



8th International Higher
Education and Research
Conference

Buenos Aires
25-27 September 2012

8th International Higher Education and Research Conference

Buenos Aires, Argentina

25-27 September 2012



Education International
Internationale de l'Éducation
Internacional de la Educación



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Letter of Welcome

Dear colleagues,

I wish you a very warm welcome to the 8th International Higher Education and Research Conference in Buenos Aires, Argentina.

This biennial event is an important occasion for member organisations active in the higher education and research sector to discuss and debate the latest global and regional issues that affect the sector.

Since our last meeting in 2010 in Vancouver, education including higher education and research has come under unprecedented pressures in large parts of the world. Many countries have drastically slashed public spending on education while simultaneously promoting the privatisation and commercialisation of schools and higher education institutions. Others have used the ongoing economic recession as a convenient excuse to launch an unjustified and ideologically-driven attack on trade union rights, academic freedom and collegial governance.

While the challenges we currently face are daunting, I firmly believe that by standing together we are stronger and can successfully meet these challenges. Education International is your organisation and its strength is built upon the strength of its members. At our Congress last year in South Africa, we adopted a policy paper declaring that higher education and research is a public service that should be guided by educational values, not commercial imperatives. With your ongoing support, commitment and involvement, we will continue to articulate this principle as the international voice of teachers, researchers and support staff.

I want to extend my deep-felt thanks to our Argentinian hosts CONADU for their invaluable contribution to the organisation and content of this event. They have done a marvelous job and are to be congratulated.

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

Sincerely,

Fred van Leeuwen
General Secretary



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Practical Information

About Buenos Aires

Buenos Aires is the capital of the Argentine Republic. The name means *fair winds*, or literally *good air* in Spanish. It is one of the largest cities in Latin America. The city proper has a population of roughly 3 million people, but more than 11 million when the suburbs are included. Inhabitants of Buenos Aires are known as *porteños*, meaning "people from the port" in reference to the wave of European immigrants who settled in the city from 1860 to 1930.

Banking and Currency

Regular banking hours in Argentina are 9:00 a.m. to 3:00 p.m., Monday to Friday, with extended hours at some locations and branches. Visitors who require banking services are advised to verify times of operation.

The local currency is the Argentine peso, issued in notes of 2, 5, 10, 20, 50 and 100. One peso equals 100 centavos; coins come in denominations of 5, 10, 25 and 50 centavos, and 1 and 2 pesos.

For up to date exchange rates consult the XE currency converter website:

<http://www.xe.com/ucc/>

A number of foreign currency exchange companies (*cambios*) operate at the airport and in the city centre. Most banks will exchange foreign currency as well.

ATMs (*cajeros automáticos*) are common throughout Buenos Aires and can be accessed 24 hours a day, using bank or credit cards on major international banking networks such as Cirrus, Plus and Link.

Business Hours

Private businesses are generally open weekdays 9:00 am to 7:00 pm; malls and clothes and souvenir shops 10am to 8:00 or 9:00 pm; and supermarkets 8:30 am to 9:00 or 10:00 pm. Shops that are not part of chains or in malls are often closed Saturday afternoon and Sunday.

Post offices are open weekdays from 9:00 am to 5:00 or 6:00 pm and Saturday 9:00 am to 1:00 pm. Telephone centers generally stay open daily 8:00 am to 8:00 pm or later. Most gas stations are open 24 hours.

Museums usually close one day a week (Tuesday is common), and often shut their doors for a whole month in summer. Restaurants generally don't open for dinner until 8:30 or 9:00 pm but stay open until midnight or 1 am.



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Climate

Buenos Aires has a humid subtropical climate characterized by hot, humid summers and cool winters. The warmest month is January, with a daily average of 25.1 °C. Spring (September to November) and autumn (March to May) are generally mild but volatile, with average temperatures around 17 °C.

Communications

The telephone country code for Argentina is +54. Any number prefixed by 15 is a cell phone number. You can make local and long-distance calls from your hotel and from any public phone or phone centre (*locutorio*).

Inexpensive internet access is widely available in Buenos Aires. Many hotels, restaurants and bars offer free Wi-Fi.

Mobile phones operate on GSM 850/1900 Mhz. If you have an unlocked dual-band GSM phone and intend to call local numbers, you may wish to buy a prepaid Argentinean SIM card on arrival.

Credit Cards

Major credit cards are widely accepted, but visitors are always advised to check with the vendor before a purchase is made.

Electricity

The electrical current is 220 volts, 50 cycles alternating current (AC). The official standard for plugs and sockets in Argentina is the 'Type I' IRAM-2073 plugs with three flat, angled prongs or two flat prongs set at a 'V' angle. However, some wall outlets in older buildings are fitted for the type 'C' CEE 7/16 Europlug, with two round prongs.

Emergency Contact

Should you encounter any difficulties arriving at your hotel or the conference venue, you can reach EI staff at the following number: +54 11 4953 5037 (CONADU head office)

Language

The official language of Argentina is Spanish. After Spanish, the most common mother tongue languages spoken are Italian, French and English.

Health

The major health risk that visitors to Buenos Aires report is that high levels of air pollution may aggravate bronchial, sinus or asthma conditions. No specific vaccinations are required as there is low risk from infectious diseases in Buenos Aires. However, if you plan to venture to other parts of Argentina be aware that malaria is present in the rural areas along the northern borders with Bolivia and Paraguay. The World Health Organization (WHO) lists parts of Argentina as at a risk of yellow fever transmission, and recommends travelers to the Misiones Province and



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parts of Corrientes Province (Beron de Astrada, Capital, General Alvear, General Paz, Itati, Ituzaingo, Paso de los Libres, San Cosme, San Martin, San Miguel, Santo Tome) are vaccinated.

Medical facilities in Buenos Aires are generally of a good standard. Private medical clinics often require cash payment prior to providing service, including for emergency care. Foreign-brand medications may not be readily available.

Pharmacies are common in Buenos Aires. The biggest chain is Farmacity (www.farmacity.com), with dozens of branches throughout the city. They have a prescription counter and are often open 24 hours.

Reciprocity Fee

Please be advised that visitors travelling on passports issued by **Australia, Canada** or the **United States** must pay a reciprocity fee of between \$US 75 and \$US 140 upon arrival at Ezeiza (Ministro Pistarini) and Jorge Newbery International Airports in Buenos Aires. The fee is payable in cash, by credit card, or by traveller's cheque prior to clearing immigration at the airport. The fee is valid for multiple re-entries within a period of one year as of the date of first entry.

Safety and Security

In general, Buenos Aires is very safe. Most crime against visitors involves pickpocketing and purse snatching. Distraction thefts commonly occur in public areas such as Internet cafés, train and bus stations, the subway system, airports, restaurants, and hotel lobbies. Pickpockets and bag snatchers often work in pairs and employ a variety of ruses. A common scam involves spraying a substance on the victim and then robbing him/her while ostensibly helping to clean the stain, or distracting the victim by asking questions while another person perpetrates the theft.

Visitors should remain alert in tourist areas, particularly in La Boca, San Telmo, downtown, and in the Retiro bus terminal, where petty theft is common. Travelers should stick to the main tourist area in La Boca and avoid the area after dark. A 24-hour police help line, with service in English, is available in Buenos Aires by dialing 101.

Pedestrians are advised to exercise caution when crossing streets

Time Zone

UTC/GMT -3 hours

Tipping

It is customary to tip about 10% of the bill in restaurants. Note that it might not be possible to add a tip when paying by credit cards, so carry cash for this purpose.

Taxi drivers don't expect tips, but it is usual to round up to the nearest peso.



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Transportation to and from Airport

Prepaid taxis (*remises*) are the simplest way to make your way from Ministro Pistarini International Airport (EZE) to the city centre and the Hotel Castelar. The fare is about 200 pesos. As you exit customs there are booths on either side of the receiving area of the airport. For more information and to book on-line, visit:

<http://www.taxiezeiza.com.ar/eng>

Visas

All foreign visitors require a passport valid for at least six months to enter Argentina. Visitors from many countries will also require a visa. To determine whether you require a visa, please consult the embassy of Argentina in your country or the Argentinian Ministry of the Interior website:

<http://www.migraciones.gov.ar/accesibleingles/?visas>



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Conference Agenda

Day One: Tuesday 25 September 2012

8:00 – 9:00

REGISTRATION

9:00 – 9:45

Welcome and opening

Chair: **Yamile Socolovsky** (CONADU, Argentina)

Welcoming Remarks:

Carlos de Feo (CONADU, Argentina)

Hugo Yasky, President of El Latin America and General Secretary of the Argentine Workers Central Union (CTA)

Alberto Sileoni, Ministry of Education, Argentina

Opening Address: **Fred van Leeuwen**, General Secretary, Education International

9:45 – 11:00

Plenary Session 1:

Higher Education and Research in Latin America: Regional and Global Implications

This session will map the issues and challenges confronting higher education and research staff in Latin America. Speakers will reflect on the implications of recent policy developments, regional integration, and ways to build EI's membership in the sector across the region.

