



Representativeness of the European social partner organisations: Education

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This study sets out to provide the necessary information for establishing and assisting sectoral social dialogue in the education sector. The report has three main parts: a summary of the sector's economic background; an analysis of the social partner organisations in all EU Member States, with special emphasis on their membership, their role in collective bargaining/employment regulation and public policy, and their national and European affiliations; and an analysis of the relevant European organisations, in particular their membership composition and their capacity to negotiate. The aim of the EIRO series of representativeness studies is to identify the relevant national and supranational social partner organisations in the field of industrial relations in selected sectors. The impetus for these studies arises from the goal of the European Commission to recognise the representative social partner organisations to be consulted under the EC Treaty provisions. Hence, this study is designed to provide the basic information required to establish and evaluate sectoral social dialogue.

Objectives of study

The aim of this **representativeness** study is to identify the relevant national and supranational associational actors – that is the **trade unions** and **employer** associations – in the field of industrial relations in the education sector, and to show how these actors relate to the sector's European interest associations of labour and business. The impetus for this study, and for similar studies in other sectors, arises from the aim of the **European Commission** to identify the representative social partner associations to be consulted under the provisions of the **EC Treaty**. Hence, this study seeks to provide basic information needed to set up sectoral **social dialogue**. The effectiveness of the European social dialogue depends on whether its participants are sufficiently representative in terms of the sector's relevant national actors across the EU Member States. Hence, only European associations which meet this precondition will be admitted to the European **social dialogue**.

Against this background, the study first identifies the relevant national social partner organisations in the education sector, subsequently analysing the structure of the sector's relevant European organisations, in particular their membership composition. This involves clarifying the unit of analysis at both the national and European level of interest representation. The study includes only organisations whose membership domain is 'sector-related' (see below). At both national and European levels, a multiplicity of associations exist which are not considered as social partner organisations as they do not essentially deal with industrial relations. Thus, there is a need for clear-cut criteria that enable analysis to differentiate the social partner organisations from other associations.

As regards the national-level associations, classification as a sector-related social partner organisation implies fulfilling one of two criteria: the associations must be either a party to 'sector-related' **collective bargaining** or a member of a 'sector-related' European association of business or labour that is on the Commission's list of European social partner organisations consulted under **Article 154 of the EC Treaty**, and/or which participates in the sector-related **European social dialogue**.

Taking affiliation to a European social partner organisation as sufficient to determine a national association as a social partner does not necessarily imply that the association is involved in industrial relations in its own country. Although this selection criterion may seem odd at first glance, a national association that is a member of a European social partner organisation will become involved in industrial relations matters through its membership of the European organisation. Furthermore, it is important to assess whether the national affiliates to the European social partner organisations are engaged in industrial relations in their respective country. Affiliation to a European social partner organisation and/or involvement in national collective bargaining are of utmost importance to the European social dialogue, since they are the two constituent mechanisms that can systematically connect the national and European levels.

The education sector tends to at least partially cover a public sector segment of a country's economy. For the comparative analysis, the reference to collective bargaining as a criterion for selection of national social partner organisations raises a conceptual problem which applies to the public sector, or

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certain parts of it in several countries, where collective bargaining in the genuine sense is not established.

Collective bargaining in the genuine sense implies joint regulation of employment terms following negotiations between parties with equal bargaining rights. From a legal perspective, genuine collective bargaining means that the law on collective bargaining which applies to the private sector also applies to the public sector. Genuine bargaining does not hold true for the public sector if the statutory power to regulate the employment terms unilaterally remains with the state bodies. In these circumstances, the trade unions can only enter a process of consultation or de facto negotiations with the authorities. There are also borderline cases in that unilateral regulation is given in formal terms, whereas the outcome of de facto negotiations or consultation is generally regarded as binding in practice.

This conceptual problem is central to this study since involvement in collective bargaining is a constitutive property of a social partner organisation (as outlined above). Applying the concept of bargaining in the genuine sense to the education sector, which usually covers a large public sector segment, would thus a priori exclude this segment and its numerous associations in a notable number of countries. Instead, this study adopts a less strict concept that refers to whether trade unions in the public sector can exert a notable influence on the regulation of the employment terms via collective bargaining in the genuine sense or a recurrent practice of either de facto negotiations or consultation. Associations that meet this condition are registered as relevant. For each of these associations, this study documents whether this relevance is based on collective bargaining or de facto negotiations and consultation. Thus this study subsumes genuine bargaining, de facto negotiations and consultation under 'collective regulation'. Any trade union and employer association involved in sector-related collective regulation is thus included in this study.

In terms of the selection criteria for the European organisations, this report includes those sector-related European social partner organisations that are on the Commission's list of consultation as well as any other European association which has under its umbrella sector-related national social partner organisations – as defined above. Therefore, the aim of identifying the sector-related national and European social partner organisations applies both a 'top-down' and 'bottom-up' approach.

Definitions

For the purpose of this study, the education sector is defined in terms of the Statistical Classification of Economic Activities in the European Community (*Nomenclature statistique des activités économiques dans la Communauté européenne*, [NACE](#)) (Rev. 2), to ensure the cross-national comparability of the findings. More specifically, the education sector is defined as embracing NACE (Rev. 2) P.85, including:

- pre-primary education;
- primary education;
- general secondary education;
- technical and vocational secondary education;
- post-secondary non-tertiary education;
- tertiary education;
- sports and recreation education;
- cultural education;
- driving school activities;
- other education n.e.c. [not elsewhere classified];
- educational support activities.

This definition of the education sector is activity-based and is irrespective of the legal form of the unit that performs these activities (private law enterprise, public law body, authority, etc.). Moreover, depending on the country, these activities may be organised by any level of administration, including the central state, the regional authorities and the local state. For further details of the NACE classification system, please go to the webpage of [RAMON](#), Eurostat's Metadata Server. A description of the education sector as demarcated by NACE P.85 is provided by the background note in the Annex.

The domains of the trade unions and employer organisations and scope of the relevant collective agreements are likely to vary from this precise NACE demarcation. The study therefore includes all trade unions, employer organisations and multi-employer collective agreements that are 'sector-related' in terms of any of the following four aspects or patterns:

- congruence – the domain of the organisation or scope of the collective agreement is identical to the NACE demarcation, as specified above;
- sectionalism – the domain or scope covers only a certain part of the sector, as defined by the aforementioned NACE demarcation, while no group outside the sector is covered;
- overlap – the domain or scope covers the entire sector along with parts of one or more other sectors. The study does not include general associations which do not deal with sector-specific matters;
- sectional overlap – the domain or scope covers part of the sector plus parts of one or more other sectors.

At European level, the European Commission established a European Social Dialogue Committee for the education sector on 11 June 2010. The social partners participating in social dialogue on behalf of the workers in the sector are the European Trade Union Committee for Education ([ETUCE](#)), the European Federation of Public Service Unions ([EPSU](#)) and the European Confederation of Independent Trade Unions ([CESI](#)). The European Federation of Education Employers ([EFEE](#)), which was set up in February 2009, represents employers.

These organisations are the reference associations with regard to analysing the European level and, for the purposes of this study, affiliation to one of these European organisations is one sufficient criterion for classifying a national association as a social partner organisation. However, the constituent criterion is sector-related membership. This is important in the case of EPSU and CESI due to their multi-sectoral domain and this study includes only those affiliates of EPSU and CESI whose domain relates to the education sector.

In the case of EFEE, this organisation is an umbrella of national ministries of education, associations of local governments and public agencies. In line with the 'top-down' approach, all the national EFEE affiliates, irrespective of their legal form of organisation, are therefore listed in this report. The particularly important role of EFEE in the European sectoral social dialogue will be discussed further in the report.

Collection of data

The collection of quantitative data, such as those on membership, is essential for investigating the representativeness of the social partner organisations. Unless cited otherwise, this study draws on the country studies provided by the [EIRO national centres](#). It is often difficult to find precise quantitative data. In such cases, rough estimates are provided rather than leaving a question blank, given the practical and political relevance of this study. However, if there is any doubt over the reliability of an estimate, this is noted.

In principle, quantitative data may stem from three sources:

- official statistics and representative survey studies;

- administrative data, such as membership figures provided by the respective organisations, which are then used for calculating the density rate on the basis of available statistical figures on the potential membership of the organisation;
- personal estimates made by representatives of the respective organisations.

While the data sources of the economic figures cited in the report are generally statistics, the figures in respect of the organisations are usually either administrative data or estimates. Furthermore, it should be noted that several country studies also present data on trade unions and employer associations that do not meet the above definition of a sector-related social partner organisation, in order to give a complete picture of the sector's associational 'landscape'. For the above substantive reasons, as well as for methodological reasons of cross-national comparability, such trade unions and employer associations will not be considered in this report, even though they are listed in the country reports.

Structure of report

The study consists of three main parts, beginning with a brief summary of the sector's economic background. The report then analyses the relevant social partner organisations in all 27 EU Member States (EU27), with the notable exception of France for which no country report has been delivered. In the case of France, only the social partner organisations that could be identified through the 'top-down' approach are listed (that is, the sector-related affiliates of the relevant European organisations). The third part of the analysis considers the representative associations at European level.

Each section contains a brief introduction explaining the concept of representativeness in greater detail, followed by the study findings. As representativeness is a complex issue, it requires separate consideration at national and European level for two reasons. First, the method applied by national regulations and practices to capture representativeness has to be taken into account. Secondly, the national and European organisations differ in their tasks and the scope of their activities. The concept of representativeness must therefore be suited to this difference.

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 admission to the European social dialogue. The reason for this is that defining criteria for adequate representativeness is a matter for political decision rather than an issue of research analysis.

Economic background

To understand the sector's system of interest representation in general and the system of industrial relations in particular, it is important to highlight some of its properties.

- The sector is characterised by a high degree of segmentation in terms of both education providers and funding institutions. In many countries, apart from the state bodies that constitute the main pillar of the national education system, there is a range of church institutions and private law organisations operating educational establishments at any level.
- This institutional fragmentation translates into a strong segmentation of the labour market, depending on the degree of diversity of the training systems for the distinct groups of teachers and on the degree of centralisation of employment regulations. In countries where pre-service training systems vary widely between the different levels of education, both the occupational profiles and **working conditions** of the teachers at each educational level tend to be quite diverse. Such a situation can give rise to a strong fragmentation of interest representation, in particular on the employees' side.
- As well as the hierarchical structure of the education systems, a gender-related segmentation of the education sector can be observed. Although the percentage of women among educational staff has generally continued to rise over the past few decades, women still tend to outnumber men at the

lower levels of education (Siniscalco, 2002). In general, the qualification of most education employees is high, since primary school teachers are now required to obtain a tertiary qualification in virtually all Member States.

The European Commission has placed much emphasis on the education issue during the past decade, acknowledging that Europe's competitiveness in terms of (knowledge) economy rests ultimately on the quality of education across Member States. The vision of a knowledge-based European economy is programmatically laid down in the [Lisbon strategy](#) as well as in the current [Europe 2020 strategy](#).

However, rhetoric commitments to enhance the educational systems at all levels have frequently conflicted with budgetary constraints, in particular in the light of the global economic recession since 2008. The first effects of reductions in government revenues and thus expenditure on education (manifest in cuts in teaching posts) have already been reported from France and the UK. Other countries such as Bulgaria, the Czech Republic, Italy, Latvia, Lithuania, Romania and Slovenia as well as the UK have seen anti-crisis protests – involving, amongst others, public sector teachers – against envisaged cuts in government spending on education and/or wage freezes (ILO, 2009).

As education is a prerequisite for a modern state to operate, all 27 Member States record sector-related activities. Therefore, this study covers all Member States, but because there is no information from France, it presents only a limited picture of the sector. Tables 1 and 2 give an overview of developments from 1996 to 2007, presenting several indicators for employment which are important to industrial relations and the social dialogue. Note that the employment figures in some country reports do not refer exactly to the sector definition used in this study because the national sector definitions in these countries differ somewhat from the NACE definition outlined above. Therefore, the employment figures are not strictly comparable across countries but nevertheless allow for a longitudinal perspective.

In 15 of the 19 countries for which data are available, total employment in the sector expanded between 1996 and 2007 (comparative data are not available for Belgium, Bulgaria, Germany, Hungary, Malta, the Netherlands and Portugal) (Table 1). Likewise, the number of employees grew in 15 countries, whereas a decline is reported in four cases (the Czech Republic, Latvia, Romania and Slovakia) (Table 2). In some countries (Cyprus, Greece, Ireland, the Netherlands, Portugal, Sweden and the UK), the number of employees grew by at least 30% between 1996 and 2007.

In all countries for which comparable data are available apart from Bulgaria and Italy, the number of employees either corresponds to or comes close to the total number in employment. This result does not come as a surprise given that employment relations are highly standardised in large parts of the (public) education systems in line with the country's legal and institutional traditions. Only at the periphery of national education systems such as the private adult education segment may non-standard employment prevail in some countries.

Women represent the majority of employees in the sector in all the countries recording related statistics, in most countries recording a share of about two-thirds of the total sectoral workforce and even more (Tables 1 and 2). Moreover, the number of female employees has been increasing in most countries since 1996. The predominance of female employment in all countries can be traced back to the fact that employment in the lower levels of education (particularly pre-primary and primary) is an almost exclusive domain of women in many countries, whereas men tend to be overrepresented only in some segments of the relatively small higher education sector.

Table 2 also indicates that the education sector represents a notable share of total employment. In particular, this applies to the share in the total number of employees, with a percentage of up to around 10% or 11% in some countries such as Belgium, Estonia, Hungary, Lithuania, Malta, Poland, Sweden and the UK (the extraordinarily high figures of above 20% for the Netherlands must be treated with caution since these figures have not been adjusted for an obviously extremely high proportion of part-time work). Between 1996 and 2007, this percentage increased in 10 of the 18 countries for which related data are available and declined in eight countries (Austria, the Czech Republic, Denmark, Finland, Italy, Latvia, Lithuania and Slovakia). This outcome in terms of relative numbers somewhat qualifies the sector's expansion in terms of absolute numbers as outlined above.

Table 1: Total employment in education sector, 1996 and 2007

	Total employment		Male employment		Female employment	
	1996	2007	1996	2007	1996	2007
AT	223,624 ^{a,c}	237,800 ^{b,c}	n.a.	71,700 ^b	n.a.	166,200 ^b
BE	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
BG	n.a.	202,300 ^b	n.a.	n.a.	n.a.	n.a.
CY	9,515	12,739	4,000	3,999	5,515	8,740
CZ	338,700	286,370 ^b	82,040	70,550 ^b	256,660	215,820 ^b
DE	n.a.	2,397,000 ^b	n.a.	n.a.	n.a.	n.a.
DK	192,665 ^e	206,716 ^b	79,018 ^e	81,288 ^b	113,647 ^e	125,505 ^b
EE	54,800	59,900 ^b	11,400	12,200 ^b	43,400	47,700 ^b
EL	216,249	315,249 ^b	84,277	114,522 ^b	132,313	200,725 ^b
ES	900,246 ^a	1,121,791 ^b	339,341 ^a	398,240 ^b	559,728 ^a	723,551 ^b
FI	136,834	162,669	47,784	54,127	89,050	108,542
HU	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
IE	92,600 ^e	140,700	33,300 ^e	38,500	59,300 ^e	103,000
IT	1,836,200	1,906,800 ^f	569,222	514,836 ^f	1,266,978	1,391,964 ^f
LT	142,600 ^g	148,500 ^b	33,200 ^g	31,600 ^b	109,400 ^g	116,900 ^b
LU	~10,000 ^h	~14,300	n.a.	n.a.	n.a.	n.a.
LV	104,000	93,200 ^b	22,000	19,100 ^b	82,000	74,100 ^b
MT	n.a.	14,828	n.a.	5,366	n.a.	9,462
NL ⁱ	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
PL	911,000	1,201,000 ^b	n.a.	286,000 ^b	n.a.	916,000 ^b
PT	~212,000	n.a.	~67,000	n.a.	~145,000	n.a.
RO	~441,000	~412,000 ^b	~140,679	~130,604 ^b	~300,321	~281,396 ^b
SE	266,782	450,795	88,045	112,234	178,737	338,561
SI	52,022	60,033 ^b	17,029	13,609 ^b	34,993	46,424 ^b
SK	178,493	163,789 ^b	n.a.	n.a.	n.a.	n.a.
UK	2,039,971 ^g	3,037,823 ^j	~670,000 ^g	~1,000,000 ^j	~1,370,000 ^g	~2,035,000 ^j

Notes: * In some cases, national sector definitions are not fully identical with those used in this study. For details, see the country reports.

^a 2001. ^b 2008. ^c 2001 and 2008 data not directly comparable. ^d Without civil servants and employees not liable to social security contributions. ^e 1997. ^f 2005. ^g 1998. ^h 1995. ⁱ Data not adjusted for part-time work – in full-time equivalents, figures would be significantly lower. ^j 2009.

n.a. = not available.

