

Tavola rotonda internazionale SNES FSU
martedì 19 marzo 2024 alle 14:30
Tema: Uniti e determinati

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- Come si possono rafforzare i servizi pubblici di istruzione in Italia? Quali sono le principali esigenze della tua organizzazione e gli ostacoli che deve affrontare?

The Italian, European and international context, marked by austerity policies is characterized by a sharp reduction in spending on education. Profit and budget cuts are guiding governments economic and social policy decisions with a negative impact on the fundamental rights of citizens. The right to education is one of them.

Our goal is full accessibility - for all- to the education and training system, to knowledge, research and science, and culture. It is exactly access to knowledge that can allow workers to self-determine and to resist exploitation. It is exactly through the development of education and training systems, in inclusive or democratic terms, that we can counter the processes of social and political disintegration that we see taking place.

We are coming out of a pandemic that has exposed deep gaps in access to rights, starting with fundamental ones, such as health or education, and the failure of the capitalist economic model to meet the needs of the people. In fact, that system is becoming harsher because it does not place care, the environment, and the people among the goals of development. This economic model keeps increasing social and economic inequalities.

In this context we see a progressive process of privatization of the right to education. A temptation always present in right-wing governments such as ours. Imagine that in 2008 the number of education personnel was cut by about 130,000 by another right wing government.

So, we need more public investment in education and more investment in valuing teachers. We need a golden rule in the European framework, I say this in light of the revision of European economic governance. Because the revision of the Stability and Growth Pact not providing for the possibility of having a golden rule on social investments, health and education, for a country like ours almost automatically translates into cuts in public spending, that is, social spending.

This means cuts in teaching and support staff, an increase in the number of pupils per class, and lower quality of teaching.

FLC CGIL, often together with the other trade unions, is fighting austerity and right-wing policies. Despite the challenges we went on strike on 17 November, as a part of the

ETUC's "On the road for a fair deal for workers", the continental mobilization that the CGIL proposed and obtained at the Berlin Congress.

Recently the FLC CGIL wrote an open letter to the Italian Minister of Education demanding to enable the school system to carry out its Constitutional function in every region of the country.

We demanded a number of structural and effective interventions:

- increase school time
- abandoning the dangerous plan to shorten technical and vocational education
- extend compulsory schooling to 18 years of age
- restore the number of education personnel
- give permanent positions to precarious and temporary workers
- eliminating classroom overcrowding, especially for the sake of learning for children with disabilities
- abandoning regional autonomy which would deepen inequality between North and South of Italy,
- invest in education to guarantee employment

For this reason, as FLC CGIL we strongly support the International Educational campaign, *Go public! Fund education!* and the ETUCE Campaign #MakeTeachingAttractive. The proposals of the FLC CGIL in Italy take up the main themes of the ten requests made by ETUCE to raise the status and attractiveness of the teaching profession and ensure quality public education for all.

We, together, ask governments and the international community to increase public funding for the quality of the teaching profession and all education staff.

In Italy there is a problem with low wages and precarious employment. In the face of this, there is an urgent need to put in place a strong action, aimed at structurally protecting the salaries of employees in general and in school sector in particular.

Finally, as trade unions we are facing important challenges concerning the digital and the green transitions. In order to face these and other challenges we need to get close to those we represent. We need to reaffirm ourselves as a class and therefore strengthen our cultural and political hegemonic function.

Therefore, I believe it is essential that education unions carry out joint actions to support each other, starting with the global campaigns of Education International.

FLC CGIL considers the international trade union path to be central because there is an increasing connection of the political choices made by national governments. Our commitment is aimed at a collective mobilization, a common commitment that can really change the present and above all the future.