

# *Social dialogue in education in Finland in 30 minutes*

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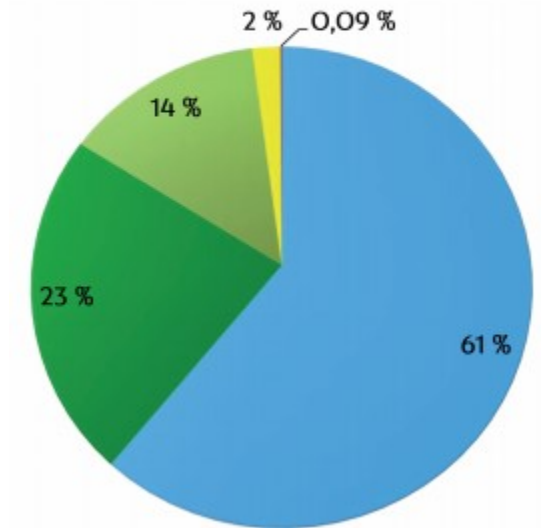
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# Trade Union of Education in Finland (OAJ) the 6th biggest trade union in Finland

- Not linked to any political party
- Over 90 % of the Finnish teachers are OAJ's members
- Membership 121 033 from early childhood education to university teaching, teacher students and retired teachers
- OAJ is the only trade union which conducts negotiations on the terms of the teachers' employment contracts
- Salaries and working hours are determined in the collective agreements.

OAJ has over 120 000 members



- Primary and secondary education
- Vocational education
- Early childhood education
- University lecturers
- Top officials and experts in the educational field



You can always learn more.

# Association of Finnish Independent Education Employers

## Aims and functions

- Not linked to any political party
- Promotes the interest of the member organisations in the field of labour market
  - Social partner in education and higher education sector in Finland
  - Negotiates generally binding collective agreements for universities and independent educational institutions and adult education centre's
- Promotes the operational preconditions of the members
  - financing, legislation etc.

# AFIEE member organizations

- **Higher education**

- 80 % of public financing in Finland
- 14 Universities 100 %
  - 34 500 employees
- 11 / 24 Universities of Applied Sciences (polytechnics)
  - 4 500 employees 37 %

- **Independent educational institutions**

- 290 member organizations and 16 000 employees
  - Basic education 3 %
  - General upper secondary schools 12 %
  - Vocational education 17 %
  - Liberal adult education 49 %
  - Music institutions etc. 43 %

# The central organizations

## Employees organisations

## Employers organisations



Central Organisation of Finnish Trade Unions  
n. 1 027 080 members,  
21 branches



TOIMIHENKILÖKESKUSJÄRJESTÖ

The Finnish Confederation of Salaried Employees  
600 000 members  
17 branches



Sector branches 27,  
membercompanies 16 000,  
950 000 members

Sivistystyönantajat  
opetus · tutkimus · luovuus

AFIEE



320 municipalities, 130 groups  
of municipalities, 432 000 persons



82 000 persons



412 church communions

OAJ is the biggest  
member of Akava



Confederation of Unions for Professional and  
Managerial Staff  
613 000 members  
36 branches



Numbers from 1.1.2014

10.5.2017  
5



# Typical facts about Education in Finland

- **All educational institutions need to have authorization** either by legislation (municipalities for basic education, universities) or by Finnish government / Ministry of education ( secondary education)
  - authorization gives a right to give diplomas
- The education institutions are ran by
  - local government / municipalities
  - State
  - independent organisations/ incorporated society (eg foundation, limited company, association)
- All education is
  - publicly funded (no tuition fee allowed)
    - At the beginning of 2016, Institutes of higher education may charge tuition fees from students coming from outside the EU and the ETA, minimum €1,500 per year.
  - operates under same legislation

## Teacher profession is popular

Applicants who took part in phase 1 entrance test for Finnish-language class teacher education and those selected for class teacher education

	2011	2012	2013
Applicants who participated in the national test	8 856	11 976	12 493
Applicants selected for the education	811	879	886

Equality and equity

Trust and autonomy

Co-operation is very important



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## MAIN PRINCIPLES IN FINNISH SOCIAL DIALOGUE

The social dialogue in Finland is active in all sections including collective agreements, educational politics, health and safety matters and legal development.