Source: EIRO national centres, 2009

Table 2: Total employees in education sector, 1996 and 2007*

	Total employees		Male employees		Female employees		Total sectoral employment as % of total employment in economy		Total sectoral employees as % of total employees in economy	
	1996	2007	1996	2007	1996	2007	1996	2007	1996	2007
AT	221,326 ^{a,c}	226,800 ^{b,c}	n.a.	68,100 ^b	n.a.	158,600 ^b	6.54 ^{a,c}	5.59 ^{b,c}	7.11 ^{a,c}	6.20 ^{b,c}
BE	n.a.	370,737 ^b	n.a.	115,409 ^b	n.a.	255,328 ^b	n.a.	n.a.	n.a.	10.20 ^b
BG	n.a.	178,800 ^b	n.a.	34,200 ^b	n.a.	144,600 ^b	n.a.	5.3 ^b	n.a.	7.9 ^b
CY	9,515	12,739	4,000	3,999	5,515	8,740	3.2	3.3	n.a.	n.a.
CZ	338,700	274,120 ^b	82,040	66,070 ^b	256,660	208,050 ^b	6.87	5.73 ^b	7.89	6.56 ^b
DE	n.a.	1,078,929 ^{b,d}	n.a.	363,321 ^{b,d}	n.a.	715,608 ^{b,d}	n.a.	5.9 ^b	n.a.	4.7 ^{b,d}
DK	191,335 ^e	204,862 ^b	78,131 ^e	80,019 ^b	113,224 ^e	124,843 ^b	7.2 ^e	7.2 ^b	7.9 ^e	7.7 ^b
EE	54,200	58,700 ^b	11,400	11,600 ^b	42,800	47,000 ^b	8.9	9.1 ^b	9.5	9.7 ^b
EL	201,839	299,135 ^b	77,882	107,959 ^b	123,958	191,176 ^b	6	7.5 ^b	7.8	9.2 ^b
ES	857,637 ^a	1,065,632 ^b	318,333 ^a	375,116 ^b	537,854 ^a	690,516 ^b	5.60 ^a	6.18 ^b	6.67 ^a	7.16 ^b
FI	135,786	161,205	47,162	53,384	88,624	107,821	7	6.9	8	7.6
HU	252,689	273,424	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	9.2	9.9
IE	92,600 ^e	140,700	33,300 ^e	38,500	59,300 ^e	103,000	6.02 ^e	6.35	6.29 ^e	6.66
IT	1,619,800	1,654,900 ^f	502,138	446,823 ^f	1,117,662	1,208,077 ^f	8.36	7.85 ^f	10.09	9.02 ^f
LT	141,300 ^g	147,700 ^b	32,600 ^g	31,300 ^b	108,700 ^g	116,400 ^b	9.6 ^g	9.8 ^b	11.9 ^g	11.0 ^b
LU	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	4.6 ^h	4.3	n.a.	n.a.
LV	104,000	93,200 ^b	22,000	19,100 ^b	82,000	74,100 ^b	8.7	8.3 ^b	8.7	8.3 ^b
MT	n.a.	14,729	n.a.	5,316	n.a.	9,413	n.a.	8.9	n.a.	9.6
NL	1,292,700	1,716,900	692,000	691,200	600,700	1,025,700	n.a.	n.a.	21.3	23.5
PL	n.a.	1,177,000 ^b	n.a.	277,000 ^b	n.a.	900,000 ^b	5.4	7.7 ^b	n.a.	9.9 ^b
PT	~194,000	320,000	~49,000	80,000	~145,000	240,000	6.1	n.a.	7.2	8.4
RO	~432,000	~394,000 ^b	~134,784	~122,140 ^b	~297,216	~271,860 ^b	4.7	4.8 ^b	7.3	7.8 ^b
SE	265,328	446,398	87,087	109,900	178,241	336,498	7	10.2	7.5	11.1
SI	n.a.	59,524 ^b	n.a.	13,494 ^b	n.a.	46,030 ^b	8.95	6.83 ^b	n.a.	7.54 ^b
SK	176,900	159,600 ^b	42,100	35,600 ^b	134,800	124,000 ^b	8.5	6.7 ^b	8.9	7.6 ^b
UK	~2,000,000 ^g	~3,000,000 ^j	~660,000 ^g	~990,000 ^j	~1,340,000 ^g	~2,010,000 ^j	7.7 ^g	10.6 ^j	~7.7 ^g	~10.6 ^g

Notes: * In some cases, national sector definitions are not fully identical with those used in this study. For details, see the country reports.

^a 2001. ^b 2008. ^c 2001 and 2008 data not directly comparable. ^d Without civil servants and employees not liable to social security contributions. ^e 1997. ^f 2005. ^g 1998. ^h 1995. ⁱ Data not adjusted for part-time work – in full-time equivalents, figures would be significantly lower. ^j 2009.

n.a. = not available.

Source: EIRO national centres, 2009

The dual system of employment relationships in its public segment (a core property of the sector) is particularly important to how its system of industrial relations is structured. Traditionally, at least some of the public education employees in some continental European countries enjoy a public law employment relationship with special terms, distinct from that of private law employment relationships. Such public servants are usually hired through specific procedures (competitive exams etc.) and subject to certain service regulations laid down by statute. Within this concept, the alleged loyalty of the civil servant to the state authorities rules out any possibility of conflicts of interest between the employer (that is, the state authority) and the employee. Therefore, national industrial relations systems may have refused to recognise the rights of these employees to collective bargaining rights and the right to take industrial action. Instead of free negotiations on the terms and conditions of employment, these are unilaterally determined by the relevant authorities, albeit usually granting more favourable provisions compared to those common among private law employees.

However, employees who are subject to ordinary private law employment contracts are also part, or in some countries the only category, of the public education system. The share of this group within the public education sector labour force has been increasing for many years while the number of civil servants has been declining. Moreover, the governments in many countries have sought to harmonise employment relations between public law and private law employees in an attempt to save on labour costs in public administration in general and public education in particular.

National level of interest representation

In many Member States, statutory regulations refer explicitly to the concept of representativeness when assigning certain rights of interest representation and public governance to trade unions and/or employer organisations. The most important rights addressed by such regulations include:

- formal recognition as a party to collective bargaining;
- extension of the scope of a multi-employer collective agreement to employers not affiliated to the signatory employer organisation;
- participation in public policy and tripartite bodies of social dialogue.

Under these circumstances, representativeness is normally measured by the membership strength of the organisations. For instance, statutory extension provisions usually allow for extension of collective agreements to unaffiliated employers only when the signatory trade union and employer association represent 50% or more of the employees within the agreement's domain.

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 for participation in European social dialogue. Apart from their membership strength, the role of the national actors in collective bargaining/collective employment regulation and public policymaking constitutes another important component of representativeness. The effectiveness of the European social dialogue tends to increase with the growing ability of the national affiliates of the European organisations to regulate the employment terms and influence national public policies affecting the sector.

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). Social partner organisations that are engaged in multi-employer bargaining are incorporated in state policies to a significantly greater extent than their counterparts in countries where multi-employer bargaining is lacking. This can be attributed to the fact that only multi-employer agreements matter in macroeconomic terms, providing an incentive for governments to persist in seeking the cooperation of the social partner organisations. If single-employer bargaining prevails in a country, none of the collective agreements will have a noticeable effect on the economy due to their limited scope. As a result, the basis for generalised tripartite policy concertation will be absent.

However, some caveats have to be made in terms of the methodology when applied to the public segment of the education sector. There are only a few employer organisations (with an encompassing membership domain) in the public segment of the education sector, since in most cases, it is the public

authorities or related bodies which act as employer representatives vis-à-vis the trade unions. Hence, at least with regard to the employers' side, a concept of representativeness based on the existence of free interest organisations on both sides of the industry is not fully applicable here. However, at least some of the public sector employees of the sector are excluded from formal bargaining in many countries. Moreover, where collective bargaining takes place in the public segment of education (involving, for instance, a ministry or an authority as the employer), it is often difficult to distinguish clearly between single- and multi-employer bargaining. Therefore, the criterion of formal recognition of an interest organisation as a party to collective bargaining as well as the incidence of multi-employer bargaining as an indicator for the impact of the social partners on public policymaking affecting the sector are of only limited significance to the public segment of the education sector. These criteria are reasonably applicable only in industrial relations systems where notable sector-related collective bargaining exists – which is usually the case in the private education sector. As this study covers both the public and the private segments of the education sector, the concept of representativeness is extended in that industrial relations actors involved not only in genuine bargaining but also in other forms of employment regulation, including de facto negotiations and consultation practices (see above), are taken into consideration.

In summary, representativeness in the education sector is a multi-dimensional concept that embraces three basic elements:

- the membership domain and strength of the social partner organisations;
- their role in collective bargaining and collective employment regulation;
- their role in public policymaking.

Membership domains and strength

The membership domain of an organisation, as formally established by its constitution or name, distinguishes its potential members from other groups that the organisation does not claim to represent. As already explained, this study considers only those organisations whose domain relates to the education sector. However, there is insufficient room in this report to delineate the domain demarcations of all the organisations in detail. Instead, the report notes how they relate to the sector by classifying them according to the four patterns of 'sector-relatedness' specified earlier.

A differentiation exists between membership strength in terms of the absolute number of members and strength in relative terms. Research usually refers to relative membership strength as the density; in other words, the ratio of actual to potential members.

A difference also arises between trade unions and employer organisations in relation to measuring membership strength. Trade union membership simply means the number of unionised persons. In addition to taking the total membership of a trade union as an indicator of its strength, it is also reasonable to break down this membership total according to gender. However, measuring the membership strength of employer organisations is more complex since they organise collective entities that employ employees. In this case, therefore, two possible measures of membership strength may be used – one referring to the companies and bodies themselves, and the other to the employees working in the member companies/bodies of an employer organisation.

For a sector study such as this, measures of membership strength of both the trade unions and employer organisations also have to consider how the membership domains relate to the sector. If a domain is not congruent with the sector demarcation, the organisation's total density (the density refers to its overall domain) may differ from sector-specific density (the organisation's density referring to the sector).

When looking at sector density, it is important to differentiate between an organisation's 'sectoral' density on the one hand and its 'sectoral domain' density on the other. Whereas the former measures the ratio of the total number of members of an organisation in the sector to the number of employees in the sector (as demarcated by the NACE classification), the latter indicates the total number of members of an organisation in the sector in relation to the number of employees who work in that part

of the sector covered by the organisation's domain. The sectoral domain density must be higher than the sectoral density if an organisation organises only a particular part of the sector; that is, where the organisation's membership domain is either sectionalist or sectionally overlapping in relation to the sector.

This report first presents the data on the domains and membership strength of the trade unions and then considers those of the employer organisations.

Trade unions

Data on the domains and membership strength of trade unions in the education sector in the 27 Member States are summarised in Table 3. The table lists all trade unions that meet at least one of the two criteria for classification as a sector-related social partner organisation; for France, only those sector-related trade unions are listed that could be identified by applying the 'top-down' approach are listed.

All Member States have at least one sector-related trade union. A total of 216 sector-related trade unions could be identified. Table 4 presents information for these trade unions on collective bargaining, consultation and affiliations to national and European bodies.

Only seven (3.3%) of the 213 trade unions for which related data are available have demarcated their domain in a way which is more or less congruent with the sector definition. This underscores the fact that statistical definitions of business activities tend to differ from the lines along which employees identify common interests and band together in trade unions – in particular in a sector, such as education, with strong labour market segmentation.

The domain of 62.0% of the trade unions is sectional in relation to the demarcation of the education sector. The corresponding figures for domain overlaps and sectional overlaps are 3.3% and 31.5%, respectively. The clear predominance of sectionalism primarily emanates from the occupational differentiation of this large sector. In countries with strong occupational groups (for example, teachers at each level of the education system), these are often differentiated by the type of employer (as private law, public law, government level, type of funding institution, etc.). Administrative staff and school management are also traditionally represented by distinct, highly specialised trade unions. In some countries (for example, Portugal and Spain), sectionalism is also a result of the local/regional orientation of a trade union.

This fragmentation of the organisational structure of trade unionism in the education sector explains the high numbers of sector-related trade unions in some countries. Sectionalist domain overlaps occur when a trade union specialises in certain groups of education employees, for example:

- public sector employees as is the case of the Union of Public Employees ([GÖD](#)) in Austria, the Public Services Union ([ACV-Openbare diensten/CSC Services publics](#)) in Belgium and the Trade Union for the Public and Welfare Sectors ([JHL](#)) of Finland;
- municipal workers as is the case of the Municipal Worker's Union ([Kommunal](#)) of Sweden and National Union of Local Government Employees ([STAL](#)) of Portugal;
- white-collar workers as is the case of the Union of Salaried Employees, Graphical Workers and Journalists ([GPA-djp](#)) in Austria and the Christian White-collar Workers in Trade and Industry (part of the Christian Federation of Trade Unions ([DHV-CGB](#)) in Germany;
- specific professions, for example:
- managerial staff as is the case of Association for Managerial and Professional Staff ([Ledarna](#)) in Sweden;
- 'cultural' workers as is the case of the Education, Science and Culture Trade Union of Slovenia ([ESTUS](#));
- driving instructors as is the case of Austria's [vida](#) and the Finnish Transport Workers' Union ([AKT](#)).

Table 3: Domain coverage, membership and density of trade unions in the education sector, 2007–2008

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female membership (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
AT							
GdG-KMSfB	SO	155,194 ^c	>4,200	49.4 ^f	n.a.	~2.0	~60.0
GÖD	SO	234,000 ^c	n.a.	~60.0 ^f	60.0–70.0	n.a. (>25.0)	>70.0
GPA-djp	SO	244,623 ^c	7,000	43.4 ^f	~20.0	~3.0	~40.0
vida	SO	155,712	n.a.	~33.0 ^f	n.a.	n.a.	n.a.
BE							
APPEL	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
CG/AC	SO*	~360,000	n.a.	n.a.	n.a.	n.a.	n.a.
CGSP-Enseignement/ACOD-Onderwijs	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
CGSP-Parastataux/ACOD-Overheidsdiensten	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
CNE/LBC	SO*	457,491	n.a.	61.1	n.a.	n.a.	n.a.
COC	S*	41,710	41,710	62.4	n.a.	11.3	n.a.
COV	S*	40,331	40,331	82.4	n.a.	10.9	n.a.
CSC-Enseignement/ACV-Onderwijs	S	21,599	21,599	61.4	n.a.	5.8	n.a.
CSC-Services Publics/ACV-Openbare Diensten	SO*	155,082	n.a.	54.0	n.a.	n.a.	n.a.
Sel-SETca	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SLFP-Enseignement/VSOA-Onderwijs	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
UNSP/NUOD	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
BG							
BUT	S*	81,795	81,795	86.0	47.0	45.7	47.0
ITTU	S*	5,369	5,369	85.0	3.1	3.0	3.1
NBTU-HES	SO*	4,081	3,909	68.0	80.0	2.2	76.6
UE Podkrepa	C*	15,600	15,600	84.0	8.7	8.7	8.7
CY							

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female member-ship (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
AIT	S	190	190	n.a.	n.a.	~1.5	n.a.
ATCC	S	70	70	n.a.	n.a.	~0.5	n.a.
OELMEK	S	5,445	5,445	63.5	~99.0	~42.7	~99.0
OLTEK	S	463	463	18.3	~99.0	~3.6	~99.0
OPAAL	S	103	103	n.a.	n.a.	~0.8	n.a.
OPESN	S	96	96	n.a.	n.a.	~0.8	n.a.
PASYDY	SO	19,962 ^d	41	52.7	~95.0	~0.3	n.a.
POED	S	5,210	5,210	83.5	~99.0	~40.9	~99.0
CZ							
CMOS PS	S	35,489	35,489	77.2	n.a.	12.9	n.a.
KOK	S	2,650 ^c	2,650 ^f	n.a.	n.a.	1.0	n.a.
VOS	S	5,980 ^c	5,980 ^f	n.a.	n.a.	2.2	n.a.
DE							
BLBS	S*	35,000	35,000	n.a.	n.a.	<3.2	n.a.
DBB	SO*	1,280,000	n.a.	45.0	n.a.	n.a.	n.a.
DHV-CGB	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
GEW	S*	251,900	251,900	69.6	n.a.	<23.3	n.a.
VBE	S*	74,000	74,000	n.a.	n.a.	<6.9	n.a.
ver.di	SO*	2,180,229	n.a.	50.0	n.a.	n.a.	n.a.
DK							
DJOEF	SO*	32,437	2,305	47.9	~90.0	1.1	n.a.
DLF	S	69,173	69,173	69.5	~97.0	32.7	~97.0
DM	SO*	26,327	7,017	55.4	n.a.	3.4	n.a.
DSR	SO	53,825	~600	96.6	n.a.	0.3	n.a.
FSL	S	8,420	8,420	62.1	64.0	4.1	64.0
GL	S	10,915	10,915	51.8	93.0	5.3	93.0
HL	S*	1,574	1,574	49.2	n.a.	0.8	n.a.
SL	SO	34,211	~300	75.0	n.a.	0.1	n.a.
UE	S	8,773	8,773	41.3	n.a.	4.3	n.a.
ULF	S*	202	202	~33.0	100.0	0.1	100.0
EE							
EEPU	S*	10,538	10,538	91.0	n.a.	17.9	n.a.
TUEP	S*	1,500	1,500	89.0	n.a.	2.6	n.a.
Universitas	SO	1,247	1,096	~60.0	n.a.	1.9	n.a.

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female member-ship (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
EL							
DOE	S	76,000	76,000	n.a.	~95.0	25.4	~95.0
OIELE	S	7,000	7,000	n.a.	~14.0	2.3	~14.0
OLME	S	70,000	70,000	n.a.	~70.0	23.4	~70.0
POSDEP	S	4,500	4,500	n.a.	~50.0	1.5	~50.0
ES							
ANPE	S*	50,760	50,760	63.0	10.3	4.8	10.3
CIG-ENSINO	S*	1,000	1,000	n.a.	1.3	0.1	1.3
ELA-GIZALAN	SO*	29,901	2,717	63.0	23.0	0.3	4.3
Ensenanza-CSIF	S*	15,500	15,500	n.a.	3.1	1.5	3.1
FECCOO	C*	69,751	69,751	n.a.	6.5	6.5	6.5
FETE-UGT	C*	27,270	27,270	n.a.	2.6	2.6	2.6
FE-USO	C*	4,500	4,500	n.a.	0.4	0.4	0.4
FSIE	S*	5,390	5,390	n.a.	n.a.	0.5	n.a.
STES	S*	12,000	12,000	68.0	1.1	1.1	1.1
FI							
AKT	SO	51,000	400	12.0	80.0	0.2	n.a.
FUUP	S	2,250	2,250	26.0	80.0	1.4	80.0
FUURT	S	6,780	6,780	59.0	70.0	4.2	70.0
JHL	SO*	220,000	12,600	71.0	~30.0	7.8	n.a.
Jyty	SO*	70,000	3,000	86.0	~50.0	1.9	n.a.
OAJ	S	117,800	117,800	74.0	95.0	73.1	95.0
Pardia	SO*	60,000	6,500	57.0	~60.0	4.0	n.a.
TEK	SO	72,400	4,000	19.0	71.0	2.5	n.a.
FR							
CSEN	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
FEP-CFDT	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
FERC-CGT	SO*	6,580	n.a.	n.a.	n.a.	n.a.	n.a.
FNEC.FP-FO	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SGEN-CFDT	SO*	25,000	n.a.	n.a.	n.a.	n.a.	n.a.
SNCS	SO*	1,319	n.a.	n.a.	n.a.	n.a.	n.a.
SNEP-FSU	S*	6,000	6,000	n.a.	n.a.	n.a.	n.a.
SNES-FSU	S*	67,000	67,000	n.a.	n.a.	n.a.	n.a.
SNETAA	S*	5,312	5,312	n.a.	n.a.	n.a.	n.a.

