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EI Education Policy Paper, proposed Resolutions with proposed Amendments.
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1. Resolutions and Amendments

This book contains the final text of the Policy Paper on Education and the text of all of the Resolutions, and the Amendments to them, which have been submitted for the consideration of the 6th World Congress by the Executive Board and by member organizations, in accordance with the provisions of the EI Constitution and By-Laws.

The Education Policy Paper has been developed by the Executive Board, through a detailed consultative process with member organizations, as a comprehensive statement of EI policy on many aspects of, what EI believes, constitutes quality education for all. The Policy Paper itself is not subject to amendment at Congress and will be submitted for adoption through the use of an enabling resolution which is the first resolution listed in this Book.

Resolutions are proposals for policy or action, or both, which are put before the Congress for adoption. They often contain a declaration of principle as well as the demand for action or a change of policy. They should be positive and clear and concise.

Amendments are proposals to alter and improve the original resolution. They may add words to the original resolution, delete or remove words from it, and/or delete certain words and substitute other words. Amendments must be relevant to the resolution and must not be a direct negative to the resolution.

Resolutions and amendments will be considered by the Resolutions Committee, which will meet during Congress for that purpose, but before the resolutions are proposed to Congress. The Resolutions Committee will have to determine whether or not the resolutions and amendments meet the criteria for valid resolutions and amendments and will have to organise them for consideration by Congress. More resolutions have been proposed for this Congress than for any previous World Congress. The Resolutions Committee face the challenge of organising them in a manner which will help to ensure that Congress may consider them in the most effective and efficient manner possible.

In response to a recommendation from the Special Committee on Finances and structures, the Executive Board decided that each proposed resolution should also be accompanied by an estimate of the costs of implementing the resolution. Accordingly such an estimate may be found after each resolution. The basis for calculating those estimates is provided below in a section of this Introduction.

2. Congress Theme

The Theme for the 6th World Congress, which was selected by the Executive Board, is:-

‘Building the future through quality education’.

This Theme will be developed through a series of Breakout Sessions on the following topics:

- Implementing our Education Policy
- Are Inclusive Education Institutions a Real Possibility or a Dream?
- Stronger Together, Building Better Unions
- The Future Financing of Education
- Quality Teaching: Confronting the Challenge of De-professionalisation
- Inclusive Schools at the heart of the Community
- Building Effective Partnerships for Quality Education
- Education as Part of the Solution to the Economic Crisis.

Many of the proposed resolutions also reflect the Theme.
3. Estimates of the costs of implementing Congress Resolutions: the basis for the estimates

Having considered and endorsed the relevant recommendation of the Special Committee on Finances and Structures regarding ‘A method of reconciling the financial implications of World Congress resolutions with the Programme and Budget... which would present the information to Congress delegates before they adopted resolutions,’ the Executive Board decided that estimates should be prepared of the costs of implementing the proposed resolutions for the 2011 Congress, and, that these estimates should be published with the resolutions, in order to ensure that delegates to the World Congress were aware of the financial implications of adopting particular resolutions, before they made a decision in relation to the particular resolution.

In order to develop estimates which would be reasonably accurate and reflect past experience in EI, the Finance Unit prepared a cost analysis of various EI activities. Such EI activities are usually defined as Advocacy, Activities (campaigns, conferences, etc) and Research for purposes of the Programme and Budget. The following are the results of the analysis:

(i) The average cost of a one day meeting in Brussels with one representative from each region present is approximately €15,500, provided that interpretation is not required. Interpretation costs €1,115 per language per day plus the cost of hiring equipment. Each additional day costs approximately €265 per person. Each additional person costs €265 plus their travel costs.

(ii) The average cost of one EI representative attending a one day meeting for advocacy or representational purposes in the major cities where the head offices of the international organisations are based is as follows; New York and Washington - €3,000, each additional day costs approximately €620; Geneva - €1,200, each additional day costs €650; Paris and London - €760, each additional day costs €450.

(iii) The total annual costs of running a campaign on a relatively low-key basis (for example World Teachers Day – advocacy, promotional materials and support for projects at national level) is €25,000 and on an extensive basis (for example the Let’s Go Campaign – promotional materials, steering group, seminars, part-time facilitator) is €75,000.

(iv) The annual cost of a Global Task Force meeting once, without interpretation facilities, and consisting of five members, is approximately €18,500 (including provision for the meeting of the Task Force and publication of some materials). Each additional member costs €265 per day plus the cost of travel. With interpretation the costs increase by approximately €1,500 per day per language.

(v) The annual cost of task forces (five members) at regional office level would be: Africa - €12,000; Asia - €18,000; Latin America – €30,000 and Caribbean – €13,000.

(vi) The design and development costs of a webpage with some provision for interactive elements would be about €10,000. The cost of the maintenance of such a page would depend on a number of factors but could be as low as €1,000 per annum or as high as €7,500 per annum, depending on whether or not it was hosted internally or externally and on the degree of activity on the page.

(vii) Estimates of the cost of research projects vary with the scale of the project. The two most recent discrete projects undertaken cost €40,000 and €60,000 respectively. The cost of a research project undertaken by staff in head office would be approximately €25,000 including materials, translation, publication and other research expenses.

(viii) The costs of a conference at global level vary to a high degree based on the amount which must be provided to assist the participation of representatives of organisations from developing countries. The estimated cost of a conference for 100 participants for two days, assuming that about 20% of the participants are assisted, is €90,000-€100,000.

(ix) The estimated costs for a seminar for 50 people at global level would be about €65,000, assuming that approximately 20% of the participants were assisted.

(x) It is difficult to estimate the cost of printed materials for publication of reports and promotion materials because they vary considerably in size and by the number of languages into which they must be translated. To produce 17,000 posters for World Teacher’s Day in three languages costs €3,500. To produce and distribute 10,000 copies of Worlds of Education costs €15,000.

In many cases it is very difficult to apply these estimates accurately to the recommendations in the proposed resolutions for Congress. In some of the proposed resolutions the recommendations are not precise enough to determine the extent to which EI is expected to fund directly, from its own resources, the activities proposed. In other recommendations it would be a matter for the Executive Board to determine, should the resolution be adopted, the extent of the actions taken or activities organised to implement the recommendations. The costs of implementing the recommendations in certain other resolutions is difficult to quantify because the costs would be mainly the costs of the staff time and head or regional office facilities involved. In addition, proposals for ‘campaigns’ on similar issues could be combined in some instances, or included in broader campaigning activities, which would reduce the individual costs of implementing the recommendations in the resolutions.

The Estimates of the Costs of Implementation after each resolution reflect one-off costs based on an analysis of the potential advocacy, activities and research involved. Some of the costs could be spread over more than one year, others would have to be incurred repeatedly over several successive years. In the case of advocacy the estimates are based on the costs of making direct representations to intergovernmental or non-governmental organisations and/or the costs of the production of materials advocating policies and strategies to member organisations. Ad-
vocacy also, of course, involves participation in conferences and other meetings organised by external and by member organisations. It is very difficult to estimate the costs of such advocacy work since the number of such meetings and their locations vary considerably from year to year.

Notes:

• These estimates do not include staff salary costs or other recurrent costs at head office or regional office level.

• These cost estimates are based on travel costs at flexible economy rates. They are based on the cost of accommodation at average standard hotel rates. Obviously such costs increase significantly if bookings are made late, or in a different class, or if there is a scarcity of accommodation in the city at the time when the meeting is being held, and hotel rates therefore increase significantly.

• Costs also increase significantly depending on the amount of translation of documents required and the use of interpretation facilities at the meeting.

• For small groups, where meeting facilities are available in the head or regional offices, there are no costs included for such facilities. For larger groups such costs are included.

• The estimated costs for the activities of Task Forces at Global level are based on the costs of the Task Force on ECE in 2010 (€29,500) and VET in 2009 (€25,650). Each of these Task Force costs included the cost of at least one consultative conference which was at subsidised partly from other external sources.

• In the case of the Women’s Conference (four days) the total cost for 300 participants was approximately €250,000. A large amount of that cost was offset by contributions from donor organisations. A large number of delegates were assisted. On the other hand the cost of the meeting (three days) for organisations from OECD countries, with no assisted delegates, was €55,000 for 110 participants.
Preamble

- Education International (EI) is the voice of the education sector worldwide, representing teachers and education employees at all levels of education – from early childhood education to higher education. As the world’s largest Global Union Federation (GUF), and the only one representing education employees in virtually every corner of the globe, EI unites all teachers and other education employees and gives expression to their collective views on education policy, the profession, terms and conditions of employment, and related matters.

- EI is guided by the principles of democracy, human rights and social justice. It is independent of governments and international inter-governmental organisations. It is self-governing and free from influence or control by any political party or ideological or religious grouping. EI promotes and protects the rights of all teachers and education employees and campaigns for quality education for all.

- EI is a strong advocate for trade union rights and assists in the development of independent and democratic representative organizations for teachers, academic staff, higher education researchers and other education employees. EI fosters solidarity and mutual cooperation. EI combats negative discrimination in educational settings and in society as a whole, fostering good relations between education employees in all countries.

- EI has decided, after eighteen years of policy making through its Congresses and Conferences at the international and regional levels, to develop a comprehensive policy on education. This policy will encapsulate the very essence of what has made EI what it is today and reflect the goals which should underpin an education that is consistent with EI’s traditions.

- This policy challenges explicitly the narrow, instrumentalist view of education as solely teaching students to become skilled employees. Instead, it argues for a perspective on education that serves both the values of the society at local and global levels, as well as cultural, democratic, social, economic and environmental needs. It recognizes that education is a human right and a public good in its own right, enabling people at all stages in their lives to achieve their maximum potential and to better understand themselves and their role and relationships. Education is also a key means for the transmission, analysis and application of knowledge and experience, and plays a central role in the creation of new knowledge through research and innovation. Its role is broader than the mechanistic and instrumental role that many proponents of market forces and “customer-provider” models acknowledge.

- This policy statement is underpinned by concepts which are central to EI’s philosophy and which represent the core values and demands of the education union movement. These include quality education as a human right, education provided by public authorities and available freely to all, inclusive education and equality in education and society, and high professional status for teachers. The policy also refers to challenges that serve as a call to action to be addressed by concrete initiatives and strategies.

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

1. Quality education nurtures human talent and creativity, thereby contributing to the personal and professional development of the individual person, as well as to social, cultural, economic, political and environmental development of society at large. It promotes peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment, and international and intercultural understanding. It provides people with the critical knowledge, abilities and skills that are needed to
conceptualise, question and solve problems that occur both locally and globally.

2. Democratically elected governments, whether at local, regional or national level, should be the guarantors and primary providers of education systems. Such public authorities have the key responsibility for ensuring that free, universally accessible education is well-resourced and constantly updated and developed. By raising funds through progressive taxation, they can and must invest a substantial proportion of the state budget in education, amounting to at least 6% of their Gross Domestic Product. Such investment should ensure the balanced development of all education sectors from early childhood education through to higher education and life-long learning. Public authorities, in cooperation with teachers, should oversee and regulate the education sector and aim to constantly improve its quality, establishing and implementing a legislative framework that ensures a high quality service, professional standards, access for all and a representative governance system. In sum, public authorities are responsible for the financing, provision and regulation of all education institutions.

3. The social values of education require public authorities to protect the education sector from the neo-liberal agenda of privatization and commercialization. This negative agenda includes marketization and trade in education and intellectual property, the casualisation of employment in the education sector, the application of private-sector management models on education institutions, the privatization of provision, and the intrusion of for-profit motives or business interest in the governance of education institutions.

4. The emergence of a global “market” in education which began in higher education but which is now encroaching on most educational sectors, poses a number of potential risks for the teaching and research mission of educational institutions. The privatization of education has been facilitated by trade and investment agreements like the General Agreement on Trade in Services (GATS) as well as a growing number of bilateral and regional treaties. These agreements have the effect of locking-in and intensifying the pressures of commercialisation and privatization. EI believes that services provided in the public interest like education must not be subject to the commercial rules of trade treaties. Transnational education is to be governed by educational principles, not commercial imperatives. Public authorities need to ensure adequate recurrent and capital funding and agreed and adequate standards for teaching and research.

5. A strong bond of international solidarity is needed to support aid in situations where the state does not have the capacity to provide quality education for all. This is essential for the achievement of the Dakar EFA Goals and the MDGs’ education related Goals. States or territories with weak political systems, failed states, states afflicted with violence or natural disasters, contested territories or non-democratically governed regions require international aid and assistance to build comprehensive education systems vital to their social and economic development. Such aid must be developed in full cooperation with the appropriate local organisations and structures including trade unions and organisations representing education employees.

6. The responsibility of public authorities for education also includes the ratification, implementation and regular monitoring of international conventions and regulations relating to education. These include the following: the Universal Declaration on Human Rights, 1948; the International Covenant on Economic, Social and Cultural Rights, 1966; the UN Convention on the Elimination of All Forms of Violence Against Women, 1979; and the UN Convention on the Rights of the Child, 1989; the ILO/UNESCO Recommendation Concerning the Status of Teachers, 1966; the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel, 1997.

7. This responsibility also extends to respecting the professional rights of education employees as envisaged in the ILO Convention 87 on the Freedom of Association and Protection of the Right to Organise, 1948; the ILO Convention 98 on the Right to Organize and Collective Bargaining, 1949; The ILO Convention 111 on Discrimination (Employment and Occupation), 1958; Employees the ILO Declaration on Fundamental Principles and Rights at Work, 1998; and the ILO Declaration on Social Justice for a Fair Globalisation, 2008.

8. Consistent with these international obligations, public authorities must support the autonomy of higher education institutions in relation to academic policies, curriculum, staff appointments and internal management. Institutional autonomy, in these spheres, is a pre-condition for the existence of academic freedom which guarantees that independent research, teaching and scholarship can flourish, but it must not be confused with academic freedom. Institutions have an absolute obligation to ensure their autonomy facilitates the protection of academic freedom from a hostile external environment, and must not abuse their autonomy to undermine or suppress academic freedom internally. Further, it must be acknowledged that institutions operate in the public sphere and bear a general obligation to public accountability and the public good. A key element of academic freedom is the right of academic staff and researchers to be directly represented on all key decision-making bodies within universities and colleges that should be founded on the principle of collegiality. This principle includes guarantees of individual staff rights such as the freedom to determine teaching style, research priorities and the right to intellectual property.

II: Improving the Quality of Education

9. Every citizen of every state has the right to a quality education. Providing quality education that caters to students’ aptitudes and needs will be a primary challenge for lifelong learning, from early childhood education through to further and higher education. EI defines quality education in terms...
of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its inputs (including students’ background, teachers’ qualifications, working conditions, class-size and investment in education); by the education process (including teaching, parenting and related processes of learning) and by projected outcomes (including individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development.

10. The importance of quality teaching for quality education cannot be underestimated. To this end, teachers at all levels of education must be appropriately trained and qualified. Teachers should continue their professional development upon recruitment through a period of induction into the profession with the support by a mentor and should have access throughout their careers to high quality continuous professional development and learning. These opportunities should be provided by the public authorities or other employers at no cost to individual teachers.

11. The teaching and learning environment should be designed in such a way that it supports teachers and education employees in their missions. Public authorities should provide the necessary infrastructure and resources to cater for this environment.

12. Quality education must be underpinned by credible educational research. The findings of such research should inform the theories and practice of teaching. Research should also draw on the actual professional experience of teachers and involve teachers in the process. This should culminate in an inseparable link between education and research which would help to generate new understandings and knowledge and improve pedagogical skills.

13. EI believes that teachers should maintain high professional standards and should be accountable to society. Professional standards should be established with the full involvement of the teaching profession in each country. Teachers should feel confident that both their professional standards and their professional development are relevant to their teaching.

14. Public authorities should ensure that education institutions have a broad and balanced framework curriculum which sets out common rights and responsibilities for all students. The framework should be sufficiently flexible to allow schools to adapt to the needs of all of their students. Education institutions themselves should be responsible for adapting the curricular framework to the needs of the relevant societal context.

15. The purpose of evaluation should be clear to all those involved in education. The evaluation of education systems, of school and higher education communities, of teachers, and of students have different purposes and should be separate. When one form of evaluation designed for a particular purpose is used to serve a different purpose, the consequences can be unforeseen and damaging.

16. All forms of evaluation should be formative, rather than punitive. In this respect, EI rejects instrumental approaches to the evaluation of education. EI believes that a widespread abuse of the notion of quality to justify standardised forms of testing is harmful to the education system as a whole, as it attempts to reduce the teaching and learning process to quantifiable indicators. It is the standardization and one-dimensional approach to testing and evaluation of the teaching and learning processes to which EI objects strongly. Moreover, if the stakes are too high in any given evaluation system then teaching will be directed to meeting the standardised external requirements - a phenomenon commonly referred to as ‘teaching to the test’. This stifles innovation and creativity, narrows the curriculum and undermines professional autonomy. In other words, punitive, high-stakes evaluation undermines the effectiveness and confidence of education institutions.

17. One-dimensional tools focused on outcomes alone, such as standardised testing, league tables or rankings, are increasingly used as policy-making instruments. Public authorities should guard against the potential misuse of the Programme for International Student Assessment (PISA) in the administration and planning of education systems. They should also avoid using the pilot study on the Assessment of Higher Education Learning Outcomes (AHELO) in the construction of potentially misleading comparisons between national higher education systems.

18. Education International recognises the key role which professional leadership plays in contributing to quality education. The professional leader is important for the enhancement of teachers’ professional autonomy and professional development. Pedagogical leadership requires high-level qualifications, including teacher education qualifications. Those in leadership positions in schools and other educational institutions must receive the support and specific training which their demanding role requires. Those
21. Inclusive education means that all students should be educated together, to the same high standards, in so far as possible in the same education institution, irrespective of their gender, faith, ethnic, cultural or economic background or physical or intellectual capacities. However, EI recognises that in order to ensure the best opportunities for some students to develop to their maximum level, separate facilities and services may need to be provided. It is particularly important that a strong relationship exists between specialist and mainstream facilities which enables the sharing of pedagogic knowledge and skills and promotes institutional collaboration. The educational experience of students should instil in them concepts of equality, tolerance and respect for diversity.

