



Education International
6th World Congress



Progress Reports

Congress Book 2A

Progress Reports

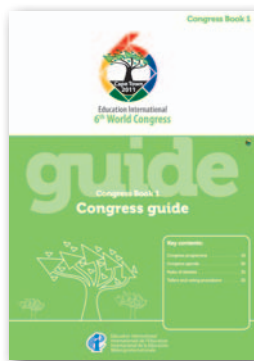


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Congress Book 1 Congress Guide

Key Content:
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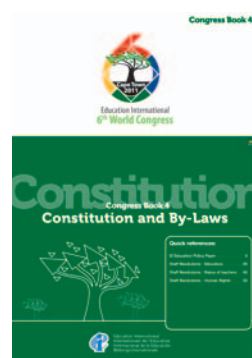
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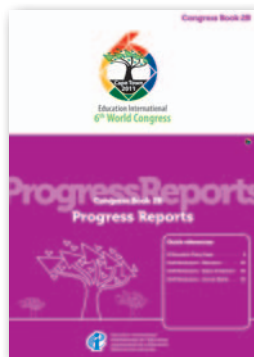
Congress Book 2A Progress Reports

Key Content:
Annual Reports 2007-2010, Membership developments, Policy on Development Cooperation, Development of Policy on HE, Strategy for the development of ECE, Regional Structures in EI, Update of EI Barometer



Congress Book 4 EI Constitution and By-Laws

Key Content:
Proposed Amendments to the EI Constitution and By-Laws, EI Constitution, EI By-Laws, Regional By-laws



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1. Annual Reports 2007 - 2010

The last four years have seen important landmarks for education activists around the world.

As we draw closer to the 2015 deadline for the achievement of the Millennium Development Goals, teachers and their unions have demonstrated extraordinary efforts to help make Education for All become a reality around the world.

EI has also continued its efforts on the global stage, lobbying and urging the highest-level policy makers at the United Nations; the International Labour Organisation, and the World Bank to do more. At the same time, our affiliates have continued their creative and constructive advocacy from the grassroots up to the national and regional levels. Together, we have raised many voices with one resounding message: everyone, everywhere, has the right to quality education, which is the key to democratic development and to future hope and prosperity.

Few policy-makers and politicians actually need persuading that education is vital to the health of every society. Everyone understands this to be true. However, fine words and empty promises do not train teachers, do not build classrooms, and do not give the gift of learning. That's why EI has continued to strengthen and intensify its efforts through our members and our partners who share our passion for education, equal rights and social justice.

The Annual Reports 2007-10 summarise the progress EI has made on policies that were adopted at the 2007 World Congress and towards achieving its aims and objectives through the on-going work of the Organisation. The Reports give detailed accounts of the work undertaken to support teachers and education workers to ensure that properly resourced, remunerated and trained teachers can help achieve Education for All.

Because of the size of the Annual Reports 2007-10 they are available only on the USB-memory stick which all participants will find in their Congress delegates' bags. Reference copies of the Reports can be reviewed in the Congress Exhibitions area on the EI stand.

Alternatively, they can be accessed online in the Congress section of the EI website: www.ei-ie.org or on the CD-Rom which has been sent to every EI member organisation.

The remainder of this Book contains additional reports and policy documents which are not in the Annual Reports.

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2. Report on EI's Membership 2007-2011

On 1 June 2011, EI brought together 395 member organisations from 171 countries and territories.

ADMISSIONS

The Executive Board has granted affiliation to the following 27 organisations since the 5th World Congress (Berlin, 2007):

Africa (9)

- *Federação dos Sindicatos dos Trabalhadores da Educação, Cultura, Desporto e Comunicação Social de Angola* (FSTECDCSA/Angola)
- Trainers and Allied Workers Union (TAWU/Botswana)
- *Coordination nationale des enseignants du supérieur et des chercheurs* (CNEC/Côte d'Ivoire)
- Independent School Teachers Trade Union (ISTT/Egypt)
- Kenya National Union of Private Schools Teachers (KNUPST/Kenya)
- Kenya Union of Post Primary Education Teachers (KUPPET/Kenya)
- *Syndicat National de l'Enseignement – Confédération Démocratique du Travail* (SNE-CDT/Morocco)
- *Syndicat National des Agents de la Formation et de l'Éducation du Niger* (SYNAFEN/Niger)
- Progressive Teachers' Union of Zimbabwe (PTUZ/Zimbabwe)

Asia-Pacific (7)

- BCS General Education Association (BCS-GEA/Bangladesh)
- National Educators' Association for Development (NEAD/Cambodia)
- Association of the University of the South Pacific Staff (AUSPS/Fiji)

- Cooperative Council of Iranian Teacher Trade Associations (CCITTA/Iran)
- General Union of Workers in Teaching (GUWT/Jordan)
- Malaysian Academic Movement (MOVE/Malaysia)
- Sabah Teachers' Union (STU-Sabah/Malaysia)

Europe (5)

- Eastern Mediterranean University Union of Academic Staff (DAÜ-SEN/Cyprus)
- *Fédération CGT de l'Éducation, de la Recherche et de la Culture* (FERC-CGT/France)
- *Syndicat National de l'Enseignement Supérieur* (SNESUP-FSU/France)
- Federation of Lithuanian Education and Science Trade Unions (FLESTU/Lithuania)
- *ANPE, Sindicato Independiente* (ANPE/Spain)¹

Latin America (6)

- *Federación Nacional de Docentes Universitarios* (CONADU/Argentina)
- *Confederação Nacional dos Trabalhadores em Estabelecimentos de Ensino* (CONTEE/Brazil)
- *Sindicato dos Professores do Ensino Superior Público Federal* (PROIFES/Brazil)
- *Unión Nacional de Educadores* (UNE/Ecuador)
- *El Primer Colegio Profesional Hondureño de Maestros* (PRICPHMA/Honduras)
- *Federación Nacional de Docentes Universitarios del Perú* (FENDUP/Peru)

North America and Caribbean (0)

- (none)

¹ ANPE was granted membership in March 2009 but decided to withdraw in January 2010.

MEMBERSHIP DENIED

Since the Berlin Congress, the Executive Board has rejected 17 applications for membership from organisations in Africa (11), Asia-Pacific (3), Europe (2) and Latin America (1).

MEMBERSHIP TERMINATED

The membership of the following 14 organisations was terminated after they failed to pay membership dues for three or more years. Please refer to Book 4 and the document on amendments to the Constitution and By-Laws for the text of a proposed new article 7 of the Constitution regarding suspension, exclusion or withdrawal from membership.

Africa (1)

- General Trade Union of Education and Scientific Research (GTUESR/Egypt)

Asia-Pacific (4)

- National Federation of Teachers' Associations (NFTA/Bangladesh)
- Korean Professors Union (KPU/Korea)
- Sindh Polytechnic Teachers' Association (SPTA/Pakistan)
- Union of Institute of Technical Education Training Staff (UITETS/Singapore)

Europe (4)

- National Trade Union in Education and Science (NTUES/Bulgaria)
- *Krestanska Odborova Koalice* (KOK/Czech Republic)
- Federation of Private School Teachers of Greece (OIELE/Greece)
- Teachers' Forum of Slovakia (TFS-UFS/Slovakia)

Latin America (5)

- *Sindicato Gremial de Maestros de El Salvador* (SIMES/El Salvador)
- *Sindicato Nacional de Trabajadores de la Educación* (SNTE/Mexico)
- *Sindicato de Trabajadores de la Universidad Nacional Autónoma de México* (STUNAM/Mexico)
- *Federación de Trabajadores Sindicalizados de la Educación* (FETRASINED/Venezuela)
- *Federación Nacional de Colegios y Sindicatos de Trabajadores Profesionales de la Educación de Venezuela* (FENATEV/Venezuela)

MERGERS

Since the Berlin Congress, there have been three instances of EI affiliates deciding to merge and unite forces to form stronger national organisations.

Africa (1)

- EI was notified in late 2007 that the two member organisations from Liberia – the National Teachers' Association of Liberia (NTAL) and the Liberian National Educational Workers Union (LINEWU) – had merged, with the new entity retaining the name of NTAL.

Asia-Pacific (1)

- In January 2009, the Association of Staff in Tertiary Education (ASTE/New Zealand) and the Association of University Staff (AUS/New Zealand) decided to amalgamate to form the New Zealand Tertiary Education Union (NZTEU/New Zealand).

Europe (1)

- On 1 January 2009, the Danish Federation of Teachers in Technical Education (DTL) and the National Federation of Teachers in Adult and Youth Education (LVU) merged to form the Union of Education Denmark (UED/Denmark).

ORGANISATIONS RENAMED

As is usual between two EI World Congresses, several member organisations have notified the Secretariat of a change in their official name.

Africa

- The *Equipes Enseignantes du Rwanda* (EER/Rwanda) became the *Syndicat du Personnel de l'Éducation au Rwanda* (SYPERWA/Rwanda) in 2008.

Asia-Pacific

- The Kiribati National Union of Teachers (KNUT/Kiribati) was renamed as Kiribati Union of Teachers (KUT/Kiribati).

Europe

- In 2009, the Independent Trade Union of Secondary Schools of Bosnia and Herzegovina (ITUSS/Bosnia and Herzegovina) became the Trade Union of Secondary and Higher Education, Nurture, Science and Culture of Bosnia and Herzegovina (TUSHENSC/Bosnia and Herzegovina)

SUSPENSION

On 1 June 2011, the only organisation suspended from membership was the *Syndicat National des Agents de la Jeunesse, de l'Éducation, de la Culture et des Sports* (SYNAJECS/Niger). The Executive Board decided to suspend the organisation in November 2007 after two groups claimed to be the legitimate leaders of the organisation. While the matter was referred to the national courts, both groups produced conflicting affidavits from the same Appeals Court regarding the status of the appeals procedure. There has been no reply from either group in the last year and a half to correspondence seeking further clarification of the matter.



WITHDRAWALS FROM MEMBERSHIP

Since the Congress in 2007, five organisations have announced that they were withdrawing from membership. The reasons given are often lack of engagement in international affairs and/or inability to continue meeting EI's financial requirements.

Europe (4)

- *Syndicat national de l'enseignement technique agricole public* (SNETAP-FSU/France)
- *Federación de Sindicatos Independientes de Enseñanza* (FSIE/Spain)
- *ANPE, Sindicato Independiente* (ANPE/Spain)
- *Svenska Folkhögskolans Lärarförbund* (SFHL/Sweden)²

Latin America (1)

- *Confederación Nacional de Maestros de Educación Rural de Bolivia* (CONMERB/Bolivia)

² SFHL/Sweden notified EI in February 2011 that Lärarförbundet/Sweden would represent it at international level and pay membership dues to EI for all SFHL members.

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3. Appeal regarding the membership of DAU-SEN

Appeal, under Article 4 (c) of the EI Constitution, against the admission into membership by the Executive Board of DAU-SEN, Republic of Cyprus

1. The Republic of Cyprus is an island in the eastern Mediterranean Sea. It is attached to the European Region of EI. The island is populated by people of Turkish origin in the North and of Greek origin in the South. In 1974 the island was invaded by the Turkish army. As a result a border was established between the part of the island where most of the people of Turkish origin lived and the part where most of the people of Greek origin lived. The division of the island was not recognised generally by the international community. The United Nations intervened to stop the hostilities and various diplomatic efforts have been made to re-integrate the north and south of the island. In a 2004 referendum on the re-integration of the island the people in the northern or occupied part of the island voted in favour and those in the southern part against. The situation has been exacerbated in recent years, however, by the extent of Turkish Government-encouraged immigration by Turkish nationals to the occupied part of the island.
2. In accordance with the provisions of the EI Constitution, EI has followed the UN definition and recognised the island as a whole as the Republic of Cyprus. In 2006 EI had five member organisations on the island, two, KTOS and KTOEOS, in the North and three, OLMEK, OLTEK and POED, in the South. These organisations existed prior to the Turkish invasion. EI Europe and ETUCE endeavoured on a number of occasions over the past five years to encourage all of the unions to work together, especially at international level. Relations between the organisations in the North and the South have been reasonably cordial and members of the organisations have met at specially convened conferences. The Republic of Cyprus was represented on the EI European Regional Committee (and ETUCE Board) by a representative of the unions in the South until 2009, when the EI Regional Conference elected a representative of one of the unions from the North to represent Cyprus.
3. In August, 2006, EI received an application for membership from DAU-SEN, a union established in 1984 to represent the staff in a university, the Eastern Mediterranean University (EMU), which is based near Famagusta in the North of the island. The application contained all of the necessary information required and, on the basis of the information supplied, the union was adjudged by the secretariat to meet the criteria for membership. The EI Executive Board postponed consideration of the application on a number of occasions in the light of reports of developments in discussions between the unions on the island and the officers of the European Region. However, in accordance with standard procedure, all of the unions in Cyprus were invited to give their views on the application for membership from DAU-SEN. The two unions from the North supported the application. OLTEK and POED opposed the application because DAU-SEN was not registered with the Republic of Cyprus Union Registry Department. There was no reply at that time from OLMEK. The Government of the Republic of Cyprus does not recognise institutions established in the North of the island since the invasion in 1974. There is a requirement that unions register with the Republic of Cyprus Union Registry Department. Since DAU-SEN was established in 1984, after the invasion, it was refused registration. The Government does not recognise the university because it was also established after the invasion.
4. After lengthy consideration of all of the issues, the Executive Board decided unanimously at its meeting in September, 2008, to admit the union into membership under the terms of Article 4 of the EI Constitution. All of the existing member unions in Cyprus were advised



of this decision by email on the 6 October. The then representative of Cyprus on the European Regional Committee, Mr Costas Hadjisavvas, General Secretary of OLMEK, was also advised of the decision to accept DAU-SEN into membership. On 23 October OLMEK advised that it had no information on the university in which the union stated that it represented staff and asked for the identity of the country in which the university was situated!

5. On 16 December, 2008, EI received a letter from the Ministry of Education and Culture, Department of Higher and Tertiary Education, of the Republic of Cyprus, which referred to the letter sent to Mr Hadjisavvas, and requested that EI 'reconsider your decision to admit 'DAU-SEN' into membership and request that you proceed with a reversal of that decision with immediate effect'. Since EI neither seeks nor requires the approval of governments for its decisions on membership applications the letter from the Permanent Secretary of the government department was ignored.
6. The following letter, in similar terms to the letter from the Ministry, was received from Mr Hadjisavvas himself on 18 December:

Mr Thembelani Nxesi, President EI, Mr Fred van Leeuwen, General Secretary EI, Mr. Charlie Lennon, Chief Regional Coordinator, EI Europe

RE : Membership Application of DAÜ-SEN

Further to your letter dated 6th October 2008, by which you were informing me, as National Representative of the Cyprus educations member-unions to Education International 9OELMEK, OLTEK, POED) of your decision to admit to Education International the so-called Eastern Mediterranean University Union of Academic Staff (DAÜ-SEN) as of 1st October 2008, I would like to convey the following:

1. The "Eastern Mediterranean University" ("EMU") is an institution operating in the part of Cyprus which is illegally occupied by Turkish armed forces since 1974. Turkish Higher Education Institutions and "Universities" operating in that part of Cyprus are operating under an occupation regime, namely the "law" of the so-called "Turkish Republic of Northern Cyprus" ("TRNC"). The "TRNC" is an entity which unilaterally and illegally declared independence in 1983. The United Nations Security Council adopted Resolutions 541 (1983) and 550 (1984), which state that the "TRNC" is a legally invalid entity and call upon all states not to recognise it nor facilitate or in any way assist its secessionist purposes. Furthermore, according to international and European legislation, the government of the Republic of Cyprus is the competent government of the whole island, including the occupied areas.
2. The "EMU" by subscribing to the "TRNC" regime is operating outside the rules and regulation of the competent authority of the Republic of Cyprus, which is the Ministry of Education and Culture. "EMU" is not an accredited Institution by the competent authority, in accordance with the Bologna process and the ENQA Standard and Guidelines for Quality Assurance in the European Higher Education Area. Therefore, the diplomas it awards are rendered void.

3. *Having in mind that the EU places strong emphasis on the quality of Higher Education, it should be underlined that in the Council's and the European Parliament's Recommendation on further European cooperation in quality assurance in higher education it is clearly stated that **only the competent authorities may accredit programmes of study offered in their region.***
4. *Please allow me also to remind you that the Republic of Cyprus supported Education International's application to become a Consultative Member of the Bologna Process after careful consideration of your constitution. Particularly Article 4 (b) (i+ii) of your constitution, which states: "any national organisation composed predominantly of teachers and education employees shall have the right to apply for membership and shall be admitted as a member of the Education International by the Executive Board, provided that [...] the applicant is, to the extent possible, national in character and scope and representative of teachers and/or other education employees in its country. **The term country is defined according to membership of the United Nations.**"*
5. *As explained in point (1) above, "EMU" operates in and in accordance to the rules and regulations of an entity which has been declared legally invalid by the United Nations. "EMU" therefore and its so-called union "DAÜ-SEN" do not have the right to even apply for membership of the Education International.*
6. *The decision by the Executive Board to admit "DAÜ-SEN" into Education International, as of 1st October 2008, is in contravention to Education International's constitution, to UN Security Council Resolutions and International law and practice.*
7. *For the above stated reasons, as the National Representative of Cyprus, I hereby invite you to reconsider your decision to admit "DAÜ-SEN") into the Education International and request that you proceed with a reversal of that decision with immediate effect. Failure to do so will leave us with no other option than to individually and collectively appeal your decision to the World Congress by the rights vested in us by article 1(c)(1) of the 'By-Laws of Education International'.*

I am at your disposal for any further clarification you might need.

Costas Hadjisavvas, National Representative, (General Secretary of OELMEK)

Nicosia, 18th December 2008

7. On the 19 December the EI official responsible for Europe at that time replied in the following terms:

Mr Costas Hadjisavvas, General Secretary, OELMEK,

Dear Costas,

I refer to your letter regarding the admission of DAO-SEN into membership of EI.

The decision to admit DAO-SEN was taken by the Executive Board under Article 4 (b) (iii) of the EI Constitution which provides, in addition to the sentences which you quote in your letter, that "Exceptions to this provision may be made by a two-thirds majority of those present and voting at the Executive Board."

In point of fact the union was admitted by a unanimous decision of the Executive Board. The Board was made aware prior to taking the decision that the organization was based in the occupied part of northern Cyprus. The decision was in accord with the provisions of the EI Constitution.

As you are aware EI has adopted a conciliatory approach in trying to address the problems of Cyprus. In the interests of promoting reconciliation on the island, at least between the teacher organizations, it has facilitated all of the Cypriot member organizations in participating in its activities and has supported initiatives to bring the teacher unions on the island together. It is in that spirit that DAO-SEN was admitted to membership of EI.

Kindest regards,

Yours sincerely,

Charlie Lennon, Deputy General Secretary, Responsible for European Matters

8. On the 20 January, 2009, the following letter was received from Mr Hadjisavvas on behalf of the three unions, OLMEK, POED and OLTEK, appealing to the World Congress the decision of the Executive Board to admit DAU-SEN into membership:

Dear General Secretary,

RE: Appeal to the World Congress of Education International, against the decision made in relation to the membership application of "DAÜ-SEN"

1. I address this letter to the World Congress of Education International as National Representative of the Cyprus educational member-unions to Education International OELMEK, OLTEK and POED.
2. We, the member-unions of Cyprus to Education International, wish to exercise the right vested in us by article 1(c)(i) of the By-Laws of Education International and invite you to consider this letter as **an appeal** against Education International's decision to admit the so-called Eastern Mediterranean University Union of Academic Staff (DAÜ-SEN) as of 1st October 2008 **as invalid and void** according to the Constitution and By-Laws of Education International.
3. The member-unions of Cyprus were informed of this decision in writing, on 6th October 2008, without any prior consultation with the Executive Board on the matter as required by Article 4(c) of the Constitution of Education International, which states that "if an application is received from an organisation operating in a country in which Education International already has a member organisation, the Executive Board **will consult** with the member

organisation(s) concerned before making its decision."