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female member-ship (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
SNETAP-FSU	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SNUipp-FSU	S*	52,000	52,000	n.a.	n.a.	n.a.	n.a.
UNSA-Education	n.a.	93,158	n.a.	n.a.	n.a.	n.a.	n.a.
HU							
AOKDSZ	S*	~3,200	~3,200	60.0	32.0	1.2	32.0
FDSZ	S*	~7,000	~7,000	60.0	13.0	2.6	13.0
MKKSZ	SO*	~12,000	~500	65.0	4.0	0.2	4.0
MKSZSZ	S*	~2,000	~2,000	80.0	6.6	0.7	6.6
PDSZ	S*	~6,000	~6,000	70.0–80.0	3.5	2.2	3.5
PSZ	S*	~50,000	~50,000	90.0	31.3	18.3	31.3
TDSZSZ	SO	n.a.	n.a.	53.0	n.a.	n.a.	n.a.
IE							
ASTI	S*	18,064	18,064	68.0	n.a.	12.8	n.a.
IFUT	SO*	1,760	1,760	41.0	n.a.	1.3	n.a.
Impact	SO*	61,450	~6,000	70.0	n.a.	4.3	n.a.
INTO	S	34,000	34,000	86.0	>90.0	24.2	>90.0
SIPTU	O*	209,881	~4,000	37.0	n.a.	2.8	n.a.
TUI	S*	15,417	15,417	40.0	n.a.	11.0	n.a.
IT							
ANaCC	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
ANP	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
CISL SCUOLA	S*	211,246	211,246	n.a.	16.4	12.8	16.4
CISL UNIVERSITA	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
CONFSAI FEDERAZIONE SNALS/ UNIVERSITA CISAPUNI	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
CSA DI CISAL UNIVERSITA	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
FEDERAZIONE GILDA UNAMS	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
FILT	SO*	147,279	n.a.	12.0–13.0	13.6	n.a.	n.a.
FISASCAT	SO*	200,000	n.a.	n.a.	12.0	n.a.	n.a.
FIT	SO*	112,500	n.a.	15.0	10.4	n.a.	n.a.
FLC CGIL	SO*	174,783	171,143	n.a.	12.0	10.3	12.0

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female member-ship (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
FP CGIL	SO*	404,697	n.a.	n.a.	18.2	n.a.	n.a.
FPS CISL	SO*	325,000	n.a.	n.a.	11.6	n.a.	n.a.
SINASCA	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SLC CGIL	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SNALS-CONFSAL	S*	205,000	205,000	70.0	16.3	12.4	16.3
UGL Scuola	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
UIL FPL	SO*	196,231	n.a.	61.8	9.7	n.a.	n.a.
UIL PA	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
UIL PA Università Ricerca AFAM	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
UIL Scuola	S*	41,000	41,000	n.a.	3.2	2.5	3.2
UILCOM	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uiltrasporti	SO*	103,312	n.a.	20.0	8.6	n.a.	n.a.
Unione Artisti UNAMS	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
LT							
KSDPS	S*	1,040	1,040	~95.0	~1.2	0.7	~1.2
LMPS	S*	~1,800	~1,800	~85.0	1.2	<1.2	1.2
LSDPS	S*	12,000	12,000	~95.0	8.0	~8.0	8.0
LSMPSF	C*	7,479	7,479	72.0	~5.0	~5.0	~5.0
LU							
APESS	S*	1,100	1,100	~50.0	100.0	7.4	100.0
CGFP/FEDUSE	S*	2,000	2,000	~60.0	7.4	13.4	7.4
CGFP/SNE	S*	4,057	4,057	~65.0	15.3	27.2	15.3
FNCTTFEL	SO*	6,000	n.a.	n.a.	n.a.	n.a.	n.a.
LCGB	O*	40,000	n.a.	n.a.	n.a.	n.a.	n.a.
OGB-L/SEW	S*	933	933	n.a.	n.a.	6.3	n.a.
LV							
LIZDA	S	44,986 ^c	44,986 ^f	89.0	n.a.	48.3	n.a.
GWU	O*	41,343	1,654	~18.0	~26.0	11.0	11.0
MUT	S*	7,586	7,586	69.7	83.0	51.5	83.0
UHM	O*	26,246	n.a.	~32.0	~16.0	n.a.	n.a.
UMASA	S*	193	193	46.0	~30.0	1.3	~30.0
NL							
Abvakabo FNV	SO*	352,000	24,000	n.a.	n.a.	n.a.	n.a.

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female member-ship (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
AC	SO*	58,000	~10,000	n.a.	n.a.	n.a.	n.a.
ACOP FNV	SO*	315,000	106,000	n.a.	n.a.	n.a.	n.a.
AOb FNV	S*	79,000	79,000	63.0	~20.0	n.a.	n.a.
CCOOP	SO*	140,000	n.a.	n.a.	n.a.	n.a.	n.a.
CMHF	SO*	58,333	36,000	n.a.	n.a.	n.a.	n.a.
CNV Onderwijs	S*	53,000	53,000	~67.0	~20.0	n.a.	n.a.
CNV Publieke Zaak	SO*	78,761	n.a.	n.a.	n.a.	n.a.	n.a.
Unienfto	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Vawo	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
PL							
NSZZ Solidarność Nauki	S*	23,000	23,000	n.a.	n.a.	2.0	n.a.
NSZZ Solidarność Osiata	S*	70,000	70,000	n.a.	n.a.	5.9	n.a.
WZZ Solidarność Osiata	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
ZNP	S*	190,658	190,658	n.a.	n.a.	16.2	n.a.
ZZPAN	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
PT							
ASPL	S*	4,400	4,400	n.a.	2.0	1.4	2.0
FNSFP	SO*	~70,000	n.a.	n.a.	n.a.	n.a.	n.a.
PRO-ORDEM	S*	3,100	3,100	n.a.	1.0	<1.0	1.0
SDPA FNE	SO*	1,250	n.a.	n.a.	n.a.	n.a.	n.a.
SDPGL FNE	S*	2,100	2,100	n.a.	3.0	<1.0	3.0
SDPM FNE	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SDPS FNE	S*	2,200	2,200	n.a.	11.0	<1.0	11.0
SEPLEU	S*	5,000	5,000	n.a.	2.0	<2.0	2.0
SINAPE FEPECI	C*	2,300	2,300	n.a.	<1.0	<1.0	<1.0
SINDEP FENEI	C*	3,100	3,100	n.a.	1.0	1.0	1.0
SINPROFE	S*	70	70	n.a.	0.03	0.02	0.03
SINTAP-FESAP	SO*	~15,000	~7,000	58.0	~2.0	2.2	n.a.
SIPE	S*	1,000	1,000	n.a.	0.5	0.3	0.5
SIPESP FENEI	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SIPPEB	S*	1,800	1,800	n.a.	2.0	0.6	2.0
SITese-FETese	O*	~10,000	n.a.	68.0	0.4	n.a.	n.a.

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female member-ship (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
SNEIP FENEI	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SNESup	S*	2,445	2,445	n.a.	7.0	<1.0	7.0
SNPES	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SNPL	S*	5,300	5,300	n.a.	2.5	1.7	2.5
SPE FENPROF	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SPGL FENPROF	S*	17,621	17,621	~70.0	25.0	6.0	25.0
SPLIU	S*	8,800	8,800	n.a.	4.0	2.8	4.0
SPM FENPROF	S*	3,293	3,293	n.a.	59.0	1.0	59.0
SPN FENPROF	S*	16,232	16,232	n.a.	22.0	5.0	22.0
SPRA FENPROF	S*	2,284	2,284	n.a.	39.0	<1.0	39.0
SPRC FENPROF	S*	10,500	10,500	n.a.	23.0	3.0	23.0
SPZC FNE	S*	9,300	9,300	n.a.	21.0	3.0	21.0
SPZN FNE	S*	11,650	11,650	83.0	16.0	4.0	16.0
SPZS FENPROF	S*	6,972	6,972	n.a.	34.0	2.0	34.0
STAAEZC FNE	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
STAAEZN FNE	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
STAAEZSRA FNE	S*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
STAL	SO*	53,145	n.a.	n.a.	n.a.	n.a.	n.a.
STE	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
USPROF	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
RO							
FEN	S*	46,673 ^c	46,673 ^f	n.a.	13.9	11.3	13.9
FNS Alma Mater	S	28,500	28,500	n.a.	37.9	7.0	37.9
FSI Spiru Haret	S*	68,109 ^c	68,109 ^f	n.a.	20.2	16.5	20.2
FSLI	S*	198,043 ^c	198,043 ^f	n.a.	58.8	48.1	58.8
SE							
Kommunal	SO*	509,000	60,000	81.0	70.0	13.0	n.a.
Lärarförbundet	S*	224,680	224,680	82.0	n.a.	50.0	n.a.
Lärarnas Rikdsförbund	S*	80,000	80,000	52.0	n.a.	18.0	n.a.
Ledarna	SO*	90,000	n.a.	22.0	n.a.	n.a.	n.a.
SFHL	S*	2,300	2,300	~60.0	~65.0	0.5	~65.0
Skolledarförbundet	S*	7,100	7,100	52.0	n.a.	1.5	n.a.
ST	SO*	90,000	n.a.	65.0	n.a.	n.a.	n.a.
SULF	S*	20,000	20,000	48.0	50.0	4.5	50.0

Name	Domain coverage ^b	Membership ^a			Union density (%)		
		Members	Members in the sector	Female member-ship (% of total membership)	Domain	Sector	
						Sector	Sectoral domain
Sveriges Ingenjörer	SO*	124,000	3,000	24.0	56.0	<1.0	n.a.
Unionen	SO*	410,000	n.a.	45.0	n.a.	n.a.	n.a.
SI							
ESTUS	SO*	40,505 ^c	~40,000 ^f	~85.0	n.a.	~70.0	n.a.
ITUUL	S*	1,300	1,300	n.a.	n.a.	~2.0	n.a.
TUWEERA	SO*	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
SK							
OZPSaV	S*	58,067	58,067	76.0	45.0	37.0	45.0
UFS	S*	32,000	32,000	70.0	n.a.	~20.0	n.a.
ZPSaV NKOS	SO*	976	878	72.0	n.a.	0.6	90.0
UK							
ATL	S*	206,993	206,993	75.2	42.5	6.8	42.5
EIS	S*	61,560	61,560	75.8	n.a.	2.0	n.a.
GMB	O*	590,069	n.a.	44.8	2.3	n.a.	n.a.
NASUWT	S*	322,142	322,142	72.0	~32.2	10.6	~32.2
NUT	S*	366,657	366,657	76.3	~36.7	12.1	~36.7
SSTA	SO*	7,850	7,742	61.5	n.a.	0.3	n.a.
UCU	S*	117,597	117,597	47.8	24.1	3.9	24.1
Unison	SO*	1,344,000	350,000	70.0	n.a.	11.7	n.a.
Unite	O*	1,892,491	n.a.	22.6	7.5	n.a.	n.a.
UTU	S*	6,800	6,800	n.a.	n.a.	0.2	n.a.

Notes: See Annex for list of abbreviations and full names of organisations.

^a Membership of all the trade unions listed is voluntary. ^b O = overlap; SO = sectional overlap; S = sectionalism; C = congruence; * = domain overlap. ^c 2009; ^d 2004

n.a. = not available

Source: EIRO national centres, 2009

Table 4: Collective bargaining, consultation and affiliations of trade unions in the education sector, 2007–2008

Name	Collective bargaining ^a	Consultation ^b	<i>National and European affiliations^c</i>
AT			
GdG-KMSfB	Yes**, Yes	Yes	ÖGB, EPSU, (CESI), Eurofedop, ETF, EFJ, UNI EuroMEI
GÖD	Yes**, Yes	Yes	ÖGB, CESI, ETUCE, Eurofedop, EPSU
GPA-djp	Yes	No	ÖGB, UNI Europa, Eurocadres, EFFAT, EMCEF, EPSU
vida	Yes	n.a.	ÖGB, EPSU, ETF, EFFAT, UNI Europa
BE			
APPEL	Yes	Yes	CGSLB/ACLBV, (ETUCE)
CG/AC	Yes	Yes	FGTB/ABVV, ETUCE, (EPSU)
CGSP-Enseignement/ ACOD-Onderwijs	Yes	Yes	FGTB/ABVV, ETUCE
CGSP-Parastataux/ ACOD-Overheidsdiensten	Yes	Yes	FGTB/ABVV, EPSU
CNE/LBC	Yes	Yes	CSC/ACV, EPSU
COC	Yes	Yes	CSC/ACV, ETUCE, (EPSU)
COV	Yes	Yes	CSC/ACV, ETUCE, (EPSU)
CSC-Enseignement/ ACV-Onderwijs	Yes	Yes	CSC/ACV, ETUCE, (EPSU)
CSC-Services Publics/ ACV-Openbare Diensten	Yes	Yes	CSC/ACV, ETUCE, (EPSU)
Sel-SETca	Yes	Yes	FGTB/ABVV, EPSU, (ETUCE)
SLFP-Enseignement/ VSOA-Onderwijs	n.a.	n.a.	CGSLB/ACLBV, ETUCE, EPSU
UNSP/NUOD	0	n.a.	CESI
BG			
BUT	Yes	Yes	CITUB, ETUCE
ITTU	Yes	Yes	CITUB
NBTU-HES	Yes	Yes	CITUB, EUA
UE Podkrepa	Yes	Yes	Podkrepa CL, ETUCE
CY			

Name	Collective bargaining ^a	Consultation ^b	National and European affiliations ^c
AIT	Yes	n.a.	
ATCC	Yes	n.a.	
OELMEK	Yes	n.a.	ETUCE
OLTEK	Yes	n.a.	ETUCE
OPAAL	Yes	n.a.	<i>SEK</i>
OPESN	Yes	n.a.	
PASYDY	n.a.	n.a.	EPSU
POED	Yes	n.a.	ETUCE
CZ			
CMOS PS	Yes	Yes	<i>CMKOS</i> , ETUCE
KOK	Yes	Yes	ETUCE
VOS	Yes	Yes	<i>CMKOS</i>
DE			
BLBS	(Yes)	Yes	<i>DBB</i> , ETUCE
DBB	Yes	Yes	CESI, (ETUCE)
DHV-CGB	Yes	Yes	<i>CGB</i> , CESI
GEW	Yes	Yes	<i>DGB</i> , ETUCE
VBE	(Yes)	Yes	<i>DBB</i> , ETUCE
ver.di	Yes	Yes	EPSU
DK			
DJOEF	Yes	n.a.	EPSU
DLF	Yes	Yes	ETUCE
DM	Yes	n.a.	EPSU, ETUCE
DSR	Yes	n.a.	(EPSU)
FSL	Yes	n.a.	
GL	Yes	Yes	ETUCE
HL	Yes	n.a.	
SL	Yes	n.a.	<i>LO</i> , EPSU
UE	Yes	Yes	ETUCE
ULF	Yes	n.a.	(EPSU)
EE			
EEPU	Yes	Yes	ETUCE
TUEP	Yes	No	<i>EAKL</i>
Universitas	Yes	Yes	<i>TALO</i> , ETUCE
EL			

Name	Collective bargaining ^a	Consultation ^b	National and European affiliations ^c
DOE	Yes	Yes	ADEDY, (EPSU), ETUCE
OIELE	Yes	Yes	GSEE, ETUCE
OLME	Yes	Yes	ADEDY, (EPSU), ETUCE
POSDEP	Yes	Yes	ADEDY, (EPSU), ETUCE
ES			
ANPE	Yes	Yes	ETUCE, CESI
CIG-ENSINO	Yes	Yes	CIG, ETUCE
ELA-GIZALAN	Yes	Yes	ELA, ETUCE, EPSU
Ensenanza-CSIF	Yes	Yes	CSI-CSIF, ETUCE, CESI
FECCOO	Yes	Yes	ETUCE
FETE-UGT	Yes	Yes	UGT, ETUCE
FE-USO	Yes	Yes	USO, ETUCE
FSIE	Yes	Yes	ETUCE
STES	Yes	Yes	ETUCE
FI			
AKT	Yes	Yes	SAK
FUUP	Yes	Yes	AKAVA, ETUCE
FUURT	Yes	Yes	AKAVA, ETUCE, PES, Eurodoc, EHEA, ERA
JHL	Yes	Yes	SAK, EPSU
Jyty	Yes	Yes	EPSU
OAJ	Yes	Yes	AKAVA, ETUCE
Pardia	Yes	Yes	STTK, EPSU
TEK	Yes	Yes	AKAVA, EMF, EMCEF, UNI Europa,
FR			
CSEN	n.a.	n.a.	CESI
FEP-CFDT	n.a.	n.a.	CFDT, ETUCE
FERC-CGT	n.a.	n.a.	CGT, ETUCE
FNEC.FP-FO	n.a.	n.a.	ETUCE
SGEN-CFDT	n.a.	n.a.	CFDT, ETUCE
SNCS	n.a.	n.a.	ETUCE
SNEP-FSU	n.a.	n.a.	ETUCE
SNES-FSU	n.a.	n.a.	ETUCE
SNETAA	n.a.	n.a.	ETUCE
SNETAP-FSU	n.a.	n.a.	ETUCE

Name	Collective bargaining ^a	Consultation ^b	National and European affiliations ^c
SNUipp-FSU	n.a.	n.a.	ETUCE
UNSA-Education	n.a.	n.a.	ETUCE
HU			
AOKDSZ	Yes	Yes	<i>ESZT</i>
FDSZ	Yes	Yes	<i>ESZT</i> , ETUCE
MKKSZ	Yes	Yes	<i>SZEF</i> , CESI
MKSZSZ	Yes	Yes	<i>MSZOSZ</i>
PDSZ	Yes	Yes	<i>LIGA</i> , ETUCE
PSZ	Yes	Yes	<i>SZEF</i> , ETUCE
TDSZSZ	0	n.a.	ETUCE
IE			
ASTI	Yes	Yes	<i>ICTU</i> , ETUCE
IFUT	Yes	Yes	<i>ICTU</i> , ETUCE
Impact	Yes	Yes	<i>ICTU</i> , EPSU
INTO	Yes	Yes	<i>ICTU</i> , ETUCE
SIPTU	Yes	Yes	<i>ICTU</i>
TUI	Yes	Yes	<i>ICTU</i> , ETUCE
IT			
ANaCC	Yes	n.a.	
ANP	Yes	n.a.	<i>CIDA</i> , ESHA
CISL SCUOLA	Yes	n.a.	<i>CISL</i> , ETUCE
CISL UNIVERSITA	Yes	n.a.	<i>CISL</i>
CONFSAI FEDERAZIONE SNALS/ UNIVERSITA CISAPUNI	Yes	n.a.	<i>CONFSAL</i> , (CESI)
CSA DI CISAL UNIVERSITA	Yes	n.a.	<i>CISAL</i> , (CESI)
FEDERAZIONE GILDA UNAMS	Yes	n.a.	<i>CGU</i>
FILT	Yes	n.a.	<i>CGIL</i> , ETF
FISASCAT	Yes	n.a.	<i>CISL</i> , EFFAT, UNI Europa
FIT	Yes	n.a.	<i>CISL</i> , ETF
FLC CGIL	Yes	n.a.	<i>CGIL</i> , ETUCE
FP CGIL	Yes	n.a.	<i>CGIL</i> , EPSU
FPS CISL	Yes	n.a.	<i>CISL</i> , EPSU
SINASCA	Yes	n.a.	
SLC CGIL	Yes	n.a.	<i>CGIL</i>
SNALS-CONFSAL	Yes	n.a.	<i>CONFSAL</i> , (CESI)