Chair: **David Edwards** (Education International)

Presenters:

Carlos de Feo (CONADU, Argentina)

Pablo Gentili (Secretario Ejecutivo de CLACSO, Consejo Latinoamericano de Ciencias Sociales)

Combertty Rodriguez Garcia or **Gabriela Bonilla Pacheco** (EI Latin American Regional Office)

11:00 – 11:15

BREAK



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11:15 – 12:15

Plenary Session 2

The State of the Sector: Key developments and emerging challenges

This interactive session will update participants on EI's higher education and research work programme since the last conference in 2010, and identify upcoming issues. Topics to be addressed include developments within UNESCO, OECD, World Bank and the WTO; the impact of the global recession on the sector; the growth in precarious employment; responding to attacks on academic freedom and trade union and human rights; and efforts to build membership in the sector. Following a brief presentation, participants will be given ample opportunity to comment on the work plan.

Chair: **Ingrid Stage** (DM, Denmark)

Presenter: **David Robinson** (Education International)

12:15 – 13:30

LUNCH BREAK

13:30 – 14:45

Plenary Session 3

The Vandals at the Gate: Defending the profession in an age of austerity

Higher education and research is increasingly under pressure from austerity measures. Even in countries where the impact of the global economic recession has been less pronounced, many governments and private sector actors are using the "crisis" to roll-back terms and conditions of employment, attack trade union and professional rights, and implement unpopular reforms such as privatization and commercialization. Speakers in this session will reflect on how these austerity measures are affecting the sector and discuss ways that higher education and research unions can more effectively defend the profession through organizing, mobilizing, and political action.

Chair: **Ilze Trapenciere** (LIZDA, Latvia)

Presenters:

John Macdonald (AFT, United States)

Kathy Taylor (UCU, United Kingdom)

José Campos Trujillo (FE.CCOO, Spain)

Sarah Raymundo (ACT, Philippines)



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14:45 – 15:00 BREAK

15:00 – 16:00

Plenary Session 4

The Price of Knowledge: Tuition Fees and the Financing of Higher Education and Research

As mandated by Congress, this session will explore the issue of tuition fees and funding of higher education and research. A sub-group of affiliates has prepared a draft policy statement on the subject which was circulated ahead of the conference. Panellists will be asked to respond to the statement and discuss ways that unions and student organisations can work together to realize the principles in the policy.

Facilitator: **David Edwards** (Education International)

Panellists:

Sylvain Marois (FNEEQ-CSN, Québec)

Andreas Keller (GEW, Germany)

Gil Vicente Reis de Figueiredo (PROIFES, Brazil)

Taina Moisander (European Students' Union)

Reiner Limonta (Organización Caribeña y Latinoamericana de Estudiantes) **TBC**

16:00 – 17:30

Discussion Groups 1

Delegates will be divided into small break-out groups to discuss key issues arising out of the first day of the conference.

1. The state of the sector: trends and emerging challenges
2. Defending the profession in an age of austerity
3. Tuition fees and financing

19:00

OFFICIAL DINNER HOSTED BY EI



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Day Two: Wednesday 26 September 2012

9:00 – 10:30

Plenary Session 4

Promoting Equity and Diversity

Trade unions have been at the forefront of struggles to secure equity for members of marginalized groups such as indigenous peoples, women, visible/racial minorities, persons with disabilities, and lesbian, gay, bisexual, transgendered, and queer persons. In the higher education and research sector, systemic discrimination has created barriers to access, employment, governance, and inclusion. This session will focus on how these barriers can be overcome and how affiliates can more effectively promote equity both in the workplace and within their unions.

Chair: **Jack Nightingale** (AFT, United States)

Presenters:

Jeannie Rea (NTEU, Australia)

Gloria Ramírez (Senator, Colombia)

Lied Ragnhild (UEN, Norway)

Nkosana Dolopi (SADTU, South Africa)

10:30 – 10:45

BREAK

10:45 – 12:15

Plenary Session 5

Rankings, Assessment and Quality: The Politics of Accountability

This session examines the growth in accountability tools such as research assessment exercises, national and global rankings of institutions, and the OECD's proposed assessment of higher education learning outcomes (AHELO). Presentations and case studies will consider the impact of these developments upon staff, students and higher education systems. Panellists will be asked to consider how EI and its affiliates may more effectively respond to the challenges posed by these accountability initiatives.

Chair: **Max Roy** (FQPPU, Quebec Canada)

Presenters:

Atilio Pizarro (UNESCO)

Sandra Grey (NZTEU, New Zealand)

Lily Eskelsen (NEA, United States)



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12:30 – 14:00

LUNCH BREAK

14:00 – 15:30

Plenary Session 6

Defending Research and Researchers in the Public Interest

This session will explore emerging issues related to research policy. Participants will consider the employment and professional status of researchers in various countries. Panellists will also be asked to consider the impact of the increasing priority many states are placing on the commercialization of university research over basic research and research within the social sciences and humanities. Discussion will focus on ways that EI and its affiliates could better defend the integrity and independence of research.

Chair: **Tapani Kaakuriniemi** (FUURT, Finland)

Presenters:

Dominique Lassarre (UNSA, France)

Wayne Peters (CAUT/ACPPU, Canada)

Mike Jennings (IFUT, Ireland)

Pedro Sanllorenti (CONADU, Argentina)

15:30 – 16:00

BREAK

16:00 – 17:30

Discussion Groups 2

Participants will be divided into small break-out groups to discuss key issues arising out of the second day of conference. Topics to be addressed include:

1. Promoting equity and diversity
2. Accountability, rankings and assessment
3. Research integrity and the status of researchers

19:00

RECEPTION AND DINNER HOSTED BY CONADU



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Day Three: Thursday 27 September 2012

9:00 – 10:30

Plenary Session 7

Building International Solidarity: Development Cooperation amongst Higher Education and Research Unions

This session will explore how higher education and research affiliates are assisting one another in building capacity, increasing their representation, and defending trade union and human rights. Panellists will be asked to identify key priorities and to map ways that EI and its affiliates could more effectively facilitate solidarity initiatives. A brief presentation will be followed by group discussion.

Chair: **Nadine Scott** (CUT, Jamaica)

Presenters:

Christian Addai-Poku (NAGRAT, Ghana)

Dr. Miguel Ángel Beltrán (Colombia)

Nicolas Richards (Education International)

Pierre Girouard (CSQ, Quebec Canada)

10:30 – 11:00

BREAK

11:00 – 12:30

Plenary Session 8

Report from Workshops

Rapporteurs will briefly highlight the main conclusions from each discussion group, followed by a presentation of a draft of the main conference report. Participants will be provided with an opportunity to comment on the main conclusions. The final conference report, adopted by consensus, will be forwarded to the EI Board.

Chair: **Grahame McCulloch** (NTEU, Australia and EI EXBO)

12:30 – 13:00

Closing Session

Chair: **Graham McCulloch** (NTEU, Australia and EI EXBO)

Closing Remarks:

Carlos de Feo (CONADU, Argentina)

David Robinson (Education International)



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Discussion Group 1

The State of the Sector – Trends and Emerging Challenges

Facilitator: Rita Haecker, NEA (USA)

The higher education and research sector is facing unprecedented pressures. The austerity policies adopted by many governments in the face of the economic recession are fuelling a funding crisis in many systems. The privatization and commercialization of the sector continues unabated in large parts of the world, facilitated by domestic policy reform and by international trade and investment agreements. Academic freedom and collegial governance are still far too often violated by governments and external forces. Meanwhile, trade union rights are under attack across the developed and developing world.

The ability of higher education and research unions to meet these challenges is often hampered by low union membership in the sector. This is true in many advanced industrialized countries, but particularly in the developing world.

Questions for Discussion

1. In your view, what are the key trends and emerging issues in the higher education sector nationally, regionally and globally?
2. What should be the main priorities of EI and its higher education and research affiliates over the next two years?
3. What organizing and recruitment strategies, tools and tactics are needed to assist EI and its affiliates to meet the key challenges ahead?



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Discussion Group 2

Defending the profession in an age of austerity

Facilitator: TBA

Higher education and research is often a major target of government austerity measures. Even in countries where the impact of the global economic recession has been less pronounced, many governments and private sector actors are using the “crisis” to roll-back terms and conditions of employment, attack trade union and professional rights, increase precarious employment, and implement unpopular reforms such as privatization and commercialization.

Higher education and research unions have been active in the fight back against austerity. However, the results to date have been mixed. This discussion group will focus on the impact of austerity and how we can more effectively mobilize nationally, regionally and internationally against attacks on the sector and our members.

Questions for Discussion

1. How have austerity measures affected your members and how has your union responded?
2. What strategies and tactics have worked in campaigning against austerity? What has proven to be less successful? What new campaign strategies might be needed?
3. How can affiliates better provide assistance and solidarity to one another in their campaigns against austerity? What role could EI play to facilitate this?



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Discussion Group 3

Tuition Fees and Financing

Facilitator: Rob Copeland, UCU (UK)

Discussant: Bernard Bérubé, CSQ (Quebec)

In many parts of the world, the economic crisis has put increased strain on public budgets. Numerous governments, often at the urging of international financial institutions and organisations, have in turn cut education budgets. For the higher education sector, this has most often resulted in staffing and salary reductions, and rising tuition fees.

