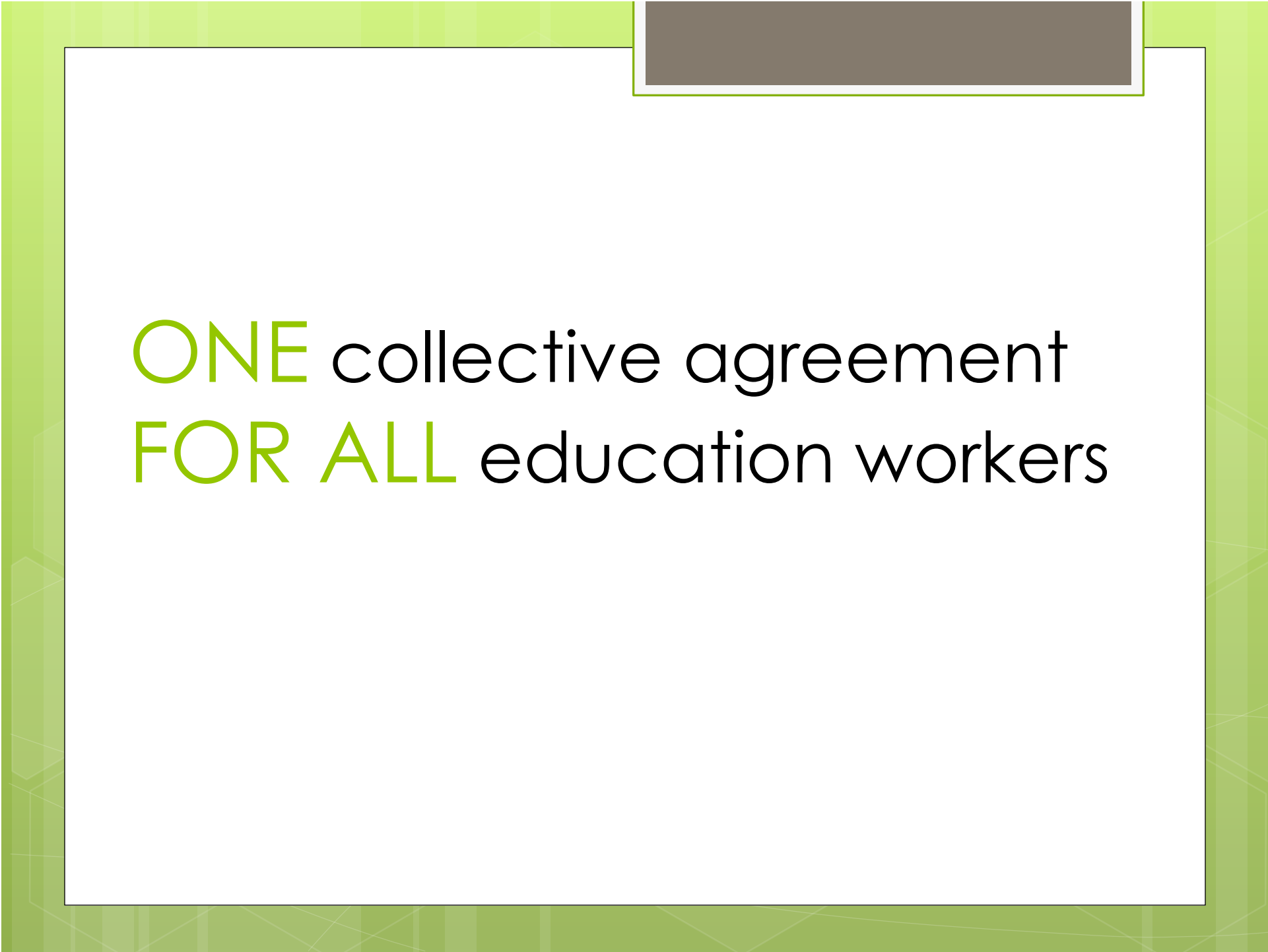




# ONE FOR ALL

Provincial Bargaining for  
Saskatchewan Education  
Workers

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**ONE** collective agreement  
**FOR ALL** education workers