Name	Collective bargaining ^a	Consultation ^b	National and European affiliations ^c
UGL Scuola	Yes	n.a.	<i>UGL</i> , (CESI)
UIL FPL	Yes	n.a.	<i>UIL</i>
UIL PA	Yes	n.a.	<i>UIL</i>
UIL PA Università Ricerca AFAM	Yes	n.a.	<i>UIL</i>
UIL Scuola	Yes	n.a.	<i>UIL</i> , ETUCE
UILCOM	Yes	n.a.	<i>UIL</i> , UNI Europa
Uiltrasporti	Yes	n.a.	<i>UIL</i> , ETF
Unione Artisti UNAMS	Yes	n.a.	<i>CGU</i>
LT			
KSDPS	Yes**	Yes	<i>LDF</i> , ETUCE
LMPS	Yes**	Yes	<i>LPSK</i> , ETUCE
LSDPS	Yes**	Yes	ETUCE
LSMPSF	Yes**	Yes	<i>LPSK</i> , ETUCE
LU			
APESS	0	Yes	ETUCE
CGFP/FEDUSE	(Yes**)	Yes	<i>CGFP</i> , CESI
CGFP/SNE	(Yes**)	Yes	<i>CGFP</i> , ETUCE, CESI
FNCTTFEL	n.a.	Yes	<i>CGT-L</i> , (EPSU)
LCGB	n.a.	n.a.	
OGB-L/SEW	n.a.	Yes	<i>CGT-L</i> , ETUCE, (EPSU), CES
LV			
LIZDA	Yes**	Yes	ETUCE
GWU	Yes	Yes	EPSU, UNI Europa, EURO WEA, FERPA, Eurocadres, ETF, EFBWW, EMF, EFFAT
MUT	Yes, Yes**	Yes	ETUCE, EIE
UHM	Yes, Yes**	Yes	<i>CMTU</i> , (CESI), Eurofedop
UMASA	Yes	Yes	
NL			
Abvakabo FNV	Yes	Yes	<i>FNV</i> , EPSU
AC	Yes	Yes	
ACOP FNV	Yes	Yes	<i>FNV</i>
AOB FNV	Yes	Yes	<i>FNV</i> , ETUCE, HERSC
CCOOP	Yes	Yes	<i>CNV</i>

Name	Collective bargaining ^a	Consultation ^b	National and European affiliations ^c
CMHF	Yes	Yes	
CNV Onderwijs	Yes	Yes	CNV, ETUCE
CNV Publieke Zaak	Yes	Yes	CNV, EPSU, CESI
Unienfto	Yes	Yes	CMHF
Vawo	Yes	Yes	CMHF
PL			
NSZZ Solidarność Nauki	Yes**	Yes	NSZZ Solidarność, ETUCE
NSZZ Solidarność Oświaty	Yes**	Yes	NSZZ Solidarność, ETUCE
WZZ Solidarność Oświaty	Yes**	Yes	FZZ, CESI
ZNP	Yes**	Yes	OPZZ, ETUCE
ZZPAN	Yes**	Yes	OPZZ
PT			
ASPL	Yes, Yes**	Yes	
FNSFP	Yes**	Yes	CGTP
PRO-ORDEM	Yes, Yes**	Yes	
SDPA FNE	(Yes, Yes**)	Yes	UGT, (ETUCE)
SDPGL FNE	(Yes, Yes**)	Yes	(ETUCE)
SDPM FNE	(Yes, Yes**)	Yes	UGT, (ETUCE)
SDPS FNE	(Yes, Yes**)	Yes	(ETUCE)
SEPLEU	Yes, Yes**	Yes	
SINAPE FEPECI	(Yes, Yes**)	Yes	UGT
SINDEP FENEI	(Yes, Yes**)	Yes	UGT, ETUCE
SINPROFE	Yes, Yes**	Yes	
SINTAP-FESAP	Yes, Yes**	Yes	UGT, EPSU
SIPE	Yes, Yes**	Yes	
SIPESP FENEI	(Yes, Yes**)	Yes	
SIPPEB	Yes, Yes**	Yes	
SITESE-FETESE	Yes		UGT
SNEIP FENEI	(Yes, Yes**)	Yes	
SNESup	Yes**	Yes	
SNPES	Yes, Yes**	Yes	
SNPL	Yes, Yes**	Yes	(CESI)
SPE FENPROF	(Yes, Yes**)	Yes	CGTP, (ETUCE)
SPGL FENPROF	(Yes, Yes**)	Yes	CGTP, (ETUCE)

Name	Collective bargaining ^a	Consultation ^b	National and European affiliations ^c
SPLIU	Yes, Yes**	Yes	
SPM FENPROF	(Yes, Yes**)	Yes	CGTP, (ETUCE)
SPN FENPROF	(Yes, Yes**)	Yes	CGTP, (ETUCE)
SPRA FENPROF	(Yes, Yes**)	Yes	CGTP, (ETUCE)
SPRC FENPROF	(Yes, Yes**)	Yes	CGTP, (ETUCE)
SPZC FNE	(Yes, Yes**)	Yes	UGT, (ETUCE)
SPZN FNE	(Yes, Yes**)	Yes	UGT, (ETUCE)
SPZS FENPROF	(Yes, Yes**)	Yes	CGTP, (ETUCE)
STAAEZC FNE	(Yes, Yes**)	Yes	(ETUCE)
STAAEZN FNE	(Yes, Yes**)	Yes	(ETUCE)
STAAEZR FNE	(Yes, Yes**)	Yes	(ETUCE)
STAL	Yes, Yes**	Yes	CGTP, EPSU
STE	Yes**	Yes	UGT, EPSU
USPROF	Yes, Yes**	Yes	
RO			
FEN	Yes	Yes	Cartel Alfa, ETUCE
FNS Alma Mater	Yes	Yes	Cartel Alfa, ETUCE
FSI Spiru Haret	Yes	Yes	CNSLR Frăția, ETUCE
FSLI	Yes	Yes	CSDR, ETUCE
SE			
Kommunal	Yes	No	EPSU
Lärarförbundet	(Yes)	No	ETUCE
Lärarnas Riksförbund	(Yes)	No	SACO, ETUCE
Ledarna	Yes	No	CEC
SFHL	Yes	No	TCO, ETUCE, EAEA
Skolledarförbundet	(Yes)	No	SACO
ST	(Yes)	No	TCO, EPSU, ETF, UNI Europa
SULF	(Yes)	No	SACO, ETUCE
Sveriges Ingenjörer	(Yes)	No	SACO, EMCEF, EMF, Eurocadres, FEANI, UNI Europa
Unionen	Yes	No	TCO, Eurocadres, EMF
SI			
ESTUS	Yes	n.a.	KSJS, ETUCE
ITUUL	Yes	n.a.	KSJS
TUWEERA	Yes	n.a.	

Name	Collective bargaining ^a	Consultation ^b	National and European affiliations ^c
SK			
OZPSaV	Yes	(Yes)	<i>KOZ SR, ETUCE</i>
UFS	0	No	ETUCE
ZPSaV NKOS	Yes	No	<i>NKOS, ETUCE</i>
UK			
ATL	Yes	Yes	<i>TUC, ETUCE</i>
EIS	Yes	Yes	<i>TUC, ETUCE</i>
GMB	Yes	Yes	<i>TUC, EPSU</i>
NASUWT	Yes	Yes	<i>TUC, ETUCE</i>
NUT	Yes	Yes	<i>TUC, ETUCE</i>
SSTA	Yes	Yes	<i>TUC, ETUCE</i>
UCU	Yes	Yes	<i>TUC, ETUCE</i>
Unison	Yes	Yes	<i>TUC, EPSU</i>
Unite	Yes	Yes	<i>TUC, EPSU</i>
UTU	Yes	Yes	<i>TUC, ETUCE</i>

Notes: See Annex for list of abbreviations and full names of organisations.

^a (Yes) indicates indirect involvement in bargaining via lower-level affiliates or higher-level affiliations; ** = de facto negotiations or consultation. ^b (Yes) indicates consultation takes place only indirectly via higher-level affiliations. ^c National affiliations are in italics. For the national level, only cross-sectoral (peak level) associations are listed. For the European level, only sectoral associations are listed. Affiliations in brackets are indirect via lower level affiliates or higher level affiliations.

n.a. = not available

Source: EIRO national centres, 2009

The fact that these groups usually also work in areas other than the education sector and represent only a sub-group of the sector at the same time, results in sectionalist overlaps of the domains of these unions with the education sector.

Finally, overlap in relation to the education sector usually results from trade unions with general or at least cross-sectoral domains. This pattern applies to:

- Ireland's Services, Industrial, Professional and Technical Union ([SIPTU](#));
- Luxembourg's Confederation of Christian Trade Unions ([LCGB](#));
- Malta's General Workers' Union ([GWU](#)) and Union of United Workers ([UHM](#));
- Portugal's Union of Workers in Administration, Commerce, Hotels and Services/Federation of Office and Services Workers' Unions ([SITESE-FETESE](#));
- the UK's [GMB](#) and [Unite](#).

Overall, pronounced pluralism characterises the trade union system. A multi-union situation is found in all countries but Latvia. In the remaining countries, only the Czech Republic, Estonia, Slovakia and Slovenia record no more than three trade unions in the sector. This pluralism is most accentuated in Portugal and Italy, with 36 and 24 trade unions, respectively.

As the trade union domains frequently overlap with the demarcation of the sector, so do their domains with one another in the case of those countries with a pluralist trade union ‘landscape’ in the sector. Table 3 provides information about these inter-union domain overlaps. Inter-union overlaps of domains are endemic. In all countries with more than one sector-related trade union apart from four (Austria, Cyprus, the Czech Republic and Greece), the domain of any of the trade unions overlaps with the domain of at least another. As a consequence, competitive inter-union relationships are reported for a number of countries:

- Belgium, where the smaller unions dispute the criteria of representativeness;
- Italy, where the trade unions active in the public sector compete for members to achieve representative status (a prerequisite to participate in collective bargaining);
- Malta, where an inter-union dispute arose in 2004 when a newly established trade union in the university sector claimed full and exclusive representation of academic staff, including collective bargaining rights (the conflict was settled by a tribunal in 2007);
- Finland, Germany, Hungary, Lithuania, Luxembourg, Poland, Portugal and Sweden where minor rivalries for members and/or collective bargaining and consultation rights are reported.

Looking at the trade union membership data, it becomes apparent that female employees make up the majority group in almost three-fourths of the trade unions for which membership figures by gender are available. This finding largely corresponds to the sector’s employment, which is dominated by female employees (see Table 2). In cases where the trade union’s domain is focused on occupations dominated by women, the percentage of female union members may exceed 80% or even 90%.

Membership of the sector-related trade unions is voluntary in all cases of the 27 Member States under consideration.

The absolute numbers of trade union members differ widely, ranging from more than two million to only a few dozens. This considerable variation reflects differences in the size of the economy and the comprehensiveness of the membership domain, rather than the ability to attract members. Compared with total membership, the sector-specific membership is fairly small in several trade unions reflecting the high level of fragmentation of the organisational ‘landscape’ of labour in many Member States.

Density corrects for differences in the country size and so this is the measure of membership strength that is more appropriate to a comparative analysis.

- Domain density is over 50% in the case of 26.0% of the trade unions which document figures on density.
- Of those trade unions for which data are available, 43.3% organise fewer than 15% of the employees within their domain.
- The remaining trade unions (30.8%) record a density of between 15% and 50% of their potential members.

These results indicate that the overall domain density of the sector-related trade unions is relatively low, even though 19.2% gather 70% or more of the employees covered by their domain. The large proportion of trade unions with very low domain density ratios probably results from the highly pluralistic associational landscape in several countries, where a number of teachers’ trade unions co-exist with each other in competing for members. However, domain density data are recorded for only less than half of the 216 sector-related trade unions in Table 3 and therefore these figures should be treated with caution.

In general, the density of the sector-related trade unions in the education sector largely corresponds with their relatively low overall domain densities. When the sectoral domain density of the trade unions is taken into account (this tends to be higher than their sectoral density for the reasons outlined above), their density in the education sector tends to be largely equal to the density ratio referring to their domain on aggregate. For those trade unions for which data are available:

- sectoral domain density is over 50% in the case of 26.5%;

- 44.6% record a sectoral domain density lower than 15%;
- 28.9% record a sectoral domain density of between 15% and 50%.

No data are available for more than half of the sector-related trade unions.

There is no clear trend for those trade unions for which figures on both measures (sectoral domain density and domain density on aggregate) are recorded. There are as many trade unions with a sectoral domain density higher compared with their aggregate density as trade unions showing the reverse relationship. In the vast majority of the cases, the densities are equal. This is not surprising given that, due to their sectional membership domain in relation to the sector, domain density and sectoral domain density must be identical for most sector-related trade unions.

In line with many other service industries (in the private sector), the density of the education sector appears to be rather low. This finding is surprising in so far as education in most countries covers that part of the public sector where unionisation usually tends to be higher than in the private sector. However, low density ratios for the trade unions in the education sector are likely to ensue from the high fragmentation of the sector-related trade union systems of many Member States rather than from generally low unionisation rates in the sector. In the public segment of the education sector at least, unionisation appears to be high in most countries as indicated by high densities of those trade unions that mainly or exclusively organise public sector employees. This is the case, for instance, of:

- GÖD and the Municipal Employees' and Arts, Media, Sports and Liberal Professions' Union ([GdG-KMSfB](#)) of Austria;
- Organisation of Greek Secondary Education Teachers ([OELMEK](#)), Organisation of Greek Technical Education Teachers ([OLTEK](#)) and Pancyprian Organisation of Greek Teachers ([POED](#)) of Cyprus;
- Union of Danish Upper Secondary Teachers ([GL](#)) and University Lecturers' Association (ULF) of Denmark.

Employer organisations

Tables 5 and 6 present membership and density data, respectively, for the employer organisations in the education sector. Sector-related employer organisations are documented for all the 27 countries under consideration apart from 10 (Cyprus, the Czech Republic, Estonia, France, Lithuania, Luxembourg, Malta, Poland, Romania and Slovenia). All the listed employer organisations, for which related data are available, are party to sector-related collective bargaining/collective employment regulation (Table 7).

The unit of membership of an employer organisation in the education sector may vary from one organisation and country to the other. The dualistic nature of the sector with its public–private structure means that membership of sector-related employer organisations may, for example, consist of:

- private training and further training institutions;
- schools at any level;
- universities;
- municipal employers of any kind;
- state authorities;
- state agencies and separately managed bodies on behalf of state authorities;
- ecclesiastical institutions;
- driving schools.

Likewise, their legal form may vary from public law bodies with frequently compulsory membership to private law associations with usually voluntary membership. However, in many countries it is the central state or regional authorities themselves which (either exclusively or in parallel with employer organisations) conduct negotiations with organised labour or unilaterally determine the employment conditions on behalf of the sector.

About 15% of the employer organisations for which related data are available can rely on obligatory membership; the situation is not clear for 15 organisations. The representativeness of all other employer organisations rests on voluntary membership.

Because of the dualistic structure of the education sector, separate employer associations have frequently been set up for the public and the private segment of the sector, although there are also borderline cases where employer organisations may organise both public entities and private establishments.

In the public segment of education, fewer employer organisations appear to have been established compared with the private segment. This is because public authorities, state bodies, ministries, public agencies, etc. frequently have the right to either engage in collective bargaining themselves or unilaterally determine the terms of employment of the public employees (including public education employees) under their jurisdiction. As they are closely involved in this determination process, there is no reason (and sometimes no legal basis) for delegating a negotiating mandate to an intermediate instance. In contrast, in the private education sector, voluntary employer organisations can regularly enter free collective bargaining on behalf of their (private law) members.

Across the 27 countries under consideration, 83 associations could be identified including authorities/ministries that are a member of the relevant European-level employer organisation, European Federation of Education Employers (ESEE). In three (Cyprus, Hungary and Malta) of the 19 countries where sector-related employer organisations/authorities exist, only one single industrial relations actor on the employer side has been established.

Of the employer organisations listed in Table 6 for which related data are available, 62.0% and 38.0%, respectively, have demarcated their domain in a way that is sectional or sectionally overlaps with regard to the education sector. The high incidence of sectional domains emanates mainly from the fact that the sector-related employer organisations usually specify their domain in terms of activities, thus covering only part of the education sector such as universities, private schools, vocational training institutions, language schools, etc. Sectional overlaps often result from domains that cover areas of the public sector which are broader than education (often covering public administration at central and/or local level), while they do not cover private sector activities. There are no domain demarcations that are overlapping with regard to, or congruent with, the sector.

In those 16 countries with a pluralist structure in relation to industrial relations actors on the employer side, these organisations and authorities have largely managed to arrive at non-competing relationships. Their activities are complementary to each other as a result of inter-organisational differentiation by membership demarcation.

The unit of membership given in Table 5 varies between employer organisations such that the figures are not strictly comparable across associations and countries. As far as public entities such as authorities and ministries are concerned, no unit of membership can reasonably be identified and no membership figures can thus be recorded for these employers.

The data on membership for the voluntary employer organisations show a very high density for most of these organisations; many report a density level within their (sectoral) domain that is equal or close to 100% in terms of both members and employees. Densities are of course significantly lower with regard to the sector in total, which results from domain demarcations that do not entirely cover the sector. The main reason for the extremely high levels of domain density in the public segment of the sector is the public law status of the employers/employer organisations; in some cases, some form of compulsion may also be associated with the voluntary employer organisations. Low densities are found only rarely among the private sector associations.

