



7th International
Higher Education and Research
Conference

VANCOUVER
10-12 September 2010

CONFERENCE GUIDE



Education International
Internationale de l'Éducation
Internacional de la Educación

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Foreword

Dear colleagues,

I wish you a very warm welcome to the 7th International Higher Education and Research Conference in Vancouver, Canada.

This triennial event is a crucial activity for member organisations of Education International active in the higher education and research sector, as it permits us to exchange information and opinions about the latest global and regional issues that affect those of us from the sector.

Since our last meeting in 2007 in Malaga, many of the topics we discussed have evolved and Education International strives to keep you abreast of all developments.

There are themes which will continue to be discussed at this meeting, as we are still confronted with the same challenges as three years before, such as the violation of academic freedom, the threat to collegial governance as well as the continuing menace posed by the privatisation and commercialisation of our public higher education institutions.

There are also new themes which touch on new, common challenges. By standing together, we will be able to tackle them more effectively than in isolation, such as the internationalisation of our sector and how development co-operation among EI membership can strengthen the unions in the sector across various regions.

EI has in the past devoted itself to the concerns of the higher education and research sector, and will continue to do so as best it can at the international level. A prime example is the OECD initiative, AHELO. After the Malaga meeting, EI was able to voice the opinion of the academia at consultative sessions on the AHELO in 2009-2010. The issue of ranking and accountability will of course be featured in our discussions in this conference.

I am also pleased to remind you of EI's new observer status at the World Intellectual Property Organisation, and that we are actively monitoring the development of the ACTA negotiations while advocating for fair and balanced copyright rules.

I look forward to seeing you in Vancouver and wish you a rich and productive meeting.

Thanks to our host members for their contribution to the organisation and content of the Conference and particularly David Robinson, Associate Executive Director of the Canadian Association of University Teachers.



Monique Fouilhoux
Deputy General Secretary

Draft Agenda

Day One: Friday, 10 September 2010

8:00 – 9:00	REGISTRATION
9:00 – 9:30	<p>Opening: Welcoming remarks</p> <p>Penni Stewart, President, CAUT/ACPPU-Canada Jim Sinclair, President, British Columbia Federation of Labour Fred van Leeuwen, General Secretary, EI</p>
09:30– 11:00	<p>Plenary Session 1 <i>The View from Here: The State of the Profession 2010</i> As the joint ILO/UNESCO Committee of Experts on the Recommendations Concerning the Status of Teachers (CEART) has concluded, higher education and research staff globally are confronting a series of unprecedented challenges. Attacks on academic freedom and labour rights, erosion in salaries and terms and conditions of employment, weakening of tenure and job security including a rising number of fixed-term contracts, privatization and commercialization, and the undermining of collegial governance structures are just some of the major pressures facing the profession. Many of these pressures have accelerated in the wake of the global economic recession. This interactive session will explore the state of the profession internationally with panellists being asked to focus on what higher education and research unions are doing and can do through collective bargaining, lobbying, and public campaigns to defend the profession.</p> <p>Chair: Fred van Leeuwen, EI</p> <p>Presenter: Bill Ratteree, ILO</p> <p>Respondents: Lily Eskelsen, NEA –USA Ilze Trapenciere, LIZDA-Latvia Carlos Alberto de Feo, CONADU-Argentina</p>
11:00 – 11:20	BREAK
11:20 – 12:30	<p>Plenary Session 2 EI activities since the 6th international higher education and Research conference: Update and review</p> <p>Chair: Ingrid Stage, DM-Denmark</p> <p>Presenters: Monique Fouilhoux and Harold Tor, EI</p>

12:30 – 14:00

LUNCH BREAK

Hosted by the Federation of Post-Secondary Educators of British Columbia

14:00 – 15:30

Working Groups 1

- Defending academic freedom and collegial governance (Facilitator: **Max Roy, FQPPU-Québec**)
- Promoting the employment rights and conditions of fixed-term staff (Facilitator: **Jim Rice, NEA-USA**)
- Campaigning against commercialization and privatization (Facilitator: **Jeannie Rea, NTEU-Australia**) tbc
- Responding to the economic crisis (Facilitator: **Rob Copeland, UCU-UK**)

15:30 – 15:50

BREAK

15:50 – 17:30

Plenary Session 3

Regionalization and Globalization of Higher Education and Research: Developing an effective union response

Higher education and research staff are increasingly affected by regional and international developments. In Europe, the Bologna Process has unleashed numerous reforms as countries attempt to harmonize higher education systems. Internationally, agreements such as the WTO's General Agreement on Trade in Services and the proposed Anti-Counterfeiting Trade Agreement (ACTA) are threatening to lock-in and intensify pressures of marketization. Meanwhile, the development of branch campuses, franchising relationships, cross-border e-learning, and the exploitation of the international student "market" are leading to the commercialization of higher education globally. Many institutions and countries are aggressively marketing higher education in China and India in particular. What are the implications of these developments for higher education and research unions? How can we develop effective strategies to counter the negative effects of marketization in the sector while promoting internationalization?

Chair: **Manuel Dos Santos, FENPROF-Portugal**

Panellists: **Dominique Lassarre, UNSA-France**
David Robinson, CAUT/ACPPU-Canada
Antonio Tinio, ACT-Philippines

FREE EVENING

Day Two: Saturday, 11 September 2010

9:00 – 10:30

Plenary Session 4

Development Cooperation: Strengthening Higher Education and Research Unions

How can higher education and research affiliates assist one another in building union capacity? What role can EI and its affiliates play in strengthening higher education and research unions in developing countries? What are the most useful ways that affiliates can establish partnerships, support, and exchanges of information and best practices? How can we encourage more higher education and research unions, particularly in the global south, to affiliate to EI?

Chair: **Bernard Bérubé, FPPC/CSQ-Québec**

Panellists: **Monique Fouilhoux, EI**
Pedro Gonzalez López, FECCOO-Spain
Mohammed Derouiche, SNESup-Morocco

10:30 – 11:00

BREAK

11:00 – 12:30

Plenary Session 5

Equity in Higher Education: Building Inclusive Institutions and Unions

Despite some progress in recent years, higher education institutions, systems and unions in many parts of the world remain far from fully inclusive. How can we make our unions more representative? What role can higher education and research unions play in promoting equity within the profession and in our institutions more broadly? What barriers to equity remain? What effective practices through collective bargaining, internal union policies, and campaigns have been developed by affiliates?

Chair: **Alan Whitaker, UCU-United Kingdom**

Presenters: **Karin Amossa, Lärarförbundet-Sweden**
Penni Stewart, CAUT-Canada

12:30 – 14:00

LUNCH BREAK

Hosted by the Canadian Association of University Teachers

14:00 – 15:30

Plenary Session 6

Rankings and Learning Outcomes: The Politics of Quality and Accountability

From national and global rankings of institutions, to the assessment of research impact and student learning outcomes, the focus on quality and accountability in higher education has become a worldwide phenomenon. What are the underlying forces responsible for this trend? What are the impacts of different quality assessments and accountability mechanisms on staff? How should higher education and research unions respond to ensure that our institutions are sufficiently transparent and accountable while maintaining respect for professional autonomy and academic freedom?

Chair: **Jean Trudelle, FNEEQ-CSN, Québec**

Panellists: **Sandra Schroeder, AFT-USA**
Mike Jennings, IFUT-Ireland
Bert Vandenkendelaere, ESU-Belgium

15:30 – 15:50 **BREAK**

15:50 – 17:30 **Working Groups 2**

- Responding to the regionalization and globalization of higher education and research (Facilitator: **Jens Vraa Jensen, DM-Denmark**. *The draft supplement paper submitted for adoption will be introduced by **Carolyn Allport, NTEU-Australia**, for in-depth discussion in the framework of this working group.*)
- Promoting equity and inclusivity (Facilitator: **Theresa Montaña, NEA-USA**)
- Confronting the accountability agenda (Facilitator: **Craig Smith, AFT-USA**)

19:00 **OFFICIAL DINNER**
Location: Hyatt Regency Vancouver

Day Three: Sunday, 12 September 2010

9:00 – 10:30 **Plenary Session 7**
Reports and recommendations from workshops

Chair: **Grahame McCulloch, NTEU-Australia**

10:30 – 10:50 **BREAK**

10:50 – 12:20 **Plenary Session 8**
Conference report and planning for the EI World Congress, 2011

Co-Chairs: **Grahame McCulloch, NTEU-Australia**
Monique Fouilhoux, EI

Rapporteur: **Paul Bennett, UCU-UK**

12:20 – 12:30 **Closing**

Background reading

Plenary Session 1: The View from Here: The State of the Profession 2010

Date and time: 10 September 2010, 09:30-10:45

As the joint ILO/UNESCO Committee of Experts on the Recommendations Concerning the Status of Teachers (CEART) has concluded, higher education and research staff globally are confronting a series of unprecedented challenges. Attacks on **academic freedom** and **labour rights**, erosion in salaries and **terms and conditions of employment**, weakening of **tenure** and job security including a rising number of **fixed-term contracts**, **privatization** and **commercialization**, and the undermining of **collegial governance** structures are just some of the major pressures facing the profession. Many of these pressures have accelerated in the wake of the global economic recession. This interactive session will explore the state of the profession internationally with panellists being asked to focus on what higher education and research unions are doing and can do through collective bargaining, lobbying, and public campaigns to defend the profession.

Further reading:

- Robinson, David. *The Status of higher Education Teaching Personnel in Israel, the West Bank and Gaza*. Brussels: EI-CAUT, 2010.
- Cemmell, James. *Academic Freedom International Study*. Brussels: EI-UCU, 2009.
- Education International. *Report to the Expert Committee on the Application of the 1966 ILO-UNESCO Recommendation on the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel*. Brussels: EI, 2009.
- UNESCO-ILO. *Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, Report, Tenth session, Paris 28 September - 20 October 2009*. Paris: UNESCO, 2009.
- Education International. *Statement on the UNESCO World Conference on Higher Education, Paris 5-8 July 2009*. Brussels: EI, 2009.
- UNESCO-ILO. *The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)*. Paris: UNESCO, 2008.
- Education International. *Information on the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel*. Brussels: EI, 2004.

- Education International. *Resolution on fixed-term higher education teaching personnel*. Berlin: EI, 2007.

Plenary Session 2: EI activities since the 6th International Higher Education and Research Conference – Update and Review

Date and time: 10 September 2010, 11:00-12:30

Since the last Conference held in Malaga, Spain, EI and its member organisations have been facing tremendous challenges in the higher education and research sector. The onslaught of the global financial crisis compounded the situation of public financing of higher education institutions. The terms and conditions of employment of staff working in the sector are a major concern expressed by EI in its report to the joint ILO-UNESCO Committee of Experts on the Recommendations Concerning the Status of Teachers (CEART) in 2009. Also highlighted in the CEART report, the violation of academic freedom prompted various EI member organisations to act, as is evident in a joint UCU-EI publication on the topic in 2009. Following the TRIPS agreement by the WTO, EI was once again confronted with the issue of copyright with the ACTA agreement, negotiated outside the scope of any international organisation. EI has now been granted an official observer status at the World Intellectual Property Organisation, where it calls for fair and balanced copyright rules. The full report of EI's activities in the Higher Education and Research sector could be found in the activity report at the back of this conference guide.