III: Promoting Equality through Inclusive Education

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

22. Inclusive education is as crucial for developing countries as it is for developed countries. Complex processes of exclusion exacerbate inequalities in education worldwide. These inequalities are replicated in other areas of society. In an inclusive education setting, students are directly confronted by the challenges of diversity and learn how to be more caring and responsible citizens at an early age. Real inclusive education is challenging and demands a pro-active stance on the part of public authorities, teachers and education employees, students, parents and civil society to include students from different backgrounds and with different learning and physical abilities in the same educational facility.

23. The difficulties of implementing the Education for All agenda illustrate the developing world’s problems in fulfilling the inclusive education agenda. Far too many children, adolescents and adults do not have access to even basic education and skills. The inadequacy of investment in education and of international development aid has impeded the achievement of the EFA goals. The lack of qualified teachers and other education employees, for marginalized groups, problems of gender inequality, continuing use of child labour and a lack of attention to all levels of learning have exacerbated the problem. EI believes that a fundamentally different and more inclusive funding and governance system for the EFA agenda would be more effective in meeting the needs of those without access to education.

24. Education International believes that issues relating to gender are a central aspect of inclusive education, as these affect all participants in education. From the earliest stage possible, all forms of gender stereotyping should be challenged and eliminated from education. Public authorities should promote the full participation of girls and women, boys and men in education at all levels. They should also be sensitive to gender issues in relation to achievement, employment, recruitment and governance in education. Education institutions and unions should promote comprehensive gender-mainstreaming strategies.

25. Pre-service and in-service teacher education and training is also central to equipping teachers with the knowledge and skills to provide appropriate services for students from different backgrounds, with different capabilities and orientations. Such teacher education and training and professional development should be fully funded by public authorities and targeted to help teachers embrace diversity and use it to enhance the learning experience, including through the use of new information and communication technologies in the classroom. Well-designed induction programmes are important for the retention of new entrants in the profession and to enable them to perform effectively.

26. Adequate numbers of qualified support staff are also necessary within learning environments, to cater effectively for students with special needs. Partnership and teamwork is necessary between the different education and support employees in education institutions in order to ensure that teachers, support staff and students have the best advice...
and guidance available to them when dealing with conflict situations which arise in relation to inclusiveness.

27. In order to promote the concept of inclusive educational settings, both in terms of students and teachers, leadership and governance of education institutions should be more inclusive and should also involve an active role for teachers, in cooperation with parents and students.

28. Access to higher education should be available to all those who meet relevant entry criteria and should not be limited by the financial means or social origins of potential students. Ideally this means higher education should be free of fees and charges. Where fees do apply they should not exceed 20% of course costs and should be accompanied by subsidies and grants for economically disadvantaged students.

IV: Promoting Teaching as a Profession

29. Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person’s fundamental freedoms. The profession should have a set of professional standards, ethics, conditions and rights. These should be similar to professional and ethical standards for other professional groups which require comparable qualifications. The professional standards in the teaching profession should be applied to teachers at all level, in both the public and the private sector. The basis for such professional standards should be inculcated during teacher education programmes.

30. The attractiveness of the teaching profession needs to be urgently improved. The current generation of teachers is ageing and alarming numbers of new teachers are leaving the profession within the first years of employment. It is the responsibility of public authorities and leaders of education institutions to ensure that the teaching, academic and research professions remain attractive to both current and potential staff by ensuring that working conditions, social security arrangements, pension schemes and salaries are attractive and are comparable to those applicable to other professions requiring a similar level of qualifications. The professional commitment of teachers and academics to the education and welfare of their students should be recognised and respected. Enhancing the professional autonomy and self-confidence of teachers in their professional and pedagogic judgements and through the assertion of their right to academic freedom and to undertake research should be given the highest priority by governments and employers as this is essential to enhancing the quality of teaching and learning. In this context, job security is of enormous importance and casualisation of the teaching and research profession must be rejected as it is fundamentally harmful to the profession.

31. The status of young teachers, academic staff, researchers and education employees deserves particular attention. The young are often the first to face employment on short-term, casual contracts, without any clear future career paths. Career structures at all educational and research levels must have the clear potential for progression based on professional standards, qualifications and the acceptance of additional professional responsibilities. There should be no possibility of discrimination on any grounds in promotion processes.

32. Teachers are increasingly supported by a combination of professional, administrative, technical and general staff. This is a crucial development for quality education as well as for inclusion. EI affirms that support staff should have the same status, right and conditions as other education employees with comparable academic and technical qualifications and experience.

33. Entry into the teaching profession and related roles must be inclusive without discrimination based on gender, race, age, sexual orientation, disabilities, political or religious beliefs, and economic or social conditions. Public authorities should support and monitor employment practices to ensure that discrimination does not occur.

34. Teacher education should be offered in higher education institutions up to a high qualification level, including opportunities for post-graduate level study and should be fully funded. Qualifications obtained upon completing a teacher education programme do not signify the end of a teacher’s professional development, however. Structured induction programmes should be provided for newly qualified teachers on recruitment into the profession. Fully funded continuous professional development should be an entitlement for all teachers. If professional development is to be effective then teachers should be involved in identifying their professional development needs and owning the professional development which is provided. Every government should seek to agree with teacher unions strategies for the development of the teaching profession. EI recognises that many teacher unions provide good forms of professional development for their members and teachers in general and it urges governments and employers, therefore, to enhance and fund learning opportunities provided by unions. With such support teachers will be able to maintain high standards in their profession.

35. Codes of ethics and professional values assist and underpin teachers’ professional judgments and teachers should be collectively responsible for developing such codes and for putting these codes into effect. Such codes help support the commitment of teachers to their profession, to students, colleagues, parents and to their school communities. They are crucial in maintaining high professional standards in any educational institution, and serve to raise professional job-satisfaction and instil a sense of self-worth among teachers. It is important that where any professional councils for teachers
are established they are supported by the teaching profession and their unions.

36. As educational institutions aim to serve an increasing number of complex aims, the values of deliberation and partnership must be sustained and safeguarded despite trends to enhance effectiveness and efficiency above all else. An inclusive education environment, in and of itself, requires the different participants to work together but, especially, teachers, other education employees, students and parents, in a spirit of shared understanding of the educational process and a shared acceptance and openness to each others’ views. Collegial and democratic leadership in education institutions should therefore be strengthened.

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

37. The strength of a strategic, structured collaboration is evident among teaching professionals themselves. Organised, independent, democratic and representative trade unions are effective contributors to the development of educational policy at national, regional and international levels. In turn, they are also the key to ensuring that professional standards and ethics are respected. The freedom to associate and form representative democratic independent unions should apply to teachers and education employees in all territories, at all levels and in all education institutions, whether public or private. These trade union rights, including the right to strike should be respected by public authorities.

38. Education unions play an important role in the process of dialogue in society between the employing authorities, public authorities and employees which aims to discuss constructively all work-related issues which arise in an educational setting. Social dialogue should be based upon respect for all partners, and should aim to improve the quality and status of education, professional standards and conditions. Unions must be equal partners in this social dialogue process. They also bargain collectively on behalf of teachers and other education employees. Education unions must be allowed to take traditional trade union actions if their members are being treated unjustly or their concerns are not being taken seriously. Salaries, working conditions and career structures of education employees must be negotiated with unions through a collective bargaining process.

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

VI: Promoting Solidarity in Education at the International Level

40. International exchanges and contacts are an important contributor to education development in today’s world. At whatever level these contacts and exchanges occur they should be encouraged and facilitated. The extent to which they improve international understanding and cooperation and mutual respect cannot be underestimated. In this context exchanges between schools and education institutions of students, teachers, academic staff and higher education researchers should be encouraged and facilitated, as well as exchanges between the governing authorities and other institutional bodies.

41. EI represents an international union movement that values partnership and solidarity and its principles remain unaffected by adversity or crisis. Experience shows that global links are strengthened over time as similar concerns among education employees throughout the world inspire joint strategies to deal with similar challenges. The strength of the international education union movement is also reinforced by expressions of solidarity through financial support or mutually supportive actions in times of crisis.

42. EI stresses that special attention must be paid to the needs of the African region. Such support is essential for the long-term development of the continent. This requires, among other things, significantly greater development assistance from the rest of the world to supporting the development of education in the region. There remains a need to build capacity in all sectors of education and to strengthen links between civil society organisations, including education unions, and public authorities within Africa, and to assist in establishing employment conditions and professional rights for teachers and other education employees which allow education and research to flourish.

43. Education is the key to uniting nations, bringing human beings closely together and guiding them towards humanity. In many parts of the world, civil society suffers because of situations of violent conflicts, repression and war. It is important to recognise the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. EI stresses the importance of rebuilding education systems in post-conflict situations.

44. EI disagrees with the views of economic and financial inter-governmental organisations which view education purely as a commercial enterprise which is to be traded for private economic gain. EI works diligently within international organisations that operate in the field of education. These include UNESCO, the International Labour Organization, the Global Unions, and the Organisation for Economic Cooperation and Development, among others. EI supports the educational mission of these organisations, which envisage the development of education as a fundamental pillar in society.
VII: Using Technology for Quality Education

45. New information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries and new forms of interaction between students, teachers, education employees and the community are just a few ways in which education can be enriched by integrating such technologies into traditional classroom activities. These tools provide a rich and powerful resource for teachers to assist them with the teaching and learning processes. Teachers, academic staff, higher education researchers and other education employees play an increasingly important role in integrating technology into education as coaches or authorities in the technological and information-rich environment in which many students now live.

46. These new technologies are best used as supplements to, and not replacements for, in-class-instruction. The use of ICT in education therefore requires more reflection on and improvement of teacher training and development programs, curricula, teachers’ workload and education institutions’ infrastructure. It also demands that issue of equity of access to such technologies across the globe is resolved. Unless it is harnessed effectively and made available widely it will contribute to the growing gap between the wealthier and poorer societies throughout the world. Moreover, technology should be harnessed as a tool for improving personal and professional development through the evolution of the relations between students themselves and between students and teachers and other education employees.

47. New social media present ways of communicating across different cultures. Teachers realise that these media are an important tool to build a world based on equality, democracy and solidarity. In the classroom, social media can help humanity move forward by connecting students and teachers at different geographical locations. These tools should be used to teach students the value of different cultures, by stimulating language learning and intercultural exchange.

48. Social media have been harnessed to bring democracy to places previously ruled by dictatorship and corruption. Education unions embrace these as powerful means to connect with their members. Social media can strengthen democracy within unions, providing new forms of discussion and consultation. They can be important tools to strengthen involvement, as members can be more engaged directly in the development of the union’s strategies, activities and services. Furthermore, they facilitate new forums of cooperation between unions and the wider civil society.

VIII: Promoting Education for Living and for Life

49. As the challenges facing citizens in societies worldwide grow ever-more wide-ranging and complex, one’s educational experience cannot stop at the final year of compulsory education. Education systems must have a lifelong learning approach and provide opportunities for students of all ages. This is of crucial importance for adult women, who have benefited less from education in previous generations. Lifelong learning deserves special attention in vocational and higher education as these sectors provide not only the skills for new occupations, but for continuing personal development and for equipping citizens to deal with new global challenges.

50. Education systems must adapt to social, cultural, economic, political and environmental challenges. In this respect, a well-resourced system of vocational education and training must form an essential part of any modern education system. Teachers and other education employees in this sector will require increased continuous professional development to enable them to keep up with the rapidly changing social and economic environment for which they prepare their students.

51. Education systems should also become more aware of the contribution they make to students’ health. They should promote health awareness and life skills that enable students to be more responsible for their own health as well as the health of others around them. Catering facilities in education institutions should provide a healthy diet and curricula should include programs for improving personal hygiene and advising about sexual and reproductive behaviour.

52. Education systems have a responsibility to assist students in becoming aware of and confronting the challenges facing the modern world. This is particularly true with regard to the future of the planet and the need for sustainable development. Sustainable development education must now be an integral part of the curriculum in all educational institutions. As the citizens and consumers of tomorrow, students should be made aware of the impact which human beings have had on the environment and, in particular, of the implications of the continuation of a consumerist culture in society, for the future of the planet. Sustainable development should be included in the core of any prescribed curricular framework.
SUMMARY

(I) Education is a human right and a public good; it must be publicly funded and publicly regulated.

(II) Public authorities must provide a legal framework for education in their countries which sets out the principles of fairness, equity and quality, which should underpin education.

(III) Public authorities should respect and implement the international conventions on the rights of education employees to organise and bargain collectively and on the status of teachers and other education employees at all levels.

(IV) Public authorities should spend at least 6% of their GDP on education.

(V) Every person has a fundamental right to an appropriate education which will enable that person to achieve their own maximum potential and become a responsible citizen.

(VI) Education should be of high quality for all.

(VII) Every student should be entitled to a broad and balanced curriculum in their schools and educational institutions.

(VIII) Quality education is defined in terms of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its inputs (including students' background, teachers' qualifications, working conditions, class-size and investment in education); by the education process (including teaching, parenting and related processes of learning) and by projected outcomes (including the extent to which it meets individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development. Quality education for all should be established and improved on the basis of best practices, professional experiences and relevant educational research.

(IX) Teachers should maintain high professional standards and should be accountable to society. The evaluation of teachers should be undertaken in collaboration with peers and competent professionals. It should be based on trust and should help teachers identify their professional development needs.

(X) The education of teachers should be of high quality and with opportunities to achieve post-graduate level. It should be followed by a period of structured induction into the profession with the support by a mentor. The teachers should be supported throughout their careers by an entitlement to fully funded continuous high quality professional development.

(XI) Teachers should be accorded a high professional status in society commensurate with their professional responsibilities, qualifications and skills, and the contribution which their profession make to the development of society.

(XII) The salaries, pension schemes and conditions of service for those working in education should be comparable with those available to other groups in society with similar qualifications.

(XIII) Education should be provided on the basis of equality of access and opportunity for all. There should be no discrimination, including that based on gender, disability, faith, race, ethnicity, sexual orientation, cultural or economic background or personal characteristics.

(XIV) Education should be inclusive and instil concepts of equality, tolerance and respect for diversity.

(XV) Higher education must be accessible to all who meet entry required criteria without financial or social barriers. It must be protected from commercialisation and competition.

(XVI) Education should pay particular attention to issues relating to gender, and, in particular, issues relating to gender-stereotyping and gender-based impediments to participation in education, since these affect all students and education employees.

(XVII) Teaching at all levels should be recognised as a professional activity and accorded the same respect and status as other similar professions in society.

(XVIII) Teachers should adhere to a code of professional ethics and values to enhance their status.

(XIX) Education employees should share in the responsibility for the governance of their institutions and their professional development. They should engage in partnership with other stakeholders, such as parents and students, to improve and develop their educational institutions.

(XX) Independent, democratic and representative education unions have a vital role to play in the development and provision of high quality education in society. They should be granted a full role in the debates on the provision and quality of education and should be recognised for the purposes of collective bargaining as the official representatives of teachers and other education employees.

(XXI) International solidarity and partnership in EI with its own member organisations and globally with the intergovernmental institutions which develop education policies has a major contribution to make to the development and provision of quality Education for All.
(XXII) Modern technologies can be aids and supplements to teaching and learning in order to enhance the quality of education. They must be made accessible to all.

(XXIII) Education should be provided for people throughout their lives and should promote healthy and sustainable living.
Resolutions

1. Education and Employment
1.1 Education Policy

1.1.1.

Draft Resolution on the Education Policy Paper “Building the Future through Quality Education”

Proposed by: Executive Board
Original language: English

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


2. Recommends that EI member organisations support and advocate for the achievement of all of the policies set out in the Paper, inform the discussions on the implementation of the policies with innovative ideas and research, and discuss widely the concepts and ideas proposed, with a view to promoting the unity, solidarity and strength of the education union movement throughout the world and inspiring new members and activists to join in support of these policies and ideals.

3. Commits the organisation to implementing this policy through a variety of activities:

   a. Providing visibility to the priorities mentioned in this policy paper through World Teacher’s Day and Global Action week where appropriate.

   b. Adopting action programmes and committing resources to their implementation.

   c. Organising conferences, seminars and working sessions to discuss specific priorities mentioned in this policy paper at international or regional level. Where appropriate, these sessions will be integrated into regular activities.

   d. In accordance with ‘Section 1: Promoting Education as a Human Right and a Public Good’, EI will campaign for public investment in education of at least 6% of GDP as well as increasing Official Development Assistance (ODA) for education, despite the global financial and economic crisis. It will advocate against privatising and commercialising education, commission research and publish discussion papers.

   e. In accordance with ‘Section 2: Improving the Quality of Education’, EI will lobby international organisations such as the OECD and the World Bank to acknowledge a more contextual definition of quality education and to change their standardised assessment systems. It will commission research and publish discussion papers.

   f. In accordance with ‘Section 3: Promoting Equality through Inclusive Education’, EI will advocate for the goal of inclusive education. It will commission research and publish discussion papers.

   g. In accordance with ‘Section 4: Promoting Teaching as a Profession’, EI will promote its code of ethics and professional standards. It will commission research and publish papers.
h. In accordance with ‘Section 5: Strengthening Education trade Unions as Essential Partners in Civil Society’, EI will reinvigorate a culture of organising in its activities. It will develop material to help recruitment efforts and continue to provide union development programmes.

i. In accordance with ‘Section 6: Promoting Solidarity in Education at the International Level’, EI will implement its policy document on development cooperation and advocate for developing the capacity of trade unions within development cooperation programmes.

j. In accordance with ‘section 7: Using Technology for Quality Education’, EI will commission research and publish papers on the digital divide and on how to increase the use of technology to support teachers.

k. In accordance with ‘Section 8: Promoting Education for Living and For Life’, EI will emphasise the need for lifelong learning in knowledge based societies and commission research and publish papers.