Table 5: Domain coverage and membership organisations in education sector, 2007–2008

Name	Domain coverage ^a	Membership				
		Type ^b	Number	Members in the sector	Employees	Employees in the sector
AT						
AFG	SO	0	5,006	n.a.	106,672	n.a.
BABE	S	1	30 ^c	30 ^c	~7,000 ^c	~7,000 ^c
DU	S	1	21 ^d	21 ^d	40,800 ^e	40,800 ^e
FFS	S	0	262	262	2,533	2,533
VFA	S	1	3 ^c	3 ^c	n.a.	n.a.
VSOE	S	1	n.a.	n.a.	n.a.	n.a.
BE						
AGPE	S	n.a.	n.a.	n.a.	n.a.	n.a.
CEPC	S	0	n.a.	n.a.	n.a.	n.a.
CPEONS	S	0	n.a.	n.a.	n.a.	n.a.
FELSI	SO	1	150	n.a.	n.a.	n.a.
SeGEC	SO	1	1,952	n.a.	n.a.	n.a.
BG						
ADEB	S*	1	600	600	17,000	17,000
UEESB	S*	1	2,480	2,480	65,000	65,000
CY						
MEC	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
CZ						
–						
DE						
TdL	SO	1	14	14	680,000	>180,000
VKA	SO	1	16	16	~2,000,000	n.a.
ZG BBB	S	1	23	23	n.a.	n.a.
DK						
KL	SO	0	98	98	508,106	102,925
FOAS	S	1	6	6	~1,000	~1,000
Personalestyrelsen	SO	0	n.a.	n.a.	197,712	94,094
EE						
–						
EL						
HCA	S	1	14	14	2,000	2,000

Name	Domain coverage ^a	Membership				
		Type ^b	Number	Members in the sector	Employees	Employees in the sector
PALSO	S	1	n.a.	n.a.	n.a.	n.a.
PAPIVE	S	1	n.a.	n.a.	n.a.	n.a.
ES						
ACADE	S*	n.a.	n.a.	n.a.	n.a.	n.a.
CECAP	S*	n.a.	n.a.	n.a.	n.a.	n.a.
CECE	S*	n.a.	6,423	6,423	71,610	71,610
EyG	S*	n.a.	n.a.	n.a.	n.a.	n.a.
MoE	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
FI						
AFIEE	S	n.a.	n.a.	n.a.	n.a.	n.a.
ET	SO	1	1,300	n.a.	42,000	2,500
KT	SO	0	496	n.a.	437,000	91,050
VTML	SO	0	150	n.a.	121,000	34,100
YOL ry	S	1	286	286	14,500	14,500
FR						
–						
HU						
KIMSZ	S	n.a.	n.a.	n.a.	n.a.	n.a.
IE						
ACCS	S	1**	91	91	n.a.	n.a.
CIBE	S	1**	19	19	n.a.	n.a.
CPSMA	S	1**	2,905	2,905	n.a.	n.a.
Educate Together	S	1**	56	56	n.a.	n.a.
Gaelscoileanna	S	1**	176	176	n.a.	n.a.
IBEC	SO	1	>7,500	n.a.	n.a.	n.a.
IFI	S	1**	2	2	n.a.	n.a.
IVEA	S	1**	33	33	n.a.	n.a.
JMB	S	1**	>400	>400	n.a.	n.a.
NABMSE	S	1**	124	124	n.a.	n.a.
IT						
AGIDAE	SO	1	n.a.	n.a.	n.a.	n.a.
ANINSEI	S	1	n.a.	n.a.	n.a.	n.a.
ARAN	SO	0	9,138	107	2,778,862	1,262,419
Cenfop	S	1	n.a.	n.a.	n.a.	n.a.

Name	Domain coverage ^a	Membership				
		Type ^b	Number	Members in the sector	Employees	Employees in the sector
FEDER-CULTURE	SO	1	n.a.	n.a.	n.a.	n.a.
FIINSEI	S	1	n.a.	n.a.	n.a.	n.a.
FIIS	SO	1	n.a.	n.a.	n.a.	n.a.
FILINS	SO	1	500	400	20,000	16,000
FISM	S	1	n.a.	n.a.	n.a.	n.a.
FORMA	S	1	8	8	12,000	12,000
UNASCA	S	1	3,400	3,400	20,000	20,000
LT						
–						
LU						
–						
LV						
ALVEI	S*	1	10	10	~500	~500
AVAEI	S*	1	n.a.	n.a.	n.a.	n.a.
MoES	SO*	n.a.	n.a.	n.a.	n.a.	n.a.
MT						
MEDC	SO	n.a.	n.a.	n.a.	n.a.	n.a.
NL						
HEC	S	1	40	40	40,000	40,000
PEC	S	1	600	600	128,000	128,000
SEC	S	1	320	320	100,000	100,000
VEC	S	1	70	70	55,000	55,000
VSNU	S	1	14	14	50,000	50,000
PL						
–						
PT						
AEEP	S*	1	~500	~500	~36,000	~36,000
ANESPO	S	n.a.	n.a.	n.a.	n.a.	n.a.
CNIS	SO*	1	n.a.	n.a.	n.a.	n.a.
MoE	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
UMP	SO	n.a.	n.a.	n.a.	n.a.	n.a.
RO						
–						
SE						

Name	Domain coverage ^a	Membership				
		Type ^b	Number	Members in the sector	Employees	Employees in the sector
Almega	SO	1	9,450	n.a.	455,000	n.a.
Arbetsgivaralliansen	SO*	1	2,660	134	24,306	4,153
Arbetsgivarverket	SO	0	254	36	240,000	60,000
Folkbildningsförbundet	S	1	9	9	120,000	120,000
Idea	SO*	1	1,040	250	10,000	3,000
KFO	SO*	1	3,500	1,434	80,000	12,500
KFS	SO*	1	611	48	36,000	1,996
Pacta	SO*	1	466	50	42,000	4,600
SALAR	SO	1	310	310	1,100,000	217,500
SI						
–						
SK						
EFEE Slovakia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
ZMOS	SO	1	>2,800	n.a.	n.a.	n.a.
UK						
AoC	S	1	n.a.	n.a.	n.a.	n.a.
LGE	SO	1	375	375	n.a.	~2,000,000
UCEA	S	1	n.a.	n.a.	n.a.	n.a.

Notes: See Annex for list of abbreviations and full names of organisations.

^a O = overlap; SO = sectional overlap; S = sectionalism; C = congruence; * = domain overlap. ^b Voluntary membership = 1; obligatory membership = 0; ** = voluntary in formal terms, but actually some form of compulsion. ^c 2010. ^d 2009. ^e 2006.

n.a. = not available.

Source: EIRO national centres, 2009

Table 6: Density of employer organisations in education sector, 2007–2008

Name	Density			
	Potential members		Employees	
	Domain (%)	Sector/ sectoral domain (%)	Domain (%)	Sector/ sectoral domain (%)
AT				
AFG	100.0	n.a./ 100.0	100.0	n.a./ 100.0
BABE	<3.0	n.a./ <3.0	About 50.0	~3.0/ ~50.0
DU	100.0	n.a./ 100.0	100.0	~18.0/ 100.0
FFS	100.0	n.a./ 100.0	100.0	~1.0/ 100.0
VFA	n.a.	n.a.	n.a.	n.a.
VSOE	n.a.	n.a.	n.a.	n.a.
BE				
AGPE	n.a.	n.a.	n.a.	n.a.
CEPC	100.0	n.a./ 100.0	100.0	n.a./ 100.0
CPEONS	100.0	n.a./ 100.0	100.0	n.a./ 100.0
FELSI	99.0	n.a.	~100.0	n.a./ ~100.0
SeGEC	99.0	n.a.	~100.0	n.a./ ~100.0
BG				
ADEB	11.4	n.a./ 11.4	9.8	9.5/ 9.8
UEESB	47.2	n.a./ 47.2	37.4	36.4/ 37.4
CY				
MEC	n.a.	n.a.	n.a.	n.a.
CZ				
–				
DE				
TdL	87.5	87.5/ 87.5	n.a.	n.a.
VKA	n.a.	n.a.	n.a.	n.a.
ZG BBB	n.a.	n.a.	n.a.	n.a.
DK				
KL	100.0	n.a./ 100.0	100.0	50.2/ 100.0
FOAS	~90.0	n.a./ ~90.0	~90.0	0.5/ ~90.0
Personalestyrelsen	n.a.	n.a.	100.0	45.9/ 100.0
EE				
–				
EL				
HCA	n.a.	n.a.	n.a.	0.7/ n.a.

Name	Density			
	Potential members		Employees	
	Domain (%)	Sector/ sectoral domain (%)	Domain (%)	Sector/ sectoral domain (%)
PALSO	n.a.	n.a.	n.a.	n.a.
PAPIVE	n.a.	n.a.	n.a.	n.a.
ES				
ACADE	n.a.	n.a.	n.a.	n.a.
CECAP	n.a.	n.a.	n.a.	n.a.
CECE	n.a.	n.a.	n.a.	6.7/ n.a.
EyG	n.a.	n.a.	n.a.	n.a.
MoE	n.a.	n.a.	n.a.	n.a.
FI				
AFIEE	n.a.	n.a.	n.a.	n.a.
ET	75.0	n.a.	80.0	1.6/ n.a.
KT	100.0	n.a.	100.0	56.5/ 100.0
VTML	100.0	n.a.	100.0	21.2/ 100.0
YOL ry	90.0	n.a./ 90.0	80.0	9.0/ n.a.
FR				
–				
HU				
KIMSZ	n.a.	n.a.	n.a.	n.a.
IE				
ACCS	100.0	n.a./ 100.0	100.0	n.a./ 100.0
CIBE	100.0	n.a./ 100.0	100.0	n.a./ 100.0
CPSMA	100.0	n.a./ 100.0	100.0	n.a./ 100.0
Educate Together	100.0	n.a./ 100.0	100.0	n.a./ 100.0
Gaelscoileanna	100.0	n.a./ 100.0	100.0	n.a./ 100.0
IBEC	n.a.	n.a.	n.a.	n.a.
IFI	100.0	n.a./ 100.0	100.0	n.a./ 100.0
IVEA	100.0	n.a./ 100.0	100.0	n.a./ 100.0
JMB	100.0	n.a./ 100.0	100.0	n.a./ 100.0
NABMSE	100.0	n.a./ 100.0	100.0	n.a./ 100.0
IT				
AGIDAE	n.a.	n.a.	n.a.	n.a.
ANINSEI	n.a.	n.a.	n.a.	n.a.
ARAN	100.0	77.2/ 100.0	100.0	76.3/ 100.0
Cenfop	n.a.	n.a.	n.a.	n.a.

Name	Density			
	Potential members		Employees	
	Domain (%)	Sector/ sectoral domain (%)	Domain (%)	Sector/ sectoral domain (%)
FEDER-CULTURE	n.a.	n.a.	n.a.	n.a.
FIINSEI	n.a.	n.a.	n.a.	n.a.
FIIS	n.a.	n.a.	n.a.	n.a.
FILINS	4.0	0.7/ n.a.	n.a.	1.0/ n.a.
FISM	n.a.	n.a.	n.a.	n.a.
FORMA	~80.0	0.01/ ~80.0	66.7	0.7/ 66.7
UNASCA	n.a.	5.8/ n.a.	n.a.	1.2/ n.a.
LT				
–				
LU				
–				
LV				
ALVEI	n.a.	n.a.	n.a.	0.5/ n.a.
AVAAEE	n.a.	n.a.	n.a.	n.a.
MoES	n.a.	n.a.	n.a.	n.a.
MT				
MEDC	n.a.	n.a.	n.a.	n.a.
NL				
HEC	100.0	n.a./ 100.0	100.0	n.a./ 100.0
PEC	50.0	n.a./ 50.0	70.0	n.a./ 70.0
SEC	97.0	n.a./ 97.0	97.0	n.a./ 97.0
VEC	100.0	n.a./ 100.0	100.0	n.a./ 100.0
VSNU	100.0	n.a./ 100.0	100.0	n.a./ 100.0
PL				
–				
PT				
AEEP	n.a.	n.a.	n.a.	11.3/ n.a.
ANESPO	n.a.	n.a.	n.a.	n.a.
CNIS	n.a.	n.a.	n.a.	n.a.
MoE	n.a.	n.a.	n.a.	n.a.
UMP	n.a.	n.a.	n.a.	n.a.
RO				
–				
SE				

Name	Density			
	Potential members		Employees	
	Domain (%)	Sector/ sectoral domain (%)	Domain (%)	Sector/ sectoral domain (%)
Almega	n.a.	n.a.	n.a.	n.a.
Arbetsgivaralliansen	n.a.	n.a.	n.a.	0.9/ n.a.
Arbetsgivarverket	100.0	n.a./ 100.0	100.0	13.4/ 100.0
Folkbildningsförbundet	100.0	n.a./ 100.0	100.0	26.9/ 100.0
Idea	n.a.	n.a.	n.a.	0.7/ n.a.
KFO	n.a.	n.a.	n.a.	2.8/ n.a.
KFS	n.a.	n.a.	n.a.	0.5/ n.a.
Pacta	n.a.	n.a.	n.a.	1.0/ n.a.
SALAR	100.0	n.a./ 100.0	100.0	48.7/ 100.0
SI				
–				
SK				
EFEE Slovakia	n.a.	n.a.	n.a.	n.a.
ZMOS	90.0–95.0	n.a.	n.a.	n.a.
UK				
AoC	n.a.	n.a.	n.a.	n.a.
LGE	100.0	n.a./ 100.0	100.0	n.a.
UCEA	n.a.	n.a.	n.a.	n.a.

Notes: See Annex for list of abbreviations and full names of organisations.

n.a. = not available.

Source: EIRO national centres, 2009

Table 7: Collective bargaining, consultation and affiliations of employer organisations in education sector, 2007–2008

Name	Collective bargaining ^a	Consultation ^{b,1}	National and European affiliations ^d
AT			
DU	Yes	Yes	
BABE	Yes	n.a.	
VFA	Yes	n.a.	
VSOE	Yes	n.a.	
AFG	Yes	n.a.	WKÖ
FFS	Yes	n.a.	WKÖ, EFA

BE			
SeGEC	Yes	Yes	EFEE, (CEEP)
AGPE	Yes	n.a.	EFEE, (CEEP)
FELSI	Yes	Yes	
CPEONS	Yes	Yes	
CEPC	Yes	Yes	
BG			
UEESB	Yes	Yes	<i>BCCI</i> , ESHA
ADEB	Yes	Yes	<i>BIA</i>
CY			
MEC	n.a.	n.a.	EFEE, (CEEP)
CZ			
–			
DE			
TdL	Yes	Yes	EFEE, (CEEP)
VKA	Yes	Yes	CEEP, HOSPEEM
ZG BBB	Yes	Yes	
DK			
KL	Yes	Yes	EFEE, CEEP, CEMR
Personalestyrelsen	Yes	Yes	CEEP
FOAS	Yes	n.a.	
EE			
–			
EL			
PAPIVE	Yes	Yes	
HCA	Yes	Yes	
PALSO	Yes	Yes	
ES			
CECE	Yes	Yes	<i>CEOE</i> , ESHA, EFVET, ECNAIS, OIDEL
ACADE	Yes	Yes	<i>CEOE</i> , <i>CEPYME</i> , CADEICE
EyG	Yes	Yes	ECNAIS, OIDEL, CEEC
CECAP	Yes	Yes	<i>CEOE</i> , <i>CEPYME</i>
MoE	n.a.	n.a.	EFEE, (CEEP)
FI			
VTML	Yes	Yes	CEEP
KT	Yes	Yes	CEEP, EFEE, CEMR
AFIEE	Yes	n.a.	EFEE, (CEEP)

ET	Yes	No	<i>EK</i>
YOL ry	Yes	No	<i>EK</i>
FR			
–			
HU			
KIMSZ	n.a.	n.a.	EFEE, (CEEP)
IE			
IBEC	Yes	Yes	
IVEA	Yes	Yes	EFEE, (CEEP)
ACCS	Yes	Yes	
JMB	Yes	Yes	
CPSMA	Yes	Yes	
Gaelscoileanna	(Yes)	Yes	
Educate Together	(Yes)	Yes	
IFI	(Yes)	Yes	
NABMSE	(Yes)	Yes	
CIBE	(Yes)	Yes	
IT			
ARAN	Yes	Yes	CEEP, EFEE
AGIDAE	Yes	n.a.	
ANINSEI	Yes	n.a.	<i>Confindustria</i>
CENFOP	Yes	n.a.	
FIIS	Yes	n.a.	<i>Confcommercio</i>
FISM	Yes	n.a.	
FILINS	Yes	n.a.	
FIINSEI	Yes	n.a.	
FEDER-CULTURE	Yes	n.a.	
FORMA	Yes	n.a.	
UNASCA	Yes	n.a.	<i>Confetra</i> , EFA
LT			
–			
LU			
–			
LV			
AVAEE	Yes***	Yes	
ALVEI	Yes***	Yes	
MoES	n.a.	n.a.	EFEE, (CEEP)

MT			
MEDC	n.a.	n.a.	EFEE, (CEEP)
NL			
PEC	Yes	Yes	EFEE, (CEEP)
SEC	Yes	Yes	EFEE, (CEEP)
VEC	Yes	Yes	
HEC	Yes	Yes	EOASNet
VSNU	Yes	Yes	EUA
PL			
–			
PT			
AEEP	Yes	Yes	
CNIS	Yes	Yes	
UMP	Yes	Yes	
ANESPO	Yes	Yes	
MoE	n.a.	n.a.	EFEE, (CEEP)
RO			
–			
SE			
Almega	Yes	No	<i>Svenskt Näringsliv</i>
Arbetsgivar-alliansen	Yes	No	
Arbetsgivar-verket	Yes	Yes	CEEP
Folkbildningsförbundet	Yes	No	EAEA
Idea	Yes	No	
KFO	Yes	No	CE
KFS	Yes	No	CEEP
Pacta	(Yes)	No	CEEP
SALAR	Yes	Yes	EFEE, CEEP, CEMR, UCLG, CLRAE
SI			
–			
SK			
ZMOS	Yes	Yes	CEMR
EFEE Slovakia	Yes	n.a.	EFEE, (CEEP)
UK			
LGE	Yes	Yes	(CEEP), EFEE, CEMR
UCEA	Yes	Yes	(CEEP), EFEE
AoC	n.a.	Yes	(CEEP), EFEE

Notes: See Annex for list of abbreviations and full names of organisations.

^a (Yes) indicates indirect involvement in bargaining via lower-level affiliates or higher-level affiliations; ** = de facto negotiations or consultation.

^b (Yes) indicates consultation takes place only indirectly via higher-level affiliations.

^c National affiliations are in italics. For the national level, only cross-sectoral (peak level) associations are listed. For the European level, only sectoral associations are listed. Affiliations in brackets are indirect via lower level affiliates or higher level affiliations.

n.a. = not available.

Source: EIRO national centres, 2009

Collective employment regulation and its actors

Table 4 lists all those trade unions engaged in sector-related collective bargaining/regulation. Several cases of competition for bargaining and consultation capacities have been identified due to:

- the numerous overlaps of inter-union domain;
- often unclear domain demarcation;
- some rivalry for members.

In the case of the sector-related employer organisations, no cases of competition over collective employment regulation capacities have been reported.