Further reading:

- Annex I of this Conference Guide: EI Higher Education Activities 2008-2010.
- Education International. *Survey Analysis – Impact of Crisis on Higher Education*. Brussels: EI, 2010.
- UNESCO. *2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development*. Paris: UNESCO, 2009.
- Education International. *Statement on the UNESCO World Conference on Higher Education, Paris 5-8 July 2009*. Brussels: EI, 2009;
- Education International. *Resolution on higher education and research as a public service*. Berlin: EI, 2007.
- Education International. *Resolution on the situation in the Higher Education system in France*. Berlin: EI, 2007.
- Education International. *Resolution on fixed-term higher education teaching personnel*. Berlin: EI, 2007.
- Education International. *Report of the 6th International Higher Education Conference*. Malaga: EI, 2007.

Plenary Session 3: Regionalization and Globalization of Higher Education and Research: Developing an effective union response

Date and time: 10 September 2010, 15:50-17:30

Higher education and research staff are increasingly affected by regional and international developments. In Europe, the Bologna Process has unleashed numerous reforms as countries attempt to harmonize higher education systems. Internationally, agreements such as the WTO's General Agreement on Trade in Services and the proposed Anti-Counterfeiting Trade Agreement (ACTA) are threatening to lock-in and intensify pressures of marketization. Meanwhile, the development of branch campuses, franchising relationships, cross-border e-learning, and the exploitation of the international student "market" are leading to the commercialization of higher education globally. Many institutions and countries are aggressively marketing higher education in China and India in particular. What are the implications of these developments for higher education and research unions? How can we develop effective strategies to counter the negative effects of marketization in the sector while promoting internationalization?

Further reading:

- Education International. *Statement on World Intellectual Property Day*. Brussels: EI, 2010.
- European Higher Education Area. *Budapest-Vienna Declaration on the European Higher Education Area*. Budapest-Vienna: EHEA, 2010.
- Second Bologna Policy Forum. *Bologna Policy Forum Statement*. Vienna: Bologna Policy Forum, 2010.
- Education International. *Enhancing quality: Academics' perceptions of the Bologna Process*. Brussels: EI, 2010.
- Education International. *Statement to the 7th Ministerial Conference of the World Trade Organisation, Geneva 30 November-2 December 2009*. Brussels: EI, 2009.
- Education International. *Statement on the UNESCO World Conference on Higher Education, Paris 5-8 July 2009*. Brussels: EI, 2009.
- Organisation for Economic Co-operation and Development. *Guidelines for Quality Provision in Cross-border Higher Education*. Paris: OECD, 2005.
- Education International. *Globalisation, GATS and Higher Education*. Brussels: EI, 2004.
- TradEducation News (http://www.ei-ie.org/gats/en/news_archive.php?year_selected=2010)

Plenary Session 4: Development Cooperation: Strengthening Higher Education and Research Unions

Date and time: 11 September 2010, 09:00-10:30

How can higher education and research affiliates assist one another in building union capacity? What role can EI and its affiliates play in strengthening higher education and research unions in developing countries? What are the most useful ways that affiliates can establish partnerships, support, and exchanges of information and best practices? How can we encourage more higher education and research unions, particularly in the global south, to affiliate to EI?

Further reading:

- Organisation for Economic Co-operation and Development. *The Paris Declaration on Aid Effectiveness (2005) and Accra Agenda for Action (2008)*. Paris: OECD, 2008.
- Education International. *Resolution on higher education and research as a public service*. Berlin: EI, 2007.
- Education International. *Resolution on the strategic role of educators*. Berlin: EI, 2007.
- Education International. *Resolution on Gender Perspective in Development Co-operation*. Jomtien: EI, 2007.
- Education International. *Resolution on Development Co-operation*. Washington DC: EI, 1998.
- Education International. *For a transparent and constructive partnership: Policy guidelines for development co-operation*. Brussels: EI, 1997.
- Education International. *Resolution on Development Co-operation*. Harare: EI, 1995.

Plenary Session 5: Equity in Higher Education: Building Inclusive Institutions and Unions

Date and time: 11 September 2010, 11:00-12:30

Despite some progress in recent years, higher education institutions, systems and unions in many parts of the world remain far from fully inclusive. How can we make our unions more representative? What role can higher education and research unions play in promoting equity within the profession and in our institutions more broadly? What barriers to equity remain? What effective practices through collective bargaining, internal union polices, and campaigns have been developed by affiliates?

Further reading:

- Ivosevic, Vanja. *Gender issues in Employment and Working Conditions of Academic Staff*. Brussels: EI, 2010.
- Martin, Michaela. *Are women in academia breaking the glass ceiling?*. IIEP Newsletter January-April 2010.
- Education International. *Statement on the UNESCO World Conference on Higher Education, Paris 5-8 July 2009*. Brussels: EI, 2009.
- Moriarty, Martin. *Trade unionists together for LGBT rights!*. Brussels: EI-PSI, 2007.

Plenary Session 6: Rankings and Learning Outcomes: The Politics of Quality and Accountability

Date and time: 11 September 2010, 14:00-15:30

From national and global rankings of institutions, to the assessment of research impact and student learning outcomes, the focus on quality and accountability in higher education has become a worldwide phenomenon. What are the underlying forces responsible for this trend? What are the impacts of different quality assessments and accountability mechanisms on staff? How should higher education and research unions respond to ensure that our institutions are sufficiently transparent and accountable while maintaining respect for professional autonomy and academic freedom?

Further reading:

- Education International. *Report of the Working Group Session on AHELO at the 8th EI Conference for affiliates in OECD member states, New York, 8-10 March 2010*. New York: EI, 2010
- Robinson, David. *OECD Instruments for Tertiary Education: Ongoing Challenges for Staff*. New York: EI, 2010. (Powerpoint Presentation)
- Organisation for Economic Co-operation and Development. *Report of the AHELO Stakeholders' Consultative Meeting, 4 February 2009*. Paris: OECD, 2009.
- Education International. Letter to Richard Yelland, Head of the Institutional Management in Higher Education Programme, OECD. 11 February 2009.
- Education International. *Assessing higher education learning outcomes: 'PISA' for higher education?*. Brussels: EI, 2007.
- Institute for Higher Education Policy. *Berlin Principles on Ranking of Higher Education Institutions*. Berlin: IHEP, 2006.
- Organisation for Economic Co-operation and Development. *Guidelines for Quality Provision in Cross-border Higher Education*. Paris: OECD, 2005.

Plenary Session 8: Conference report and planning for the EI World Congress, 2011

Date and time: 12 September 2010, 10:50-12:20

The next World Congress of Education International will take place from 22-26 July 2011 in Cape Town, South Africa. More than 1600 representatives from 402 education unions in 173 countries and territories will gather to decide on ways to meet the challenges confronted by 30 million education workers worldwide. For the higher education and research sector, there will be a pre-Congress Caucus held on 21 July for tighter co-operations and further exchanges.

Further reading:

- Education International 6th World Congress: www.ei-ie.org/congress6

Workshops

Workshop 1: Defending Academic Freedom and Collegial Governance

Facilitator: Max Roy, FQPPU (Québec, Canada)

The 1997 *Recommendation Concerning the Status of Higher Education Teaching Personnel* asserts that academics have the right to **academic freedom**, which includes the right to teach, learn, study and publish free of orthodoxy or threat of reprisal. **Tenure**, or its functional equivalent, provides a foundation for academic freedom by ensuring that higher education teaching staff cannot be dismissed without just cause and due process. Academic freedom also rests upon the tradition of **collegial governance** which grants higher education teaching personnel a decisive role in making educational decisions and setting educational policy within their institutions and systems.

Despite widespread recognition of the importance of academic freedom, far too many higher education teachers and researchers continue to face violence, recrimination and censorship. A number of governments openly restrict the exercise of academic freedom, while in other cases powerful outside interests and influences place unacceptable constraints on teachers and researchers. Academic freedom is also being eroded by the decline of tenure or its functional equivalent, as evident in the rise of fixed-term appointments. Meanwhile, more and more governments and higher education institutions are reforming governance structures, and weakening the voice of teachers and researchers.

Questions for discussion:

1. What are the *specific* threats to academic freedom that your members are facing today? What strategies, actions or campaigns has your union undertaken to defend the academic freedom rights of your members?
2. What changes, if any, have you witnessed in the governance of higher education institutions in your country? What has been the impact of these changes, if any, on the rights and terms and conditions of employment of your members?
3. What role could EI play in helping you better defend and promote the academic freedom rights of your members?

Workshop 2: Promoting the employment rights and conditions of fixed-term staff

Facilitator: Jim Rice, NEA (USA)

More and more higher education teachers and researchers are being hired on a casual or fixed-term basis. Staff employed in these positions are often poorly paid, have little or no benefits, no job security and no academic freedom. In some countries, the majority of teaching in higher education institutions is now done by fixed-term and casual staff.

This trend towards cheaper fixed-term staffing reflects government and institutional priorities, rather than economic necessity. While many higher education institutions are currently suffering budget cuts, the greatest growth in fixed-term appointments occurred during times of economic prosperity.

The increase in the number and proportion of fixed-term staff raises significant challenges for all academic staff. Academic freedom is weakened when more and more staff cannot rely on the protections of tenure or its functional equivalent. Collegial governance is weakened by constant turnover and often the exclusion of fixed-term staff from governance activities. The nature of academic work is weakened as teaching, research and service functions are unbundled.

Questions for discussion:

1. What are the trends and impacts of fixed-term appointments in your country? What specific challenges do those trends and impacts pose for your union?
2. What collective bargaining strategies, public campaigns and lobbying efforts could be employed to help protect the terms and conditions of employment of fixed-term staff?
3. What role could EI play in assisting affiliates or working at the international level to promote the rights of fixed-term staff?

Workshop 3: Campaigning against privatisation and marketisation

Facilitator: Jeannie Rea , NTEU, Australia, TBC

As governments around the world cut public funding for higher education, privatisation and marketisation are increasingly touted as simple solutions to complex problems. Privatisation can take many forms, including the greater reliance of higher education institutions on tuition fees and private donations and contracts. It is also evident in the contracting out of services, the development of public-private partnerships or joint ventures, the encouragement of industrial sponsorship of research, the creation of private programs within existing public universities and colleges, and the establishment of fully private and for-profit institutions.

Privatisation and marketisation threaten to undermine the democratic accountability and public service nature of higher education and research. There are direct threats to the integrity and independence of academic work, collegial governance, trade union rights and the terms and conditions of employment of higher education and research staff.