4. Following a letter by the Cypriot member-unions on 16th December 2008, calling on the Executive Board to reconsider its decision and re-examine the relevant membership criteria, which ought to have been done so by appointing a Committee of Experts on Membership in accordance with Article 5 of the Constitution, the Executive Board has instead sent a letter as soon after as the 19th December 2009, failing to address any of our concerns.
5. In fact, that response indicated that the decision of the Executive Board was based on political motives regarding the situation on the island of Cyprus, which falls outside the remit and responsibilities of the Board and shows lack of impartiality and/or lack of due process.
6. We would hereby like to repeat our objections as member-unions of the Republic of Cyprus to Education International to the Board's decision to admit "DAÜ-SEN" and wish for the World Congress to consider them in support of our appeal:
 - a) The "Eastern Mediterranean University" ("EMU") is an institution operating in the part of Cyprus which is illegally occupied by Turkish armed forces since 1974. Turkish Higher Education Institutions and "Universities" operating in that part of Cyprus are operating under an occupation regime, namely, the "law" of the so-called "Turkish Republic of Northern Cyprus" ("TRNC"). The "TRNC" is an entity which unilaterally and illegally declared independence in 1983. The United Nations Security Council adopted Resolutions 541 (1983) and 550 (1984), which state that the "TRNC" is a legally invalid entity and call upon all states not to recognise it nor facilitate or in any way assist its secessionist purposes. Furthermore, according to international and European legislation, the Government of the Republic of Cyprus is the only recognised Government representing the whole island, including the occupied areas.
 - b) The "EMU" by subscribing to the "TRNC" regime is operating outside the rules and regulations of the competent authority of the Republic of Cyprus, which is the Ministry of Education and Culture. The "EMU" is not an accredited institution by the competent authority, as required by the Bologna Process and the ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area. Therefore, the diplomas it awards are rendered void and the teachers and/or other education "professionals" it employs, who might be members of "DAÜ-SEN", do not enjoy any credence by the competent authority.
 - c) Having in mind that the EU places strong emphasis on the quality of Higher Education, it should be underlined that in the Council's and the European Parliament's Recommendation on further European cooperation in quality assurance in higher education it is clearly stated that **only the competent authorities may accredit programmes of study offered in their region.**



- d) Furthermore, "DAÜ-SEN" is not a registered trade union with the Trade Unions' Registrar of the Republic of Cyprus, in accordance with the Trade Union Laws of 1965 and relevant Regulations issued by virtue of that law, like KTOS and KTOEOS which are Turkish Cypriot registered trade unions of teachers in primary and elementary education respectively, POED, which is the Greek Cypriot trade union of teachers in primary education, OELMEK, which is the trade union of teachers in elementary education and finally OLTEK, which is the trade union of teachers in technical education.
- e) "DAÜ-SEN" is also not national in character and in any case lacks any legitimate right to apply for membership to Education International.
- f) The Republic of Cyprus supported Education International's application to become a Consultative Member of the Bologna Process after careful consideration of its Constitution. Particularly Article 4 (b) (iii) of the Constitution, which states: "Any national organisation composed predominantly of teachers and education employees shall have the right to apply for membership and shall be admitted as a member of the Education International by the Executive Board, provided that [...] the applicant is, to the extent possible, national in character and scope and representative of teachers and/or other education employees in its country. The term country is defined according to **membership of the United Nations.**"
- g) The decision by the Executive Board to admit "DAÜ-SEN" into Education International, as of 1st October 2008, is in contravention to Education International's Constitution, to UN Security Council Resolutions and international law and practice. It also ignores the sovereignty of the Republic of Cyprus, its laws and the legal competence of the educational authorities of the Republic of Cyprus and falls outside the Aims of Education International, as prescribed in Article 2 of its Constitution.

7. For the above stated reasons, as the National Representative of Cyprus, I hereby, on behalf of OELMEK, POED and OLTEK, member-unions of Education International, **appeal** to the World Congress and request that the Executive Board's decision to admit "DAÜ-SEN" into the Education International is overturned.
8. Considering the serious nature of our objections and the reasons which have led us to this appeal, we request that the Executive Board's decision to admit "DAÜ-SEN" as of 1st October 2008 is suspended until the hearing of this appeal.

I am at your disposal for any further clarification you might need,

Costas Hadjisavvas, *1 National Representative,
(General Secretary of OELMEK)
Nicosia, 20th of January 2009.

1 Mr Hadjisavvas was replaced as national representative of the Republic of Cyprus by Mr Sener Elcil, General Secretary of KTOS, the Cyprus Turkish Teachers' Union, at the regional conference in 2009.

9. As the letter of appeal contained a number of false allegations, the EI General Secretary replied to the letter in the following terms:

Mr Costas Hadjisavvas, General Secretary, OELMEK,
21st January, 2009.

Dear Costas,

I refer to previous correspondence regarding the acceptance into membership of EI of DAU SEN and specifically to your letter of 20th January, 2009, in which you state an appeal to the next EI World Congress regarding the said matter. I will place your appeal before the 2011 Congress in accordance with the provisions of the Constitution, unless it is withdrawn prior to Congress.

There is no provision in the Constitution for suspending the implementation of a decision to admit an organisation pending the processing of such an appeal. Accordingly DAU-SEN is in membership of the Organisation and will be treated accordingly until the appeal is heard. The position will be reviewed in the light of the outcome of your appeal.

In the meantime you might like to consider withdrawing some of the inaccurate statements in your letter of appeal. Copies of the correspondence between your organisations and the EI secretariat (on behalf of the Executive Board) asking for your views on the application **prior** to its consideration by the Executive Board and your replies may be made available to the Congress.

The full text of Article 4 b (iii) of the Constitution and By-Laws, which you persistently fail to quote accurately, will also be made available to the Congress.

The Executive Board considered all of the information relating to the status of DAU-SEN when it made its decision to accept the organisation into membership at its last meeting. That is why it made the decision unanimously under the exceptional circumstances provided for in Article 4 b (iii). In such circumstances the provisions of Article 5 could not apply.

You might like to consult Article 10 of the EI Constitution regarding the role of the Executive Board. I think that you will find that it acted fully within its remit and within the provisions of this and the other relevant Articles of the Constitution in this matter. The Executive Board makes decisions which are political in intent on many issues at each meeting. This is part of the democratic process of governing the organisation.

You might also note that interpretation of the EI Constitution in accordance with Article 24 of that Constitution is 'within the purview of the Executive Board'. Interpretation of the EI Constitution is not therefore a matter for individual member organisations, or their mentors in Government Departments, where such is the case.

Congress will be advised that you have involved a Government Department in this internal membership matter and that this Government Department has sent a letter to EI in precisely the same terms as yours. Such a letter raises questions about your organisations status as independent trade unions as provided for in Article 4 (a) of the EI Constitution.

Finally, I would like to point out to you that you may not act as Pan-European Committee national representative of Cyprus in this matter. There is no provision in the Constitution and By-Laws for such representations or appeals to be submitted by a Pan-European Committee national representative of member organisations. The position of national representative on the Pan-European Committee does not confer any right to represent member organisations outside of the Committee meetings. In any event, as national representative on the Committee you are also, of course, required to represent all of the member organisations in Cyprus, including those from the northern part of the country. There is no evidence that they share your views.

Yours sincerely,

Fred van Leeuwen, General Secretary

Cc General Secretary, POED; General Secretary, OLTEK; General Secretary, KTOS; General Secretary, KTOEOS; General Secretary, DAU SEN

10. It is the opinion of the Executive Board that DAU-SEN meets the requirements for membership of EI. It is a union representing education workers with a constitution which sets out a democratic structure and aims and objectives which are in accord with the aims and objectives of EI. It is the only union in the Republic of Cyprus which recruits and represents the workers concerned. Its position under the regulations of the Republic of Cyprus are not relevant. EI could not accept a position where its right to accept a union into membership was determined by whether or not it was recognised by the government of the country concerned.

Education International
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4. EI Policy on Development Cooperation

1. Education International Development Cooperation policies, principles and objectives.

Solidarity constitutes one of the main principles of the trade union movement. The relations and interactions inherent within the trade union movement are recognised as one of the most powerful precursors to social justice.

Solidarity is expressed by creating equal opportunities for not only trade union members, but for all individuals and groups everywhere. Solidarity recognises our colleagues and comrades as equals. Exchange and interchange signify a relationship of equals, a cornerstone of social justice.

Development Cooperation:

- *constitutes an important tool for international trade union solidarity;*
- *helps to promote social, political and economic justice;*
- *contributes to positive transformation and developmental change within society;*
- *facilitates understanding of economic, social and labour problems in the world;*
- *helps people to become aware of their democratic and trade union rights and responsibilities whilst challenging societies to meet the needs of their people;*
- *influences and contributes to develop and improve the public education sector*
- *contributes to gender equality by fighting against all forms of discrimination in unions and at the workplace.*

As Education International member organisations we are all guided by a political framework that constitutes the basis of all DC cooperation.

Education International considers Development Cooperation as a core business for two main reasons: first, to expand access to quality public education for all everywhere in the world as a human and social right and, secondly, to organise the teacher and

education workers' trade union movement to promote, defend and expand the rights of teachers and education personnel. As EI member organisations, we are all guided by a political framework that constitutes the basis of all DC cooperation.

Three major global crises - climate, food and economic - confront and challenge us. For Education International, global crises such as these are best met with a collective and inclusive approach. Underscoring that approach is a fundamental belief that all people have a right to access good quality education and that all workers should be guaranteed good working conditions so that social, political and economic justice prevails in society.

The work of EI member unions to strengthen and promote education unions around the globe predates EI's founding Congress in Stockholm in 1993.

Since its inception Education International, together with its affiliates, has remained deeply committed to carrying out Development Cooperation in accordance with the principles and standards defined in this policy document.

Policies

At its **Second World Congress** (Washington DC 1998) EI members passed a **Resolution on Development Cooperation** which

- *establishes the basic principles that serve as guidelines for cooperation within EI and outlined the need for ongoing and open debate on the quality of DC activities;*
- *emphasises transparency, effectiveness and clarity, critical dialogue and respect for each other's demands and priorities;*
- *highlights the need for 'in depth' insight in to structure and outlines between the cooperating partners;*
- *recognises EI's coordinating role;*
- *calls on EI and its members to meet the 0.7 per cent income allocation to DC work and called on member organisations to raise awareness across their membership about DC work.*

At its **Fourth World Congress** (Porto Alegre 2004) EI members further developed some of these mandates by voting on two resolutions (**Education for Global Progress and Promoting Quality Education**) which underscores the organisational commitment of EI to

- *contribute to the achievement of the MDGs and take actions to support member organisations, especially in those countries most affected by the policies of the International Financial Institutions (IFIs) which undermine trade union values and rights and the right to quality education.*

Latterly, in July 2007, at the **Fifth World Congress** in Berlin, EI member organisations approved two Resolutions (**Joining together to build a more effective Union Movement and United for greater Justice**) which,

- *declares EI's continuing commitment to international union development cooperation as an integrated and core element of trade union policy;*
- *mandates the EI Executive Board to encourage all member organisations to become actively engaged in bi-lateral and multilateral trade union development cooperation programmes, ensuring financial and human resources ;*
- *resolves to develop further strategies and plans that ensure the accomplishment of the goals of the national unions;*
- *reaffirms commitments to unions working towards achieving the Millennium Development Goals, Education for All and Social Justice by calling on member organisations in OECD and other donor countries to lobby their governments to allocate a decisively higher share of their budget to education in general and for transparency of expenditure from these funds.*

Objectives

The objective of Development Cooperation within EI is to assist in the development of independent and democratic education unions in order for them to:

- **Represent and defend the interest of union members:** *promote trade union rights, international labour standards (through ILO Core Conventions), freedom of association, the right to form a trade union, to collective bargaining and to undertake actions; responds to equality fighting all kinds of discrimination; and provide a high quality of service to union members.*
- **Defend the status of teachers and education workers and promote the teaching profession:** *improve the working and employment conditions and professional status and promote the professional liberties of education sector workers and the right to participate in education policy-making and social dialogue.*
- **Work towards the Education for All and Millennium Development goals:** *promote peace, democracy, social justice, equality and human rights through solidarity; assist in the reduction of poverty through education; assist in building sustainable communities and environments; assist with conflict resolution; and help with reconstruction/rehabilitation after natural and human disasters, particularly with regard to access to education.*

The objectives articulated above are drawn broadly recognising that cooperating organisations will develop their own focus as is appropriate to them, within this overarching indicative framework.

Principles

The following principles, based on trade union values of solidarity, respect, collectivism and cooperation, should form the basis of Development Cooperation within EI.

Partnership

- *grounded in solidarity, equality, strategy, exchange, co-responsibility, respect and inclusion;*
- *working towards equal relationships and partnerships;*
- *emphasises cooperation, dialogue, exchange and the sharing of skills, experience and expertise;*
- *inclusive and based on a mutual commitment;*
- *favours cooperation with other civil society organisations where appropriate.*
- *accommodates with cultural diversity*

Need-based and context-specific

- *an opportunity for all partners to work together towards meeting their needs; based on self-evaluation and joint analysis between the partners;*
- *linked to objectives, strategic plans and mindful of the political and administrative procedures of the partners;*
- *based on specific contexts;*
- *rooted in the membership of all partners and built on their respective strengths.*

Accountable and transparent

- *based on sharing of information among partners and more widely;*
- *transparent and accountable to membership and constituencies.*

Long-term

- *favouring sustainability a long-term commitment of all parties*
- *but nonetheless recognising, where appropriate, short-term interventions to facilitate the transfer of specific technical skills and knowledge.*

Strategic and adjustable

- *carried out with clear objectives, time tables, action plans and roles and responsibilities of all partners;*
- *capable of capacity building for all partners to meet agreed objectives;*
- *adjustable to changing circumstances*



2. Roles and responsibilities of the partners involved in Development Cooperation.

Furthermore, the various stakeholders recognise their specific responsibility to guarantee both appropriate and effective interventions in the context of their Development Cooperation (DC) work.

All DC partners will:

- *act in accordance with the principles stated above*
- *participate in the development, monitoring and evaluation of DC partnerships*
- *be accountable to their constituents and respective members with regard to involvement in DC partnerships*
- *be central players in planning, implementing, monitoring and evaluating DC activities*
- *adhere to the reporting requirements and other commitments and obligations in accordance with agreement between partners*
- *ensure appropriate human and financial capacity to carry out the DC activities agreed upon*
- *inform all stakeholders of any significant developments or concerns that may prejudice the effective implementation of the DC activities as agreed*
- *be transparent about all financial matters*
- *respect democratically agreed political priorities of each other's organisations*
- *work to have contingency strategies to ensure funding of projects and programs in the event of cutbacks and/or interruptions in back-donor funding*
- *ensure transparency about funding sources and their DC policy*
- *actively work to keep informed of El policy, DC strategies and priorities*
- *provide information to El for the El database on DC activities*
- *cooperate and share information with other El member organisations involved in the same country or with the same organisation*
- *make efforts to build the institutional capacity of all unions seek to promote the greater involvement of young people and women in trade unionism*

More specifically, El at the Head and Regional Offices will:

- *provide local and regional contextual information about the member organisations in the region upon request*
- *assist in matching funding opportunities with identified needs of member unions*
- *analyse DC work in the region with a view to disseminate learning and best practice across the region to all interested El members*
- *assist in facilitating strong relationships between DC partners*
- *participate in DC partnership activities upon request and when feasible*
- *inform interested stakeholders whenever duplication of efforts are detected*

- *facilitate the dissemination of information received from El members on DC partnerships*
- *provide strategies and priorities based on El resolutions/policies, to guide affiliates' DC activities*
- *update the DC database to reflect the information received from partners and thus be a repository for general information on DC work*
- *provide information of latest trends in Development and Cooperation work in relation to the trade union movement*
- *take a lead where appropriate in the implementation of multi-lateral DC networks or partnerships*
- *ensure coordination of DC with all other El activities*
- *promote DC activities widely among El members*
- *act as an advocate for DC with global institutions and governments*

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5. Report of VET Task Force

TASK FORCE TO DEVELOP A COMPREHENSIVE POLICY PACKAGE ON VOCATIONAL EDUCATION AND TRAINING

The EI Congress in Porto Alegre adopted a resolution calling upon the EI Executive board:

- **to implement strategies to protect vocational education, its students and teachers from the threat of a global marketplace in this sector.**
- **to set up a Task Force for vocational education, fully representative of the unions in that sector, to report to the 5th World Congress. This should not prevent agreed conclusions being implemented earlier than that date if appropriate.**

The Task Force presented its first Report to the 27th Executive Board. The Board received the report and gave the Task Force the mandate to develop guidelines on the cross-border provision of vocational education and training. The Task Force worked on-line and met face to face in Berlin in July 2007. After a second round of exchanges and comments the draft guidelines were finalised in September 2007 and adopted by the Executive Board in November 2007.

On the basis of the guidelines and the resolution adopted in Berlin, the Secretariat was invited to disseminate the guidelines and support and coordinate the further work of the Task Force. In addition, the Task Force was mandated to prepare a comprehensive policy package on VET.

During 2008, the guidelines were disseminated to affiliates and to international organisations such as ILO, OECD, and UNESCO. In the meantime, the financial and economic crisis took hold. Rising levels of unemployment and a sharp retreat in economic growth highlights the critical importance of VET in this period. The Task Force was reactivated this year on-line with the aim of drafting a policy statement on VET and of identifying further key issues of consideration.

The Task Force met on 20 October, 2009 in Budapest to prepare a draft policy statement on VET. A draft was agreed, but during its discussions the Task Force identified a number of areas within VET that require more work and deliberation. These include: the impact of privatisation and commercialisation on VET systems and staff; the development of new quality assurance processes in VET that emphasize outcomes-based assessments; the recognition of qualifications and the assessment of prior learning; the challenges facing VET teachers in developing countries in the current period; the role of guidance counselling and other student support services in VET; and the distinct issues affecting adult education and lifelong learning. In addition a glossary of terms could be useful.

The Task Force also reviewed the EI survey on VET. It was reported that there was a low response rate to the survey. Members of the Task Force felt that this may have been due to a large number of EI surveys being distributed at the time, but also to the complexity of the issues in VET. It was suggested that, despite the low response, the EI Secretariat nevertheless undertake an analysis of the survey results. It was further recommended that the Secretariat distribute the draft policy statement and VET literature review to affiliates, noting the key issues raised in the document and asking for their comments and suggestions.

The Task Force is comprised of representatives of EI affiliates from Austria, Australia, Canada, Germany, Norway, Philippines, South Africa, Sweden, United Kingdom and the United States.

