE are: the ETUCE Regional Conference, the ETUCE Committee and the ETUCE Bureau. European education sector social dialogue initiatives may come from either the ETUCE Committee or the ETUCE Bureau. The ETUCE Regional Conference was decisive in the decision to set up the ESSDC.

The mandate for European social partner negotiations, as well as decisions on their outcomes, is given by the ETUCE Committee to the ETUCE members of the social dialogue committee and, in particular, the ETUCE members in the steering group of the social dialogue committee for education (President, European Director and two representatives of the ETUCE Committee). The ETUCE Committee meets twice a year. Should decisions need to be taken between meetings, these are taken by the ETUCE Bureau. The European Director is thus mandated to sign on behalf of ETUCE.

The ETUCE social dialogue committee members have been mandated by their organisations to the work of the ETUCE social dialogue committee and therefore have a general mandate to negotiate.

When ETUCE is consulted by the European Commission, its position is prepared by the ETUCE Bureau and approved by the ETUCE Committee.

Negotiation capacity of EPSU

The negotiation capacity of EPSU is clarified in its statutes as detailed below.

- Its role in European social dialogue and the negotiation of an agreement with employers at European level is foreseen in Article 4.
- The statutory governing bodies are the Congress and the Executive Committee.
- It is foreseen in Article 11 that standing committees are established for sectoral work.
- Special procedures for social dialogue decision-making and mandating are outlined in Appendix 7 to the EPSU statutes (EPSU, 2019).

Within EPSU, the Standing Committee for Early Childhood Education and Care (ECEC) has a crucial role. EPSU also has an informal exchange platform devoted to ECEC where affiliates in the education sector can share information and practices and discuss relevant EU policies dealing with childcare and early childhood education.

Appendix 7 of the statutes provides that positions taken in the European sectoral social dialogue should be based on policies adopted by the EPSU Congress or by policies developed by the Standing Committee for the sectoral social dialogue. EPSU's Standing Committee for ECEC nominates a negotiation delegation ensuring a proper balance in terms of expertise, regions and gender. This delegation must include a representative of the EPSU Secretariat. During negotiations, the delegation reports back to the EPSU Standing Committee, President and Vice-Presidents. It is the negotiation team that decides when to call for input or decisions by members. In principle, all affiliates must be informed and consulted on positions taken in the sectoral social dialogue committees. The Standing Committee considers the final result of a negotiation and puts forward a recommendation for adopting or rejecting the approval by the EPSU Executive Committee. If time is limited, a written procedure can be followed. A two-thirds majority and a quorum of 50% plus 1, expressed in a vote or a written procedure, are required for decisions on social dialogue texts (see Appendix 7 of EPSU's Constitution – EPSU, 2019).

Negotiation capacity of CESI

Article 3 of the CESI statutes state that:

The trade union political aim of the CESI is to maintain and improve the living and working conditions of the workforce. To this end, the CESI pursues the objective of participating in European social dialogue throughout trade and within sectors.

(CESI, 2016)

European social dialogue initiatives put forward by CESI are prepared in its sectoral members' education trade council with the help of the General Secretariat (CESI, undated). However, final decision-making power is with its presidium. For European social partner negotiations, CESI obtains a mandate from its presidium. While jointly agreed opinions or draft agreements resulting from negotiations will be approved by the presidium, the Secretary General is also empowered to sign them on behalf of CESI. Consultation contributions are prepared by CESI's General Secretariat, drawing on issue-specific internal members' consultations and, where appropriate, existing topical position papers that have already been adopted by CESI. Opinions drafted by CESI in consultation procedures are approved and adopted by the presidium.

Effective participation in the education sector ESSDC

Representatives from trade unions in 26 countries and from employer organisations in 17 countries participated in the ESSDC for education over the years 2017 and 2018 (Table 32).

Table 32: Effective participation in the ESSDC for the education sector, 2017–2018

Countries with trade union participation	BE, BG, CY, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IT, LT, LU, LV, MT, NL, PL, PT, RO, SE, SI, SK, UK
Countries with employer organisation participation	BE, CY, DE, EL, FI, HR, HU, IE, IT, MT, NL, PL, PT, RO, SE, SI, UK

Sources: Eurofound, European Commission

Two countries where ETUCE has a member trade union, however, did not participate in meetings of the ESSDC in 2017 or 2018: Austria and Czechia.

As for employer organisations, three countries where EFEE has a member organisation did not participate in meetings of the ESSDC in 2017 or 2018: Bulgaria, Latvia and Slovakia.

Member organisations that are not directly represented in meetings of the ESSDC are normally kept informed about developments via their participation in the meetings of statutory bodies of their European organisation or via its intranet or website. It should also be noted that working groups and project groups also take place, and these often involve additional members of ETUCE and EFEE.

Conclusions

With a workforce of close to 17 million throughout the EU27 and the UK and between 715,000 and 800,000 institutional employers, the education sector makes up a significant share of employment in the EU27 and the UK: 9% of the labour force. The largest EU Member States are also the countries with the largest workforces in the sector. However, there are important differences between countries, with education accounting for less than 6% of total employment in Romania and more than 12% in Sweden.

Although education and training have been highlighted as key priorities in EU policy as well as in many Member States and the UK, education budgets in many countries have been cut.¹³ According to the latest Eurostat data, budgets saw an overall decrease from 4.9% to 4.6% of GDP between 2014 and 2017. Over the same period, however, overall public expenditure as a ratio of GDP increased by 2 percentage points to 47.2% and thus the relative share of public education expenditure decreased from 11% in 2006 to 10.3% in 2015.

At European level, EFEE and ETUCE are the mutually recognised sectoral social partners in the ESSDC for the education sector.

There are 202 education sector trade unions in the 27 EU Member States and the UK, of which 89 trade unions (44%) are members of ETUCE, 38 are members of EPSU (19%) and 19 are members of CESI (9%), giving a total of 146. Of the 192 trade unions in the education sector for which there are data, 176 are involved in collective bargaining, and 70% of these unions are members of ETUCE, EPSU or CESI. In the countries where some members of ETUCE, EPSU or CESI are not involved in collective bargaining, other member unions do take part. Member unions of ETUCE are among those achieving the highest coverage by collective bargaining in the sector in the vast majority of countries. In all countries, the largest union in the sector is affiliated to ETUCE, including in Luxembourg (where, however, because of double affiliation and other education trade union affiliations, CESI is slightly more representative than ETUCE). EPSU also has very large unions representing workers in the sector in a number of countries (e.g. Malta, the Netherlands, Sweden and the UK).

ETUCE primarily organises teachers, trainers and academic staff (including researchers and university teachers/lecturers) as well as other education personnel in all EU countries. EPSU's membership, on the other hand, is primarily among ancillary staff in the education sector. CESI members represent teaching personnel in all main subsectors of the education system. EPSU has members in the sector in 19 countries, whereas CESI is represented in 11 countries, 10 of which are involved in collective bargaining. ETUCE and EPSU members are involved in collective bargaining in all countries where they are represented.

ETUCE has the capacity to participate effectively in the ESSDC and to negotiate on behalf of its members. It has cooperation agreements with CESI and EPSU with regard to their participation in the ESSDC for education, and they have proven their capacity to negotiate and participate effectively.

