

The Role of Education in Creating more Tolerant and Less Discriminatory Societies in Times of Austerity

Stimulating Inclusive Societies through Education and Employment

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European Trade Union Committee for Education

- Established in 1975
- European trade union industry federation for education within European Trade Union Confederation (ETUC)
- Represents 131 teacher unions in Europe
- All levels of education ((pre-)primary, secondary, VET and higher education), approx. 11 million teachers
- European Region of Education International
- European Social Partner in education at EU level
- Member of the OMC working groups within the Education and Training Programme

Objectives

- Promote high quality education for all in Europe – Social Europe
- Support teachers to strive for appropriate working conditions, concerning e.g. workplace, working time, workload, social protection as well as access to quality initial training and continuous professional development

***Schools** are the workplace of teachers, but first and foremost they are educational institutions for children and young students.*

Inclusive education policy framework: where we are

- **Educational poverty:** EU level underachievement in reading (17.8%), maths (22.1%) and science (16.6%) among 15 year-olds, strongly connected to socio-economic status, immigration background and gender.
- **EU 2020 Targets**
 - Early school leavers <10% (now 11.1%)
 - Native born: 10.3%
 - Foreign born: 20.1%
 - Tertiary education attainment 40% (now 37.9%)
 - Native born: 38.6%
 - Foreign born: 35%

*ETUCE's vision of quality education for all pupils, students and adults in Europe is not only defined in terms of **learning outcomes**, but also in terms of the **full development of the individual** and his/her contribution to a democratic society.*

Inclusive education policy framework

- *Europe 2020* and *Education and Training 2020*
- *European Semester* – **Country Specific Recommendations**
 - Integration of disadvantaged students into mainstream education and **professional development of teachers**
- *Paris declaration* on **Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education**
 - Education as main contributor to **personal development, social inclusion and participation**
 - Ensure **inclusive education for all children** and young people which **combat racism and discrimination**, by **teaching them to understand and to accept differences**
 - **Empowering teachers** so that they are able to **take an active stand among all forms of discrimination and racism**, to educate children and young people in media literacy, to meet the needs of pupils from diverse background, to impart common fundamental values and to prevent and combat racism and intolerance
- *UN 2030 Agenda for Sustainable Development Goals*: **Goal 4 «Quality education»** :
 - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, **promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity** and of culture's contribution to sustainable development
 - **By 2030, substantially increase the supply of qualified teachers**

Inclusive education policy framework: the role of teachers

Education is widely recognised as the area that has the biggest potential to put the EU on a path towards sustainable economic growth, improve competitiveness and social cohesion, raise citizens' standards of living and well being, foster redistribution of wealth and provide citizens with the skills and competences they need for coping with labour market transitions and the repercussions of the economic crisis.

Key factor to reduce the equity gaps in access and learning: *recruiting, supporting and empowering teachers*

Quality teachers are increasingly recognised as one of the most important factor in children's learning – and thus, in improving educational attainment levels, increasing the ability of young people to participate in society and today's knowledge economies, boosting productivity and prosperity.

The view of teacher unions: 3 Pillars of Quality Education

- **3 pillars of Quality education:**

- ***Quality teachers***: students are taught by teachers that are trained and qualified, supported in their work by basic labour rights, decent salaries and working conditions, and continuous professional development
- ***Quality tools for teaching and learning***: also including information and communication technologies
- ***Quality learning environments***: safe and supportive environments to allow students to focus on learning and teachers to be able to teach effectively



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The view of teacher unions: General objectives

- Promote and defend education as a *basic human right and a public good*: conceived to give the opportunity to all citizens to receive quality training and to get a chance to improve their life and to get employment
 - Promote more **inclusive** and **equitable** quality education **free of charges**
- *Ensure effective social dialogue* on the design and implementation of education and training policies
- *Financing public education*: Ensure sufficient, sustainable and predictable investment in education, essential to strengthen public education budgets and for greater equality of opportunity and social mobility
- Condemn the increasing *privatization* of potentially profitable education services
- *Education as a long-term process*, not to serve the fast changing needs of the labour market and the contingent interests of business

Challenges to inclusive and equitable quality education in times of austerity

- **Cuts in education budgets** in many countries in Europe have seriously undermined the salaries, working conditions, and job security of teaching professionals and, therefore, *jeopardised* the attractiveness and the future of the profession, as well as the *democratic and sustainable development of high-quality education* services
- The teaching profession in many European countries suffers from a **lack of attractiveness** and its **status has been reduced** during the years of the economic and financial crisis. These developments, and the related problem of shortages of qualified teachers, are key factors to *wide equity gaps in access and learning*, thus having a far-reaching impacts on the quality of education and training.
- The **increasing privatisation** of potentially profitable education services advocated by free enterprise interests jeopardizes public provision of - and free access to - education, in particular for the socio-economic disadvantaged. *Wealth, gender, ethnic and geographical inequalities are deepened by privatisation* in and of education, further marginalising and excluding groups from access to and participation in education

Trends in education and training investment as % of GDP 2009-2012:

Increase	Belgium, Luxemburg, Malta
Decrease	Bulgaria, Denmark, Germany, Estonia, Hungary , Ireland, Greece , Spain , France, Italy, Cyprus , Latvia, Lithuania, Netherlands, Austria, Poland, Portugal , Romania , Slovenia, Slovakia, Sweden, UK
Stability	Czech Republic

Share of GDP allocated to education 2010-2013

GEO/TIME	2010	2011	2012	2013
European Union - 28	5,3	5,1	5,0	5,0
Euro area - 19	5,0	4,8	4,8	4,8
Pre-primary and primary education	1,6	1,6	1,6	1,6
Secondary education	2,0	1,9	1,9	1,9
Post-secondary non-tertiary education	0,1	0,1	0,1	0,1
Tertiary education	0,8	0,8	0,8	0,8

Create more inclusive, equitable and tolerant societies in times of austerity: some policy responses to improve the role of quality education

- ***Investments in education and training*** and investment in teachers, including on their need for training (initial and continuous professional development) in the domains of special education needs, multicultural environments, and so on.
- ***Holistic vs fragment*** view of education
- ***Increase social partners involvement*** in Education and Training 2020 activities and in the European Semester
- ***Adapt the policy discussion to reality on the ground***: proper involvement of social partners at all levels (European, national, regional, local) must be ensured at all stages of design and implementation of education and training policies
- ***Campaign against privatisation in and of education***

Thank you for your attention

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