The draft policy statement is attached and submitted to the Board for consideration together with Recommendations for future work for adoption

ANNEX 1 -

Draft Policy Statement on Vocational Education and Training¹**Goals and Objectives of Vocational Education and Training**

1. Education International affirms that vocational education and training (VET) like all education is a human right. The full participation of citizens in the sustainable social, cultural, political and economic life of their communities is facilitated by the knowledge, understanding and skills acquired through education and training. All individuals should enjoy equal access to VET without discrimination and without ability to pay being a barrier to their participation.
2. Governments and educational authorities, in cooperation with social partners, should ensure that the right to education and training is universally accessible. Employers have a responsibility to ensure that their employees have adequate opportunities and support to pursue VET.
3. EI affirms that education and training is critical to the development of individuals. As stated in the United Nations Universal Declaration of Human Rights, "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms."
4. VET should provide individuals with both relevant skills and general knowledge that meet the demands of modern workplaces and prepares them as active citizens. As expressed in the UNESCO Convention on Technical and Vocational Education (1989): "Technical and vocational education programmes should meet the technical requirements of the occupational sectors concerned and also provide the general education necessary for the personal and cultural development of the individual and include, inter alia, social, economic and environmental concepts relevant to the occupation concerned."
5. VET should be available to individuals at all stages of life to support lifelong learning. VET should provide entry level qualifications that prepare people for citizenship, work and should provide pathways to pursue further and higher education. People should be able to access VET throughout their working life in order to enable them to enhance their skills and to progress in their vocations, or to pursue alternative vocational opportunities.

¹ For the purposes of this policy statement, vocational education and training refers to aspects of the educational process that involve, in addition to general education and the study of technologies and related sciences, the acquisition of skills, knowledge and qualifications related to occupations in various sectors. VET learning experiences may occur in a variety of learning contexts, including secondary and tertiary educational institutions and workplaces. In addition, VET encompasses lifelong learning and adult education. Alternative terms used internationally include technical and vocational education and training (TVET), vocational and technical education and training (VTET), technical and vocational education (TVE), vocational and technical education (VTE), and further education and training (FET).

6. VET should also provide enhanced opportunities for those who have not been successful in primary or secondary school and for those who are marginalized or economically disadvantaged. VET can help ameliorate these social disadvantages by ensuring that all individuals have access to entry level qualifications, through literacy and numeracy and general education programs, and recognition of their prior learning. VET should also provide guidance counselling and other support services to assist individuals to achieve better and more secure jobs and to participate in further and higher education.

Financing and Administration of Vocational Education and Training

7. Education at all levels is devoted to human development and the sustainable progress of society. As such, EI asserts that education — including vocational education and training — is a public good. Educational systems and institutions should be governed by public service principles of public responsibility, transparency, quality, accessibility and equality of opportunity.
8. As a public good, VET is a collective responsibility. Governments have the primary role to play in funding and regulating a comprehensive and high quality vocational education system that is widely accessible.
9. In times of economic difficulties, increased public funding for VET is of key importance. High levels of unemployment, particularly among young people, can lead to increasing demands for VET. However economic recessions can prompt employers, in jurisdictions where they have been expected to support the delivery of VET, to reduce their contributions. It is the responsibility of governments to ensure adequate funding so that all qualified students may have access to VET.
10. Insufficient public funding of VET in many countries has resulted in significantly increased costs for students and workers. Tuition fees and other compulsory charges, where they exist, should preferably be eliminated, but in all cases kept as low as possible so that they do not constitute a barrier to accessing VET. Governments primarily, but employers also, should provide adequate income and social support to individuals participating in VET.
11. The failure of many governments to adequately fund VET has also led to the growth of private and for-profit delivery. EI deplores this trend and asserts that VET should be provided primarily through public institutions. The private and for-profit provision of vocational education is driven mainly by financial and commercial imperatives, rather than educational, skills formation, equity or public policy objectives. In many cases, the profit motive means that resources are diverted from the direct delivery of education to administration and marketing, and cost-reduction is given higher priority than quality improvement. For-profit providers view VET as a commodity and not a social good, and cannot therefore provide the full breadth



and depth of education and training needed to meet the range of social, economic and personal development objectives of VET.

Employment and Professional Rights of Vocational Education and Training Teachers

12. Qualified teachers, including instructors and trainers, are fundamental to the provision of quality VET. VET teachers must be appropriately rewarded and recognised for the knowledge, skills and qualifications they have developed in the workplace as well as for their knowledge, skills and qualifications as teachers.
13. The remuneration and employment conditions of VET teachers should be such that it is possible to recruit and retain highly qualified staff in their areas of competence. Salaries should reflect the important contributions VET teachers make to society and compare favourably with salaries paid in other occupations requiring similar or equivalent knowledge, skills and qualifications.
14. VET teachers should be recognised as having the same status as colleagues in all education sectors. In this regard, the 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers should apply with respect to their career preparation, remuneration, social security, and their rights and responsibilities.
15. VET teachers should enjoy internationally recognised labour and professional rights, including the right to form and join trade unions and to bargain collectively.
16. VET teachers should enjoy stability and security of tenure in the profession. Teachers should be adequately protected against arbitrary action affecting their professional standing or career. The unnecessary use of fixed-term employment contracts and other precarious forms of employment should be discouraged.
17. VET teachers are both professional teachers and professionals within a specific subject / trade / craft / skill. Support should be provided to teachers, during pre-service training and throughout their in-service careers, to pursue professional development opportunities so that they may acquire, update and enhance both their technical skills and knowledge within their area of competence, and their pedagogical and teaching skills.
18. VET teachers should have the opportunity to be actively engaged in research in their field. VET teachers should have access to appropriate facilities and resources, and be provided with a reasonable teaching load in order to pursue these activities. VET teachers should have intellectual property rights over their research and course materials.
19. VET teachers should enjoy professional autonomy, including exercising the primary role over the selection of teaching materials, pedagogical techniques and evaluation methods. Teachers and their organizations should be effectively involved in the development and assessment of new programs, courses, and educational resources.

20. There should be equal employment and career opportunities for VET staff and no discrimination on the grounds of race, ethnicity, sex, sexual orientation or identity, disability, language, religion, political or other opinions, economic status, age or on any other grounds.

Governance of Vocational Education and Training

21. Although governments have the primary responsibility for the funding and administration of VET, all relevant stakeholders should be actively involved in the design and delivery of VET. There should be an effective and equal partnership between public authorities, institutions and providers, employers' organisations, professional associations, trade unions, VET teachers and staff, and student organisations.
22. At the institutional level, VET staff and students should enjoy effective and meaningful representation on decision-making bodies.
23. Policies and programs designed to assess and enhance the quality of VET should be established with the effective involvement of VET teachers. Such assessments should include a focus on: ratios of teaching and training staff to students and learners; access to quality teaching materials and resources; safety precautions for all learning and training environments; and the adequacy of physical facilities including buildings, libraries, classrooms, workshops, and equipment.

The International Dimension of Vocational Education and Training

24. The sharing of knowledge and skills, and the mobility of students and teachers across borders is important to the development of VET and should be encouraged. However, this international exchange should be fair and should be based on educational values, not commercial imperatives.
25. The cross-border supply of VET should not be regulated by bilateral, regional or international trade agreements like the General Agreement on Trade in Services (GATS). These commercial agreements have the effect of locking-in and intensifying the pressures of privatisation and commercialisation while reducing the policy space that educational authorities require in order to regulate VET in the public interest.
26. VET should help individuals acquire portable qualifications that are recognised nationally or internationally, rather than narrow skills developed for specific workplaces. To achieve this, trade unions need to be involved with employers and VET teachers in developing nationally and internationally recognised vocational education qualifications.
27. Governments, in consultation with trade unions, employers and VET teachers, should develop open and transparent procedures for the fair and timely recognition of qualifications of immigrants and refugees.



28. The cross-border supply of vocational education must respect local curricula and cultural and linguistic specificities.
29. Cross-border on-line training programs, when done properly, can be useful supplements to traditional VET practices and provide for greater access for individuals not able to attend classroom setting. However, e-learning should not be a substitute for in-class instruction or direct contact with a teacher. On-line VET should not be used to deskill the work of teachers through the fragmentation and segmentation of tasks.
30. Providers of dubious quality are using cross-border internet-based education and training to cut costs by undermining teachers' working conditions, particularly in off-shore provision. These providers routinely by-pass established quality and audit procedures. Governments, in consultation with VET teachers and other stakeholders, should cooperate to develop and enforce appropriate regulatory mechanisms to protect students from rogue providers.
31. While globalisation has facilitated the international mobility of students and teachers, this has had a devastating impact on many developing countries. The 'brain drain' of highly skilled individuals from the developing to the developed world threatens to further hollow out the vocational education systems of poorer countries. Moreover, demographic trends and the emergence of a skills shortage in many developed countries, threatens to exacerbate the brain drain. EI believes that developed countries should consider ways of mitigating the impact of the brain drain, such as offering financial compensation and by assisting in the development of domestic capacity in affected countries.

Summary

32. Vocational education and training is a vital component of any education system. VET, available to students at all stages of life, provides essential skills and equips individuals with the necessary technical expertise and broader competences to be successful in the labour market and to fully participate in civic life. VET may also provide pathways for those to pursue further and higher education opportunities.
33. The importance of VET needs to be more centrally recognised by international agencies, governments and the trade union movement. EI is committed to lobbying and campaigning for the professional and trade union rights of VET teachers and for VET systems that are publicly-funded, of high quality, accessible, and that promote equal opportunities for all.

ANNEX 2 -

Recommendations

Recommendation 1: That the EI Executive Board consider the interim work of the Task Force.

Recommendation 2: That the EI Executive Board give mandate to the Secretariat to monitor on-going developments concerning vocational education and training within international agencies such as ILO, UNESCO and OECD

Recommendation 3: That EI and its affiliates continue to advocate for investment in education and particularly in the VET sector which is a crucial sector for economic recovery and social inclusion. EI should vigorously pursue its work and lobbying to oppose the inclusion of education services in the GATS and the development of new disciplines on domestic regulation.

Recommendation 4: That the EI Executive Board give the Task Force the mandate to continue its work with the aim of developing a comprehensive policy package on vocational education and training including the guidelines on cross-border provision of VET, a policy statement, and background documents on privatisation and commercialisation, the recognition of qualifications and the assessment of prior learning, the distinct issues affecting VET staff in adult education and lifelong learning, and the perspectives of VET staff in developing countries. A glossary of terms should be added.

Recommendation 5: That the EI Secretariat facilitate the participation of representatives of affiliates from developing countries in the work of the taskforce.

Recommendation 6: That the Task Force meet face-to-face in 2010 prior to the next Executive Board in order to review its ongoing work and to prepare a new interim report.

Recommendation 7: That a Round Table and a breakout session on VET be organised at the next World Congress in line with the adoption of the policy package.

6. Development of policy on Higher Education

Supplement to the 2004 Policy Package
*** Adopted on September 12, 2010 ***

Globalisation of Higher Education and Research

1. Overview

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

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

EI reactivated the taskforce in 2010 ahead of the 7th International Higher Education and Research Conference with the aim of reviewing the 2004 report. Members of the taskforce reconsidered the report and concluded that while there have been some new developments in the interim, much of the analysis and many of the recommendations remain relevant today. The taskforce decided that rather than produce a

fully revised package, it would treat the 2004 report as an historical text and prepare a short supplement to update key developments. The present document should therefore be read as an addendum to, and not a replacement of, the 2004 package of materials. The principles in the 2004 package should remain the basis for policy and action by EI and its affiliates.

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

2. Higher Education and Research: Recent Trends

a) The economic crisis

a) The economic crisis

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

Through the Hands up for Education campaign (www.ei-ie.org/handsup), EI has done considerable work in supporting affiliates, particularly in Central and Eastern Europe, in responding to the economic crisis. The taskforce believes it is important that the specificities

of the higher education and research sectors are reflected in this ongoing campaign. For example, many governments may find it easier to reduce public spending in higher education, particularly by increasing student contributions to tuition costs, than in the compulsory sector.

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

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

- Closer sharing of information on cuts in public expenditure on higher education and research, including ideology-driven policies which are presented as necessary responses to the underlying economic situation.
- Challenging conventional understandings of deficit-reduction plans (e.g. the work CAUT and others have done in demystifying the Canadian experience in the 1990s), as well as the myth of 'inevitability'.
- Sharing of information on "good practice" by public authorities in response to the economic crisis.
- Sharing of information on campaigning strategies and where appropriate, liaising on the implementation/coordination of such strategies.
- Continuing to promote partnerships and collaboration with allies (e.g. with ESU, PSI, etc).
- Focusing on challenging new attacks on pensions for higher education and research staff.
- If the General Secretary of EI is invited to the next World Economic Forum in Davos, EI should produce a paper on the value of higher education in a global economy. The paper should stress the role of higher education in mitigating the worst aspects of the recession, particularly youth unemployment. It should also reassert the wider educational and civic benefits of higher education ie as a public good

- EI should launch a specific consultation/survey with Higher Education and Research Unions on the impact of the economic crisis on Higher Education systems, including employment conditions. It should also include opportunities to report "good practice" and strategies by unions to revert detrimental changes

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

b) Commercialisation and privatisation

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

i. The "market" for international students

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

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

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



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

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

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

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

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

Action Points: Given the challenges raised by the emerging marketisation of overseas and domestic students, the taskforce recommends that EI and its affiliates establish more formal ways to share information, resources, campaigns and good practice, particularly in relation to the outsourcing of recruitment and teaching. Further, in collaboration with student

organisations, EI and its affiliates should develop a policy statement on the ethical recruitment of international students. The statement could be used as a basis to lobby institutions and governments.

ii. Proliferation of branch and franchise campuses

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

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

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

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

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

iii. Growth of the private and for-profit sector

As the 2009 UNESCO report (A New Dynamic: Private Higher Education) indicates, private higher education represents the fastest growing portion of the sector world-wide. It is

estimated that nearly a third of all higher education students are enrolled in private institutions.

Within the private sector, for-profit institutions make up a small but growing share, particularly in developing countries, and this trend is actively encouraged by national and international authorities. A number of educational businesses, such as the private pathways providers noted above but also for-profit e-learning institutions, are now operating across international boundaries. These institutions are run entirely on a business model. Academic staff has little or no job security, and no autonomy or influence over academic matters. Students are seen primarily as customers.

Action Points: The taskforce reasserts that higher education and research is a public good and recommends that EI and its affiliates monitor and share resources and campaign strategies on the private for-profit sector in higher education, and on the consequences of the hidden privatisation in the public sector

c) Rankings and outcomes: the global accountability agenda

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

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

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

It is difficult to see how the quality of higher education and research can be reduced solely to quantifiable outcomes

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

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

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

d) Higher education and sustainable development

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

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



3. The Trade Environment

a) GATS Update

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

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

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

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

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

For instance, the draft disciplines require domestic regulations to be "based on objective" criteria."The term

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

A restrictive reading of domestic regulations ignores the reality of how educational regulations and regulations in all sectors are developed. Rules and standards most often emerge through compromises between various and competing interests. As a result most regulations are by their very nature neither the most nor the least trade restrictive. Requiring all regulations to be least trade restrictive would limit both the content and the process for democratic decision-making.

b) Bilateral trade agreements

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

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

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

c) Intellectual property rights

Intellectual property rights (IPRs) have become increasingly prominent in trade negotiations and this has important implications for the sector. The development of the Anti-Counterfeiting Trade Agreement (ACTA), a deal being negotiated by mainly industrialized countries, has arisen against the backdrop of growing demands from developing

countries for more flexibility in global copyright and patent rules through the World Intellectual Property Office (WIPO). Developed countries are responding by trying to ratchet up IPRs through new instruments such as ACTA.

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

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

Action Points: The taskforce recommends the following:

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

4. The Bologna Process and Regionalisation

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

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

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

Action Points: The taskforce recommends that EI and European affiliates critically engage with the Bologna process, including a more concentrated consideration of its global dimension in the sense of co-operation instead of competition, from a trade union perspective.

EI should encourage and support its affiliates in other regions to work together to assert constructive ideas and make proposals for regional development on the basis of co-operation and collegiality

5. Development cooperation and solidarity

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

Meanwhile, UNESCO reports an increase in the systematic attack against teachers, academics and students worldwide.



Some of the worst-affected countries are Afghanistan, Colombia, Thailand, India, Iran, Iraq, Nepal, Pakistan, the occupied Palestinian territories, Thailand and Zimbabwe

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

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

thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies;

- the right to education, teaching and research can only be fully enjoyed in an atmosphere of academic freedom and autonomy for institutions of higher education;
- tenure or its functional equivalent, where applicable, constitutes one of the major procedural safeguards of academic freedom;
- higher education teaching personnel and research staff should enjoy the right to freedom of association, and the right to bargain collectively as promoted in the standards and instruments of the International Labour Organisation (ILO); and
- working conditions for higher education teaching personnel and research staff should be such as will best promote effective teaching, scholarship, and research.

Action Points:

i. **Defending academic freedom and collegial governance:**

- **EI should continue to monitor and report on attacks on academic freedom at the institutional and individual levels.**
- **EI should continue to act as an advocate for academic freedom, tenure or its functional equivalent, and collegial governance through participation in the ILO/CEART process.**
- **EI and its affiliates should continue to restate the centrality of the 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel, and insist on its increased relevance in light of the current political and economic environment, and actively make use of it as appropriate.**
- **For World Teachers' Day, EI should provide affiliates with resources specific to higher education so that they may better use the occasion to publicise the importance of academic freedom and staffing conditions.**

ii. **Promoting the employment rights and conditions of fixed-term staff:**

- **EI and its affiliates should act as a clearinghouse to promote and publicize good practice of affiliates, including collective agreement language and legislative initiatives, on ways to improve the terms and conditions of employment of fixed-term staff and to promote paths to permanent or continuing employment as articulated in the 2007 EI resolution on.**

6. Defending the profession

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

These trends are unsustainable. Academic staff lies at the core of higher education's mission. Without the appropriate terms and conditions of employment and professional rights required to nurture a talented and committed pool of teaching and research personnel, higher education simply cannot fulfil its public responsibility. The 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel makes the point in affirming the following:

- higher education teaching personnel and research staff are entitled to academic freedom which includes the right, without restriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results

- **EI and its affiliates should monitor and report on the position of new faculty in the profession, and develop a joint strategy to put the concerns of young faculty higher on the agenda of unions and the academic community;**

iii. Promoting equity and inclusivity:

- **Given that the equality agenda is likely to come under attack, directly or by default, when cuts or the re-shaping of the sector are considered, the taskforce recommends that unions in the sector be pro-active in defence of equality. There is considerable experience and expertise in member unions and networking is particularly fruitful in this area. A recent example is the GEW/SULF/UCU project on work/life balance in higher education which was supported by EU funding.**
- **EI could play a valuable role in promoting and fostering networking and joint work on Equality (and no doubt, other issues) between member unions. These could include:**
 - o **Producing a document highlighting best practice in promoting equity within organisations**
 - o **Taking a public stance on issues facing marginalised groups and oppressed minorities, particularly the rise of xenophobia**
 - o **Providing templates to identify areas that are in need of rights-based legislation, as well as examples of equity directives, such as those from the EU, being adopted into national law**
- **EI should standardise the use of the word “equity” rather than equality, as this reflects more accurately our desire for an agenda that goes beyond rights-based legislation.**

7. Conclusion

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

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



7. Strategy for the development of Early Childhood Education

Education International's commitment to quality Early Childhood Education ECE Draft Strategy

1. Preamble

The fundamental right of every child to learn and develop to his or her full potential, through equal access to quality education, regardless of their age, gender, origin, ethnicity and/or social background, provides the foundation for Education International's (EI) policy and commitment to Early Childhood Education (ECE).¹

EI's policy on ECE is derived from a resolution adopted at the second World Congress held in Washington DC in 1998. The resolution states that all children have a right, as expressed in the Universal Declaration of Human Rights and the Convention on the Rights of the Child, to receive education and ECE must be considered part of this right. The fundamental principles of EI's ECE policy may be summarized as follows:

- ECE should be a public service and an integral part of a country's education system;
- ECE should be provided free of charge and be available to all children, including those with special needs;

- The same status of pedagogical training should be provided for all teachers,² including early childhood teachers;
- Teachers in early childhood education should have the same rights, status and entitlements as teachers in other sectors; and
- Both men and women should be recruited and trained as early childhood teachers.

