



Education International
Internationale de l'Éducation
Internacional de la Educación



Protecting and Promoting Education as a Public Good

Conference of EI Affiliates
in the OECD Member Countries

Rome

4-5 April 2016

Abbreviations

AHELO	Assessment of Higher Education Learning Outcomes
GERM	Global Educational Reform Movement
ISTP	International Summit on the Teaching Profession
OECD	Organisation for Economic Cooperation and Development
PIAAC	Programme for the International Assessment of Adult Competencies
SDG	Sustainable Development Goals
TALIS	Teaching and Learning International Survey
TTIP	Transatlantic Trade and Investment Partnership
TPP	Trans-Pacific Partnership
TUAC	Trade Union Advisory Committee, OECD

Foreword

Our Education International OECD Affiliates Conference takes place at a crucial time for education policy development. The sixth International Summit on the Teaching Profession has just taken place in Berlin where many EI affiliates with their country's Ministers considered the impact on teacher policy of massive changes to the expectations on schools and on their teachers. Not least of these changes are the effects of the refugee crisis and, in particular, the effects of the mass influx of refugees into some countries on their education systems. This has affected all teachers, and the unions that represent them, as well as the wider society in each country.

In my opening remarks in Berlin, I pointed out that, despite the wonderful response of schools and teachers, there has been a collective policy failure by governments in responding to the crisis and, in particular, to meeting the needs of the children of refugees and the many children who have travelled on their own as refugees. This makes the response of EI affiliates critical in trying to define and seek the implementation of coherent and humanitarian policies. In that context I want to recognise the courageous stand taken by our German affiliates, whose public position has demonstrated true collective teacher leadership.

Our Conference also takes place only a few months after our quadrennial World Congress in Ottawa. We have now had time to start planning the implementation of the policies and strategies agreed by the delegates from our affiliates. They provided us with a challenging agenda going forward which deals with both professional and trade unions and human rights issues.

This Reader gives a detailed description of our Conference agenda and the list

of speakers. During the Conference, the strategic approach adopted by Congress will be followed: the dual nature of our current Campaign for Quality Education for all is reflected in the fact that we propose to spend a considerable amount of time at this Conference in developing our 'Global Response to the commercialisation of our public education systems'. The 'Global Response' campaign is an integral part of our 'Unite for Quality Education' campaign and this is reflected in the Conference theme: 'Protecting and Promoting Education as a Public Good'.

On the first day our agenda will focus on achieving quality education for all, while the strategies needed to strengthen public education to deliver this goal will be debated on the second day.

I particularly welcome our external speakers who have agreed to assist our deliberations and contribute to the Conference. I also want to thank Andreas Schleicher who, while unable to attend the Conference, has created a thought-provoking and rich video focussing on education and refugees.

I welcome you all to this Conference. We have held such conferences regularly over the past few years and continue to hold them because participants report that they find them extremely valuable and because they make a significant contribution to the debate on education policies within EI. We welcome feedback from participants. Your views are vital in improving such conferences and in helping Education International to develop further its own policies and strategies to support its affiliated organisations.

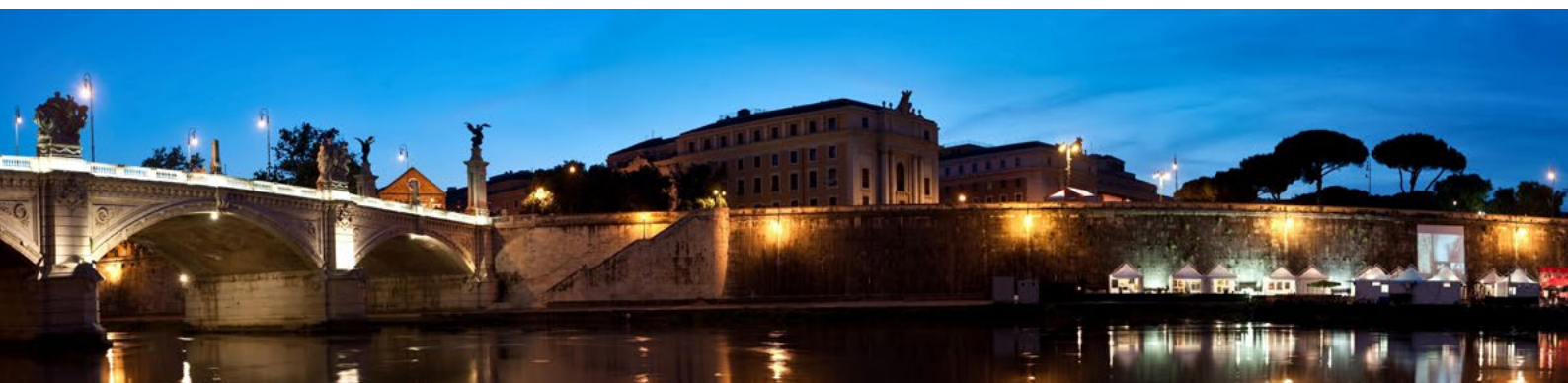
Fred van Leeuwen,
General Secretary

Programme at a glance

Day 1

MONDAY 4 APRIL 2016

- 08:00 – 09:00 *REGISTRATION*
- 09:15 – 09:20 **OPENING**
- 09:20 – 09:30 **WELCOME**
- 09:30 – 09:40 **INTRODUCTION**
- 09:40 – 10:40 **PLENARY SESSION 1**
Refocusing Integrity and Purpose in a GERM-ed world?
- 10:40 – 11:10 *COFFEE BREAK*
- 11:10 – 12:10 **PLENARY SESSION 2**
The Sustainable Development Goals - How do they affect us all?
- 12:10 – 12:20 **INTRODUCING THE BREAKOUT SESSIONS**
- 12:20 – 14:00 *LUNCH*
- 14:00 – 15:00 **BREAKOUT SESSIONS**
- BREAKOUT SESSION 1
Evaluating early years education
- BREAKOUT SESSION 2
Where next for TALIS?
- BREAKOUT SESSION 3
Tackling Stress and Promoting Teachers' Well-being
- BREAKOUT SESSION 4
Further and Higher Education
– *Achieving supportive environments in Higher Education*
- 15:00 – 15:30 *COFFEE BREAK*
- 15:30 – 16:00 **REPORT BACK FROM BREAKOUT SESSIONS**
- 16:00 – 17:00 **PLENARY SESSION 3**
Equity and High Achievement-What does the latest research tell us about achieving these goals?
- 17:00 – 19:00 **RECEPTION HOSTED BY EI AFFILIATES:**
FLC-CGIL, CISL-Scuola and UIL-Scuola



Day 2**TUESDAY 5 APRIL 2016**

- 09:30 – 09:45 **WELCOME**
- 09:45 – 10:00 **STATE OF EDUCATION IN ITALY**
- 10:00 – 11:00 **PLENARY SESSION 1**
Long division-When private interests into public education simply do not go
- 11:00 – 11:30 *COFFEE BREAK*
- 11:30 – 12:30 **PLENARY SESSION 2**
“Something old, something new, something borrowed: philanthropy, business and the changing roles of government in global education policy networks”
and
“Always Learning: Pearson plc and the commercialisation of education”
- 12:30 – 12:45 **INTRODUCING THE BREAKOUT SESSIONS**
- 12:45 – 14:00 *LUNCH*
- 14:00 – 15:30 **BREAKOUT SESSIONS: A CO-ORDINATED GLOBAL RESPONSE**
- BREAKOUT SESSION 1**
A co-ordinated Global Response to Trade and Tax: Trade union perspective and stocktaking on the OECD agenda on tax evasion and corporate tax planning
- BREAKOUT SESSION 2**
A co-ordinated Global Response to the GERM: Privatisation of Education and its impact on union rights: What is the OECD-TUAC perspective?
- BREAKOUT SESSION 3**
Mobilizing a Global Action for the Pearson Annual General Meeting – a capital strategy
- 15:30 – 16:00 *COFFEE BREAK*
- 16:00 – 16:30 **REPORT BACK FROM BREAKOUT SESSIONS**
- 16:30 – 17:30 **PLENARY SESSION 3**
Making the case for public education in a changing world
- 17:30 – 18:00 **CLOSING**



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Hotel Contact Information:

Crowne Plaza Rome-St.Peter's
Via Aurelia Antica, 415,
000165 Rome
Tel : +39.06 6642.114/115

Hotel Website:

www.crowneplaza.com/rome-stpeters

Please refer to the hotel website for all information regarding local sites, history and hotel information.