Questions for discussion:

1. What are the trends and impacts of privatisation and marketisation in your country? What is the affect on members, students, institutions and the system as a whole?
2. What strategies and campaigns could be developed to fight back against these trends and impacts?
3. What role could EI play in assisting affiliates or working at the international level to promote the rights of fixed-term staff?

Workshop 4: Responding to the economic crisis

Facilitator: **Rob Copeland, UCU (UK)**

In the wake of the global financial crisis of 2008, economies around the world slipped into the most serious economic decline since the Great Depression. Many governments were forced to bail out financial institutions which had engaged in reckless and risky practices involving poorly regulated debt instruments. In addition, governments introduced new stimulus measures to encourage growth and prevent a slide into a full-blown economic depression.

Today, the financial crisis has been contained, but with the price of larger public deficits and debt. With stimulus measures now running the end of their course, governments are introducing so-called “exit strategies” that involve major cuts to public spending, including higher education. In many parts of the world, higher education teaching and research personnel are witnessing the beginning of a new age of austerity, the full consequences of which are yet to be seen.

Questions for discussion:

1. How has the financial and economic crisis affected the higher education sector in your country and your members?
2. How has your union responded to the fallout of the financial and economic crisis? What tactics and strategies, such as collective bargaining or public relations campaigns, have you developed? What has been most effective?
3. What specific things could EI do at the international level to assist affiliates in fighting back against new austerity measures in the sector?

Workshop 5: Promoting equity and inclusivity

Facilitator: Theresa Montaño, NEA (USA)

Promoting non-discrimination and equality is a core principle of the labour movement. However, around many parts of the world higher education and research institutions and unions remain far from fully inclusive. Women, racial and ethnic minorities, those with disabilities, indigenous peoples, and lesbian, gay, bisexual and transgender (LGBT) persons are often seriously under-represented within our workplaces and within our unions.

Questions for discussion:

1. What are the barriers facing women, racial and ethnic minorities, persons with disabilities, indigenous peoples and LGBT persons in higher education in your country?
2. What policies, practices and strategies have your union adopted to promote greater inclusivity in the workplace and in the union? What has been most effective?
3. What role could EI play at the international level in better promoting equity and inclusivity?

Workshop 6: Responding to the Regionalization and Globalization of Higher Education and Research

Facilitator: Jens Vraa-Jensen, DM (Denmark)

The draft supplement paper submitted for adoption (Annex II) will be introduced by Carolyn Allport, NTEU-Australia, for in-depth discussion in the framework of this working group.

The rise in cross border higher education has been one of the dominant trends internationally in recent years. Regional developments, such as the Bologna Process in Europe, are leading to the harmonization of national systems of higher education and research in attempt to facilitate student and staff mobility and increase attractiveness.

Globally, an international market in higher education and research is rapidly emerging. A worldwide trend of falling public investment and rising tuition fees is prompting increased competition between institutions for international students. The rise of branch campuses, franchising arrangements, off-shoring, and cross-border e-learning signal that higher education has increasingly become a globally traded commodity. International trade and investment agreements, such as the World Trade Organization's General Agreement on Trade in Services (GATS), are attempting to regulate and lock-in this new commercial market.

The draft supplement paper submitted for adoption will be introduced by Carolyn Allport, NTEU-Australia, for in-depth discussion in the framework of this working group.

Questions for discussion:

1. What are the impacts of regionalization and globalization on higher education and research staff in your country?
2. What has your union done to protect and promote the profession in the face of any negative impacts posed by the regionalization and globalization of higher education? What strategies and tactics have been most successful?
3. What can EI do at the international level to ensure that the forces of globalization and marketization do not compromise educational values and the professional rights of staff?

Workshop 7: Confronting the accountability agenda

Facilitator: **Craig Smith, AFT (USA)**

“Accountability” has become a common watchword in higher education and research systems the world. Governments are increasingly insisting that institutions must be accountable for how they spend public money and for the quality of programs they offer. For their part, higher education and research staff often justifiably fear that systems of accountability imposed upon them are too intrusive, too instrumentalist, and too narrow in their focus.

Meanwhile, the accountability agenda is gathering steam at the international level. The development global rankings of institutions as well as the proposed OECD Assessment of Higher Education Learning Outcomes (AHELO) present new challenges for EI and its affiliates.

Questions for discussion:

1. What has been your recent national experience with accountability systems in higher education and research? What have been the impacts of accountability mechanisms on staff?
2. How has your union responded to the accountability agenda? What strategies and campaigns might be effective in helping unions better confront the accountability agenda?
3. What strategies should EI adopt in relation to international rankings of higher education institutions and the OECD AHELO project?

Annex I: EI Higher Education Activities 2008-2010

Global Activities

UNESCO World Conference on Higher Education and the EI side event

The EI secretariat and representatives of higher education affiliated organisations attended the UNESCO Second World Conference on Higher Education which took place at the UNESCO Headquarters in Paris, France, from 5-8 July 2009.

Prior to the conference, on 3 July, EI organised a one-day side meeting for its higher education affiliates, which were then due to participate to the conference. At this meeting, higher education affiliates adopted a statement entitled Educators Committed to Quality Higher Education in the Coming Decade. This statement addressed a number of issues including: the key role of academic staff, the importance of academic freedom, tenure, collegiality, the risks of public-private partnerships in higher education, the importance of access and equity in higher education, the challenges and opportunities of internationalisation and globalisation, and the need for sustainable funding of higher education and research.

EI also contributed extensively to the World Conference on Higher Education by co-organising the NGOs' conference on 4 July, and also the multi-stakeholder panel on higher education institutions and the academic community that took place on the final day of the conference. EI Vice-President Irene Duncan Adanusa also delivered a speech at one of the opening sessions on the first day of the conference while Penni Stuart, President of the Canadian Association of University Teachers, an EI affiliate, also delivered a speech during a workshop on the academic profession.

EI was also present by means of an exhibition stand in the foyer of the conference venue for the duration of the conference. EI Deputy General Secretary Monique Fouilhoux was a member of the drafting committee for the final communiqué of the World Conference on Higher Education. The resulting Communiqué referred to a number of key global issues in relation to higher education in the coming decade, namely: the social responsibility of higher education; access, equity and quality; internationalisation, regionalisation and globalisation; learning, research and innovation; and higher education in Africa. EI succeeded in securing references to respect for academics' rights in various parts of the Communiqué (paras. 21, 37, 49k, and 50c).

EI was informed that its statement to the World Conference on Higher Education had an impact beyond the conference, as Ministers were reported to quote from it once they had returned home to respective countries (e.g. in South Africa).

Lobbying on the Global Agreement on Trade in Services (GATS)

As part of its ongoing work to defend quality public education and to promote the Millennium Development goal of Education for All, EI continues to monitor negotiations on the General Agreement on Trade in Services (GATS), and to lobby World Trade Organization officials to ensure that education is excluded from trade agreements. The principal danger is that the rules and restrictions of the GATS could, if applied to education, lock-in and intensify the pressures of privatization and commercialization.

From 2008-2010, EI continued to retain the services of a consultant on trade and education services. Six issues of TradEducation News have been produced in electronic format in 2008, providing affiliates with updates and analysis of the latest developments in the GATS talks. EI's trade consultant participated in a special meeting of the ITUC's Trade and International Labour Standards (TILS) working group in Geneva, Switzerland, from 13-14 March during which meetings were arranged with WTO Director General Pascal Lamy as well as with the ambassadors of South Africa and New Zealand.

In 2009, four issues of Tradeducation News were published with updates and analysis of the last developments in the GATS talks. The EI consultant attended this year's WTO Public Forum and was invited to present our views on the impact of the proposals on domestic regulations on education issues at a workshop organized by the Geneva-based South Centre.

In 2010, EI issued two more Tradeducation newsletters. They focused on the failure of new talks to progress on GATS, the controversy surrounding the Anti-Counterfeiting Agreement (ACTA), the start of negotiations on a Trans-Pacific Partnership and the controversial EU-Colombia trade deal that did not take into account human rights violations in Colombia. The EI consultant participated at the WIPO standing committee on Copyright and Related Rights in June 2010 in Geneva.

World Trade Organisation: meetings and Conference

EI was present at the WTO Ministerial meeting from 21-25 July in Geneva, Switzerland, which included a one-day GATS "signaling conference" during which ministers from about 30 to 35 countries were asked to indicate where they are prepared to make further market access openings. EI was active in lobbying delegations to exclude education services from further commitments.

Other advocacy work in this area included more active participation in this year's WTO Public Forum on 24-25 September. EI, in cooperation with Public Services International, hosted a panel session at the forum and has invited experts to address the impact of GATS on education and other public services.

The EI secretariat and representatives of affiliated organisations from Canada, Australia and Taiwan attended the Seventh WTO Ministerial Meeting which took place at the WTO

Headquarters in Geneva, Switzerland, from 1-2 December 2009. The meeting brought together trade ministers from 153 countries. Unlike previous ministerial meetings where the focus was squarely on negotiations, the purpose of this meeting was to engage in a “broader evaluation of the functioning of the multilateral trading system.” However, this was taken with some degree of caution, as recent developments indicated that there is renewed pressure on negotiators to produce a package to conclude the Doha Round.

EI and its affiliates played a key role in lobbying against the further extension of GATS commitments in education. Prior to the Ministerial Conference EI issued a statement to the Ministerial Conference in English, French and Spanish. EI disseminated this statement via its website and through a circular to affiliates. Reports from IFUT (Ireland) and Lärarförbundet (Sweden) showed use of this statement by affiliates in lobbying with national governments.

At the ministerial meeting, EI coordinated daily meetings of affiliates in attendance, widely disseminated its statement, participated in a number of WTO NGO briefings, roundtables and discussions organized by other NGOs and trade unions. EI also participated in the ITUC Trade Investment and Labour Standards (TILS) meeting and public conference held on 29 November, and ongoing TILS meetings throughout the Ministerial conference. EI’s participation in the TILS meeting and the Ministerial was important, ensuring that the voices of educators were heard and that relevant issues taken up by other NGOs were given prominence.

CEART

EI made an associated complaint to the complaint introduced by its affiliate DM, Denmark, in relation to the implementation of the 1997 UNESCO Recommendation Concerning the Status of the Higher Education Teaching Personnel in Denmark

EI published its triennial report to the Joint ILO-UNESCO Expert Committee on the Application of the Recommendations on Teachers (CEART) in September 2009. EI presented its report at the 10th CEART session which took place at UNESCO in Paris, France, from 28 September to 2 October. EI’s report was based on a study undertaken in the past years through the collaboration of its 401 member organisations, as well as a number of commissioned reports on the status of teachers in various regions. The EI report to CEART addressed key issues such as working conditions and remuneration, academic freedom, collegial governance, security of employment and tenure, and HIV/AIDS. Above all, EI’s report highlighted three major concerns which require immediate attention:

- Global teacher shortage: Education plays a crucial role in the post-economic crisis regeneration. By contrast, we are witnessing cuts to education budgets worldwide, with dire consequences for the education sector and the teaching profession.
- Global casualisation crisis: More and more teachers are being employed on fixed-term or part-time contracts, and as a consequence face restricted academic freedom and professional autonomy due to their casualised status.
- Increasing number of attacks against teachers and higher education teaching personnel: Such attacks strongly undermine democracy and the well-being of society.