¹³ Reductions are recorded in Austria, Cyprus, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Latvia, Lithuania, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and the UK (The European Sting, 2014). See also European Commission, EACEA and Eurydice (2013).

Of the 145 employer organisations in the education sector, 47 are members of EFEE (32%). EFEE currently does not have any members in five countries (Austria, France, Lithuania, Luxembourg and Poland), though PUE in Poland had been applying for membership at the time this study was conducted.¹⁴ In all these countries, the ministry is responsible for setting teachers' salaries (particularly for the public sector, though in most cases it also plays a defining role in setting salaries outside the public sector). In Lithuania and Luxembourg, the ministries are the only employers in the sector. In Austria and France, there are other employer organisations, which are not members of EFEE, and these are involved in collective bargaining. Nonetheless, in these countries, the main wage-setting role is still played by the ministries (particularly for employees in public education).

Overall, 88 employer organisations are involved in collective bargaining, of which 33 are members of EFEE. As demonstrated in Table 23, of the 28 EFEE member organisations where this information is available, 76% (25 organisations) are involved in multi-employer collective bargaining (Belgium, Bulgaria, Czechia, Finland, Germany, Greece, Ireland, Italy, the Netherlands, Portugal, Slovakia, Slovenia, Sweden and the UK), with two of these also involved in single-employer bargaining (Italy and Slovenia). One additional organisation is involved in single-employer bargaining only (in Cyprus) and nine member organisations (23%) in five countries (Croatia, Hungary, Malta, Romania and Slovenia) are not involved in collective bargaining at all. This means that in Austria, Croatia, France, Hungary, Latvia, Lithuania, Luxembourg, Malta, Poland, Portugal, Romania and Spain, EFEE does not have any national association members that are directly involved in collective bargaining. In countries such as Malta, Portugal and Romania, where the ministry of education is a member of EFEE, discussions do take place with trade unions, but this is not considered as collective bargaining at national level.

In Belgium, Bulgaria, Finland, Ireland, Italy, Malta, the Netherlands, Portugal, Slovenia, Sweden and the UK, the collective agreements negotiated (or defined) by EFEE members are those covering the greatest number of workers in the sector. EFEE has also a statutory capacity to negotiate, as clarified above.

Apart from ETUCE, EPSU and CESI, no other European-level sectoral organisation represents a significant number of trade unions in the education sector. Membership of other European education sector associations is not widespread. A number of organisations are members of CEEP, including some that are also members of EFEE. Other European-level organisations include ESHA and ECNAIS. Membership in these and a small number of other organisations is not widespread.

EFEE is therefore considered to be the most representative European employer organisation for the education sector, while ETUCE is considered to be the most representative European trade union for the sector. EPSU and CESI also organise workers in the education sector in several EU Member States and the UK.

¹⁴ The Polish Education Union (PUE) became a member of EFEE in the second half of 2020, shortly before this report was published.

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Annex 1: Trade unions and employer organisations in the education sector

Table A1: Trade unions in the education sector

	Full name	Abbreviation
AT	Younion – Die Daseinsgewerkschaft	Younion
	Public Service Union (Gewerkschaft Öffentlicher Dienst)	GÖD
	vida Trade Union (Die Lebensgewerkschaft)	vida
BE	Confederation of Christian Trade Unions – National Confederation for Employees (Algemeen Christelijk Vakverbond – Landelijke Bediendencentrale – Nationaal Verbond voor Kaderleden)	ACV LBC-NVK
	Trade Union for Public Sector Workers in Education (CGSP Enseignement/ACOD-Onderwijs)	ACOD
	General Labour Federation of Belgium – General Union of Public Services (Fédération Générale du Travail de Belgique – Centrale Générale des Services Publics)	FGTB CGSP
	General Confederation of Liberal Trade Unions of Belgium (Algemene Centrale der Liberale Vakbonden Van België – Centrale Générale des Syndicats Libéraux de Belgique)	ACLVB-CGSLB
	Confederation of Christian Trade Unions – Christian Education Central (Algemeen Christelijk Vakverbond – Christelijke Onderwijscentrale)	ACV COC
	Confederation of Christian Trade Unions – Christian Teachers’ Union (Algemeen Christelijk Vakverbond – Christelijk Onderwijzersverbond)	ACV COV
	Confederation of Christian Trade Unions – Teaching (Confédération des Syndicats Chrétiens – Enseignement)	CSC Enseignement/ACV-Onderwijs
	Confederation of Christian Trade Unions – Teaching – Public Service (Confédération des Syndicats Chrétiens – Enseignement – Service publics)	CSC-Services Publics/ACV-Openbare Diensten
	Free Trade Union of Civil Servants (Syndicat Libre de la Fonction Publique – Vrij Syndicaat voor het Openbaar Ambt)	SLFP Enseignement/VSOA-Onderwijs
BG	Bulgarian Union of Teachers (Синдикат на българските учители)	SEB
	Independent Teachers’ Trade Union (Независим учителски синдикат)	ITTU
	Higher Education Union Podkrepa (Синдикат „Висше образование“ към КТ „Подкрепа“)	Podkrepa
	Union Education Podkrepa (Синдикат „Образование“ към КТ „Подкрепа“)	SEB-Podkrepa
CY	Organisation of Secondary School Teachers of Cyprus (Οργάνωση Ελλήνων Λειτουργών Μέσης Εκπαίδευσης Κύπρου)	OELMEK
	Organisation of Teachers of Technical Education in Cyprus (Οργάνωση Λειτουργών Τεχνικής Εκπαιδεύσεως Κύπρου)	OLTEK
	Cyprus Federation of Governmental-Military Workers-Employees and Public Services (Ομοσπονδία Εργατούπαλλήλων Κυβερνητικοστρατιωτικών και Δημοσίων Υπηρεσιών Κύπρου)	OEKDY-SEK
	Cyprus Federation of Private Employees (Ομοσπονδία Ιδιωτικών Υπαλλήλων Κυπρου)	OYIK-SEK
	Pancyprian Public Servants Trade Union (Παγκύπρια Συντεχνία Δημοσίων Υπαλλήλων)	PASYDY
	Pancyprian Government and Military Workers Trade Union – Pancyprian Federation of Labour (Παγκύπρια Συντεχνία Εργατούπαλλήλων Κυβερνητικο-Στρατιωτικών Και Κοινωνικών Ιδρυμάτων Πασυεκ Πεο)	PASYEK-PEO

