

## 2.5.1.

Human and Trade Union Rights and Equality / Climate change:

### Draft Resolution: Education Unions Mobilising on Climate Change

**Proposed by:** Executive Board  
**Original language:** English

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

1. **Recognises** that human-induced climate change has serious environmental, economic and social consequences for all countries and all peoples and represents the most serious global challenge facing governments and civil society in the 21<sup>st</sup> century;
2. **Notes** that action to mitigate the effects of climate change is critical for all trade unions because:-
  - (i) The transition to a low carbon economy requires new patterns of production, consumption and employment; workers must be centrally involved in this transition;
  - (ii) Mitigation requires collective action by governments and all sectors of the economy, nationally and globally; unions are well placed to use their organizational and collective strength to bring about the structural changes needed to create new low carbon production and distribution systems.
3. **Declares** that education institutions, as significant contributors to carbon emissions, have a responsibility to reduce emissions as part of national and global collective action by all economic sectors;
4. **Recognises** the need for a binding international agreement to supersede the Kyoto Protocol and the inadequacy of the framework for, and levels of, emission reductions pledged at the 2010 UN climate change conference in Cancun, Mexico;
5. **Notes** that members of national education unions have an important role to play in educating students about the effects of climate change, and in implementing carbon emission reduction measures in education institutions, particularly in the more energy-use intensive higher education sector;
6. **Encourages** all member organisations to raise awareness of environmental issues by taking the following steps:
  - (i) Organise climate change awareness projects among their membership to help them explore ways to reduce pollution and save financial, environmental and material resources;
  - (ii) Promote environmentally-friendly workplace policies and practices;
  - (iii) Seek the extension of the role of union representatives in each workplace to ensure that environmentally positive measures are included in workplace agreements;
  - (iv) Demand that the curricula of all courses in educational institutions include specific sessions on climate change;
  - (v) Draw on new work practices and collective bargaining measures to reduce the carbon footprint of education institutions;
  - (vi) Encourage all educators to teach future generations about the importance of sustainable development, bio-diversity and climate change;



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7. **Mandates** the Executive Board to

- (i) Include in appropriate conferences and seminars a session on the issue of climate change so that member organisations can exchange ideas and experiences;
- (ii) Support global campaigns and initiatives by international trade union bodies and intergovernmental organisations to promote a transition to industries based on renewable energy and which create environmentally and socially sustainable jobs with fair, equitable and just working conditions;
- (iii) In EI's work in the Higher Education and Research sector, ensure, in so far as possible, that all unions working in the sector lobby for their higher education institutions to sign up to the 1990 Talloires Declaration on University Presidents for a Sustainable Future and to endorse the 1994 Copernicus University Charter for Sustainable Development.
- (iv) Participate in the United Nations Decade of education for Sustainable Development (2005-2014) led by UNESCO.