At the 10th CEART session, EI stressed that although the Recommendations have been in effect for a long period of time, governments and education institutions worldwide still fail to implement the key provisions made therein. By putting forward these findings, EI strongly urged the CEART, the ILO and UNESCO to take effective action.

World Intellectual Property Organisation

Recently recognised as an official observer at the United Nations World Intellectual Property Organisation (WIPO), EI issued a statement on the occasion of World Intellectual Property Day on 26 Apr, calling for "fair and balanced copyright rules that strike the appropriate balance between the rights of creators and users, and the needs of industrialising and industrialised economies.

EI also draws attention to the recent announcement by governments involved in the negotiation of the Anti-Counterfeiting Trade Agreement (ACTA) that the draft treaty will finally be made public. According to leaked documents, proposals made to the draft treaty could drastically limit the free access by academics, teachers and students to the education and research resources they need.

“Hands Up for Education” Campaign on the Financial and Economic Crisis

The impact of the crisis on education was the main focus for the EI Officers when they met in Åre, Sweden, in December 2008. They considered how EI and its member organisations could take the initiative as financial pressures on public school systems grew in the wake of the near meltdown in global financial markets. Work was begun on a major EI campaign to emphasize education as a vital investment in the future of every nation. In March 2009, the EI Executive Board decided to launch the campaign officially and promote education as a key factor for economic recovery.

The rationale for this campaign is to: emphasise to governments the importance of avoiding short-term actions with long-term negative consequences and of adopting strategies which prepare students and education systems for the future; and to emphasise that education gives people the tools to build their own future and is a cornerstone of social and economic development.

The campaign is hosted on a website, www.ei-ie.org/handsup, where information resources have been made available for download. Amongst other resources, the website hosts:

- Several EI surveys on the impact of the global economic crisis on education;
- Research material from other partners on the impact of the global crisis on education;
- Factsheets on several issues related to the economic crisis and education;
- Suggestions for EI affiliates to take action on the economic crisis and education at the national level.

The key messages of the campaign are: invest in education now; invest in public education, available to all; make education part of the solution to the crisis; avoid cuts in budgets for education; do not make future generations of children pay for the economic crisis; and

continue to provide development aid for education in low-income countries - otherwise they will be left even further behind economically. The campaign will run until the next EI Congress in Cape Town, South Africa, in July 2011.

Organisation for Economic Cooperation and Development (OECD)

From 2008-2010, EI continued to participate in activities related to OECD through the Trade Union Advisory Committee (TUAC). EI attended the TUAC Working Group on Education, Training and Employment meetings held in Paris, France, in April and November. EI organised two meetings for affiliates in OECD countries. The first one took place in December 2008 in Åre, Sweden and the second one took place in March 2010 in New York.

In April 2008, an EI delegation attended a conference in Lisbon, Portugal where the report of the OECD's thematic review of tertiary education was released. The report contained many troubling recommendations concerning financing, institutional autonomy, accountability, academic freedom, and terms and conditions of employment. The EI delegation produced an analysis of the report and circulated it to higher education affiliates. Affiliates have been encouraged to lobby their respective governments about their concerns.

The EI secretariat and representatives of higher education affiliated organizations attended the OECD/IMHE Conference on Outcomes of Higher Education: Quality, Relevance and Impact held in Paris, France, from 8-10 September 2009. The conference focused on debates around measuring the outcomes of higher education, with a particular focus on learning outcomes. Working group discussions related to this topic addressed institutional measures to assess and improve quality, the assessment of learning and employment outcomes, balancing the needs and expectations of society with the autonomy of institutions, the impact of rankings, and ensuring value for money and efficiency in higher education.

In the frame of its project on the future of higher education, the OECD's centre for educational research and innovation (CERI) organised on 8-9 December 2009, in Paris, France, an international conference on "higher education to 2030: what futures for quality access in the era of globalisation?" This conference, organised in partnership with France during its presidency of the European Union, was the final event held in 2008 marking the 40th anniversary of CERI. It also signalled the end of the analytical work of the CERI project on the future of higher education. In addition, the first volume of a new book series entitled higher education to 2030 was launched. The first volume addresses the impact of demographic changes on higher education. Other volumes also examine technology, globalisation, and future scenarios for higher education.

The OECD is also proceeding with the development of a so-called PISA for higher education — now formally known as the Assessment of Higher Education Learning Outcomes (AHELO). EI and its member affiliates have expressed serious concerns about the feasibility and desirability of a standardized test for higher education students, particularly in light of the diversity of institutions, missions and programs across OECD countries. EI attended the OECD Stakeholders' meeting in relation to the Assessment of Higher Education Learning Assessment Outcomes (AHELO) held in Paris, France, on 4 February 2009 and March 2010. They were opportunities for EI to reiterate its concerns and to propose some additional

comments about the feasibility study to be launched by the end of the year in ten OECD countries. Affiliates have been updated in particular through circulars sent to affiliates outlining the challenges posed by AHELO and encouraging them to lobby their governments on the issue. EI has also addressed a letter in February 2009 to the head of the institutional management in higher education in the OECD offering comments about the AHELO project from the academics' perspective.

Report of the EI Task Force on Public-Private Partnerships (PPP) in Education

The report presented to the March 2009 Executive Board meeting has been printed in English and translated into Spanish and French. As one of the key proposals of the study was to provide detailed information for the use of affiliates confronted by PPPs at the national level, every effort will be made to disseminate the report widely.

Regional Activities

Africa

Europe-Africa project: Access to Success

The project financed by the European Commission, Erasmus Mundus Action 4 Project "*Access to Success: Fostering Trust and Exchange between Europe and Africa*" aims to bring together universities from Europe and Africa and explore the access and retention in the context of inter-institutional mobility and cooperation. The goal of the project is not only to map institutional and national good practices and identify case studies, but also establish a better understanding among the participating institutions and people on how institutions shape their missions in response to specific socio-economic contexts and environments. By doing so, it aims at enhancing institution's capability to cooperate and exchange, in particular with regards to student and staff mobility schemes and capacity building partnerships. The project aims to develop a catalogue of good practices and recommendations on access and mobility, which should be of interest to institutions as well as government agencies and donor organisations. The implementing partners include the European University Association (EUA), the Association of African Universities (AAU) and the European Student Union (ESU). In the framework of this project EI participated in a workshop on "*Europe and Africa: Intra and Inter regional Mobility*" from 3-4 May 2010 in Accra.

EI Africa Higher Education Caucus

The EI African Regional Office will organise its first Higher Education Caucus for affiliates in the region on 29 November 2010, prior to the 7th Regional Conference in Brazzaville. The event aims to provide an opportunity for exchange between organisations active in higher education.

Europe

The Bologna Process

The Bologna Process is a political project to establish a European Higher Education Area (EHEA), driven by cooperation between 46 countries, the European Union and eight consultative partners. Since 2005, EI Europe belongs to the latter group, participating in the governing body of the process, known as the Bologna Follow-Up Group or BFUG, and organising several activities to further improve the position of academics.

EI's Pan-European Structure has continued its participation in the BFUG, in different Bologna seminars and in the different working groups where it is represented. EI has continued its ongoing cooperation with other BFUG Consultative Members. In this context EI, has strengthened its partnership with the European Students Union (ESU) and adopted a new partnership agreement in April 2010.

A Ministerial Conference under the Bologna Process took place in Leuven/Louvain-la-Neuve, Belgium, in April 2009 and the agreed communiqué outlined the agenda for the Bologna Process towards 2020, again taking up some of EI's concerns. The agreed agenda includes action lines for mobility, social dimension, lifelong learning and employability of graduates.

In the run-up to the Ministerial Conference, discussions also took place on the future of the Bologna Process, as the initial deadline would be reached in 2010. EI made several contributions in this process, stating that the initial goals, such as those on mobility, have yet to be reached and that the process should be extended towards 2020. Furthermore, EI argued for a more prominent place of academics in the implementation of the action lines on the national level and the inclusion of their conditions of work as a concern for internationalisation. EI has warned about the risk of commercialisation all along.

Another Ministerial Conference in March 2010 officially launched the European Higher Education Area, although much still remains to be done to make it a reality. In preparation of this conference, EI issued a publication with academics' view of the state of the Bologna Process in Europe, titled *'Enhancing Quality – Academics' Perceptions of the Bologna Process'*. In the coming years, EI will continue to be an active participant in the activities of the Bologna Process.

Higher Education and Research Standing Committee (HERSC)

EI's European committee on higher education and research (HERSC) met on 28-29 February 2008 in Dubrovnik, Croatia, and on 8-9 October 2008 in Lille, France, to follow up on the outcomes of the conference in Malaga as well as to discuss the current developments in the Bologna Process. EI is highly committed to the discussion regarding the future of the Bologna Process after 2010 and discussions were devoted to the contribution of EI at the 2009 Ministerial meeting. Furthermore the committee assessed the work undertaken and

achieved in the Mobility campaign done jointly with ESU. Other topics discussed were academic freedom, climate change, researchers' careers and matters relating to European Union work in the area of higher education and research.

EI Europe organised two meetings of the Higher Education and Research Standing Committee (HERSC) in February and September 2009. The meetings primarily focused on the Ministerial Conference in the Bologna Process that took place in Leuven/Louvain-la-Neuve, Belgium, in April 2009 and EI-Europe contributions to the agenda of the Bologna Follow-Up Group for the period 2009-2012. Other agenda items included the preparation of the UNESCO regional meeting on higher education in Bucharest, Romania (May 2009) and several OECD initiatives, such as the AHELO (Assessment of Higher Education Learning Outcomes) project.

In 2010, a meeting of the HERSC took place in Brussels in February 2010. Here, discussions focused on the preparations of the Ministerial meeting of March 2010 that would officially establish the European Higher Education Area. The meeting also discussed European developments for the mobility and careers of researchers. Another meeting of the HERSC is planned for October 2010 and will take place in Leuven, Belgium.

Making Mobility a Reality for All Students and Staff

Throughout 2008, EI organised a campaign called 'Let's Go!' to promote mobility of higher education staff and students, following recommendations of a Bologna seminar, organised by EI, UCU and ESU in 2007. Following on the success of Let's GO!, the joint campaign on mobility mounted by EI Europe and the European Students' Union (ESU) throughout 2008, EI has now set up a working group with ESU and the European University Association (EUA). This group will work further on mobility issues at three key levels in Europe – mobility of students, staff and higher education institutions, with a designated project to be implemented within a number of higher education institutions across Europe.