	Cyprus Trade Union of Employees in Services (Παγκύπρια Συντεχνία Εργαζομένων στις Υπηρεσίες)	PASEY-PEO
	Semi-Government, Municipal and Local Authority Workers & Employees Trade Union Cyprus	SIDIKEK-PEO
	Cyprus Greek Teachers' Organisation (Παγκύπρια Οργάνωση Ελλήνων Δασκάλων)	POED
CZ	Czech and Moravian Trade Union of Workers in Education (Českomoravský odborový svaz pracovníků školství)	ČMOS PS
	Universities Trade Union (Vysokoškolský odborový svaz)	VOS
	Trade Union of State Bodies and Organisations (Odborový svaz státních orgánů a organizací)	OSSOO
DE	German Civil Servants Union (Deutscher Beamtenbund und Tarifunion) with members: Deutscher Philologenverband, Katholische Erziehergemeinschaft Deutschland, Verband Deutscher Realschullehrer and Verband Hochschule und Wissenschaft	DBB (DPHV, KEG, VDR, VHW)
	Federal Association of Teachers for Vocational Education and Training (Bundesverband der Lehrkräfte für Berufsbildung)	BvLB
	Federation for Education and Training (Verband Bildung und Erziehung)	VBE
	Christian Trade Union Federation (Christlicher Gewerkschaftsbund)	CGB
	Union for Education and Science (Gewerkschaft Erziehung und Wissenschaft)	GEW
	United Services Union (Vereinte Dienstleistungsgewerkschaft)	ver.di
DK	Danish Association of Lawyers and Economists (Danmarks Jurist- og Økonomforbund)	DJOEF
	Danish Federation of Early Childhood Teachers and Youth Educators (Børne og Ungdomspædagogernes Landsforbund)	BUPL
	Danish Teachers' Union (Danmarks Lærerforening)	DLF
	Danish Association of Masters and PhDs (Dansk Magisterforening)	DM
	Trade and Labour (Fag og Arbejde)	FOA
	Union of Danish Upper Secondary Teachers (Gymnasieskolernes Lærerforening)	GL
	Clerical and Commercial Employees' Union	HK Kommunal
	Union of Clerical and Commercial Employees	HK Stat
	National Federation of Social Educators in Denmark (Socialpædagogernes Landsforening)	SL
Union of Education Denmark (Uddannelsesforbundet)	UED	
EE	Estonian Educational Personnel Union (Eesti Haridustöötajate Liit)	EHL
	Trade Union of Educated Personnel (Haritlaste Ametiühing)	HA
	Federation of the Estonian Universities, Institutions of Science, Research and Development (Universitas)	Universitas
	Estonian Unions' Confederation (Teenistujate Ametiliitude Keskorganisatsioon)	TALO
EL	Greek Primary Teachers' Federation (Διδασκαλική Ομοσπονδία Ελλάδας, Didaskaliki Omospondia Ellados)	DOE
	Panhellenic Federation of Professors of Technological Educational Institutions (T.E.I.) (Omospondia Sillogon Ekpaideftikou Prosopikou T.E.I.)	OIELE
	Greek Federation of Secondary State School Teachers (Omospondia Litourgon Mesis Ekpaidefsis)	OLME

	Panhellenic Federation of University Teachers Associations (Panellinia Omospondia Sillogon Didaktikou kai Ekpaideftikou Prosopikou A.E.I.)	POSDEP
	Greek Federation of Technical Professional School Teachers (Omospondia Litourgon Tehnikis Epagelmatikis Ekpaidefsis)	OLTEE
	Panhellenic Federation of Professors of Technological Educational Institutions(Omospondia Sillogon Ekpaideftikou Prosopikou T.E.I.)	OSEP TEI
	Greek Civil Servants Confederation (Ανώτατη Διοίκηση Ενώσεων Δημοσίων Υπαλλήλων)	ADEDY
ES	National Association of State (Public) Teachers, Independent Trade Union (Asociación Nacional de Profesores Estatales, Sindicato Independiente)	ANPE
	Galician Unions Confederacy-ENSINO (Confederación Intersindical Galega-ENSINO)	CIG-ENSINO
	Spanish Central Independent and Public Employees' Trade Union (Central Sindical Independiente y de Funcionarios)	CSIF
	Basque Workers' Solidarity (Eusko Langileen Alkartasuna-Solidaridad de los Trabajadores Vascos)	ELA-STV
	Federation of Education – Trade Union Confederation of Workers' Commissions (Federación de Enseñanza de Comisiones Obreras)	FECCOO
	Federation of Public Services Employees, General Workers' Union (Federación de Empleados de Servicios Públicos de la Unión General de Trabajadores)	FeSP-UGT
	Federation of Education of the Workers Trade Union (Federación de Enseñanza de la Unión Sindical Obrera)	FE-USO
	Federation of Independent Trade Unions of Education (Federación de Sindicatos Independientes de la Enseñanza)	FESIE
	Federation of Education – Trade Union Confederation of Workers' Commissions (Federación de Enseñanza de Comisiones Obreras – Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza)	STES-Intersindical
FI	Akava Special Branches (Akavan Erityisalat)	Akava
	Finnish Union of University Professors (Professoriliitto)	Professoriliitto (FUUP)
	Finnish Union of University Researchers and Teachers (Tieteentekijöiden liitto)	FUURT
	Finnish Association of Psychologists (Suomen psykologiliitto ry)	Suomen psykologiliitto ry
	Trade Union for the Public and Welfare Sectors (Julkisten ja hyvinvointialojen liitto)	JHL
	Federation of Public and Private Sector Employees (Julkis- ja yksityisalojen toimihenkilöliitto)	Jyty
	Trade Union of Education in Finland (Opetusalan Ammattijärjestö)	OAJ
	Finnish Union of Practical Nurses (Suomen lähi- ja perushoitajaliitto)	SuPer
	Academic Engineers and Architects in Finland (Tekniikan Akateemiset)	TEK
	Union of Health and Social Care Professionals in Finland (Tehy)	Tehy
FR	Trade Union Confederation of National Education (Confédération Syndicale de l'Éducation Nationale)	CSEN
	Public Services Federation-CGT (Fédération CGT des services publics)	CGT-Services Publics
	French Confederation of Professional and Managerial Staff – General Confederation of Professional and Managerial Staff/Action and Democracy (Confédération française de l'encadrement – Confédération générale des cadres/Action et Démocratie)	CFE-CGC Action et démocratie

	French Confederation of Professional and Managerial Staff – General Confederation of Professional and Managerial Staff/National Union of Private Teachers (Confédération française de l’encadrement – confédération générale des cadres/Syndicat national de l’enseignement privé)	CFE-CGC SYNEP
	Public Services Federation CFE CGC (La fédération des Services Publics CFE CGC)	CFE-CGC Services
	CFTC Public Education and Research (CFTC enseignement public et recherche)	CFTC EPR
	Autonomous Federation of National Education (Fédération Autonome de l’Éducation Nationale)	FAEN
	Federation of Training and Private Education-CFDT (Fédération Formation et Enseignement privé-CFDT)	FEP-CFDT
	Federation of Education, Research and Culture-CGT (Fédération CGT de l’Éducation, de la Recherche et de la Culture)	FERC-CGT
	National Federation of Education, Culture and Vocational Training – Force Ouvrière (Fédération Nationale de l’Enseignement, de la Culture et de la Formation Professionnelle – Force Ouvrière)	FNEC.FP-FO
	Workers’ Force (Force Ouvrière Territoriaux)	FO-Territoriaux (FGF)
	Federation Sgen-CFDT (Fédération des Sgen-CFDT)	SGEN-CFDT
	Unitary Trade Union Federation (Fédération Syndicale Unitaire)	SNCS-FSU
	Single National Union of Second-degree Courses (SNES-Fédération Syndicale Unitaire)	SNES-FSU
	Single National Union of Higher Education (SNESUP-Fédération Syndicale Unitaire)	SNESUP-FSU
	Single National Union of Teachers, School Teachers and GCEP (SNUipp-Fédération Syndicale Unitaire)	SNUipp-FSU
	Professional Union of Catholic Free Education (Syndicat professionnel de l’enseignement libre catholique)	SPELC
	Federal Union of State Trade Unions (Union fédérale des syndicats de l’État)	UFSE CGT
	National Union of Autonomous Unions of Education (Union Nationale des Syndicats Autonomes Éducation)	UNSA-Education
	National Union of Christian Education CFTC (Fédération CFTC Enseignement et Formation)	CFTC
	Education Federation – Solidarity, Unity, Democracy (Fédération Solidaires, Unitaires et Démocratiques Education)	SUD éducation
	National Union of Scientific Researchers (Syndicat National des Chercheurs Scientifiques)	SNCS
	National Union of Technica Education Independent Action (Syndicat National de l’Enseignement Technique Action Autonome)	SNETAA-FO
HR	Trade Union of Workers in Preschool Education in Croatia (Sindikata radnika u predškolskom odgoju i obrazovanju Hrvatske)	SPROOH
	Trade Union of Education, Media and Culture of Croatia (Sindikata obrazovanja, medija i kulture Hrvatske)	SOMK
	Croatian Union of Teachers (Sindikata hrvatskih učitelja)	SHU
	Independent Trade Union of Workers in Secondary Education of Croatia (Nezavisni sindikat zaposlenih u srednjim školama Hrvatske)	NSZSSH
	Independent Trade Union of Science and Higher Education (Nezavisni sindikat znanosti i visokog obrazovanja)	nsz.hr
	Trade Union Preporod (Sindikata Preporod)	PREPOROD