The shift toward a greater reliance on tuition fees in many jurisdictions raises a number of concerns. Higher education is increasingly seen less as a right that benefits the public good, and more as a private commodity that benefits individual consumers. Scarce resources are diverted away from the classroom and the lab into marketing, advertising and fundraising.

Meanwhile, students and their families who cannot afford the cost of education are forced to either forgo studies altogether or take on enormous debt loads. High debt loads upon graduation not only act as a drag on economic growth, but can also steer students away from important but lower paid careers.

Questions for discussion:

1. What are the impacts of rising tuition fees on students and staff in higher education? Does an increasing reliance on funding from tuition fees, particularly from international students, affect the academic missions of institutions? What are the broader societal impacts of this trend toward the privatization of funding?
2. What opportunities exist in your country, regionally and internationally for higher education teachers, researchers and staff make common cause with students in campaigning against the introduction or increase of tuition fees? What experiences, if any, has your union had with working with student organisations? What role could EI play to help facilitate this work?



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Discussion Group 4

Promoting equity and diversity

**Facilitator: Maria Luisa Sanchez Simon,
FE.CCOO (Spain)**

In the higher education and research sector, systemic discrimination against women and minority groups has created barriers to access, employment, governance, and inclusion. While some progress has been made in many countries in recent years, austerity measures enacted in the wake of the economic crisis have seen major setbacks to the equality agenda.

Trade unions have been at the forefront of struggles to secure equity for members of marginalized groups such as indigenous peoples, women, visible/racial minorities, persons with disabilities, and lesbian, gay, bisexual, transgendered, and queer persons. However, much more needs to be done. Higher education and research unions need to think of ways to more effectively promote equity in the workplace, within their unions, and more broadly across society.

Questions for Discussion

1. What are the barriers facing women, racial and ethnic minorities, persons with disabilities, indigenous peoples and LGBT persons in the higher education and research sector in your country?
2. What policies, practices and strategies have your union adopted to promote greater inclusivity in the workplace? What has been most effective?
3. What policies, practices and strategies have your union adopted to promote greater inclusivity in your union? How might EI assist affiliates to better promote equity?



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Discussion Group 5

Accountability, rankings and assessment

Facilitator: Jens vraa Jensen, DM (Denmark)

Holding higher education institutions and staff more “accountable” has become a common refrain amongst many politicians and critics around the world. Governments are increasingly insisting that staff should be assessed according to “key performance indicators” such as their research output and student learning outcomes. The proliferation of worldwide university rankings as well as the proposed OECD Assessment of Higher Education Learning Outcomes (AHELO) in part reflects the emergence of a global accountability agenda.

Higher education and research staff justifiably fear that systems of accountability imposed upon them are too intrusive, too instrumentalist, too simplistic and too narrow in their focus. Examples of the negative outcomes of such assessments of research and teaching abound. The challenge is how higher education and research unions can more effectively confront the accountability agenda.

Questions for discussion:

1. What experience have you had with accountability systems in higher education and research? What have been the impacts?
2. How has your union responded to accountability measures? What strategies and campaigns might be effective in helping unions better confront the accountability agenda?
3. What strategies or campaigns could EI and its affiliates adopt in relation to international rankings of higher education institutions and the OECD AHELO project?



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Discussion Group 6

Research integrity and the status of researchers

Facilitator: TBA

In many parts of the world, funding for academic research is increasingly dependent upon its perceived commercial value. Public researchers are encouraged to partner with industry to better commercialize and market research. In the process, however, the independence and integrity of public research can be jeopardized. Governments steer research funding according to market potential rather than what is scientifically important. Closer ties between academic researchers and industry often leads to conflicts or attempts to suppress findings that may compromise business interests. Meanwhile, researchers in the arts, humanities and social sciences find their funding sources drying up as governments embrace a commercial research agenda.

The problem is compounded in many cases by the poor and often ambiguous employment status of early-stage and post-doctoral researchers. Many higher education and research unions are working to organize these researchers in order to improve their status but also to protect the integrity of academic research.

Questions for discussion:

1. Is the commercialization of university research an issue in your country? How is this affecting your members and their research? What impact does it have on the public interest?
2. What is the employment status of early-stage and post-doctoral researchers in your country? Are they organized in or eligible to join trade unions?
3. What might EI and its affiliates do to raise more awareness around the need to protect the integrity and independence of academic researchers?



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Draft Education International Policy Statement on Tuition Fees

1. Participation in higher education for all those who are qualified is a right enshrined in Article 26 of the United Nations *Universal Declaration of Human Rights* and in the 1967 *International Covenant on Economic, Social and Cultural Rights*:
Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education.
2. Higher education is a public good that benefits all of society by contributing to social, cultural, democratic and economic development.
3. It is therefore the responsibility of states to promote and to guarantee the right to higher education by providing public funding that is sufficient to cover the full costs of education. Higher education is most equitably financed through public funding supported by a progressive income tax system.
4. Tuition fees are private user fees that can distort the academic mission of higher education institutions by transforming students into consumers and teachers into service providers. The competition for fee-paying customers amongst institutions undermines the core instructional and research mission of the university and shifts resources into commercial marketing, fundraising, recruitment and public relations.
5. Tuition fees have a disproportionately negative impact on women, minorities, indigenous peoples and economically-disadvantaged groups.
6. The introduction and increase of tuition fees in some jurisdictions have led to rising student debt levels. This has a negative economic impact as many graduates are forced to defer or forgo major purchases in order to meet their loan repayments. High levels of debt also negatively affect students' decisions to enter socially important but underpaid occupations. Consequently, the primary form of direct student financial assistance, including living allowances, should be needs-based grants.
7. In many jurisdictions international students are charged extraordinarily high tuition fees. This has a serious impact on the vast majority of students from less developed countries who are unable to afford these fees.
8. Tuition fees should not be charged students. Where tuition fees exist, governments should commit to gradually reduce fees with the eventual goal of elimination. Student financial assistance programs should provide opportunities for all academically qualified individuals to participate in higher education.
9. Governments and institutions should ensure that all barriers to participation, including financial ones, are removed.



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EI POLICY PAPER ON EDUCATION

Building the Future through Quality Education

Preamble

- Education International (EI) is the voice of the education sector worldwide, representing teachers and education employees at all levels of education – from early childhood education to higher education. As the world's largest Global Union Federation (GUF), and the only one representing education employees in virtually every corner of the globe, EI unites all teachers¹ and other education employees and gives expression to their collective views on education policy, the profession, terms and conditions of employment, and related matters.
- EI is guided by the principles of democracy, human rights and social justice. It is independent of governments and international inter-governmental organisations. It is self-governing and free from influence or control by any political party or ideological or religious grouping. EI promotes and protects the rights of all teachers and education employees and campaigns for quality education for all.
- EI is a strong advocate for trade union rights and assists in the development of independent and democratic representative organizations for teachers, academic staff, higher education researchers and other education employees. EI fosters solidarity and mutual cooperation. EI combats negative discrimination in educational settings and in society as a whole, fostering good relations between education employees in all countries.
- EI has decided, after eighteen years of policy making through its Congresses and Conferences at the international and regional levels, to develop a comprehensive policy on education. This policy will encapsulate the very essence of what has made EI what it is today and reflect the goals which should underpin an education that is consistent with EI's traditions.
- This policy challenges explicitly the narrow, instrumentalist view of education as solely teaching students² to become skilled employees. Instead, it argues for a perspective on education that serves both the values of the society at local and global levels, as well as cultural, democratic, social, economic and environmental needs. It recognises that education is a human right and a public good in its own right, enabling people at all stages in their lives to achieve their maximum potential and to better understand themselves and their role and relationships. Education is also a key means for the transmission, analysis and application of knowledge and experience, and plays a central role in the creation of new knowledge through research and innovation. Its role is broader than the mechanistic and instrumental role that many proponents of market forces and "customer-provider" models acknowledge.
- This policy statement is underpinned by concepts which are central to EI's philosophy and which represent the core values and demands of the education union movement. These include quality education as a human right, education provided by public

¹ For the purposes of this paper, the term 'teachers' will be used to refer to a broad category of educators, teachers, trainers, academic staff and researchers that are represented by EI affiliates. The term 'teaching' in this paper should be understood to include research, in the context of teaching in higher education.

² Equally, this paper will use the term 'student' to depict a broad category of learners, including children and adults, from early childhood education up to higher education and lifelong learning.



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authorities³ and available freely to all, inclusive education and equality in education and society, and high professional status for teachers. The policy also refers to challenges that serve as a call to action to be addressed by concrete initiatives and strategies.