Conference Venue

The conference plenary will take place in the Fori Imperiali which is located on the Lower Ground Floor of the hotel. The meeting rooms are accessible by stairs and lift.

Breakout sessions will take place in the Foro Augusto, Foro Giulio and Suite Aurelia rooms. Located on the ground floor. Please check the agenda for the exact location of the breakout in which you wish to take part.

Internet

For all guests of the hotel will receive free wireless internet is included with the hotel room. There is also wireless internet in all of the meeting rooms, a separate code will be given on the day.

Business Centre

The business centre is available 24/7 and is located opposite the reception in the lobby of the hotel.

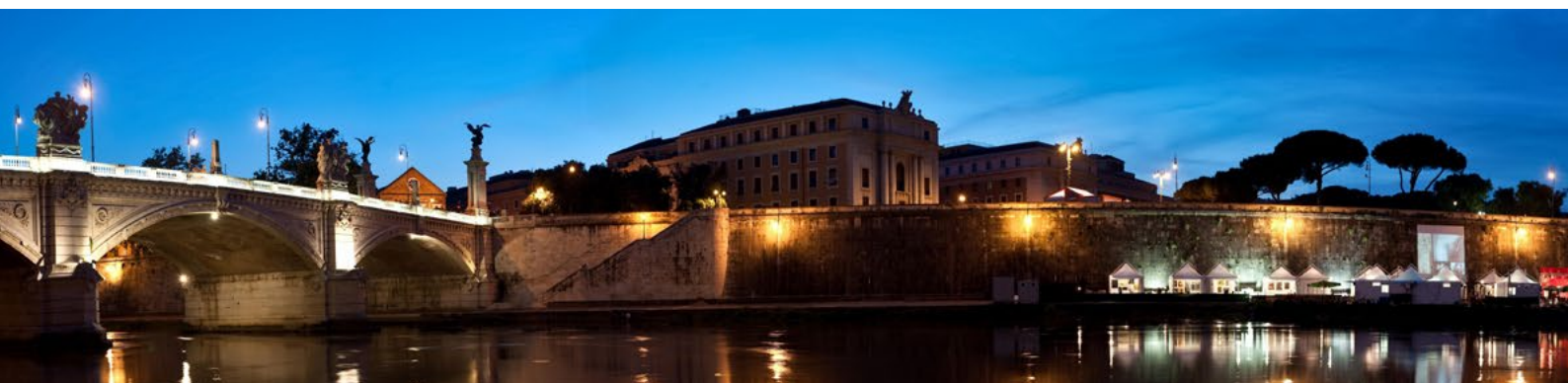
Registration and Information

Registration will be open on Monday 4 April from 8:00 am in the Lobby outside of the Fori Imperiali, Lower Ground Floor. There will be a member of the EI secretariat available to answer any questions.

Interpretation

During the Plenary Sessions, held in Fori Imperiali, there will be simultaneous interpretation in English, French, Spanish, Italian and Portuguese.

Breakout Sessions that take place in the main Plenary room will have simultaneous interpretation in English, French, Spanish, Italian and Portuguese. Languages of other Breakout Sessions will be in English only.



Interpretation Equipment

Each 'head set' consists of ear phones and a receiver unit. You will be issued with a headset badge with your name on it which should be handed over when collecting your headset. A technician will be at the back of the room during the meeting to assist with any problems relating to the interpretation equipment.

Head sets are expensive pieces of equipment and therefore expensive to replace. They cannot be used for any other purpose. Any mislaid headsets will be charged to EI, so please make sure that you do not remove them from the premises and you hand them back at the end of each day, to be recharged.

Catering

During the conference coffee, tea and soft drinks will be provided (once in the morning and once in the afternoon) at the designated breaks in the Lobby of the Fori Imperiali.

Lunch on Monday and Tuesday

A buffet lunch will be served on both days of the meeting in Le Jardin D'Hiver restaurant on the ground floor.

Welcome Reception

EI's member organisations in Italy FLC-CGIL, CISL-Scuola and UIL-Scuola have generously offered to host a welcome reception, which will take place on Monday 4th April at 5:00 pm at the end of the last Plenary session, in the Lobby of the Fori Imperiali.



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Day 1 Monday 4 April 2016

Plenary Session Languages: English, French, Spanish, Portuguese and Italian

09:15 – 09:20 **OPENING** [Fori Imperiali Room, lower ground floor]
Susan Hopgood,
President of Education International (EI)

09:20 – 09:30 **WELCOME REMARKS**
Domenico Pantaleo,
General Secretary of FLC-CGIL, Italy

09:30 – 09:40 **INTRODUCTION**
Fred van Leeuwen,
General Secretary of Education International (EI)

09:40 – 10:40 **PLENARY SESSION 1** [Fori Imperiali Room, lower ground floor]
Refocusing Integrity and Purpose in a GERM-ed world?

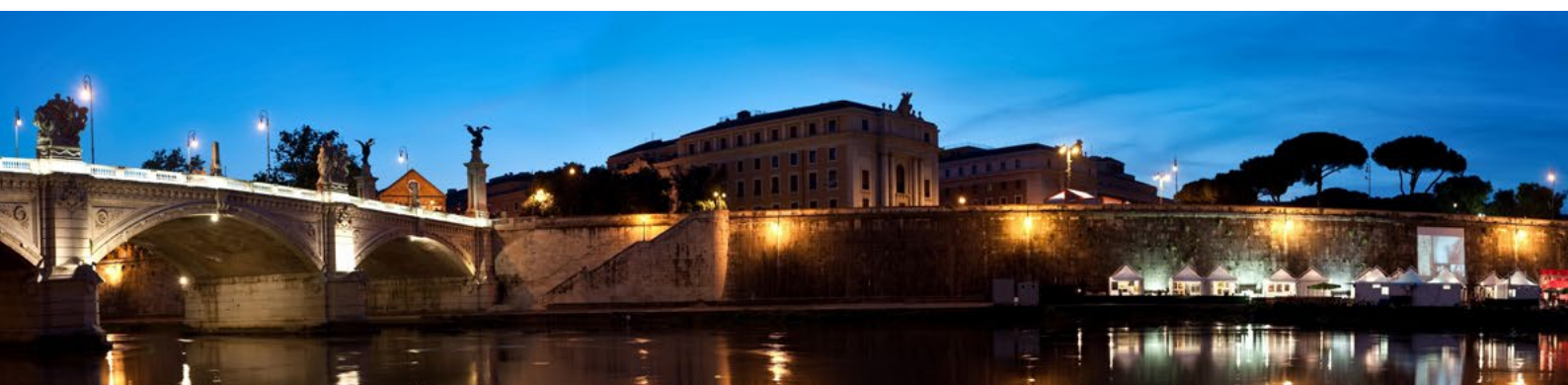
The aim of the first plenary presentation will be to generate a discussion on the values which should shape public education systems and make them successful. Professor Shirley will contrast them against the governments who wish to introduce reforms which substitute the ethos of the public service with narrow, high stakes measures of performance and a leading role for the private sector: a governmental trend which Finnish academic Pasi Sahlberg describes as the 'Great Educational Reform Movement' or GERM.

Professor Dennis Shirley will give an overview of the challenges and opportunities facing public education. Among the sources he will draw on will be the outcomes of the International Summit on the Teaching Profession (ISTP) in Berlin which he recently attended.

Chair: Becky Pringle,
Vice-President of NEA, USA

Speaker: Professor Dennis Shirley,
Professor of Education and Editor-in-Chief, Journal of Educational Change, Lynch School of Education, Boston College, USA

10:40 – 11:10 *COFFEE BREAK [Lobby of the Fori Imperiali]*



11:10 – 12:10 **PLENARY SESSION 2** [Fori Imperiali Room, lower ground floor]
The Sustainable Development Goals - How do they affect us all?

9

The Sustainable Development Goals (SDGs) are successor to the United Nations' Millennium Development Goals (MDGs). It includes 17 Sustainable Development Goals and 169 targets from ending poverty to promoting healthy lives for all, achieving gender equality to promoting decent work for all, from ensuring inclusive and equitable quality education to combatting climate change. for the achievement of free, stable and secure societies where the blight of poverty and ignorance are eliminated. Governments adopted "Transforming our World: the 2030 Agenda Sustainable Development at the UN General Assembly in September 2015". Education International led the way in ensuring that there is a standalone goal on "Education". The result is SDG 4 which calls to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"- a goal which is divided into six comprehensive education targets.

Vitality the Goals, including SDG 4, apply not only to developing countries but to developed countries including those in the OECD.