**Finnish labour market system is based on negotiations and settlements.**

You can always learn more

# Labour legislation

- Collective Agreements Act (1946)\* → Employment contracts act
  - The first collective agreement 1890
- The municipal collective agreement law (1970)\*
- State collective agreement law (1970)\*
- Enactment of the Constitution\*
  - Changing needs 5/6 majority in parliament
- Act on Mediation in Labour Disputes (1962)
- Acts of co-operation
- Act of equality



# Education policy

- Active social dialogue with the government, parliament, ministries and the National Board of Education
- AFIEE and OAJ has members in education working groups established by ministries and the National Board of Education
- Ministries asks AFIEE and OAJ to submit views on the bills

# Example/ Draft bill

- Restless work environment ← we had a problem
  - OAJ made a proposal for a law
  - It widely spreaded in the media
  - Ministry had to start preparation of the law
- New law, which gives more tools for teachers to handle difficult situations
- More peaceful work environment

# COLLECTIVE BARGAINING

## The parties

- municipality, private sector, state,
- OAJ is the only trade union which conducts negotiations on the terms of the teachers' employment contracts at municipal and state level

## Exeptions

- Early childhood education at municipal level
- In private sector there are also other trade unions on the table

# Example/the negotiations on annual working time

- 2006 AFIEE ask OAJ to negotiate about new working hours system for special vocational schools
- Teachers strongly opposed
- The times they are a-changing (old system was irretrievably out of time)
- We had social dialogue inside the trade union of education and 2010 we were ready to start real negotiations with AFIEE
- 2014 local collective agreement, voluntary for teachers
- Most of them choose it and most of them are now pleased they did

# Economical problems since 2008

- Huge financial cuts in particular vocational education, this year 190 million €
- Staff reduction in the last two years has been 2800 man-years
- 650 already laid off
- Fix term employment relationships has been decided
- Early retirement
- Part time jobs...
- AFIEE terminated the agreement of special vocational schools



# Collective bargaining

- Negotiations with municipal employer about new working hours system for vocational schools were successful and experiments will start in August
- Same negotiations for primary and secondary schools failed in February
- Negotiations with AFIEE are going on with all levels

# KIKY (competitiveness agreement) 31.5.2016

## Centralised income policy agreement

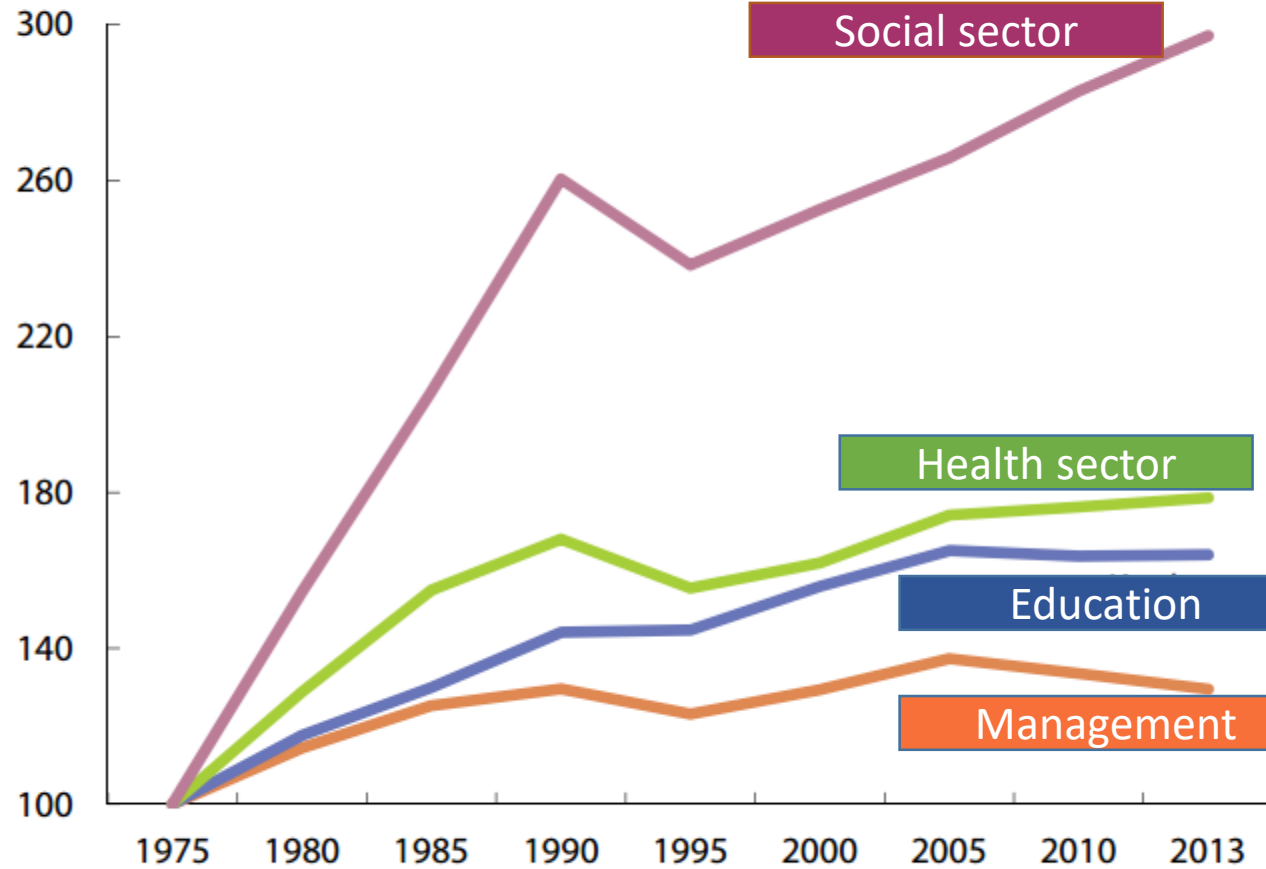
- Because of weak competitiveness in Finland since 2009
- Collective agreements continue one more year without pay rise (→ 31.1.2018)
- 24 workhours more without pay rise for everybody
- 30 per cent holiday pay reduction for public sector workers (apprx. 2 % reduction for annual salary)
- Certain payment transfer from employers to employees
- Small Income tax relief for every bracket