I: Promoting Education as a Human Right and a Public Good

1. Quality education nurtures human talent and creativity, thereby contributing to the personal and professional development of the individual person, as well as to social, cultural, economic, political and environmental development of society at large. It promotes peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment, and international and intercultural understanding. It provides people with the critical knowledge, abilities and skills that are needed to conceptualise, question and solve problems that occur both locally and globally.
2. Democratically elected governments, whether at local, regional or national level, should be the guarantors and primary providers of education systems. Such public authorities have the key responsibility for ensuring that free, universally accessible education is well-resourced and constantly updated and developed. By raising funds through progressive taxation, they can and must invest a substantial proportion of the state budget in education, amounting to at least 6 % of their Gross Domestic Product. Such investment should ensure the balanced development of all education sectors from early childhood education through to higher education and life-long learning. Public authorities, in cooperation with teachers, should oversee and regulate the education sector and aim to constantly improve its quality, establishing and implementing a legislative framework that ensures a high quality service, professional standards, access for all and a representative governance system. In sum, public authorities are responsible for the financing, provision and regulation of all education institutions.
3. The social values of education require public authorities to protect the education sector from the neo-liberal agenda of privatization and commercialisation. This negative agenda includes marketisation and trade in education and intellectual property, the casualisation of employment in the education sector, the application of private-sector management models on education institutions, the privatisation of provision, and the intrusion of for-profit motives or business interest in the governance of education institutions.
4. The emergence of a global “market” in education which began in higher education but which is now encroaching on most educational sectors, poses a number of potential risks for the teaching and research mission of educational institutions. The privatisation of education has been facilitated by trade and investment agreements like the General Agreement on Trade in Services (GATS) as well as a growing number of bilateral and regional treaties. These agreements have the effect of locking-in and intensifying the pressures of commercialisation and privatisation. EI believes that services provided in the public interest like education must not be subject to the commercial rules of trade treaties. Transnational education is to be governed by educational principles, not commercial imperatives. Public authorities need to ensure adequate recurrent and capital funding and agreed and adequate standards for teaching and research.
5. A strong bond of international solidarity is needed to support aid in situations where the state does not have the capacity to provide quality education for all. This is essential for the achievement of the Dakar EFA Goals and the MDGs’ education related Goals. States or territories with weak political systems, failed states, states afflicted with violence or



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³ The term ‘public authorities’ will be used to refer to the relevant level of authority at which education policy is made, whether at local, national or regional level.



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natural disasters, contested territories or non-democratically governed regions require international aid and assistance to build comprehensive education systems vital to their social and economic development. Such aid must be developed in full cooperation with the appropriate local organisations and structures including trade unions and organisations representing education employees. .

6. The responsibility of public authorities for education also includes the ratification, implementation and regular monitoring of international conventions and regulations relating to education. These include the following: the *Universal Declaration on Human Rights*, 1948; the *International Covenant on Economic, Social and Cultural Rights*, 1966; the UN Convention on the Elimination of All Forms of Violence Against Women, 1979; and the UN *Convention on the Rights of the Child*, 1989; the ILO/UNESCO *Recommendation Concerning the Status of Teachers*, 1966; the UNESCO *Recommendation Concerning the Status of Higher Education Teaching Personnel*, 1997.
7. This responsibility also extends to respecting the professional rights of education employees as envisaged in the ILO *Convention 87 on the Freedom of Association and Protection of the Right to Organise*, 1948; the ILO *Convention 98 on the Right to Organize and Collective Bargaining*, 1949; The ILO Convention 111 on Discrimination (Employment and Occupation), 1958; *Employees* the ILO *Declaration on Fundamental Principles and Rights at Work*, 1998; and the ILO *Declaration on Social Justice for a Fair Globalisation*, 2008.
8. Consistent with these international obligations, public authorities must support the autonomy of higher education institutions in relation to academic policies, curriculum, staff appointments and internal management. Institutional autonomy, in these spheres, is a pre-condition for the existence of academic freedom which guarantees that independent research, teaching and scholarship can flourish, but it must not be confused with academic freedom. Institutions have an absolute obligation to ensure their autonomy facilitates the protection of academic freedom from a hostile external environment, and must not abuse their autonomy to undermine or suppress academic freedom internally. Further, it must be acknowledged that institutions operate in the public sphere and bear a general obligation to public accountability and the public good. A key element of academic freedom is the right of academic staff and researchers to be directly represented on all key decision-making bodies within universities and colleges that should be founded on the principle of collegiality. This principle includes guarantees of individual staff rights such as the freedom to determine teaching style, research priorities and the right to intellectual property.

II: Improving the Quality of Education

9. Every citizen of every state has the right to a quality education. Providing quality education that caters to students' aptitudes and needs will be a primary challenge for lifelong learning, from early childhood education through to further and higher education. EI defines *quality education* in terms of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its *inputs* (including students' background, teachers' qualifications, working conditions, class-size and investment in education); by *the education process* (including teaching, parenting and related processes of learning) and by *projected outcomes* (including individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development.
10. The importance of quality teaching for quality education cannot be underestimated. To this end, teachers at all levels of education must be appropriately trained and qualified. Teachers should continue their professional development upon recruitment through a period of induction into the profession with the support by a mentor and should have



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access throughout their careers to high quality continuous professional development and learning. These opportunities should be provided by the public authorities or other employers at no cost to individual teachers.

11. The teaching and learning environment should be designed in such a way that it supports teachers and education employees in their missions. Public authorities should provide the necessary infrastructure and resources to cater for this environment.
12. Quality education must be underpinned by credible educational research. The findings of such research should inform the theories and practice of teaching. Research should also draw on the actual professional experience of teachers and involve teachers in the process. This should culminate in an inseparable link between education and research which would help to generate new understandings and knowledge and improve pedagogical skills.
13. EI believes that teachers should maintain high professional standards and should be accountable to society. Professional standards should be established with the full involvement of the teaching profession in each country. Teachers should feel confident that both their professional standards and their professional development are relevant to their teaching.
14. Public authorities should ensure that education institutions have a broad and balanced framework curriculum which sets out common rights and responsibilities for all students. The framework should be sufficiently flexible to allow schools to adapt it to the needs of all of their students. Education institutions themselves should be responsible for adapting the curricular framework to the needs of the relevant societal context.
15. The purpose of evaluation should be clear to all those involved in education. The evaluation of education systems, of school and higher education communities, of teachers, and of students have different purposes and should be separate. When one form of evaluation designed for a particular purpose is used to serve a different purpose, the consequences can be unforeseen and damaging. Another damaging form of evaluation is imposed, high stakes evaluation. Imposed high stakes testing systems and punitive school inspection models, for example, lead to schools focusing mainly on what is tested and inspected, to the curbing of the capacity to innovate, to curricula being narrowed and to teachers' self confidence being undermined. This also poses the risk of increased demotivation and disaffection of students, who are less likely to progress and achieve. All forms of evaluation involving students, teachers, schools and higher education institutions, and education systems should be understood and be agreed with teachers and education unions. Indeed, the key principle which should be applied to all forms of evaluation, including teacher evaluation, is self-evaluation. Teacher review and appraisal should be based on trust and the active involvement of those being reviewed. Its outcomes should lead to teachers' professional development needs being identified and provided for. Such an approach means that teachers are more likely to be enthusiastic and committed to such a process including to any professional standards involved in evaluation and to professional development outcomes.
16. All forms of evaluation should be formative, rather than punitive. In this respect, EI rejects instrumental approaches to the evaluation of education. EI believes that a widespread abuse of the notion of quality to justify standardised forms of testing is harmful to the education system as a whole, as it attempts to reduce the teaching and learning process to quantifiable indicators. It is the standardization and one-dimensional approach to testing and evaluation of the teaching and learning processes to which EI objects strongly. Moreover, if the stakes are too high in any given evaluation system



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then teaching will be directed to meeting the standardised external requirements - a phenomenon commonly referred to as 'teaching to the test'. This stifles innovation and creativity, narrows the curriculum and undermines professional autonomy. In other words, punitive, high-stakes evaluation undermines the effectiveness and confidence of education institutions.

17. One-dimensional tools focused on outcomes alone, such as standardised testing, league tables or rankings, are increasingly used as policy-making instruments. Public authorities should guard against the potential misuse of the Programme for International Student Assessment (PISA) in the administration and planning of education systems. They should also avoid using the pilot study on the Assessment of Higher Education Learning Outcomes (AHELO) in the construction of potentially misleading comparisons between national higher education systems.
18. Education International recognises the key role which professional leadership plays in contributing to quality education. The professional leader is important for the enhancement of teachers' professional autonomy and professional development. Pedagogical leadership requires high-level qualifications, including teacher education qualifications. Those in leadership positions in schools and other educational institutions must receive the support and specific training which their demanding role requires. Those responsible for the leadership of other teachers should be engaged regularly in those activities that promote effective teaching and learning in the classroom. They should also be provided with the appropriate support and resources which are required to carry out their duties effectively. Leadership should be founded on the principles of collegiality, teamwork, democratic decision-making processes and recognise the importance of dialogue and cooperation.
19. Higher education and research plays a key role in sustaining the education sector as a whole, particularly through teacher education and education research. In recent years the higher education and research sector has witnessed a series of attacks which have undermined the principles of academic freedom and collegiality, and the intrinsic value of knowledge acquisition, transmission and analysis. The global trends towards commercialisation and competition in the higher education sector threaten to compromise quality and equity. These trends must be reversed. The higher education and research sector has the potential of finding solutions to the most pressing scientific, environmental, economic, social and ethical challenges we face today. Higher education and research contributes to the development and well-being of individuals both through the personal development of students and through the development of society as a whole.