Working with Students on Student-Centred Learning

In November 2009, EI kicked off a project, together with the European Students' Union, entitled Time for a New Paradigm in Education: Student-Centred Learning (T4SCL). This project is based on the long-standing need to clarify and deepen the academic community and policy makers' understanding of the practical implications of the recent paradigm shift from teacher to student centered learning (SCL). A number of activities have been organised in which EI affiliates participated, such as the launch conference in Bucharest, Romania in May 2010 and a training event in Malta in July 2010. Future meetings will be organised in Slovakia in September 2010 and in Belgium in October 2010.

Strengthening Partnerships

EI has considerably improved relations with its partners in the European region, in particular with the European Students' Union (ESU). The cooperation with ESU continued on a number of projects, and the two organizations undertook joint activities to lobby the European institutions in the Bologna Process. In April 2010, EI and ESU signed a new partnership agreement, intensifying the areas of work and the depth of cooperation. EI also undertook activities to strengthen cooperation with the European University Association, by regularly attending their conferences and contributing to project work.

UNESCO Regional Conference on Higher Education

EI Europe was involved in the preparatory conference for Europe and North-America, organised by UNESCO-CEPES in Bucharest, Romania, in May 2009. The agenda included many controversial items, such as international rankings of higher education institutions. EI gave two presentations at the conference and was part of the drafting group for the "Bucharest Message," which contained the outcomes of the meeting. In its representation, EI argued against increased commercialisation of higher education, for continued investment in higher education despite the financial crisis, and for better conditions of work for academics, based on the 1997 UNESCO/ILO Recommendation. The Bucharest Message contains several recommendations on equity and access, values, quality and competitiveness of higher education. It also contains a plea for increased public investments in higher education in reference to the financial crisis. The conclusions can be downloaded from: www.cepes.ro/forum

EI Pan-European Higher Education Caucus

In November, EI Europe organised a higher education caucus immediately prior to the EI Pan-European Conference/ETUCE General Assembly in Warsaw. During this caucus, participants mainly expressed their concerns about the impact of the global economic crisis on higher education and the negative consequences of mal-implementation of the Bologna Process across most of Europe, resulting in a number of student protests in various universities in Europe.

Latin America

A seminar was held on 1-2 December 2008 in Sao Paulo, Brazil on the impact of GATS on Latin America's public education systems. The following organizations were invited to participate: CNTE (Brazil), CONTEE(Brazil), CPC(Chile), CTERA(Argentina), OTEP(Paraguay), CONMERB(Bolivia), UNE(Ecuador), ANDEN(Nicaragua), ADP(Dominican Republic) as well as NEA(USA).

Also present were the Head of the Department of Economy of the Foreign Affairs Ministry in Brazil and the ITUC-Americas expert in WTO/GATS negotiations, Hilda Sánchez. After receiving updates on the WTO negotiations and Doha, the unions committed themselves to undertaking a series of actions to get the attention of political leaders and prevent their respective countries signing up to GATS.

Higher Education Conferences for Latin American Affiliates

In September 2009, nine higher education affiliates in Latin America met for the first time in a joint forum hosted by CONADU, Argentina. They discussed recent trends in higher education in the region and adopted a declaration outlining their concerns and points for action. In the declaration, they express their worries about the application of neoliberal ideology to the higher education sector in the region. The process of marketization is fueled by the GATS negotiations under which a number of Latin American governments have made far-reaching commitments. The declaration therefore called upon affiliates in the region to intensify their cooperation and strengthen information exchange. The affiliates met again at a conference in July 2010 and further discussed strategies to react to recent developments.

List of new Higher Education member organisations since 2007

- Argentina : Federación Nacional de Docentes Universitarios (CONADU)
- Brazil : Confederação Nacional dos Trabalhadores em Estabelecimentos de Ensino (CONTEE)
- Côte d'Ivoire : Coordination nationale des enseignants du supérieur et des chercheurs (CNEC)
- Cyprus: Eastern Mediterranean University Union of Academic Staff (DAÜ-SEN)
- France : Fédération CGT de l'Éducation, de la Recherche et de la Culture (FERC-CGT)
- France : Syndicat National de l'Enseignement Supérieur (SNESUP-FSU)
- Fiji : Association of the University of the South Pacific (AUSPS)
- Peru: Federación Nacional de Docentes Universitarios del Perú (FENDUP)
- Malaysia: Malaysia Academic Movement (MOVE)

Annex II: Draft Supplement to the 2004 Policy Package

***** For discussion and adoption *****

Globalization of Higher Education and Research

1. Overview

In 2004, the Education International task force on Globalization, GATS and Higher Education presented its final report and recommendations to the World Congress in Porto Alegre, Brazil. In its report, the task force documented the growing threats to the academic profession and to the integrity and quality of higher education and research posed by the forces of economic globalization and trade liberalization.

In particular, the task force noted the emergence at global level of a profit-driven, cross-border marketplace in higher education, while this manifested itself in different ways between countries. International trade agreements such as the World Trade Organization's General Agreement on Trade and Services (GATS) were being used to lock-in and intensify these commercial pressures. According to the task force, if left unchecked these developments would not only create a range of challenges for staff and students, but would also undermine the quality, and ultimately the social and economic value, of education and research in ways that would harm the public interest. To counter this, the task force recommended a series of actions and strategies for EI and its affiliates, and proposed the creation of a new international instrument for higher education and research that would protect the integrity of the sector.

EI reactivated the task force in 2010 ahead of the 7th International Higher Education and Research Conference with the aim of reviewing the 2004 report. Members of the task force reconsidered the report and concluded that while there have been some new developments in the interim, much of the analysis and many of the recommendations remain relevant today. The task force decided that rather than produce a fully revised package, it would treat the 2004 report as an historical text and prepare a short supplement to update key developments. The present document should therefore be read as an addendum to, and not a replacement of, the 2004 package of materials. The principles in the 2004 package should remain the basis for policy and action by EI and its affiliates.

The task force also agreed to focus on the ways forward for academic and academic-related unions in the face of the growing threats posed by the globalization and marketization of higher education and research. This document therefore briefly highlights some of the recent global developments in the sector while emphasizing concrete actions that EI and its affiliates can undertake to move forward from the current situation.

2. Higher Education and Research: Recent Trends

a) The economic crisis

Since the task force's report in 2004, a worldwide trend of falling public investment and rising tuition fees has continued to fuel the rapid growth of the international marketization of higher education. The financial crisis of 2008 and the subsequent global economic recession have severely intensified this process by putting new pressures on public finances and prompting steep cuts in higher education funding in many countries. In responding to the crisis, many governments have wrapped their sharply ideological actions in a cloak of spurious 'inevitability.'

Through the Hands up for Education campaign (www.ei-ie.org/handsup), EI has done considerable work in supporting affiliates, particularly in Central and Eastern Europe, in responding to the economic crisis. The task force believes it is important that the specificities of the higher education and research sectors are reflected in this ongoing campaign. For example, many governments may find it easier to reduce public spending in higher education, particularly by increasing student contributions to tuition costs, than in the compulsory sector.

The current pressure on public finances may also increase the pressure to implement more public-private partnerships in the sector. As the EI Task Force on Public-Private Partnerships in Education reported in 2009, higher education and research is particularly vulnerable to some of the negative consequences of these arrangements. This is particularly true in terms of industry-HEI research partnerships. These research partnerships, when managed in a transparent and open manner, can help improve productivity and raise living standards through the discovery and commercialization of new innovations. However, such arrangements, if not adequately regulated, can also raise significant risks to the integrity and independence of academic research. Many high profile cases have shown that industrial sponsors can exert undue pressure on academic researchers and delay publication of research results that are not favourable to a company's financial interests.

To help affiliates confront the current economic climate and the political challenges arising, the task force recommends:

- Closer sharing of information on cuts in public expenditure on higher education and research, including ideology-driven policies which are presented as necessary responses to the underlying economic situation.
- Challenging conventional understandings of deficit-reduction plans (e.g. the work CAUT and others have done in demystifying the Canadian experience in the 1990s), as well as the myth of 'inevitability.'
- Sharing of information on "good practice" by public authorities in response to the economic crisis. For example, this may involve developing case-studies of countries who are continuing to invest in higher education and research, such as the Obama administration, as well as case studies of successful union/student/community campaigns.

- Sharing of information on campaigning strategies and where appropriate, liaising on the implementation/coordination of such strategies.
- Continuing to promote partnerships and collaboration with allies (e.g. with ESU, PSI, etc).
- Focusing on challenging new attacks on pensions for higher education and research staff.

EI and its affiliates also need to monitor the various attempts by governments to use the economic crisis as an opportunity to introduce educational cost-cutting measures or shifts from 'public' to 'private.' Such measures include the greater reliance on non-university providers (e.g. colleges, private companies, charities) and an increase in the use of distance learning and compressed degree programs. The distinction needs to be made between acceptable forms of diversification, particularly those which sustain or promote access, and measures which tend towards fragmentation and privatization, or which threaten quality of provision or undermine staff conditions or academic freedom.

b) Commercialization and privatization

Against the backdrop of the economic crisis, many established higher education institutions as well as new private providers have expanded their commercial activities. At the international level, this has included the aggressive recruitment of overseas students; the development of branch campuses, franchising arrangements, joint ventures and cross-border e-learning; and the rapid growth of the private and for-profit sector.

i. The "market" for international students

Rising demand for higher education worldwide has resulted in increased student mobility. According to the OECD, roughly 2.5 million students study outside of their home country, about triple the figure in 1980. Some estimates suggest that the number of international students will rise to 7 million by 2020.

Higher education institutions in the industrialized world increasingly see the growing body of international students as a potential new source of revenues. In fact, there is now a global competition amongst institutions and governments to increase their "market" share of international students. Some governments have actively encouraged HEIs to recruit more foreign students by deregulating tuition fees charged to non-residents. The potential implications of this trend for domestic students have yet to be fully felt.

As the task force's 2004 report noted, under the right conditions, the increased mobility of students has the potential of creating greater cross-cultural understanding and contributing to the sharing of knowledge and expertise. However, patterns of student mobility are overwhelmingly one way --- from the global South to the North. As well, the students most able to take up studies overseas are typically the wealthiest and most privileged. Similar trends exist in respect of academic staff. The task force remains concerned that this trend is widening

inequalities in wealth and knowledge. EI and its affiliates have a crucial role to play in ensuring that international educational opportunities are more equitably available to all.

Additionally, there is mounting evidence that the marketization of international students can have negative consequences on the broader mission of HEIs. Financial dependence on fee-paying students and the desire to pad revenues can easily distort an institution's mission. In Australia, where universities rely upon overseas students for a substantial share of revenue, many institutions are wrestling with criticisms that they have cut corners and compromised academic standards in their bid to attract overseas students. When maximizing revenues through high enrolments becomes the key objective, there is built-in pressure to admit some students of questionable quality and then push them through to graduation.