	Trade Union of State and Local Government Employees in Croatia (Sindikat državnih i lokalnih službenika i namještenika)	SDLSN
HU	Trade Union of Teachers and Researchers in Agriculture (Agráróktatási és Kutatási Dolgozók Szakszervezete)	AOKDSZ
	Trade Union of Employees in Higher Education (Felsőoktatási Dolgozók Szakszervezete)	FDSZ
	Trade Union of Hungarian Civil Servants and Public Employees (Magyar Köztisztviselők, Közalkalmazottak és Közszolgálati Dolgozók Szakszervezete)	MKKSZ
	Union of Salaried Workers of the Professional Training and Education Sectors of Hungary (Magyar Közoktatási és Szakképzési Szakszervezet)	MKSZSZ
	Democratic Trade Union of Teachers (Pedagógusok Demokratikus Szakszervezete)	PDSZ
	Trade Union of Teachers (Pedagógusok Szakszervezete)	PSZ
	Democratic Trade Union of Scientific Workers (Tudományos Dolgozók Demokratikus Szakszervezete)	TDSZSZ
	Trade Union of Hungarian Musicians and Dancers (Magyar Zeneművészek és Táncművészek Szakszervezete)	MZTSZ
	Education Officials' Trade Union (Oktatási Vezetők Szakszervezete)	OVSZ
	Medical Universities' Trade Union (Orvosegyetemek Szakszervezeti Szövetsége)	OSZSZ
	National Federation of Workers' Councils – Christian Teachers Section (Munkástanácsok Keresztény Pedagógusok Ágazata)	MOSZ PA/KPSZ
	Trade Union of Childcare Workers (Bölcsődei Dolgozók Demokratikus Szakszervezete)	BDDSZ
IE	Association of Secondary Teachers in Ireland	ASTI
	Irish Federation of University Teachers	IFUT
	Unite	Unite
	Force (Fórsa)	Fórsa
	Irish National Teachers' Organisation	INTO
	Services Industrial Professional Technical Union	SIPTU
	Teachers' Union of Ireland	TUI
IT	Italian Trade Union Confederation of School Workers (Confederazione Italiana Sindacati Lavoratori – Scuola)	CISL-Scuola
	CISL Federation – University (Federazione CISL-Università)	CISL Università
	Autonomous Union Coordination of CISAL University (Coordinamento Sindacale Autonomo della CISAL Università)	CSA – CISAL Università
	Gilda Federation Union (Federazione Gilda – UNAMS)	CGS FEDERAZIONE GILDA UNAMS
	Italian Confederation of Autonomous Unions of Employees in the Education Sector (Confederazione Italiana Sindacati Autonomi Lavoratori della Scuola)	CISAL Scuola
	Federation for Workers in the Knowledge Sector (Federazione Lavoratori della Conoscenza – Confederazione Generale Italiana del Lavoro)	FLC CGIL
	Autonomous Trade Union of School Workers (Sindacato Autonomo Lavoratori Scuola)	SNALS-CONFISAL
	General Labour Union (Unione Generale del Lavoro Scuola)	UGL Scuola
	Italian Union of School, University, Research, Musical and Dance Training Workers (Federazione UIL SCUOLA Ricerca Università AFAM)	Federazione UIL SCUOLA RUA

	Italian Federation of Transport Workers-CGIL (Federazione Italiana Lavoratori Trasporti-CGIL)	FILT-CGIL
	Italian Federation for Transport-CISL (Federazione Italiana Trasporti-CISL)	FIT-CISL
	UIL Transport (UILTRASPORTI)	UILTRASPORTI
	Artists' Union (Unione artisti UNAMS)	UNAMS
	Professional and Trade Union Association (Associazione Sindacale Professionale)	ANIEF
LT	Lithuanian Teachers, Education and Science Trade Union	LŠPS
	Lithuanian Trade Union of Educational Employees (LEETU) (Lietuvos švietimo darbuotojų profesinė sąjunga)	LŠDPS
	Education and Science Trade Union 'Solidarumas' (Švietimo ir mokslo profesinė sąjunga 'Solidarumas')	SMPS 'Soldarumas'
	Lithuanian Teachers, Education and Science Trade Union (Lietuvos mokytojų, švietimo ir mokslo profesinė sąjunga)	LŠMPS
	Association of Trade Unions of Lithuanian Higher Education Institutions (LAMPSS – Lietuvos aukštųjų mokyklų profesinių sąjungų susivienijimas)	LAMPSS
	Lithuanian Trade Union 'Sandrauga' (Lietuvos profesinė sąjunga 'Sandrauga')	LPS 'Sandrauga'
LU	National Union of Teachers – General Confederation of Public Service (Syndicat national des enseignants – Confédération générale de la fonction publique)	CGFP/SNE
	Federation of Academics at the Service of the State (Fédération des universitaires au service de l'Etat)	CGFP/FEDUSE
	Education and Science Union in OGB-L (Syndicat Education et Sciences dans l'OGB-L)	OGB-L/SEW
LV	Latvian Trade Union of Education and Science Employees (Latvijas Izglītības un zinātnes darbinieku arodbiedrība)	LIZDA
MT	General Workers' Union	GWU
	Malta Union of Teachers	MUT
	Union of Professional Educators	UPE
	University of Malta Academic Staff Association	UMASA
NL	Dutch Federation Labour Organisation – Education & Research (Federatie Nederlandse Vakbeweging Overheid – Onderwijs & onderzoek); Dutch Federation Labour Organisation – Sports & Movement (Federatie Nederlandse Vakbeweging Sport & Beweging)	FNV O&O, FNV S&B
	Federation of Professional Organisations in Healthcare and Related Education and Research (Federatie van Beroepsorganisaties in de zorg en daaraan gerelateerd onderwijs en onderzoek)	AC-HOP/FBZ
	General trade union for public service employees (Algemene Centrale Overheidspersoneel FNV)	ACOP FNV
	General Trade Union for Education (Algemene Onderwijsbond)	AOb
	National Federation of Christian Trade Unions in the Netherlands – Teachers' Union (CNV Onderwijs)	CNV Onderwijs
	Trade Union for Science (VAWO Vakbond voor de Wetenschap)	VAWO
	Federation of Trade Unions for Education (Federatie van Onderwijsvakorganisaties)	FvOv
	General Association of School Management (Algemene Vereniging Schoolleiders)	AVS
	Primary Education in Action (PO in actie)	PO in actie