EI's commitment to ECE was further reinforced when the 5th World Congress, held in Berlin in July 2007, mandated the Executive Board to establish a Task Force on Early Childhood Education. The Task Force's mandate was to advise EI on various aspects of early education, including strategies for the effective implementation of the Washington Resolution, ECE policy, practice, programmes and activities.

Since its establishment, the Task Force has organised several seminars, enabling EI member organisations to meet, share and exchange information and experiences on pertinent issues affecting the sector. Furthermore, the Task Force produced publicity and advocacy materials and conducted a study investigating ECE policies, programmes and activities across the globe (entitled, *Early Childhood Education: A Global Scenario*). Some of the key findings of this study show that access to ECE services, particularly those of the youngest children, remains low in many parts of the world. The sector is highly privatized and characterised by multiple providers, sometimes with little state coordination or regulation. The qualifications of teaching staff are varied, ranging from non-existent in certain countries, to a tertiary level qualification in others. The sector is highly feminized and remains non-unionised in a number of countries.

The general lack of sufficient progress and adequate investment in early childhood education across the globe shows that ECE remains a neglected Education for All (EFA) goal, barely four years before 2015, the target date agreed to achieve this and the other

² The term 'teacher' is used in its generic form to refer to professional staff comparable to educated teachers in schools, and includes various categories of early childhood professionals, such as pre-school teachers, pedagogues and other professionals working in various categories of ECE centres described in the 1st footnote above.

¹ Early Childhood Education might be considered to be education which takes place before compulsory education. The term refers to education in its broadest sense, including childcare and development. This includes early childhood services provided in kindergartens, nurseries, pre-school classes, child-care centres and other similar institutions. It goes beyond what some refer to as pre-school education, as it is an education in its own right, having not only the purpose of preparing children for school, but for life in the same way as all other parts of the education systems contribute to this process.

EFA goals. EI insists that the commitments made by the international community in Dakar in April 2000 to achieve all the EFA goals, including the first goal (ECE), must be met. Concrete steps ought to be taken to address the challenges besetting the sector and to ensure that all young children have access to quality ECE.

The purpose of this Draft Strategy Paper is to provide a framework for implementing the 1998 EI Congress Resolution on Early Childhood Education, in order to ensure that all young children have access to quality ECE.

The Strategy gives key priorities that will be pursued by EI, including its regional structures and its member organisations (teachers' unions).

ECE has enormous individual and social benefits

Early childhood is the most critical period in human development. Comprehensive and quality early childhood education can make a significant contribution to the physical, psychomotor, cognitive, social and emotional development of the child, including the acquisition of languages and early literacy. Children are active learners from birth, and the early years are vital to their success in school and later in life. In addition, ECE has an important role in securing all children a good childhood. Childhood years are important in themselves and ECE can contribute to many positive and valuable experiences which form a solid basis for future life and learning. This is supported by the 2007 edition of the EFA Global Monitoring Report (GMR), which provides evidence that children's experiences in the first years create a solid foundation for subsequent learning. In addition, the Organisation for Economic Cooperation and Development (OECD)'s Starting Strong II (2006) argues that ECE addresses issues of child poverty and educational disadvantage, as well as promoting women's labour market participation. Recent OECD studies looking at the long-term impact of ECE also reveal that 15-year-olds who had attended pre-school were, on average, a year ahead of those who had not in reading literacy. EI thus insists that no child should be denied the many benefits of good quality early childhood education.

A rich and fruitful life begins with quality early childhood education.

ECE is of particular benefit to disadvantaged children

Quality ECE is especially important to disadvantaged children – girls and boys from poor families, indigenous children, children of ethnic minorities and migrant children. ECE is also of great benefit to disabled children and those with special educational needs. Comprehensive and quality ECE services can meet the educational, developmental, health and nutritional needs of disadvantaged children and help to equalise opportunities early in life. ECE can also expose migrant and other children to the cultures of their host countries and facilitate language acquisition and integration.

...but access and quality remains low and uneven

The 2010 edition of the GMR indicates that early childhood education remains a neglected EFA goal. The Report observes: "Though participation in pre-primary education [usually for children aged 3

and above] has been increasing, the expansion has been slow and uneven, with the pre-primary Gross Enrolment Rate remaining at 41%. This means that the majority of the world's youngest children do not have access to ECE. In Sub-Saharan Africa, only one in 7 children aged three or above, is enrolled in ECE. These findings are confirmed by the EI study (Early Childhood Education: A Global Scenario), which revealed that ECE access and quality remains generally low and uneven, particularly for the zero to 3 age-group. Current trends clearly indicate that the ECE and other EFA goals will not be achieved by 2015, unless significant investment is made in education and in early childhood education in particular and there is a serious shortage of qualified teaching staff

There is a general shortage of professionally trained and qualified ECE teachers and support staff across the globe. More than 90 per cent of teaching staff in ECE are female. While it must be emphasised that a teacher's professional knowledge and skills are more important than gender, efforts must be made to attract more men to the profession. In addition, combating the gender pay gap is an absolute necessity. Teachers' working conditions vary greatly across the globe, as well as within countries, and this is especially true in ECE, hence the need to monitor and improve the conditions of early childhood teachers.

2. Key Issues for Strategic Intervention

a) Access, quality and equity

Noting that the majority of young children across the world have no access to quality ECE, advocating for access to quality services, particularly for the youngest children, will remain a key strategic area for intervention by EI and its member organisations. EI and its member organisations will continue to lobby governments to expand public provision of ECE and to remove physical, socio-economic and other barriers that might hinder access to services for young children. EI and its member unions will also continue to advocate for the provision of adequate, suitable and relevant facilities and equipment for young children, including well-equipped play grounds and indoor spaces, suitable toilets, toys, books and other teaching-learning resources. Furthermore, the unions will campaign for inclusive, holistic well-coordinated services, catering for the educational, developmental, health and nutritional needs of young children. The ministry of education should, as far as possible, be the lead agency in charge of Early Childhood Education and concerted effort should be made to ensure that ECE is enshrined in relevant national legislation and considered an integral part of a country's education system. EI and its member organisations will lobby for equitable access to ECE for girls and boys, marginalised and vulnerable groups, including disabled children, children with special educational needs, children from poor families and neighborhoods, minority groups, indigenous populations, migrant families and rural communities.

b) Teachers, support staff and leaders

Recognising the importance of teacher education, motivation and retention, EI and its member organisations will urge governments to provide quality initial preparation and induction programmes



for new teachers, in-service training and continuous professional development. Better qualifications are likely to lead to higher salaries and improved working conditions, thereby increasing the attractiveness of the profession to more qualified teachers and retention of those already in the sector. Efforts should also be made to attract more men into the early childhood sector. Unions will also lobby for the provision of upgrading programmes for under qualified teachers and for the overall improvement of the professional status of ECE teachers and betterment of their conditions of service. In addition, the unions will urge their governments to ensure that ECE centres are provided with sufficient numbers of different categories of early childhood professionals and support staff. EI member organisations will organise, unionise and mobilise teachers and support staff (where appropriate) in the sector and help address their professional, trade union and labour needs. EI and its member organisations will also campaign for full recognition of the leadership function in ECE and lobby governments to provide training and support to leaders of ECE centres.

High quality educators are the most important prerequisite for quality ECE.

c) Curricula, Content and Methodology

While recognising and valuing diversity and acknowledging different country contexts, EI and its member organisations will advocate for an ECE curriculum or framework that is holistic and designed to meet the educational, developmental, nutritional, health and individual needs of children. Such a curriculum should be flexible and put the child at the centre of the learning and developmental process, valuing all kinds of activities that contribute to physical, psychomotor, cognitive, social and affective development. Play, creativity and exploration should be valued and promoted as important means of learning and development, while ensuring the prevention of risks and ensuring safety of all the children. EI and its member organisations will campaign for an inclusive process of policy development and curricula design involving teachers and other practitioners, through their representative organizations.

d) Research and Advocacy

EI and its member unions will conduct further research into various aspects of ECE, including access, quality, equity and the situation of teachers and support staff. EI will particularly consider carrying out a study on privatisation in early education and its impact on access, quality and equity. Research findings will be widely disseminated and be shared with union leaders and professional staff in the sector. Research evidence will also be used as an advocacy tool by EI and its member unions. At global level, EI will also engage in advocacy, and where appropriate, collaborate with various intergovernmental organizations, including UNESCO, UNICEF, the World Bank and OECD and with other organisations, to urge and support national governments to provide quality ECE. National level campaigns will be undertaken in order to persuade governments to invest more resources in ECE and to expand and improve services for young children.

EI will continue to facilitate the exchange of information and sharing of experiences between its member organisations.

3. Summary of Key Priority Areas for Action

a) Strategic priorities for EI:

Noting the progress made so far and desirous to strengthen and consolidate ECE work within EI and to keep early education high on the agenda of national governments, intergovernmental agencies, NGOs and other organisations and stakeholders, EI will:

- Maintain a global Task Force or Working Group on ECE and this group will continue to advise EI on various aspects of ECE, including policy, legislative framework, practice and conditions of teachers and support staff in the sector;
- Facilitate the establishment of Regional Working Groups (Action oriented) to spearhead the promotion and develop of ECE across the world;
- Prioritise ECE in development cooperation and encourage EI member organisations to come up with programmes that promote the organisation and unionisation of staff in the sector and the promotion of their professional development and conditions of service;
- Continue to provide a platform (e.g. through workshops, seminars and conferences) for EI member organisations to meet and share information and experiences on ECE;
- Continue to advocate for public provision and more investment in ECE and teachers (teacher training-pre and in-service, continuous professional development, improved conditions of work, infrastructure, teaching and learning resources etc) and to engage with intergovernmental agencies such as UNESCO, UNICEF, UNDP, the World Bank and OECD;
- Participate in, establish or facilitate the establishment of ECE networks in order to promote information exchange and the strengthening of the sector; and,
- Carry out further research into various aspects of ECE, including the impact of privatisation on access, quality and equity and conditions of service for teaching and support staff and disseminate the findings as widely as possible.

b) Strategic priorities for EI Regional Structures:

Cognizant of the need to prioritize ECE in the region and in various regional initiatives, EI Regional Committees and Offices will:

- Establish ECE regional Task Forces or Working Groups (these will work in close liaison with the global Task Force);
- Develop regional ECE policies and strategies, in close collaboration with EI member organisations;
- Consider developing an ECE Handbook, in collaboration with EI member organisations;
- Include ECE in regional conferences, meetings and other relevant initiatives;



- Organise ECE seminars, workshops, meetings or conferences in order to enable member organizations to share information and exchange experiences;
- Carry out research into various aspects of ECE within the region; and,
- Engage in advocacy with intergovernmental organizations, NGOs and other stakeholders and collaborate with civil society and other partners in order to promote universal public provision of quality ECE and the conditions of teachers and support staff in the sector.

c) Strategic priorities for teachers' unions (EI member organisations):

Convinced that ECE is essential for young children, their education and development and has enormous social and economic benefits to society, EI member organisations will:

- Organise, unionise, recruit, mobilise and represent ECE teachers and support staff (where appropriate);
- Put ECE high on the union agenda, including union policies, programmes, budgets, communication etc;
- Support and facilitate the professional development of ECE teachers and support staff (where applicable);
- Where applicable, include ECE in development cooperation programmes;
- Ensure that school leadership development and other programmes include the ECE subsector;
- Lobby governments and advocate for public provision and more investment in ECE, including the provision of appropriate facilities, infrastructure and equipment for young children (play grounds, toilets, furniture, toys, books etc) and investment in teacher training (pre and in-service training), induction and mentoring, continuous professional development and support;
- Lobby governments and advocate for the recruitment and retention of qualified teachers and other early childhood professionals and support staff, including men;
- Collaborate with relevant government ministries/organs, UN agencies (e.g. UNESCO and UNICEF), parents and other stakeholders to promote a coordinated and holistic approach to ECE, delivery of quality services and better conditions of service for teachers and support staff (where applicable) in the sector; and
- Carry out research into various aspects of ECE, including access, quality and equity and the conditions of service of early childhood professionals.

4. Call for action

Education International and its member organisations call upon governments and public authorities to:

- Ensure that ECE is an integral part of the country's education system;
- Develop comprehensive policies and programmes that increase access to ECE and improve the quality of services provided;
- Provide adequate financial, material and other resources to ensure the effective implementation of ECE policies and programmes;
- Come up with policies and programmes that ensure the training and professional development of teaching and other ECE staff, as well as the improvement of their conditions of service;
- Involve teachers and their representative organisations in ECE policy development, implementation, monitoring and evaluation; and,
- Bilateral and multilateral institutions such as UNESCO, UNICEF, the World Bank and the OECD need to support governments, particularly in developing countries, achieve the ECE and other EFA goals.

Education International and teachers unions will continue to:

- Be active participants in, and initiators of, the debate on high quality ECE as an inherent part of basic education and thus every child's right;
- Promote ECE that is publicly funded and universally accessible;
- Advocate for the integration of ECE into education systems under the auspices of the Ministries of Education or their equivalents;
- Counteract the split between education and care that results in inequality, instability for children, and low quality provision;
- Seek high standards of teacher education in ECE, at the same academic and professional level as teacher education for other levels of basic education;
- Work to achieve pay and working conditions for early childhood teachers, which are on a par with those of their counterparts in other sectors/levels of education;
- Seek improved opportunities for continuous professional development and better career opportunities for early childhood teachers;
- Seek to attract more men to early childhood teacher education, and more qualified male teachers to ECE;
- Undertake further research on ECE in order to have a strong knowledge-based position on its quality, on the status of

the teachers delivering ECE and on the programmes being established;

- Encourage the strengthening of co-operation and communication with parents; and,
- Facilitate collaboration and information sharing with other organisations and with each other.

Investment in quality Early Childhood Education is an investment in the future.

5. Systematic and coordinated action necessary

Systematic and coordinated action, within the union and the education sector is necessary, if quality Early Childhood Education is to be achieved. Ensuring that ECE is high on the union's agenda and part of its overall policy and strategy on education is a necessary precondition for success. Unions can, and will continue to use every available opportunity such as the Global Action Week, World Teachers' Day and local events and activities to advocate for quality ECE, the professional development of staff and improvement of their conditions of service. Joining hands with civil society organisations, parents and other stakeholders to promote ECE can yield positive results.

Ministries responsible for education ought to take the lead in ensuring coordinated action and provision of comprehensive early education services. Such services should include education, health and nutrition and encompass children's holistic development and learning, where care forms an integral part of a child's development and education.

RECOMMENDATION

The Task Force requests the Executive Board to adopt the Strategy as EI's working blueprint on ECE.

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8. EI Brochure for the International Summit on the Teaching Profession

Education International and the International Summit on the Teaching Profession

Education International (EI) believes the opportunity represented by the Summit is unique. It has the capacity to create a global forum in which governments, teacher unions and international global organisations including EI and OECD can meet on the basis of shared interest and partnership to discuss how the confidence, learning and status of the teaching profession can be enhanced. As the global body for all unions representing teachers and education workers, EI and its affiliates believe profoundly that the future of all children and young people depends on highly qualified and motivated teachers.

In order that the voice of the teaching profession globally can be heard in the international arena EI engages actively and constructively with all major international organisations including the OECD, UNESCO, the International Labour Organisation and the World Bank. In an increasingly globalised world where educational policies and ideas travel ever more freely, EI believes that such engagement and social dialogue is crucial for the future development of the teaching profession.

The four themes of the Summit are vital to the education of children and young people and to the future of the teaching profession. There is much in the OECD background paper, 'Building a High Quality Teaching Profession', that EI agrees with and it welcomes the fact that OECD has been proactive in taking on board the comments of all Summit partners before publishing the final version. In this context there is little point in repeating the evidence and propositions in the paper. EI's comments, below, therefore consist of additional comments and the occasional alternative perspective.

How teachers are recruited into the profession and trained initially

The overall picture of teacher recruitment is mixed. There are real and potential teacher and school leadership shortages in some countries. In others there are too many applicants chasing too few posts. There are also attempts by some jurisdictions to replace qualified teachers with under qualified staff and to buy in ready-made computer based applications and programmes as substitutes for teachers. Against this uncertain background OECD is right to emphasise that teacher quality must be maintained.

However, this goal cannot be achieved through a 'one-size-fits-all' formula. As the background paper says, the idea that the 'best performing education systems all recruit their teachers from the top third of graduates... is not supported by the evidence.' EI believes that it is high quality initial teacher training and continuing professional development which are crucial to successful education systems. Such provision must be seen as part of the same continuum. Continuing professional development and learning should be seen as a career long entitlement for all teachers starting with high quality initial training. Indeed such a continuum should be an essential part of what makes teaching as a profession attractive. The motivation to make a positive difference to the lives of young people plus enthusiasm both for teaching and the content of what is taught are the bedrock of a high quality profession. Teacher learning and student learning build on that bedrock and are inextricably linked. High quality teacher learning must start with the achievement of qualifications from higher education institutions or their equivalent.

There is every argument for establishing flexible routes into teacher training. Flexibility must not, however, lead to short cuts at the expense of high quality mentoring and coaching.



The supply of teachers depends not only the number of teaching posts but also on the attractiveness of those posts to all people thinking of entering the profession. The OECD background paper rightly emphasises innovative approaches to recruitment but it is vital that such approaches also recognise that some groups are under-represented in the profession -including those who are in minority ethnic groups in their home countries, those with disabilities and mature entrants. In some countries there is also a gender imbalance amongst teachers. The issue is not whether there may be a large majority of women teachers or indeed a large majority of male teachers but whether wider government or employer policies are inhibiting the establishment of the biggest possible pool of high quality potential entrants.

Governments must focus on providing working conditions which support teaching and teachers including small class sizes, career paths, more opportunities for professional growth and development, salaries which are comparable to those in other professions and high quality induction programmes. This is especially critical in the context of globalisation which is opening up new employment opportunities for young people, often with higher financial compensation than is available through a career in teaching.

How teachers are developed in-service and supported, a crucial aspect of creating an adaptive workforce capable of responding to new challenges

OECD's 'Teaching and Learning International Study' (TALIS), 'Teachers Matter' and the 'Programme for International Student Assessment' (PISA) are important contributions to the development of teacher quality. However EI believes that teacher policy must change fundamentally both in terms of ambition and engagement with teachers themselves if high quality education is to be sustained in all countries. The background paper rightly emphasises that conditions of employment must include professional development. Indeed EI believes a further step needs to be taken by governments and employers. As researchers in New Zealand (e.g. Timperley, 2009), have consistently emphasised in their work on teachers' professional learning, of all initiatives a focus on high quality teacher learning and development has the greatest transformational potential. EI believes that high quality professional development owned by teachers and properly funded as an entitlement for all teachers is vital for the future of the teaching profession globally. Yet the first default position for many governments is to cut teacher professional development when the financial going gets tough.

EI is convinced that every government must develop a coherent and consistently funded strategy for the teaching profession in partnership with the profession itself. Knowledge about the most

effective forms of professional learning, including collaborative professional development must be built into such strategies. OECD's TALIS points to further components of an effective strategy which the background paper refers to implicitly. It is the professional, not the supervisor, who has the knowledge needed to make the important decisions and that, too often, teachers have not been able to buy into externally imposed reforms. It is therefore essential that, as TALIS suggests, strategies for the teaching profession emphasise the importance of creating the conditions for enhancing and improving teacher self-efficacy, e.g. teachers' confidence and knowledge that they can make a difference. As part of this approach EI has, itself, commissioned research on developing a policy framework for teacher leadership; an essential component of enhancing teacher efficacy.

A major resolution on the Future of the Teaching Profession will be debated at EI's Congress in Cape Town this July.