III: Promoting Equality through Inclusive Education

20. It is the responsibility of public authorities to ensure that all citizens have access to high quality education appropriate to their needs. Supported by the Universal Declaration on Human Rights and a series of international, multi-lateral instruments, Education International maintains that all barriers to education must be removed in order to make it accessible for all persons, regardless of their gender, background or personal characteristics. EI therefore promotes the concept of equal opportunity and access to all levels of education. No-one should be disadvantaged because of perceived differences, including those based upon gender, race, ethnicity, sexual orientation, faith, cultural or economic background, or personal characteristics. People with disabilities should be assisted to achieve their maximum potential.
21. Inclusive education means that all students should be educated together, to the same high standards, in so far as possible in the same education institution, irrespective of



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their gender, faith, ethnic, cultural or economic background or physical or intellectual capacities. However, EI recognises that in order to ensure the best opportunities for some students to develop to their maximum level, separate facilities and services may need to be provided. It is particularly important that a strong relationship exists between specialist and mainstream facilities which enables the sharing of pedagogic knowledge and skills and promotes institutional collaboration. The educational experience of students should instil in them concepts of equality, tolerance and respect for diversity.

22. Inclusive education is as crucial for developing countries as it is for developed countries. Complex processes of exclusion exacerbate inequalities in education worldwide. These inequalities are replicated in other areas of society. In an inclusive education setting, students are directly confronted by the challenges of diversity and learn how to be more caring and responsible citizens at an early age. Real inclusive education is challenging and demands a pro-active stance on the part of public authorities, teachers and education employees, students, parents and civil society to include students from different backgrounds and with different learning and physical abilities in the same educational facility.
23. The difficulties of implementing the *Education for All* agenda illustrate the developing world's problems in fulfilling the inclusive education agenda. Far too many children, adolescents and adults do not have access to even basic education and skills. The inadequacy of investment in education and of international development aid has impeded the achievement of the EFA goals. The lack of qualified teachers and other education employees, for marginalized groups, problems of gender inequality, continuing use of child labour and a lack of attention to all levels of learning have exacerbated the problem. EI believes that a fundamentally different and more inclusive funding and governance system for the EFA agenda would be more effective in meeting the needs of those without access to education.
24. Education International believes that issues relating to gender are a central aspect of inclusive education, as these affect all participants in education. From the earliest stage possible, all forms of gender stereotyping should be challenged and eliminated from education. Public authorities should promote the full participation of girls and women, boys and men in education at all levels. They should also be sensitive to gender issues in relation to achievement, employment, recruitment and governance in education. Education institutions and unions should promote comprehensive gender-mainstreaming strategies.
25. Pre-service and in-service teacher education and training is also central to equipping teachers with the knowledge and skills to provide appropriate services for students from different backgrounds, with different capabilities and orientations. Such teacher education and training and professional development should be fully funded by public authorities and targeted to help teachers embrace diversity and use it to enhance the learning experience, including through the use of new information and communication technologies in the classroom. Well-designed induction programmes are important for the retention of new entrants in the profession and to enable them to perform effectively.
26. Adequate numbers of qualified support staff are also necessary within learning environments, to cater effectively for students with special needs. Partnership and teamwork is necessary between the different education and support employees in education institutions in order to ensure that teachers, support staff and students have the best advice and guidance available to them when dealing with conflict situations which arise in relation to inclusiveness.



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27. In order to promote the concept of inclusive educational settings, both in terms of students and teachers, leadership and governance of education institutions should be more inclusive and should also involve an active role for teachers, in cooperation with parents and students.
28. Access to higher education should be available to all those who meet relevant entry criteria and should not be limited by the financial means or social origins of potential students. Ideally this means higher education should be free of fees and charges.

IV: Promoting Teaching as a Profession

29. Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms. The profession should have a set of professional standards, ethics, conditions and rights. These should be similar to professional and ethical standards for other professional groups which require comparable qualifications. The professional standards in the teaching profession should be applied to teachers at all level, in both the public and the private sector. The basis for such professional standards should be inculcated during teacher education programmes.
30. The attractiveness of the teaching profession needs to be urgently improved. The current generation of teachers is ageing and alarming numbers of new teachers are leaving the profession within the first years of employment. It is the responsibility of public authorities and leaders of education institutions to ensure that the teaching, academic and research professions remain attractive to both current and potential staff by ensuring that working conditions, social security arrangements, pension schemes and salaries are attractive and are comparable to those applicable to other professions requiring a similar level of qualifications. The professional commitment of teachers and academics to the education and welfare of their students should be recognised and respected. Enhancing the professional autonomy and self-confidence of teachers in their professional and pedagogic judgements and through the assertion of their right to academic freedom and to undertake research should be given the highest priority by governments and employers as this is essential to enhancing the quality of teaching and learning. In this context, job security is of enormous importance and casualisation of the teaching and research profession must be rejected as it is fundamentally harmful to the profession.
31. The status of young teachers, academic staff, researchers and education employees deserves particular attention. The young are often the first to face employment on short-term, casual contracts, without any clear future career paths. Career structures at all educational and research levels must have the clear potential for progression based on professional standards, qualifications and the acceptance of additional professional responsibilities. There should be no possibility of discrimination on any grounds in promotion processes.
32. Teachers are increasingly supported by a combination of professional, administrative, technical and general staff. This is a crucial development for quality education as well as for inclusion. EI affirms that support staff should have the same status, right and conditions as other education employees with comparable academic and technical qualifications and experience.
33. Entry into the teaching profession and related roles must be inclusive without discrimination based on gender, race, age, sexual orientation, disabilities, political or



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religious beliefs, and economic or social conditions. Public authorities should support and monitor employment practices to ensure that discrimination does not occur.

34. Teacher education should be offered in higher education institutions up to a high qualification level, including opportunities for post-graduate level study and should be fully funded. Qualifications obtained upon completing a teacher education programme do not signify the end of a teacher's professional development, however. Structured induction programmes should be provided for newly qualified teachers on recruitment into the profession. Fully funded continuous professional development should be an entitlement for all teachers. If professional development is to be effective then teachers should be involved in identifying their professional development needs and owning the professional development which is provided. Every government should seek to agree with teacher unions strategies for the development of the teaching profession. EI recognises that many teacher unions provide good forms of professional development for their members and teachers in general and it urges governments and employers, therefore, to enhance and fund learning opportunities provided by unions. With such support teachers will be able to maintain high standards in their profession.
35. Codes of ethics and professional values assist and underpin teachers' professional judgments and teachers should be collectively responsible for developing such codes and for putting these codes into effect. Such codes help support the commitment of teachers to their profession, to students, colleagues, parents and to their school communities. They are crucial in maintaining high professional standards in any educational institution, and serve to raise professional job-satisfaction and instil a sense of self-worth among teachers. It is important that where any professional councils for teachers are established they are supported by the teaching profession and their unions.
36. As educational institutions aim to serve an increasing number of complex aims, the values of deliberation and partnership must be sustained and safeguarded despite trends to enhance effectiveness and efficiency above all else. An inclusive education environment, in and of itself, requires the different participants to work together but, especially, teachers, other education employees, students and parents, in a spirit of shared understanding of the educational process and a shared acceptance and openness to each others' views. Collegial and democratic leadership in education institutions should therefore be strengthened.

V: Strengthening Education Trade Unions as Essential Partners in Civil Society

37. The strength of a strategic, structured collaboration is evident among teaching professionals themselves. Organised, independent, democratic and representative trade unions are effective contributors to the development of educational policy at national, regional and international levels. In turn, they are also the key to ensuring that professional standards and ethics are respected. The freedom to associate and form representative democratic independent unions should apply to teachers and education employees in all territories, at all levels and in all education institutions, whether public or private. These trade union rights, including the right to strike should be respected by public authorities.
38. Education unions play an important role in the process of dialogue in society between the employing authorities, public authorities and employees which aims to discuss constructively all work-related issues which arise in an educational setting. Social dialogue should be based upon respect for all partners, and should aim to improve the quality and status of education, professional standards and conditions. Unions must be equal partners in this social dialogue process. They also bargain collectively on behalf of teachers and other education employees. Education unions must be allowed to take



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traditional trade union actions if their members are being treated unjustly or their concerns are not being taken seriously. Salaries, working conditions and career structures of education employees must be negotiated with unions through a collective bargaining process.

39. During the last decade, EI has built up an important partnership with civil society organisations in the Global Campaign for Education. It has become clear that quality education benefits from strong links between unions and civil society. Moreover, cooperation with civil society strengthens the social values of education, by contributing to peace, democracy, the environment and intercultural understanding.