David Edwards will explore the implications of the SDGs, particularly SDG 4, in EI works and for all countries including OECD member countries.

Chair: Susan Hopgood,
President of Education International (EI)

Presenter: David Edwards,
Deputy General Secretary of Education International (EI)

Panellists: Steffen Handal, President of UEN, Norway,
Marlis Tepe, President of GEW, Germany

12:10 – 12:20 **INTRODUCING THE BREAKOUT SESSIONS** [Fori Imperiali, lower ground floor]

Chair: John Bangs,
Senior Consultant, EI

12:20 – 14:00 *LUNCH BREAK [Le Jardin D'Hiver, ground floor]*



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BREAKOUT SESSION 1 [Suite Aurelia Room, ground floor]***Evaluating early years education***

The OECD is scoping the possibility of a new international assessment: an “International Early Learning Assessment”. Twenty-two countries have shown an interest prior to the tender being written. Six domains or areas of assessment are being considered: self-regulation, literacy skill, numeracy, fine motor skills, social skills and locus of control. This is an entirely new assessment and also the first time the EI OECD will have had a chance to explore the implications of this initiative.

Rowena Phair will describe the relationship of the proposed assessment to the OECD’s proposed “International Early Childhood Education and Care Staffing Survey” which is also part of the OECD’s Teaching and Learning International Survey (TALIS).

Moderator/Rapporteur:

Stig Guldager Lund,
International Secretary of BUPL, Denmark

Presenter: Rowena Phair,
Project Leader, DG-Education and Skills of OECD

Respondents: Anna Tornberg, Senior Officer at Lararförbundet, Sweden ,
Sheila Nunan, General Secretary of INTO, Ireland

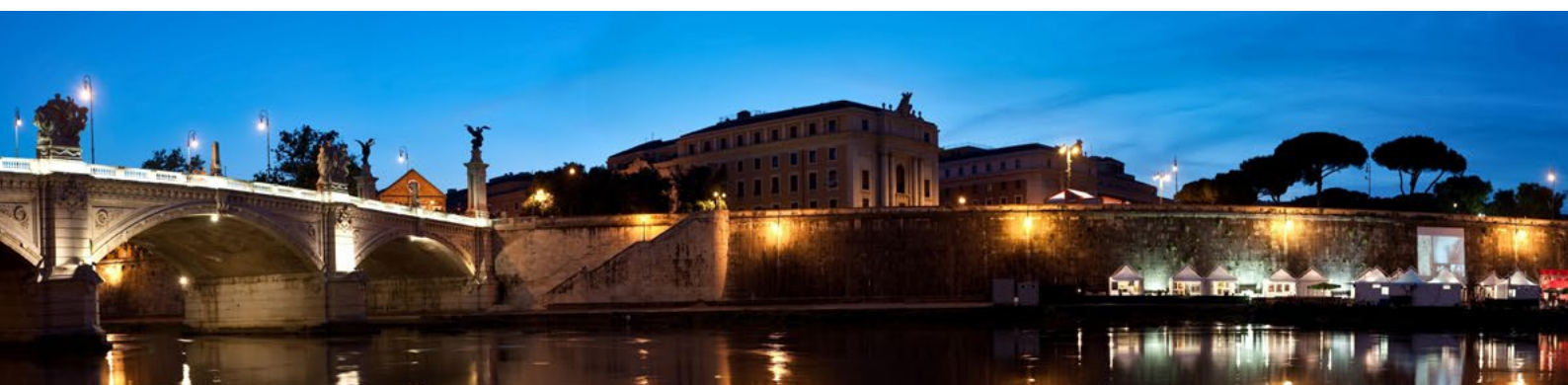
BREAKOUT SESSION 2 [Fori Imperiali Room, lower ground floor]***Where next for TALIS?***

The OECD’s Teaching and Learning International Survey (TALIS) is probably the most important survey for teacher policy globally. It is the only survey of teachers’ and principals’ views on areas which affect their professional lives. It has provided a significant backdrop of evidence to the International Summits of the Teaching Profession. Two surveys have now been published: TALIS 2008 and TALIS 2013. Significant conclusions include the finding that teachers’ sense of self confidence and efficacy are crucial to children’s educational success as are good standards of pay and compensation.

A new TALIS study is now being developed, with well over forty countries signed up to the next round. EI/TUAC has taken part in all the discussions on TALIS. There are new developments and key questions which arise in the third round.

Examples of key questions:

- What should be TALIS’ relationship with PISA?
- Does it cover all the essential areas of teachers’ professional lives?



- What significance do TALIS findings have for the role of teacher unions?
- What is the relationship of the OECD's proposed International Early Childhood Education and Care Staffing Survey to TALIS?
- What should be the role of the proposed TALIS video study?

Moderator/Rapporteur:

John Bangs,
Senior Consultant of Education International (EI)

Presenter: Karine Tremblay,
Senior Analyst, TALIS Team at OECD

Respondent: Louise Green,
President of NZEI Te Riu Roa, New Zealand

BREAKOUT SESSION 3 [Foro Augusto Room, ground floor]
Tackling Stress and Promoting Teachers' Well-being

At its November 2015 meeting Education International's Executive Board agreed a proposal from the AFT and NASUWT for a joint EI/OECD Research Project on the stress experienced by teachers in their professional lives and strategies to enhance teachers' well-being. The proposal was part of EI's development work arising from the Resolution 1.2: Quality Environments for Teaching and Learning adopted by the 2015 EI Congress.

The proposal asks for a coordinated response with EI on teacher well-being and stress and would have two research approaches. The first would be to dig deeper into the data already available through TALIS. The second approach is to have a collaborative research project on teachers' well-being with EI.

This Breakout gives participants the opportunity to explore how any research might be shaped. Representatives of the AFT and NASUWT will describe the background to the proposal. The workshop will seek to provide concrete advice to EI on how the research can be developed.

Moderator/Rapporteur:

Odile Cordelier,
National Secretary of SNES-FSU, France

Presenters: Gareth Young, National Officer of NASUWT, UK
Dan Montgomery, Vice-President, AFT, USA



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BREAKOUT SESSION 4 [Foro Giulio Room, ground floor]
Further and Higher Education
– Achieving supportive environments in Higher Education

This breakout session provides all colleagues in Further and Higher Education with the opportunity to explore the post AHELO possibilities within OECD. Since the decision to drop AHELO as a Higher Education evaluation tool there have been a number of attempts by the OECD to explore new ways of evaluating further and higher education.

Further focus will be particularly in relation to increasing challenges to academic freedom and independent research.

Moderator/Rapporteur:

David Robinson,
Executive Director of CAUT, Canada

Background reading:

[Discussion Paper on Pro Rata Appointment of Part-time contract, CAUT/Canada](#)

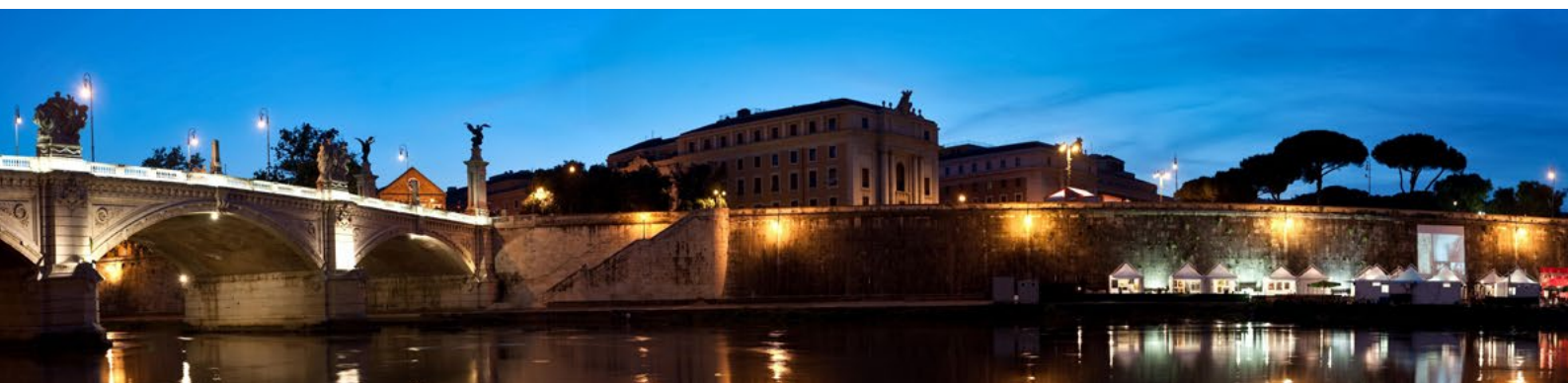
OECD's Assessment of Adult Skills: www.oecd.org/site/piaac/

OECD's Skills Strategy: <http://skills.oecd.org>

OECD's Future thinking 1: www.oecd.org/edu/imhe/

www.oecd.org/edu/cei/highereducationto2030volume2globalisation.htm

15:00 – 15:30 COFFEE BREAK [*Lobby of the Fori Imperiali*]



15:30 – 16:00 **REPORT BACK FROM BREAKOUT SESSIONS** [Fori Imperiali Room, lower ground floor]

Chair: John Bangs, Senior Consultant of Education International (EI)

16:00 – 17:00 **PLENARY SESSION 3** [Fori Imperiali Room, lower ground floor]
Equity and High Achievement-What does the latest research tell us about achieving these goals?