How teachers are evaluated and compensated

When its focus is on supporting and developing teachers, appraisal has the capacity, as TALIS says, to increase, 'job satisfaction and, to some degree, their job security, and... [to] significantly increase their development as teachers.' Appraisal can become problematic and lead to unforeseen consequences when it adopts the multiple roles of evaluating teachers' development needs, accountability and providing the basis for individual financial incentives. The essence of appraisal should be trust-trust between the teacher who is being appraised and their reviewer. The purpose of creating a climate of trust should be to enable the teacher being appraised to be honest, not only about their strengths as a teacher but also those about the areas of their work which need strengthening and developing. Where potential compensation or merit pay is based on appraisal outcomes or appraisal is likely to lead to accusations of incompetence, it then becomes high stakes. The pressure on teachers is then to adapt to the performance objectives which have been set and to conceal any anxieties about aspects of their work.

EI believes that all teachers are entitled to appraisal and feedback which leads to positive advice and high quality professional development. Above all, if appraisal is to be owned and not feared by teachers, appraisal schemes should be subject to full consultation and negotiation with teachers and their unions.

As the background paper notes, 'career advancement opportunities, salaries, and working conditions are important for attracting, developing and retaining skilled and high-quality teachers and are intertwined.' EI welcomes the tacit acknowledgement in the background paper that low pay and poor working conditions contribute to teacher shortages and low morale. It also notes that a number of countries have schemes which reward additional skills such as those acquired through professional development. Such schemes are relatively uncontroversial.

However, the background paper's acknowledgement that, 'developing a closer relationship between teacher performance and compensation has proved difficult' is an under-statement. Although, as the background paper argues, achieving fair and transparent procedures should be axiomatic for any scheme, in fact there is no evidence that individual performance pay or compensation based on appraisal raises standards. Indeed the OECD's 'Evaluating and Rewarding the Quality of Teachers – International Practices' (OECD, 2009) contains no such evidence and indeed includes the following telling paragraph: 'at the very least, we know that performance measures, particularly those which focus on individual teachers, are likely to be noisy and will necessarily only reflect the material covered by test assessments.' (p140)

El believes that incentives such as fair and transparent additional compensation for additional responsibilities; career structures which provide a continuum of opportunities; opportunities to innovate and be creative and the career long availability of high quality professional development are examples which support high standards.

How teachers are engaged in reform

Successful education reform cannot be achieved without the involvement and consent of teachers, education workers and their school communities. El welcomes the chapter in the background paper on teacher engagement in education reform. Reforms must factor in the engagement and capacity of the teaching profession. There is evidence that such a process did not take place in one of the most notable and recent education reform programmes undertaken by the UK Westminster Government from 1997-2002. Senior officials are on record admitting that there was 'no understanding in the wider government of the demands of teaching', and that teacher morale was never 'talked about explicitly or attended to... we didn't talk about morale or the quality of the local authority, we just kept our eyes on those [target] numbers.' ('Reinventing Schools, Reforming Teaching', Bangs, Galton and MacBeath, 2010)

This example is not unique. Unfortunately, many potentially effective reforms have been undermined by the failure of reforming governments to work with teachers and their unions.

As Professor Ben Levin of the University of Toronto posted in a recent blog: 'A lot of education rhetoric these days includes mention of the supposedly negative impact of teacher unions on reform. For a few commentators, eliminating union opposition is one of the most essential, or even the single most important component in creating improvement, while for many others it is part of the package. But here's an interesting observation. Virtually all the top performing countries on international education measures have strong teacher unions, including Finland, Korea, Japan, Canada, Australia and others. Of course, such a relationship does not imply causation but it does suggest that there is no necessary conflict between strong teacher unions and good outcomes. Moreover, some countries or sub national units that took steps to weaken the influence of their unions did

not demonstrate any subsequent improvements and, in some cases, such as England, later had to take many measures to improve the situation of teachers to get an adequate supply and thus, improve student results.' (Levin, 2010)

His colleague, Professor Nina Bascia, who has studied the relationship of teacher unions to governments for many years, concludes that: 'teacher unions are nearly the only organisations that have paid substantive attention to the actual conditions of teachers' work... [but]... because they are rarely invited to the table to discuss substantive policy issues with education decision makers, teachers' organisations can only react after the fact to decisions that have already been made.' (Bascia, 2009)

El believes that social dialogue between teacher unions and governments and employers is essential both on the working and professional conditions of teachers and on education reform. The Summit has a very real opportunity to further productive dialogue between teachers and their governments which will lead to future reforms being based on consensus rather than imposition.

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9. Report of the New York Summit on the Teaching Profession

A Game Changing Summit

Report by John Bangs, EI Senior Consultant to the General Secretary

A remarkable and unique event has just taken place. Ministers and teacher union leaders from 16 countries sat down at down together in New York from 16-17 March to discuss the global future of the teaching profession. Entitled 'the International Summit of the Teaching Profession' it was organised by three organisations; the US Education Department, the Organisation for Economic Cooperation and Development, and Education International (EI). Some may be more familiar with the first two bodies but less so with the third. Yet EI's agreement to act as co signatory to the invitation letter and its equal role in organizing the Summit was highly significant; it was the first time that the global federation for teacher unions had linked up with governments to jointly organise a conference on the future for the teaching profession.

Why did it take place? After all, as Professor Ben Levin has noted 'a lot of rhetoric these days includes mention of the supposedly negative impact of teacher unions on a default position for many governments. Along with my colleague Bob Harris, I represented EI in the Summit's preparations and what became clear in those discussions was the mutuality of strategic decisions taken by the US Education Department and the American Unions the National Education Association and the American Federation of Teachers. The first 'mutuality' is that both Unions have consistently argued that they are something much more than defensive organisations solely concerned with annual negotiations on compensation (pay) and working conditions-they above all represent the professional interests of their members and are centrally concerned with creating the conditions for equity of high achievement for all young people. Both Unions provide noted

and effective professional development for their members and were central in instigating the US National Board for Professional Standards. Thus it shouldn't be so surprising that an American Education Secretary dedicated to the same principles would agree to the idea of an US based Summit.

Yet two further circumstances gave this Summit an extra dimension. The first is that the NEA and AFT are profoundly internationalist in outlook. They are members of EI and play key leadership roles in supporting teachers and development projects across the world. This internationalist perspective for education has not been a noted feature for previous American administrations. However, Education Secretary Arne Duncan is deeply interested in how the US is featured in OECD's Programme for International Student Assessment thus creating a synergy of interest with not only the American Unions but EI which represents all teacher unions on OECD's Trade Union Advisory Committee.

The second circumstance is more immediate. Tea Party inspired Republican Administrations in an increasing number of States including Wisconsin have decided to drive through de-recognition of their public sector unions,(the better to implement swingeing cuts) the biggest of which are the NEA and the AFT. Duncan's decision therefore to co-host a Summit publically with representatives of teacher unions is highly significant as the Opinion Editorial he co-authored with OECD's Angel Gurría and EI's Fred Van Leeuwen made clear:

'Some believe that teachers unions are stumbling blocks to reform, but the international picture tells a different story. Many of the world's top performing nations have strong teacher unions that work in tandem with local and national authorities to boost student achievement. In the top performing education systems such as Finland, Singapore, and Ontario, teacher unions engage in reforms as partners in a joint quest to advance and accelerate learning. These high-performing nations illustrate how tough-minded collaboration more often than not leads to educational progress than tough minded confrontation.'

This statement represents a conscious choice; that of agreeing to

work with teacher unions on education reform, not to seek their elimination. It is also a choice of international significance as is OECD's agreement to be the Summit's co-organiser. It elevates to global level something which has been very much a European concept up until now that of social dialogue. The choice was also implicitly one in favour of publically financed education it was no accident for example that WNET, America's public service broadcaster was a main sponsor.

Alongside the decision by the American administration to take part it is also highly significant that Belgium, Brazil, Canada, China, Denmark, Estonia, Finland, Hong Kong, Japan, Netherlands, Norway, Poland, Singapore, Slovenia, and the UK agreed to attend. Indeed China's acceptance of the invitation was intriguing since it does not recognise independent unions but it nevertheless decided to take part in Summit in which independent Unions took a key role. Perhaps a sign of a new openness was evident when the Chinese Minister announced the prior Asia Society lunch that his country did not emulate 'tiger mothers' but preferred to concentrate on developing the whole child!

More countries would have attended. New Zealand's Minister withdrew at the last minute because of the Christchurch earthquake for example. An early decision not to invite Sweden despite EI's advocacy, because it did not conform with the OECD criteria of 'high performing and rapidly improving education systems', was, I believe, later regretted particularly since its approach to teacher involvement and its pay system featured subsequently in the OECD's background paper. Yet Japan's decision to attend was nothing short of heroic given the dire circumstances of its earthquake. Certainly international organisations such as the International Labour Organisation and the World Bank beat a path to the Summit.

The Summit was not a talking shop remarkable only for its unique arrangements. It took place under 'Chatham House rules' which allowed a freedom of discussion. The co-hosts contributed to the OECD's background paper, 'Building a High Quality Teaching Profession-Lessons from around the World.' It contains some fascinating conclusions particularly for the UK. It advocates effective teacher policy as the way forward to outstanding education systems and recognises that 'school reform will not work unless it supported from the bottom up'. Not surprisingly it contains frequent references to OECD's Teaching and Learning International Study (TALIS); a fact which will not go unnoticed by the US Government which is still pondering on whether to sign up to it. References to the importance of professional development and appraisal feature strongly in the paper and are seen as the key to teacher quality. One highly relevant finding for the English system concludes that:

'the frequently cited claim that the best-performing education systems all recruit their teachers from the top third of graduates-however that is defined is not supported by evidence.'

In one concentrated sentence, which ought to be the cornerstone of any country's teacher policy never mind the UK's, the paper goes on to say that:

'successful reform cannot wait for a new generation of teachers; it requires investment in the present teacher workforce, providing quality professional development, adequate career structures and diversification, and enlisting the commitment of teachers to reform.'

There is much else in the background paper including sections on teacher evaluation and compensation involving an edgily neutral description of individual and group performance related pay systems.

The paper is divided up into four sections which was reflected in the Summit's agenda-'recruitment and initial preparation of teachers'; 'teacher development, support, careers and employment conditions'; 'teacher evaluation and compensation' and 'teacher engagement in reform.' The last section contains a something for which John MacBeath, Maurice Galton and I argued for in 'Reinventing Schools':

'Teachers need to be active agents, not just in the implementation of reforms, but also in their design.'

Indeed 'Reinventing Schools' and Professor Nina Bascia's work, is cited in support of the background papers' argument that:

'...the better a country's education system performs, the more likely that country is working constructively with its unions and treating its teachers as trusted professional partners.'

The Summit itself was an extraordinary affair. Linda Darling Hammond's blog is a good summary of its flavour. All Government and teacher organisation representatives contributed. The organisers faced tremendous pressure to admit not just Ministers and teacher union leaders but ranks of advisers and in the case of the US, local and regional officials. Around the 'participants' sat around a square of tables sat many more observers. The debate was introduced by OECD's Andreas Schleicher who spoke to the background paper. Four rapporteurs: Fernando Reimers, Kai-ming Cheng, Linda Darling Hammond and Ben Levin, provided reflections at the end of each section. The conversations were facilitated by Australia's Tony Mackay. US Secretary Arne Duncan, OECD's Director of Education, Barbara Ischinger and EI's Fred Van Leeuwen welcomed the Summit. In the words of Fred Van Leeuwen:

'We have a common interest in raising the level of debate... there are very real issues in national discussions especially as the world recovers unevenly from the fallout of the world banking crisis. At a time of cutbacks, it is all the more important to focus on teacher retention and support.'

The debate itself was often predicated by the approach of countries designated as discussion starters. The fact that the Finnish Minister highlighted Finnish teachers' knowledge skills and commitment and, as Linda noted, sounded to an American delegate 'like a teacher union President', was all the more remarkable since she was a Conservative member of her coalition government. Her contribution complemented that of Hong Kong's whose Minister emphasised the organic relationship between teachers' evaluation and development. In reflecting



this section of the background paper their contributions led to a consensual discussion marked by only one disagreement that of gender imbalance in the teaching profession. A sharp debate focused on whether such an imbalance should be seen as a disadvantage or whether it the predominance of women teachers should be seen as something to celebrate.

Again the discussion on the section on 'Development, Support and Retention of Teachers' drew its consensus from the background paper but not before there was a spiky discussion about test data driven performance tables with the UK teacher unions responding sharply to the UK Minister's criticism of 'mushy' information. This section also included a productive reflection on what were the most effective forms of professional development-collaborative professional development and the mismatch between collaborative professional development and individualised high stakes performance measures including individual financial incentives.

The game-changing discussion focused on teacher evaluation and compensation. This was largely to do with the synergy between the US Unions and the presentation by Singapore's Minister and its teacher Union leader. There was little disagreement on the idea that governments needed to understand what evaluation was for and that clear distinctions had to be made between evaluations of the system, the school, the teacher and the child. The way was clear for a fierce debate on the merits and demerits of performance related pay. Instead the Singapore delegation highlighted a number of features of its teacher policy which went beyond measures focusing on leveraging teacher performance and individual incentives. In Singapore professional development is at the core of its learning service. Expectations of leadership were built into teaching track or career route. Indeed the focus was on clear and exciting career prospects. Its performance system, which Singapore's Minister described as 'enhanced', focused on how teachers could contribute to the learning of their colleagues as well as on self improvement. As Darling Hammond noted, performance management in Singapore is not about digitally ranking or calibrating teachers.

Great emphasis was put on developing the holistic development of the student and on pedagogic initiatives and innovation. On pay and compensation both Minister and Union representative said that pay had to be taken out of the consideration of career choice. In other words pay should not be an inhibiting factor when a prospective teacher was considering joining the teaching profession. Pay was a necessary but not sufficient condition for entering teaching. The Singapore delegation emphasised that teacher evaluation was a formative process and that teacher development was systemic to teacher policy. Pay and compensation based on teacher achievement and success was a consequence not the determinant of teacher policy.

This description was in synergy with teacher policies in such countries as Finland and Norway as well as recent policy initiatives from the American Unions. The NEA, for example, had just published a policy document, 'Teacher Assessment and Evaluation' which focuses on a similar systemic approach to teacher evaluation and development. The debate on merit pay

had not gone away but had been sidelined by a debate on what really mattered in teacher policy. What had also not gone away was something that Brazil reminded delegates of the right to a common entitlement to learning. Deemed a rapidly improving country, its delegation emphasised that its first task had to be to ensure that all its pupils were actually were offered and received education in the first place.

The final section on teacher engagement in reform contained few fireworks. Governments and delegates focused on discussing future arrangements for partnership. If there was any edge to this last session it was on delegates wishing to further explore educational issues raised by the Summit. A number of governments asked their teacher representatives to contribute and vice-versa.

In summing up Arne Duncan committed himself to hosting future forum for dialogue. Responding to El President Susan Hopgood's proposal for a global forum on teacher policies, Duncan agreed to a further Summit in 2012 and it was reported that the Netherlands Government would consider hosting a similar event in 2013.

The Summit was a first and it worked because there was consensus on the importance of the topic teacher policy. The McKinsey aphorism that no education system can be better than the quality of its teachers was often referred to. Had the debate been about the structure of the education system and the role of the private sector it would have been a very different conference. There is a lesson there.

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10. Regional Structures in Education International

DISCUSSION PAPER: Adopted by the Executive Board 25 March, 2009:

REGION	Africa	Asia/Pacific	Europe	Latin America	North America & Caribbean
No. of Countries/territories*	51	36	49	19	20
No. of organisations	116	76	139	34	29

* the term country is defined according to membership in the United Nations. (see EI Const. Article 4, (b), (iii))

1. Constitutional Provisions:

The EI Constitution provides for Regional Structures in Article 13. The Article defines the Regions and the authority of regional structures. The Constitution provides for five regions with regional structures whose role is to advise the EI Executive Board on regional matters and deal with any regional intergovernmental body which may exist. This latter provision was made specifically to address the situation in Europe when ETUCE was incorporated into the EI European Regional Structure. However, there are inter-governmental bodies at regional and sub-regional level in Asia, Africa and Latin America.

In practice regional structures exercise a fair measure of autonomy and discretion in dealing with matters which are particular to their region. They also play a role in planning and implementing activities for their regions, especially in the regions which supplement their dues income with a regional levy. The complexity and diversity of EI programme activities require that the regional structures play an important role in their implementation. It would simply not be possible to operate as EI does at present without the cooperation and active involvement of the regional structures in the implementation of its programmes and activities.

Constitution

Article 13 REGIONAL STRUCTURES

- (a) The Education International shall establish five (5) regions:
- (i) Africa;
 - (ii) North America and the Caribbean;

(iii) Asia and the Pacific;

(iv) Europe; and

(v) Latin America

(b) The definition of regions and the allocations of countries to them shall be established in the by-laws.

(c) A regional structure may be established to:

(i) advise the Executive Board on policies and activities to be undertaken by the Education International in the concerned region;

(ii) develop and promote policies in relation to any regional intergovernmental body and represent member organisations at that body.

EI By-Laws 18 and 19 further elaborate the definition of regions and the role and authority of the regional structures. They ascribe a role to the General Secretary in organising and convening meetings of the Regional Structures and provide for a formal relationship between members of the Executive Board from a particular region and the regional governance structures. They provide that the structures require the approval of the General Secretary for any expenditure of EI funds on activities.

By-Laws

18. DEFINITION OF REGIONS

The regions are defined in Article 13 of the Constitution. Allocation of countries to these regions shall be determined by the

Executive Board which shall undertake any necessary consultations. These allocations shall be published in the Handbook.

19. BY-LAWS OF REGIONAL STRUCTURES

- (a) By-laws of a regional structure, submitted to the Executive Board in accordance with Article 13(c) of the Constitution must satisfy the following conditions:
- (i) A region shall be defined as one of the five regions named in Article 13(a) of the Constitution.
 - (ii) All member organisations in a region shall be included in the regional structure.
 - (iii) The designation, functions, method of election and term of office of regional office holders shall be clearly set out at the first meeting of the regional grouping, convened by the General Secretary.
 - (iv) The organisation and methods of governance of the regional structure, the frequency of meeting of its various bodies, and the quorum applicable to each meeting shall be clearly specified.
 - (v) Provision shall be made for the permanent presence of at least one member of the Executive Board of the Education International in the governing body of the regional grouping. Unless regional by-laws provide that they are members of regional governing structures, members of the Executive Board who are not elected members of their region's governing structures, shall be ex-officio members of the structures, without voting rights.
 - (vi) Ultimate responsibility for administration and communication shall rest with the General Secretary of the Education International who shall present reports to each meeting of the Executive Board.
 - (vii) In the event of any conflict over provisions of the regional structure and those of the Education International, the provisions of the Constitution and the By-laws of the Education International shall prevail.
- (b) Any proposal for an activity of a regional structure which involves expenditures by the Education International must be accompanied by a full statement of costs and shall not be undertaken without the prior approval of the Executive Board or the General Secretary.

2. Definition of Regions

The definition of regions provided in Article 13 of the Constitution has served the organisation well since its foundation. In recent years, however, EI has begun to develop activities and projects specifically for groups of countries, such as the Arabic countries, which are not solely in one of the existing regions. The project for Arabic countries is designed for organisations in countries which are part of North Africa and the Middle East and, therefore, fall, under EI's definition of regions, in the Asia and Pacific and in the African regions. Programme activities designed for Central Asian

countries have also challenged the geographical definition of the European and Asia and Pacific regions. Some of the countries of the former Soviet Union, which historically and geographically have been part of Asia, have perceived themselves for some time as European rather than Asian.

