

# UNC-STRENGTHENING UNION NEGOTIATION CULTURE IN EDUCATION

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## DRAFT SUMMARY



Ljubljana March 2010

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# Part 1- The governance of the educational system

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In every partner country there is a distribution of responsibilities among the different territorial levels, except for Slovenia.

Allocation:

- # between national and municipal levels (DK)
  - # Mainly among national, regional and school levels (IT)
  - # Among national, regional and local levels (HU, PL)
  - # Among all the levels considered (FR)
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# Part 1- The governance of the educational system -

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In terms of autonomy of the individual schools:

- DK- the degree of autonomy depends on the municipality
  - IT- autonomy is recognized by the Constitution, but in fact isn't implemented due to the lack of funds and the persistence of a bureaucratic mentality by the ministry/regions
  - PL/HU- wide process of power decentralization to schools; but without the necessary funds (territorial differences in terms of both service quality and work conditions)
  - FR/Slo- autonomy is limited
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# The unions' opinions

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- Unions share the idea of decentralization and school autonomy, but there are **concerns that the absence of a role by the State in terms of funding, guidance and compensation policies might result in even greater differences in service quality and work conditions.**

The strong presence of the State in France is seen as a guarantee of national coherence.

- **Risks of privatization and service outsourcing** ( Italy, Hungary and Poland).
  - **Importance of principals** ( Slovenia, Italy).
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# The unions' opinions

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Autonomy is regarded as a **strength**

- **for reforms and professionalism** (Italy, Poland)
  - for **bargaining and the role of school unions** (Italy, Hungary)
  - for the **construction of local platforms** (Denmark),
  - to **exert greater pressure** on decision-makers and to enlarge alliances (Hungary and Italy).
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# Part II - Levels of organisation of the Unions

	<b>national</b>	<b>regional</b>	<b>intermediate</b>	<b>local</b>	<b>school</b>
DLF	yes	Yes	Yes	Yes	yes
FLC	yes	yes	yes	yes	yes
ESTUS	yes	yes	yes	yes	yes*
ZNP	yes	yes	yes	yes	yes
UNSA	yes	yes	yes	no	yes
FETE UGT					
PDSZ	yes	yes	yes	yes	yes



## Part II -LEVELS OF ORGANIZATION OF THE UNIONS

<b>DLF</b>	The organization by branch in the territory before decentralization - Construction of territory-based platforms and greater influence.
<b>FLC</b>	Regional level has achieved greater importance. At the single school level, creation of union representation units (RSU). Both are bargaining levels
<b>ESTUS</b>	The passing of the law on the creation of provinces is pending; such provinces should have greater powers and, subsequently, the possibility will be considered for a new organizational model.

# Part II - LEVELS OF ORGANIZATION OF THE UNIONS

ZNP	As a result of an administrative reform in Poland, the ZNP introduced changes to its organizational structure. The process is being carried out with the aim to strengthen local union structures, which, following the reform implemented in 2000, take direct part in wage bargaining.
UNSA	Changes will take place with the passing of the new law on social dialogue, which will strengthen local and intermediate levels.
PDSZ	The structure has been decentralized from the start, but work at the regional level should be strengthened

# The Unions' organization

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All partner unions are members of confederations and/or federations that represent:

- # public and private: FLC-ZNP-PDSZ
- # public: DLF - ESTUS - UNSA

The roles of Confederations/Federations seem less strong in France and Denmark

DLF and PDSZ have policies intended for students of education science; ZNP, UNSA and PDSZ for young teachers.

For women there are quotas only in FLC; nearly everywhere there are policies to encourage participation and consulting/training on specific issues

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# Part III Bargaining, participation, social dialogue

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## 1) **Participation**

Meetings are held on non-contractual matters and end with *understandings*, which are equivalent to a political commitment but are not binding, as an *agreement* would be.

## 2) **Collective Bargaining**

## 3) **Information**

Meetings are held on matters related to the national agreement. The government is required to provide information and the unions have a right to exercise control.

## 4) **Informal meetings**

The parties meet every time that they deem it appropriate, including on matters non covered by the national agreement.

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# Governance of the educational system and management of the single schools

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- # Informal meetings and informations are common
  - # Participation is the tool most practiced (extensively in Slovenia, Denmark and Hungary)
  - # Bargaining is negligible everywhere (except in Slovenia)
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# Teachers and staff

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- # **Denmark**, high level of bargaining,
  - # **Slovenia and Hungary**, participation and bargaining **are** widespread.
  - # **France**, all issues are simply disclosed.
  - # **Poland** all issues are disclosed and are discussed in informal meetings, while bargaining concerns hours, salaries and careers.
  - # **Italy**, participation is nearly non-existent and the issues covered by the bargaining process increase in professional education and training. Lastly, some issues fall under the exclusive responsibility of the competent authority: staff, allocation of duties, dismissals.
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# Bipartite/tripartite bodies

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- # **Denmark/Poland/Slovenia:** bipartite on professional issues; tripartite on issues concerning all workers. Poland also on European Union policies and the use of structural funds.
  - # **France:** bipartite and tripartite: on personnel issues
  - # **Hungary:** bipartite at school level for collective bargaining/tripartite on issues concerning all workers
  - # **Italy:** situation of weakness, considering that participation works depending on the government's political will
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# Unions' opinions

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- # **Denmark:** there seem to be no problems
  - # **Slovenia:** the effectiveness of social dialogue depends on the awareness of employers
  - # **Hungary:** weakness of school bargaining in the absence of funds; no penalties for lack of compliance with the rules of dialogue between parties.
  - # **Poland:** tripartite and bipartite bodies make it possible to improve dialogue and for unions to act, even though government does not always implement the decisions adopted
  - # **Italy:** lack of a culture of dialogue with the unions; increase in the number of matters to be included in bargaining
  - # **France:** improve social dialogue, fight against disparities; improve conditions on the basis of an analysis of real needs
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# Unions and european policies

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- # No knowledge of the role of EU on decentralization
- # All unions inform the members on european policies
- # All unions are aware of the importance of EU role
- # Dlf runs an office in Brussels dealing with initiatives from EU

# Considerations for further reflections – part I

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- # *How and to what extent do decentralization and autonomy change the organization of work? In which areas can the union act?*
- # *Given the autonomy and decentralization process, which role can the union play and what can it propose to achieve equal opportunities for all?*
- # *Role of principals: has it been growing larger? Is it a strength? Which balance between principals and school boards?*
- # *Positive examples of local platforms where the union plays a proactive role .*
- # *Do localization and regionalization drive the process to differentiate curricula at the territorial level (history, dialects and local languages)?*

# Considerations for further reflections – part III

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- # *What are the real effects of the different forms of union relations with the workers' interests? In Italy, for instance, utmost attention is paid to bargaining because participation is only paid lip service and disclosure is considered a very weak relation. What happens in other countries? Are there situations that indicate the importance of social dialogue?*
  - # *Explore bargaining and/or disclosure at school level: who are the parties? Are they elected by workers or appointed by the unions?*

*Exploring union, provincial or municipal relationships.*
  - # *Which balance between freedom of teaching and union action, especially on themes related to rights and duties?*
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