The third plenary provides all delegates with the opportunity to explore the key themes of the Conference. The most dominant global studies of education systems are initiated by the OECD. The Programme for International Student Assessment (PISA), The Teaching and Learning International Survey (TALIS), Education at a Glance and PIAAC are all predicated on the principle that no country can be economically and socially successful without the majority of young people having high levels of achievement.

Such research has, however, been controversial among sections of the global educational community. Has the link between correlation of findings and causation been blurred? Do the PISA country performance tables actually obscure policy messages? On the other hand, there is much in the policy outcomes which supports EI's vision of education and of the role of unions in promoting and protecting teacher professionalism.

OECD's Director of Education and Skills, Andreas Schleicher, will summarise the research on Equity and High Achievement via a video.

Chair: Randi Weingarten,
President of AFT, USA

Speaker: Andreas Schleicher,
Director of DG-Education and Skills, OECD (video)

Panellists: Rowena Phair, Project Leader, DG-Education and Skills, OECD
 Larry Flanagan, General Secretary of EIS, Scotland
 Maddalena Gissi, General Secretary of CISL Scuola, Italy

Background reading:

Andreas Schleicher slides for the ISTP 2016: <https://www.slideshare.net/mobile/OECD/EDU/international-summit-on-the-teaching-profession-framing-the-issues-58958880>

17:00 – 19:00 **RECEPTION HOSTED BY FLC-CGIL, CISL-Scuola and UIL-Scuola** [Lobby of the Fori Imperiali Room]



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09:30 – 09:45 **WELCOME** [Fori Imperiali Room, lower ground floor]
Susan Hopgood,
President of Education International (EI)

09:45 – 10:00 **STATE OF EDUCATION IN ITALY** [Fori Imperiali Room, lower ground floor]
Giuseppe Turi,
General Secretary of UIL Scuola, Italy

10:00 – 11:00 **PLENARY SESSION 1** [Fori Imperiali Room, lower ground floor]
Long division-When private interests into public education simply do not go

Governance frameworks matter as they can either go some way to ameliorating social inequalities through how and by whom they are funded, provided and regulated in stratified societies, or they can create further divisions that in turn exaggerate social inequalities. In education, these divisions are widening across the globe with the confluence of three main developments: the deepening involvement of profit-making firms in education provision; the promotion of private interests in national and global education policy-making spaces; and the enclosure of political space that in turn limits public scrutiny and democratic accountability. Taken together, these developments raise serious concerns around what must be our common cause: the creation of more equal societies through building more just education institutions.

Chair: Cassandra Hallet Da Silva,
Secretary General of CTF-FCE, Canada

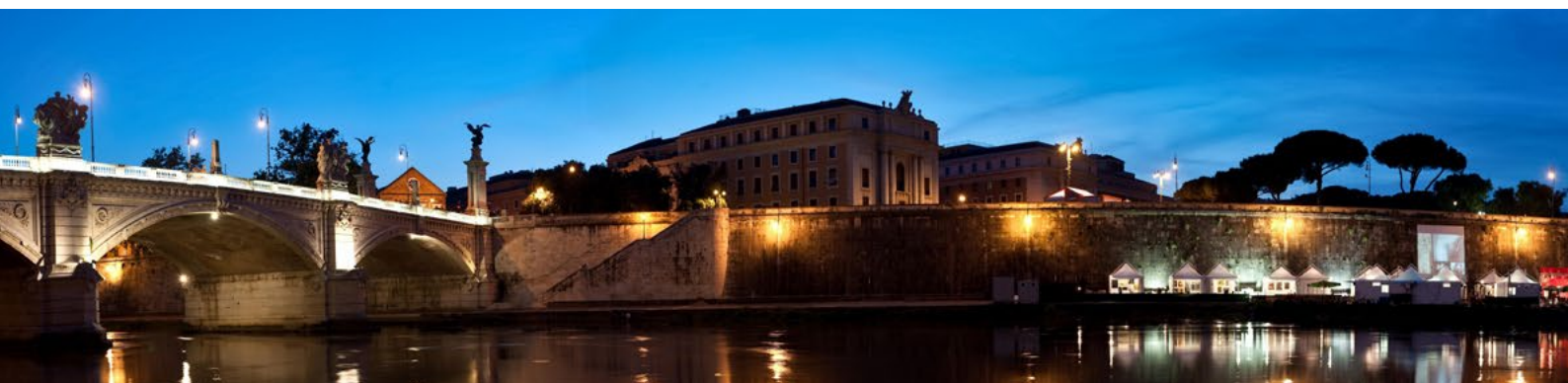
Speaker: Susan L. Robertson,
Deputy Head of School, University of Bristol, UK

Respondent: Mugwena Maluleke,
General Secretary of SADTU, South Africa

Background reading:

Long Division: When Private Interests Into Public Education Simply Do Not Go! <https://edgesf.files.wordpress.com/2015/11/robertson-2015-long-division-when-private-interests-into-public-education-simply-do-not-go.pdf>

11:00 – 11:30 **COFFEE BREAK** [Lobby of the Fori Imperiali]



11:30 – 12:30 **PLENARY SESSION 2** [Fori Imperiali Room, lower ground floor]
Something old, something new, something borrowed: philanthropy, business and the changing roles of government in global education policy networks

What is the new role of governments in contemporary networked political frameworks? By enabling social, political and economic connections at local, regional, national and international levels, the network becomes a key policy player as well as a policy technology in different spaces including education. The session will provide an analysis of these 'networks' as an assemblage of organisations and programmes which activate new methods of policy and financial exchange.

Always L'earning': concerns and contradictions in Pearson's global business strategy

Pearson is the world's largest edu-business, generating £4.9 billion in sales during 2014, marking the 23rd consecutive year that it was able to increase dividends for its shareholders. The question that arises is: how the public interest can be supported by edu-businesses when profit making is their bottom line? To create a market for its products and services, Pearson's business strategies in the Global North and South are being designed to identify 'problems' for national education systems that they can then attempt to 'solve' on a for-profit basis. Inherent to this global business strategy are concerns and contradictions impacting on teacher quality, the right to education, democratic schooling, social justice and equity.

Chair: Roberto Franklin de Leão,
 President of CNTE, Brazil

Speakers: Anna Hogan,
 Lecturer at the University of Queensland, Australia
 Antonio Olmedo,
 Reader in Education Policy, School of Education, University of Roehampton/UK

Respondent: Christine Blower,
 General Secretary of NUT, UK

Background reading:

[The learning curve of Pearson](#)
[Neoliberal education Policy: The privatisation of education and educators](#)

12:30 – 12:45 **INTRODUCTION TO THE BREAKOUT SESSIONS** [Fori Imperiali Room, lower ground floor]

Introduction: Angelo Gavrielatos, Project Director, Education International (EI)

12:45 – 14:00 **LUNCH** [Le Jardin D'Hiver, ground floor]



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BREAKOUT SESSION 1 [Fori Imperiali, lower ground floor]***A co-ordinated Global Response to Trade and Tax: Trade union perspective and stocktaking on the OECD agenda on tax evasion and corporate tax planning***

The aim of this breakout session is to develop strategies and responses to the interlinking topics of trade and investment agreements currently under negotiation on the one hand and the urgent need to address the alarming level of tax avoidance and aggressive tax planning by multinational corporations on the other hand. The mega-regional trade and investment agreements, like the Transatlantic Trade and Investment Partnership (TTIP) and the Trans-Pacific Partnership (TPP), pose potential serious risks to public education systems and the investment protections can be used to sue governments for a broad range of regulations, including those related to education and taxation, in private arbitration tribunals.