The development of sub-regional groupings of countries and/or member organisations has raised issues about the role and definition of regions. Asia and the Pacific has a number of sub-regional groupings eg COPE and STF. Europe has ETUCE, BIGTU, the Nordic Council and the Central and Eastern European group. North America and the Caribbean has the CUT. Latin America is divided into Central and South America. Africa is divided into six sub-regional zones in EI but politically into west Africa, east Africa, central Africa, south Africa, Saharan Africa, Sub-Saharan Africa. The level of activity in the sub-regions in some instances may exceed that of the region as a whole. Because the sub-region may be contiguous with an intergovernmental or international economic body the sub-region may assume special significance for the organisations in the countries within the sub-region.

There are intergovernmental bodies which cross regions, like the Commonwealth or OECD for example, which also require a response to their policies and agreements from the organisations in the countries which come within the sphere of influence of the intergovernmental bodies rather than from regions. However, the economic impact of globalisation has placed increasing emphasis on trade areas and agreements. These economic areas often seek to harmonise their social and economic policies with significant implications for the provision of education services and consequently for the education unions in the areas.

There is a case for reviewing the scope of certain regions in order to make them more accessible and coherent. The Asia and the Pacific region in particular, as it is presently defined, is enormous both in terms of its geographical scope and the size of the population and it also has complex sub-regional structures and concerns. In EI terms it is also the region most likely to experience considerable expansion in the coming years. Organisations in mainland China and in several south-east Asian countries may become members of EI. The western part of the region is mainly Arabic. A review of the structure would require that division of the region into further sub-regions be considered. A new sub-region might be constructed from those Arabic countries which are in Asia and the Pacific and, perhaps, in a cross regional and sub-regional structure, those in North Africa. Another sub-region could be constructed by combining countries in south-east Asia with India, Pakistan, Sri Lanka and Bangladesh.

3. Regional Governing Structures

With the exception of the North American and Caribbean region, all of the regions currently have a governing structure consisting of at least a regional conference and a regional committee. The structures and composition of the regional committees vary considerably between regions. They are described in the by-laws for each region.



By-Laws: Africa

Regional Conference

- A. There shall be a Regional Conference which shall be the main advisory body of the EIRAF.
- B. An ordinary regional conference shall meet at least once in three years, preferably six to nine months prior to the EI World Congress, in order to:-
 - (i) adopt its rules of procedure and agenda;
 - (ii) elect the Regional Committee members;
 - (iii) advise on policies, principles of action and programmes of EI;
 - (iv) examine and adopt the regional report, including the financial statement and the proposed budget;
 - (v) amend the by-laws and rules of procedure subject to the approval of the EI Executive Board.

C. Composition

- (i) The Regional Conference shall comprise delegates representing the member organisations, as well as Regional Committee members.
- (ii) Each member organisation shall be entitled to at least one delegate; additional delegates shall be allocated to each member organisation whose membership dues to EI have been paid in full prior to the Regional Conference, in accordance with the following scale:-

up to 10.000 members - 1 delegate

Organisations with more than 10.000 members, 1 additional delegate for every 10,000 members or part thereof
- (iii) The maximum number of delegates allocated to any organisation shall not exceed twenty-five.
- (ii) Member organisations shall receive notification to attend the ordinary Conference at least eight (8) months before the set date.

African Regional Committee (EIRC)

A. Composition

The EIARC shall be composed as follows:

- (i) One Chairperson;
- (ii) One Vice-Chairperson;
- (iii) All members of the Executive Board of EI from the African Region;
- (iv) Two elected members from each zone in Africa, one of whom shall be a woman;

- (v) The General Secretary of EI or his/her representative (ex-officio).

B. Definition of Region

- (i) The concept of the Education International Region Africa (EIRAF) shall include, in addition to the African Continent, Madagascar, Mauritius, Cap Vert, Sao Tome and Principe.
- (ii) For the purpose of representation, the Region shall be sub-divided into the following zones:
 - Zone 1
 - Zone 2
 - Zone 3
 - Zone 4
 - Zone 5
 - Zone 6
- (iii) Countries included in the various zones shall be indicated in the by-laws.

C. Functions of the EIARC

- (i) The EIARC shall advise the Executive Board, through the General Secretary, regarding priority activities of EI at the African level, as well as regarding any other matters of general concern to the members of the Region.
- (ii) The Committee shall:
 - (a) draft the agenda of the Regional Conference;
 - (b) monitor the implementation of resolutions and decisions of the Regional Conference;
 - (c) examine and comment on the reports from the EI Executive Board on matters specific to the Region;
 - (d) report to the Conference and make proposals for future activities to be undertaken in Africa;
 - (e) cooperate with the All Africa Teachers Organisation (AATO), the Organisation of African Trade Union Unity (OATUU), the African Regional Office of ITUC (AFRO), the Federation of Arab Teachers (FAT), the International Arab Trade Union Confederation (IATUC), the Organisation of African Unity (OAU), as well as with other sub-regional organisations in Africa in promoting Education and the unity of teachers and other workers in Africa;
 - (f) examine and adopt the financial statements, and submit the budget to the Regional Conference, in consultation with the General Secretary of EI.

By-Laws: Asia & Pacific

3. Functions

The function of the Education International Asia-Pacific (EIAP) shall be:

- (a) to advise the Executive Board of the Education International on policies and activities to be undertaken by the Education International in Asia-Pacific, and to assist in the implementation of these policies and activities;
- (b) to promote the aims and principles of the Education International in the Asian-Pacific region;
- (c) to promote regional cooperation and collective action to protect and advance the rights and interests of teachers and education employees, and of education at the Asian-Pacific level;
- (d) to cooperate with the COPE, ACT and STF;
- (e) to participate in the formulation of EI policy at the world level with particular regard to the World Congress.

4. Regional Conference

- (a) The Regional Conference shall be the supreme authority of the Education International Asia-Pacific (EIAP).
- (b) An ordinary session of the Regional Conference shall:
 - (i) *adopt its rules of procedures and agenda;*
 - (ii) *elect the Chairperson, Vice-Chairpersons and other members of the Regional Committee;*
 - (iii) *determine the policies, principles of action and program of the Education International Asia-Pacific (EIAP);*
 - (iv) *approve the activity report, the financial report and the proposed budget;*
 - (v) *determine the supplemental membership fees.*
- (c) Subject to approval by the Executive Board of the Education International the Regional Conference shall have the authority to amend the By-laws by a majority vote.
- (d) The Regional Conference shall be composed of delegates representing member organisations and of the members of the Regional Committee.
- (e) Each member organisation shall be entitled to one delegate and one additional delegate for every 20,000 members, or a part thereof, with a maximum of 25 delegates.
- (f) Votes shall be allocated to each member organisation whose membership fees have been paid in full prior to the Conference in accordance with the following scales:

- *up to 1,000 members, 1 vote*
- *and more than 1.000 members, 1 additional vote for every 1,000 members, or a part thereof.*

5. Regional Committee

- (a) The Regional Committee shall direct the affairs and activities of the Education International Asia-Pacific (EIAP) between the Regional Conferences.
- (b) The Regional Committee shall:
 - (i) *draft the agenda for the regional conference;*
 - (ii) *review implementation of the resolutions and decisions of the Regional Conference;*
 - (iii) *initiate policies and actions in accordance with the resolutions and decisions of the Regional Conference, and with the aims and principles of the Education International;*
 - (iv) *review and approve financial statements and submit a budget of the Regional Conference;*
- (c) The Regional Committee shall be composed of seventeen (17) members as follows:
 - (i) *Chairperson 1*
 - (ii) *Vice-Chairpersons (one man and one woman) 2*
 - (iii) *One man from each from SAARC, ASEAN, Pacific, Central Asia and North Asia sub-regions 5*
 - (iv) *One woman from each of the sub-regions 5*
 - (v) *Open seats 4*

No affiliate shall have more than one seat on the Regional Committee except in case of being elected to the EI Executive Board.
- (d) EI Executive Board members in the Region shall also be the members of the Regional Committee
- (e) The General Secretary of the Education International, or his/her representative, shall be ex-officio member of the Regional Committee without voting rights.

By-Laws: Europe

3. Functions

The functions of the Pan-European Regional structure shall be:

- to promote the aims and principles of Education International in the European region;
- to promote regional cooperation and collective action to protect and advance the rights and interests of teachers and education employees and of education at the Pan European level;



- to participate in the formulation of EI policy at the world level with particular regard to the World Congress;
- to advise the EI Executive Board in accordance with Article 13 (c) (i) of the EI Constitution on policies and activities to be undertaken in Europe, and to assist in the implementation of these policies and activities;

The functions of ETUCE shall be:

- to promote the interests of member organisations within the European Union (EU) and the European Free Trade Association (EFTA) with all relevant EU and EFTA institutions through consultation and other trade union means and action;
- to promote the social dimension of the European Union and the European Free Trade Association in association with the European Trade Union Confederation (ETUC);
- to determine and develop policies in relation to the EU and EFTA, and to represent member organisations at those bodies, as foreseen in article 13 (c)(ii) of the EI Constitution;
- to serve as the Industry Federation for education within ETUC and as social partner for the education sector in the EU Social Dialogue;
- to promote assistance programmes by serving as the liaison between EU institutions and the Committee's member organisations with regard to national programmes sponsored by EU institutions in countries within the European Union and the European Free Trade Association;

4. Organisation

The organisation of the EI Pan-European structure shall be:

Governing Bodies

- The EI Pan-European Conference consisting of representatives of Member organisations; to be convened jointly with the ETUCE General Assembly, that will consist of the representatives of member organisation from EU and EFTA countries
- The EI Pan-European Committee – consisting of representatives elected by the Conference; the ETUCE Executive Board will comprise representatives elected from EU and EFTA member countries
- The EI/ETUCE Bureau – consisting of the EI Pan-European and ETUCE officers elected by the Conference;

Advisory Bodies

- The ETUCE Council
- Advisory and Standing Committees

- Panels and Networks

Secretariat:

- The Secretariat shall comprise the ETUCE General Secretary and the EI Regional Coordinator.

5. The Pan-European Conference

Functions

- An ordinary session of the EI Pan-European Conference, hereafter referred to as the Conference, shall :
 - *adopt its rules of procedures and agenda;*
 - *elect the President(s), Vice Presidents and other members of the Pan European Committee;*
 - *determine the policies, principles of action and programme of the EI Pan European Regional Structure;*
 - *approve the activity report, the financial report and the proposed budget ;*
 - *determine the supplementary membership fees.*
- The ETUCE General Assembly shall:
 - *conduct any elections required for positions specific to ETUCE;*
 - *determine the policies, principles of action and program pertaining to the special functions of ETUCE;*
 - *approve the activity report, the financial report and the proposed budget pertaining to the special functions of ETUCE;*
 - *determine the ETUCE supplementary membership fees;*
 - *appoint auditors*

Delegates and Observers

- The Conference shall be composed of delegates representing member organisations and the members of the Pan-European Committee. The ETUCE General Assembly shall be composed of the delegates representing member organisations in the EU and EFTA countries. Delegates from other countries shall be entitled to participate as observers at the ETUCE General Assembly.
- Each member organisation shall be entitled to one delegate and one additional delegate for every 20,000 members or a part thereof with a maximum of 25 delegates.

6. The EI Pan-European Committee and ETUCE Executive Board

Function



- The Pan- European Committee shall direct the affairs and activities of the Pan-European structure between the Pan-European Conferences. It shall meet at least twice a year. The Pan-European Committee shall:
 - *draft the agenda for the Pan European Conference;*
 - *review implementation of the resolutions and decisions of the Conference;*
 - *initiate policies and actions in accordance with the resolutions and decisions of the Conference ;*
 - *review and approve financial statements and submit budgets to the Conference;*
 - *submit to the Conference a report on its decisions and activities;*
 - *identify issues requiring coordination between the Pan-European level and ETUCE, taking into account the recommendations of the ETUCE Executive Board.*
- The ETUCE Executive Board shall direct the affairs and activities of the ETUCE between ETUCE Assemblies. It shall meet in conjunction with the Pan European Committee. Members of the Pan European Committee from non EU/EFTA countries shall have the right to attend as observers, without the right to vote. The Board shall:
 - *draft the agenda for the General Assembly;*
 - *review implementation of the resolutions and decisions of the General Assembly;*
 - *prepare recommendations to the Pan European Committee regarding issues requiring coordination between the Pan-European level and the ETUCE;*
 - *initiate policies and action in accordance with the resolutions and decisions of the General Assembly*
 - *consider for approval financial structure and submit a budget to the General Assembly;*
 - *appoint from among its Members a Treasurer;*
 - *appoint for a three year term, the ETUCE General Secretary, who shall be eligible for reappointment for additional terms; candidates must be nominated by a national Member Organisation from an EU/EFTA country;*
 - *have the power to remove the General Secretary from office in the event of misconduct, incompetence or dereliction of duty;*
 - *submit to the General Assembly a report on its decisions and activities*

Composition

The Pan-European Committee shall be composed of

- *the President(s);*
- *six (6) Vice-Presidents, at least one of whom shall come from a non- EU/EFTA country;*
- *one (1) person from each country;*
- *one (1) additional person from each country with more than 250,000 dues paying members and not more than 500,000;*
- *one (1) additional person from each country with more than 500,000 dues paying members;*
- *At least twelve (12) Members of the Committee shall be women, including at least two Officers;*
- *the Regional Coordinator of the Education International, and the General Secretary of the ETUCE shall be ex officio members of the Committee without voting rights;*
- *no national organisation shall have more than one (1) Member of the Committee, the Regional Coordinator of the Education International, and the General Secretary of the ETUCE not being counted for this purpose.*

The ETUCE Executive Board shall be composed of the members of the Committee from the member countries of the European Union and the European Free Trade Association, and the ETUCE General Secretary.

7. The EI/ETUCE Bureau

- The Bureau shall be composed of:
 - The Pan-European President, and the ETUCE President (in the event that two different people are elected to these positions)
 - The Vice-Presidents
 - The ETUCE Treasurer
 - The ETUCE General Secretary
 - The EI European Regional Coordinator as ex-officio member without voting rights.

For the purposes of ETUCE matters, the ETUCE Bureau shall be composed of the officers from EU/EFTA countries. The ETUCE Bureau can convene for extraordinary meetings if needed on the request of the ETUCE President or General Secretary.

- Function and meetings

The Bureau shall:

- direct the affairs and activities of the EI Pan-

European Conference and ETUCE between the Committee and Board meetings in conformity with the decisions taken.

- Prepare European Committee and ETUCE Executive Board meetings and agendas;
- Consider for approval financial statements and submit budgets and proposals for supplementary dues to the Pan-European Conference and ETUCE General Assembly in accordance with decisions made in each body;
- have the responsibility for establishing Standing Committees, Advisory Panels and ETUCE Networks in accordance with the decisions of the Committee and the Board.

- Up to 5,000 members - one delegate
- For each additional 5,000 members or fraction of more than 1,000 members one delegate

The maximum number of delegates for each organisation is 10.

The representation costs of the additional delegates will be met by the national organisation which appointed them.

ARTICLE 12

The functions of the Regional Conference are as follows:

- To adopt its procedural rules, determine its agenda and draw up the programme.
- To elect the President, Vice Presidents and other members of the Regional Committee.
- To determine the policies, activities, programmes and projects of the EILA.
- To lay down general lines of policy and priorities to guide the activities of the Regional Executive Committee.
- To approve the activities report of the Regional Executive Committee.
- To examine the financial report and to adopt the general budget of the EILA.
- To carry out all other activities in keeping with its character as a higher organisation.

Regional Committee

ARTICLE 13

The Regional Committee will be elected by the Regional Conference and will direct the activities and affairs of the EILA during the period between two ordinary Regional Conferences, in accordance with the resolutions and decisions of the last Regional Conference and/or of the extraordinary regional conferences held in the intervening period between the two ordinary Regional Conferences, and with the resolutions and decisions of the Executive Committee and the World Congress of the EI.

ARTICLE 14

The functions of the Regional Committee are as follows:

- To prepare the agenda and documentation for the holding of the Regional Conference.
- To supervise the implementation of the resolutions and decisions of the Regional Conference.
- To initiate policies and activities in accordance with the decisions of the Regional Conference, the World congress and the principles and objectives of the EI.
- To examine and approve the financial reports presented

By-Laws: Latin America

Article 3

The Education International for Latin America will have the following functions:

- Carrying out the objectives and principles of the Education International (EI) in the Region.
- Forming a mechanism for the application at regional level of the measures and policies established at the international level by the EI.
- Forming an advisory and consultative body to the Executive Committee and General Secretary of the EI.
- Establishing policies for the region in accordance with the decisions taken at EI Congresses.
- Enabling and facilitating the communication and adoption of measures and policies among the member organisations.

ARTICLE 4

The highest authority of the EILA is the Regional Conference, which will ordinarily meet once between each two World Congresses of the EI. It should be called at least 7 months before the date on which it is due to be held.

Article 7

Each member organization which is up to date with its membership dues has the right to a delegate at the Regional Conference. The representation costs of this delegate will be met by the EI budget approved for the holding of the Conference.

ARTICLE 8

Each member organisation of the EILA has the right to determinate additional delegates on the basis of the number of members who have paid their affiliation dues in full before the holding of the Regional Conference and in accordance with the following scale:

by the Regional Secretary.

- (e) To prepare the EILA budget proposal and to submit it for the approval of the Regional Conference.
- (f) To call the ordinary and extraordinary Regional Conferences.
- (g) To present the Regional Conference with a general activities report and with proposals for future activities.

ARTICLE 15

The Regional Committee will consist of 9 members, besides the inclusions that may arise from provisions set forth under Article 17:

- 1 President elected from any member organisation enjoying full rights from any country of the region.
- 2 Vice Presidents elected from any member organization enjoying full rights; one for the sub- region Central America and one for the sub-region South America.

At least one of these three positions must be held by women

- 6 regional posts distributed as follows: 3 for the sub-region Central America and 3 for the sub-region South

America.

At least two of these six posts must be held by women.

ARTICLE 16

No country or organisation may have more than one member on the Regional Committee, except for any inclusions subsequent to the election of the Regional Committee as set forth under Article 17.

BY-LAWS: NORTH AMERICA AND THE CARIBBEAN

The North America and Caribbean region does not have a regional structure or by-laws.

SUMMARY TABLE:

REGION	Bureau/Officers	Regional Conference	Regional Committee	Regional/sub-regional office	Region levy % of global dues
Africa	none	Yes -1 between congresses	yes- 17 members approx.	RO	Yes- up to 25%
Asia-Pacific	none	Yes -1 between congresses	yes- 17 members	RO + subRO	Provision but not implemented
Europe	Yes- ten members approx.	yes-1 every three years	Yes- 60 members approx.	HO	Yes- EIE = 7.085% and ETUCE= 25%
Latin America	none	Yes -1 between congresses	Yes- 9 members approx.	RO	Provision but not implemented
North America & Caribbean	none	none	none	SubRO	Caribb. (CUT) Only = 1%



4. Regional Secretariats

Under the Constitution and By-Laws of EI the General Secretary is responsible for the arrangements for secretariat services for EI. The location of offices is determined by the Executive Board on the recommendation of the General Secretary. There are three full Regional Offices: one in Africa, now moving from Lome, Togo, to Accra, Ghana; one in Asia –Pacific in Kuala Lumpur, Malaysia ; and, one in Latin America in San Jose, Costa Rica. In addition there is a Sub-regional Office in the Caribbean in St Lucia and an office for COPE in Suva, Fiji. For the purposes of implementing projects sub-regional offices may be established temporarily. Thus there is an office base in Aceh for the Tsunami project and, more recently, one has been established in Lebanon for the NAME project.