	Alternative Trade Union (Alternatief voor Vakbond)	AVV
	Arts Union (Kunstenbond)	Kunstenbond
PL	National Science Section of the Independent Self-Governing Trade Union Solidarity (Krajowa Sekcja Nauki NSZZ Solidarność)	NSZZ Solidarność Nauki
	National Education Section of the Independent Self-Governing Trade Union Solidarity (Krajowa Sekcja Oświaty i Wychowania NSZZ Solidarność)	NSZZ Solidarność Oświaty
	Free Trade Union Solidarity-Education (Wolny Związek Zawodowy Solidarność-Oświata)	WZZ Solidarność-Oświata
	Polish Teachers' Union (Związek Nauczycielstwa Polskiego)	ZNP
	Polish Academy of Sciences Trade Union (Związek Zawodowy Pracowników Polskiej Akademii Nauk)	ZZPAN
PT	Union Association of Graduate Teachers (Associação Sindical de Professores Licenciados)	ASPL
	Portuguese Federation of Unions in Commerce, Offices and Services (Federação Portuguesa dos Sindicatos do Comércio, Escritórios e Serviços)	FEPCES
	National Federation of Unions of Workers in Public and Social Services (Federação Nacional dos Sindicatos dos Trabalhadores em Funções Públicas e Sociais)	FNSFP
	Teachers' Union Association Pró-Ordem (Associação Sindical dos Professores Pró-Ordem)	PRO-ORDEM
	National Federation of Education (Federação Nacional da Educação)	FNE
	Union of Portuguese Nurses (Sindicato dos Enfermeiros Portugueses)	SEP
	Union of Educators and Teachers Graduated from Polytechnic Institutes and Universities (Sindicato dos Educadores e Professores Licenciados pelas Escolas Superiores de Educação e Universidades)	SEPLEU
	National Union of Professionals in Education (Sindicato Nacional dos Profissionais de Educação)	SINAPE
	National and Democratic Teachers' Union (Sindicato Nacional e Democrático dos Professores)	SINDEP
	National Union of Postgraduate Teachers and/or Trainers (Sindicato Nacional dos Professores e/ou Formadores Pós-Graduados)	SINPROF
	Union of Workers in Public Administration and Entities with Public Purposes (Sindicato dos Trabalhadores da Administração Pública e de Entidades com Fins Públicos)	SINTAP
	Independent Union of Teachers and Educators (Sindicato Independente de Professores e Educadores)	SIPE
	Union of Educators and Teachers in Primary Education (Sindicato dos Educadores e Professores do Ensino Básico)	SIPPEB
	Federation of Unions in Industry and Services (Federação dos Sindicatos da Indústria e Serviços)	FETESE
	National Union of Social Workers (Sindicato Nacional dos Assistentes Sociais)	SNAS
	National Union of Secondary Education Teachers (Sindicato Nacional dos Professores do Ensino Secundário)	SNEPS
	National Union of Higher Education (Sindicato Nacional do Ensino Superior)	SNESup
	National Union of Graduate Teachers (Sindicato Nacional dos Professores Licenciados)	SNPL
	National Teachers' Federation (Federação Nacional dos Professores)	FENPROF

	National Union of Teachers Graduated from Polytechnic Institutes and Universities (Sindicato Nacional dos Professores Licenciados pelos Politécnicos e Universidades)	SPLIU
	National Union of Local Authority Workers (Sindicato Nacional dos Trabalhadores da Administração Local e Regional, Empresas Públicas, Concessionárias e Afins)	STAL
	Union of State Technical Staff (Sindicato dos Quadros Técnicos do Estado)	STE
	National Teachers Association (Associação Nacional de Professores)	ANP
	Trade Union of Teachers (União Sindical dos Professores)	USPROF
RO	National Trade Union Federation 'Alma Mater' (Federatia Nationala Sindicala 'Alma Mater')	FNS 'Alma Mater'
	Education Trade Union Federation 'Spiru Haret' (Federatia Sindicatelor din Educatie 'Spiru Haret')	FSI 'Spiru Haret'
	Federation of Free Trade Unions in Education (Federatia Sindicatelor Libere din Invatamant)	FSLI
	Federation of Independent Trade Unions in Education (Federatia Sindicatelor Independente din Educatie)	FSIE
	Romanian Free Trade Union in Pre-University Education (Uniunii Sindicatelor Libere din Învățământul Preuniversitar (USLIP) Iași)	USLIP
SE	Swedish Municipal Workers' Union (Kommunal)	Kommunal
	Swedish Teachers' Union (Läraryförbundet)	Läraryförbundet
	National Union of Teachers in Sweden (Lärarnas Riksförbund)	LR
	Swedish Union of Folk High School Teachers (Svenska Folkhögskolans Läraryförbund)	SFHL
	Swedish Association of School Principals and Directors of Education (Skolledarna)	Skolledarna
	Union of Civil Servants (Fackförbundet ST)	Fackförbundet ST
	Swedish Association of University Teachers (Sveriges universitetslärare och forskare)	SULF
	Swedish Association of Graduate Engineers (Sveriges Ingenjörer)	Sveriges Ingenjörer
	Unionen	Unionen
	Swedish Association of Health Professionals (SAHP/Vardförbundet)	SAHP
	Swedish Union for Service and Communications Employees (Service och kommunikationsfacket)	SEKO
	Association of Graduates in Public Administration and Social Work (Akademikerförbundet SSR)	ASSR
	Vision	Vision
SI	Education, Science and Culture Trade Union of Slovenia (Sindikat vzgoje in izobraževanja Slovenije)	SVIZ
	Higher Education Trade Union of Slovenia (Visokošolski sindikat Slovenije)	VSS
	Trade Union of Workers in Educational and Research Activities of Slovenia (Sindikat delavcev v vgojni, izobraževalni in raziskovalni dejavnosti Slovenije – VIR)	ZSSS-VIR
	Independent Trade Union of Workers at the University of Ljubljana (Neodvisni sindikat delavcev Ljubljanske universe)	NSDLU
SK	Trade Union of Workers in Education and Science of Slovakia (Odborový zväz pracovníkov školstva a vedy na Slovensku)	OZPŠAV

	Union of Education and Science Workers of the Independent Christian Trade Unions of Slovakia (Nezávislé kresťanské odbory Slovenska)	ZPSaV NKOS
	New School Trade Union (Nové školské odbory)	NŠO
UK	Prospect	Prospect
	Educational Institute of Scotland	EIS
	General, Municipal and Boilermakers' Union	GMB
	National Association of Schoolmasters/Union of Women Teachers	NASUWT
	National Education Union	NEU
	Scottish Secondary Teachers' Association	SSTA
	University and College Union	UCU
	Unison	Unison
	Unite	Unite
	Ulster Teachers' Union	UTU
	Voice (formerly PAT)	Voice
	National Association of Head Teachers	NAHT
	Association of School and College Leaders	ASCL
	PROSPECT	PROSPECT