Moderator/Rapporteur:

Manuela Mendonça,
International Secretary of FENPROF, Portugal

Presenter: Pierre Habbard,
Senior Policy Advisor at TUAC, OECD

Background readings:

TUAC Statement "Final OECD/G20 BEPS Package is historic, but comes with a price tag : Strict business confidentiality and increased complexity http://www.tuac.org/en/public/e-docs/00/00/11/1B/document_news.phtml available in EN and FR

Pierre Habbard's blog " BEPS: what's next" <https://medium.com/workers-voice-oecd/beps-what-s-next-738d0e8eeb5#.xr2ishb3y>

Pierre Habbard's blog " Regulatory quality for whom and for what? <https://medium.com/workers-voice-oecd/regulatory-quality-for-whom-and-for-what-a84c7ae00ea2#.ph9i9zn8g>

EI Tax Justice Guide
http://download.ei-ie.org/Docs/WebDepot/TaxJustice_EN.pdf

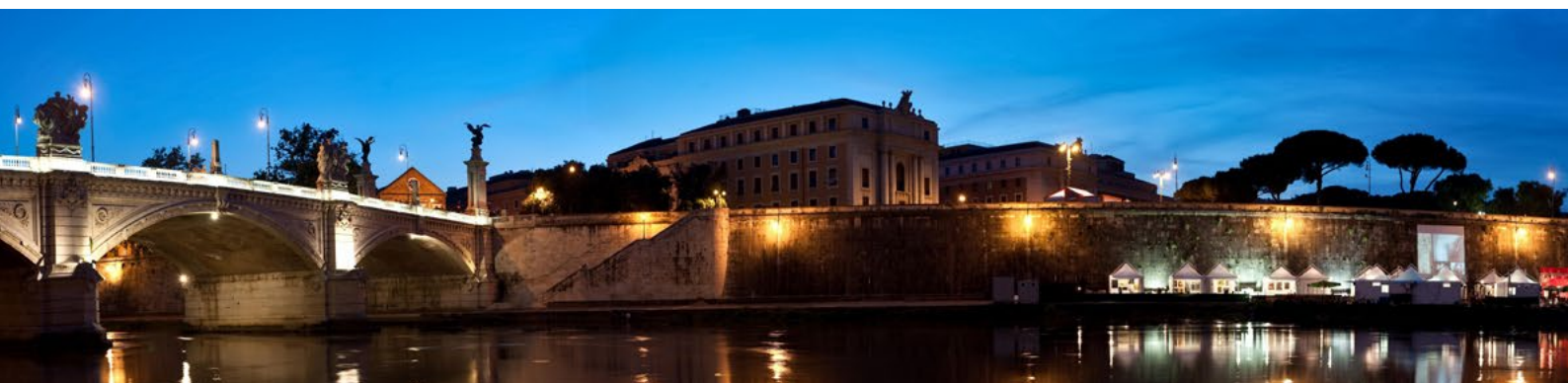
EI Press Release on TPP http://www.ei-ie.org/en/news/news_details/3854

EI Briefing Note on TPP – the Potential Impacts for the Education Sector
http://download.ei-ie.org/Docs/WebDepot/TTP_EI_Briefings_en.pdf

EI blog post "Why the TPP seriously threatens Education and Public Interest Regulation <http://www.educationincrisis.net/blog/item/1284-why-the-tpp-seriously-threatens-education-and-public-interest-regulation>

EI blog post "The Transatlantic Trade and Investment Partnership opens door to privatisation of public services" <http://www.educationincrisis.net/articles/item/1277-the-transatlantic-trade-and-investment-partnership-opens-door-to-privatisation-of-public-services?highlight=WyJ0dGlwll0=>

EI blog post "Protecting Investors or Protecting the Public" <http://www.educationincrisis.net/blog/item/1163-protecting-investors-or-protecting-the-public?highlight=WyJ0dGlwll0=>



EI blog post “Transatlantic Trade and Investment Partnership (TTIP): Education is not for sale” <http://www.educationincrisis.net/blog/item/1138-transatlantic-trade-and-investment-partnership-ttip-education-is-not-for-sale>

EI Briefing Note on TiSA : http://download.ei-ie.org/Docs/WebDe-pot/2016_03_EIBriefingNoteonTiSA.pdf

EI blog post “From GATS to TiSA: New Challenges for Quality Public Education” <http://www.educationincrisis.net/blog/item/1231-from-gats-to-tisa-new-challenges-for-quality-public-education?highlight=WyJ0aXNhI0=>

ETUCE Campaign Exclude Education from TTIP <http://www.csee-etu-ce.org/en/actions/campaigns/exclude-education-from-ttip/262-what-is-the-ttip> <http://www.csee-etu-ce.org/fr/actions/campaigns/exclude-education-from-ttip/292-what-is-the-ttip-2> Available in EN and FR

Global Unions Statement of Priorities for the 10th WTO Ministerial Conference (MC10) http://www.ituc-csi.org/IMG/pdf/global_unions_statement_of_priorities_for_the_10th_wto_ministerial_conference.pdf http://www.ituc-csi.org/IMG/pdf/global_unions_statement_of_priorities_for_the_10th_wto_ministerial_conference_fr.pdf http://www.ituc-csi.org/IMG/pdf/global_unions_statement_of_priorities_for_the_10th_wto_ministerial_conference_es.pdf Available in EN, FR, ES

Investment Provisions in Trade and Investment Treaties: The Need for Reform <https://www.bu.edu/pardeeschool/files/2014/12/Investor-State-Disputes-Policy-Brief.pdf>

Taxes on trade – How Trade Deals Threaten Tax Justice <http://www.globaljustice.org.uk/sites/default/files/files/resources/taxes-on-trade-deals-threaten-tax-justice-global-justice-now.pdf>

Report of the Independent Expert on the impact of Investor-State-Dispute-Settlement on a democratic and equitable international order http://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/285 [http://www.ohchr.org/EN/Issues/IntOrder/Pages/IEInternationalOrderIndex.aspx&Lang=F](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/285&referer=http://www.ohchr.org/EN/Issues/IntOrder/Pages/IEInternationalOrderIndex.aspx&Lang=F) http://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/285&referer=http://www.ohchr.org/EN/Issues/IntOrder/Pages/IEInternationalOrderIndex.aspx&Lang=S Available in EN, FR, ES

World Investment Report 2015 – Reforming International Investment Governance <http://www.worldinvestmentreport.org/> <http://www.worldinvestmentreport.org/fr/> <http://www.worldinvestmentreport.org/es/> Available in EN, FR, ES

BREAKOUT SESSION 2 [Foro Augusto, ground floor]

A co-ordinated Global Response to the GERM: Privatisation of Education and its impact on union rights: What is the OECD- TUAC perspective?

This breakout session seeks to put a spotlight on the growing commercialization and privatisation in and of and the rapidly expanding engagement of education corporations in various aspects of education governance as well as the sale and provision of for-profit education and education services, such as standardised testing, curricula and teacher evaluation tools. It is intended that delegates



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will share and develop strategies to advocate against the expansion of profit-making in education where it undermines the right of all students to free quality equitable education, undermines the working conditions and rights of teachers and other education workers, and erodes democratic decision-making and public accountability in relation to education governance.

Moderator/Rapporteur:

Johanna Jaara Åstrand ,
President of Lärarförbundet , Sweden

Presenter: Anna Byhovskaya,
Policy Analyst at TUAC, OECD

Background readings:

The 2 pillars of the Global Response: Towards a legislative framework
http://download.ei-ie.org/Docs/WebDepot/EIGlobalResponse_documentpack.pdf

The Global Response Network. Has your union joined?
http://portal.ei-ie.org/Docs/WebDepot/GR_Netwrok_circular.pdf