4. Mandates the Executive Board to report on actions taken in pursuit of the implementation of this policy paper at the next World Congress in 2015 and at each subsequent Congress.

Estimated Cost of Implementing Resolution: 1.1.1

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Proposed amendments to resolution 1.1.1

(i) Amendment proposed by SNES-FSU/France
[Line 43, section e]
after “OECD”, ADD “the IMF”.

(ii) Amendment proposed by COV/Belgium and COC/Belgium
[Line 49, at the end of Section 3(f)]
ADD
“EI will not only take up the responsibility in this matter, but will also ensure that conditions are matched to this purpose in staffing and educational means. EI will take into account the SALAMANCA statement and framework for action of UNESCO on special needs education adopted by the world conference on special needs education: access and quality (Salamanca, Spain, 7-10 June 1994).”

(iii) Amendment proposed by NEA/USA
[Line 65]
DELETE “teachers” and REPLACE with “education employees”
1.1.2.

Education & Employment / Education Policy:

Draft Resolution on the Future of the Teaching Profession

Proposed by: Executive Board
Original language: English

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

1. **Asserts** its belief that high-quality education is a fundamental human right for all students, and that, at the heart of education are teachers; that teachers help young people to think and acquire knowledge, to stay healthy and develop socially, and to make sense of and contribute to society and, above all, that teachers inspire students to fulfil their potential:

2. **Recognises** that, fundamental to the work and purpose of Education International are the aspirations of millions of teachers globally, the vast majority of whom are members of affiliate unions; that Education International’s core purpose is to represent the interests of those teachers on the global stage and to provide support and advice to member organisations in their activities nationally and within federations with states and governments:

3. **States** its profound belief that a key mission and purpose of EI is to promote, campaign and fight for a teaching profession globally which is self-confident and supported in acquiring the knowledge, skills and understanding necessary to stay ahead in the changing world and for a teaching profession globally which is supported also by pay, compensation and conditions of service arrangements which sustain and maintain the lives of its members, their role in society and their status with comparable professions:

4. **Noting** that the purpose of this resolution is to provide a focus on the work of Education International in formulating a strategy for the future of the teaching profession:

5. **Recognising** that many governments and international organisations are turning their attention currently towards the work of teachers in the classroom and of school leaders and, that the temptation for some governments is to adopt punitive models for teacher effectiveness, including the casualisation of teacher contracts and the adoption of financial incentives for individual teachers to achieve high levels of pupil performance against specific test and examination results, accompanied by the threat of dismissal if specific targets are not met, and, that this is often accompanied by the use of high-stakes institutional evaluation, based on narrow measures, such as those above:

6. **Recognising** that such approaches corrode teachers’ self-confidence and their sense of self-efficacy and they undermine, not enhance, students achievement, as well as leading to further classroom inequality and a focus on the intellectual at the expense of the emotional intelligence of students

7. In the face of these punitive approaches, **Congress decides** to mandate the Executive Board to develop a strategy of advocacy for the teaching profession based on the principles set out in the Annex to this resolution, and to prepare, as a matter of urgency, a paper for member organisations for use in negotiations with their governments, recognising that Education International’s principles for the future of the teaching profession are integral to Education International’s education policy – “Building the Future through Quality Education”.
ANNEX:
Principles for a Strategy of advocacy for the Future of the Teaching Profession

a. Without a confident, pro-active teaching profession, secure in its status and learning, the goal of a high-quality education system will not be achievable for any government.

b. Teachers and their organisations should be viewed by governments as equal partners, independent but committed to the common endeavour of achieving successful education systems.

c. Teachers and their school communities globally have much to learn from each other. EI will support and help its affiliates to build bridges between schools and their communities:

An Entitlement Curriculum

d. Students should be entitled to a curriculum which covers literacy, numeracy, the sciences, the arts, the humanities, life-skills, foreign languages and sporting activities. The curriculum should address the social and emotional needs of students, as well as preparing them for adult life and the world of work.

e. Where governments seek to establish national curricula, they should develop them with teachers and their organisations.

Evaluation

f. The evaluation of students should be diagnostic. It should identify the next steps for students in their learning and provide meaningful information for parents, teachers and students themselves. The results of student evaluation should not be used to evaluate teachers and schools as institutions.

g. The evaluation of teachers should be based on appraisal which identifies teachers’ strengths and development needs. Teachers should feel that they can be honest about their professional needs, as well as their strengths, without being penalised. There is no evidence that individual financial incentives, such as performance-related pay, works in schools. There is a great deal of evidence that appraisal linked to identifying and providing high-quality professional development for teachers has positive effects.

h. The evaluation of schools should focus on celebrating strengths and embedding ownership of improvement by school communities where improvements are needed. School evaluation should encourage innovation and creativity and be owned by school communities.

i. System-wide evaluation by governments of their educational provision should be achieved by anonymous sampling mechanisms.

School Leadership

j. Positive and effective school leadership is vital to high-quality education systems. Governments should focus on working with teachers and their organisations to develop new forms of leadership which enhance the capacity of schools to innovate and the confidence of teachers to develop their own practice;

Teachers’ Pay, Compensation and Conditions of Service

k. Teachers’ pay, pension schemes, conditions of service and job security should be comparable to those which apply to other professions requiring a similar level of qualifications and should be
ANNEX:
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Teachers’ Pay, Compensation and Conditions of Service

k. Teachers’ pay, pension schemes, conditions of service and job security should be comparable to those which apply to other professions requiring a similar level of qualifications and should be
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Proposed amendments to resolution 1.1.2

(i) Amendment proposed by SNES-FSU/France

[Lines 46-47]
DELETE “a focus on the intellectual at the expense of the emotional intelligence of students”

(ii) Amendment proposed by AOb/Netherlands

[Line 46, paragraph 6]
ADD “and social” after “… of the emotional” in the last part of the sentence

(iii) Amendment proposed by DLF/Denmark, BUPL/Denmark, GL/Denmark, UED/Denmark and DM/Denmark

[Line 72, paragraph (d) in the Annex]
REPLACE paragraph with
“(d.) Students should be entitled to a curriculum which covers literacy, numeracy, the sciences, foreign languages, the arts, the humanities, life-skills and sporting activities. The curriculum should provide the students with civic competencies and prepare them for democracy as well as addressing their social and emotional needs, in addition to preparing them for adult life and the world of work.”

(iv) Amendment proposed by AOb/Netherlands

[Line 74, paragraph (d) in Annex]
ADD “as well as intellectual” after “address the social and emotional”

(v) Amendment proposed by DLF/Denmark, BUPL/Denmark, GL/Denmark, UED/Denmark and DM/Denmark

[Line 87, paragraph (g) in Annex]
AMEND paragraph as follows:
“(g) The evaluation of teachers should be based on feedback which identifies teachers’ strengths and development needs. Teachers should feel that they can be honest about their professional needs, as well as their strengths, without being penalised. There is no evidence that individual financial incentives, such as performance-related pay, works in schools. There is a great deal of evidence that evaluation linked to identifying and providing high-quality professional development for teachers has positive effects.”

(vi) Amendment proposed by SNES-FSU/France

[Line 96, section (h)]
ADD “This evaluation should not result in a categorisation of establishments that would lead to a hierarchy and competition but should instead favour an exchange of positive methods between establishments” after “school communities.”
(vii) Amendment proposed by SNES-FSU/France
[Line 99, section (i)]
After “sampling mechanisms.” ADD “This evaluation should primarily measure the capacity of a country’s educational system to compensate for social inequalities in academic achievement.”

(viii) Amendment proposed by DLF/Denmark, BUPL/Denmark, GL/Denmark, UED/Denmark and DM/Denmark
[Line 103, paragraph (j) in the Annex]
AMEND paragraph as follows:
“(j) School leadership is vital to high-quality education systems. Governments and local authorities should include teachers and their organisations to develop new forms of leadership which enhance the capacity of schools to innovate and the confidence of teachers to reflect on and develop their own practice,”

(ix) Amendment proposed by DLF/Denmark, BUPL/Denmark, GL/Denmark, UED/Denmark and DM/Denmark
[Line 122, paragraph (m) in the Annex]
AMEND paragraph as follows:
“(m) Many governments and local authorities do not have a long-term strategy for their teaching profession. The assumption that once appointed, teachers can continue to teach over time without development and support is wrong. All teachers need and should have access to professional development. Governments and local authorities should consider adopting the following components in any strategy for their teachers.”

(x) Amendment proposed by SNES-FSU/France
[Line 133, section (p)]
REPLACE “and contribute to (…) good pedagogic practice and contribute to their development” with “developed through research into teaching and exchange on their practices”

(xi) Amendment proposed by SNES-FSU/France
[Lines 140-141, section (s)]
REPLACE paragraph with
“(s) Governments must review their policies in order to establish whether these reward teachers’ knowledge and expertise of the teaching profession.”

(xii) Amendment proposed by CSQ/Canada
[Line 145, paragraph (t) in the annex]
REPLACE “postgraduate level” with “university level”

(xiii) Amendment proposed by CSQ/Canada
[Line 147, in the final sentence of paragraph (t) of the annex]
After “continuing professional development and learning.” ADD “This support should include the acquisition and integration of new technologies without causing a disproportionate increase in teachers’ workloads, and whilst aiming to find a balance between work and studies.”
1.1.3.

Education & Employment / Education Policy:

Draft Resolution on Interculturality and Education

Proposed by: FE.CC.OO/Spain
Original language: Spanish

1. Recognising the increasingly migratory nature and mobility of people and, therefore, the growing cultural diversity of educational establishments;

2. Recognising the phenomenon of interculturality as an essential and enriching factor in the context of world globalisation;

3. Considering the importance of intercultural relations for the construction of a fairer, freer and more egalitarian society;

4. Recognising the role of education as a factor of cohesion and social development;

5. Recognising the value of the intercultural aspect in the educational process and in the development of societies;

6. Declaring that it is necessary to strike a balance capable of promoting cultural exchanges whilst maintaining and protecting the identity of each cultural entity as a constituent part in its own right within a common environment;

7. Recognising that intercultural education (a fundamental tool for educational vitalisation and innovation) and scholastic coexistence must be essential categories within the various curricula, avoiding models of assimilation or exclusion;

8. Declaring that both the educational model and the methodologies must converge in the construction of a society open to the phenomenon of diversity to prevent attitudes of fear of the other, which are more frequent and possible in the present circumstances of world economic crisis;

9. Assuming, finally, that interculturality presupposes an equitable approach to human relations whilst promoting a social context tolerating cultural diversity and democratic political systems in which States guarantee respect for plurality;

The World Congress

10. Urges the different governments to guarantee the right to an education based on quality and equity within the framework of societies characterised by their cultural diversity;

11. Calls for an intensification of intercultural education, from a transversal perspective, capable of channelling all its educational potential and confronting situations of conflict in order to turn multicultural societies into intercultural societies;

12. Demands that administrations provide the necessary resources so that appropriate attention is paid to all pupils, enabling them to acquire all the basic skills, and in the same way pursue compensatory actions which, from a standpoint of equity, promote the necessary relations of coexistence and learning in the struggle against discrimination;
13. **Demands** that governments develop plans for reception, for the acceptance of multilingualism and for respect for gender equality in the learning processes, taking account of the difficulties that millions of girls and women have in gaining access to a quality education;

14. **Urges** the promotion and facilitation of teacher training based on criteria of interculturality by placing within the reach of teachers the necessary resources, technologies, research and exchange of experiences;

15. **Recommends** Education International and its members to enhance the value of intercultural education, promoting projects, research and the exchange of good practices within the organisations.

### Estimated Cost of Implementing Resolution: 1.1.3

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### Proposed amendments to resolution 1.1.3

(i) **Amendment proposed by NASUWT/United Kingdom**

[Line 12, paragraph 1]

ADD "and ethnic" between "cultural" and "diversity"

(ii) **Amendment proposed by NASUWT/United Kingdom**

[Line 20, paragraph 4]

ADD "equality of opportunity" between "cohesion" and "social development"

(iii) **Amendment proposed by SNES-FSU/France**

[Lines 38-39]

ADD "based on the principles of a decent life and employment for all" between "human relations" and "whilst promoting."
1.1.4. Draft Resolution on Human and Social Rights Education

Proposed by: NUT/United Kingdom and NEA/United States
Original language: English

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

1. Notes that:
   a. the Office of the United Nations Commissioner for Human Rights has developed a permanent World Programme for Human Rights Education;
   c. a diverse group of education and human rights practitioners from all continents contributed to the development of the Plan of Action for the first phase and proposed a concrete strategy and practical ideas for implementing human rights education at the national level; and
   d. the UN Human Rights Council is developing a United Nations Declaration on Human Rights Education and Training, which is anticipated will be presented to the General Assembly for a vote in 2011.

2. Declares that
   a. the right to human rights education is a fundamental right inherent in the dignity of the human person and is intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights;
   b. human rights education and training concerns all levels — preschool, primary, secondary and university — and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting; and
   c. human rights education and training is an essential component of the right to education for all, as recognised in both the international and regional framework and the domestic law of different States.

3. Reaffirms the role of Human Rights Education as:
   a. an essential element in promoting and protecting human rights, including the right to education;
   b. a tool to encourage commitment to social justice and solidarity with those whose rights are denied;
   c. a tool to combat social prejudices and discrimination, as well as racism, xenophobia, homophobia and other forms of bias;
   d. a means to promote peace and democracy;
   e. a basis for dialogue between different perspectives and as principles for living together and resolving conflicts justly and peacefully;
   f. a way to develop thinking skills and skills to affect change;
g. an effective way for schools to be inclusive centres of learning that promote the human
dignity of all; and

h. a way to bring schools, parents and communities closer together, in an environment
reflective of human rights values.

4. **Affirms** that:

a. human rights education embodies the principles and practices of human rights and is
sensitive to issues of diversity and potential vulnerability such as poverty, inequality,
race, gender, language, age, disability and sexual orientation; and

b. educators and their unions play a vital role in initiating and developing human rights
education.

5. **Welcomes** the work of EI on human and trade union rights and the lead that it takes in
defending human and trade union rights worldwide.

6. **Resolves** that EI and its affiliate members should:

a. urge national governments to ensure that human rights education is embedded in the
curriculum and education systems as a whole;

b. press governments to ensure that initial training and continuing professional development
for educators provides a proper focus on human rights education; and

c. support educators in seeking to achieve these objectives.

7. **Mandates** the EI Executive Board to:

a. organise an international human rights education conference in 2013 to share best
practice amongst affiliates in promoting human rights education;

b. explore external sources of funding to support the organisation of the conference

c. develop a section on the EI website on human rights education;

d. urge EI affiliates to campaign for the implementation of a programme by their
governments on the issues outlined in 6 above; and

e. lobby international bodies to support governments in the fulfilment of their obligations to
provide human rights education.

### Estimated Cost of Implementing Resolution: 1.1.4

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Proposed amendments to resolution 1.1.4

(i) Amendment proposed by CSQ/Canada

[Line 44, under point 3]
ADD "and Social" between "Reaffirms the role of Human" and "Rights Education."

(ii) Amendment proposed by CSQ/Canada

[Line 50, under point 3c]
ADD "sexism" after "racism"

(iii) Amendment proposed by CSQ/Canada

[Line 60]
ADD the following point: "i. A means of accessing decent working conditions and salary."

(iv) SNES-FSU/Canada

[Lines 64-65, section 4 a)]
ADD "social discrimination" between "such as poverty" and "inequality..." and REPLACE "race" with "ethnic origins."

(v) Amendment proposed by UNSA-Education/Canada

[Line 78, paragraph 6]
ADD new point c.: "c. Ensure compliance with the same principles by the management of autonomous establishments when these provide training for educators;"

Former point c. to become d.
1.1.5.

Education & Employment / Education Policy:

Draft Resolution on Social Protection Education

Proposed by: UNSA/France, AEU/Australia, CSQ/Canada and SENA/Gabon

Original language: French

Education International 6th World Congress, Cape Town (South Africa), 22-26 July 2011

1. Aware that 80% of the world’s population does not have even minimum social protection, while the needs of populations in terms of health, old age, family protection and disability are growing constantly;

2. Convinced that social protection is an essential part of economic growth and human development, that it is a major instrument in the strategies to combat poverty and inequality, and that it has a stabilising role economically and socially in times of crisis;

3. Concerned at the inadequate efforts of many States to either provide minimal social protection, notably in the least developed countries, or maintain the level of social protection where it has been developed;

4. Noting with satisfaction the United Nation’s Social Protection Floor Initiative, of which education is an integral part;

5. Recalling that Social Protection is a human right recognised in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, and that it has been one of the four fundamental pillars of the International Labour Organisation (ILO) since its creation in 1919, and was confirmed by the Philadelphia Declaration in 1944;

6. Taking on board the 2010 ITUC Congress Resolution on Social Protection which refers to the ILO Social Security (Minimum Standards) Convention, 1952 (No. 102), and integrates into its action programme work with the ILO to campaign for the extension of social protection to all;

7. Convinced that teachers’ unions have an essential role to play in the promotion of social protection for children, adolescents and education personnel and consequently the population at large;

8. Considering that improving the social protection of education personnel will help contribute to the quality of education;

9. Considering that benefitting from quality social protection is conducive to academic achievement, and that social protection education is bound to influence or change attitudes and behaviour, thereby enabling children and adolescents to take primary responsibility for their social protection and that of their family, and become future citizens aware of their rights and duties in terms of social protection;

10. Given that the EI has created together with its partners from the world of mutual societies the Education and Solidarity Network that strives to promote solidarity-based, quality social protection through the mobilisation of educational professionals and their trade union organisations:
Congress urges States:

11. To adopt and implement policies aimed at creating a social protection floor guaranteeing that the whole population and in particular the poorest and most vulnerable have the means to ensure a decent standard of living throughout their lives;

12. To provide quality social protection for education professionals;

13. To include social protection as a priority in the policies carried out by the intergovernmental organisations to which they belong;

14. To establish solidarity-based partnerships, with developing countries in particular, in order to support their efforts to create a social protection floor;

15. To actively promote the integration of social protection education in education and training systems, with a view to creating a social protection culture.