Table A2: Employer organisations in the education sector

	Full name	Abbreviation
AT	Association of Employers of Private Institutions for Training and Further Training (Berufsvereinigung der ArbeitgeberInnen privater Bildungseinrichtungen)	BABE
	National University Federation (Dachverband der Universitäten)	DU
	Austrian Research Association (FORSCHUNG AUSTRIA)	VFA
	Professional Association of Driving Schools and General Transport (Fachverband Fahrschulen und Allgemeiner Verkehr)	FFAV
	Austrian Association of Ski School Entrepreneurs (Vereinigung der Schischulunternehmer Österreichs)	VSU
BE	Education Council of Communes and Provinces (Conseil de l'Enseignement des Communes et Provinces)	CECP
	Council of Organising Authorities of Official Non-denominational Grant-aided Education (Conseil des Pouvoirs Organisateurs de l'Enseignement Officiel Neutre Subventionné)	CPEONS
	Federation of Private Grant-Aided Independent Schools (Fédération des Établissements Libres Subventionnés Indépendants)	FELSI
	SOM – Federation of Social Enterprises (SOM – De federatie van sociale ondernemingen)	SOM
	Union of French-speaking Federations of Institutions for the Protection of Young People and Support for Disability (Union des Fédérations Francophones d'Institutions de Protection de la Jeunesse et d'Aide aux Handicapés)	UFFIPRAH
	Sociare, Sociocultural Employers Federation (Sociare, Socioculturele Werkgeversfederatie)	SOCIARE
	Union of For-profit Social Enterprises (Unie van socialprofitondernemingen)	UNISOC
	General Administration of Education (Administration générale de l'Enseignement)	AGE

	Catholic Education Flanders (Katholiek Onderwijs Vlaanderen)	Katholiek Onderwijs Vlaanderen
	Education Umbrella Organisation of the Cities and Municipalities of the Flemish Community (Onderwijskoepel Van Steden en Gemeenten)	OVSG
	Flemish Provincial Education (Provinciaal Onderwijs Vlaanderen)	POV
	GO! Flemish Community Education Network (GO! onderwijs van de Vlaamse Gemeenschap)	GO
	Confederation of Sports and Socio-cultural Employers (Confédération des Employeurs des Secteurs Sportif et Socioculturel)	CESSoC
	General Secretariat of Catholic Education in French and German-speaking Communities of Belgium (Secrétariat général de l'enseignement catholique en Communautés française et Germanophone)	SeGEC – SKU
BG	Union of Employers in the Public Education System (Съюз на работодателите в системата на народната просвета в България)	UEPES
	Bulgarian Association of Private Schools (Българска асоциация на частните училища)	BAPS
	Association of Professional Schools in Electrotechnics, Electronics and Computer Technologies (Асоциация на професионалните гимназии по електротехника, електроника и компютърна техника)	APSEECT
	Association of Secondary School Principals in the Republic of Bulgaria (Сдружение на директорите в средното образование в Република България)	ASSPRB
	Association for Qualification of the Motorists in Bulgaria (Асоциация за квалификация на автомобилистите в България)	AQMB
	Bulgarian Association of Networking Academies (Българска асоциация на мрежовите академии)	BAMA
	Association of Hotel and Catering Schools in Bulgaria (Асоциацията на училищата по ресторантьорство и хотелиерство в България)	AHCSB
	Music School in Republic of Bulgaria Section at Association of European Music School (Секция на училищата с профилирано и разширено изучаване на музика в Република България към Европейската музикална асоциация)	SMSRBAEMS
	Association for Training in Transport (Асоциация за обучение в транспорта)	ATT
	Ministry of Education and Science (Министерство на образованието и науката)	Ministry of Education and Science
CY	Ministry of Education, Culture, Sport and Youth (Υπουργείο Παιδείας Και Πολιτισμού)	MoECSY
	SIPEK (Cyprus Association of Private Pre-primary Education)	SIPEK
	Panyprian Association of Private Schools of Tertiary Education	PASISTE
	SIAEK	SIAEK
CZ	Union of Schools' Associations of the Czech Republic (Unie školských asociací ČR – CZESHA, z. s.)	ČR – CZESHA, z. s.
	Association of Primary School Principals of the Czech Republic (Asociace ředitelů základních škol ČR)	AZŘŠ
	Association of Grammar School Principals of the Czech Republic (Asociace ředitelů gymnázií České republiky z. s.)	AŘG ČR
	Association of Business Academies (Asociace obchodních akademií)	Asociace obchodních akademií
	Preschool Education Association (Asociace předškolní výchovy)	APV
	Association of Directors of Church Schools of the Czech Republic (Asociace ředitelů církevních škol ČR)	Asociace ředitelů církevních škol ČR

	Association of Industrial Secondary Schools of the Czech Republic (Asociace středních průmyslových škol ČR, z. s.)	ASPS ČR
	Association of Hotel School Principals (Asociace ředitelů hotelových škol, z. s.)	AŘHŠ
	Association of Private Schools of Bohemia, Moravia and Silesia (Sdružení soukromých škol Čech, Moravy a Slezska, z. s.)	SSŠČMS
	Union of Apprentice Schools (Sdružení učňovských zařízení)	Union of Apprentice Schools
	Association of Educational Facilities for Rural Area Development (Asociace vzdělávacích zařízení pro rozvoj venkovského prostoru)	ASVEN
	Association of Active Schools (Asociace aktivních škol, z. s.)	AASKOL
	Professional Association of Language Schools (Asociace jazykových škol)	AJŠ
	Association of Waldorf Schools of the Czech Republic (Asociace waldorfských škol České republiky z. s.)	Asociace waldorfských škol České republiky z. s.
	Association of Forest Kindergartens (Asociace lesních mateřských škol, z. s.)	ALMŠ
	Association of Higher Professional Schools in the Czech Republic (Asociace vyšších odborných škol ČR)	AVOŠ
	Basic Art School Association of the Czech Republic (Asociace základních uměleckých škol ČR)	AZUŠ ČR
	Czech Association of Professional Higher Education (CASPHE) (Sdružení profesního terciárního vzdělávání z. s.)	SPTV
	Association of Adult Education Institutions in the Czech Republic (Asociace institucí vzdělávání dospělých ČR, z.s.)	AIVD ČR
	Association of Special Education Teachers in the Czech Republic (Asociace speciálních pedagogů ČR)	ASP ČR
	Czech Rectors Conference (Česká konference rektorů)	ČKR
	Ministry of Education, Youth and Sport (Ministerstvo školství, mládeže a tělovýchovy)	MŠMT
	Higher Education Council (Rada vysokých škol)	RVS
DE	Employers' Association of German Länder (Tarifgemeinschaft deutscher Länder)	TdL
	Municipal Employers' Association (Vereinigung kommunaler Arbeitgeberverbände)	VKA
	Purpose Group of the Federal Association of Vocational and Further Training Providers (Zweckgemeinschaft des Bundesverbandes der Träger beruflicher Bildung)	ZG BBB
DK	Local Government Denmark (Kommunerne Landsforening)	KL
	Agency for Public Finance and Management (Moderniseringsstyrelsen)	Moderniseringsstyrelsen
EE	Estonian Union of Music Schools (Eesti Muusikakoolide Liit)	EMKL
	Estonian Association of Driving Schools (Eesti Autokoolide Liit)	EAKL
	Estonian Teachers' Union	EÕL
	Association of Preschool Teachers in Estonia	ELAL
	Estonian School Heads Association	EKJÜ
	Estonian Preschool Heads Association	EAHJÜ
	Association of Estonian Adult Educators	ANDRAS
	Universities Estonia	RN
	Estonian Rector's Conference of Universities of Applied Sciences	RKRN
	Association of Training and Consulting Companies of Estonia	EKFL