These concerns have been heightened in the wake of the increasing number of HEIs establishing joint ventures with for-profit companies to recruit and train overseas students. These so-called "private pathways" programs involve a for-profit company establishing a presence on campus as an "international college" or "international study centre". Fees charged students are well above the normal schedule for international students and the company normally provides the university or college with a share of its tuition revenues. In exchange, the private provider uses the logo and name of the university or college to market itself to international students, recruits students who normally would not qualify for admission, and provides them with language training and "foundational" or "pathways" programs in various disciplinary areas. Upon successful completion of these programs, a student is guaranteed transfer to the regular university or college undergraduate program.

These programs raise a number of concerns. They outsource academic work by employing staff outside of the union and with lower rates of pay, little or no benefits, and heavier workloads. There are also questions about the quality of outsourced programs. Companies rely on student fees for their profits and this creates an inbuilt incentive to recruit as aggressively as possible. Staff working in private pathways colleges have reported being pressured to ensure that students pass their programs even if they have not achieved the program requirements.

These trends also speak to the tendency of HEIs to treat both overseas and domestic students as "customers". The result is that pressure is being brought to bear on academics to serve as service providers in the higher education "industry".

Action Points: Given the challenges raised by the emerging marketization of overseas and domestic students, the task force recommends that EI and its affiliates establish more formal ways to share information, resources, campaigns and good practice, particularly in relation to the outsourcing of recruitment and teaching. Further, in collaboration with student organizations, EI and its affiliates should develop a policy statement on the ethical recruitment of international students. The statement could be used as a basis to lobby institutions and governments.

ii. Proliferation of branch and franchise campuses

The rising demand for higher education worldwide has put renewed pressures on the capacity of institutions and systems to meet this demand. UNESCO reports that the percentage of the age cohort enrolled in higher education has grown from 19% in 2000 to 26% in 2007. Today, there are an estimated 150.6 million higher education students globally, roughly a 53% increase over 2000. These headline figures of course, do not reflect the equally rapid change over the same period, in the range of qualifications, regimes and modes of study under which students are now enrolled.

Many HEIs have taken advantage of the rising demand for and relative under-supply of higher education in many parts of the world by establishing offshore campuses. According to the Observatory on Borderless Higher Education, there are now 162 branch campuses worldwide, an increase of 43 per cent between 2006 and 2009.

With some exceptions, the vast majority of higher education institutions establishing offshore branches are low-end institutions attempting to take advantage of a perceived market. Most branch campuses are in fact not campuses at all. They tend to provide only a limited number of specialized programs, most frequently in programs such as business management and information technology -- areas of high demand and with relatively low start up costs. They also employ few if any local academic staff, and offer poorer terms and conditions of employment. Characteristically, they will ignore local cultures and academic traditions as well as the local language, reinforcing the hegemony of English and of a model of higher education developed in the Anglophone world.

For some HEIs, branch campuses have proven to be costly failures. Several institutions have recently closed their offshore operations because of mounting costs and lower than expected demand. The financial loss is almost invariably passed on to staff at the home institution through program cuts, redundancies and reduced salaries.

Action Points: The task force recommends that EI and its affiliates monitor and share information, resources and campaigns in relation to branch campuses. Further, the task force proposes that EI and its affiliates consider lobbying institutions and governments to ensure that branch campuses meet the same academic and employment standards as the home institution.

iii. Growth of the private and for-profit sector

As the 2009 UNESCO report (*A New Dynamic: Private Higher Education*) indicates, private higher education represents the fastest growing portion of the sector worldwide. It is estimated that nearly a third of all higher education students are enrolled in private institutions.

Within the private sector, for-profit institutions make up a small but growing share, particularly in developing countries, and this trend is actively encouraged by national

and international authorities. A number of educational businesses, such as the private pathways providers noted above but also for-profit e-learning institutions, are now operating across international boundaries. These institutions are run entirely on a business model. Academic staff has little or no job security, and no autonomy or influence over academic matters. Students are seen primarily as customers.

Action Points: The task force reasserts that higher education and research is a public good and recommends that EI and its affiliates monitor and share resources and campaign strategies on the private sector in higher education.

c) Rankings and outcomes: the global accountability agenda

The emergence of a global marketplace in higher education has been accompanied by the rise of new attempts to measure and assess the “quality” of HEIs. From national and global rankings of institutions, to the assessment of research impact and student learning outcomes, the focus on quality and accountability in higher education has become a worldwide phenomenon.

HEI rankings have been substantively criticized for the questionable relevance of measurements chosen, the methods by which data are collected, the scoring of each measurement, and the subjective weighting given to each measurement that aggregate to a final score. Nevertheless, rankings continue to proliferate at both the national and international level because of their “marketing” value. That is, they are used and interpreted by prospective students, employers and recruiters as concrete measures of the perceived quality of an institution.

More recent attempts to refine rankings are evident in the turn to measure student learning outcomes as a proxy for the “quality” of HEIs. The OECD’s Assessment of Higher Education Learning Outcomes (AHELO), currently in the feasibility stage of development, is a standardized test to be administered to higher education students to compare the performance of HEIs. According to the OECD, AHELO is intended to “provide member governments with a powerful instrument to judge the effectiveness and international competitiveness of their higher education institutions, systems and policies in the light of other countries’ performance, in ways that better reflect the multiple aims and contributions of tertiary education to society.”

It is difficult to see how the quality of higher education and research can be reduced solely to quantifiable outcomes or subject to any simple performance-based assessment. Simplistic rankings and assessments of higher education institutions based upon research output or student learning outcomes cannot on their own adequately measure quality. Quality has to do also with the conditions and activities of teaching and free enquiry. The drive towards reliance on these pseudo-measurements of quality, accompanied by the market ethos, will strengthen trends towards a hierarchical stratification of institutions and a close match between student wealth and the ranking of the institutions they attend.

Action Points: The task force recommends that EI and its affiliates undertake the following:

- Continue to monitor and critique international ranking schemes and assessments such as the OECD’s AHELO.
- Critically engage with student organizations on the issue of “student-centred” learning and learning outcomes.
- To develop alternative criteria for measuring the quality of higher education.
- Address positively the issue of diversification of higher education provision as a public good, with a trade union strategy directed at increasing access and equity while sustaining the quality of the higher education offer.

d) Higher education and sustainable development

The threat of global warming, despite attempts to develop a coordinated international strategy to curb greenhouse gas emissions, remains one of the most serious risks for humanity and the planet. The task force believes there is an urgent need for EI and its affiliates to demonstrate the key relevance of higher education and research to a sustainable and equitable future for our planet. Higher education unions need to urge governments and civil society to recognize and harness the expertise and experience of our members, not only in support of immediate or narrow government and business objectives but the big issues, like climate change, the millennium development goals and sustainable economic policies. The unions in the sector for their part need to mobilize their members to demonstrate their relevance, and the mutual dependence of society and the academic community.

Action Points: EI should work with member unions to promote public awareness of the role of higher education and research in addressing the challenges society faces at the global national and local levels, and support members in their responses to those challenges.

3. The Trade Environment

a) GATS Update

The 2004 task force report noted that international trade and investment agreements can lock-in and intensify the pressures of commercialization and privatization noted above. The report focused on what was then the most significant set of trade negotiations likely to affect higher education and research: the WTO’s General Agreement on Trade in Services (GATS).

Since 2004, the GATS negotiations, along with the entire Doha Round of talks, have stalled. While a breakthrough looked imminent following the development of the “July package” in 2008, subsequent attempts to reach an agreement have failed to bridge the deep differences between industrialized and industrializing countries over agricultural subsidies and industrial tariffs.

Despite the impasse on the major negotiating issues, there have been some important developments within the GATS talks. In particular, significant progress has been made on the rules affecting domestic regulation. The draft domestic regulation disciplines, building upon Article VI:4 of GATS, would apply to:

- Qualification requirements and procedures, which refer both to the educational credentials or professional/trade certification required to provide a specified service, and to the ways that the qualification of a service provider is assessed. This is intended to capture all regulations related to examinations, documentation requirements, and verification of qualifications.
- Licensing requirements and procedures, which apply to not only professional licensing but also to licensing of facilities, such as school accreditation, as well as broadcast licenses, licensing of health facilities and laboratories, waste disposal permits, and municipal zoning procedures.
- Technical standards which refer not just to regulations affecting “technical characteristics of the service itself,” but also to “the rules according to which the service must be performed.” This is an extremely broad definition that would cover standards related to virtually all service sectors. In the area of education, it would apply to quality assurance requirements.

The latest draft of the domestic regulation rules would require Members, where specific commitments have been taken, to ensure that all education-related laws, regulations, and measures are “pre-established, based on objective criteria and relevant to the supply of the services to which they apply,” (emphasis added). These operational terms however are ambiguous and, depending upon how they are eventually interpreted, could have a greater or lesser impact on regulatory authorities.

For instance, the draft disciplines require domestic regulations to be “based on objective” criteria.” The term “objective” is not defined in the draft text, but could be understood along a continuum of meanings, from less intrusive to more intrusive on domestic regulators. Objective can mean: reasonable; not arbitrary; relevant; not subjective; and, least trade restrictive. Justifying regulatory measures as “reasonable” is a far easier task than showing they are “not subjective”. In higher education, many licensing regulations are by their nature subjective. Institutions are often required to show a “commitment to intellectual diversity” or “academic freedom” or to operate in the public interest or the interest of the academic community. In other words, many legitimate regulations are often based on “subjective” judgments about the quality and relevance of a service. Similarly, quality assurance standards that often require the exercise of broad discretion and subjective judgment. Narrow interpretations of “objective” may also conflict with any measures which require regulators to make decisions with due regard to the public interest. In such cases, this will require balancing competing interests which requires some subjective judgment.

A restrictive reading of domestic regulations ignores the reality of how educational regulations and regulations in all sectors are developed. Rules and standards most often emerge through compromises between various and competing interests. As a result most regulations are by their very nature neither the most nor the least trade restrictive.

Requiring all regulations to be least trade restrictive would limit both the content and the process for democratic decision-making.

b) Bilateral trade agreements

Facing an impasse in GATS talks, many countries have been negotiating bilateral and regional trade agreements. The number of free trade agreements notified to the WTO has exploded from 20 in 1990 to 159 in 2007, and stood at 474 as of January, 2010.

Many of these trade agreements include provisions governing services, including education services. For instance, all of the countries that have signed bilateral agreements with the United States in recent years have undertaken more ambitious education commitments than in their GATS schedules or offer. For example, El Salvador, Guatemala and Oman made education commitments across all education sub-sectors without limitations in their agreements with the United States.

Another feature of the recent wave of trade agreements is that they most often bring together developing and developed countries.

c) Intellectual property rights

Intellectual property rights (IPRs) have become increasingly prominent in trade negotiations and this has important implications for the sector. The development of the Anti-Counterfeiting Trade Agreement (ACTA), a deal being negotiated by mainly industrialized countries, has arisen against the backdrop of growing demands from developing countries for more flexibility in global copyright and patent rules through the World Intellectual Property Office (WIPO). Developed countries are responding by trying to ratchet up IPRs through new instruments such as ACTA.