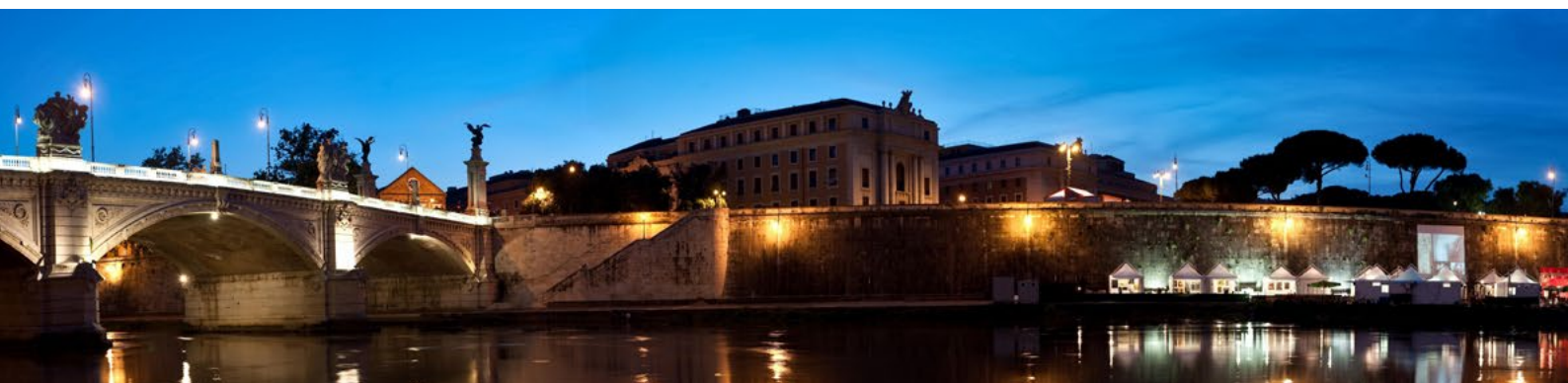
BREAKOUT SESSION 3 [Suite Aurelia, ground floor]
Mobilizing a Global Action for the Pearson Annual General Meeting – a capital strategy

This is a strategic capital campaign planning session with EI member organizations interested in mobilizing stakeholder actions that holds Pearson accountable for their promotion of market incentivized education. Following the World Congress, 8 EI affiliates – NEA, NUT, AFT, AEU, SADTU, CTF, NZEI, UCU – created this campaign, <http://pearsonres.org/> The first target is the April 29 Pearson AGM in London. In this Break-Out Session the Pearson Stakeholders Report will be launched and the new, yet-to-go-live, website will be unveiled calling union members to join socially responsible shareholders in a global social media campaign. Participants will finalize the multiple language petitions, twitter messages and info-graphics and create the global communication chain for action at 12 noon on April 29.

Moderator/Rapporteur:

Paul Goulter,
General Secretary, NZEI Te Riu Roa, New Zealand

15:30 – 16:00 *COFFEE BREAK [Lobby of the Fori Imperiali]*



16:00 – 16:30 **REPORT BACK FROM BREAKOUT SESSIONS** [Fori Imperiali Room, lower ground floor]

Chair: Angelo Gavrielatos,
Project Director, Education International (EI)

16:30 – 17:30 **PLENARY SESSION 3** [Fori Imperiali Room, lower ground floor]
Making the case for public education in a changing world

The greatest threat to high quality education for all comes in the form of the continuing

commercialisation and privatisation in and of education. It is giving more and more prominence to education as a commodity, a private, positional good as opposed to a public, societal good; it is undermining social cohesion and democracy. Despite all the evidence, most notably from the OECD, showing that the application of market principles to the provision of education has a negative impact on student outcomes by deepening segregation and inequality, many governments continue to pursue the further liberalisation of education. This final session aims to challenge us to more effectively make the case for public education in a changing world.

Chair: Susan Hopgood,
President of Education International (EI)

Panellists: Susan L. Robertson,
Deputy Head of School, University of Bristol, UK
Anna Hogan,
Lecturer at the University of Queensland, Australia
Antonio Olmedo,
Reader in Education Policy, University of Roehampton, UK
Pierre Habbard,
Senior Policy Advisor at TUAC, OECD
Anna Byhovskaya,
Policy Analyst at TUAC, OECD

Background readings:

Challenges to public education systems globally
<http://worldsofeducation.org/new/en/magazines/articles/318>

Worlds of Education
<http://worldsofeducation.org/new/en/magazines/homepage>

17:30 – 18:00 **CLOSING** [Fori Imperiali, lower ground floor]
Fred van Leeuwen,
General Secretary of Education International (EI)



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Your Speakers

John BANGS started his career as a teacher. He joined the National Union of Teachers (NUT) in 1990 as the officer responsible for special needs and for the English National Curriculum and its assessment. In 1993 he was appointed Assistant Secretary (Education/Equal Opportunities). He is also an Emeritus Fellow in the Faculty of Education at Cambridge University and Visiting Professor at the Institute of Education. He represents EI in the joint planning group for the International Summit on the Teaching Profession.

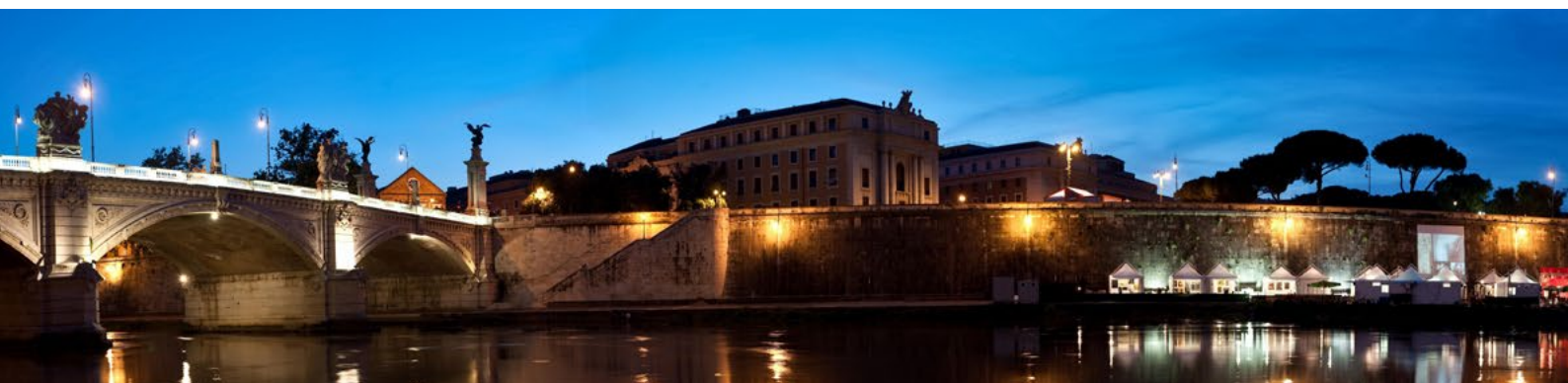
Christine BLOWER (Twitter: [@NUTonline](#)) was re-elected as General Secretary of the NUT in June 2014. She was elected Deputy General Secretary of the NUT in January 2005, became Acting General Secretary in April 2008 and was declared General Secretary in May 2009. She has been President of the European Trade Union Committee for Education (ETUCE), the European region of the EI since 2012.

Anna BYHOVSKAYA (Twitter: [@AnnaByhovskaya](#)) is a policy and communications advisor to the Trade Union Advisory Committee to the OECD (TUAC) covering innovation and skills policies, the digital economy, the OECD Forum, as well as the G20 jointly with the International Trade Union Confederation (ITUC).

Odile CORDELIER is a National Secretary and Head of the International Affairs Department of SNES-FSU, France. She is also a member of SNES-FSU Executive Board. She has been a Vice-President of the European Trade Union Committee for Education (ETUCE), the European region of EI since 2003.

David EDWARDS (Twitter: [@daveswords](#)) is Deputy General Secretary of Education International where he directs EI's work in the areas of Education Policy, Employment and Research. He also oversees the coordination of many of EI's standing bodies like the Research Network, Organizers Network, OECD Advisory Committee, Early Childhood Taskforce, VET Taskforce, Education Support Personnel Taskforce and the Higher Education Group.

Larry FLANAGAN (Twitter: [@EISUnion](#)) is the General Secretary of the Educational Institute for Scotland (EIS). Until taking up the post of General Secretary, Larry was Principal Teacher of English and Drama at Hillhead High School, Glasgow, and has 33 years' experience as a class teacher. Larry was a member of the Management Board for Scotland's "Curriculum for Excellence" programme, throughout its formative years. He is an executive member of ETUCE and also serves on the General Councils of the STUC (Scottish Trades Union Congress) and the TUC (Trades Union Congress).



Angelo GAVRIELATOS (Twitter: [@AGavrielatos](#)) is the Project Director at Educational International (EI) responsible for leading EI's response to the growing commercialisation and privatisation of education. He was the Federal President of the Australian Education Union (AEU) for 7 years prior to commencing work with EI.

Louise GREEN is the elected National President (Te Manukura) for the New Zealand Educational Institute Te Riu Roa. The institute campaigns to protect and enhance quality public education on behalf of their 50,000 members. NZEI represents primary principals and teachers, early childhood teachers and support staff. She was the NZEI Te Riu Roa representative on the New Zealand Teachers Council for six years to 2014.

