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Education and employment / Education and the economic crisis:

Draft resolution: The crisis should not affect our school model

Proposed by: FETE-UGT/Spain

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THE SIXTH EI WORLD CONGRESS, to be held in Cape Town, South Africa

- 1. Notes** that the current school model should provide a social, cultural and territorial backbone, focussing on the correction of social inequalities of origin and provenance.
- 2. Defends** integrating, compensatory, intercultural, secular, participative, democratic and co-educative schooling.
- 3. Advocates** an education centre model which includes schooling from infant education until post-obligatory education, with modern infrastructures and sufficient human resources; including new professional figures and a teachers training day on top of the centre training day.
- 4. Understands** schooling conceived as a public service.
- 5. Considers** the search for motivated, well-paid teachers with training suitable for the new demands required by the school and with recognition of their authority and social prestige to be essential.
- 6. Is in favour** of Education Centres with high pedagogical, organisational and economic management autonomy, in order to incorporate greater adaptive flexibility in the immediate environment which surrounds them and which they form a part of.
- 7. Advocates**, ultimately, an education understood as a basic pillar in the fair, free and quality welfare state: based on the equality of opportunities, which offers the same opportunities to everyone, without any kind of discrimination.

Therefore, the VI World Congress of the IE,

- 1. Urges** governments to consider education as an investment in the future to the benefit of social progress, equity and equality of opportunities which provides an unquestionable yield for the society as a whole.
- 2. Encourages** the development of measures which respect the growing multiculturalism in our societies and our schools from an intercultural point of view which respects the diversity from within a common framework of values.
- 3. Defends** the need to drive for an alternative economic growth model based on knowledge, which assures sustainable economic development and increasing prosperity through social cohesion. A change which educationally demands reduced failure in obligatory schooling, improved levels of professional qualification while reducing drop outs, empowering innovation and development policies where the universities have to play a predominant role, supplying human material to a market in constant and growing demand for highly qualified personnel.
- 4. Encourages** governments, despite the delicate economic situation, to guarantee public financing of the education system as an investment in the future.



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5. **Invites** the national political parties to recuperate the educational consensus as a unique model for planning which focuses on the future avoiding the ups and downs of political change.
6. **Special** emphasis on attention to diversity, the reduction of profits, thinning of classes, increased focus on languages and new technologies, the drive for Professional Teaching and the introduction of new professional profiles.