

“UNC-STRENGTHENING UNION NEGOTIATION CULTURE IN EDUCATION”

QUESTIONNAIRE

THE GOVERNANCE OF THE EDUCATION SYSTEM

ORGANISATIONAL MODELS AND LEVELS OF UNION REPRESENTATION

**BARGAINING/AGREEMENT LEVELS AND PURPOSES, PARTICIPATION
LEVELS AND PURPOSES OF THE SOCIAL**

This project is carried out with the support of the European Commission

www.flcgil.it

e-mail: organizzazione@flcgil.it

Via Leopoldo Serra n. 31, 00153 Roma - tel. 06 83966800 - fax 06 5883440

Name of the organisation

Part One THE GOVERNANCE OF THE EDUCATION SYSTEM

a) Distribution of governance responsibilities among territorial levels

Please indicate with a yes or no the level responsible for the governance of the different sectors of the education system.

	Pre-primary Isced 0	Primary Isced1	Lower secondary Isced2	Upper secondary Isced3	Vocational education and training
National level					
Regional level					
Intermediate between regional and local level					
Local level					
Individual school level					

b) Distribution of responsibilities for the overall governance of the education system

Please indicate with a yes or no the entities responsible for the activities shown

Pre-primary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Funding					
General educational policies					
Curricula					
Definition of plan of activities for the individual schools					
Policies for the integration of disabled students					

Policies for the integration of foreign students					
Evaluation of the educational system					
Evaluation of the individual school					

Primary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Funding					
General educational policies					
Curricula					
Definition of plan of activities for the individual schools					
Policies for the integration of disabled students					
Policies for the integration of foreign students					
Evaluation of the educational system					
Evaluation of the individual school					

Lower secondary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Funding					
General educational policies					
Curricula					
Definition of plan of activities for the individual schools					
Policies for the integration of disabled students					
Policies for the integration of foreign students					
Evaluation of the educational system					
Evaluation of the individual school					

Upper secondary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Funding					
General educational policies					
Curricula					
Definition of plan of activities for the individual schools					
Policies for the integration of disabled students					
Policies for the integration of foreign students					
Evaluation of the educational system					
Evaluation of the individual school					

Vocational education and training

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Funding					
General educational policies					
Curricula					
Definition of plan of activities for the individual schools					
Policies for the integration of disabled students					
Policies for the integration of foreign students					
Evaluation of the educational system					
Evaluation of the individual school					

c) Distribution of responsibilities concerning the management of the individual schools

Please indicate with a yes or no the entities responsible for the activities shown

Pre-primary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Canteen					
Transportations					
Educational materials					
Surveillance of facilities					
Surveillance of students					
Cleaning of facilities					
Healthcare services					
Administrative services					

Primary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Canteen					
Transportations					
Educational materials					
Surveillance of facilities					
Surveillance of students					
Cleaning of facilities					
Healthcare services					
Administrative services					

Lower secondary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Canteen					
Transportations					
Educational materials					
Surveillance of facilities					
Surveillance of students					
Cleaning of facilities					
Healthcare services					
Administrative services					

Upper secondary school

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Canteen					
Transportations					
Educational materials					
Surveillance of facilities					
Surveillance of students					
Cleaning of facilities					
Healthcare services					
Administrative services					
Orientation services					
Link between school and work					

Vocational education and training

Level Type of activity	National level	Regional level	Intermediate level	Local	Individual school level
Canteen					
Transportations					
Educational materials					
Surveillance of facilities					
Surveillance of students					
Cleaning of facilities					
Healthcare services					
Administrative services					
Orientation services					
Link between school and work					

d) How would you describe the situation in the education sector in your country in terms of

- Distribution of responsibilities

.....

.....

.....

.....

.....

.....

.....

- School autonomy

.....

.....

.....

.....

.....

e) With respect to governance, please provide your opinion on

- the critical points

.....
.....
.....
.....
.....
.....
.....

-

- the strengths

.....
.....
.....
.....
.....
.....
.....

- the union's proposals

.....
.....
.....
.....
.....
.....
.....

PART TWO - ORGANISATIONAL MODELS AND LEVELS OF UNION REPRESENTATION

a) Is your union a member of a federation, confederation or central organisation?

YES NO

If yes, which one?

b) Please describe the role that the federation, confederation or central organisation plays

- in educational policies

.....
.....
.....

- in staff policies

.....
.....
.....
.....
.....

c) Are there rules/laws that govern union representation?

YES NO

If yes, what are their main aspects?

.....
.....
.....
.....

d) The union is organised at

National level	yes	no
Regional level	yes	no
Intermediate level	yes	no
Local level	yes	no

e) With respect to de-centring, decentralisation and school autonomy processes, did/should the union change its structure and organisation?

Yes No

If yes, please describe the main changes

.....
.....
.....
.....
.....

f) Does the union have information and training policies in place to upgrade the skills and knowledge of its militants and strengthen its role in the following areas:

Areas	Yes	No
Social dialogue		
European policies		
Policies of international bodies		
Bargaining		

g) Does the union have active policies in place to encourage the participation of young people and women?

YES NO

If yes, please describe briefly the activities performed

.....
.....
.....
.....
.....

PART THREE BARGAINING/AGREEMENT LEVELS AND PURPOSES, PARTICIPATION LEVELS AND PURPOSES OF THE SOCIAL

a) Governance of the educational system and the services involved in the operation of the system

For every area indicated in the first column, please indicate whether such area is covered in participation, bargaining, information or whether it falls within the purview of the competent authority; please indicate also the level concerned by type of activity (please use S for individual school level; L local; I intermediate; R regional; N national)

	a) Participation *	b) Collective bargaining	c) Ex ante or ex post information **	d) <u>Informal meetings***</u>	e) Competent authority without any dialogue with social partners
Educational policies					
Curricula					
Funding					
System evaluation					
Policies for the integration of disabled students					
Policies for the integration of foreign students					
Student orientation policies					
Link school/work					
Canteen Transportations					
School cleaning					
Student surveillance services					
Healthcare services					
Administrative services					

*** 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.

**** 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.

Information may be:

- a) ex ante, that is given before the government makes a decision;
- b) ex post, that is to review measures adopted by the government.

***** Informal meetings**

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

Pre-primary school teachers

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Primary school teachers

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Lower secondary school teachers

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Upper secondary school teachers

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Vocational education and training teachers

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Pre-primary school administrative staff

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Primary school administrative staff

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Lower secondary school administrative staff

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Upper secondary school administrative staff

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Vocational education and training administrative staff

	a) Participation	b) Collective bargaining	c) Ex ante or ex post information	d) <u>Informal meetings</u>	e) Competent authority without any dialogue with social partners
Initial training					
Training while in service					
Staff					
Assignment of tasks					
Hours					
Salary					
Salary increases with promotions					
Disputes					
Rights/duties					
Leaves of absence/holidays					
Evaluation					

Other types of staff ???

d) Are unions present in bipartite bodies?

yes no

If yes at what level?

.....

What are the matters handled in the forum?

.....

e) Are unions present in tripartite bodies?

yes no

If yes at what level?

.....

What are the matters handled in the forum?

.....

f) Is there a forum with the unions with respect to the educational policies of the European Union?

yes no

If yes, how does it operate?

.....

What are the matters handled in the forum?

.....
.....
.....
.....
..

g) In the areas of participation, bargaining and interaction with employers and/or other entities, please provide your opinion on

- The critical points

.....
.....
.....
.....
.....
.....
.....

- The strengths

.....
.....
.....
.....
.....
.....
.....

- The union's proposals

.....
.....
.....
.....
.....
.....
.....