Maddalena GISSI (Twitter: [@MaddalenaGissi](#)) is a primary school teacher, graduated in Education Sciences, Maddalena Gissi, started her trade union activities in Bari, where she lives. Head of the School Federation until 2009, when she moved into the Confederation, as organizational secretary of the CISL Puglia – Basilicata, up to her entry into the CISL School national secretariat in April 2015. Since December 2015, Maddalena Gissi is the Secretary-General of the CISL Scuola.

Pierre HABBARD (Twitter: [@habbard](#)) is a senior policy advisor to the Trade Union Advisory Committee to the OECD (TUAC) covering pension fund regulation, tax, corporate governance, financial regulation and public governance. He has served on the board of directors of Oxfam France and on the Stakeholder Council of the Global Reporting Initiative. He is a French national who graduated from the Université Paris IX Dauphine and the London School of Economics and Political Science.

Cassandra HALLET (Twitter: [@cassiectf_fce](#)) began teaching in 1992 and has enjoyed a rewarding career as a teacher and teacher leader both at home and abroad. Hallett became the Secretary General of the Canadian Teachers Federation in January 2015, and is the first woman in this role.

Steffen HANDAL (Twitter: [@Alltid_uansett](#)) is President of Union of Education Norway. He is a primary school teacher and has been teaching students from grade four to ten and also has experience from teaching adult immigrants. As a teacher and a unionist Handal is particularly engaged in early childhood education policies, teacher professionalism and professional ethics. He is a member of the EI Executive Board and represented Norway in the ETUCE committee from 2011-2015 and is also a board member of NLS, Nordic Teachers' Council.



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Anna HOGAN (Twitter: [@anna_R_hogan](https://twitter.com/anna_R_hogan)) is a lecturer at The University of Queensland, Australia. Anna has been researching the role of global education business on education policy and practice, and in particular, the work of Pearson.

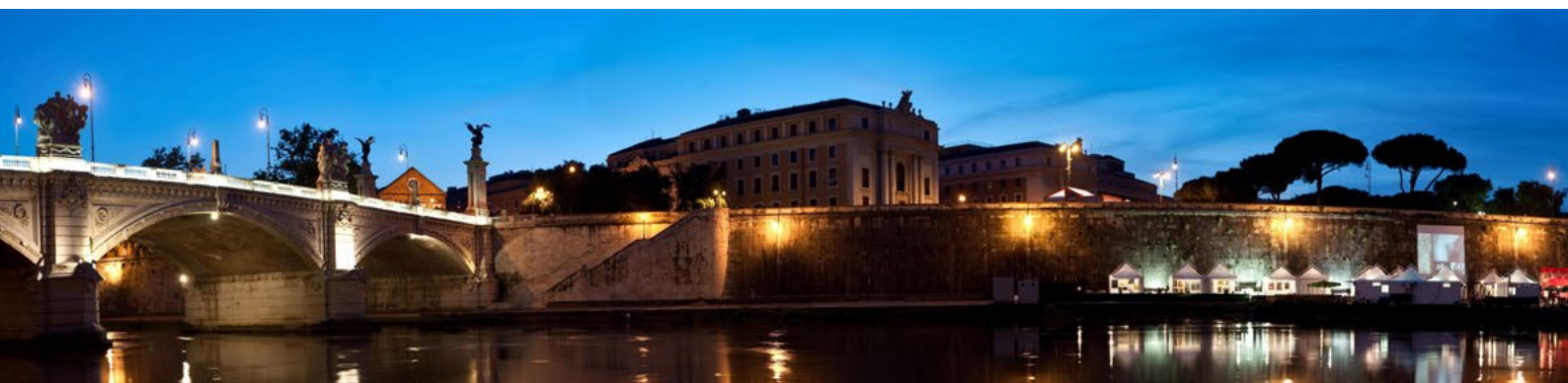
Susan HOPGOOD (Twitter: [@shopgood](https://twitter.com/shopgood)) is both President of Education International (EI) and the Federal Secretary of the Australian Education Union (AEU). Susan started her career teaching mathematics in secondary schools in Victoria, Australia, in 1974. She joined what is now the AEU as a young teacher, and became an active member and union representative at the school, regional and state levels. Since then, Susan has held a number of positions in the education union, such as branch general secretary, AEU federal women's officer, and deputy federal secretary. She was elected federal secretary of the AEU in 2006, the first woman to achieve that position.

Johanna JAARA ÅSTRAND (Twitter: [@JohannaAstrand](https://twitter.com/JohannaAstrand)) has 19 years of teaching experience in primary education and has parallel to teaching studied research methodology, professional development and leadership. Johanna has been a union activist since 1999 and a member of the National Executive Board of Lärarförbundet since 2004. In 2014 Johanna was elected President of Lärarförbundet. She is a member of the EI Executive Board.

Stig LUND is a Kindergarten teacher by training. He is member of the Danish National Union of Early Childhood and Youth Educators (BUPL). Currently, Mr Lund is responsible of International affairs at BUPL and works on policies on early childhood education and care and out-of school childcare.

Roberto Franklin de LEÃO (Twitter: [@CNTE_oficial](https://twitter.com/CNTE_oficial)) is a teacher at Red Oficial de Enseñanza de São Paulo. He is the President of Confederação Nacional dos Trabalhadores em Educação (CNTE) Brazil. He is also in the leadership of Central Única dos Trabalhadores (CUT) Brazil and was elected as an EI Vice President at the last Congress in 2015.

Fred van LEEUWEN (Twitter: [@fredvanleeuwen](https://twitter.com/fredvanleeuwen)) has been General Secretary of Education International (EI) for 23 years. A former teacher in The Netherlands, Fred joined the Dutch union Algemene Bond van Onderwijs Personeel (ABOP) and took over responsibility of the union's International Affairs Department in the late 70s. He was elected General Secretary of the International Federation of Free Teachers' Unions (IFFTU) in 1981 and held the post until the dissolution of the Secretariat in 1993. After spearheading the merger of IFFTU with the World Confederation of Organisations of the Teaching Profession (WCOTP), he took the office of General Secretary of the EI Interim Board during the Education International Constituent Congress held in Stockholm (Sweden) in January 1993.



Mugwena MALULEKE (Twitter: [@MugwenaMaluleke](#)) is the General Secretary of the South African Democratic Teachers Union, (SADTU). A former Maths teacher and Principal of Tshwane's Rodney Mokoena Junior Secondary School, Maluleke has been a member of SADTU since its inception in 1990. Mugwena was elected onto the EI Executive Board in 2011 and at the last Congress in 2015 was elected as an EI Vice-President.

Manuela MENDOÇA (Twitter: [@fenprof](#)) is a secondary school teacher. She is member of the Executive Board of the National Federation of Teachers (FENPROF), and president of the second largest union of the Federation (SPN-Union of Teachers from Northern Portugal). In 2015 she was elected as a member of EI's Executive Board.

Sheila NUNAN (Twitter: [@INTOnews](#)) is General Secretary, INTO, Ireland's largest teaching union representing 40,000 primary teachers North and South of Ireland. A member of the INTO Executive since 1995 and INTO President in 2005/2006. She is the Vice-President of Irish Congress of Trade Unions. Sheila is a member of the Governing Authority of Maynooth University.

Antonio OLMEDO (Twitter: [@ononimus](#)) is Reader in Education Policy at the University of Roehampton and Honorary Reader at the UCL Institute of Education, United Kingdom. His research rests within the fields of education policy analysis and the sociology of education.

Domenico PANTALEO was active in the student movement between 1968-1969, where he was among the leaders of the communist youth organization within the Italian Communist Party. In 1997 he was elected to the provincial board of FILTEA, the Union of textile and clothing. He later moved to FILLEA, the Federation Union of construction workers, as regional assistant secretary, and three years later he became Responsible for industrial relations in the Regional secretariat of CGIL Puglia. After eight years in the regional board of CGIL, he became the General Secretary of CGIL Puglia. Since October 2008, Pantaleo is the National General Secretary of FLC CGIL.

Rowena PHAIR is a Project Leader in the Education and Skills Directorate of the OECD. She is leading a new study on children's early learning outcomes. Prior to joining the OECD, Rowena was the Deputy Secretary of Student Achievement in the Ministry of Education in New Zealand. In this role, she had responsibility for teaching policies and resourcing in the schooling sector. She led the development of "Investing for Educational Success", a package of reforms to lift the performance of New Zealand schools.



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Becky PRINGLE (Twitter: [@BeckyPringle](#)) is the Vice President of the National Education Association (NEA), the nation's largest labor union and professional association for educators. A middle school science teacher with 31 years of classroom experience, Pringle has distinguished herself as a thoughtful, passionate advocate for educators and students, focusing on issues of educator empowerment and student success, diversity, and developing future leaders.