ACTA and similar provisions in bilateral trade agreements seek to impose new restrictions on the use of copyrighted material. The main effect of ACTA would be to create new international copyright rules that go far beyond what currently exist in treaties under the United Nations' World Intellectual Property Organization (WIPO). The deal would establish a new global institution with a secretariat and with a legally-binding dispute resolution process. ACTA could grant border guards increased powers to search people and personal property, including laptops and other electronic devices, raising some serious privacy concerns. It would create criminal provisions that would apply not only to the commercial infringement of copyright, but also to infringement for non-financial gain, such as educational, research, and personal uses.

If extended to the developing world, the treaty could dramatically reshape domestic copyright law. In many countries where textbooks and educational materials are scarce or prohibitively expensive, higher education and research staff and students have little choice but to infringe copyright in order to access the information and resources they need.

Action Points: The task force recommends the following:

- That EI and its affiliates step up their campaigning on trade liberalization at the WTO, regional and national levels. In particular, given the impasse in GATS negotiations, EI will need to focus more attention on bilateral talks, providing support and analysis to affected affiliates.
- That EI and its affiliates monitor and campaign against the ACTA agreement. Further, EI should develop a policy on copyright and through its observer status at WIPO lobby for broader exceptions for fair use or fair dealing.

4. The Bologna Process and Regionalization

While not a trade agreement, the Bologna Process and the creation of the European Higher Education Area (EHEA) is taking place in parallel to a process of increasing globalization of higher education. The Bologna Process represents an attempt by European governments to harmonize their higher education systems and promote cross-border education. Launched by Ministers responsible for higher education from 29 countries coming together in 1999 at the University of Bologna, the Process now involves 46 countries with the objective of increasing student and staff mobility, enhancing the attractiveness of the European Higher Education Area, and improving the quality of higher education and research to ensure the further development of Europe as a stable, peaceful and tolerant community.

Education International's Pan-European Structure became a consultative member of the Bologna Process at the Bergen Meeting of Ministers responsible for education in 2005. Higher education staff have expressed concern about how the Bologna Process has added to the bureaucratic workload of academics and placed new requirements upon them. The Bologna Process expects academics to speak multiple European languages, to be mobile as much as possible, to better address a diverse student population in the classroom and to publish research findings beyond their national context, in addition to the traditional tasks required of them. The Bologna structure regards quality as a cornerstone of its work, and has had robust discussions on this issue. It has also placed a strong emphasis on the social dimension and on student and staff mobility as core issues in its public pronouncements although it has achieved less in reality in these areas. The last ministerial statement issued in Vienna in March, stressed the importance of providing supportive conditions for academics to work, but what this means has yet to be worked out.

The "external dimension" of the Bologna Process refers to the internationalization of the EHEA. To date, this facet of the Process remains a subject of debate between those promoting academic cooperation between Europe and other regions of the world, and institutions and governments who are focusing on marketing Europe's higher education abroad. Several Bologna countries have recently introduced or raised tuition fees for non-European students, and many HEIs are now aggressively recruiting international students.

Action Points: The task force recommends that EI and European affiliates critically engage with the Bologna process, including a more concentrated consideration of its global dimension from a trade union perspective.

5. Development cooperation and solidarity

As the task force report of 2004 noted, the negative fallout of the globalization of higher education has been felt disproportionately by colleagues in the industrializing world. Inequalities between nations are promoting a greater brain drain of talent from the South to the OECD countries. The privatization and marketization of higher education is eroding the salaries and conditions of employment. Precarious employment is on the rise. For example, in Latin America where growth in higher education has been driven by the private sector it is now estimated that 80 per cent of staff are employed on fixed-term contracts.

Meanwhile, UNESCO reports an increase in the systematic attack against teachers, academics and students worldwide. Some of the worst-affected countries are Afghanistan, Colombia, Thailand, India, Iran, Iraq, Nepal, Pakistan, the occupied Palestinian territories, Thailand and Zimbabwe

The situation demands greater solidarity and increased support for colleagues and unions in the industrializing world. EI has considerable experience in development co-operation. However, very few higher education unions are involved in this work. Similarly, very few higher education and research unions in Africa, Latin America and Asia are affiliated to EI, often for structural or financial reasons.

Action Points: The task force recommends that higher education and research unions become more involved in EI's development cooperation work, including attendance at the annual meeting of EI's development cooperation network. We also call on EI to develop a new organizing strategy for higher education and research unions in the Global South.

6. Defending the profession

The market-led changes sweeping higher education at both the international and national levels are undermining the professional rights and employment conditions of staff. The trend toward a more corporate model of higher education is leading to a weakening of academic freedom and collegial governance. Privatization and public sector cutbacks are accelerating a longer-term trend toward precarious and casual employment. More and more staff are being hired on low pay, with few if any benefits, and without procedural protections for academic freedom. Meanwhile, attempts to promote equity and inclusivity in higher education face new challenges brought on by rising fees and public funding restraint. The situation is being exacerbated as the 'baby boomer' generation of academic staff in many countries approach retirement. This will require unions in many parts of the world to pay particular attention to the status of young people in the profession, including doctoral candidates, post-doctoral fellows, and young academic staff. The unions in the sector must work harder to better represent young and early stage academic staff and researchers, by recruiting and retaining them, and devising structures and policies involving them more fully than at present.

These trends are unsustainable. Academic staff lies at the core of higher education's mission. Without the appropriate terms and conditions of employment and professional rights required to nurture a talented and committed pool of teaching and research personnel, higher education simply

cannot fulfill its public responsibility. The 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel makes the point in affirming the following:

- higher education teaching personnel and research staff are entitled to academic freedom which includes the right, without restriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies;
- the right to education, teaching and research can only be fully enjoyed in an atmosphere of academic freedom and autonomy for institutions of higher education;
- tenure or its functional equivalent, where applicable, constitutes one of the major procedural safeguards of academic freedom;
- higher education teaching personnel and research staff should enjoy the right to freedom of association, and the right to bargain collectively as promoted in the standards and instruments of the International Labour Organization (ILO); and
- working conditions for higher education teaching personnel and research staff should be such as will best promote effective teaching, scholarship, and research.

Action Points:

- i. *Defending academic freedom and collegial governance:*
 - EI should continue to monitor and report on attacks on academic freedom at the institutional and individual levels.
 - EI should continue to act as an advocate for academic freedom, tenure or its functional equivalent, and collegial governance through participation in the ILO/CEART process.
 - EI and its affiliates should continue to restate the centrality of the 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel, and insist on its increased relevance in light of the current political and economic environment, and actively make use of it as appropriate.
 - For World Teachers Day, EI should provide affiliates with resources specific to higher education so that they may better use the occasion to publicize the importance of academic freedom and staffing conditions.
- ii. *Promoting the employment rights and conditions of fixed-term staff:*
 - EI and its affiliates should promote and publicize good practice in the reduction of the use of fixed-term contracts and in unionizing fixed-term staff.
 - EI and its affiliates should monitor and report on the position of young people in the profession, and develop a joint strategy to put the concerns of young faculty higher on the agenda of unions and the academic community;
- iii. *Promoting equity and inclusivity:*
 - Given that the equality agenda is likely to come under attack, directly or by default, when cuts or the re-shaping of the sector are considered, the task force recommends that unions in the sector be pro-active in defence of equality. There is considerable

experience and expertise in member unions and networking is particularly fruitful in this area. A recent example is the GEW/SULF/UCU project on work/life balance in higher education which was supported by EU funding.

- EI could play a valuable role in promoting and fostering networking and joint work on Equality (and no doubt, other issues) between member unions.

7. Conclusion

In reviewing the 2004 report and package, the task force has highlighted the intensification and acceleration of many of the trends which were identified six years ago. The global trade in higher education, despite the economic recession, has rapidly expanded. This expansion against a background of recession seems certain to have a number of disturbing and negative consequences for higher education and research. This combination of phenomena continues to pose a number of threats to staff, students and the sector as a whole.

The task force emphasizes that this supplement to the 2004 report is intended to focus on ways that EI and its affiliates can develop new tools, tactics and strategies to carry forward the work needed to defend the sector and the profession. EI and its affiliates must be steadfast in their determination to mobilize their members, students and representatives of higher education institutions to not only assess and where necessary, actively challenge the impact of globalization of the sector, but also to develop and promote an alternative and more sustainable vision of higher education and research, and urgently to build the collective capacity to deliver that vision.

Annex III: Declaración de la I° Reunión Latinoamericana de Organizaciones Sindicales de la Educación Superior, 9-10 de septiembre de 2009, Buenos Aires

Las organizaciones que suscriben la presente declaración, reunidas en Buenos Aires, Argentina los días 9 y 10 de septiembre, siendo sede de la reunión la Federación Nacional de Docentes Universitarios (CONADU), teniendo en cuenta que:

1. La aplicación de las políticas neoliberales ha generado un proceso de creciente deterioro de los sistemas públicos de educación superior, como consecuencia de la mercantilización, la transnacionalización y el abandono de los Estados de su función de garantes del derecho básico a la educación. En este contexto, las empresas y algunos gobiernos aumentan su presión en las negociaciones sobre servicios en el marco del Acuerdo General de Comercio de Servicios (AGCS o GATS en inglés), buscando acentuar la tendencia a la comercialización de la educación en todos sus niveles. En América Latina, se verifican iniciativas impulsadas por gobiernos de diverso signo, tendientes a promover la movilidad de estudiantes y profesores, el reconocimiento de títulos y la acreditación conjunta de carreras en el marco de acuerdos regionales o bilaterales, propiciando así el desarrollo de mecanismos que, de no mediar una decidida intervención de los Estados y la comunidad universitaria, de forma tal que garantice y preserve el carácter de bien público de la educación superior, amenazan profundizar el proceso de transnacionalización mercantil.
2. Con las particularidades propias de los respectivos procesos históricos nacionales, las políticas impulsadas por los organismos internacionales de crédito y adoptadas por gran parte de los gobiernos en la década del '90, que impactaron fuertemente en toda la región de América Latina y el Caribe, produciendo un grave deterioro de la educación pública. En el nivel de la educación superior, se estableció una serie de dispositivos que favorecieron la expansión del sector privado, y orientaron el desarrollo de los sistemas públicos bajo una

lógica mercantil. La precarización de las condiciones del trabajo docente, la adopción de prácticas signadas por la competencia, la exigencia de una productividad que se supone cuantificable, la burocratización de la vida académica, el involucramiento de las instituciones en una dinámica de búsqueda de recursos financieros que enajena a la actividad académica de las necesidades del conjunto de la sociedad, especialmente de sus sectores más desfavorecidos, y una expansión desarticulada y desequilibrada de los sistemas, que no responde a las prioridades e intereses nacionales, son sólo algunas de las consecuencias de aquel proceso.