# Labour market in Finland

- **About 2,4 million wage earners**
    - The population of Finland is about 5,486,100.
  - **Employment rate 69,2 % (15-64 years)**
    - Prime Minister Sipilä's strategic Government Programme's goal is to raise it to 72%.
  - **Unemployment rate 9,6 % (March 2017)**
  - **Coverage of collective bargaining was 90 % in 2011**
  - **At the end of 2013 the total level of organised employees was 64.5 %.**
  - **the rate of union membership**
    - in the public service sectors 76.3 %
    - in the private service sectors 51.6 %
    - In the OAJ over 90 % of teachers
-

# PUBLIC SECTOR

About 530 000 work in public sector. It's ¼ of all workers.  
Workers in public sector 1975-2013 ( index, 1975 = 100)



Public health- and social and education sectors number of workers has doubled since 1975.

Information from: <http://www.eva.fi/wp-content/uploads/2015/04/Hyvinvointivaltio-numeroina.pdf>



You can always learn more.

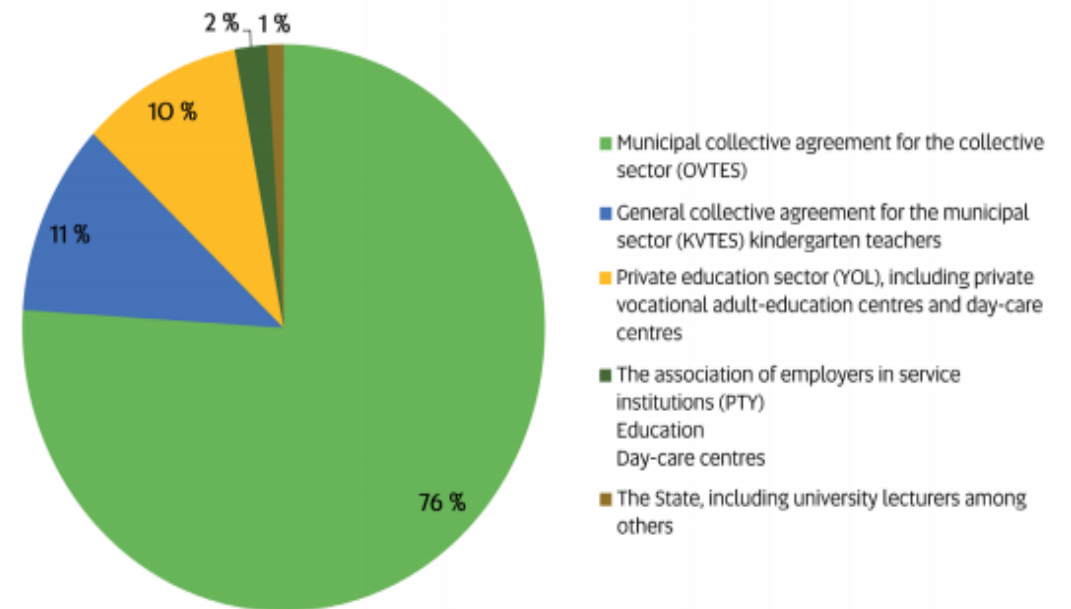
# Negotiations in two levels

## National level

- OAJ and AFIEE negotiates and formulates universally binding, separate employment contracts.
  - In education there are 14 agreement sectors in total.
  - The terms of employment of each individual teacher group are agreed separately, and vary from group to group.

## Regional and local level

- The teacher associations and local union representative agree on locally negotiable matters concerning salaries and other aspects of the teachers' situation and working conditions and ensure that agreements are upheld.
- Local shop stewards endeavour to resolve disputes concerning teachers' terms of employment.
- If some matter cannot be resolved, the AFIEE supports the employer and OAJ Office offers support either to the shop steward or directly to the teacher.