VI: Promoting Solidarity in Education at the International Level

40. International exchanges and contacts are an important contributor to education development in today's world. At whatever level these contacts and exchanges occur they should be encouraged and facilitated. The extent to which they improve international understanding and cooperation and mutual respect cannot be underestimated. In this context exchanges between schools and education institutions of students, teachers, academic staff and higher education researchers should be encouraged and facilitated, as well as exchanges between the governing authorities and other institutional bodies.
41. EI represents an international union movement that values partnership and solidarity and its principles remain unaffected by adversity or crisis. Experience shows that global links are strengthened over time as similar concerns among education employees throughout the world inspire joint strategies to deal with similar challenges. The strength of the international education union movement is also reinforced by expressions of solidarity through financial support or mutually supportive actions in times of crisis.
42. EI stresses that special attention must be paid to the needs of the African region. Such support is essential for the long-term development of the continent. This requires, among other things, significantly greater development assistance from the rest of the world to supporting the development of education in the region. There remains a need to build capacity in all sectors of education and to strengthen links between civil society organisations, including education unions, and public authorities within Africa, and to assist in establishing employment conditions and professional rights for teachers and other education employees which allow education and research to flourish.
43. Education is the key to uniting nations, bringing human beings closely together and guiding them towards humanity. In many parts of the world, civil society suffers because of situations of violent conflicts, repression and war. It is important to recognise the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. EI stresses the importance of re-building education systems in post-conflict situations.
44. EI disagrees with the views of economic and financial inter-governmental organisations which view education purely as a commercial enterprise which is to be traded for private economic gain. EI works diligently within international organisations that operate in the field of education. These include UNESCO, the International Labour Organization, the Global Unions, and the Organisation for Economic Cooperation and Development, among others. EI supports the educational mission of these organisations, which envisage the development of education as a fundamental pillar in society.



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VII: Using Technology for Quality Education

45. New information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries and new forms of interaction between students, teachers, education employees and the community are just a few ways in which education can be enriched by integrating such technologies into traditional classroom activities. These tools provide a rich and powerful resource for teachers to assist them with the teaching and learning processes. Teachers, academic staff, higher education researchers and other education employees play an increasingly important role in integrating technology into education as coaches or authorities in the technological and information-rich environment in which many students now live.
46. These new technologies are best used as supplements to, and not replacements for, in-class-instruction. The use of ICT in education therefore requires more reflection on and improvement of teacher training and development programs, curricula, teachers' workload and education institutions' infrastructure. It also demands that issue of equity of access to such technologies across the globe is resolved. Unless it is harnessed effectively and made available widely it will contribute to the growing gap between the wealthier and poorer societies throughout the world. Moreover, technology should be harnessed as a tool for improving personal and professional development through the evolution of the relations between students themselves and between students and teachers and other education employees.
47. New social media present ways of communicating across different cultures. Teachers realise that these media are an important tool to build a world based on equality, democracy and solidarity. In the classroom, social media can help humanity move forward by connecting students and teachers at different geographical locations. These tools should be used to teach students the value of different cultures, by stimulating language learning and intercultural exchange.
48. Social media have been harnessed to bring democracy to places previously ruled by dictatorship and corruption. Education unions embrace these as powerful means to connect with their members. Social media can strengthen democracy within unions, providing new forms of discussion and consultation. They can be important tools to strengthen involvement, as members can be more engaged directly in the development of the union's strategies, activities and services. Furthermore, they facilitate new forums of cooperation between unions and the wider civil society.

VIII: Promoting Education for Living and for Life

49. As the challenges facing citizens in societies worldwide grow ever-more wide-ranging and complex, one's educational experience cannot stop at the final year of compulsory education. Education systems must have a lifelong learning approach and provide opportunities for students of all ages. This is of crucial importance for adult women, who have benefited less from education in previous generations. Lifelong learning deserves special attention in vocational and higher education as these sectors provide not only the skills for new occupations, but for continuing personal development and for equipping citizens to deal with new global challenges.
50. Education systems must adapt to social, cultural, economic, political and environmental challenges. In this respect, a well-resourced system of vocational education and training must form an essential part of any modern education system. Teachers and other education employees in this sector will require increased continuous professional development to enable them to keep up with the rapidly changing social and economic environment for which they prepare their students.



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51. Education systems should also become more aware of the contribution they make to students' health. They should promote health awareness and life skills that enable students to be more responsible for their own health as well as the health of others around them. Catering facilities in education institutions should provide a healthy diet and curricula should include programs for improving personal hygiene and advising about sexual and reproductive behaviour.
52. Education systems have a responsibility to assist students in becoming aware of and confronting the challenges facing the modern world. This is particularly true with regard to the future of the planet and the need for sustainable development. Sustainable development education must now be an integral part of the curriculum in all educational institutions. As the citizens and consumers of tomorrow, students should be made aware of the impact which human beings have had on the environment and, in particular, of the implications of the continuation of a consumerist culture in society, for the future of the planet. Sustainable development should be included in the core of any prescribed curricular framework.

SUMMARY

- (I) Education is a human right and a public good; it must be publicly funded and publicly regulated.
- (II) Public authorities must provide a legal framework for education in their countries which sets out the principles of fairness, equity and quality, which should underpin education.
- (III) Public authorities should respect and implement the international conventions on the rights of education employees to organise and bargain collectively and on the status of teachers and other education employees at all levels.
- (IV) Public authorities should spend at least 6 % of their GDP on education.
- (V) Every person has a fundamental right to an appropriate education which will enable that person to achieve their own maximum potential and become a responsible citizen.
- (VI) Education should be of high quality for all.
- (VII) Every student should be entitled to a broad and balanced curriculum in their schools and educational institutions.
- (VIII) Quality education is defined in terms of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its *inputs* (including students' background, teachers' qualifications, working conditions, class-size and investment in education); by *the education process* (including teaching, parenting and related processes of learning) and by *projected outcomes* (including the extent to which it meets individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development. Quality education for all should be established and improved on the basis of best practices, professional experiences and relevant educational research.
- (IX) Teachers should maintain high professional standards and should be accountable to society. The evaluation of teachers should be undertaken in collaboration with peers and competent professionals. It should be based on trust and should help teachers identify their professional development needs.
- (X) The education of teachers should be of high quality and with opportunities to achieve post-graduate level. It should be followed by a period of structured induction into the profession with the support by a mentor. The teachers should be supported throughout their careers by an entitlement to fully funded continuous high quality professional development.



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- (XI) Teachers should be accorded a high professional status in society commensurate with their professional responsibilities, qualifications and skills, and the contribution which their profession make to the development of society.
- (XII) The salaries, pension schemes and conditions of service for those working in education should be comparable with those available to other groups in society with similar qualifications.
- (XIII) Education should be provided on the basis of equality of access and opportunity for all. There should be no discrimination, including that based on gender, disability, faith, race, ethnicity, sexual orientation, cultural or economic background or personal characteristics.
- (XIV) Education should be inclusive and instil concepts of equality, tolerance and respect for diversity.
- (XV) Higher education must be accessible to all who meet entry required criteria without financial or social barriers. It must be protected from commercialisation and competition.
- (XVI) Education should pay particular attention to issues relating to gender, and, in particular, issues relating to gender-stereotyping and gender-based impediments to participation in education, since these affect all students and education employees.
- (XVII) Teaching at all levels should be recognised as a professional activity and accorded the same respect and status as other similar professions in society.
- (XVIII) Teachers should adhere to a code of professional ethics and values to enhance their status.
- (XIX) Education employees should share in the responsibility for the governance of their institutions and their professional development. They should engage in partnership with other stakeholders, such as parents and students, to improve and develop their educational institutions.
- (XX) Independent, democratic and representative education unions have a vital role to play in the development and provision of high quality education in society. They should be granted a full role in the debates on the provision and quality of education and should be recognised for the purposes of collective bargaining as the official representatives of teachers and other education employees.
- (XXI) International solidarity and partnership in EI with its own member organisations and globally with the inter-governmental institutions which develop education policies has a major contribution to make to the development and provision of quality Education for All.
- (XXII) Modern technologies can be aids and supplements to teaching and learning in order to enhance the quality of education. They must be made accessible to all.
- (XXIII) Education should be provided for people throughout their lives and should promote healthy and sustainable living.



