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Education and employment / Teacher Migration:

Draft Resolution on Migration and the Right to Quality Public Education for All.

Proposed by: FETE-UGT/Spain and FNE/Portugal
Original language: Spanish

THE SIXTH CONGRESS OF THE IE, held in Cape Town, South Africa

1. **Notes** that the phenomenon of mass migration which characterises the first years of the 21st Century represents a notable challenge for many countries and is a higher and higher political priority which cannot be ignored.
2. **Observes** uneasily the possibility that the grave effects of the economic crisis triggered in 2007, and its aftermath of mass layoffs, growing unemployment (especially among youths) U-turns in social policies and the progressive breakdown of welfare states, are contributing to the arousal of society's feelings and actions of rejecting the migrant population.
3. **Underlines** the fundamental role which could be played by quality public education, based on values aimed at building citizenship for everyone in the processes of the positive integration of immigrants.
4. **Vehemently rejects** the messages and actions promoted by racism, xenophobia and discrimination. Particularly, it reiterates that schools should be free from circumstances such as these.
5. **Notes with concern** the growing number of education professionals (teachers and researchers) who leave the countries where they were trained, for economic, cultural, religious or political reasons adding to the ranks of those who feel obliged to work in activities unrelated to the studies and disciplines that they have prepared for.
6. **Notes** the growing and accelerated feminisation of the migratory process, as women (often accompanied by their children) now represent more than half the population of those living outside their country of birth.

THE SIXTH WORLD CONGRESS OF THE IE,

- A) **Reiterates** its conviction expressed in the Fifth World Congress (Berlin, 2007) that "emigrants contribute to development both in their country of birth and their host countries". Also that "migration has the potential to stimulate the cultural and economic changes between nations and to strengthen peace and mutual understanding". However the positive aspects of human migration are not spontaneous or automatic. Therefore it recognises that hard work is needed to achieve them.
- B) **In that respect, it manifests** its conviction that the migratory phenomenon should be addressed from the validity of human rights and with the instruments provided by democracy.
- C) **Encourages** the governments of the receiving countries to take specific measures to ensure that all the children (including the emigrants) have the right to a quality education, in equal conditions, as was promised in the conclusions from Dakar and in the Millennium Development Goals.

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57 D) **Likewise**, it reminds the authorities in the countries of origin of the internationally and local
58 commitments to eliminate the causes which provoke the exodus of their citizens (poverty, social
59 injustice and gender related violence, among others)
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61 E) **Highlights** that the crisis should not be used to delay the efforts made until now to achieve
62 those commitments and goals for 2015.
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64 F) **Urges** governments to adopt specific emergency actions against all types of racism and
65 xenophobia, specifically in an educational environment.
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67 G) **Encourages** union organisations which are integrated in the IE to continue to make decisions
68 which impede discrimination against their students based on their nationality or ethnicity, or the
69 migratory condition.
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71 H) **Calls** upon IE member organisations to intensify work towards full respect for the ILO
72 Conventions, regarding the fundamental rights of migrant workers and their families.
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74 I) **Urges** IE affiliates to show their solidarity with migrant colleagues, through cooperation in
75 development, but also by means of actions which allow them to be received into better
76 conditions (e.g. providing information which contributes to their personal and family
77 integration)
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79 J) **Calls** upon the member organisations to collect and exchange up-to-date information on the
80 migration of teachers, especially on the conditions for the recognition of studies and certificates,
81 access to teaching and working conditions, among other relevant aspects.
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83 K) **Urges governments, civil society and unions** not to forget the necessary gender
84 dimension in the actions they take.