# History

- 1973- Saskatchewan teachers settled a bi-level bargaining agreement with the SSBA and the Government of Saskatchewan.
- 1992 – A brief was presented to the government *Equity, Accountability & Stability: Taxation, Funding and Provincial Bargaining*
- 1995 – plan for advancing provincial bargaining initiated, including lobbying
- 1995 – EWSC drafts provincial bylaws (conditions for bargaining) for discussion
- 1997- CUPE represented 2 800 school board support workers in half of the school divisions in the province
- 2006- EWSC coordinates lobbying effort for MLAs and school boards
- 2006 – There are 6 200 CUPE members in the school board sector which is 70% of all school board workers in two-thirds of the school divisions across the province.
- Common language developed and shared with locals
- Coordinated bargaining begins (ex. expiry dates)
- Locals encouraged to present Boards with LOU on provincial bargaining .
- 2011- CUPE represents just under 6500 Education workers across the province which is 71% of Saskatchewan school board workers. There are 25 CUPE education locals representing workers in 20 of the 28 school divisions in Saskatchewan.

# Rationale

- CUPE education workers are proud of the work they do and the critical role they play in ensuring a high quality learning environment.
- A Provincial body that represents Saskatchewan education workers is in place – Education Worker Steering Committee.
- The current structure of bargaining is expensive, time consuming and inefficient. It has created large wage and benefit inequities across the province.

# WAGE GAP

Wage inequities exist in all classifications of education workers.

An entry-level Educational Assistant working for the Regina School Division makes a maximum wage rate of \$21.00 an hour, while an Educational Assistant employed by the Sun West School Division makes a maximum of \$15.70 an hour – or \$5.30 an hour less (a 25.2% difference).

An entry-level Secretary working for the Saskatchewan Rivers School Division makes a maximum of \$20.55 an hour while her counterpart in the Sun West School Division makes a maximum of \$15.70 an hour -- a difference of \$4.85 an hour (or 30.9% less).

An entry-level Resource Centre Assistant at the Regina School Division makes a maximum of \$21.00 an hour, while a Library Assistant at Good Spirit School Division makes a maximum of \$15.98 an hour – or \$5.02 an hour less (31.4% less).

An entry-level caretaker working for the Prince Albert Separate School Division makes a top hourly wage of \$19.77 while a caretaker employed at Good Spirit School Division receives a maximum of \$15.07 an hour – a difference of \$4.70 an hour (or 23.8% below).

- Provincial bargaining is in place for Saskatchewan teachers, healthcare workers, and other provincial employees.

- Provincial bargaining is in place for education workers in many other provinces including New Brunswick, PEI, Nova Scotia, Newfoundland and Labrador, Quebec and Ontario. British Columbia is beginning the process with an all presidents council and discussions at a provincial table.

***We know that provincial bargaining can happen in Saskatchewan and that education sectors have been successful with this model.***

# Advantages

- **Cost Savings** – school divisions could redirect funds and time spent on negotiations to other priorities.
- **Improved Administration** – a single provincial agreement would likely reduce the time and costs involved with grievance and arbitration procedures.

- **Fairness** – Equal pay and benefits for the same work regardless of where it is done.
- Provincial benefits provided to other employee groups but not education workers, is not fair.
- A opportunity to address pay equity as a provincial agreement would increase wages for thousands of women in the education sector.

## ○ **Supporting Rural Communities**

- **CUPE** school board workers make vital contributions to their communities.
- Fair wages paid to CUPE education workers support and grow rural communities.
- A provincial agreement would level the playing field by recognizing equal pay for equal work in rural school divisions

# The Model

- Replace the numerous collective agreements in the province with one provincial agreement covering all classifications in both the public and separate school systems.
- Similar to the healthcare model.
- Where necessary LOUs addressing local issues could be negotiated.

# Action

- We are asking you to support our efforts.

# Conclusion

- The time is right for provincial bargaining.
- Education workers have met and exceeded any standard set before them by the provincial government in this regard.
- The change in the funding of education lends itself to a different model of bargaining.
- A recent survey commissioned by CUPE noted that almost 70% of those surveyed support school support workers receiving the same pay and benefits regardless of where they work in the province.

# ONE FOR ALL

Provincial Bargaining is a better way and a fairer way.

## References

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