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Composite Resolution on the Sustained Funding of Public Education in the midst of the Economic Crisis

Proposed by: Executive Board, UCU/United Kingdom, CSQ/Canada, NASUWT/United Kingdom
Original language: English

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

Principles

1. Recognising that education is human right and that, therefore, sustained and sufficient public financing of education is necessary despite any economic downturn or budgetary contraction, in order to achieve that right for all;
2. Affirming Education International's continuing commitment to:
 - Building the capacity of teacher trade unions in other countries;
 - Defending the human and trades union rights of teachers around the world;
 - achieving the goals of Education For All by 2015, including:
 - Achieving the goal of universal primary education by 2015, and;
 - Promoting gender equality and the empowerment of women, including the elimination of gender disparities in access to primary and secondary education by no later than 2015;
3. Affirming that free, universal and public education provides equal education opportunities for all, is a crucial underpinning of democracy in societies, and is a key factor enabling individuals and communities to break out of cycles of poverty;
4. Declaring that publicly funded, autonomous and democratically accountable education is part of the long-term solution to any economic downturn, as an effective and well-funded education system ensures the future success, well-being and employability of the next generation;
5. Declaring that public-private partnerships (PPP) or multi-stakeholders partnerships (MSPE) are not a viable alternative to public funding of education and that they can also lead governments to reduce their financial commitments, as well as becoming a tool for the privatisation of the educational sector and the commercialisation of educational services (paraphrased from "Quality Education: Present and Future," Berlin 2007).
6. Affirming that Education International is determined to campaign for the increased regulation of global financial markets and acknowledging that some governments have protected their education budgets, but that weak economic recovery and continuing large public deficits continue to put pressure on education financing;
7. Considering that enormous sums of money escape any form of taxation by means of "tax haven" countries and offshore financial centres, thus depriving States of the revenue required to finance public services, particularly education;
8. Further affirming that Education International is asking for increased regulation of global financial markets; calls for the honouring of guarantees made by governments stating that their education sectors would be protected from the impact of such financial crises;



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supports the enormous effort made at the global level with regard to achieving the objectives of Education For All;

9. Asserting that ordinary people, workers and trade unions did not cause the global financial crisis and should not be made to pay the price;
10. Strongly asserting that the responsibility for the crisis lies firmly with the greed and recklessness of the financial sector and the pusillanimity of governments in condoning that greed and fuelling it with round after round of deregulation;

Impact of the Global Economic and Financial Crisis

11. Recognising the diversity of responses by national governments world-wide to the global financial crisis. Some countries have taken the opportunity to re-affirm the role of the public sector as a weapon in the struggle for economic and social coherence and sustainability. In many other countries, the education sector suffered a severe blow as a consequence of the curtailment of funding due to the global financial crisis which began in 2008. Due to the significant financial difficulties in many countries, provision for education has been compromised to repair the damage to economies caused by the excesses of corporate financial institutions and the lack of regulations of financial services by governments and financial institutions, particularly the International Monetary Fund (IMF), which has otherwise imposed fiscal and monetary constraints on countries needing international financial assistance;
12. Acknowledging the diverse but widespread impact of the crisis, of which the main causes are the increase in financial speculation and the deregulation of the sector initiated by international institutions and taken forward by governments, in all regions, in both developed and developing countries and throughout all levels of education, as a consequence of which the effects on education sectors have been varied, and heavily dependent on the policies adopted by governments;
13. Deploring the fact that many governments, faced with growing public debt and budgetary constraints which grew exponentially as a result of the bailout of the financial sector, are adopting austerity measures which include cutting public funding for education, deregulating the teaching profession, privatizing education and eliminating employees' rights to collective bargaining;
14. Being deeply concerned by the increased state-sponsored abuse and scapegoating of teachers, other public service workers and trade unionists during the period of the global financial crisis.
15. Recognising that some governments are using the crisis as a pretext for imposing reforms in education based on learning outcomes and other performance measurements which are used to generate competition for financial support and determine the distribution of such support;

Impact on Higher Education and Research

16. Recalling the conclusion of the 7th International Higher Education and Research Conference in Vancouver, Canada that stated that 'the vandals are at the gate'.
17. Expressing alarm at the vicious ideological attack on universities and research programmes as public sector goods in a number of countries, being carried out under a propaganda screen that pretends that this is an objective or technocratic solution.



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18. Noting that the crisis has been used as a pretext for the promotion of a number of neo-liberal principles in higher education and research which challenge the core characteristics of public sector higher education and research including academic freedom and institutional accountability, quality and access. In particular that:
- A crude market or customer-provider model is being imposed;
 - Higher education and research is being subjected to the narrow demands of business and the requirements of short-term economic competitiveness to the detriment of the broader public service missions;
 - Costs are being shifted from the state to individuals, hitting at equality of opportunity and creating massive uncertainty about funding streams;
 - Private institutions and corporate for-profit providers are being encouraged and allowed to cream off more lucrative courses;
 - Courses and research in academic disciplines and fields without a direct or short-term connection to the labour market and commercial business innovation or the economy are being marginalised;
 - In common with the rest of the public sector, university pension schemes are under savage attack.

Impact of the Crisis on Development

19. Deploping the failure of the world's richest nations to honour their international commitments to end poverty and provide universal access to education.
20. Further deploping the devastating impact of the financial crisis which is forcing many poor countries to close schools, dismiss teachers and suppress pay as education funds dry up or are diverted to feed the population.
21. Believing that the economics of austerity being forced through by some governments and by international financial institutions will:
- (i) Exacerbate economic inequality;
 - (ii) Inflammate social unrest
 - (iii) Hit the poorest hardest;
 - (iv) Reverse hard fought progress on social justice and equality of opportunity;
 - (v) Derail international commitments to end child poverty and guarantee education for all; and
 - (vi) Damage irrevocably the infrastructure of democratically accountable public services, including education.
22. Further believing that defeating the assault on teachers and other public sector workers, and reversing the international failure to deliver commitments to end poverty and provide universal and free access to education, can only be achieved through collective action by trade unions and other civil society organisations working together in solidarity across international borders;

The 6th Education International World Congress adopts the following Action Plan:

23. Calling on all member organizations to ensure that the funding of public education remains the responsibility of their government and that any form of PPP or MSPE does not take over that responsibility.
24. Mandating the Executive Board to:
- i. Seek a commitment from all governments that their education sector and the public service sector would be insulated from the impact of such financial crises,



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- and reinforce efforts globally towards the achievement of the Millennium Development Goals and Education for All Goals;
- ii. Urge governments to consider education as the pivotal instrument of social policies;
 - iii. Call on member organizations at the national, regional and international levels, to step up the campaign, in collaboration with parents, students and education communities and the wider civil society, in support of quality, accessible, free, publicly-funded education, and to promote education as a public good and a human right;
 - iv. Request member organizations to monitor closely education policy developments and their impact on students, teachers and education employees and advocate for the use of multiple measures against the attempts to reduce the assessment of quality education to the measurable outcomes of standardized testing and to link such outcomes to access to funding;
 - v. Cooperate with other Global Unions in defending public services, including public education;
 - vi. Lobby the governments of loan-seeking countries and the International Monetary fund (IMF) and other lending institutions to try to ensure that education and education-related services are not undermined by any loan conditions set by the IMF or other lending institution;
 - vii. Reaffirm EI's independence vis a vis states, international institutions, governments, and religions; reaffirm the pre-eminence of workers' rights, as promoted by ILO Conventions;
 - viii. Organise a global campaign to achieve a minimum benchmark of the 6% of the Gross Domestic product for spending on education in all countries and for the adoption and implementation of the Financial transaction Tax (FTT) and a Financial Activities Tax (FAT) which requires changes to economic and fiscal policies in order to increase the financial resources necessary to support all public services, including education;
 - ix. In collaboration with member organizations, use every opportunity to pressurize developed countries to fulfill their international obligations and promises with respect to the provision of the official development assistance necessary for the achievement of the EFA goals;
 - x. Mount an urgent, reasoned campaign to protect higher education and research in those countries where it is under threat, drawing on the evidence from those countries where higher education and research has been sustained and developed in these most difficult of conditions. The campaign will need to take up these issues at the global and regional level and support national level campaigning.
 - xi. Exert pressure on governments, public authorities and international institutions to curb the proliferation of preferential fiscal regimes, tax haven countries and offshore financial centres – in order to increase the financial resources necessary to maintain all public services, including the appropriate long-term funding of quality public education.
 - xii. Continue the campaign against poverty and for:
 - a. The right of every child to education;
 - b. The defence of jobs and pensions
 - c. The future of democratically controlled education
 - xiii. Urge governments around the world to ensure that provisions for higher education should be extended to students from poor working class communities by providing necessary financial and material assistance so as to make higher education a universal appeal to combat challenges of poverty in poor communities in the world. To ensure that children from poor communities be provided with all necessary support at higher education institutions so as to cope with new challenges and minimize drop-out rates from this section of the population. To advocate that research be contextualized to address challenges



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experienced in poor global communities by providing capacity building training to emerging researchers in these communities so as to provide practical solutions to their situational challenges."

- xiv. Call for and actively participate in the global campaign for the cancellation of debt that frustrates the development of poor countries as a result of unfair lending terms and unjust economic relations between developing and developed countries.
- xv. Campaign for the fundamental transformation of the global economic architecture in which the exclusivity of the WTO, IMF and World Bank should be replaced by a democratically constituted Global Economic Council, founded on the basis of full equality of states and not in the rule of might.



