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Education & Employment / Education & the Economic Crisis:

Draft Resolution on the Sustained Funding of Public Education in the midst of the Economic Crisis

Proposed by: Executive Board
Original language: English

The 6th Education International (EI) World Congress meeting in Cape Town, South Africa, from 22nd to 26th July 2011:

1. Recognising that the education sector around the world suffered a severe blow as a consequence of the curtailment of funding due to the global financial crisis which began in 2008. Due to the significant financial difficulties in many countries, provision for education has been compromised to repair the damage to economies caused by the excesses of corporate financial institutions and the lack of regulations of financial services by governments and financial institutions, particularly the International Monetary Fund (IMF), which has otherwise imposed fiscal and monetary constraints on countries needing international financial assistance;
2. Acknowledging the diverse but widespread impact of the crisis in all regions, in both developed and developing countries and throughout all levels of education, as a consequence of which the effects on education sectors have been varied, and heavily dependent on the policies adopted by governments;
3. Affirming that Education International is determined to campaign for the increased regulation of global financial markets and acknowledging that some governments have protected their education budgets, but that weak economic recovery and continuing large public deficits continue to put pressure on education financing;
4. Deploring the fact that many other governments, faced with growing public debt and budgetary constraints, are adopting austerity measures which include cutting public funding for education, deregulating the teaching profession, privatizing education and eliminating employees right to collective bargaining;
5. Recognizing that some governments are using the crisis as a pretext for imposing reforms in education based on learning outcomes-based performance measurement which is used to generate competition for financial support and determine the distribution of such support;
6. Recognizing that education is human right and that, therefore, sustained and sufficient public financing of education is necessary despite any economic downturn or budgetary contraction, in order to achieve that right for all;
7. Affirming that free, universal and public education provides equal education opportunities for all, is a crucial underpinning of democracy in societies, and is a key factor enabling individuals and communities to break out of cycles of poverty;
8. Declaring that publically funded, autonomous and democratically accountable education is part of the long-term solution to any economic downturn, as an effective and well-funded education system ensures the future success, well-being and employability of the next generation;

- 54 9. Declaring that public-private partnerships (PPP) or multi-stakeholders partnerships (MSPE) are
55 not a viable alternative to public funding of education nor should they be used as a pretext by
56 governments to reduce their level of education funding
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58 **The World Congress**

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- 60 10. Calls on all member organizations to ensure that the funding of public education remains the
61 responsibility of their government and that any form of PPP or MSPE does not take over that
62 responsibility.
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- 64 11. Mandates the Executive Board to:
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- 66 (i) Seek a commitment from all governments that their education sector and the public
67 service sector would be insulated from the impact of such financial crises, and reinforce
68 efforts globally towards the achievement of the Millennium Development Goals and
69 Education for All Goals;
 - 70 (ii) Urge governments to consider education as the pivotal instrument of social policies;
 - 71 (iii) Call on member organizations at the national, regional and international levels, to step up
72 the campaign, in collaboration with parents and school communities and the wider civil
73 society, in support of quality, accessible, free publicly- funded education, and to promote
74 education as a public good and a human right;
 - 75 (iv) Request member organizations to monitor closely education policy developments and
76 their impact on students, teachers and education employees and advocate for the use of
77 multiple measures against the attempts to reduce the assessment of quality education to
78 the measurable outcomes of standardized testing and to link such outcomes to access to
79 funding;
 - 80 (v) Cooperate with other Global Unions in defending public services, including public
81 education;
 - 82 (vi) Lobby the governments of loan-seeking countries and the International Monetary fund
83 (IMF) and other lending institutions to try to ensure that education and education-related
84 services are not undermined by any loan conditions set by the IMF or other lending
85 institution;
 - 86 (vii) Organize a global campaign to achieve a minimum benchmark of the 6% of the Gross
87 Domestic product for spending on education in all countries and for the adoption and
88 implementation of the Financial transaction Tax (FTT) in order to increase the financial
89 resources necessary to support all public services, including education;
 - 90 (viii) In collaboration with member organizations, use every opportunity to pressurize
91 developed countries to fulfill their international obligations and promises with respect to
92 the provision of the official development assistance necessary for the achievement of the
93 EFA goals.