Table 8 provides an overview of the system of sector-related collective regulation in the 26 countries under consideration. The importance of collective bargaining as a means of employment regulation is measured by calculating the total number of employees covered by collective bargaining as a proportion of the total number of employees within a certain segment of the economy (Traxler et al, 2001). Accordingly, the sector's rate of collective bargaining coverage is defined as the ratio of the number of employees covered by any kind of collective agreement to the total number of employees in the sector.

For the purpose of this study, this concept of calculating the intensity of employment regulation is extended to areas where collective bargaining in the genuine sense is not established but other forms of collective regulation (that is, de facto negotiations and consultation) take place – a frequent occurrence in the public segment of the education sector. This means that, in addition to the rate of collective bargaining coverage, the rate of collective employment regulation is calculated for each country. In line with the definition of collective bargaining coverage, the sector's rate of collective employment regulation coverage is defined as the ratio of the number of employees covered by any kind of collective regulation (that is, collective bargaining, de facto negotiations and consultation) to the total number of employees in the sector.

To delineate the bargaining system, two further indicators are used: The first indicator refers to the relevance of multi-employer bargaining compared with single-employer bargaining. Multi-employer bargaining is defined as being conducted by an employer organisation on behalf of the employer side. In the case of single-employer bargaining, the company or its divisions is the party to the agreement. This includes the cases where two or more companies jointly negotiate an agreement. The relative importance of multi-employer bargaining, measured as a percentage of the total number of employees covered by a collective agreement, therefore provides an indication of the impact of the employer organisations on the overall collective bargaining process.

However, this indicator is relevant only with regard to the private segment of the education sector since the distinction between single-employer and multi-employer bargaining is not applicable to large parts of the public segment. Although some units within the public segment may conduct single-employer bargaining, in most cases the boundaries between single- and multi-employer bargaining are blurred. This becomes evident in cases where an employer representative conducts collective bargaining on behalf of a single authority, but the results are subsequently ratified also by other authorities. Moreover, the question arises as to whether an all-encompassing collective entity (such as

a central authority embracing a large number of administrative units) should be classified as an individual employer or not. Since a meaningful distinction between single- and multi-employer bargaining and negotiations is not possible with regard to the public segment of the education sector, this indicator is primarily employed with regard to the private education segment for the purpose of this study.

The second indicator considers whether statutory extension schemes have been applied to the sector. For reasons of brevity, this analysis is confined to extension schemes that widen the scope of a collective agreement to employers not affiliated to the signatory employer organisation; extension regulations targeting the employees are therefore not included in the research. Regulations concerning the employees are not significant to this analysis for two reasons. First, extending a collective agreement to the employees who are not unionised in the company covered by the collective agreement is a standard of the International Labour Organization (ILO), aside from any national legislation. Secondly, employers have good reason to extend a collective agreement concluded by them, even when they are not formally obliged to do so; otherwise, they would set an incentive for their workforce to unionise.

In comparison with employee-related extension procedures, schemes that target the employers are far more significant for the strength of collective bargaining in general and multi-employer bargaining in particular. This is because the employers are capable of refraining from both joining an employer organisation and entering single-employer bargaining in the context of a purely voluntaristic system. Therefore, employer-related extension practices increase the coverage of multi-employer bargaining. Moreover, when it is pervasive, an extension agreement may encourage more employers to join the controlling employer organisation; such a move then enables them to participate in the bargaining process and to benefit from the organisation's related services in a situation where the respective collective agreement will bind them in any case (Traxler et al, 2001).

Table 8: System of sectoral collective bargaining, 2007–2008

Country	Collective regulation coverage ^a (% ^b)	Genuine collective bargaining (GCB) (% ^b)	Extension practice ^c
AT	90–95	20–25	None
BE	100	100	Pervasive
BG	46	46	None
CY	>90	>90	None
CZ	100	26	None
DE	n.a.	n.a.	None
DK	100	100	None
EE	n.a.	n.a.	None
EL	100	n.a.	Pervasive
ES	100	n.a.	Pervasive
FI	100	100	Pervasive
HU	40	40	None
IE	n.a. (>90 in public sector)	n.a.	Limited/exceptional
IT	~100	~100	(Pervasive)
LT	100	20–30	None
LU	n.a. (100 in public sector)	~0	None
LV	40–50	40–50	None

Country	Collective regulation coverage ^a (% ^b)	Genuine collective bargaining (GCB) (% ^b)	Extension practice ^c
MT	>70	>70	Limited/exceptional
NL	90–100	90–100	None
PL	n.a.	~10	None
PT	~95	~18	Pervasive
RO	100	100	None
SE	80–100	80–100	Limited/exceptional
SI	Almost 100	Almost 100	None
SK	Almost 100	Almost 100	None
UK	n.a. (probably >80)	n.a. (probably >80)	None

Notes: ^a Genuine collective bargaining, *de facto* negotiations and consultation. ^b As a percentage of the sector's total number of employees. ^c Extension practices (including functional equivalents to extension provisions, that is, obligatory membership and labour court rulings). Cases of functional equivalents are in brackets.

Source: EIRO national centres, 2009

Collective bargaining coverage

As outlined earlier, this study distinguishes two kinds of measurement of collective regulation intensity. Whereas collective regulation coverage in a broad sense relates to a wide range of activities aimed to regulate the employment terms (including genuine bargaining or a recurrent practice of *de facto* negotiations and/or consultation), collective bargaining coverage in a strict sense takes only genuine collective bargaining into account. Since the collective bargaining coverage rate for the sector is recorded only as unadjusted percentage (this means the percentage is not adjusted for employees who are not equipped with genuine bargaining rights), the collective regulation coverage rate must be as high as the genuine collective bargaining coverage rate (in cases where there is no form of employment regulation other than genuine bargaining) or higher (in cases where there are such forms of alternative employment regulation).

In terms of the sector's collective regulation coverage, 16 of the 20 countries for which related data are available record a high coverage rate of at least 80%, in most cases coming close to or reaching 100%. There are only three countries (Bulgaria, Hungary and Latvia) that record sector-related collective regulation at a level below 50%, with collective employment regulation coverage rates of between 40% and 50%. The collective coverage rate for Malta is greater than 70%.

In at least these three countries, the employment terms of the majority of the education employees appear to be unilaterally determined by the authorities, without regular consultation with the trade unions. This may also be true for Estonia and Poland, but no related data have been reported for these countries. Nevertheless, it can be inferred that the industrial relations structures in the education sector are:

- well-established in at least three-quarters of the 26 Member States studied – even if formal, genuine collective bargaining is scarce or completely lacking in these countries;
- apparently underdeveloped in less than a quarter of the countries.

Closer examination reveals that:

- collective employment regulation coverage rates are high in the EU15 (although there are no or only partial data available for Germany, Ireland, Luxembourg and the UK);
- sectoral regulation standards vary widely between those countries joining the EU between 2004 and 2007.

High coverage rates for collective employment regulation may stem from genuine collective bargaining (GCB) or other forms of collective regulation, or a mixture of both.

In 11 countries (Belgium, Cyprus, Denmark, Finland, Italy, Malta, the Netherlands, Romania, Slovakia, Slovenia and Sweden) and probably the UK, high collective regulation coverage in the sector can be traced back to prevailing or exclusive genuine collective bargaining arrangements.

In at least six countries (Austria, the Czech Republic, Lithuania, Luxembourg, Poland and Portugal), little or no genuine collective bargaining takes place scarcely or is completely lacking.

Even if genuine bargaining plays only a minor part or is completely absent, collective regulation coverage may be very high as is the case of Austria, the Czech Republic, Lithuania, Portugal and probably Luxembourg. In these cases, *de facto* negotiations and/or regular consultation practices somehow replace genuine collective bargaining when it comes to determining the terms of employment (which often applies to the public segment of the sector), while genuine bargaining is, in at least part of these cases, more or less confined to the (smaller) private segment of the sector.

Conversely, the relatively low collective regulation coverage rates of Bulgaria, Hungary and Latvia originate exclusively from genuine bargaining arrangements (no other forms of collective employment regulation exist). The low collective bargaining coverage rate in Estonia may partially ensue from a refusal by the relevant associations representing cities and municipalities to enter negotiations on behalf of educational institutions with the trade unions. In Lithuania, reluctance on the side of school principals to recognise the established trade unions in the sector and to enter collective bargaining at enterprise level has been reported. A case of bargaining refusal has also been reported from Portugal with regard to private higher education. In the UK, the trade unions have questioned the recurrent practice of teachers in publicly owned schools having their pay determined by an independent body instead of by regular collective bargaining. Moreover, in the pre-primary education sector in the UK, private sector employers frequently refuse to recognise trade unions and thus bargaining.

In general, the high intensity of collective employment regulation in the education sector, with the exception of only a few central and eastern European countries, may be explained by several factors, which sometimes interact with each other. Highest collective bargaining/regulation coverage rates can be found in countries where multi-employer bargaining coincides with pervasive extension practices (as is the case of Belgium, Finland, Greece and Spain) and where centralisation of the employer representation by either administrative bodies (public sector) (as is the case of Austria and the Czech Republic) or representative employer organisations (public and private sector) (as is the case of Belgium, Denmark, Finland and Slovakia) is high. Moreover, the often still prevalent uniform nature of employment relationship(s) in the public segment of the education sector, which facilitates the aggregation of interests, is conducive to high collective employment regulation. This also holds for the generally high unionisation rates in public sector trade unions.

Participation in public policymaking

Interest associations may partake in public policy in two basic ways. First, they may be consulted by the authorities on matters affecting their members, and secondly, they may be represented on ‘corporatist’, in other words tripartite, committees and boards of policy concertation. This study considers only cases of consultation and corporatist participation that relate explicitly to sector-specific matters. Consultation processes are not necessarily institutionalised and, therefore, the organisations consulted by the authorities may vary according to the issues to be addressed and also over time, depending on changes in government. Moreover, the authorities may initiate a consultation process on occasional rather than a regular basis.

Given this variability, only those sector-related trade unions and employer organisations that are ‘usually’ consulted are flagged in Tables 3–7. Depending on country-specific regulations and practices, the sector-specific associations may directly or indirectly participate in public policy. Indirect participation takes place via their affiliation to a higher-level association which obtains participatory rights.

Trade unions

The vast majority of the 216 sector-related trade unions identified by this study are consulted regularly by the authorities and at least some of them in all the 27 Member States apart from Sweden (no information on consultation practices is available for any of the trade unions in Cyprus, France, Italy and Slovenia). Since a multi-union system has been established in all of these countries apart from Latvia, the possibility cannot be ruled out that the authorities favour certain trade unions over others or that the trade unions compete for participation rights. In at least 14 countries with a multi-union system where a noticeable practice of consultation is observed, any of the existing trade unions may take part in the consultation process. By contrast, there are at least three countries (Austria, Estonia and Slovakia) where consultation rights are awarded only to certain trade unions while others are left out of consideration. However, there is no evidence of inter-union conflicts over participation in public policy matters in the education sector in any of the countries.

Employer organisations

As is the case of the trade unions, most of the sector-related employer organisations are involved in consultation procedures, although for several organisations no related information is available. Finland and Sweden with their multi-organisation systems provide examples of selective consultation. In the other countries with pluralist systems and full information on consultation practices (Bulgaria, Germany, Greece, Ireland, the Netherlands and the UK), all the sector's organisations are consulted. In all countries with available information apart from Sweden (where employer organisations co-exist with trade unions), consultation rights are symmetrically attributed to the two sides of industry, in that at least one organisation on each side is consulted.

In those countries where an employer organisation does not exist, the employers are not necessarily excluded from consultation procedures. Under these circumstances, the employers themselves (often part of the authorities in the education sector) may be consulted. However, in cases where the employer is identical with the authority, the question of consultation tends to be pointless.

Tripartite participation

Turning from consultation to tripartite participation, the findings reveal that genuinely sector-specific tripartite bodies have been established in only three (Bulgaria, Hungary and Ireland) of the 26 countries under consideration. Table 9 lists only five bodies of this kind and summarises their main properties. Other bodies listed in some country reports are not taken into account in this study because they either do not specifically target the education sector or are not tripartite in the sense of a clear-cut discriminability of (state) authorities and employer organisations.

Table 9: Tripartite sector-specific boards of public policy in the education sector, 2007–2008)

Country	Name of the body and scope of activity	Origin	Unions participating	Business associations participating
BG	Sectoral Council for Tripartite Cooperation in the Ministry of Education, Youth and Science: employment and social security issues, training and qualification, career development, etc.	Statutory	BUT, ITTU, UE Podkrepa	BAPS
HU	Interest Reconciliation Council in Public Education: employment relations, income-related issues	Agreement	PDSZ and others	Representative alliances of cities, regional and local governments
	Higher Education Interest Reconciliation	Agreement	AOKDSZ,	Various federal

Country	Name of the body and scope of activity	Origin	Unions participating	Business associations participating
	Council: employment relations, income-related issues and working conditions in general		FDSZ and others	ministries
IE	Education Sector Performance Verification Group: assessment of progress made in delivering on the change and modernisation agenda set out for the sector	Agreement	n.a.	n.a.
	Teacher Arbitration Board: conciliation and arbitration tasks	n.a.	n.a.	n.a.

Note: See Annex for list of abbreviations and full names of organisations.

n.a. = not available

Source: EIRO national centres, 2009

European level of interest representation

At European level, eligibility for consultation and participation in the social dialogue is linked to three criteria, as defined by the European Commission. Accordingly, a social partner organisation must have the following attributes:

- be cross-industry or 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 and which have the capacity to negotiate agreements, as well as being representative of all Member States, as far as possible;
- have adequate structures to ensure their effective participation in the consultation process.

Regarding social dialogue, the constituent feature is the ability of such organisations to negotiate on behalf of their members and to conclude binding agreements. Accordingly, this section on European associations of the education sector analyses the membership domain, the composition of their membership and the ability to negotiate of these organisations.

As detailed below, three sector-related European associations on the employee side are particularly significant in the education sector. The three are:

- European Trade Union Committee for Education ([ETUCE](#));
- European Federation of Public Service Unions ([EPSU](#));
- European Confederation of Independent Trade Unions ([CESI](#)).

All are directly involved in the European sectoral social dialogue for the education sector.

Sector-related employer interests, on the other hand, are organised exclusively by EFEE, which likewise participates in the European sectoral social dialogue. EFEE, which was created in February 2009, is a member organisation of the European Centre of Employees and Enterprises providing Public Services ([CEEP](#)).

A new European Sectoral Social Dialogue Committee for Education (ESSDE) was set up by the European Commission on 11 June 2010 ([EU10060811](#)). The main actors within this committee are ETUCE on the employee side and EFEE on the employer side. The trade union delegation to the committee is composed of representatives of ETUCE, EPSU and CESI, whereas the employer delegation is composed only of EFEE representatives. On the employee side, according to EPSU, ETUCE holds the lead responsibility in the sector's social dialogue area, whereas EPSU has agreed

with ETUCE to participate as ‘additional partner on the workers’ side in the ESSDE’ and to ‘have full rights’ in the committee. The role of CESI within the ESSDE appears to be similar to those of EPSU.

All the four sector-related European associations on the two sides of industry are classified by the European Commission as a social partner organisation consulted under Article 154 of the EC Treaty. Hence, the analysis below concentrates on these four European organisations, while providing supplementary information on others linked to the sector’s national industrial relations actors.

Membership domain

The membership domain of ETUCE, which is affiliated to the European Trade Union Confederation (ETUC), largely corresponds with the education sector as defined for the purpose of this study, although there may be some peripheral areas, such as driving school activities, which do not fall with the organisation’s domain. Nevertheless, ETUCE’s domain is largely congruent with the education sector.

As indicated by its name, the ETUC-affiliated EPSU organises public services. Therefore its membership domain sectionally overlaps in relation to the education sector, which is made up of both a public and private segment. In contrast, CESI is a general trade union confederation and has an unspecific membership domain that covers both national and European trade unions (including umbrella organisations) and overlaps with regard to the sector.

On the employer side, EFEE represents education ministries, regional and local authorities, state agencies and other types of employer organisations in the field of education. Its domain is thus largely congruent with the education sector.

Membership composition

The country coverage of ETUCE, EPSU, CESI and EFEE extends beyond the 27 countries examined in this study, but the report considers only the 27 Member States.

Employee side

Table 10 lists the membership of for ETUCE, EPSU and CESI of sector-related trade unions drawn from the country reports.

Table 10: Members of ETUCE, CESI and EPSU, 2009^{a,b}

Country	ETUCE	CESI	EPSU
AT	GÖD	GÖD, (GdG-KMSfB)	GdG-KMSfB, GPA-djp, GÖD, vida
BE	CGSP-Enseignement /ACOD-Onderwijs, ACV-Services Publics/ CSC-Openbare Diensten, COC, COV, CSC-Enseignement/ ACV-Onderwijs, SLFP/VSOA, CG/AC, (Sel-SETca), (APPEL)	UNSP/NUOD ^c	(ACV-Services Publics/ CSC-Openbare Diensten), (CSC-Enseignement/ ACV-Onderwijs), CGSP-Parastataux/ ACOD-Overheidsdiensten, CNE/LBC, (CG/AC), SLFP/VSOA, Sel-SETca, (COC), (COV)
BG	BUT, UE Podkrepa	–	–

Country	ETUCE	CESI	EPSU
CY	OELMEK, OLTEK, POED	–	PASYDY ^e
CZ	CMOS-PS, KOK	–	–
DE	BLBS ^d , VBE ^d , (DBB), GEW	DBB, CGB	ver.di
DK	DLF, UE, GL, DM	–	DM, DJOEF, (ULF), DSR, SL
EE	EEPU, Universitas	–	–
EL	OIELE, POSDEP, DOE, OLME	–	(POSDEP), (DOE), (OLME)
ES	FETE-UGT, FECCOO, CIG-ENSINO, ELA-GIZALAN, Ensenanza-CSIF, STEs, ANPE, FSIE, FE-USO	Ensenanza-CSIF, ANPE	ELA-GIZALAN
FI	OAJ, FUUP, FUURT	–	JHL, Jyty, Pardia
FR	FEP-CFDT ^e , FERC-CGT ^e , FNEC.FP-FO ^e , SGEN-CFDT ^e , SNCS ^e , SNEP-FSU ^e , SNES-FSU ^e , SNETAA ^e , SNETAP-FSU ^e , SNUipp-FSU ^e , UNSA-Education ^e	CSEN ^e	–
HU	PSZ, PDSZ, FDSZ, TDSZSZ	MKKSZ	–
IE	TUI, IFUT, ASTI, INTO	–	Impact
IT	CISL SCUOLA, FLC CGIL, UIL Scuola	(CONFSAL FEDERAZIONE SNALS/ UNIVERSITA CISAPUNI), (SNALS-CONFSAL), (CSA DI CISAL UNIVERSITA), (UGL Scuola)	FP CGIL, FPS CISL
LT	LMPS, LSDPS, LSMPSF, KSDPS	–	–
LU	CGFP/SNE, OGB-L/SEW ^e , APESS ^c	CGFP/SNE, CGFP/FEDUSE	(OGB-L/SEW ^e), (FNCTTFEL ^e)

Country	ETUCE	CESI	EPSU
LV	LIZDA	–	–
MT	MUT	(UHM)	GWU
NL	AOb FNV, CNV Onderwijs	CNV Publieke Zaak	Abvakabo FNV, CNV Publieke Zaak
PL	NSZZ Solidarność – Oswiata, NSZZ Solidarność Section Nauki, ZNP	WZZ	–
PT	FENPROF (SPGL, SPRC, SPN, SPZS, SPRA, SPM, SPE), FNE (SPZN, SPZC, SDPGL, SDPS, SDPA, STAAEZN, STAAEZC, STAAEZSRA, SDPM), SINDEP	(SNPL)	STAL, STE, SINTAP
RO	FSLI, FSI Spiru Haret, FEN, FNS Alma Mater	–	–
SE	Lärarförbundet, Lärarnas Riksförbund, SFHL, SULF	–	Kommunal, ST
SI	ESTUS	–	–
SK	OZPSaV, ZPSaV NKOS, UFS ^c	–	–
UK	ATL, EIS, NASUWT, NUT, SSTA, UTU, UCU	–	GMB, Unison, Unite
Negotiating mandate	General mandate, conferred by the members	General mandate, conferred by the members	General mandate, conferred by the members

Notes: See Annex for list of abbreviations and full names of organisations.