Congress commits EI member organisations to:

16. Pay greater attention to the crucial role that education systems can play together with all education personnel through social protection education, to create a real culture of solidarity and social protection within society;

17. Play an active role in the elaboration and implementation of social protection education policies, in close collaboration with the ministries responsible for education and social protection as well as those actively responsible for solidarity-based social protection and health;

18. Take steps to ensure that all personnel in the education system receive initial and continued training on all aspects of a global social protection education programme.

The role of Education International:

EI must:

19. Continue and reinforce its collaboration with the relevant United Nations agencies, particularly the ILO, UNICEF, WHO and UNESCO;

20. Actively participate in international events concerning health and social protection education, and in the organisation of regional and global events in order to raise awareness in society, among the young in particular, with regard to health and social protection education;

21. Include the topic of health and social protection education in its development cooperation programmes;

22. Continue its own involvement and encourage that of its members in the Education and Solidarity Network, around the creation and development of mutual societies, training, education and the dissemination of a social protection culture, and the active implementation of cooperation and solidarity between teachers within the field of social protection.
Estimated Cost of Implementing Resolution: 1.1.5

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Proposed amendments to resolution 1.1.5

(i) Amendment proposed by NEA/USA

(Line 37)
DELETE "teachers" and REPLACE with "education"
1.1.6.

Education & Employment / Education Policy:

Draft resolution: Challenge the Inappropriate Use of Results of Standardized Testing

Proposed by: CTF-FCE/Canada
Original language: English

WHEREAS emphasis placed on standardized test results is neither diagnostic nor respectful of individual student needs and therefore not helpful in the education of any individual student, and

WHEREAS emphasis placed on standardized test results tends to limit the depth and breadth of curricula taught to that which will be tested, and

WHEREAS emphasis on standardized test results is contrary to the values of inclusive education and minority education, and

WHEREAS standardized test results are too often seen as descriptors of quality well beyond what they actually show, and

WHEREAS the focus of education in all countries must be on schools led by practicing teachers knowledgeable of local conditions and concerns, and

WHEREAS government leadership in education has to a high degree been co-opted by the accountability and assessment trend that takes attention away from professional development and quality practice to place it on measurement by standardized testing,

BE IT RESOLVED, that EI distribute and share information internationally on inappropriate uses of standardized testing, and

BE IT FURTHER RESOLVED, that EI distribute and share information internationally on the industry of educational assessment, and

BE IT FURTHER RESOLVED, that EI strongly challenge the over reliance on PISA tests as a basis for determining quality of an education system in any country in the world.

Estimated Cost of Implementing Resolution: 1.1.6

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Proposed amendments to resolution 1.1.6

(i) Amendment proposed by CSQ/Canada

[Line 37]
After the word “PISA”, **ADD** and AHELO

(ii) Amendment proposed by AOb/Netherlands

[Line 37]
**REPLACE** “PISA tests” **with** “PISA or any other standardized test”.

(iii) Amendment proposed by NASUWT/United Kingdom

[Line 38]
**ADD after** “world” **and before the full stop** “and develop support and advice materials for affiliates to enable them to challenge inappropriate use of PISA findings in the education systems within which they organise.”
Draft resolution: in favour of stable jobs with the appropriate status and quality education! No job cuts or redundancies among education staff!

Proposed by: FNEC-FP.FO/France and SNTEAA-FO/France
Original language: French

1. Noting that throughout the world, austerity plans have been launched notably under the auspices of the International Monetary Fund and the European Union, brushing aside social benefits which have been hard won over recent decades. Dramatic pay cuts, reduced or even non-existent medical cover, huge job cuts and teacher redundancies, pension system reforms etc.

2. Observing that the situation of education and education staff is made gradually more insecure every day by these measures.

3. Noting that working conditions are becoming increasingly difficult with increasingly overcrowded classes.

4. Noting also that job security is not guaranteed for millions of teachers, thus reneging on:
   - The ILO/UNESCO recommendation of 1966: “Stability of employment and security of tenure in the profession are essential in the interests of education as well as in that of the teacher and should be safeguarded even when changes in the organization of or within a school system are made.”
   - The recommendation of 1997 on the condition of staff in higher education: “Security of employment in the profession, including tenure or its functional equivalent, where applicable, should be safeguarded as it is essential to the interests of higher education as well as those of higher-education teaching personnel”

5. Observing furthermore that national standards on recruitment and qualification levels are occasionally flouted, often for different reasons: sometimes to avoid shortages of teachers and others to access a subservient and cheap workforce.

6. Noting that whereas Education International adopted the slogan of “recovery begins with teachers” at the last World Teachers’ Day in 2010 and that the 2004 EI Congress in Porto Alegre demanded in the “Resolution on Promoting Quality Education” that the “EI Executive Board [to] take immediate actions to prepare member organisations, especially in those most affected by the policies of the International financial institutions and governments which undermine trade union values and quality in education”, many states choose to sacrifice education in favour of finance.

7. Reaffirming that it is of crucial importance to grant the teaching profession a high status not just for the sake of the quality of education, but also for the progress of societies as a whole (EI Congress, Washington).

Consequently, the World Congress

8. Mandates the Executive Board, in cooperation with the member organisations, to:
9. Mandates the Executive Bureau to:

- Denounce austerity plans in place for several months, which profoundly effect education, and combat insecurity in the teaching profession.
- Defend and reinforce the recruitment of education staff based on permanent employment of tenured staff with the guarantee of an appropriate status and take action on granting tenure to all staff kept in insecure situations.

Quickly launch a campaign – for example during the next world teachers’ day on 05 October 2011 – to defend teachers as tenured staff with the guarantee of an appropriate status.

Based on the above demands, advocate forcefully with the relevant intergovernmental bodies such as UNESCO, UNICEF, the ILO, the OECD, the World Bank and the IMF with a view to them disclosing these demands throughout the world, and regularly publish reports on progress made with these demands.

The aim of the above is to ensure that the abovementioned recommendations are observed and that quality of education takes precedence over profitability.

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**Estimated Cost of Implementing Resolution: 1.1.7**

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**Proposed amendments to resolution 1.1.7**

(i) Amendment proposed by NASUWT/United Kingdom

[Line 25]

ADD new paragraph 4.:

"4. Noting with concern the growing involvement of the private sector in state education and the impact on public sector job losses, working conditions, equality and trade union recognition."

RENUMBER following paragraphs accordingly.
WHEREAS strong teacher organizations with both union and professional focuses have provided leadership in keeping attention on high quality classroom practices focused on maximizing individual student potential, and

WHEREAS some groups involved in international development and cooperation, including large foundations and organizations with financial imperium, value schools based on the market values of capitalism over individual student needs, and

WHEREAS quality local public education may not be the primary interest of either corporate developers or local officials, and

WHEREAS the voice of teachers is best represented by the properly constituted independent teacher labour organizations in each country,

BE IT RESOLVED that in all of its activities with governmental and nongovernmental groups EI stress the importance of involving organized teacher labour groups in planning and implementing educational decisions at all levels.

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Proposed amendments to resolution 1.1.8

(i) Amendment proposed by CSQ/Canada
(Line 3, in the title) REPLACE “teacher labour groups” with “education labour groups”
(Line 12) REPLACE “teacher organizations” with “education labour organizations”
(Lines 23-24) REPLACE “teacher labour organizations” with “education labour organizations”

(ii) Amendment proposed by NEA/USA
(Line 12) DELETE “teacher” and REPLACE with “education labour”
(Lines 23 and 27) DELETE “teacher” and REPLACE with “education”
1.1.9.

Education & Employment / Education Policy:

Draft resolution on Copyright and Education

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

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

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

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

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

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

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

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

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

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

Action Plan

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

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

Requests that EI advocate within WIPO and other relevant agencies and organizations for rules governing the use of digital locks that allow for circumvention for non-commercial fair use or fair dealing purposes, including education and research;
Urges EI to actively support the WIPO development agenda and the demands by developing countries to defend and broaden international copyright exemptions for educational and research purposes;

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

### Estimated Cost of Implementing Resolution: 1.1.9

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Proposed amendments to resolution 1.1.9
1.2 Education & the Economic Crisis

1.2.1. Education & Employment / Education & the Economic Crisis:

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

Proposed by: Executive Board
Original language: English

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

1. Recognising that the education sector around the world suffered a severe blow as a consequence of the curtailment of funding due to the global financial crisis which began in 2008. Due to the significant financial difficulties in many countries, provision for education has been compromised to repair the damage to economies caused by the excesses of corporate financial institutions and the lack of regulations of financial services by governments and financial institutions, particularly the International Monetary Fund (IMF), which has otherwise imposed fiscal and monetary constraints on countries needing international financial assistance;

2. Acknowledging the diverse but widespread impact of the crisis in all regions, in both developed and developing countries and throughout all levels of education, as a consequence of which the effects on education sectors have been varied, and heavily dependent on the policies adopted by governments;

3. Affirming that Education International is determined to campaign for the increased regulation of global financial markets and acknowledging that some governments have protected their education budgets, but that weak economic recovery and continuing large public deficits continue to put pressure on education financing;

4. Deploiring the fact that many other governments, faced with growing public debt and budgetary constraints, are adopting austerity measures which include cutting public funding for education, deregulating the teaching profession, privatizing education and eliminating employees right to collective bargaining;

5. Recognizing that some governments are using the crisis as a pretext for imposing reforms in education based on learning outcomes-based performance measurement which is used to generate competition for financial support and determine the distribution of such support;

6. Recognizing that education is human right and that, therefore, sustained and sufficient public financing of education is necessary despite any economic downturn or budgetary contraction, in order to achieve that right for all;

7. Affirming that free, universal and public education provides equal education opportunities for all, is a crucial underpinning of democracy in societies, and is a key factor enabling individuals and communities to break out of cycles of poverty;

8. Declaring that publically funded, autonomous and democratically accountable education is part of the long-term solution to any economic downturn, as an effective and well-funded education system ensures the future success, well-being and employability of the next generation;
9. Declaring that public-private partnerships (PPP) or multi-stakeholders partnerships (MSPE) are not a viable alternative to public funding of education nor should they be used as a pretext by governments to reduce their level of education funding.

The World Congress

10. Calls on all member organizations to ensure that the funding of public education remains the responsibility of their government and that any form of PPP or MSPE does not take over that responsibility.

11. Mandates the Executive Board to:

(i) Seek a commitment from all governments that their education sector and the public service sector would be insulated from the impact of such financial crises, and reinforce efforts globally towards the achievement of the Millennium Development Goals and Education for All Goals;

(ii) Urge governments to consider education as the pivotal instrument of social policies;

(iii) Call on member organizations at the national, regional and international levels, to step up the campaign, in collaboration with parents and school communities and the wider civil society, in support of quality, accessible, free publicly-funded education, and to promote education as a public good and a human right;

(iv) Request member organizations to monitor closely education policy developments and their impact on students, teachers and education employees and advocate for the use of multiple measures against the attempts to reduce the assessment of quality education to the measurable outcomes of standardized testing and to link such outcomes to access to funding;

(v) Cooperate with other Global Unions in defending public services, including public education;

(vi) Lobby the governments of loan-seeking countries and the International Monetary fund (IMF) and other lending institutions to try to ensure that education and education-related services are not undermined by any loan conditions set by the IMF or other lending institution;

(vii) Organize a global campaign to achieve a minimum benchmark of the 6% of the Gross Domestic product for spending on education in all countries and for the adoption and implementation of the Financial transaction Tax (FTT) in order to increase the financial resources necessary to support all public services, including education;

(viii) In collaboration with member organizations, use every opportunity to pressurize developed countries to fulfill their international obligations and promises with respect to the provision of the official development assistance necessary for the achievement of the EFA goals.

Estimated Cost of Implementing Resolution: 1.2.1

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Proposed amendments to resolution 1.2.1

(i) Amendment proposed by FNEC.FP-FO/ France

[Line 24, in paragraph 2]  
*After* “widespread impact of the crisis,” *ADD* “of which the main causes are the increase in financial speculation and the deregulation of the sector initiated by international institutions and taken forward by governments.”

(ii) Amendment proposed by FNEC.FP-FO/ France

[Line 30, in paragraph 3]  
*Between* “large public deficits” *and* “continue to put pressure on education financing,” *ADD* “which grew exponentially as a result of the bailout of the financial sector”

(iii) Amendment proposed by FNEC.FP-FO/ France

[Lines 55-56, in paragraph 9]  
*DELETE* text after “a viable alternative to public funding of education” *and REPLACE* with “but they can also lead to governments reducing their financial commitments, as well as representing a tool for the privatisation of the educational sector and the commercialisation of educational services” (paraphrased from “Quality Education: Present and Future,” Berlin 2007)

(iv) Amendment proposed by FNEC.FP-FO/ France

[Line 85, in paragraph 11, point (vi)]  
*ADD* “Reaffirm EI’s independence vis-à-vis states, international institutions, governments, faiths; reaffirm the preeminence of workers’ rights, as promoted by ILO conventions.”

(v) Amendment proposed by SNES-FSU/ France

[Line 88]  
*ADD* “which requires changes to economic and fiscal policies” *after* “(FTT)”.
1.2.2.

Education & Employment / Education & the Economic Crisis:

Draft Resolution on Higher Education and Research and the Global Financial Crisis

Proposed by: UCU/United Kingdom
Original language: English

Congress notes the diversity of responses by national governments world-wide to the global financial crisis. Some governments have taken the opportunity to re-affirm the role of the public sector as a weapon in the struggle for economic and social coherence and sustainability, and of higher education and research as a key area of counter-cyclical investment. However congress is alarmed at the vicious ideological attack on universities and research programmes as public sector goods in a number of countries, being carried out under a propaganda screen that pretends that this is an objective or technocratic solution.

Congress strongly asserts that the responsibility for the crisis lies firmly with the greed and recklessness of the financial sector and the pusillanimity of governments in condoning that greed and fuelling it with round after round of deregulation.

The crisis has been used as a pretext for the promotion of a number of core neo-conservative principles in higher education and research which challenge the core characteristics of public sector higher education including academic freedom and institutional accountability, quality and access. In particular:

- a crude market or customer-provider model is being imposed;
- costs are being shifted from the state to individuals, hitting at equality of opportunity and creating massive uncertainty about funding streams;
- private institutions and corporate for-profit providers are being encouraged and allowed to cream off more lucrative courses;
- courses and research in academic disciplines without a direct or short-term connection to the labour market or the economy are being marginalised;
- in common with the rest of the public sector, university pension schemes are under savage attack.

As the EI 7th Higher Education and Research Conference in Vancouver in September 2010 said, 'the vandals are at the gates.' Where this programme of destruction is being implemented, the universities are being thrown into turmoil and the talents and aspirations of a generation of students are being thrown into jeopardy. Congress calls on the Executive to mount an urgent, reasoned campaign to protect higher education in those countries where it is under threat, drawing on the evidence from those countries where higher education and research has been sustained and developed in these most difficult of conditions. The campaign will need to take up these issues at the global and regional level and support national level campaigning.

Estimated Cost of Implementing Resolution: 1.2.2

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Proposed amendments to resolution 1.2.2

(i) Amendment proposed by SNESUP-FSU/France

[Line 29]
ADD at the end “and even subjected to the demands of companies and the requirements of short-term economic competitiveness, to the detriment of the diversity of public service missions”.

(ii) Amendment proposed by SNESUP-FSU/France

[Line 34]
ADD “and fields” after “disciplines”.

(iii) Amendment proposed by SNESUP-FSU/France

[Line 35]
ADD “and innovation for companies” after “labour market”.

(iv) Amendment proposed by COV/Belgium and COC/Belgium

[Line 39]
ADD ‘International between 7th and 8th Higher Education and Research Conference’.

(v) Amendment proposed by SADTU/South Africa

[Line 47]
ADD the following text at the end of the resolution:

“We urge world governments to ensure that provisions for higher education should be extended to students from poor working class communities by providing necessary financial and material assistance so as to make higher education a universal appeal to combat challenges of poverty in poor communities in the world.

Ensure that children from poor communities are provided with learner support at higher education institutions so as to cope with new challenges and minimize drop-out rate from this section of the population.

We advocate that research to be contextualized to address challenges experienced in poor global communities by proving capacity building training to emerging researchers in these communities so as to provide practical solutions to their situational challenges.”
1.2.3.

Education & employment / Education and the economic crisis:

Draft resolution: Reforming Fiscal Regimes to Finance the Public Education Service

Proposed by:  CSQ/Canada
Original language:  French

1. Recognising that many national education systems throughout the world have been subjected to significant budget cuts following the reduction in funding due to the global financial crisis that began in 2007;

2. Recognising that, as a result of the serious financial problems in many countries, funds intended for education have been reduced in order to repair the damage caused to economies by the excesses of commercial financial institutions;

3. Affirming that Education International is asking for increased regulation of global financial markets; calls for the honouring of guarantees made by governments stating that their education sectors would be protected from the impact of such financial crises; supports the enormous effort made at the global level with regard to achieving the objectives of Education for all;

4. Recognising that education is a human right and that, therefore, adequate and continuous public financing of education is necessary;

5. Declaring that education makes a long-term contribution to the economic and social development of our societies, given that efficient and well-financed education systems guarantee the future success, well-being and employment potential of generations to come;

6. Considering that enormous sums escape any form of taxation by means of “tax haven” countries and offshore jurisdictions, thus depriving States of the revenue required to finance public services, particularly education;

The World Congress recommends that the Executive Board and member organisations:

Exert pressure on governments, public authorities and international institutions to curb the phenomenon of “damageable” fiscal competition – preferential fiscal regimes, tax haven countries and offshore jurisdictions – in order to increase the financial resources necessary to maintain all public services, including the appropriate long-term funding of quality public education.
Estimated Cost of Implementing Resolution: 1.2.3

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Proposed amendments to resolution 1.2.3

(i) Amendment proposed by SNESUP-FSU/France

[Line 29]
ADD “democratic” between “the” and “economic”.

