Education and territories

UNSA Education
Movement for the territorialisation of education policies

• General movement intended to question the role of the «State as teacher» at the basis of reforms in many countries

• In France, 3 processes combined:
  – Decentralisation
  – De-centring
  – Territorialised educational policies
Several decentralisation steps

- 1982-1986: transfer of functions and facilities of upper secondary schools and colleges
- 2004: transfer of reception, catering, accommodation and 93,000 staff members
- General competence clause
- State: programmes, diplomas, other staff, allocation of resources, evaluation
- Planned reform of collectivities
De-centring

• Delegation of decision-making responsibilities from the central administration to the local education authorities and academic inspectorates
• Academic project takes account of the specificities of the region
• Management of resources and staff
• Giving recognised interlocutors to the collectivities

Ljubljana - 19 March 2010
On autonomous secondary schools

• 1985 Law: pedagogical and educational autonomy clearly set, own budget, school project, contract of agreed objectives
• At the crossroad between State and community policies
• Suppression of sectorialisation, evaluation and competition
• Further autonomy: up to where?
• Role of school boards
Territorialised educational policies

• Objective: to meet different public needs and the specificities of the territories
• School project or plans for the individual institution
• Positive discrimination in priority education areas
• Local educational policies with an inter-ministerial character
Proximity: opportunity or threat?

• An unquestionable asset for more attuned, thus most effective, policies
• But context weakening the State
• Risk of worsening inequalities
• Risk of outsourcing or privatisation
An overarching approach to education

• The School cannot do everything
• Mechanisms associating national education and external partners
• Educational policies not independent of other policies: youth, city, employment, healthcare, labour
• Education, society’s means to achieve equal opportunities
A multiplicity of players

• The State is no longer the only teacher
• The collectivities (regions, departments, boroughs) guarantee their mission and go beyond their obligations: multiple actions, including pedagogical ones
• Associations
• Parents
Shared responsibilities and complexity

• Complicated competences created by lawmakers in certain areas
• Overlapping of different mechanisms
• Initiatives undertaken by the collectivities in the school field
• Little clarity in public action
• Need of good cooperation
Looking for new regulations

• Traditional « institutional » regulations no longer suitable
• Question of legitimacy of the players
• Project and contracting = negotiation and compromise
• Tension between different rationales
• State role: strategist, evaluator, guarantor of equality and operator as well
• Examples of dialogue
A challenge for trade unions

- Open new avenues of discussion
- Obtaining recognition as a competent counterparty in all the places where decision-making occurs
- Reinforcing local structures
- Training activitists
- Adapting trade union operations