	Association of Estonian Art Schools	EKKL
	Estonian Folk High Schools Union	ERL
	Estonian Association of Hobby Schools	EHL
	Association of Estonian Cities and Municipalities	ELVL
	Ministry of Education and Research (Haridus- ja teadusministeerium)	MoE
EL	Hellenic Colleges' Association (Sindesmos Ellinikon Kollegion)	HCA
	Hellenic Association of Independent Schools (Sindesmos Ellinikon Idiotikon Sholion, Σύνδεσμος Ιδιοκτητών Ιδιωτικών Σχολείων)	HAIS
	Panhellenic Federation of Language School Owners (Panellinia Omospondia Idiokthton Kentron Xenon Gloson)	PALSO
	Federation of Tutoring Establishments of Greece (Omospondia Ekpaideftikon Frontiston Ellados)	OEFE
	Panhellenic Association of Teachers–Owners of Foreign Language Centres (Panellinios Sindesmos Kathigiton Idioktiton Kentron Xenon Gloson)	EUROPALSO
	Omospondia Sillogon Frontiston Xenoglossis Ekpaidefsis Ellados (OMIROS)	OMIROS
ES	Spanish Association of Private Education Centres (Asociación Española de Centros Privados de Enseñanza)	ACADE
	Spanish Confederation of Education Centres (Confederación Española de Centros de Enseñanza)	CECE
	Catholic Schools (Escuelas Católicas)	FERE-CECA
	Ministry of Education and Vocational Training (Ministerio de Educación y Formación Profesional)	MEFP
FI	Association of Finnish Independent Education Employers (Sivistystyönantajat ry Sivista)	FEE
	Avainta Employers (Avaintyönantajat Avainta ry)	Avainta
	Local Government Employers (Kuntatyönantajat)	KT
	Office for the Government as Employer (Valtion työmarkkinalaitos)	VTML
FR	Ministry of National Education, Higher Education and Research (Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche)	Ministry of Education
	National Federation of Private Education (Fédération Nationale de l'Enseignement Privé)	FNEP
	Confederation of Private Non-Profit Education (Confédération de l'Enseignement Privé non lucratif)	CEPNL
	National Family Federation for Private Agricultural Education (Fédération Familiale Nationale pour l'Enseignement Agricole Privé)	FNEAP
	Federation of Vocational Training (Fédération de la formation professionnelle)	FFP
	National Union of Social Economy Training Organisations (Syndicat national des organismes de formation de l'économie sociale)	SYNOFDES
	National Union of Training Associations (Chambre syndicale nationale des organismes de formation)	CSNFOR
HR	HUP – UPO – CEA – Education Association (HUP-Udruga poslodavaca u obrazovanja)	HUP
	Association of Secondary School Principals (Udruge hrvatskih srednjoškolskih ravnatelja)	UHSR
	Ministry of Education	Ministry of Education
HU	Association of School Headmasters	KIMSZ
	Klebelsberg Centre (Klebelsberg Központ)	Klebelsberg Központ

IE	Association of Community and Comprehensive Schools	ACCS
	Joint Managerial Body for Voluntary Secondary Schools	JMB
	Irish Universities Association	IUA
	Technological Higher Education Association	THEA
	Higher Education Colleges Association	HECA
	Education and Training Boards Ireland	ETBI
IT	National Association of Education Institutions Dependent on Ecclesiastical Authority (Associazione Gestori Istituti Dipendenti dall'Autorità Ecclesiastica)	AGIDAE
	National Association of Non-State Institutions for Education (Associazione Nazionale Istituti Non Statali di Educazione e di Istruzione)	ANINSEI
	Agency for the Representation of Public Administrations in Collective Bargaining (Agenzia per la Rappresentanza Negoziabile delle Pubbliche Amministrazioni) (representing the Ministry)	ARAN
	Coordination of National Vocational Training Bodies (Coordinamento Enti Nazionali per la Formazione e l'Orientamento Professionale)	Cenfop
	Italian Federation of Non-State Educational Institutions (Federazione Italiana Istituti non Statali di Educazione ed Istruzione)	FIINSEI
	National Federation of Entrepreneurs of Sports Structures (Federazione Nazionale Imprenditori Impianti Sportivi)	FIIS
	Italian Federation of Language Schools and Non-State Schools (Federazione Italiana Licei Linguistici e Istituti Scolastici Non Statali)	FILINS
	Italian Federation of Preschools (Federazione Italiana Scuole Materne)	FISM
	Association of National Bodies for Vocational Training (Associazione Enti Nazionali di Formazione Professionale)	FORMA
LT	Ministry of Education, Science and Sport/Švietimo, mokslo ir sporto ministerija	MoE
LU	Ministry of Education	MoE
LV	Ministry of Education and Science (Izglītības un zinātnes ministrija)	MoES
MT	Ministry of Education, Culture, Youth and Sport	MEDC
NL	Association of Dutch Universities (Vereniging van Universiteiten)	VSNU
	Secondary Education Council (VO-Raad)	VO-Raad
	Primary Education Council (PO-Raad)	PO-Raad
	Secondary Vocational Education Council (MBO-Raad)	MBO-Raad
	Association of Universities and Applied Sciences (Vereeniging hogescholen)	Vereeniging hogescholen
	Dutch Council for Training and Education (Nederlandse Raad voor Training en Opleiding)	NRTO
	Culture Connection (Cultuurconnectie)	Cultuurconnectie
	Employers in Sports (Werkgevers in de Sport)	WOS
	Network in Sports (Netwerk in de Sport)	Netwerk in de Sport
	Employer Organisation for State and other Pluralist Schools (VOS/ABB)	VOS/ABB
	Verus, Association for Catholic and Christian Schools (Verus Vereniging voor Katholiek en Christelijk Onderwijs)	Verus Vereniging voor Katholiek en Christelijk Onderwijs
	Bond KBO	Bond KBO
	Association of Independent Schools in the Netherlands (Vereniging van algemeen bijzondere scholen, VBS)	VBS