(ii) Amendment proposed by SNESUP-FSU/France

[Line 31]
ADD at the end “and breathe life into democracy”.

(iii) Amendment proposed by SNESUP-FSU/France

[Line 41]
Before “in order to increase”, ADD “to introduce taxation on financial transactions, together with harmonisation of the consolidated tax base and a minimum rate of corporation tax”.
1.2.4.

Education and employment / Education and the economic crisis:

Draft resolution: The crisis should not affect our school model

Proposed by: FETE-UGT/Spain
Original language: Spanish

THE SIXTH EI WORLD CONGRESS, to be held in Cape Town, South Africa

1. Notes that the current school model should provide a social, cultural and territorial backbone, focussing on the correction of social inequalities of origin and provenance.

2. Defends integrating, compensatory, intercultural, secular, participative, democratic and co-educative schooling.

3. Advocates an education centre model which includes schooling from infant education until post-obligatory education, with modern infrastructures and sufficient human resources; including new professional figures and a teachers training day on top of the centre training day.

4. Understands schooling conceived as a public service.

5. Considers the search for motivated, well-paid teachers with training suitable for the new demands required by the school and with recognition of their authority and social prestige to be essential.

6. Is in favour of Education Centres with high pedagogical, organisational and economic management autonomy, in order to incorporate greater adaptive flexibility in the immediate environment which surrounds them and which they form a part of.

7. Advocates, ultimately, an education understood as a basic pillar in the fair, free and quality welfare state: based on the equality of opportunities, which offers the same opportunities to everyone, without any kind of discrimination.

Therefore, the VI World Congress of the IE,

1. Urges governments to consider education as an investment in the future to the benefit of social progress, equity and equality of opportunities which provides an unquestionable yield for the society as a whole.

2. Encourages the development of measures which respect the growing multiculturality in our societies and our schools from an intercultural point of view which respects the diversity from within a common framework of values.

3. Defends the need to drive for an alternative economic growth model based on knowledge, which assures sustainable economic development and increasing prosperity through social cohesion. A change which educationally demands reduced failure in obligatory schooling, improved levels of professional qualification while reducing drop outs, empowering innovation and development policies where the universities have to play a predominant role, supplying human material to a market in constant and growing demand for highly qualified personnel.

4. Encourages governments, despite the delicate economic situation, to guarantee public financing of the education system as an investment in the future.
5. **Invites** the national political parties to recuperate the educational consensus as a unique model for planning which focuses on the future avoiding the ups and downs of political change.

6. **Special** emphasis on attention to diversity, the reduction of profits, thinning of classes, increased focus on languages and new technologies, the drive for Professional Teaching and the introduction of new professional profiles.

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**Estimated Cost of Implementing Resolution: 1.2.4**

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**Proposed amendments to resolution 1.2.4**

(i) Amendment proposed by SADTU/South Africa

[Line 57]

**ADD new point:** "5. Urges governments to make schools accessible, especially in and to poor communities so as to turn them to centres of community development activities and provide much needed social, educational and recreational facilities to address social problems and provide opportunities through sport and cultural activities to the youth and communities members."

**RENUMBER following paragraphs accordingly.**
1.2.5.

Education and employment / Education and the economic crisis:

Draft resolution on the Global Financial Crisis

Proposed by: NASUWT/United Kingdom
Original language: English

THE SIXTH EI WORLD CONGRESS, to be held in Cape Town, South Africa

1. Declares its continuing commitment to:
   (i) building the capacity of teacher trade unions in other countries;
   (ii) defending the human and trades union rights of teachers around the world;
   (iii) achieving the Education Millennium Development Goals, including:
       (a) achieving the goal of universal primary education by 2015; and
       (b) promoting gender equality and the empowerment of women, including the elimination of gender disparities in access to primary and secondary education by no later than 2015.

2. Believes, however, that the economics of austerity being forced through by some governments and by international financial institutions will:
   (i) exacerbate economic inequality;
   (ii) inflame social unrest;
   (iii) hit the poorest hardest;
   (iv) reverse hard fought for progress on social justice and equality of opportunity;
   (v) derail international commitments to end child poverty and guarantee education for all; and
   (vi) damage irrevocably the infrastructure of democratically accountable public services, including education.

3. Deplores the failure of the world’s richest nations to honour their international commitments to end poverty and provide universal access to education.

4. Further deplores the devastating impact of the financial crisis which is forcing many poor countries to close schools, dismiss teachers and suppress pay as education funds dry up or are diverted to feed the population.

5. Is deeply concerned by the increased state-sponsored abuse and scapegoating of teachers, other public service workers and trade unionists during the period of the global financial crisis.

6. Asserts that ordinary people, workers and trade unions did not cause the global financial crisis and should not be made to pay the price.

7. Believes that defeating the assault on teachers and other public sector workers, and reversing the international failure to deliver commitments to end poverty and provide universal and free access to education, can only be achieved through collective action by trade unions and other civil society organisations working together in solidarity across international borders.

8. Endorses continuing action by Education International in campaigning against poverty and for:
   (i) the right of every child to education;
(ii) the defence of jobs and pensions; and
(iii) the future of democratically-controlled education.

9. **Commits** Education International to campaigning for international backing for a Financial Transaction Tax (Tobin Tax) and a Financial Activities Tax to deliver existing anti-poverty commitments and to secure the promise of equal access to education for children.

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**Estimated Cost of Implementing Resolution: 1.2.5**

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**Proposed amendments to resolution 1.2.5**

(i) Amendment proposed by SADTU/South Africa

[Line 63]

ADD new paragraphs 10 and 11:

“10. Commits Education International to call for and actively participate in the global campaign for the cancellation of debt that frustrates the development of poor countries as a result of unfair lending terms and unjust economic relations between developing and developed countries.

11. Commits Education International to campaign for the fundamental transformation of the global economic architecture in which the exclusivity of the WTO, IMF and World Bank should be replaced by a democratically constituted Global Economic Council, founded on the basis of full equality of state and not in the rule of might.”
1.3 Public Education

1.3.1. Education & Employment / Public Education:

Draft Resolution: Celebrate “Public” in Public Education

Proposed by: CTF-FCE/Canada

Original language: English

WHEREAS despite strong private interest pressure to the contrary, education remains broadly accepted as an obligation of the state, and

WHEREAS public education and public schools are held to high standards of accountability to universal needs, and

WHEREAS many countries are experiencing pressure to place the interests of private education or special interest group education ahead of universal public education,

BE IT RESOLVED that EI bring together a small group of member organizations to organize and conduct a major international conference celebrating the successes of public education.

Estimated Cost of Implementing Resolution: 1.3.1

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Proposed amendments to resolution 1.3.1

(i) Amendment proposed by UNSA-Education/France

[Line 3, title of resolution] CHANGE the title from “Celebrating the word ‘public’” to “Promote education as a public service”

(ii) Amendment proposed by UNSA-Education/France

[Line 17] ADD a new third paragraph: “Whereas it is public education which enables all young people to be provided for regardless of their social and cultural origins, and”

(iii) Amendment proposed by UNSA-Education/France

[Line 20] DELETE the final paragraph and REPLACE with: “Be it resolved that EI conduct a permanent campaign reflecting the successes and achievements of education as a public service using various means of communication”.

51
1.3.2.

Education & Employment / Public Education:

Draft Resolution: Stress the Importance of Public Education for Universal Welfare

Proposed by: CTF-FCE/Canada

Original language: English

WHEREAS governments throughout the world are often encouraged to promote and provide public money to schools with minimal public accountability and limited value to society as a whole, and

WHEREAS as early as 1978 the OECD Ministers of Education noted that public education represented, “a desire to free people from disadvantage, to unbind them, rather than a proposal to free them to undertake some particular enterprise” [1] and that public education is a way to redistribute power to the population of a country, and

WHEREAS groups in society are pressuring governments for increased individual or special interest group control of education and/or increased access to the education sector from a commodity approach, and

WHEREAS teacher unions throughout the world are experiencing frontal attacks on their legitimacy such that they need to join together to show that there are viable alternatives to the market driven reforms

BE IT RESOLVED that in all of its activities working with governmental and nongovernmental groups EI stress the significance of using publicly supported education as a means to improve the welfare of all groups within society and oppose the use of public funds for education that is not universal in nature.

Estimated Cost of Implementing Resolution: 1.3.2

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Proposed amendments to resolution 1.3.2 /
1.3.3.

Draft Resolution: Accentuate the Need for Teacher Organization Involvement in Public Education as a Bridge to Peace and a Tool for Social Development

Proposed by: CTF-FCE/Canada
Original language: English

WHEREAS political unrest and societal tensions give rise to value clashes over societal resources, and
WHEREAS the need for social awareness and peace education is imperative, and
WHEREAS teacher unions are leaders in the social justice movement, and
WHEREAS challengers to public education in the developed countries have shown a desire to weaken the existing controlling influences in education, including that of teachers and especially that of teacher unions, and
WHEREAS ideological pressures within society have implications for all groups involved in social research, social action and development and cooperation activities, and
WHEREAS teachers have need to present their vision of society in more easily understood and captivating ways,

BE IT RESOLVED That EI explore the concept of working with ITUC and/or others to develop an internationally supported Education Sector Trade Union Program of support for direct involvement of teacher labour groups in developed and developing countries in presenting the role of public education in peace education and social development.

Estimated Cost of Implementing Resolution: 1.3.3

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Proposed amendments to resolution 1.3.3

(i) Amendment proposed by CSQ/Canada
[Line 3, title of resolution] REPLACE "teacher organization" with "education labour organization"

[Lines 17, 21 and 31] REPLACE "teacher unions" and "teacher labour groups" with "education unions"
1.3.4.

Education and employment / Public education:

Draft resolution on the campaign for quality public education for all in Haiti

Proposed by: CNEH/Haiti
Original language: French

Noting that state schools only account for 15% of the Haitian education system;

Affirming that only 8% of the national budget is allocated to education;

Lamenting the fact that education costs in the private sector are met directly by parents;

Affirming that the majority of private schools seek only to make a profit, thus undermining the social role of schools and the quality of education;

Recognising that education is a human right and that the Haitian constitution of 1987 grants it free-of-charge;

Noting the commitment made by Haiti in 2000 in Dakar to education for all;

Pursuant to the resolution adopted by the Caribbean/North American region of EI at a meeting held on 23rd and 24th February 2010 in Port-of-Spain in Trinidad and Tobago on a campaign for quality public education in Haiti;

And following the resolution adopted at the 8th congress of the CNEH on 3rd, 4th and 5th March 2011 on the need for a campaign for public education covering the period between 2011 and 2014;

The CNEH

Asks the 6th EI Congress to support the campaign for quality public education for all in Haiti as part of reconstruction efforts following the earthquake of 12th January 2010;

Recommends that EI member organisations put pressure on their respective governments to honour their commitments on protecting education from budget cuts.
Estimated Cost of Implementing Resolution: 1.3.4

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Proposed amendments to resolution 1.3.4

(i) Amendment proposed by NEA/USA, CTF-FCE/Canada and CSQ/Canada

[Line 37]

**INSERT new paragraph:** "Recommends that EI leaders meet with the Haitian Ministry of Education to support the lobbying of CNEH for quality public education that is free."
1.4 Vocational Education & Training

1.4.1.

Education & Employment / Vocational Education & Training:

Draft Resolution: New Impact of Vocational Education and Training in Each EI Region

Proposed by: SNETAA-FO/France, BLBS/Germany, CSI-CSIF/Spain and KTOEOS/Cyprus

Original language: English

1. In the context of the economic, financial and social global crisis, the VET public school sector has a strong contribution to stabilize and support the economy. VET has a direct impact on the well-being of national economies. VET forms the basis to fight an economic crisis or to avoid it. There is a need for more learning and training, for better qualifications, for successful completion to be protected against unemployment. It will enable societies to avoid dropouts. The public initial vocational education and training is essential to enable people to apply to lifelong learning programs giving them the possibility to raise their qualification level.

2. The resolution “the six essential points to strengthen vocational education and training” (5th World Congress, 2007) is still a program for prosperity and opportunities for development and therefore the whole content of that resolution is even more relevant and is part of this resolution.

3. For the implementation of the goals in this resolution, it is essential to have new structures inside EI to enhance and support the VET sector. As part of this, they should be linked to the EI regions because they allow more flexibility and efficiency for the implementation and future development of this concerned process.

4. To make it more concrete, EI will consider VET as a priority and will therefore implement a regional taskforce for VET in every EI region. EI will support the regional work with a sufficient budget.

5. To ensure the continuous work, EI will report every two years on the progressing work on this to the EI member organisations.

Estimated Cost of Implementing Resolution: 1.4.1

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Proposed amendments to resolution 1.4.1

(i) Amendment proposed by SADTU/South Africa

[Line 38]
ADD new paragraphs 6-11:

“6. We further note that this phenomenon result in social malaise which manifest in high crime rate and different forms of social and physical abuses in our country.

7. We believe that the Further/Vocational Education Sector have the potential to transform the socio-economic landscape and global community.

8. Also believe the legislations and policies for Further/Vocation Education Sector should be aligned to ensure mobility in the world of work and higher education.

9. Further believe that the implementation of Further/Vocational Education and Training requires resources, quality training and proper infrastructure, especially in rural areas of our country.

10. Therefore, the V1 World Congress of the IE should urge governments to consider Further/Vocational Education and Training as a necessary avenue for unemployed youth in different countries to ensure skills development that will result in human resource development throughout the world.

11. Encourage governments to put much needed resources to ensure that Further/Vocational Education and Training delivers on the skills needs of the youth, the poor and marginalized communities by campaigning for open access, adequate resourcing and quality training for the implementation of Further/Vocational Education and Training systems across the world.”
1.4.2.

Education & Employment / Vocational Education & Training:

Draft Resolution on Vocational Education, Gender and Inclusiveness

Proposed by: UCU/United Kingdom
Original language: English

Congress notes the excellent work of the VET Task Group. It calls for the Group to continue its work, and reviewing VET developments in the light of the recession. Congress would wish for the Task Group also to look in particular at VET developments for:

- the increasing numbers of the unemployed in some countries;
- the cuts to public expenditure and to VET programmes in some countries;
- VET developments for women;
- VET developments for black and ethnic minorities;
- VET developments for young people and for adults;
- the status, career opportunities and professional development of VET teachers.

Congress asks the Task Force to report to the world Executive with recommendations for monitoring and action at world, regional and national level.

Estimated Cost of Implementing Resolution: 1.4.2

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Proposed amendments to resolution 1.4.2

(i) Amendment proposed by SNTEAA/France

[Line 12]
REPLACE “excellent work” with “more intense work”; ADD “since 2007 after” “VET Task Group”.

(ii) Amendment proposed by SNTEAA/France

[Lines 18-19]
DELETE the third and fourth bullet points and REPLACE them with: “the development of the positive orientation towards vocational education”
(iii) Amendment proposed by NASUWT/United Kingdom

[Line 20]
**ADD additional bullet points:**

- “VET developments for lesbian, gay, bisexual and trans people;”
- “VET developments for disabled people;”

(iv) Amendment proposed by CSQ/Canada

[Line 22]
**ADD a bullet point:**

- “Finding a balance between training and employment.”

(v) Amendment proposed by SNTEAA/France

[Line 22]
**ADD a bullet point:**

- “The real possibilities of carrying out studies leading to higher education taking account of the specific career paths of pupils of vocational education and training”

(vi) Amendment proposed by SNTEAA/France

[Line 24]
**ADD a sentence at the end:** “Congress also asks EI to continue to put pressure on the international organisations so that vocational education and training become a path of excellence like the others.”
1.5 Education Support Employees

Draft Resolution on Education Support Employees

Proposed by: Executive Board
Original language: English

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

A. Recalls that Education International is the voice of the education sector worldwide, representing nearly 30 million teachers and education personnel from early childhood education to university;

B. Affirms the importance of promoting and protecting the rights and freedoms of all teaching and education employees;

C. Recognises that education support employees include, a broad range of different categories of personnel with different status;

D. Notes that this growing body of professional, administrative, technical and general staff supports the teaching and research function in cooperation with teachers and academic staff.

E. Affirms that Education Support employees:

1. are vital for fulfilling properly the mission of education and they must be able to assert their rightful place in the education community and in the union debates on the global, national and institutional challenges all education sectors are facing;

2. play a key role in the quality of student experiences and contribute to the quality of learning outcomes;

3. share many of the challenges and collective bargaining issues of teachers and academic staff, but also face distinct problems including a lack of respect and recognition, and poor pay and working conditions;

4. should be guaranteed equal treatment, and employment of minority groups should be actively encouraged;

5. should enjoy the same status, rights and conditions as other education employees with similar academic and technical qualifications and experience.

6. best contribute to the health education and safety of students when they are part of a single unified workforce that works directly for the education institutions

F. Notes with concern:

7. the growing use and exploitation of education support employees who are employed on a casual, part-time and/or limited-term basis without continuing security of employment;

8. the threat to the labour rights, professional rights and, where applicable, academic freedom of education support employees;
9. the absence of fair and equitable remuneration and benefits for many education support employees and

10. violations of fundamental human and labour rights of many education support employees, including their right to organize and bargain collectively.