The following is the official definition of the role of the regional offices:

The general tasks of the regional offices in Lome, Kuala Lumpur, San Jose and the sub-regional offices in St. Lucia and in Fiji are

- to maintain contact with member organisations in the regions,
 - to monitor and report on regional developments and educational and trade union developments in the region
 - to organize regional committee meetings and conferences
 - to cooperate with the regional bodies of the ITUC, GUFs and other regional organisations
 - to liaise with the regional branches of intergovernmental agencies
 - to assist cooperating organisations and member organisations in carrying out assistance programs
 - to carry out the regional components of the Working Program allocated to them in cooperation with the Head Office Units
- Each Regional Office is managed by a Chief Regional Coordinator who has a number of coordinators to assist with the work of the office. These are employed by EI Head Office. Each office also employs directly a number of technical staff. Each sub-regional office is managed by a coordinator and such offices may also employ technical staff.

5. Financing of Regions

The operation of regional structures and their activities are provided for within the general EI Budget. In the African and European regions this provision is supplemented by a levy (supplementary dues) for regional purposes. Such a levy is provided for in By-Law 20 of the EI By-Laws. In the Caribbean a levy is imposed for organisations which are members of the CUT. All of the regions have a provision in their own by-laws for such a levy except, of course, the North American and Caribbean region which does not have by-laws.

The Program and Budget which is adopted by each World Congress and developed between World Congresses by the Executive

TABLE: Summary Regional Staffing

REGION	Chief Regional Coordinator	Coordinators	Technical Staff
Africa	x	three	6
Asia-Pacific*	x	six (one temporary)	four
Europe**	x	none	none
Latin America	x part-time	two	three
North America & Caribbean	no	one (Caribbean)	two (Caribbean)

* COPE also has one technical staff member

** ETUCE has a General Secretary, two coordinators and six technical staff

Board includes elements of programmes for implementation at regional level. The specific implementation of activities is incorporated in annual budgets. The regional offices also assist with the implementation of extra-budgetary projects and programmes and, therefore, receive funds which are earmarked specifically for such projects. In addition they assist EI member organisations which have their own projects and programmes within regions. They may also process funds belonging to the donor organisations for such projects and programmes.

By-Laws: EI 20

20. SUPPLEMENTARY MEMBERSHIP DUES

Subject to approval by the Executive Board, a regional structure may establish supplementary membership dues to be paid by member organisations in the concerned region. The supplementary membership fee shall be:

- (a)
 - (i) a percentage in addition to the membership dues of the Education International.
 - (ii) collected by the Education International.
- (b) In no instance shall the supplementary membership dues paid to the regional structure be greater than or calculated on a different basis to the membership dues paid to EI.

By-Laws: EIRAF

11. Finances

- A. Regional activities shall be financed by:
 - (i) subventions from EI;
 - (ii) grants;
 - (iii) contributions arising from supplementary sources

approved by the Executive Board or, if not possible, by the General Secretary of EI.

- B. Supplementary membership dues applicable to all member organisations in the region and computed per capita can be determined by the Regional Conference, in accordance with article 20 of the EI by-laws.

Article 20 of the EI by-laws stipulates:

“Subject to approval by the Executive Board, a regional structure may establish supplementary membership dues to be paid by member organisations in the concerned region. The supplementary membership fee shall be:

(i) a percentage in addition to the membership dues of the Education International up to a maximum of 25 per cent;

(ii) collected by the Education International.”

- C. Supplementary membership dues shall be paid to EI by June 30 of each year at the latest and shall be computed on the membership reported as of December 31 of the preceding year.

Financial rules of EI shall apply to regional structures.

By-Laws: Asia and Pacific and Europe (similar)

12. Finances

- Supplementary membership dues to be paid by the member organisations shall be determined by the Conference on a per capita basis in accordance with By-Law 20 of the Education International.
- Supplementary dues to cover all expenses related to the ETUCE budget shall be determined by the ETUCE General Assembly.
- All supplementary dues shall be paid to the Education International before June 30 of each year, and shall be computed on the membership reported as of 31

December of the preceding year.

- Any organisation which is more than twelve (12) months in arrears of the payment of its supplementary membership dues, without the approval of the Committee, may, at the recommendation of the Committee, be suspended by the Executive Board of the Education International in accordance with Article 7 (b) of the Constitution.
- If a member organisation is unable to fulfil its financial obligations, owing to extraordinary circumstances, the Committee may recommend the Executive Board of the Education International to, in accordance with Article 19 (c) of the Constitution, grant a delay, a temporary reduction or, in extreme cases, a temporary exemption from the payment of such supplementary fees.

By-Laws: Latin America

FINANCE AND ADMINISTRATION

Article 1

The funds of the EILA will be constituted in the following manner:

- (a) The budgetary sum allocated by the EI and approved by the World Congress for the functioning of the Region.
- (b) The additional dues to be collected from the member organisations as approved by the Regional Conference.

In no case may the additional dues exceed the affiliation dues paid by each member organisation to the EI by more than 25 per cent.

TABLE: Income from supplementary dues in Euro for 2007 by region:

Africa	Asia-Pacific	Europe	Latin America	North America & Caribbean
€8,373.41	€ 0	€233,483.53 (€774,518.90 to ETUCE)	€ 0	€ 0 (contribution made to CUT)



6. CONCLUSION

Education International is an organisation of organisations. It consists of over 400 member organisations representing teachers and other education workers in over 170 countries and territories throughout the world. Its member organisations are allocated to regions for administrative, organisational and political purposes.

One of its great strengths as an organisation is the direct relationship which exists between the governing bodies and head office of EI and its member organisations. Whether it is making representations on behalf of an organisation or individual member who is being persecuted or threatened or making a submission to a government, intergovernmental body or financial institution on behalf of the 30 million individual members of those member organisations, its status and effectiveness is enhanced by the fact that it is perceived as an organisation with direct contacts in most of the countries of the world. When its urgent action appeals are linked to organisations in a country their effect on national governments is enhanced.

The linkages which exist between member organisations across the globe help to maintain unity of purpose and consensus on policies, which, in turn, enhances the status and influence of the organisation and, thereby, increases its effectiveness. Collaboration and cooperation also takes place between member organisations in the creation and implementation of development assistance programmes. Ideas are shared and information exchanged across the globe.

EI has succeeded, where many other similar organisations have failed, in getting the voice of its member organisations heard in the forums where social and economic policies are developed and promulgated. This is due, in no small measure, to the internal coherence, strength and perceived unity of purpose which it derives from the global links between its member organisations. Cooperation and exchanges at the global level are inhibited in a federation of regional structures. Other global organisations, which have developed as federations of strong independent regional structures, make less impact on the global organisations which shape the policies on social and economic matters adopted across the globe by governments. The financial crisis has once again emphasised the extent to which the world has become an interdependent global economic village.

There may be a case for reviewing the assignment of some countries to regions along the boundaries of some regions in order to enhance the opportunities for involvement and engagement of some member organisations in EI. However, the regional structures as they have operated have served EI well since its foundation. The balance between the current structures and the governing and administrative structures of EI should be maintained.

7. Key Recommendations

1. EI should retain its present structure as a global organisation of member organisations, with regional and sub-regional structures for administrative, organisational and political purposes.
2. EI should establish more sub-regional structures, as required, to provide opportunities for organisations to interact and engage with EI and with other member organisations in the region with similar interests and concerns.
3. EI should also establish sub-regional groupings which cross regional boundaries where the interests and concerns of the member organisations warrant such structures, for example, in the case of the Middle Eastern and North African Arabic organisations.
4. EI should review the boundaries of its regions to try to ensure that member organisations at the boundaries of the regions are not isolated and deprived of opportunities to participate in EI activities and interact with other member organisations in their region.

As amended and adopted by the Executive Board

25 March, 2009.

Education International
6th World Congress



11. Schools Shall Be Safe Sanctuaries

A guide to the Declaration by Education International

INTRODUCTION

In most parts of the world teachers and students do not have to worry about whether they are going to be shot on their way to school or blown up when they get there.

But increasingly in conflict countries and fragile states they are putting their lives at risk simply by turning up for lessons — because rebels, armed forces and repressive regimes are targeting schools, universities, students and teachers for attack.

It is time for the world to take action to stop this growing problem.

These attacks violate the most basic human rights for students and teachers — the right to life, and the right to education.

The latter includes the right to education in safety and the right to a good quality education, both of which are denied by violent military and political attacks and the fear that spreads with them.

The violations represent an attack on the provision of education, an attempt to prevent children and young people from realising their fullest potential as human beings, and therefore an attack on civilisation itself.

It is the responsibility of every national government and the whole international community to ensure that students, teachers, schools and universities are protected, that the perpetrators of attacks are punished and that education becomes a force for peace.

By this Declaration on Schools as Safe Sanctuaries we, the 30 million teachers represented by Education International, are demanding that schools be respected and protected as zones of peace.

Fred van Leeuwen
General Secretary, Education International

1. THE DECLARATION

Schools shall be safe sanctuaries

Education International Declaration on Violent Political and Military Attacks Against Schools and Education Institutions, Students, Teachers, Academics and all other Education Personnel, including Support and Transport Staff, Education Officials, Education Trade Unionists and Education Aid Workers.

ARTICLE 1

Reaffirm the commitment to the principle of the right to education in safety.

The international community, governments, and all parties to conflicts shall recognise and respect the right of all children and adults to a safe education in a peaceful learning environment, and shall respect education institutions as safe sanctuaries. The international community calls on the United Nations Security Council to commission the creation of an international symbol for use on education buildings and education transport facilities to encourage recognition that they must be protected and cannot be targeted for attack or used for military purposes.

ARTICLE 2

Take practical measures to ensure protection.

The UN Security Council, governments and parties to conflict shall take all possible practical measures to protect students,

teachers, academics and all other education personnel from all deliberate violent political or military attacks on their way to or from, or at, their places of learning or work; and take all possible measures to deter such attacks. All governments should ensure that national legislation conforms with international law in protecting the right to education in situations where it is under threat and prohibiting attacks on education institutions and those working and learning in them.

ARTICLE 3

End impunity for attacks on students, teachers, academics, all other education personnel and education facilities.

The international community shall assist in ending impunity for attacks on education, and bring those culpable to justice. It will ensure that humanitarian and human rights instruments are used to prosecute perpetrators of attacks on schools, colleges, universities, education offices, and other education facilities; and perpetrators of attacks on students, teachers, academics, education support staff, education officials, education trade unionists and education aid workers. This explicit focus on attacks on students and staff in addition to buildings and facilities must also be included in the investigations of the International Criminal Court and the UN Secretary General's monitoring of the grave violations against children in armed conflict.

ARTICLE 4

Strengthen monitoring of attacks and efforts to end impunity.

The international community, governments and human rights organisations shall develop systematic means of gathering information to aid the global monitoring and analysis of the frequency, scale, and nature of violent military and political attacks on students, teachers, academics, all other education personnel, and education institutions; and to monitor efforts to end impunity for all attacks. The international community calls on the UN Security Council to support such efforts, as a means of encouraging further action to prevent attacks on education.

ARTICLE 5

Prioritise action and share expertise on resilience and recovery.

The international community and governments everywhere shall prioritise efforts to increase the resilience and recovery of education systems and institutions subjected to attacks and share information on such efforts.

ARTICLE 6

Make education an agent for peace.

Teachers, their unions, governments and the international community shall work to prevent education from aggravating conflict. They shall enable schools, colleges, universities and all other education institutions to become zones and agents of peace, promoting tolerance,

understanding, conflict resolution, and respect for cultural and religious diversity both in their curricula and by fair, inclusive and transparent management in line with the 1966 and 1997 Recommendations concerning the Status respectively of Teachers and Higher Education Personnel.

ARTICLE 7

Support campaigns of solidarity.

Teachers, their unions, non-governmental organisations and civil society are urged to join solidarity campaigns in support of victims of attacks and threats of attack, as a means to put pressure on governments and the international community to take action to end impunity; protect students, teachers, academics and all other education personnel; and make education institutions safe sanctuaries in which all students have equal opportunities to fulfil their individual potential and become advocates for peace in the world.

"The international community shall assist in bringing those culpable to justice"

2. THE GLOBAL PROBLEM

Where going to school puts your life at risk

The Beslan school massacre and the bombing of schools in Gaza are just two examples of a worrying trend towards violent political and military attacks on education buildings, students and staff in recent years

The Israeli bombing of two UN schools in Gaza in January 2009 grabbed the headlines around the world when doctors reported that more than 40 people, including children, had died at al Fakhura school.

Three young men, all cousins, died when the Israelis also bombed Asma elementary school, Gaza city, hours earlier.

The al Fakhura school attack was the worst incident in Israel's retaliatory response to rockets fired by Hamas into its own civilian areas. And it occurred despite the fact that the UN had passed on the GPS co-ordinates of the schools to the Israeli military so that they would be spared from attack, because they were being used to shelter civilians.

There hadn't been such international coverage of an attack on a school since the Beslan school massacre in southern Russia in 2004, in which 344 people died, including 186 children, during a siege by armed Chechnyan separatists.

But the terrible truth is that there have been countless military attacks on schools and other education targets in other countries in between these dates and it has become a growing global problem.

The first global study of such incidents, Education Under Attack¹,

1 www.unesco.org/education/attack



published by UNESCO in 2007, warned that the number of reported attacks on students, staff and education buildings had risen dramatically in the previous three years. Most of the attacks occurred in countries suffering wider conflicts but they were all deliberately targeted.

The worst hit countries were Afghanistan, Colombia, Iraq, Nepal, Palestinian Autonomous Territories, Thailand and Zimbabwe.

These attacks take the form of:

- Multiple deaths by targeted bombings and deliberately sprayed gunfire in places where large numbers of students or education staff congregate;
- Targeted assassinations of individual teachers, education staff, students and trade unionists;
- Destruction of education buildings by bombing, rocket attacks, burning, looting and ransacking;
- Illegal detention, forced "disappearance" or torture of staff, officials, union members or students;
- Abduction for extortion, or forced recruitment as child soldiers, or rape by armed forces
- Or threats of any of the above.

Note that these incidents do not include general classroom violence or shootings for apolitical reasons, such as the many examples in recent years of gun rampages or threatened shootings in classrooms by disaffected students or lone civilians in Germany, Finland, the United States and elsewhere.

Updated figures show 280 academics were killed in Iraq between the fall of Saddam Hussein and April 2007 in a campaign of liquidation of intellectuals; 310 teachers were assassinated in Colombia between 2000 and 2006, an average of 44 a year; there were 281 bombing, missile and arson attacks on teachers, students, education officials and schools in Afghanistan in 2005-6; militants murdered 99 teachers and burned down 297 school buildings in southern Thailand between 2004 and 2008; and in Nepal 10,600 teachers and 22,000 students were abducted in 2002-6 and 734 teachers and 1,730 students were arrested or tortured.

The methods and motives for the attacks have varied from conflict to conflict.

In Afghanistan the Taliban has burned down or bombed girls' schools and issued death threats to those who teach in them out of an ideological belief that girls should not be educated. But they also target boys' schools and appear to oppose the imposition of non-religious education. There may also be a military objective of undermining government control.

In Iraq intellectuals have been assassinated for belonging to an opposing political faction or an opposing strand of Islam. There have also been mass killings of students via bombings at university facilities.

In southern Thailand, Buddhist teachers are being targeted by Muslim separatists who oppose the imposition of Thai-Buddhist culture. Many of the killings have been carried out by pillion

passenger assassins on motorbikes riding up behind teachers and shooting them on their way to or home from school.

In Colombia teacher trade unionists have been caught in a struggle between left-wing guerrillas and right-wing government-backed militia and have been murdered, tortured or "disappeared" for taking a stand on social justice or human rights, including the right to education in their community.

In some cases, attacks are part of a strategy by occupying forces of tearing down the infrastructure of a resistant power. For example, in Operation Defensive Shield in the Palestinian Autonomous Territories in 2002, when Israeli forces destroyed 11 schools and damaged 112, and confiscated equipment and records from the Ministry of Education. But Palestinian guerrillas have also invited attacks on schools by using them as a cover for attacks on Israeli forces.

During the conflict in Nepal children were abducted in their thousands for re-education lessons by Marxist guerrillas, with a proportion forced to stay on as child soldiers. According to Human Rights Watch: "Once recruited, children were kept in the ranks through punishment or the fear of it: any who considered escape also had to consider the possibility that the Maoists would exact reprisal on their families."

Although there has been no global scientific monitoring of attacks, the UNESCO study suggests this is a growing modern phenomenon, as militants in cultural, ideological and ethnic conflicts around the world recognise that schools, teachers and students are soft targets. In most places schools are left unguarded and staff have no means of defence.

Since the UNESCO study was published the attacks have continued in many of the countries highlighted and have become a growing problem in other states.

For example, in Somalia dozens of teachers and students were either killed, injured or abducted in 2008, according to press reports.

But the most serious recent example was reported at the same time as the UN school bombings in Gaza. In Swat territory, north-west Pakistan, the Taliban threatened to blow up any girls' school that remained open after 15 January 2009.

"Failing this the schools will be bombed and violators would face death. They will throw acid into the faces of our daughters if we don't comply," a government official who had heard the warning made by a Taliban leader on clandestine radio, told IRIN News.

It is no idle threat. Militants attacked more than 170 schools, mostly for girls, between July 2007 and March 2009.

'Close the schools, or we will kill you'

Fatema, 36, reaches into her handbag and pulls out a wad of letters from the Taliban. Some are addressed to her, some to her colleagues. Most are poorly written. But they all have one thing in common: they contain death threats.

"Hello Fatema, I have a request that you stop doing this work. ... If you continue I will kidnap you, take you in a car and kill you," reads the first, unsigned.

"If you do not close the government schools, we will kill you," reads another carrying the seal of the Taliban.

A third signed by the office of Mullah Mohammed Omar, the Taliban leader, says: "If continue (sic) with schools you have not reason to complain for what happens to you."

The letters began arriving six months after Fatema, a softly spoken but quietly determined woman, became director of education in a province of Afghanistan where the Taliban were making inroads. Some of them were pinned to her door at home or left on her doorstep.

A fourth, addressed to both Fatema and a director of one of her districts, with 48 schools, said: "Close schools for girls. ... It is the Islamic duty not to continue with these schools." Four days after Fatema received it the director was killed.

He was the fifth education official assassinated in her province.

When another director visited Fatema in distress, he said: "The Taliban will kill me, what will I do?" She urged him not to go back to his district, but move to her office to work out a solution from there. "But on his way home they kidnapped him, gouged out his eyes, then slit his throat," she recalls.

For two years Fatema, whose full identity is withheld for her own safety, was responsible for 480 schools and 240,000 students, 70,000 of them girls.

"As director my hope was that all girls would go to school and I set up girls' schools everywhere, even in places controlled by the Taliban."

But in some areas where the Taliban learned of her efforts, they burned the schools down and banned children from attending.

She responded by setting up 200 schools based out of view in villagers' houses, with the help of UNICEF.

When the death threats started, Fatema sought training in how to use a pistol, and gained authority to carry a .38 Beretta. Only after 18 months did she get a bodyguard.

"At the beginning, I could not sleep," says this mother of six children. "During the night I was wondering how I would be killed."

She says the Taliban went to the mosques and decreed that anyone working as a teacher or in a school would be targeted. Afterwards they sent threatening letters to the offices and schools.

During her tenure, 13 schools were destroyed and 35 forced to close because of the constant threats. She believes the situation in her province is getting worse.

"Schools and educational institutions are again being burned, teachers and educational personnel are being killed," she says. "We are a poor country. I ask the world to give our students education in safety and peace."

3. IMPACT ON EDUCATION

Fear and violence end learning

Education for All cannot be achieved unless governments take action to prevent attacks and assassinations.

Attacks on schools and other education institutions are morally unacceptable, contravene fundamental human rights and have a detrimental effect on the provision of education and the wellbeing of teachers, students and their families.