# From tripartite to negotiations between the employers and the unions...

- **At the beginning of 21st century**, the predominant form of Finnish bargaining has been the central, national level.
  - The content of the centralised income policy agreements have been much broader than ordinary wage agreements. They have, for instance, included
    - a lot of quality issues regarding working life,
    - taxation, and
    - changes in earning-related social security.
  - This co-operation of social partners has produced several extensive tripartite development programmes
    - the Well-Being at Work Programme 2000-2003 and
    - the Working Life Development Programme TYKES 2004-2009 related to the development of working conditions.
  - **In 2007–2010** (when there was money) pay levels were negotiated at the sectoral level.
-

# ...and back to tripartite again...

## The centralised income policy agreements 2012-2018

### WHY

- The economical situation
- No money to spend → attention more on the development of working conditions
- Government is needed to make the agenda broader. In tripartite negotiations you can also negotiate about
  - taxes and social benefits and the legislative measures
  - general annual pay increase, job security, hours of work, training and equality as well as pensions and day care.

### THE DIFFICULTY

- The national settlement provides a framework for industrial level collective agreements between employers and trade unions.
  - the clear majority of sector organisations have to accept/join the agreement before it comes into force



# And back to sectoral level again

- 2018

# Settlement by arbitration

- The arbitration system is based on Finland's Act on Mediation in Labour Disputes.
- The National Conciliator and the Conciliators assist the negotiating partners if a collective agreement cannot be reached without outside help.
- The central labour market organisations can also be assisted by the National Conciliator when drawing up comprehensive incomes policy agreements.
- It is compulsory to participate in the mediation of labour disputes, but the different sides do not have to accept the Conciliator's proposal.

The background is a vibrant, stylized illustration. It features a central white box with the title 'EDUCATIONAL POLITICS'. Surrounding this box are various icons and scenes: a staircase leading up, a green car, a Twitter bird in a speech bubble, a treble clef, musical notes, a group of people, a clock, a magnifying glass over a globe, a laptop, and a person at a desk. The color palette is primarily blue, green, and white.

# EDUCATIONAL POLITICS

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**The objective of our active involvement in educational policies is to consolidate the status of education and training in the community and to ensure sufficient financial and human resources for education.**



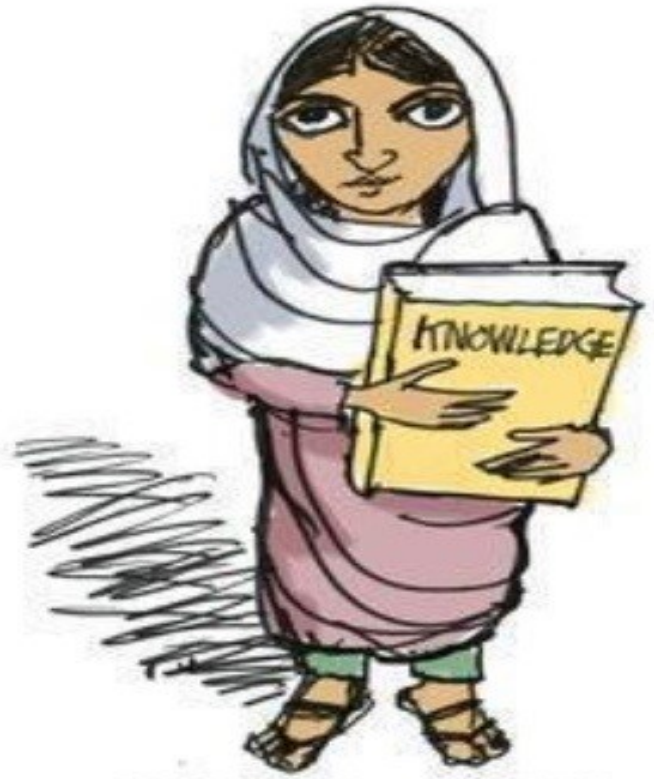
# Education policy

- has many same principles as negotiations
  - influences workload, but not working hours or the salary
- 
- The basic right to education and culture is recorded in the Constitution.
  - The policy is built on the principles of lifelong learning and free education. Education is seen as a key to competitiveness and wellbeing of the society.
  - **There is a wide-spread consensus of the main pillars of education policy and the policy is characterized by cooperation and continuity - evolution rather than revolution.**

# Education policy

- **Tripartite partnership** among Government, trade unions and employer organisations is an integrated part of policy-making.
- **Participation and consultation** of a wide range of different stakeholders play a central role in educational reform.
- The main objectives and broad lines of **the policy are defined at central level, but the implementation of these is the responsibility of the local level.**

WHAT TERRIFIES  
RELIGIOUS EXTREMISTS  
LIKE *the* TALIBAN  
ARE NOT AMERICAN  
TANKS or BOMBS  
or BULLETS...



IT'S A  
GIRL  
WITH A  
BOOK.

MALALA YOUSAFZAI

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**Thank you!**