^a Membership list confined to the sector-related associations of the countries under consideration. ^b Associations in brackets are sector-related unions listed in Tables 3 and 4 that are indirectly affiliated via national higher-order associations or lower-level affiliates and/or, in the case of CESI, via affiliation to Eurofedop. ^c Not involved in collective regulation. ^d Indirectly involved in collective regulation via higher- or lower-level affiliations. ^e No information available on involvement in sector-related collective regulation.

Source: EIRO national centres, 2009

All the countries under consideration have at least one trade union in the education sector affiliated to ETUCE. There is multiple memberships in most countries but only one in Austria, Latvia, Malta and Slovenia. On aggregate, ETUCE counts 97 direct and a number of indirect (via national higher-order associations or lower-level affiliates) sector-related affiliations from the countries under examination

in this study. Almost half the 216 trade unions listed in Tables 3 and 4 are directly affiliated to ETUCE. From the information available from the sectoral membership of the national trade unions on their relative strength, it can be concluded that ETUCE covers the sector's most important labour representatives in most countries. Of the 85 direct ETUCE members for which related data are available, 83 are involved in bargaining or 'quasi-bargaining' related to the education sector; two affiliates from Luxembourg and Slovakia are not.

EPSU has at least one sector-related member union in all but 11 countries (Bulgaria, the Czech Republic, Estonia, France, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia). In most countries multiple memberships occur, but there is only one affiliation in five countries (Cyprus, Germany, Ireland, Malta and Spain). In total, EPSU has 32 direct and several indirect sector-related affiliations from the 27 countries under its umbrella. About 15% of the 216 sector-related trade unions listed in Tables 3 and 4 are directly affiliated to EPSU. The relative weight of the sector-related EPSU affiliates in terms of their membership strength in the sector is hard to assess. However, all of the 32 direct EPSU members for which related data are available are involved in sector-related bargaining or 'quasi-bargaining'.

Table 10 also lists the members of CESI. Of the 27 countries under consideration, CESI has 12 under its umbrella through associational direct or indirect members from these countries. Multiple memberships (including indirect members) exist in five (Austria, Germany, Italy, Luxembourg and Spain) of these 12 countries, CESI counts 19 direct and indirect sector-related affiliates from the 27 countries under consideration. Twelve or about 6% of the trade unions listed in Tables 3 and 4 are directly affiliated to CESI. In those countries where CESI affiliations occur, trade unions both with high and low membership strength in the sector are frequently covered. At least 17 of the 19 direct and indirect CESI affiliates are involved in sector-related collective bargaining/regulation.

In comparison with ETUCE, which records an extraordinarily high level of representativeness in education (particularly in terms of countries and absolute numbers of affiliations), both EPSU and CESI appear to be less present in the sector. This is due to their role to 'bring a complement of representativity' on the employee side in the sectoral social dialogue, as laid down in a draft of ESSDE's internal rules of procedure.

Employer side

Table 11 lists the sector-related members of EFEE. Since EFEE is affiliated to CEEP, all EFEE members are at least indirectly affiliated to CEEP. In November 2010, EFEE had 21 members from 16 Member States, including associational interest organisations as well as authorities and state bodies such as ministries. However, in line with the decision to exclude single employers from the scope of this study, only authorities/ministries affiliated to EFEE are included. All other authorities and state bodies cannot be taken into account for the purpose of this study because the vast numbers mean they cannot be captured individually.

Table 11: Members of EFEE, 2009^a

Country	Members
AT	–
BE	SeGEC ^b , AGPE ^b
BG	–
CY	MEC ^b
CZ	–
DE	TdL ^b
DK	KL ^b
EE	–
EL	–
ES	MoE ^b
FI	KT ^b , AFIEE ^b
FR	–
HU	KIMSZ ^b
IE	IVEA ^b
IT	ARAN ^b
LT	–
LU	–
LV	MoES ^b
MT	MEDC ^b
NL	PEC ^b , SEC ^b
PL	–
PT	MoE ^b
RO	–
SE	SALAR ^b
SI	–
SK	EFEE Slovakia ^b
UK	LGE ^b , UCEA ^b , AoC ^b

Country	Members
Negotiating mandate	General mandate, conferred by the members

Notes: See Annex for list of abbreviations and full names of organisations.

^a *Membership list confined to the sector-related associations of the countries under consideration.* ^b *Involved in collective regulation.*

Source: EIRO national centres, 2009

The 16 countries with EFEE affiliations appear to cover the majority part of the sector in the 27 countries under consideration in terms of employees. Multiple memberships can be found in Belgium, Finland, the Netherlands and the UK.

About a quarter of the sector-related employer organisations/authorities are affiliated to EFEE (Table 7). However, taking the sectoral membership data of the affiliated organisations/bodies as an indicator of their relative significance does not give a clear picture of whether the most important associations/bodies are affiliated because the sectoral domain density in terms of employees tends to be very high with almost all employer organisations, irrespective of their affiliation to EFEE. The same holds true for the criterion of the role of the organisations/bodies in collective bargaining/regulation, which also does not show a clear trend in this respect since virtually all sector-related organisations engage in the various forms of employment regulation.

EFEE members cover collective employment regulation in all the 16 countries where they are present. The fact that 11 of the 27 Member States are not covered accounts for the significantly lower number compared to the number (at least 26) of countries where sector-related collective bargaining/regulation is conducted by affiliates of ETUCE, its main European-level counterpart for the trade unions in the sector. This indicates that there are several sector-related employer organisations/state bodies across the EU not affiliated to EFEE that are involved in sector-related collective bargaining/regulation.

Capacity to negotiate

The third criterion of representativeness at the European level refers to an organisation's capacity to negotiate on behalf of its members. ETUCE and EPSU are given a mandate to negotiate in matters of the European social dialogue to their statutes. Likewise, CESI has a general negotiating mandate on behalf of its members.

On the employer side, EFEE has the capacity to negotiate on behalf of its members in matters of the European sectoral social dialogue through their endorsement of its articles of association.

As a proof of the weight of ETUCE, EPSU and CESI on the employee side and EFEE on the employer side, it is useful to look at other European organisations that may be important representatives of the sector. This can be done by reviewing the other European organisations to which the sector-related trade unions and employer associations are affiliated.

For the trade unions, these affiliations are listed in Table 4 which shows there are numerous affiliations to European organisations other than ETUCE, EPSU and CESI. However, these memberships are so widely dispersed across the trade unions and countries that clusters of affiliations are difficult to find. For reasons of brevity, only those European organisations that cover at least three countries are listed below:

- Union Network International – Europe ([UNI-Europa](#)), with seven affiliations covering five countries;
- European Transport Workers' Federation ([ETF](#)), with six affiliations and three countries;
- European Federation of Food, Agriculture and Tourism Trade Unions ([EFFAT](#)), European Metalworkers Federation ([EMF](#)) and the Council of European Professional and Managerial Staff ([Eurocadres](#)), with four affiliations and three countries each;

- European Mine, Chemical and Energy Workers' Federation ([EMCEF](#)), with three affiliations and three countries.

However, the affiliations listed in Table 7 may not necessarily be exhaustive. Nevertheless and despite the large number of affiliations to European organisations other than ETUCE, EPSU and CESI, this overview underlines the status of these three associations as the sector's principal labour representatives. This is primarily because some of the affiliations to other European organisations, in particular UNI-Europa, reflect the overlapping domains of the affiliates rather than a real reference of the affiliations as such to the education sector.

Table 7 provides a similar overview of European organisations to which the sector-related employer organisations are affiliated. The organisational links of sector-related employer associations with European federations are of particular interest in two cases:

- CEEP, with 26 direct and indirect affiliations covering 16 countries;
- Council of European Municipalities and Regions ([CEMR](#)), with four affiliations covering four countries.

But although all the 21 indirect affiliations to CEEP occur through membership of EFEE (a member of the cross-sectoral CEEP), neither the five direct affiliations to CEEP nor the four direct affiliations to CEMR really question the alleged role of EFEE as the unmatched European industrial relations actor on behalf of the employers in the sector – even though both CEEP and CEMR claim to gather member associations in a field of activity which is (sectionalistically) overlapping in relation to the education sector. According to an EFEE consultant, affiliation to sectoral EFEE is entirely compatible with affiliation to cross-sectoral CEEP without any competition for members.

EFEE as the recognised European social partner on behalf of the employer side in the sector has to be considered the principal European voice of the employers in education. This is mainly because EFEE is the only European employer organisation which focuses exclusively on education employers and represents at least part of the most important national employers in education in Europe.

Commentary

This study has highlighted some key properties of the representational system of the education sector compared with other sectors.

At national level, pronounced pluralism characterises the associational system of both the labour and the employer side, in particular, with regard to the latter, in the private segment of the sector. In the public segment, government entities equipped with comprehensive competences in matters of industrial relations sometimes allow the emergence of employer organisations only in niches of public education. Nevertheless, the number of employer organisations is relatively high, along with an extremely high number of trade unions within an associational system with large-scale proliferation tendencies. These highly pluralist structures on the employee side can be traced back to the sector's traditional, marked differentiation along numerous well-demarcated occupational, professional as well as institutional lines.

While employer densities are generally very high, union densities at national level, in line with most other services, tend to be low. This is somewhat surprising given that public ownership, which characterises part of the sector, buttresses the organisation of both sides of industry. However, low density ratios for the sector-related trade unions are likely to ensue from the very high fragmentation of the employee representation systems rather than from the generally low unionisation rates in the sector. In some countries, such as Portugal, there is a multiplicity of small trade unions with very low densities, which are likely to cause a statistical bias to the disadvantage of the larger fellow unions, which usually record higher densities. Generally, at least in the public segment of education, unionisation appears to be high in most countries.

High levels of organisation at least on the employer side, along with encompassing government bodies operating as industrial relations actors, translate into high levels of collective employment regulation,

either in the form of genuine collective bargaining or de facto negotiations and consultation. This applies especially ‘older’ Member States (EU15), whereas the employment regulation coverage varies between the 2004–2007 accession countries.

The nature of interest representation at European level contrasts somewhat between the two sides of industry. On the employer side, the membership unit of EFEE, which was initially a platform of government employers in education, is a mixture of government bodies, agencies, ministries as well as private law employer organisations. However, since the main emphasis of EFEE is on the public sector employers, several of the private sector employer organisations are affiliated, if at all, to European employer organisations other than the main industrial relations actor. In contrast, on the employee side, the role of ETUCE as the European voice of organised labour appears to be unmatched, given its very high number of affiliations covering all 27 Member States.

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Annex: List of abbreviations

Organisations in Member States

Country	Abbreviation	Full name of organisation
AT	AFG	Association of the General Crafts and Trade
	BABE	Association of Employers of Private Institutions for Training and Further Training
	DU	National University Federation
	FFS	Association of Driving Schools
	GdG-KMSfB	Municipal Employees' and Arts, Media, Sports and Liberal Professions' Union
	GÖD	Union of Public Employees
	GPA-djp	Union of Salaried Employees, Graphical Workers and Journalists
	ÖGB	Austrian Trade Union Federation
	VFA	Association Research Austria
	vida	vida
	VSOE	Austrian Association of Ski School Entrepreneurs
	WKÖ	Federal Economic Chamber
BE	AGPE	General Administration of Teaching Personnel
	APPEL	Professional Association of Staff in Subsidised Networks
	CEPC	Council of Education in Municipalities and Provinces
	CG/AC	General Confederation
	CGSLB/ACLVB	Federation of Liberal Trade Unions of Belgium
	CGSP-Enseignement/ ACOD-Onderwijs	General Confederation of Public Services – Education Sector
	CGSP-Parastataux/ ACOD-Overheidsdiensten	General Confederation of Public Services – Semi-public Sector
	CNE/LBC	National Federation of White-Collar Workers
	COC	<i>Christelijke Onderwijs Centrale</i>
	COV	<i>Christelijk Onderwijzersverbond</i>
	CPEONS	Council of the Subsidised Neutral Official Education
	CSC/ACV	Confederation of Christian Trade Unions
	CSC-Enseignement/ ACV-Onderwijs	Confederation of Christian Trade Unions – Education Sector
	CSC-Services Publics/ ACV-Openbare Diensten	Public Services Union – affiliated to the Confederation of Christian Trade Unions (CSC)
	FELSI	Federation of Grant-aided Independent Establishments
	FGTB/ABVV	Belgian General Federation of Labour's Professional Confederation
	SeGEC	General Secretariat of Catholic Education
	Sel-SETca	Belgian Union of White-Collar Staff, Technicians and Managers

Country	Abbreviation	Full name of organisation
	SLFP-Enseignement/ VSOA-Onderwijs	Free Trade Union of Civil Servants – Education Sector
	UNSP/NUOD	National Public Services Union
BG	ADEB	Association of Directors in Education in Bulgaria
	BAPS	Bulgarian Association of Private Schools
	BCCI	Bulgarian Chamber of Commerce and Industry
	BIA	Bulgarian Industrial Association
	BUT	Bulgarian Union of Teachers
	CITUB	Confederation of Independent Trade Unions in Bulgaria
	ITTU	Independent Teachers' Trade Union
	NBTU-HES	National Branch Trade Union 'Higher Education and Science'
	Podkrepa CL	Confederation of Labour Podkrepa
	UE Podkrepa	Union Education Podkrepa
	UEESB	Union of the Employers in Educational System in Bulgaria
CY	AIT	Association of Intercollege Teachers
	ATCC	Association of Teachers at Cyprus College
	MEC	Ministry of Education and Culture
	OELMEK	Organisation of Greek Secondary Education Teachers
	OLTEK	Organisation of Greek Technical Education Teachers
	OPAAL	Organisation of Personnel at American Academy of Larnaca
	OPESN	Organisation of Personnel at the English School in Nicosia
	PASYDY	Pancyprian Union of Public Servants
	POED	Pancyprian Organisation of Greek Teachers
	SEK	Cyprus Workers' Confederation
CZ	CMKOS	Czech–Moravian Confederation of Trade Unions
	CMOS-PS	Czech–Moravian Trade Union of Workers in Education
	KOK	Christian Trade Union Coalition Czech Republic
	VOS	Universities Trade Union
DE	BLBS	German Association of Teachers at Vocational Schools
	CGB	Christian Federation of Trade Unions
	DBB	German Civil Service Association
	DGB	Confederation of German Trade Unions
	DHV-CGB	Christian White-collar Workers in Trade and Industry – Christian Federation of Trade Unions
	GEW	Education and Science Trade Union
	TdL	Employers' Association of German Länder
	VBE	Combined Training and Education Union
	ver.di	United Services Union

Country	Abbreviation	Full name of organisation
	VKA	Municipal Employers' Association
	ZG BBB	Special Group in the Confederation of Suppliers of Vocational Training Programmes
DK	DJOEF	Association of Lawyers and Economists
	DLF	Danish Teachers' Union
	DM	Danish Association of Masters and PhDs
	DSR	Danish Nurses' Organisation
	FOAS	<i>Folkeoplysnings Organisationernes Arbejdsgiversamarbejde</i>
	FSL	Trade Union for Teachers and Headmasters at Independent Primary Schools
	GL	Union of Danish Upper Secondary Teachers
	HL	Business School Teachers' Union
	KL	Local Government Denmark
	LO	Danish Trade Union Confederation
	Personalestyrelsen	State Employers' Authority
	SL	National Federation of Social Educators
	UE	Union of Educators
	ULF	University Lecturers' Association
EE	EAKL	Estonian Trade Union Confederation
	EEPU	Estonian Education Personnel Union
	TALO	Estonian Employees' Unions' Confederation
	TUEP	Trade Union of Educated Personnel
	Universitas	Federation of the Estonian Universities, Institutions of Science, Research and Development
EL	ADEDY	Supreme Administrative Council of Greek Civil Servants
	DOE	Greek Primary Teachers' Federation
	GSEE	Greek General Confederation of Labour
	HCA	Hellenic Colleges' Association
	OIELE	Federation of Private School Teachers of Greece
	OLME	Greek Federation of State School Teachers of Secondary Education
	PALSO	Panhellenic Federation of Language School Owners
	PAPIVE	Panhellenic Association of Private Institutions for Vocational Education
	POSDEP	Hellenic Federation of University Teachers' Associations
	PSZ	Panhellenic Federation of Language School Owners
ES	ACADE	Spanish Association of Private Schools
	ANPE	National Association of Education Teachers
	CECAP	Spanish Confederation of Private Centres and Academies
	CECE	Spanish Confederation of Teaching Centres