The damage is caused in a plethora of ways. Pupils and staff stay at home or flee the area for fear of being attacked. Buildings, resources and materials are destroyed. Pupils are recruited as child soldiers by force or voluntarily, which prevents them from attending school. The killing, abduction and "forced disappearance" of teachers causes staff shortages and deters future recruitment.

Additionally, the loss of teachers' and pupils' lives in violent and often sadistically brutal ways can cause severe psycho-social trauma among staff and pupils, hindering teaching and learning for lengthy periods. There have been incidents in Thailand of teachers shot and burned in front of their own pupils. In Nepal and Afghanistan headteachers have been beheaded. In Iraq a teacher was raped and her mutilated body hung up outside the school for several days.

Threats of attack can exponentially increase the impact of real human rights violations on attendance at school, and on concentration and motivation in class.

UNESCO's Education Under Attack study concluded that "in the areas with the most incidents the impact of violent attacks on education provision has been devastating".

Governments have a duty to take action from the points of view of both preventing human rights violations and fulfilling the international commitment to provide Education for All.

In 2000, 164 countries signed up to the pledge at the Dakar World Education Forum to:

- Provide good quality primary education for all.
- Achieve gender equality at all levels, especially full participation of girls in basic education provision.
- Halve adult illiteracy.
- Expand and improve early childhood education.
- Provide equitable access of young people and adults to learning and life skills programmes.



- And improve all aspects of the quality of education; all by 2015.

The estimated number of children out of school has dropped from 104 million in 2000 to 75 million and the Millennium Development Goal of achieving universal primary education is the most achievable of the MDGs.

But these targets cannot be met in areas where teachers and pupils are driven out of education by fear of military attack or assassination; or where governments are reluctant to repair or rebuild schools due to the risk of them being burned or bombed again.

Since 40 per cent of children not in school are in conflict countries, this is a serious challenge.

In Article 1, Education International calls on the international community, governments, and all parties to conflicts to recognise and respect the right of all children and adults to a safe education in a peaceful learning environment, and to respect education institutions as safe sanctuaries.

To this end it urges the United Nations Security Council to commission the creation of an international symbol for use on education buildings and education transport facilities to encourage recognition that they should be treated as safe sanctuaries and should not be targeted.

Where attacks disrupt education

Afghanistan

In 2008 IRIN reported that the worst-affected province, Helmand Province, only 54 schools, mainly for boys, were open out of 223. More than 300,000 students in 12 provinces were being deprived of an education by attacks.

Iraq

In 2006-7, 30 per cent of the country's 3.5 million pupils attended classes compared with 75 per cent the year before; University attendances were down by 60 per cent in many departments following a campaign of bombings and assassinations directed at students and academics

Thailand

100 to 1,000 schools close for a week every time a teacher is shot by Muslim separatists in the ongoing conflict in the three southernmost provinces. Many of them are killed in front of pupils.

The right to safety

"Schools should be respected and protected as sanctuaries and zones of peace."

"All higher-education teaching personnel should enjoy freedom of thought, conscience, religion, expression, assembly and association as well as the right to liberty and security of the person and liberty of movement."

From paragraph 26 of the 1997 UNESCO Recommendation concerning the Status of Higher Education teaching personnel.

4. RESPONDING TO VIOLENCE

Protection must be prioritised

Schools are often attacked because they are soft targets, so practical measures must be taken to deter violence and punish perpetrators.

Schools and colleges suffer from being soft targets, because they are often easily identifiable targets with little or no protection to deter attackers. In Article 2, therefore, Education International calls on the UN Security Council, governments and parties to conflict to take all possible practical measures to protect students, teachers, academics and all other education personnel from all deliberate violent political or military attacks on their way to or from, or at, their places of learning or work; and to take all possible measures to deter such attacks.

Methods have included increasing the presence of the state's armed forces in the area, providing armed guards at schools and providing armed escorts for teachers and students on their way to and home from school.

For three decades since the 1974 massacre at Mai'a lot school, Israelis have placed armed guards in every school and on every school bus to prevent further attacks. However, this tactic does not always work.

The Thai government has made significant efforts to provide armed escorts for teachers travelling to school. Unfortunately this has led militants to respond by targeting vehicles transporting teachers and their guards with remotely detonated bombs.

Where conflict is widespread or schools are remote, alternatives to protection by state forces may be needed.

In Afghanistan, community protection schemes have been established. This involves setting up a committee of parents or community members and urging them to stand together to protect their school against Taliban attacks. In some cases this has led villages to impose an 8pm to 8am curfew on the school vicinity and post people to keep watch against intruders. In other cases villagers have run out and challenged Taliban assailants when they have threatened the school. Anecdotal evidence suggests this has had a deterrent effect, possibly because it also demonstrates that local people value the school.

Such methods can be complemented by communication with a national monitoring and support network, providing early alerts to enable the government to send in national troops in areas of growing conflict.

Other measures, taken in Thailand, include permitting teachers to carry guns and providing training in the use of firearms. It is a question of governments and international security forces recognising the importance of providing adequate protection to ensure that children can continue to enjoy the right to education

in a safe environment.

Resilience limits the damage

In Article 5, Education International calls on the international community and governments to prioritise efforts to increase the resilience and recovery of education systems and institutions subjected to attacks, and to share information on such efforts.

Such activities could include the development of distance learning methods using information technology, in countries where the targeting of schools or the general level of violence deters attendance. IT could also be used to support academics and students in temporary exile.

In Afghanistan UNICEF has worked with community leaders to encourage the establishment of schools within village homes, which makes them less visible and less obvious targets for attack.

Speeding up recovery means making rapid resupply of teachers and teaching and learning materials and the repair and reopening of school facilities a priority in the response to incidents and in post-conflict rebuilding work.

Monitoring to mobilise support

The UNESCO study highlighted the lack of any global system of monitoring attacks on education, which could be used to mobilise preventive and restorative action.

In Article 4, Education International calls on the international community, governments and human rights organisations to develop means of gathering information to aid the monitoring and analysis of the frequency, scale, and nature of violent military and political attacks against education institutions, students, teachers, academics and all other education personnel; and to monitor efforts to end impunity for all attacks.

It also calls on the UN Security Council to support such monitoring to encourage action on this issue.

Such efforts need to be handled sensitively because the gathering of information can be fraught with difficulties. In parts of Colombia, for instance, different branches of the same union are fearful of sharing data, in case it falls into the wrong hands and leads to further victimisation of members. At least, one government has tried to minimise international coverage of attacks on teachers, even though it has taken strong action to try to deter them, perhaps because it is worried that publicity could adversely affect the tourism trade.

In some conflicts information about attacks may be used as a political weapon to gain international support and can be hard to verify. Information on the use of child soldiers or the bombing of schools in the Sri Lankan conflict, for example, could not be checked because the government prevented journalists and NGOs from entering the battle zone independently.

Making use of international law

The international community, which has signed up to human rights conventions and to the Millennium Development Goals, must play its part in ending impunity and pressing parties to end attacks on education.

The scope exists in the Rome Statute of the International Criminal Court to prosecute perpetrators of attacks on education, because attacks on civilians and education buildings are a war crime and acts of murder carried out to a declared policy are crimes against humanity.

The problem is that the ICC in its first six and a half years was only able to open one full trial, in January 2009.

Congolese militia leader Thomas Lubanga is being tried for the forced recruitment of child soldiers who were part of a rebel army responsible for mass killings, rape and torture of civilians. He is charged with recruiting children under the age of 15 and sending them into combat, which is a war crime.

If attacks on education are to be deterred there needs to be a much more concerted attempt to end impunity for the range of crimes against education and bring the perpetrators to justice. If no one is arrested, no one charged and no one punished, the violence will not stop. What is needed is a forceful campaign from teacher unions and human rights NGOs to ensure these crimes are tackled.

The late Katerina Tomasevski, the UN Special Rapporteur on the Right to Education, urged greater use of human rights tools to prioritise the protection of teachers. She said the UN Commission on Human Rights had failed to do so because it had not faced a forceful NGO campaign. "What is needed here is the same growth of the human rights movement which we saw around freedom of expression or equal rights for women —good documents, sensible strategies, and then well-co-ordinated lobbying to get government delegations to move," she said.

This means examining human rights instruments, making commentaries and getting international resolutions passed on them.

In addition to the Rome Statute existing instruments include the UN Declaration on Human Rights, the Convention on the Optional Protocol on the Convention on the Rights of the Child on the involvement of children in armed conflict, International Labour Organisation core conventions and the Recommendations on the Status of Teachers and Higher Education personnel.

In Article 3, Education International calls on the international community to build on the work of the Special Representative of the Secretary General for Children and Armed Conflict, who has pressed for the wider application of human rights instruments on issues relating to children in conflict, particularly the recruitment of child soldiers.

As recommended by UNESCO, the international community should work to further embed the protection of teachers and academics within human rights law and focus the application



of existing instruments on protection for schools, colleges and universities and the education process.

The International Criminal Court should therefore be given adequate resources to include this focus in its investigations and bring a greater number of perpetrators to trial.

But teacher unions can also campaign for governments to set a condition of adherence to human rights norms, particularly the right to education and protection of both the education institutions and the process of education, when entering trade or aid agreements with parties to a conflict.

For example, they can raise questions about whether the US government is requiring the Colombian government to adhere transparently to international human rights law in their treatment of teacher trade unionists as a condition of providing them with extensive military aid for its war against leftist guerrillas; or whether the UK government should be giving aid to education in Ethiopia at the same time as the human rights of teacher trade unionists are being violated.

5. CONFLICT RESOLUTION

Work to make schools part of the solution

It means promoting inclusion, tolerance and understanding, and running schools in a way that gains the trust of all parties to the conflict.

One reason why schools and colleges are targeted for attacks is that in some conflicts education has triggered or aggravated tension. This can happen when:

- Education systems deny school provision, equal distribution of education resources, or equal right to employment as teachers to particular ethnic groups.
- The curriculum imposes an alien language, culture or political philosophy.
- Lessons encourage hate, for instance via one-sided propagandist history curricula, or promote misunderstanding by ignoring the history and values of minorities.

In Article 7, Education International calls on teachers, teacher unions, governments and the international community to prevent education from aggravating conflict and seek to turn schools, colleges and universities into zones and agents of peace.

Schools and colleges have a vital role to play in working for peace, by promoting inclusion, tolerance, transparency, cross cultural understanding, sensitivity to culture and language, conflict resolution and enquiry based history learning methods.

It is not just about what is in the curriculum, but about creating an ethos. Schools need to be run in a way that will gain the trust of parties to conflict. This means having fair whole-school policies, student democracy and participation by parents in

decision-making, and transparency in staff appointments. It also means recruiting and retaining well qualified, capable teachers.

In Thailand the government has recognised this problem by exploring with UNESCO a possible compromise in which state schools in the three southernmost provinces would be allowed to use the local language, Yawi, as medium of instruction and would offer religious instruction in Islam instead of Buddhism. In return private religious schools would teach national curriculum history and geography and the Thai language.

In the Balkans, and in Greece and Turkey, attempts are being made to eradicate inflammatory texts from school history books.

In Northern Ireland education for mutual understanding, the study of the cultural heritage of both communities and the study of recent history are compulsory, and voluntary contact schemes in which pupils from both sides of the divide work or carry out field trips with each other are strongly promoted. In one community parents are examining their local highly contentious history together.

A blueprint already exists for all schools to follow a style of education that will promote peace and tolerance: the 1966 Recommendation concerning the Status of Teachers (above).

The aim should be to enable schools to become zones of peace, actively contributing to the easing of tension. This in turn would encourage wider recognition and respect for places of learning as safe sanctuaries that should not be targeted.

Education's role in making peace

"Education from the earliest school years should be directed to the all-round development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms; within the framework of these values the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups."

Paragraph 3 of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers.

6. INTERNATIONAL CAMPAIGNS

Solidarity saves lives

Raquel Castro, a teachers union leader, and, Samuel Morales, a teacher trade unionist, had gone to a small village in August 2005 to meet other regional leaders of CUT, a congress of unions.

They were to discuss how to lead a campaign to protect peasant farmers being thrown off their land to allow for oil exploration.

All had previously received death threats for their work defending education or campaigning for social justice. So they slept in separate houses to minimise the risk.

Soldiers from the Colombian army came looking for them, found Raquel and Samuel's three colleagues, took them outside and shot them dead. But they didn't find Samuel and Raquel until later.

When they caught up with them they put them under psychological pressure, making them face firing squads believing they were going to be killed.

The presence of local people may have deterred their deaths, but they were arrested, blindfolded and bundled into a helicopter — Raquel was thrown onto the bodies of her dead colleagues — and taken into custody. They were charged with "rebellion", which carries a six-year sentence.

Convicted at a "trial" they were not allowed to attend, they spent the next two years in prison, in appalling conditions. For instance, there was no toilet paper and women were denied sanitary towels.

Raquel thought she had been abandoned and was going to die in prison. Then one day a delegation from the British Trades Union Congress visited her.

Jerry Bartlett, NASUWT deputy general secretary, recalls: "It was quite an emotional interview. Raquel finds it hard to believe that she has the love and support and commitment of teachers abroad. She thought she had been forgotten by the world."

He told her they were hoping to visit Samuel's prison the next day and asked if she had a message for him.

"Yes," she said. "Can you tell him I think about him each day. I was born a teacher, I'm teaching here in prison and I shall die a teacher."

Both were freed - and given the EI Human and Trade Union Rights Award - in 2007. And Bartlett is convinced that the campaign by all teacher unions in the UK really made a difference.

"We used Amnesty style techniques to draw attention to their plight. Hundreds of members from across the UK wrote to the Colombian government and we picketed the Colombian Embassy."

In Article 7, Education International calls on teachers, teacher unions, non-governmental organisations and civil society to join solidarity campaigns like this one in support of victims of attack, as a means to press governments to end impunity and properly protect students, teachers, officials and union members.

Teacher unions can also take the lead in pressing for education institutions to be treated as safe sanctuaries in which students have equal opportunity to fulfil their individual potential and become a force for peace in the world.

Bartlett says he is sure that continuing international campaigning has kept Raquel and Samuel alive.

"We believe that the fact that we put the spotlight on them has actually kept them safe since their release from prison, as they are

under death threat both from the government and paramilitary agencies."

Education International Declaration on Violent Political and Military Attacks Against Education Institutions, Students, Teachers, Academics and all other Education Personnel (including Support and Transport Staff, Education Officials, Education Trade Unionists and Education Aid Workers)

Education International is a Global Union Federation – representing nearly 30 million teachers and other education workers from pre-school to university, through 401 member organisations in 172 countries and territories.



12. Update of EI Barometer

EI Barometer of Human and Trade Union Rights in Education, July 2010 – July 2011

The purpose of this research activity is to update content within the existing online EI Barometer (access is through the EI web site www.ei-ie.org/barometer) in order to make it public and functional ahead of the sixth EI World Congress.

The previous version of the Barometer was prepared for the fifth EI World Congress, which took place in Berlin in 2007. The situation in many countries has changed since 2007.

Progress in 2010-2011

As the bulk of information to research, update and analyse is diverse, and covers education issues, trade union rights, and minority and gender issues, it was decided to begin with a group of 50 priority countries (see attached list). These countries provide a representative overview of global picture and allow readers to grasp the principle trends across all regions of the world.

Having been done mainly in 2011, the updates give a snapshot of the world's education systems in the aftermath of the economic crisis, and during the on-going revolutionary events taking shape across the Middle East and North Africa.

The updates show a number of emerging global trends, such as cuts in public education; reform legislation aimed at changing the status of teachers and work conditions, they also provide revealing insights into contexts of particular countries.

The updated Barometer features countries such as China, Egypt and the USA which between them show the global scope of alternative developments, but also striking commonalities.

Combined with new statistics on the main indicators of education systems, the Barometer is a rapid and easy to use tool to identify general information about any given country, including its education system, and also its teachers' unions' perspective on human and trade union rights in education and society.

Updates of Priority Countries

In addition to the description of the education system, each country profile focuses on following several main aspects:

The introduction provides the general overview of country's political system, including such fundamental aspects as democracy, respect for human rights, pluralism, and rule-of-law, as represented through independent judiciary, overall economic development and special issues, relevant to the particular country in the light of the priorities of this Barometer.

The right to education of all girls and boys, women and men is a foremost priority. Education for All (EFA) is a global campaign launched in 2000 within the Dakar Framework for Action to provide education for all children by 2015.

EI maintains that all children must be included and not just those who usually get counted and for whom policy is usually developed. EFA should not be achieved without fulfilling a child's right to a quality education, by which EI means that every child deserves a qualified teacher, a proper learning environment, and ample study materials. Putting all children physically in schools and tallying enrolment figures does not in itself signify the achievement of EFA.

Academic Freedom is also addressed as an education right which lies at the heart of higher education and research. The right to teach, learn, study, research and publish free of reprisal and discrimination makes true education possible. Educators, researchers and students are often the targets of state-sponsored violence and repression by governments for a variety of reasons. Intimidation is used to silence critics and dissidents, and the censorship

of teaching, research and publication often follows. Also, in democratic countries, recent trends of performance management and imposed accountability regimes are beginning to undermine academic freedom.

Special attention is paid to child labour. School is the only place where a child should be, not out working. Unfortunately, many children around the world not only do not have the chance to attend school, but they are also obliged to work for their livelihood and that of their family. Child labour is a violation of a child's right to education and an obstacle to the achievement of EFA.

Gender equity is another focus. Some 14 million (2007) girls who should be in school are still not in school. The Gender Equity target set within the Dakar Framework of Action for EFA reached its deadline in 2005 with no real improvement in girls' right to education around the world. The UNDP estimates that at the current (2007) rate of progress some six million girls will still be out of school in 2015. In 41 countries the gender gap is closing so slowly that parity will not be achieved until after 2040. And parity is a minimum; the goal is gender equality.

Ethnic minority groups often face flagrant violations of their right to education and are consequently specifically highlighted in the Barometer. It is one's right to be educated taking into account self-determination and specific needs of the group. Lack of such rights is a factor that contributes to the low primary school completion rate among ethnic minorities in many countries. In some cases, minority groups are completely left out of the education system.

Finally, trade union rights are under constant review within the Barometer. A worker's right is enshrined in the Declaration of Fundamental Principles and Rights at Work of the International Labour Organisation (ILO). The Conventions protect the right of all workers from forced labour, the freedom of association and the right to organise and collective bargaining, the right to equal remuneration for equal work done, as well as protection from discrimination.

In the education sector, the rights of workers are often violated by governments who regard education as an essential service, thus denying them their fundamental labour rights. The update Barometer shows signs, in highly developed countries, of even more fundamental attacks on the core rights of teacher unions to negotiate collectively and represent workers of the sector.

Future plans

The update of the Barometer will continue until all country profiles are reviewed and revised. The work on the Barometer is never-ending, by its very nature, and will be on-going EI research activity during the next period of 2011 – 2015.

Priority countries

AFRICA 10

Algeria
Côte d'Ivoire
Egypt
Ethiopia
Ghana
Morocco
Nigeria
South Africa
Uganda
Zimbabwe

LATIN AMERICA 10

Brazil
Chile
Colombia
Dominican Republic
Guatemala
Honduras
Peru
Cuba
Mexico
Argentina

ASIA-PACIFIC 12

Afghanistan
Australia
Burma
Fiji
India
Indonesia
Japan
Korea South
Nepal
Philippines
China
New Zealand

MIDDLE EAST 2

Iran
Iraq

EUROPE 13

France
Georgia
Greece
Germany
The Netherlands
Romania
Russia
Turkey
United Kingdom
Spain
Sweden
Poland
Norway

NORTH AMERICA & CARIBBEAN 3

Canada
Haiti
USA





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