3. Al mismo tiempo, en la región se repiten graves casos de violación a la libertad sindical y el derecho de negociación colectiva, y trabajadoras y trabajadores de la educación continúan siendo perseguidos, hostigados, amenazados y lamentablemente asesinados. Es urgente detener que se mantenga y que queden impune esta violación de los derechos humanos y sindicales de docentes de la educación universitaria, nuestra región no podrá avanzar en la transformación social hacia mayor equidad y justicia.
4. En los últimos años se quebró la hegemonía del proyecto neoliberal para América Latina y el Caribe. Algunos países de la región han comenzado a transitar procesos político-sociales que dieron lugar al establecimiento de gobiernos que, en grados diversos y en condiciones muy complejas, impulsan una recuperación de la soberanía democrática y de la capacidad de los Estados para producir transformaciones sociales en un sentido favorable a los intereses populares. Estas nuevas realidades políticas coexisten con otras en las que el programa neoliberal se mantiene plenamente vigente. En esta diversidad de situaciones, la mercantilización de la educación superior es un problema común, que amenaza continuar agravándose incluso en aquellos países en los que la política oficial asume a la educación como un bien público y un derecho social fundamental, puesto que el proceso se extiende a nivel global, ahora facilitado por el empleo de las nuevas tecnologías que permiten la comercialización de la educación en su modalidad virtual. Para hacer efectivo este derecho, y dar sentido a su valor social, no sólo asegurando la democratización del acceso al nivel superior de la educación, sino también colocando a las instituciones universitarias en el centro de un proyecto de desarrollo de aquellas condiciones sociales que aseguren el bienestar y la soberanía de los pueblos, se requieren políticas públicas capaces de reconstruir nuestros sistemas de educación superior, y de reorientar la actividad de nuestras universidades, promoviendo una integración académica entre las naciones de la región, sobre la base de la cooperación, la solidaridad y la búsqueda de un horizonte común para la emancipación de los pueblos latinoamericanos.
5. Las organizaciones sindicales de la educación superior entendemos que debemos ser parte activa en la construcción de políticas públicas que sustenten una estrategia de defensa y fortalecimiento de la educación superior y de la universidad pública y democrática, para lo cual es imperioso articular nuestra acción a nivel latinoamericano, y generar las instancias que nos permitan actuar concertadamente, fortaleciendo la capacidad de nuestras organizaciones para llevar adelante las reivindicaciones gremiales de los trabajadores del sector, pero también para elaborar propuestas e incidir en la definición de las políticas de Estado.

En atención a lo anterior nos comprometemos a desarrollar un proceso de reflexión y construcción colectiva de una propuesta y proyecto que documente la visión de las organizaciones sindicales de la educación superior sobre el proyecto latinoamericano de educación superior pública, de calidad, gratuita y con sentido social. De igual manera nos comprometemos a definir el papel que deben jugar los sindicatos del sector universitario en los procesos de democratización y desarrollo de las sociedades latinoamericanas.

Para tal efecto será articulada una Red Latinoamericana de Sindicatos Universitarios, y el Comité Regional de la Internacional de la Educación para América Latina promoverá y organizará las reuniones necesarias a fin de garantizar el seguimiento de este proceso.

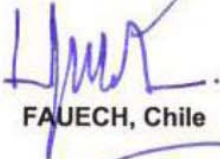
Dado en Buenos Aires, Argentina
10 de septiembre de 2009,



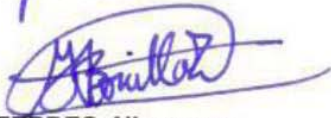
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CONADU, Argentina



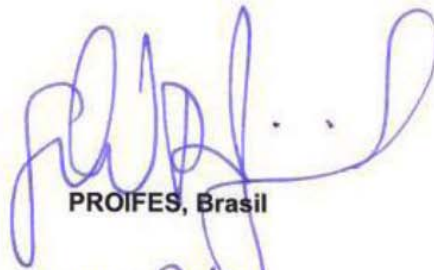
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FENDUP, Perú



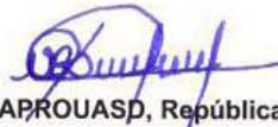
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CONTEE, Brasil



FENAPUPE, Ecuador



FAPROUASD, República Dominicana

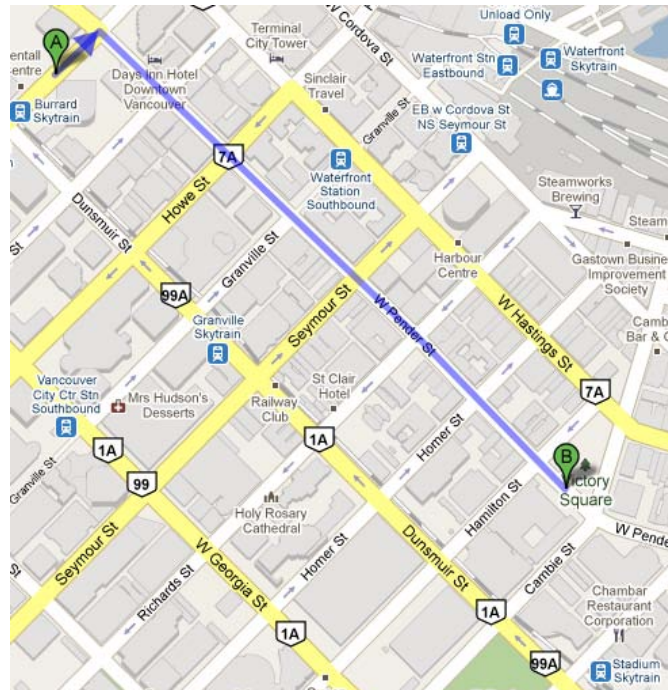
Practical info

Conference venue

The conference will be held from 10-12 September 2010 in the city campus building of the Vancouver Community College, opposite Victory Square.

Vancouver Community College
250 West Pender Street,
Vancouver, British Columbia,
Canada

It is about 10 minutes' walk from the Hyatt Regency Hotel and 1 minute's walk from the nearest Skytrain station, Stadium.



Hotel

Conference participants will be staying at the Hyatt Regency Hotel. It is about 10 minutes' walk from the conference venue at Vancouver Community College.

Hyatt Regency Vancouver
655 Burrard Street,
Vancouver, British Columbia,
Canada V6C 2R7
Tel: +1 604 683 1234
Fax: +1 604 689 3707
Website: vancouver.hyatt.com

Hotel reservation

A single room costs : C\$ 189.00

A double room costs: C\$ 189.00

Breakfast not included. You add to the room rate 10% of Provincial rooms tax, 5% Goods and Services Tax and 1.5% of Destination Marketing Fee.

How to get there?

If you are flying in to the Vancouver International Airport, you can reach the hotel by:

Train: The Canada Line connects Vancouver International Airport to Downtown Vancouver in under 30 minutes. Cost is C\$3.75 for adults and C\$2.50 for children each way. The Hyatt Regency Vancouver is located at the Burrard Street station and will require a transfer at either Granville Station or Waterfront Station. Please visit this link for more details: <http://www.yvr.ca/en/getting-to-from-yvr/public-transportation.aspx>

Taxi: Taxis are available at the airport 24-hours a day, including wheelchair accessible vans. Taxi queue areas are located at both the domestic and international arrivals terminals. Approximate cost to the Hyatt: C\$35.00. For more details, please visit here: <http://www.yvr.ca/en/getting-to-from-yvr/taxis.aspx>

Visa

Should you require an entry visa to Canada to attend this conference, please apply for a "Temporary Resident Visa". To find out how you can apply for this visa, please surf to this link: <http://www.cic.gc.ca/english/visit/apply-how.asp>

In case of emergency

Should you encounter any difficulties arriving at your hotel or the conference venue, you can reach us at the following number:
Tel: +32 470 99 10 32

About Vancouver

Banking and Currency

Regular banking hours in Canada are 9:30 a.m. to 4:30 p.m., Monday to Friday, with extended hours including weekends at some locations and branches. Visitors who require banking services are advised to check times of operation with the institutions.

The local currency is the Canadian dollar. For up to date exchange rates consult the Bank of Canada's website:
<http://www.bankofcanada.ca/en/rates/exchform.html>

A number of foreign currency exchange companies operate at the airport and in the city centre. The main branches of Canadian chartered banks will exchange foreign currency as well. Several major European and foreign banks have offices in Vancouver, and will handle some foreign currencies directly.

Most banks have automatic teller machines (ATMs), which can be accessed 24 hours a day, using bank or credit cards on major international banking networks such as Cirrus, Plus and Interac.

Credit Cards

Most major credit cards are accepted, but visitors are always advised to check with the vendor before a purchase is made. Cash machines with 24 hour access are available in many convenient locations throughout Greater Vancouver.

Climate

Compared to the rest of Canada, Vancouver enjoys a moderate climate, with cool wet winters and warm dry summers.

Language

Canada has two official languages - English and French. All government offices and federally regulated industries, including airlines, are required by law to offer service in both official languages.

English is the predominant language in Vancouver but because of the mix of many multicultural groups, the city is considered

multilingual on an unofficial basis. Many banks, hotels, airline offices, service institutions, shops and key tourist destinations have multi-lingual staff.

After English and Chinese, the most common mother tongue languages spoken are Punjabi, German, Italian, French, Tagalog (Filipino) and Spanish.

Smoking Laws

Each municipality in Metro Vancouver has different rules for smoking in public places such as public buildings, restaurants and pubs. Within the City of Vancouver, smoking is not permitted by law in all indoor public spaces, including public transit, shopping malls, restaurants, pubs, nightclubs and casinos. Smoking is not permitted within six metres of an entryway, openable window or air intake of a building. Signage will be posted to indicate the applicable smoking restrictions. Please smoke in designated areas only.

Time Zone

Vancouver is in the Pacific Time Zone, UTC/GMT -8 hours.

Tipping

The standard tip in most restaurants is 15 per cent of the bill, excluding taxes. The standard tip for a taxi fare is 20 per cent of the bill.

Tourism

For more information about Vancouver and what to see and do, consult one of the Vancouver Board of Trade's tourism sites: <http://www.tourismvancouver.com/visitors/>

Electricity

Outlets and voltage (110 volts) are the same as in the United States. Small appliances such as hair dryers, irons, razors, etc. can be used in Canada. For those from other countries, adapters are required for electrical appliances. The frequency of electrical current in Canada is 60 Hz.

Food & Beverages

An extensive variety of cuisine is available. Fine dining, casual or family friendly restaurants are easily accessible throughout Greater Vancouver. Alcoholic beverages in bottles are sold in special publicly operated "BC Liquor" stores. However, alcoholic beverages including beer and wine may be purchased in "Licensed Premises" establishments, such as restaurants, hotel lounges, pubs, and nightclubs. Minors are not admitted into bars. In British Columbia, minors are defined as anyone under 19 years of age.

List of participants

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