Country	Abbreviation	Full name of organisation
	CEOE	Spanish Confederation of Employers' Organisations
	CEPYME	Spanish Confederation of Small and Medium-sized Enterprises
	CIG	Galician Trade Union Confederation
	CIG-ENSINO	Federation of Education of the Galician Trade Union Confederation
	CSI-CSIF	Confederation of Independent and Civil Servants' Unions
	ELA	Basque Trade Union
	ELA-GIZALAN	Federation of Public Services of the Basque Workers' Solidarity
	Ensenanza-CSIF	Education Sector of the Confederation of Independent and Civil Servants' Unions
	EyG	Confederation of Teaching and Management Centres
	FECCOO	Federation of Education of the Trade Union Confederation of Workers' Commissions
	FETE-UGT	Federation of Education Workers of the General Workers' Confederation
	FE-USO	Federation of Education of the Workers' Trade Unionist Confederation
	FSIE	Confederation of Independent Education Trade Unions
	MoE	Ministry of Education
	STES	Confederation of Education Worker Unions
	UGT	General Workers' Confederation
	USO	Workers' Trade Union Confederation
FI	AFIEE	Association of Finnish Independent Employers in Education
	AKAVA	Confederation of Unions for Academic Professionals in Finland
	AKT	Transport Workers' Union
	EK	Confederation of Finnish Industries
	ET	Association of Specialised Salaried Employees
	FUUP	Finnish Union of University Professors
	FUURT	Finnish Union of University Researchers and Teachers
	JHL	Trade Union for the Public and Welfare Sectors
	Jyty	Federation of Public and Private Sector Employees
	KT	Commission for Local Authority Employers
	OAJ	Trade Union of Education in Finland
	Pardia	Federation of Salaried Employees Pardia
	SAK	Central Organisation of Finnish Trade Unions
	STTK	Finnish Confederation of Salaried Employees
	TEK	Finnish Association of Graduate Engineers
	VTML	State Employer's Office
	YOL ry	Employers' Association of Private Educational Institutions
FR	CFDT	French Democratic Confederation of Labour
	CGT	General Confederation of Labour

Country	Abbreviation	Full name of organisation
	CSEN	Union Confederation of National Education
	FEP-CFDT	Federation of Private Training and Education – affiliated to the French Democratic Confederation of Labour (CFDT)
	FERC-CGT	Federation of Education, Research and Culture – affiliated to General Confederation of Labour (CGT)
	FNEC.FP-FO	National Federation of Education, Culture and Professional Training – affiliated to Force Ouvrière
	SGEN-CFDT	General National Education and Research Union – affiliated to French Democratic Confederation of Labour (CFDT)
	SNCS	National Union of Scientific Researchers – affiliated to the Unitary Union Federation (FSU)
	SNEP-FSU	National Union of Physical Education – affiliated to the Unitary Union Federation (FSU)
	SNES-FSU	National Union of Secondary Education – affiliated to the Unitary Union Federation (FSU)
	SNETAA-FSU	National Union of Technical Education – affiliated to the Unitary Union Federation (FSU)
	SNETAP-FSU	National Union of Public Agricultural Technical Education – affiliated to the Unitary Union Federation (FSU)
	SNUipp-FSU	National Union of Teachers, Headteachers and General Education College Principals – affiliated to the Unitary Union Federation (FSU)
	UNSA-Education	National Union of Autonomous Trade Unions – Education
HU	AOKDSZ	Trade Union of Workers in Agrarian Research and Education
	ESZT	Confederation of Unions of Professionals
	FDSZ	Trade Union of Employees in Higher Education
	KIMSZ	Association of School Headmasters
	LIGA	Democratic League of Independent Trade Unions
	MKKSZ	Trade Union of Hungarian Civil Servants and Public Service Employees
	MKSZSZ	Hungarian Trade Union of Employees in Public Education and Vocational Education and Training
	MSZOSZ	National Association of Hungarian Trade Unions
	PDSZ	Democratic Trade Union of Teachers
	SZEF	Trade Unions' Cooperation Forum
	TDSZSZ	Democratic Trade Union of Scientific Workers
IE	ACCS	Association of Community and Comprehensive Schools
	ASTI	Association of Secondary Teachers Ireland
	CIBE	Church of Ireland Board of Education
	CPSMA	Catholic Primary Schools Management Association
	Educate Together	Educate Together Primary Schools
	Gaelscoileanna	Irish Language Schools
	IBEC	Irish Business and Employers Confederation

Country	Abbreviation	Full name of organisation
	ICTU	Irish Congress of Trade Unions
	IFI	Islamic Foundation of Ireland
	IFUT	Irish Federation of University Teachers
	Impact	Impact
	INTO	Irish National Teachers' Organisation
	IVEA	Irish Vocational Education Association
	JMB	Joint Managerial Body
	NABMSE	National Association of Boards of Management in Special Education
	SIPTU	Services, Industrial, Professional and Technical Union
	TUI	Teachers' Union of Ireland
IT	AGIDAE	Association of Religious Schools
	ANaCC	National Association of Employer-coordinated Workers
	ANINSEI	National Association of Non-State Institutes of Education
	ANP	National Association of School Managers and Professional Executives
	ARAN	Agency for Public Sector Collective Bargaining
	Cenfop	Coordination of National Vocational Training Bodies
	CGIL	General Confederation of Italian Workers
	CGU	Gilda Confederation – UNAMS
	CIDA	Italian Confederation of Managers and Professional Executives
	CISAL	Italian Confederation of Workers' Autonomous Trade Unions
	CISL	Italian Confederation of Workers' Trade Unions
	CISL SCUOLA	Italian Trade Union Confederation of School Workers
	CISL UNIVERSITA	Italian Trade Union Confederation of University Workers Federation
	Confcommercio	General Confederation of Italian Commerce and Tourism
	Confetra	General Italian Confederation of Transport and Logistics
	Confindustria	General Confederation of Italian Industry
	CONFSA FEDERAZIONE SNALS/ UNIVERSITA CISAPUNI	Confederation of Autonomous Workers' Unions of the National Autonomous Trade Union Federation of School Workers / Autonomous Italian Trade Union University Confederation University Personnel
	CONFSA	Confederation of Autonomous Workers' Unions
	CSA DI CISAL UNIVERSITA	Autonomous Trade Union Coordination of the Autonomous Italian Trade Union Confederation University Workers
	FEDERCULTURE	Federation Public Services Culture Tourism Sport Free Time
	FIINSEI	Italian Federation of Institutes of Education and Non-State Education
	FIIS	Italian Federation of Sports Centres
	FILINS	Italian Federation of Language High Schools and Non-State Scholastic Institutes
	FILT	Italian Federation of Transport Workers
	FISASCAT	Italian Federation of Commercial Services and Tourism

Country	Abbreviation	Full name of organisation
	FISM	Italian Federation of Nursery Schools
	FIT	Italian Transport Federation
	FLC CGIL	Knowledge Workers' Federation
	FORMA	National Association Vocational Training Bodies
	FP CGIL	Public Service Union
	FPS CISL	Federation of Public and Service Workers
	SINASCA	Trade Union of Catholic School Employees
	SLC CGIL	Communication Workers' Union
	SNALS-CONFSAL	National Autonomous Trade Union of School Workers – General Confederation of Autonomous Trade Unions of School Workers
	UGL	General Union of Workers
	UGL Scuola	General Union of Workers in Schools
	UIL	Union of Italian Workers
	UIL FPL	Union of Italian Workers Local Federation
	UIL PA	Union of Italian Workers in Public Administration
	UIL PA Università Ricerca AFAM	Union of Italian Workers in Public Administration – University, Research, and Higher Education in Arts and Music
	UIL Scuola	Union of Italian Workers in Schools
	UILCOM	Union of Italian Workers in Communications
	Uiltrasporti	Italian Union of Transport Workers
	UNASCA	National Union of Driving Schools and Driving Consultancy Studios
	Unione Artisti UNAMS	Artists Union UNAMS
LT	KSDPS	Christian Trade Union of Education Workers
	LDF	Lithuanian Labour Federation
	LMPS	Lithuanian Teachers' Trade Union
	LPSK	Lithuanian Trade Unions Confederation
	LSDPS	Lithuanian Education Employees Trade Union
	LSMPSF	Federation of Lithuanian Education and Science Trade Unions
LU	APESS	Secondary and Higher Education Teachers' Union
	CGFP	General Confederation of Civil Servants
	GFP/FEDUSE	General Federation of Graduates in the Service of the State – affiliated to General Confederation of Civil Servants (CGFP)
	CGFP/SNE	Civil Servants' Confederation – affiliated to General Confederation of Civil Servants (CGFP)
	CGT-L	Luxembourg General Confederation of Labour
	FNCTTFEL	Transport Workers' Union
	LCGB	Confederation of Christian Trade Unions
	OGB-L/SEW	Luxembourg Confederation of Independent Trade Unions/Education and Science Workers' Union

Country	Abbreviation	Full name of organisation
LV	ALVEI	Association of Latvian Vocational Education Institutions
	AVAEE	Association of Vocational and Adult Education Employers
	LIZDA	Trade Union of Education and Science Workers Associate's Employees
	MoES	Ministry of Education and Culture
MT	CMTU	Confederation of Malta Trade Unions
	GWU	General Workers' Union
	MEDC	Ministry of Education and Culture
	MUT	Malta Union of Teachers
	UHM	Union of United Workers
	UMASA	University of Malta Academic Staff Association
NL	Abvakabo FNV	Public Service Workers' Union – affiliated to the Dutch Trade Union Federation (FNV)
	AC	Civil Servants Centre
	ACOP FNV	Union Federation for Civil Servants – affiliated to the Dutch Trade Union Federation (FNV)
	AOb FNV	General Education Union – affiliated to the Dutch Trade Union Federation (FNV)
	CCOOP	Christian Federation for Civil Servants and Educational Personnel
	CMHF	Federation of Intermediate and Higher Employees in Government and Education, Companies and Institutions
	CNV	Christian Trade Union Federation
	CNV Onderwijs	Christian Education Union
	CNV Publieke Zaak	Public Sector Union of the Christian Trade Union Federation
	FNV	Dutch Trade Union Federation
	HEC	Higher Education Council
	PEC	Primary Education Council
	SEC	Secondary Education Council
	UnieNFTO	Union for Workers in Vocational and Secondary Education
	VAWO	Union for Science Staff of Universities, Research Institutions and University Medical Centres
	VEC	Vocational Education Council
	VSNU	Association of Universities in the Netherlands
PL	FZZ	Forum of Trade Unions
	NSZZ Solidarność	Independent and Self Governing Trade Union Solidarity
	NSZZ Solidarność – Oświata	Education Section of the Independent and Self-Governing Trade Union Solidarity
	NSZZ Solidarność –Nauki	Science Section of the Independent and Self-Governing Trade Union Solidarity
	OPZZ	All-Poland Alliance of Trade Unions
	WZZ Solidarność –Oświata	Education section of the Free Trade Union Solidarity

Country	Abbreviation	Full name of organisation
	ZNP	Polish Teachers' Union
	ZZPAN	Polish Academy of Sciences Trade Union
PT	AEEP	Association of Establishments in Private and Cooperative Teaching
	ANESPO	National Association of Schools for Occupational Training
	ASPL	Union Association of Graduate Teachers
	CGTP	General Confederation of Portuguese Workers
	CNIS	National Confederation of Solidarity Institutions
	FENEI	National Federation of Teaching and Research
	FENPROF	National Teachers Federation
	FEPECI	Portuguese Federation of Professionals in Education, Teaching, Culture and Research
	FETESE	Federation of Service Workers and Technicians
	FNE	National Federation of Education Unions
	FNSFP	National Federation of Unions in Public Administration
	MoE	Ministry of Education
	PRO-ORDEM	Union Association of Teachers Pro-Chamber
	SDPA FNE	Democratic Teachers' Union of the Azores
	SDPGL FNE	Democratic Teachers' Union Greater Lisbon
	SDPM FNE	Democratic Teachers' Union of Madeira
	SDPS FNE	Democratic Teachers' Union of the South
	SEPLEU	Union of Educators and Teachers Graduates of Education Polytechnic and Universities
	SINAPE FEPECI	National Union of Professionals in Education
	SINDEP FENEI	National and Democratic Teachers Union
	SINPROFE	National Union of Teachers and Educators
	SINTAP	Union of Workers in Public Administration
	SINTAP-FESAP	Union Front of the Public Administration – lead by SINTAP
	SIPE	Independent Union of Teachers and Educators
	SIPESP FENEI	Union of Researchers and Teachers in Private Higher Education
	SIPPEB	Union of Pre and Primary School Teachers
	SITese-FETese	Union of Workers in Administration, Commerce, Hotels and Services/Federation of Office and Services Workers' Unions
	SNEIP FENEI	National Union of Child Education and Pre School Teaching
	SNESup	National Union of Higher Education
	SNPES	National Union of Teachers at Secondary Schools
	SNPL	National Union of Graduate Teachers
	SPE FENPROF	Teachers Union Abroad
	SPGL FENPROF	Teachers Union of the Greater Lisbon Area

Country	Abbreviation	Full name of organisation
	SPLIU	National Union of Teachers Licensed by Polytechnics and Universities
	SPM FENPROF	Teachers' Union of Madeira
	SPN FENPROF	Teachers' Union of the North
	SPRA FENPROF	Teachers' Union of the Azores Region
	SPRC FENPROF	Teachers' Union of the Central Region
	SPZC FNE	Teachers' Union of the Central Area
	SPZN FNE	Teachers' Union of the Northern Area
	SPZS FENPROF	Teachers' Union of the Southern Area
	STAAEZC FNE	Union of Administrative Technicians and Auxiliary Personnel in Education in the Central Area
	STAAEZN FNE	Union of Administrative Technicians and Auxiliary Personnel in Education in the Northern Area
	STAAEZSRA FNE	Union of Administrative Technicians and Auxiliary Personnel in Education in the Southern Area and Autonomous Regions
	STAL	Union of Local Authority Workers
	STE	Technical Civil Servants' Union
	UGT	General Workers' Union
	UMP	<i>União das Misericórdias Portuguesas</i>
	USPROF	Trade Union of Teachers
RO	Cartel Alfa	National Trade Union Confederation Cartel Alfa
	CNSLR Frăția	National Confederation of Free Trade Unions in Romania Brotherhood
	CSDR	Democratic Trade Union Confederation
	FEN	National Education Federation
	FNS Alma Mater	National Trade Union Federation 'Alma Mater'
	FSI Spiru Haret	Education Trade Union Federation 'Spiru Haret'
	FSLI	Federation of Free Trade Unions in Education
SE	Almega	Employer and Trade Organisation for the Swedish Service Sector
	Arbetsgivaralliansen	Swedish Employers' Alliance
	Arbetsgivarverket	Swedish Agency for Government Employers
	Folksbildningsförbundet	Swedish Adult Education Association
	Idea	Employer Association for Non-profit Organisations
	KFO	Cooperative Movement Bargaining Organisation
	KFS	Municipality Companies' Cooperative Organisation
	Kommunal	Swedish Municipal Workers Union
	Lärarförbundet	Swedish Teachers' Union
	Lärarnas Riksförbund	National Union of Teachers in Sweden
	Ledarna	Association for Managerial and Professional Staff
	Pacta	Employers' Association of Local Federations of Local Authorities and Enterprises

Country	Abbreviation	Full name of organisation
	SACO	Swedish Confederation of Professional Associations
	SALAR	Swedish Association of Local Authorities and Regions
	SFHL	<i>Svenska Folkhögskolans Lärarförbund</i>
	Skolledarförbundet	Swedish Association of School Principals and Directors of Education
	ST	Union of Civil Servants
	SULF	Swedish Association of University Teachers
	Svenskt Näringsliv	Confederation of Swedish Enterprises
	Sveriges Ingenjörer	Swedish Association of Graduate Engineers
	TCO	Swedish Confederation of Professional Employees
	Unionen	Trade Union for Professionals in the Private Sector
SI	ESTUS	Education, Science and Culture Trade Union of Slovenia
	ITUUL	Independent Trade Union of Workers at the University of Ljubljana
	KSJS	Confederation of Public Sector Trade Unions
	TUWEERA	Trade Union of Workers Employed in Education and Research Activities
SK	EFEE Slovakia	European Federation of Education Employers – Slovakia
	KOZ SR	Confederation of Trade Unions of the Slovak Republic
	NKOS	Independent Christian Trade Unions of Slovakia
	OZPSaV	Trade Union Association of Employees in Education and Science
	UFS	Teachers' Forum of Slovakia
	ZMOS	Association of Towns and Villages of Slovakia
	ZPSaV NKOS	Association of Employees in Education and Science
UK	AoC	Association of Colleges
	ATL	Association of Teachers and Lecturers
	COSLA	Convention of Scottish Local Authorities
	EIS	Educational Institute of Scotland
	GMB	GMB ['Britain's General Union']
	LGE	Local Government Employers
	NASUWT	National Association of Schoolmasters and Union of Women Teachers
	NUT	National Union of Teachers
	SSTA	Scottish Secondary Teachers' Association
	TUC	Trades Union Congress
	UCEA	University and College Employers Association
	UCU	University and College Union
	Unison	Unison [public service trade union]
	Unite	Unite the Union
	UTU	Ulster Teachers' Union

European organisations

	Abbreviation	Full name of organisation
Europe	CADEICE	Confederation of Private School Associations of the European Union
	CE	Cooperatives Europe
	CEC	European Confederation of Executives and Managerial Staff
	CEEC	European Committee for Catholic Education
	CEEP	European Centre of Enterprises with Public Participation and of Enterprises of General Economic Interest
	CEMR	Council of European Municipalities and Regions
	CES	Catholic Education Service
	CESI	European Confederation of Independent Trade Unions
	CLRAE	Congress of Local and Regional Authorities of Europe
	EAEA	European Association for the Education of Adults
	ECNAIS	European Council of National Associations of Independent Schools
	EFA	European Driving Schools Association
	EFBWW	European Federation of Building and Wood Workers
	EFEE	European Federation of Education Employers
	EFFAT	European Federation of Food, Agriculture and Tourism Trade Unions
	EFJ	European Federation of Journalists
	EFVET	European Forum for Technical and Vocational Education and Training
	EHEA	European Higher Education Area
	EIE	European Institute of Education
	EMCEF	Chemical and Energy Workers' Federation
	EMF	European Metalworkers Federation
	EPSU	European Federation of Public Service Unions

	Abbreviation	Full name of organisation
	ERA	European Research Area
	ESHA	European School Headmasters' Association
	ETF	European Transport Workers' Federation
	ETUCE	European Trade Union Committee for Education
	EUA	Association of European Institutions of Higher Education
	Eurocadres	Council of European Professional and Managerial Staff
	Eurodoc	European Council of Doctoral Candidates and Junior Researchers
	Eurofedop	European Federation of Employees in the Public Service
	EUROWEA	European Workers' Education Association
	FEANI	European Federation of National Engineering Associations
	FERPA	Federation of Europe Retired Personal Association
	HERSC	Higher Education and Research Standing Committee
	HOSPEEM	Hospital and Healthcare European Employers' Association
	OIDEL	International Organisation for the Development of Freedom of Education
	PES	Professional Education Services
	UCLG	United Cities and Local Governments
	UNI EuroMEI	European region of UNI-MEI (Media, Entertainment and Arts Sector of Union Network International)
	UNI Europa	Union Network International – Europe