11. The increasing trend of privatising school-support services affecting the quality of education

G. Calls on governments and public authorities to:

12. Recognize the key role education support employees play in the provision of quality education and to ensure that educational institutions are provided with quality support services;

13. Guarantee the labor and professional rights of all education support employees and to improve their employment and working conditions and provide access to career paths.

H. Mandates the Executive Board to:

14. Work with other GUF and the appropriate international bodies, especially the ILO to promote the conditions of work and the rights of education support employees, including their right to organize and bargain collectively;

15. Develop appropriate ways and means to collect data and information and to identify good employment practices in relation to education support employees;

16. Encourage member organisations to advocate for the improvement of education support employees salaries, working conditions and access to career paths;

17. Promote the unionization of education support employees and the elimination of the political, structural and legal barriers to unionization where they exist.

Estimated Cost of Implementing Resolution: 1.5

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Proposed amendments to resolution 1.5
1.6 Teacher Migration

1.6.1

Draft Resolution on Teacher Migration and Mobility

Proposed by: Executive Board
Original language: English

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

1. Noting that international migration and mobility has become a global phenomenon and risen to the top of the policy agenda in many parts of the world;

2. Acknowledging UN data that international migrants constitute over three per cent of the world's population, and that nearly half of these migrants are women;

3. Recognising the establishment of the Global Forum on Migration and Development (GFMD) by the UN in 2006 and its potential to provide a platform for international dialogue on migration and development policy and practice;

4. Recalling that the Commonwealth Teacher Recruitment Protocol (CTRP) was recognised by EI and the ILO in 2006 as an instrument of good practice in dealing with teacher migration issues;

5. Motivated by a desire to protect migrant workers, particularly teachers and other education employees and their families;

6. Noting that few countries have ratified and fully implemented the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and ILO Conventions 97 (Migration for Employment Convention) and 143 (Migrant Workers Convention);

7. Observing that brain drain, particularly as a consequence of migration, may have adverse effects, particularly on the economies and education systems of developing countries and small states;

8. Considering that the teachers who migrate are often well qualified and/or those dealing with subjects such as sciences, mathematics and information and communication technologies, the sending countries, most of which are developing and/or small states, are thereby deprived of highly skilled education employees;

9. Affirming that migrants, and, in particular, migrant teachers and their families, contribute to the development of both their countries of origin and the host countries;

10. Recognising that mobility equips individual student and teacher migrants with new skills, experience and expertise and promotes cultural and information exchange, innovation and the creation of vital international networks that improve the quality of education systems and stimulate economic development in both the sending and receiving countries;

11. Acknowledging the need to promote teacher mobility while safeguarding the integrity of education systems, particularly in developing countries, as outlined in the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the status of Higher Education Teaching Personnel;
12. Noting with concern the exploitation of migrant teachers, particularly by recruitment agencies and employment bodies in many receiving countries;

13. Noting with concern the non-recognition of qualifications and loss of professional status when skilled education personnel migrate, particularly from less developed to developed countries;

14. Recognising the fundamental role that teacher trade unions play in safeguarding the human and trade union rights of migrants, migrant teachers and other education employees and their families; and

15. Convinced that the increasing scale, scope and complexity of international migration, as well as the challenges and opportunities presented by the cross-border movement of people, especially teachers and other education workers, calls for immediate action at international level to control and regulate such migration;

The World Congress, therefore,

16. Mandates the Executive Board, in cooperation with member organizations,

(i) to campaign for the ratification and implementation of international instruments that promote the human and trade union rights of migrants, migrant teachers and their families and, in particular, the ratification of the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and ILO Conventions 97 and 143;

(ii) to promote the Commonwealth Teacher Recruitment Protocol and/or its principles, as well as support other international, regional or national efforts to develop and implement policies, programmes and instruments that promote and protect the rights of migrants, migrant teachers and other education employees;

(iii) to campaign for the regulation of the activities of recruitment agencies in order to curb unethical practices and the exploitation of migrant teachers;

(iv) to support international, regional and national level initiatives that promote mobility of students and skilled education personnel and the cross border recognition of comparable qualifications;

(v) to cooperate with other Global Unions in defending the rights of migrants, migrant teachers and other education employees and their families and to lobby governments and international organisations such as UNESCO, the ILO, IOM (International Organisation for Migration), World Bank and OECD to develop policies that promote student and teacher mobility, while protecting the integrity of vulnerable education systems, and particularly those of developing countries;

(vi) to establish a Teacher Migration Taskforce comprised of representatives from both source and destination countries and to develop a virtual Global Network of Migrant Teachers in order to facilitate the sharing of information and ideas.

17. Encourages member organizations to organize migrant teachers and other education employees, recruit them and defend their human and trade union rights and to support them and their families to integrate successfully in the host country;

18. Requests that the EI Research Institute undertakes research into various aspects of teacher migration, including its impact on both the source and receiving countries;

19. Calls upon governments and education institutions to improve the conditions of service for all skilled education personnel in order to reduce the factors that cause brain drain and to facilitate the return of migrants with mutual benefits to both source and receiving countries.
Estimated Cost of Implementing Resolution: 1.6.1

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Proposed amendments to resolution 1.6.1

(i) Amendment proposed by NASUWT/United Kingdom

[Line 62]
ADD a new paragraph 14:
"14. Noting with concern the discriminatory treatments experienced by migrant teachers whilst in employment;"
RENUMBER remaining paragraphs accordingly.

(ii) Amendment proposed by NUT/United Kingdom

[Line 69, in paragraph 15]
REPLACE "control" with "facilitate mobility"

(iii) Amendment proposed by SNCS-FSU/France an SNESUP-FSU/France

[Line 90, in paragraph 16(v)]
REPLACE "student and teacher mobility" with "the right of students and teachers to mobility"

(iv) Amendment proposed by SNCS-FSU/France an SNESUP-FSU/France

[Line 92, in paragraph 16(v)]
ADD: "and the right to work and study without being forced into mobility or precariousness, after "while protecting the integrity of vulnerable education systems, and particularly those of developing countries"

(v) Amendment proposed by SNES-FSU/France

[Line 99, in paragraph 17]
ADD at the end "to ensure that employers in the educational sector do not use migrant workers as casual labour, which encourages social dumping."

(vi) Amendment proposed by SADTU/South Africa

[Line 108]
ADD paragraphs:

"20. Call upon regional teacher unions in different countries to develop bilateral on how best to address challenges of migrating teachers and lobby regional governments.

21 Encourage member organizations to develop their capacity to conduct studies of teacher migration in their respective countries and to develop a database that can be accessed by migrating teachers."
**1.6.2.**

**Education and employment / Teacher Migration:**

**Draft Resolution on Migration and the Right to Quality Public Education for All.**

Proposed by: FETE-UGT/Spain and FNE/Portugal

Original language: Spanish

**THE SIXTH CONGRESS OF THE IE, held in Cape Town, South Africa**

1. **Notes** that the phenomenon of mass migration which characterises the first years of the 21st Century represents a notable challenge for many countries and is a higher and higher political priority which cannot be ignored.

2. **Observes** uneasily the possibility that the grave effects of the economic crisis triggered in 2007, and its aftermath of mass layoffs, growing unemployment (especially among youths) U-turns in social policies and the progressive breakdown of welfare states, are contributing to the arousal of society’s feelings and actions of rejecting the migrant population.

3. **Underlines** the fundamental role which could be played by quality public education, based on values aimed at building citizenship for everyone in the processes of the positive integration of immigrants.

4. **Vehemently rejects** the messages and actions promoted by racism, xenophobia and discrimination. Particularly, it reiterates that schools should be free from circumstances such as these.

5. **Notes with concern** the growing number of education professionals (teachers and researchers) who leave the countries where they were trained, for economic, cultural, religious or political reasons adding to the ranks of those who feel obliged to work in activities unrelated to the studies and disciplines that they have prepared for.

6. **Notes** the growing and accelerated feminisation of the migratory process, as women (often accompanied by their children) now represent more than half the population of those living outside their country of birth.

**THE SIXTH WORLD CONGRESS OF THE IE,**

A) **Reiterates** its conviction expressed in the Fifth World Congress (Berlin, 2007) that “emigrants contribute to development both in their country of birth and their host countries”. Also that “migration has the potential to stimulate the cultural and economic changes between nations and to strengthen peace and mutual understanding”. However the positive aspects of human migration are not spontaneous or automatic. Therefore it recognises that hard work is needed to achieve them.

B) **In that respect, it manifests** its conviction that the migratory phenomenon should be addressed from the validity of human rights and with the instruments provided by democracy.

C) **Encourages** the governments of the receiving countries to take specific measures to ensure that all the children (including the emigrants) have the right to a quality education, in equal conditions, as was promised in the conclusions from Dakar and in the Millennium Development Goals.
D) **Likewise,** it reminds the authorities in the countries of origin of the internationally and local commitments to eliminate the causes which provoke the exodus of their citizens (poverty, social injustice and gender related violence, among others)

E) **Highlights** that the crisis should not be used to delay the efforts made until now to achieve those commitments and goals for 2015.

F) **Urges** governments to adopt specific emergency actions against all types of racism and xenophobia, specifically in an educational environment.

G) **Encourages** union organisations which are integrated in the IE to continue to make decisions which impede discrimination against their students based on their nationality or ethnicity, or the migratory condition.

H) **Calls** upon IE member organisations to intensify work towards full respect for the ILO Conventions, regarding the fundamental rights of migrant workers and their families.

I) **Urges** IE affiliates to show their solidarity with migrant colleagues, through cooperation in development, but also by means of actions which allow them to be received into better conditions (e.g. providing information which contributes to their personal and family integration)

J) **Calls** upon the member organisations to collect and exchange up-to-date information on the migration of teachers, especially on the conditions for the recognition of studies and certificates, access to teaching and working conditions, among other relevant aspects.

K) **Urges governments, civil society and unions** not to forget the necessary gender dimension in the actions they take.

### Estimated Cost of Implementing Resolution: 1.6.1

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### Proposed amendments to resolution 1.6.1

(i) **Amendment proposed by SNES-FSU/France**

[Line 34, paragraph 5]  
**ADD at the end** “and are often remunerated at a level that is not commensurate to their qualifications, according to the criteria of their host country.”

(ii) **Amendment proposed by SNES-FSU/France**

[Line 53, paragraph C]  
**AMEND the text within brackets** “(including children of migrants with or without documentation)”
(iii) Amendment proposed by SADTU/South Africa

[Line 86]
ADD paragraphs L, M and N:

*L) Encourages that all institutions of learning should be free of racism and discrimination.

M) Resolves that member countries should join forces with civil society organizations to expose racism and xenophobia and to educate their population in this respect.

N) Encourages EI member organisations to engage education authorities in their countries as a matter of urgency to implement human rights education and anti-racism programmes in schools and higher education institutions.*
1.7 EI Declaration on Professional Ethics

1.7

Education & Employment / Declaration on Professional Ethics:

Proposals by SNES-FSU/France concerning the Declaration on professional ethics

Proposed by: SNES-FSU/France
Original language: French

Rationale

By reason of its more unilateral nature, the text adopted in Porto Alegre can become more of a nuisance than a support in countries governed by statutes in justifying regressive modifications to the latter. Furthermore, the text passes over in silence the obligations of the school administration towards teachers.

SNES-FSU proposals for the 2011 Congress

SNES-FSU proposes to highlight the non-binding nature of the declaration for countries with statutes:
- Add to §1 “It does not replace the laws, statutes, rules and programmes that define the practice of the profession, but can be complementary to them if need be.” Also add here the sentence: “It can guide teachers and education personnel and their trade unions in maintaining ethical standards required by the profession.”

SNES-FSU proposes to include in the declaration the obligations of the public and/or academic authorities towards teachers:
- In Article 6 “commitments to teachers” add: “The States and the authorities in charge of education must endeavour:
1. to improve the working conditions of teachers and education personnel to enable them to act more effectively with their pupils.
2. to improve the salaries and careers of teachers and education personnel to make these professions attractive to students.”

ANNEX - EI DECLARATION ON PROFESSIONAL ETHICS

Preamble

1. This declaration represents an individual and collective commitment by teachers and other education personnel. It is complementary to the laws, statutes, rules and programmes that define the practice of the profession. It is also a tool that aims at helping teachers and education personnel respond to questions related to professional conduct and at the same time to the problems arising from relations with the different participants in education;

2. Quality public education, a cornerstone of a democratic society, has the task of providing equality of educational opportunity for all children and youth and is fundamental to the well being of society through its contribution to economic, social, and cultural development. Teachers and education personnel have a responsibility to foster confidence among the general public in the standards of service that can be expected from all engaged in this important task;
3. The exercise of responsible judgement is at the heart of professional activity, and the actions of caring, competent and committed teachers and education personnel to help every student reach his or her potential is a critical factor in the provision of quality education;

4. The expertise and commitment of teachers and education personnel must be combined with good working conditions, a supportive community and enabling policies to allow quality education to take place.

5. The teaching profession may benefit greatly from a discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers and education personnel, to enhancing their status and self-esteem, and to increasing respect for the profession in society;

6. Teachers and education personnel and their unions, by virtue of their membership in Education International (EI), are committed to the promotion of education that helps develop a person’s capacity to live a fulfilled life and to contribute to the wellbeing of society;

7. Recognising the extent of the responsibilities inherent in the teaching process and the responsibility to attain and maintain the highest degree of ethical conduct towards the profession, to students, colleagues and parents, Education International member organisations should

   a) actively promote the policies and resolutions adopted by the EI Congress and Executive Board including this Declaration on Professional Ethics;

   b) work to ensure that teachers and other education personnel benefit from terms and conditions of work that allow them to fulfil their responsibilities;

   c) work to ensure the rights guaranteed to all workers in the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up which encompasses:

       • the right to freedom of association;
       • the right to bargain collectively;
       • freedom from discrimination at work;
       • equality at work;
       • freedom from forced, or bonded labour;
       • the elimination of child labour;

   d) work to ensure that their members have the rights outlined in the ILO/UNESCO Recommendation concerning the Status of Teachers and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel;

   e) combat all forms of racism, bias or discrimination in education due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status, national or ethnic origin;

   f) cooperate at the national level to promote quality government funded education for all children, to enhance the status and to protect the rights of education personnel;

   g) use their influence to make it possible for all children worldwide, without discrimination, and particularly child labourers, children from marginalized groups or those having specific difficulties to have access to quality education;

Taking this into consideration, EI adopts and proclaims the present Declaration:

ARTICLE 1. Commitment to the profession: Education personnel shall:

   a) justify public trust and confidence and enhance the esteem in which the profession is held by providing quality education for all students;

   b) ensure that professional knowledge is regularly updated and improved;

   c) determine the nature, format and timing of their lifelong learning programs as an essential expression of their professionalism;
d) declare all relevant information related to competency and qualifications;

e) strive, through active participation in their union, to achieve conditions of work that attract highly qualified persons to the profession;

f) support all efforts to promote democracy and human rights in and through education;

ARTICLE 2. Commitment to students: Education personnel shall:

a) respect the rights of all children to benefit from the provisions identified in the UN Convention on the Rights of the Child particularly as those rights apply to education;

b) acknowledge the uniqueness, individuality and specific needs of each student and provide guidance and encouragement to each student to realise his/her full potential;

c) give students a feeling of being part of a community of mutual commitment with room for everyone;

d) maintain professional relations with students;

e) safeguard and promote the interests and well-being of students and make every effort to protect students from bullying and from physical or psychological abuse;

f) take all possible steps to safeguard students from sexual abuse;

g) exercise due care, diligence and confidentiality in all matters affecting the welfare of their students;

h) assist students to develop a set of values consistent with international human rights standards;

i) exercise authority with justice and compassion;

j) ensure that the privileged relationship between teacher and student is not exploited in any way, particularly in order to proselytise or for ideological control;

ARTICLE 3. Commitment to colleagues: Education personnel shall:

a) promote collegiality among colleagues by respecting their professional standing and opinions; and be prepared to offer advice and assistance particularly to those beginning their career or in training;

b) maintain confidentiality of information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;

c) assist colleagues in peer review procedures negotiated and agreed to between education unions and employers;

d) safeguard and promote the interests and well-being of colleagues and protect them from bullying and from physical, psychological or sexual abuse;

e) ensure that all means and procedures for the implementation of this declaration are the object of thorough discussions in each national organisation in order to ensure its best possible application.

ARTICLE 4. Commitment to Management Personnel: Education personnel shall:

a) be knowledgeable of their legal and administrative rights and responsibilities, and respect the provisions of collective contracts and the provisions concerning students’ rights;

b) carry out reasonable instructions from management personnel and have the right to question instructions through a clearly determined procedure;

ARTICLE 5. Commitment to parents: Education personnel shall:

a) recognise the right of parents to information and consultation, through agreed channels, on the welfare and progress of their child;

b) respect lawful parental authority, but give advice from a professional point of view that is in the best interest of the child;

c) make every effort to encourage parents to be actively involved in the education of their child and to actively support the learning process by ensuring that children avoid forms of child labour that could affect their education;

ARTICLE 6. Commitment to the teacher: The community shall:

a) make it possible for teachers to feel confident that they themselves are treated fairly while attending to their tasks;

b) recognise that teachers have a right to preserve their privacy, care for themselves and lead a normal life in the community.
Estimated Cost of Implementing Resolution: 1.7

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Proposed amendments to resolution 1.7

(i) Amendment proposed by SER/Switzerland

[Line 30]

AMEND point 1. as follows:

1. “to improve initial training and continuing professional development, as well as working conditions of teachers and education personnel to enable them to act more effectively with their pupils.”
Resolutions

2. Human & Trade Union Rights & Equality
2.1 Human Rights

2.1.1.