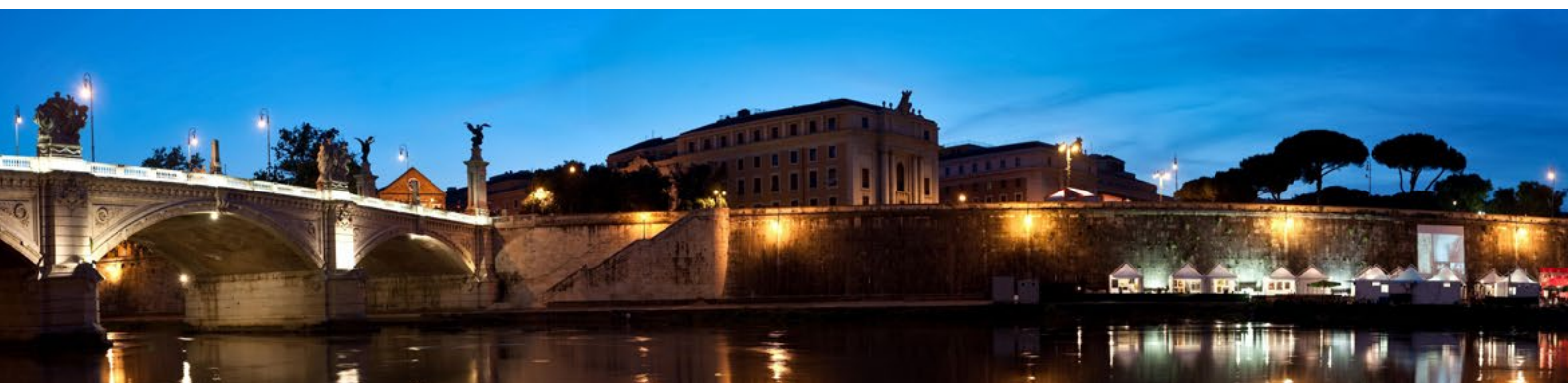
Susan L. ROBERTSON (Twitter: [@GESF_UoB](#)) is Professor of Sociology of Education at the University of Bristol, UK. She is currently Director of the Centre for Globalisation, Education and Social Futures, and also founding editor of the journal – Globalisation, Societies and Education.

David ROBINSON (Twitter: [@CAUT_ACPPU](#)) is the Executive Director of the Canadian Association of University Teachers. Prior to joining CAUT, David was the senior economist with the Canadian Centre for Policy Alternatives, Canada's leading progressive think-tank. He has also been a lecturer at Simon Fraser University in Burnaby, British Columbia, and Carleton University in Ottawa. He is the author of a number of articles, reviews, and reports on higher education and research policy, vocational education and training, and international trade and investment agreements. David has also served as an advisor on higher education issues to Education International.

Dennis SHIRLEY (Twitter: [@dennisshirley](#)) is Professor of Education at the Lynch School of Education at Boston College. Dennis dedicates his life to the improvement of teaching and learning for students so that they may flourish wherever they may be. He is Editor-in-Chief of The Journal of Educational Change, an indispensable resource for change leaders at the school, state, or national levels. He is currently working on a new book entitled The New Imperatives of Educational Change: Achievement with Integrity that will be available from Routledge in the fall of 2016.

Dennis has worked with educators around the world to help with clarifying their challenges, identifying promising strategies, and implementing and assessing change. He is skilled at breaking down ill-defined problem sets into winnable goals that can be attained with persistence, creativity, and dignity.

Marlis TEPE has been President of Gewerkschaft Erziehung und Wissenschaft (GEW) since 2013. Before that she worked as a primary and secondary school teacher in the Federal State of Schleswig-Holstein. She is committed to inclusive teaching and practiced it since 1989. For more than 30 years she represented the GEW branch of Schleswig-Holstein in the GEW National Women's Committee. From 1995 through 2013 she was member of the state association's executive board and from 2006 through 2013 chairperson of the main staff council in Schleswig-Holstein.



Anna TORNBERG (Twitter: [@TornbergAnna](#)) is a senior officer at Lärarförbundet, the Swedish Teachers' Union, where she works as an early childhood education and teacher education expert. She has been a member of the EI and ETUCE Task Forces on ECE, as well as coordinating EI's production of a European policy paper on ECE in 2006. She also represents TUAC in the OECD Scoping Group on Early Learning Assessment. Anna holds a M.Soc.Sc. in European Integration from Queen's University Belfast and a B.Ed. in International Early Childhood Education/Child and Youth Studies from the Stockholm Institute of Education.

Giuseppe TURI holds a master degree in political science and is a law and economics teacher in upper secondary school. As a union member he has held many positions from the local branch up to the national level until he became deputy General Secretary in 1998. In July 2015 he was elected General Secretary. As such he is a member of UIL Confederation Executive and Steering Committee. He is also the Managing Director and editor of UIL Scuola magazine, "Scuola d'oggi".

Karine TREMBLAY (Twitter: [@TremblayEDU](#)) is a senior analyst in the OECD Directorate for Education and Skills and Project Lead for TALIS. Previously she was a senior analyst for higher education policy work. Before that, she was in charge of the OECD Assessment of Higher Education Learning Outcomes (AHELO) feasibility study, an analyst on the OECD Thematic Review of Tertiary Education and she managed the World Education Indicators programme (2001-04). She has been working on and writing about student mobility, the impact of education on economic growth, the development of a survey of primary schools in developing countries and comparative education trends in Europe, China and India.

Randi WEINGARTEN (Twitter: [@rweingarten](#)) is president of the AFT. Prior to her election as AFT president in 2008, Weingarten served for 12 years as president of the United Federation of Teachers, AFT Local 2. Weingarten has launched major efforts to place real education reform high on the nation's and her union's agendas. She oversaw the development of the AFT's Quality Education Agenda, which advocates for reforms grounded in evidence, equity, scalability and sustainability. She promotes what she calls "solution-driven unionism". She was elected onto the EI Executive Board in 2011, a position which she still holds.

Gareth YOUNG (Twitter: [@GarethY4NASUWT](#)) was appointed as the NASUWT's National Official (Campaigns, Policy and Communications) in 2010, having worked for the Union since 2009. The role focuses primarily upon the development and co-ordination of the Union's campaigns and communications strategy.



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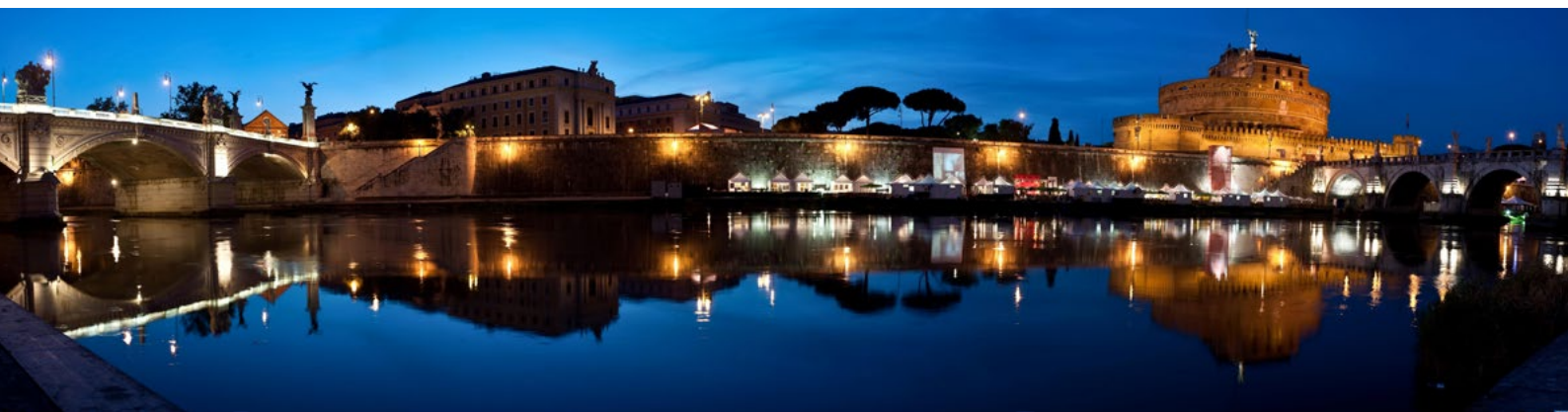
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Rome
4-5 April 2016



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