	National Association of Reformed Schools (Landelijk Verband van Gereformeerde Schoolverenigingen, LVGS)	LVGS
	Dutch Government Sector Employers Association – Independent Public Employers (Verbond Sectorwerkgevers Overheid – Zelfstandige Publieke Werkgevers, VSO-ZPW)	VSO-ZPW
	Council of Agricultural Training Centres (AOC-Raad)	AOC-Raad
	Purchasing organisation for Dutch driving school owners (Stichting Rijkschool belang)	SRB
	Netherlands Federation of University Medical Centres (Nederlandse Federatie van Universitair Medische Centra)	NFU
	Federation of Middle-Ranking and Senior Officials in the Public Sector (Centrale van Middelbare en Hogere Functionarissen bij Overheid, Onderwijs, Bedrijven en Instellingen CMHF)	CMHF
	Employers' Association for Advisory Organisations for Education and Youth (Werkgeversvereniging Adviesorganisaties Onderwijs en Jeugd)	Werkgeversvereniging Adviesorganisaties Onderwijs en Jeugd
	Working Conditions Group for Educational Consultants (Groep Arbeidsvoorwaarden Onderwijsadviesbureaus)	GAO
PL	Polish Educational Union (Polska Unia Edukacyjna)	PUE
	All-Poland Association of Education Executives (Polska Unia Edukacyjna – Ogólnopolskie Stowarzyszenie Kadry Kierowniczej Oświaty)	OSKKO
	Conference of Heads of Polish Academic Schools (Konferencja Rektorów Akademickich Szkół Polskich)	KRASP
	Conference of Heads of Polish Vocational Schools Presidents (Konferencja Rektorów Zawodowych Szkół Polskich)	KRZaSP
	Ministry of Science and Higher Education (Ministerstwo Nauki i Szkolnictwa Wyższego)	MoE/MEN
PT	Association of Private and Cooperative Education Providers (Associação de Estabelecimentos de Ensino Particular e Cooperativo)	AEEP
	National Association of Entrepreneurs in Driving Instruction (Associação Nacional dos Industriais do Ensino de Condução Automóvel)	ANIECA
	National Association of Professional Schools (Associação Nacional de Escolas Profissionais)	ANESPO
	National Confederation of Education and Training (Confederação Nacional de Educação e Formação)	CNEF
	National Confederation of Solidarity Institutions (Confederação Nacional das Instituições de Solidariedade)	CNIS
	Ministry of Education (Ministério da Educação)	MoE
	Ministry of Science, Technology and Higher Education (Ministério da Ciência, Tecnologia e Ensino Superior)	MCTES
	Union of Portuguese <i>Misericórdias</i> (União das Misericórdias Portuguesas)	UMP
RO	National Federation for Education and Professional Training (Federatia Nationala pentru Invatamant si Formare Profesionala)	FNIFP
	Employers' Federation of Education and Training Providers (Federatia Patronatelor din Educatie si Formare Profesionala din Romania)	EDUFORM
SE	Employer and Trade Organisation for the Swedish Service Sector (Almega)	Almega
	Swedish Employers' Alliance (Arbetsgivaralliansen)	Arbetsgivaralliansen
	Swedish Agency for Government Employers (Arbetsgivarverket)	Arbetsgivarverket (SAGE)
	Swedish National Council of Adult Education (Folkbildningsrådet)	Folkbildningsrådet

	Employer Association for Non-Profit Organisations (Arbetsgivarförbundet för ideella organisationer)	Idea
	Cooperative Movement Bargaining Organisation (Kooperationens Förhandlingsorganisation)	KFO
	The Swedish Church Employer Organisation (Svenska Kyrkans arbetsgivarorganisation)	The Swedish Church Employer Organisation
	Sobona	Sobona
	Swedish Association of Local Authorities and Regions (Sveriges Kommuner och Regioner)	SALAR (SKR)
SI	Ministry of Education and Sport (Ministrstvo za izobraževanje, znanost in šport)	Ministry of Education and Sport
	Federation of Secondary Schools and Dormitories (Zveza srednjih šol in dijaških domov)	ZŠD
	Preschool National Principals' Association (Združenje ravnateljic in ravnateljev vrtcev Slovenije)	ZRRVS
	Association of Secondary and Vocational School Headmasters (Društvo Ravnatelj)	Društvo Ravnatelj
	Association of Primary and Music Education Headmasters	Association of Primary and Music Education Headmasters
SK	Ministry of Education, Science, Research and Sport of the Slovak Republic (Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky)	MŠVVaŠ SR
	Ministry of the Interior of the Slovak Republic (Ministerstvo vnútra SR)	MV SR
	Association of Towns and Communities of Slovakia (Združenie miest a obcí Slovenska)	ZMOS
UK	Association of Colleges	AoC
	University and Colleges Employer Association	UCEA
	Local Government Association in Scotland	COSLA
	National Employers' Organisation for School Teachers	NEOST (LGA)

Annex 2: Network of Eurofound Correspondents

Table A3: Correspondents who contributed to the study

Country	Correspondent	Organisation
Austria	Georg Adam	FORBA
Belgium	Maarten Hermans Dries Van Herreweghe	HIVA–KU Leuven
Bulgaria	Rositsa Antova	Institute of Social and Trade Union Research (ISTUR)
Croatia	Predrag Bejakovic Irena Klemencic	Institute of Public Finance (IPF, Institut za javne financije)
Cyprus	Pavlos Kalosinatos	Cyprus Labour Institute (INEK-PEO)
Czechia	Petr Pojer	Research Institute for Labour and Social Affairs
Denmark	Carsten Jorgensen	FAOS, University of Copenhagen
Estonia	Ingel Kadarik	Praxis Centre for Policy Studies
Finland	Rasmus Firon	Oxford Research AB
France	Frédéric Turlan	IR Share
Germany	Sandra Vogel Birgit Kraemer	German Economic Institute Institute for Economic and Social Research, Hans Boeckler Foundation
Greece	Penny Georgiadou	GSEE Labour Institute
Hungary	Nóra Krokovay	Kopint-Tárki Institute for Economic Research
Ireland	Colman Higgins	IRN Publishing
Italy	Anna Mori	Department of Social and Political Sciences, University of Milan
Latvia	Krišs Karnītis Raita Karnite	EPC LTD
Lithuania	Inga Blaziene	Lithuanian Social Research Centre
Luxembourg	Franz Clément	Luxembourg Institute of Socio-Economic Research (LISER)
Malta	Christine Scerri	University of Malta
Netherlands	Mandy Goes	Panteia BV
Poland	Marta Trawinska	Foundation Institute of Public Affairs
Portugal	Reinhard Naumann	Friedrich Ebert Foundation (Lisbon)
Romania	Simona Ghita Cristina Boboc Mihaela Stoica	Bucharest Academy of Economic Studies European Institute of Romania European Institute of Romania
Slovakia	Rastislav Bednárík Jana Urdziková	Institute for Labour and Family Research
Slovenia	Aleksandra Kanjuo Mrčela	Faculty of Social Sciences, University of Ljubljana
Spain	Oscar Molina	Institute for Labour Studies, Universitat Autònoma de Barcelona
Sweden	Sirin Celik (Kara)	Oxford Research AB
United Kingdom	Helen Newell	Warwick Business School

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This study provides information allowing for an assessment of the representativeness of the actors involved in the European sectoral social dialogue committee for the education sector. Their relative representativeness legitimises their right to be consulted, their role and effective participation in the European sectoral social dialogue and their capacity to negotiate agreements.

The aim of Eurofound's representativeness studies is to identify the relevant national and European social partner organisations in the field of industrial relations in the EU Member States. This study identified the European Federation of Education Employers (EFEE – representing employers) and the European Trade Union Committee for Education (ETUCE – representing employees) as the most representative European-level social partner organisations in the education sector. The European Public Service Union (EPSU) and the European Confederation of Independent Trade Unions (CESI) also organise workers in the sector in several EU Member States and the UK.

The European Foundation for the Improvement of Living and Working Conditions (Eurofound) is a tripartite European Union Agency established in 1975. Its role is to provide knowledge in the area of social, employment and work-related policies according to Regulation (EU) 2019/127.