Draft Resolution on Child Labour

Proposed by: AOb/Netherlands and GEW/Germany

Original language: English

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

1. Recalls

a. the UN Declaration on Human Rights which states that everyone should have the right to free, compulsory education for at least the elementary and fundamental stages;

b. the Convention on the Rights of the Child which establishes the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development;

c. ILO Convention 138 and Recommendation 146 on the Minimum Age for Admission to Employment (1973) which states that the minimum age of employment should be no less than the age for completing compulsory schooling and in no event less than the age of 15;

d. ILO convention 182 and Recommendation on the elimination of the Worst Forms of Child Labour (1999) which establishes elimination of the WfOCL as priority;

e. the Education for All goals (Jomtien 1990 followed by Dakar 2000) which aim for universal basic education for all in 2015 and affirms education as a basic human right;

f. the Millennium Development Goals (2000) focused at the eradication of poverty through quantifiable targets, among which one specific goal on education (goal 2 universal primary education) and various others that are directly related to education or affect the right to education (among which 3 gender equality)

g. the The Hague Roadmap for achieving the Elimination of the Worst forms of Child labour by 2016 (2010), which states that still 215 million boys and girls are engaged in child labour and miss out on education;

h. paragraphs 9 and 10 from the Resolution on fundamental workers’ rights of the ITUC congress 2010 in Vancouver;

2. recalls the remarks of former Director General of the ILO, Michael Hansenne:”Childhood is a period of life which should be devoted not to work, but to education and training; child labour by its very nature and the working conditions in which it is carried out, often compromises children’s potential to become productive and useful adults in society; finally, the use of child labour is not inevitable, and progress towards its elimination is possible wherever there is political will to oppose it with determination”;

3. observes that despite the growing awareness of and action against this scandalous form of exploitation of the most vulnerable within our society, child labour continues to exist in many forms, including bonded labour;
4. observes that child labour and the lack of decent work for adults are closely linked;
5. observes that child labour and the absence of schools or of education of sufficient quality are closely linked;
6. observes that the gender dimension of child labour is still not very well addressed, as girls’ child labour is often of hidden nature (domestic work, agriculture, prostitution, small services and handicrafts) and outside of the common definition of “work” (mostly defined in economic terms).
7. observes that the Education for All goals can’t be reached when only focusing on the worst forms of child labour;
8. acknowledges the overwhelming evidence that education is one of the most significant factors in the prevention and elimination of child labour and in breaking the poverty cycle;
9. acknowledges the specific role of educated mothers in the prevention of child labour and in the schooling of children, especially girls;
10. recognizes that eliminating child labour and improving the quality of education are strongly interlinked - the first will not happen without the second - and that teachers, educators and their organizations have a critical and particular contribution to make to the elimination of child labour as do politicians, government officials, employers and the international financial institutions;
11. recognizes the crucial role of education unions in accessing schools, pupils, parents and their communities through their members; teachers and other education workers being important advocates for children and their rights as well as crucial partners for quality education;
12. condemns governments that fail to legislate comprehensively or act decisively against child labour and employers who exploit children to increase profits;
13. condemns governments that fail to provide quality universal basic education for all or fail to enforce legislation on school attendance;
14. condemns governments in rich countries that fail to provide funding to developing countries willing to achieve the EFA goals;
15. welcomes the increasing action being taken on the elimination of child labour by the ILO, UN agencies, ITUC and affiliated GUFs, as well as by NGO’s, and is committed to working in partnership with them;
16. welcomes the work against child labour already being done by many EI affiliates;

The Congress determines that Education International shall:

17. work continuously and pro-actively on the eradication of child labour and the provision of quality education and encourage, support and coordinate the active participation of all affiliates; provide tools for action to and disseminate materials and good practices among unions and their members,
18. with the aim to
   a. prevent any more children becoming child labourers;
   b. withdraw those currently working and provide them with effective, quality education;
19. focus on the following strategic areas:
   a. opposition to economic and social policies that cause or perpetuate child labour;
   b. comprehensive legislation and effective enforcement;
c. mainstreaming child labour concerns into national education policies;
d. comprehensive government education policy and the resources to provide for good quality, universal and free early childhood services and compulsory primary and secondary schooling, and encompassing transitional and special education services, as well as vocational and higher education; improved training, status and working conditions for teachers and support staff;
e. income support for families and employment opportunities for parents;
f. inclusion of the gender dimension in all actions;
g. creation of forms of intensive bridging education that enable children who missed the the entry into 1st grade according to their age to catch up with their peers and be mainstreamed into full-time formal education

The Congress calls on member organizations to:

20. lobby their respective governments in developed countries to devote at least 0.7% of their GNP to development assistance and to dedicate an appreciably higher amount of such assistance to the development and improvement of public primary education.

21. adopt specific policies and a programme of action on child labour as well as support for unions in developing countries wanting to address the topic;

22. co-operate with Education International and through it with the ITUC, ILO, UNICEF and UNESCO, and with other trade unions, union centres and non-governmental organizations, at the national level to eliminate child labour nationally, regionally and internationally;

23. approach and urge all governments to ratify the international treaties concerning child labour;

24. disseminate the facts of child labour to union members and the general public to enhance their awareness and arouse public opinion against child labour;

25. campaign for adequate resources to allow for an expansion of public education, including quality early childhood services, schools, transitional and special education and vocational training to ensure access to education for all;

26. develop age appropriate curriculum materials to be used in schools in both industrialised and developing countries that address the issues of child labour for students who are in danger of becoming child labourers and for those who are consumers of products made by child labour;

27. develop specific strategies for girls and women which take also into consideration the specific social and economic benefits countries have from educated mothers;

28. promote quality teacher training and in-service development to enable teachers to meet the diverse and special needs of children, particularly the most disadvantaged, those at highest risk of becoming child labourers (children in conflict zones, regions with high HIV/AIDS prevalence, ethnic minorities etc) and those who have been child labourers;

29. develop strategies for monitoring non-enrolment, non-attendance and drop-out at school and its relationship to the spread of child labour; and to use that information to work with parents and local communities so that they understand the value of education and the costs of child labour, and are encouraged to participate with the local early childhood services and schools in decisions about the education of their children;

30. lobby governments to adopt and enforce adequate legislation on school attendance and school inspection;

31. lobby with other unions for decent working conditions for adults and with non-governmental organizations for integrated programmes for poor families whose children are, or are at risk of, becoming, child labourers, including health services, meals for children attending an early
childhood centre or school, adult education, vocational training and employment programmes, and family income support;

32. build up regional networks for information exchange, discuss the issue of child labour periodically and take concerted action to eliminate it.

Estimated Cost of Implementing Resolution: 2.1.1

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Proposed amendments to resolution 2.1.1

(i) Amendment proposed by SNES-FSU/France
[Line 113]
ADD “through exacerbating the parents’ situation” after “child labour.”

(ii) Amendment proposed by SNES-FSU/France
[Line 114]
ADD “with possible sanctions for those who use child labour and support available for the most disadvantaged families” after “effective enforcement.”
2.1.2.

Human and trade union rights and equality / Human rights:

Draft resolution: Equality, Prevention of Violence and Education

Proposed by: FETE-UGT/Spain, FECCOO/Spain and STES-I/Spain

Original language: Spanish

THE EI SIXTH WORLD CONGRESS, meeting in Cape Town, South Africa from 22-26 July 2011

1. **Highlights** the fundamental role of public equality policies in the development of non-discriminatory education for girls and the prevention of gender-based violence in schools.

2. **Observes** with concern the possibility that the serious effects of the current economic and social crisis, made worse by recent international events, may displace the efforts being made to ensure complete schooling for girls at primary level and combat situations of discrimination and gender-based violence that take place in countries all over the world.

3. **Notes** that International Declarations such as those made in the World Conference in Beijing or the fight to achieve the Millennium Development Goals, as well as the actions promoted by Education International, have contributed towards giving visibility to the problems faced by female students when attempting to complete a type of education that guarantees their rights and independence without incident.

4. **Strongly rejects** the situations of discrimination and violence experienced by girls and women worldwide and believes that the field of education should be considered a safe place for female students and teachers, who should be assured access to and continuation in schools and all the guarantees of a public and high-quality education for all individuals.

5. **Observes with concern** the fact that the progress made in schooling girls and boys is slow, as shown in the 2010 EFA Report, which highlights that 54% of girls worldwide still do not have access to schooling and that of the 759 million adults who do not know how to read or write, two thirds of them are women.

6. **Reiterates** its conviction that equality in education is an essential requirement for achieving fair and equal development in society, as well as for guaranteeing the fundamental rights of girls and women.

7. **In this sense, manifests** its conviction that only by incorporating gender policies that are transversal to all fields and levels of education will real change be achieved in terms of eradicating all types of discrimination, making progress in wiping out gender-based violence and achieving more equitable quotas for girls and boys, as well as for education workers.

In light of this, the 6th EI World Congress,

a) **Presses on** all governments to gather and publish statistics that will allow for measures to be taken to provide visibility to the situation of female students and teachers in the educational context.

b) **Also urges** for the development of specific measures to eliminate all kinds of barriers to girls accessing education, such as the removal of school taxes, the family’s lack of education, the elimination of stereotypes relating to girls’ education and the adopting of concrete and safe measures to prevent violence at school.
c) **Reiterates** that the teaching of equality must be incorporated into the school curriculum wherever there are elements that, whether hidden or explicit, discriminate women and girls and perpetuate sexist roles. It also provides a reminder that teachers, both male and female, must be trained in order to carry out their duties in line with the principles of equality.

d) **Urges** all Education International organisations to continue carrying out actions in support of educating girls and young women, by incorporating equality into the education system in a transversal way, carrying out awareness campaigns among families and promoting actions to eradicate gender-based violence at school.

### Estimated Cost of Implementing Resolution: 2.1.2

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### Proposed amendments to resolution 2.1.2

(i) **Amendment proposed by NASUWT/United Kingdom**

[Line 59, in clause (c)]

**INSERT** "against" between "discriminate" and "women"

**NOTE:** This amendment applies only to the English version of the resolution.

(ii) **Amendment proposed by NASUWT/United Kingdom**

[Line 61]

**After** "principles of equality" **and before the full stop, ADD** "and the prevention of violence against women and girls"
2.1.3.

Human and Trade Union Rights and Equality / Human Rights:

Draft Resolution: Continued Opposition to Human Trafficking

Proposed by: CTF-FCE/Canada
Original language: English

WHEREAS, human trafficking denies millions, mostly girls and young women, the right to live in dignity and to receive an education, and

WHEREAS, slavery has not been eliminated...it thrives in the efforts of those who work in the trafficking business, and

WHEREAS, human trafficking forces its victims into sexual and labour exploitation that is nothing less than slavery, and

WHEREAS, the elimination of child sexual exploitation and child labour requires substantial strengthening of financial resources for international development, and

WHEREAS, abolishing human trafficking is related to the issues of achieving Education For All and eliminating child poverty, and

WHEREAS, unless we continue to put the issue in the spotlight and demand action from governments worldwide, the problem will continue and worsen

BE IT RESOLVED, that EI encourage all of its Member organizations, independently and through the EI Regions to actively lobby their governments and the international organizations to which they belong to commit themselves jointly and in concert with other countries to abolish human trafficking in all of its forms, and

BE IT FURTHER RESOLVED that EI actively lobby organizations including but not limited to OECD, the Commonwealth, and UNESCO to initiate public debate on human trafficking in all developed countries in the interest of abolishing human trafficking in all countries.

Estimated Cost of Implementing Resolution: 2.1.3

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Proposed amendments to resolution 2.1.3

(i) Amendment proposed by CSQ/Canada
[Line 34] ADD "relevant international" before "organizations".

(ii) Amendment proposed by CSQ/Canada
[Line 35] DELETE "the Commonwealth."
2.1.4.

Human and Trade Union Rights and Equality / Human Rights:

Draft Resolution on Tolerance

Proposed by: CTF-FCE/Canada
Original language: English

WHEREAS the intolerance of minority communities has become problematic in many Education International member nations,

WHEREAS anti-Semitism and Islamaphobia often have very deadly consequences,

WHEREAS we recall recent intolerant actions of the Government of France toward all religious communities,

WHEREAS we remember the culturally genocidal policies toward indigenous peoples in the Americas and Australia,

WHEREAS we recognize the importance of language to all minority communities.

BE IT RESOLVED that EI call upon all of its Member organizations:

a. To affirm that public education is a basic right for all regardless of race, colour, language, sex, sexual orientation, religion or ethnicity,
b. To support that existing indigenous, religious, and linguistic minority education rights be respected by all governments and trade unions,
c. To support its affiliated trade unions in their struggle to oppose attempts at cultural genocide,
d. To support its affiliated trade unions in their struggle against all forms of intolerance in education,
e. To reaffirm that the teaching of the history of religions is essential for culture, intercultural dialogue and the training of the citizen,
f. To reaffirm that public education remain a place for teaching, the transmission of knowledge and the training and exercise of a critical mind.

Estimated Cost of Implementing Resolution: 2.1.4

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Proposed amendments to resolution 2.1.4

(i) Amendment proposed by UNSA-Education/France

[Line 14]
REPLACE the paragraph with “Whereas anti-Semitism, racism and xenophobia often have deadly consequences”.

(ii) Amendment proposed by UNSA-Education/France

[Line 16]
DELETE the entire third paragraph.

(iii) Amendment proposed by UNSA-Education/France

[Line 30]
REPLACE point c with “to support affiliated trade unions in their fight against all forms of racism”.

-
2.1.5.

Human and Trade Union Rights and Equality / Human Rights:

**Draft Resolution: Elimination of the Practice of Punishment by Stoning**

**Proposed by:** CTF-FCE/Canada  
**Original language:** English

WHEREAS, the practice of punishment by stoning is inhumane in that it constitutes sanction of torture and gradual death that is an insult to humanity, and

WHEREAS, although the practice of stoning can be against men or women, it has largely been practiced against women,

BE IT RESOLVED, that EI encourage all of its Member organizations to adopt policies opposing the practice of stoning for any reason, and

BE IT FURTHER RESOLVED, that EI encourage all of its Member organizations to express public written opposition to any plans to execute any human being in this manner.

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### Estimated Cost of Implementing Resolution: 2.1.5

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Proposed amendments to resolution 2.1.5

/
2.2 Israel-Palestine

2.2.1. Human and Trade Union Rights and Equality / Israel and Palestine:

Draft Resolution on Israel and Palestine

Proposed by: Executive Board
Original language: English

The EI 6th World Congress, meeting in Cape Town, from 22nd to 26th July, 2011,

Recognising:

(i) That, despite renewed international initiatives to bring both sides to the bargaining table, the quest for a just and lasting settlement between Israel and Palestine remains out of reach;

(ii) that EI and the international community have a responsibility to stress their concerns over the violations of human rights and international norms of democratic behavior in Palestine;

(iii) that EI, and the International Trade Union Confederation (ITUC), understand the high priority and urgent necessity of reaching a negotiated comprehensive peace agreement between Israel and Palestine based on the creation of a viable state of Palestine with mutual security and respect between the two countries;

(iv) that the current situation is impacting adversely on the education of children in Palestine and on the lives and working conditions of teachers.

Resolves:

(i) that EI calls on the leaders of both Israel and the Palestine Authority to enter into good faith negotiations with the objective to create a viable Palestine state, to end the Israeli occupation of the West Bank and to achieve a peace agreement which will provide security for both Palestine and Israel. To be successful the details of such a settlement can only be determined through direct negotiations between both sides.

(ii) that EI calls on the General Union of Palestine Teachers and the Israel Teachers’ Union to encourage their respective governments to take every step necessary to reduce sources of conflict and cease violence between Israel and Palestine in order to prepare the ground for a negotiated settlement.

(iii) that EI calls on its members and the international labor movement to publicly lobby for a recognition that the long term prospects for peace will depend on the creation of a viable Palestinian state and a universal recognition of Israel’s right to exist.
**Estimated Cost of Implementing Resolution: 2.2.1**

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**Proposed amendments to resolution 2.2.1**
2.2.2.

Human and Trade Union Rights and Equality / Israel and Palestine:

Draft Resolution on Palestine and Israel

Proposed by: NUT/United Kingdom
Original language: English

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

Calls on the EI Executive Board to continue to make every effort to promote dialogue between Palestinian and Israeli EI affiliates.

Supports:

i). the right of the Palestinian people to self-determination;

ii). the right of Palestinian refugees to return to their homeland;

iii). the withdrawal of Israeli troops from all occupied territories; and

iv). the removal of the illegally constructed ‘apartheid wall’.

Believes that the achievement of justice for the Palestinians will help bring peace to the Middle East and to the people of Israel.

Condemns the Government of Israel’s offensive on Gaza in 2009 which resulted in 1,450 Palestinian deaths, including the deaths of over 400 children and 5,000 injured, as well as the massive, systematic destruction of infrastructure.

Condemns the rocket attacks from inside Gaza against Israeli civilians. Congress condemns the ongoing siege of Gaza and its opposition to the Israeli blockade, which is in contravention of international law and prevents vital supplies from reaching the people of Gaza.

Condemns that attack by the Israeli armed forces on the Mavi Marmara ship on 31 May 2010 which resulted in the deaths of 9 Turkish citizens taking humanitarian aid to Gaza.

Notes the report by Defence of the Child International-Palestine (DCI-P) that, each year, approximately 700 Palestinian children from the occupied West Bank are prosecuted in Israeli military courts, and that ill-treatment and torture are common place. Conference also notes that Israel classifies Palestinians as adults at 16 whereas the age for Israelis is 18.

Congress further notes the following evidence produced by DCI/PS that:

1. children are routinely interrogated without a family member or lawyer present;

2. interrogations are often not recorded;

3. 69 per cent of children reported being beaten and kicked;

4. 49 per cent reported being threatened;

5. 14 per cent were held in solitary confinement;
Estimated Cost of Implementing Resolution: 2.2.2

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2.2.3.