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Resolution on Copyright and Education

Proposed by: CAUT-ACPPU/Canada
Original language: English

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

Aware that international, regional and bilateral trade treaties, including the Anti-Counterfeiting Trade Agreement, are creating new rules governing intellectual property rights, including copyright;

Noting that many of these agreements place new restrictions on the fair use or fair dealing of copyrighted material, including material used for educational and research purposes;

Affirming that international copyright agreements and domestic law should be balanced between the rights of creators and the rights of users in order to support the development and diffusion of education, knowledge and research;

Acknowledging that greater restrictions on copyright exemptions for educational purposes will place more financial burdens on education systems and institutions, most of which already pay substantial licensing fees to provide students and teachers with access to essential learning materials;

Understanding that new information technologies have facilitated the exchange of knowledge and learning materials, but have also allowed for easier illegal copying and distribution;

Recognizing that copyright owners are increasingly placing “locks” on digital material in order to prevent the illegal copying and commercial distribution of their property;

Concerned, however, that the increasing use of these digital locks can also restrict fair use or fair dealing for educational and research purposes and other non-commercial purposes;

Aware that education systems in developing countries are disproportionately affected by these changes in international copyright rules, and that many developing countries are pressing for broader copyright exemptions for education under the agreements of the World Intellectual Property Office (WIPO);

Action Plan

Encourages EI to step up its work monitoring and intervening in international trade negotiations in order to ensure that education systems are not subordinated to commercial imperatives, and that intellectual property rights rules do not restrict the ability of teachers, researchers, and students to access material for educational purposes;

Calls upon EI to lobby WIPO and other relevant agencies and organizations in order to promote a balanced approach to international copyright rules that do not prevent the fair dealing or fair use of material for educational and research purposes;



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Requests that EI advocate within WIPO and other relevant agencies and organizations for rules governing the use of digital locks that allow for circumvention for non-commercial fair use or fair dealing purposes, including education and research;

Urges EI to actively support the WIPO development agenda and the demands by developing countries to defend and broaden international copyright exemptions for educational and research purposes;

Encourages affiliates to monitor domestic changes in copyright legislation, and to defend and enhance fair use or fair dealing for educational and research purposes.



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Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers

Proposed by: Executive Board

Original language: English

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

1. **Recognising** that student teachers, early-stage teachers and researchers are a key group in determining the future of children and students in education, the future of teacher unions and of the entire teaching profession;
2. **Acknowledging** UN Data on the future global demand for recruiting more teachers in order to meet the needs of education systems striving to achieve the Education For All Goals by 2015 and the Millennium Development Goals;
3. **Noting** that the average age of members of the teaching profession, particularly in OECD countries, is rising rapidly and that there is, therefore, a need to increase the proportion of early-stage teachers and researchers in most education systems;
4. **Observing** that a significant proportion of early-stage educators and researchers leave the profession within the first few years, often because of difficult working environments and the absence of support and mentoring;
5. **Recognising** the role that teacher trade unions can play in attracting and retaining individuals in the profession;
6. **Concerned** about the increase in fixed-term contracts and reduced protection employment within the early years of entry to the profession;
7. **Recognising** the importance of providing opportunities for the voice of young educators and researchers to be heard in the creation of the policies and programs that will affect their future and the development of future students;
8. **Affirming** that good salaries and working conditions and continuous professional development have a significant positive impact on both teacher retention and student achievement;
9. **Considering** the need to promote active membership and participation by early-stage educators and researchers in trade unions;

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10. **Recommends** that member organisations make it a priority to recruit early-stage teachers and researchers, to identify the issues affecting them, to meet their needs and equip them with knowledge of their rights and train them to assume leadership positions within the trade unions;
11. **Urges** member organisations to ensure the integration of early-stage teachers and researchers in all union activities;



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12. **Urges** member organisations to develop strategies for the recruitment of early-stage teachers and researchers and ensure their active involvement in the trade union movement;

13. **Encourages** member organisations to lobby for induction programmes to support student teachers and early-stage researchers in the first phase of entry to their professions and to make the professions more attractive ongoing career choices by guaranteeing they receive permanent employment;

14. Requests that member organisations lobby their governments to establish comprehensive youth employment strategies, including a strategy for the recruitment of teachers and researchers.

15. **Mandates** the Executive Board

- (i) to campaign for access to lifelong professional development as an important basis for high quality education;
- (ii) to promote policies and programs for overcoming the difficulties that early-stage teachers and researchers face while entering the profession;
- (iii) to promote the use of ICT for exchanging ideas and promoting the development of links between early-stage teachers and between researchers;
- (iv) to intensify its lobbying efforts with international institutions to promote the interests of early-stage teachers and researchers; and,
- (v) to build and strengthen partnerships with youth organisations.



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Resolution on Education Support Employees

Proposed by: Executive Board
Original language: English

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

- A. **Recalls** that Education International is the voice of the education sector worldwide, representing nearly 30 million teachers and education personnel from early childhood education to university;
- B. **Affirms** the importance of promoting and protecting the rights and freedoms of all teaching and education employees;
- C. **Recognises** that education support employees include, a broad range of different categories of personnel with different status;
- D. **Notes** that this growing body of professional, administrative, technical and general staff supports the teaching and research function in cooperation with teachers and academic staff.
- E. **Affirms that Education Support employees:**
 1. are vital for fulfilling properly the mission of education and they must be able to assert their rightful place in the education community and in the union debates on the global, national and institutional challenges all education sectors are facing;
 2. play a key role in the quality of student experiences and contribute to the quality of learning outcomes;
 3. share many of the challenges and collective bargaining issues of teachers and academic staff, but also face distinct problems including a lack of respect and recognition, and poor pay and working conditions;
 4. should be guaranteed equal treatment, and employment of minority groups should be actively encouraged;
 5. should enjoy the same status, rights and conditions as other education employees with similar academic and technical qualifications and experience.
 6. best contribute to the health education and safety of students when they are part of a single unified workforce that works directly for the education institutions
- F. **Notes with concern:**
 7. the growing use and exploitation of education support employees who are employed on a casual, part-time and/or limited-term basis without continuing security of employment;
 8. the threat to the labour rights, professional rights and, where applicable, academic freedom of education support employees;



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9. the absence of fair and equitable remuneration and benefits for many education support employees and
10. violations of fundamental human and labour rights of many education support employees, including their right to organize and bargain collectively.
11. The increasing trend of privatising school-support services affecting the quality of education

G. Calls on governments and public authorities to:

12. Recognize the key role education support employees play in the provision of quality education and to ensure that educational institutions are provided with quality support services;
13. Guarantee the labor and professional rights of all education support employees and to improve their employment and working conditions and provide access to career paths.

H. Mandates the Executive Board to:

14. Work with other GUF and the appropriate international bodies, especially the ILO to promote the conditions of work and the rights of education support employees, including their right to organize and bargain collectively;
15. Develop appropriate ways and means to collect data and information and to identify good employment practices in relation to education support employees;
16. Encourage member organisations to advocate for the improvement of education support employees salaries, working conditions and access to career paths;
17. Promote the unionization of education support employees and the elimination of the political, structural and legal barriers to unionization where they exist.



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Resolution on Respect for Diversity

Proposed by: Executive Board, FE.CC.OO/Spain and CTF-FCE/Canada

Original language: English/Spanish

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

Recognising that

1. education is a basic human right which should nurture fair treatment and respect towards all others regardless of race; colour; language; sex; sexual orientation; religion or ethnicity, finding policies and practices to overcome marginalization, prevent attitudes of fear of the other and enhance inclusion for all into citizenship, work, democratic political processes and other areas of social and cultural participation.

2. increased mobility, migration and diversity of lifestyles in combination with persistent and increasing marginalization, discrimination and exclusion of stigmatized groups in all societies have become a threat to achieving social inclusion and cohesion, and the ability for all to maintain their own identity and access services and equal opportunities in society.

3. the principle of non-discrimination and equality before the law and equal protection under the law is at the core of human rights principles and part of attempts to construct fairer, freer and more egalitarian societies: but it is under threat in the present circumstances of globalisation, world economic crisis and increasing xenophobia, racism, anti-semitism, islamophobia, misogyny, homophobia and transphobia.

4. Integrating respect for diversity in all its forms and the promotion of non-discrimination in education, in education unions and in societies is an imperative as well as an enriching factor and a force for educational vitalisation and innovation;

5. Civil Society, including trade unions, and national governments, have vital roles to play in promoting social inclusion, equal opportunity, social cohesion with respect for diversity.

Mandates the Executive Board to

6. ensure that all Educational International's policies and practices related to the rights of teachers, education staff and learners promote equality of treatment, non-discrimination and support for diversity including indigenous, religious, linguistic minority education rights;

7. raise awareness of the human rights dimension of non-discrimination and the value of respect for diversity and to encourage inclusive teaching and learning by promoting exchange of best practices in policies, resources, teacher training methods, projects and research;

8. promote more supportive teaching and learning environments for gender justice, minority rights and multilingualism, where all people are treated with dignity and respect.

Recommends that member organisations:

9. advocate for a teaching profession which has its staff and other education personnel reflect the diversity of society.

10. Urge the promotion and facilitation of teachers training based on criteria or interculturality by placing within the reach of teachers the necessary resources, technologies, research and exchange of experiences;

11. Enhance diversity within the union membership and leadership by recruiting, employing, supporting, and retaining under-represented and socially-excluded groups;



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12. Campaign in its societies and with its governments to promote policies and practices in its schools and teacher training which bring rights and dignity to male and female learners and educators experiencing for whatever reason any form of neglect, discrimination, hostility, violence, hatred, hostility, sexism, misogyny, racism, xenophobia homophobia and transphobia;

13. Develop and foster affirmative action policies with civil society allies and local and national governments that promote access to quality education and employment for under-represented and socially-excluded groups.



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