Human and Trade Union Rights and Equality / Israel and Palestine:

Draft Resolution on Higher Education Teaching Personnel in Palestine

Proposed by: CAUT-ACPPU/Canada and UCU/United Kingdom
Original language: English

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

1. Notes the 2010 EI/CAUT report The Status of Higher Education Teaching Personnel in Israel, the West Bank and Gaza that found ongoing violations of the fundamental principles of the 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel, and that these violations of academic and professional rights are most serious in the West Bank and Gaza;

2. Resolves to support the work of relevant and independent Israeli, Palestinian and international human rights organizations to document violations within Israel, the West Bank and Gaza of basic civil liberties, academic freedom, and professional rights and standards of academic staff as affirmed in 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel;

3. Acknowledges Israel’s right to adopt appropriate measures consistent with international law to protect the security of its citizens, but insists that the Israeli government allow for the free movement of students and staff within the Occupied Palestinian Territories; permit student and staff entry into and exit from the West Bank and Gaza; and, in accordance with international human rights obligations, allow for the unimpeded passage of goods and services into the West Bank and Gaza necessary and adequate to allow for normal economic activity and the sufficient provision of essential services including education;

4. Welcomes the pending application of the Palestinian Federation of Unions of University Professors to join Education International and agrees to work with PFUUPE to develop its capacity to defend the academic and professional rights of staff in the West Bank and Gaza.

Estimated Cost of Implementing Resolution: 2.2.3

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Proposed amendments to resolution 2.2.3
2.3 Trade Union Rights

2.3.1.

Human and Trade Union Rights and Equality / Trade Union Rights:

Draft Resolution on Recruitment and Organising

Proposed by: Executive Board
Original language: English

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

Considering that

1. EI was founded on the fundamental principle that organised teachers and education employees could improve the status and the welfare of teachers and education employees;

2. Millions of educators, contract teachers and support staff have yet to achieve the benefits of union representation and collective bargaining;

3. The fragmentation of the trade union movement at national level, whether it occurs because of internal conflicts or external political or religious interference, severely inhibits the effective promotion and protection of educators' collective interests;

4. EI has been a strong voice for the fundamental rights and dignity of each and every individual and history demonstrates that independent and inclusive unions and the right to bargain collectively are essential to perpetuating those values in democratic society.

Recommends that

5. EI reinvigorate a culture of organizing that will encompass every region and affiliate in a coordinated effort to increase membership for a stronger voice and extend to more education employees the benefits of unionism.

Recommends that member organisations

6. Engage in a vigorous campaign of trade union organising in concert with EI’s coordinated effort to increase membership and extend the benefits of unionism to all teachers and education personnel, including contract employees, substitute teachers, community teachers, non teaching staff, student teachers and retired personnel;

7. Make special efforts to target their recruitment efforts towards a wide spectrum of education personnel including young workers, women, rural educators and representatives of minority and migrant groups.

The Executive Board to

8. Encourage all member organisations to engage in strategic and targeted organising campaigns that involve leaders and members in activities that grow and strengthen inclusive unions;

9. Develop a campaign for member use, including a range of materials to help recruitment efforts in the form of online, written and audiovisual material;
10. Encourage member organisations to systematically include aspects of recruitment and organising in union development training programmes aimed at enabling members to become activists and activists to become leaders;

11. Advocate for the inclusion in teacher education programmes, of information and courses about labour and trade union rights

12. Campaign for union rights for categories of education personnel currently excluded from employment rights, social benefits and fundamental trade union rights:
   - By running an EI public campaign addressing the systemic barriers imposed by governments restricting the trade union rights of teachers and education workers;
   - By conducting and releasing a global survey on union rights in the education sector as a contribution to the ILO Global Report on Freedom of Association (C87 and C98) in 2012;
   - By collaborating with other Global Union Federations and ITUC in a Unionisation Campaign.

13. Support members’ organising strategies:
   - By establishing a network of union organisers;
   - By identifying, collecting and publicizing strategies and best practices within national organisations and other public services unions;
   - By encouraging cooperation between member organisations at national and international levels, within and amongst regions.
   - By researching and promoting innovative organising strategies, including the use of social media.
   - By focusing concerted research attention on assessing the new challenges presented by the private education operators in order to identify best practices for organising in this new management context.

14. To continue to systematically encourage education unions to advocate and work together towards unity at national level.

Estimated Cost of Implementing Resolution: 2.3.1

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Proposed amendments to resolution 2.3.1

(i) Amendment proposed by AFT/USA

[Line 22]

ADD new paragraph 3:

“3. The rapidly changing nature of school management models has allowed private education providers, to which Education International is fundamentally opposed, to play an increasingly significant role in the privatization of public schools and create new challenges to organizing;”
(ii) Amendment proposed by SNES-FSU/France

[Line 35]
ADD a paragraph 5b: “El include training on strengthening trade unions into its development programmes.”

(iii) Amendment proposed by NEA/USA, CAUT/Canada and UCU/United Kingdom

[Line 41]
ADD “higher education contingent faculty and staff” between “non teaching staff” and “student teachers.”

(iv) Amendment proposed by AFT/USA

[Line 55]
AMEND paragraph 10 as follows:

“10. Systematically include recruitment and organizing objectives and indicators in all EI union development training programmes aimed at encouraging non-members to become members, members to become activists and activists to become leaders;”

(v) Amendment proposed by AFT/USA

[Line 67, second bullet point in paragraph 12]
ADD “and density” after “union rights.”

(vi) Amendment proposed by AFT/USA

[Line 84]
ADD final bullet point under paragraph 13:

• “By publishing results of all aforementioned research within two years.”

(vii) Amendment proposed by FNEC.FP-FO/France

[Line 84]
ADD a new bullet point under paragraph 13:

“By ensuring the effective and unrestricted exercise of trade union rights, including the right to strike, by the workers” (Resolution adopted by the ILO conference, Geneva 1957)”

(viii) Amendment proposed by FNEC.FP-FO/France

[Line 86, in paragraph 14]
ADD after “national level,”:

“In accordance with each party’s demands and Article 2 of ILO Convention 87 which states that ‘Workers, without distinction whatsoever, shall have the right to establish and, subject only to the rules of the organisation concerned, to join organisations of their own choosing without previous authorisation’ and in accordance with Article 3 of ILO Convention 87, which states that ‘The public authorities shall refrain from any interference which would restrict this right or impede the lawful exercise thereof.’”
2.3.2.

Human and Trade Union Rights and Equality / Trade Union Rights:

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

Proposed by: Executive Board
Original language: English

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

1. **Recognising** that student teachers, early-stage teachers and researchers are a key group in determining the future of children and students in education, the future of teacher unions and of the entire teaching profession;

2. **Acknowledging** UN Data on the future global demand for recruiting more teachers in order to meet the needs of education systems striving to achieve the Education For All Goals by 2015 and the Millennium Development Goals;

3. **Noting** that the average age of members of the teaching profession, particularly in OECD countries, is rising rapidly and that there is, therefore, a need to increase the proportion of early-stage teachers and researchers in most education systems;

4. **Observing** that a significant proportion of early-stage educators and researchers leave the profession within the first few years, often because of difficult working environments and the absence of support and mentoring;

5. **Recognising** the role that teacher trade unions can play in attracting and retaining individuals in the profession;

6. **Concerned** about the increase in fixed-term contracts and reduced protection employment within the early years of entry to the profession;

7. **Recognising** the importance of providing opportunities for the voice of young educators and researchers to be heard in the creation of the policies and programs that will affect their future and the development of future students;

8. **Affirming** that good salaries and working conditions and continuous professional development have a significant positive impact on both teacher retention and student achievement;

9. **Considering** the need to promote active membership and participation by early-stage educators and researchers in trade unions;

The Sixth World Congress

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

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

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

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

15. **Mandates** the Executive Board

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

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**Estimated Cost of Implementing Resolution: 2.3.2**

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**Proposed amendments to resolution 2.3.2**

(i) **Amendment proposed by FNEC.FP-FO/France**

[Line 61, in paragraph 13]

*Add at the end:* “by guaranteeing they receive recognized employment”.
2.3.3.

Human and Trade Union Rights and Equality / Trade Union Rights:

Draft Resolution: Create a Declaration on Injury Prevention and Safety Education

Proposed by: CTF-FCE/Canada
Original language: English

WHEREAS many countries lack adequate regimes of health and safety regulation, and
WHEREAS injury prevention and safety are often left to chance or sacrificed for other motivations,
BE IT RESOLVED that EI create and promote an injury prevention and safety declaration which includes the need for the issues of human safety and injury prevention to be taught formally in local languages in developing countries.

Estimated Cost of Implementing Resolution: 2.3.3

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Proposed amendments to resolution 2.3.3 /
2.3.4.

Human and Trade Union Rights and Equality / Trade Union Rights:

Draft Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

Proposed by: FE.CC.OO/Spain
Original language: Spanish

1. Considering the context of profound economic and social crisis which has led to the unemployment of 32 million working men and women and the spread of poverty and hunger, basically in the countries of the South;

2. Considering the ineffectiveness of many governments when it comes to adopting measures to defend working men and women and other persons affected by the crisis in the face of the speculative whims of the markets;

3. Considering the aggressive policies of privatisation of public services, especially in the field of education, together with increasingly precarious working conditions, with their serious consequences for the social and working situation of teachers;

4. Considering the various attacks on trade union organisations as guarantors of the fundamental democratic rights of working men and women throughout the world and as decisive entities in negotiation processes;

5. Considering and supporting the Trade Union Declaration at the 2010 Summit of the United Nations General Assembly with a view to accelerating progress towards attainment of the Millennium Development Goals (MDGs);

6. Considering the growing interrelation and increasingly global nature of world policies affecting the world of labour and the educational context;

7. Observing that since their very beginnings the trade unions of the world have had an internationalist vocation which needs to be brought into effect with particular force;

8. Considering the fundamental role of international trade unionism in seeking to prevent the fragmentation which is weakening the struggle against brutal attacks by the financial markets and encouraging the strengthening of trade union organisations within this context of economic globalisation;

9. Considering the role of global trade union organisations as regards the dialogue with intergovernmental bodies;

10. Considering the importance of trade union coordination to confront global problems;

THE WORLD CONGRESS

11. Calls upon the different governments to perform their function as guarantors of the rights of all citizens and especially the basic rights to public education and public health;

12. Denounces the complicity of governments with the measures proposed by those who, having caused the world crisis, are now seeking to benefit from it;
13. Demands fulfilment of the commitment to attain the Millennium Development Goals (MDGs) set by the governments for the year 2015, whilst addressing the questions of the debt crisis and international cooperation on fiscal matters;

14. Urges Education International to intensify its work in all fields and especially in the analysis of the global situation, the provision of tools to the member organisations in the international dialogue and also in coordination with other international trade union organisations;

15. Urges further internationalisation of the trade union movement within the context of our organisation in order to favour joint world initiatives such as the Global Campaign for Education (GCE), Education For All (EFA) or World Teachers’ Day.

16. Urges a greater commitment on the part of the member organisations to Education International, involvement in the various areas in which it is working and communication within the national trade union structures and their members on the international work developed.

Estimated Cost of Implementing Resolution: 2.3.4

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Proposed amendments to resolution 2.3.4 /
WHEREAS in their home countries, many European multinational corporations have a long tradition of
collective bargaining and social dialogue with their national unions, based on respect for fundamental
worker rights. While not without conflict, these bargaining partnerships have fostered productive and
prosperous companies, economically stable workforces, and stronger national democracies.

Yet, as was recently documented by Human Rights Watch, many of these multinationals do not bring
best practices in labor relations from their home countries when they expand into the United States
and other countries around the world. Instead, they adopt the worst practices of their host countries:
disrespect for workers, union-busting tactics, fear and intimidation for workers who speak up, and
firings and reprisals when they seek to join a union. Instead of taking a high road on worker rights
and serving as positive examples, these multinational corporations adapt to the host country’s low
road model for worker rights.

This is exactly what German multinational corporation Deutsche Telekom did when it expanded
operations into the United States. American workers faced anti-union behavior that would have been
unprecedented in Germany, as part of an aggressive and comprehensive “union avoidance” strategy
in pursuit of Deutsche Telekom efforts to achieve a “union-free environment.”. Workers deserve
better from a company with a proven record of respectful labor relations in Germany. For that reason,
Communication Workers of America and its German counterpart ver.di joined together to create a
transnational union that jointly represents the interests of German and U.S. workers.

This labor collaboration is now extending globally, since Deutsche Telekom employs an estimated
250,000 workers in 35 countries. In January 2011, representatives of Global Union Federations, the
International Trade Union Confederation (ITUC) and national trade union centers from around the
world came together and selected Deutsche Telekom as the focus for a new global organizing model.
While not the first international campaign, this is the first time the global labor movement in its
entirety has come together to work in concert and to demand that a global corporation uphold
standards of respect for workers and decent work principles wherever it operates.

As part of a vital effort to rebuild union density worldwide, the ITUC and the Council of Global Unions,
of which EI is a member, have agreed to rally their collective resources in support of a targeted global
campaign model. This new initiative will focus the combined support, resources and commitment of
the world’s labor movement on this campaign to win rights for Deutsche Telekom workers around the
world. This will serve as a pilot for the model and the first in a series of concerted global campaigns.
In the future, additional research will support the application of the model in other sectors. The
model will utilize unprecedented coordination and communications to link together the daily struggles
of workers to build their unions and seek a collective voice on the job and elevate their collective
demands for respect of fundamental rights and a path to decent work in every possible arena.

RESOLVED, that EI joins the global labor movement in endorsing this global campaign to help
Deutsche Telekom workers win their basic labor rights, gain a voice on the job, and bargain for a
better life for themselves and their families.
RESOLVED, that EI will post updates on the campaign on its website and provide tools to help affiliates support the campaign through public procurement and workers’ capital strategies, as well as through direct engagement and consumer campaigns, where possible.

RESOLVED, that EI and its affiliates will demonstrate public sector solidarity with this private sector campaign as a means of promoting labor unity in a time of unprecedented threats.

RESOLVED, that EI will call upon the ITUC to research potential public sector targets for future concerted campaigns, including the identification of multinational corporations involved in the privatization of public services.

**Estimated Cost of Implementing Resolution: 2.3.5**

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**Proposed amendments to resolution 2.3.5**
2.4 Equality

2.4.1. Human and Trade Union Rights and Equality / Equality:

Draft Resolution on Gender Equality

Proposed by: Executive Board
Original language: English

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

1. Affirms that gender equality is a human right, and one that underpins human endeavor for sustainable development, social justice, peace and security, and quality education for all;

2. Affirms EI’s principle aim on the importance of equality, non-discrimination, respect for girls and women, and recognition of and respect for diversity;

3. Affirms EI’s commitment to gender equality and empowerment of women in unions, education and society;

4. Affirms the right of women to make decisions about their own lives;

5. Recognizes EI’s policy and programmatic efforts to achieve gender equality, engaging both men and women;

6. Recognizes also that persistent gender inequalities continue to exist, in unions, in education, and in society, despite international standards and agreements, such as the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW 1979), Education For All and Millennium Development Goals (EFA and MDG 2000); and United Nations world conferences and specific action plans, such as the Beijing Platform for Action (BPA 1995);

7. Notes progress, but also that no country has fully achieved gender equality despite enabling legislation;

8. Notes that global crises of finance, food security and climate change are exacerbating the situation of many women and girls;

9. Recognizes MDG and EFA goals will not be universally met by 2015, and that consideration to strategic action beyond 2015 must be given, so as to ensure implementation and sustainability;

10. Notes that women outnumber men in education union membership globally and in most countries, but that progress in women’s participation in union leadership is slow and uneven;

11. Believes that full representation and ensuring full participation of all members is the responsibility of the union;

12. Notes that diversity within countries and groups as well as among countries is important to consider in policy, programme and action;

13. Understands that collective responsibility and action are necessary to bring about significant change towards gender equality and the empowerment of women, and that the actions of member organizations largely determine what EI can achieve;
14. Affirms EI’s commitment to pursue non-discrimination and gender equality in all and through all its endeavors, globally, regionally and nationally.

**Purpose**

To build on the outcomes and the momentum created by EI’s first world women’s conference, *On the Move for Equality*, to revitalize, broaden and deepen collective union action in the struggle for gender equality, in unions, in education and in society.

**Recommends that EI:**

1. Promote and implement an EI Gender Equality Plan of Action, such plan to include specific targets and measures of success; with focus on the short term, 2011 – 2015, and considering the longer term, to 2030;

2. Include in the plan five objectives based on the key areas below:

   - **Strengthen and democratize unions** through achieving gender equality in unions, with full participation of women in unions and in union leadership; full participation of men in promoting gender equality; support for the work of Women’s Networks; and ensure that EI policies and structures effectively support programmes and action that address gender justice and empowerment of girls and women;

   - **Ensure inclusive gender-sensitive quality public education**, with focus on the education of girls; on impediments such as child labour, stereotyping and gender based violence; and on the centrality of the role of the teacher;

   - **Mobilize Member Organizations** to advocate for and hold governments to account to meet MDG and EFA goals, ratify, implement and monitor treaties and conventions, improve the application of standards and enforce existing legal frameworks in order to advance gender equality in education and society at large;

   - **Build and maintain partnerships, alliances and coalitions that address public policy issues**, working with Global Unions, relevant international organizations including UN Women, UNESCO, ILO and nongovernmental organizations, at national and global levels, with emphasis on political and economic empowerment of women, through addressing pay equity, social protection and structural salary discrimination; an end to violence against women; and lead roles for women in building peace and security;

   - **Develop a communication and research strategy** to support the plan by making visible trade union practices that address gender discrimination, sharing knowledge through the use of information and communication technologies (ICT), enabling women’s networks to improve communication and networking skills, and undertaking a study to identify gains and gaps, in access to and participation in quality education and training leading to full employment and decent work for decent lives for women.

3. Promote gender balance in all EI structures and delegations; include gender perspective in all policy, programme, and activities; and develop guidelines and practical tools to implement gender mainstreaming;

4. Promote and disseminate good practices on gender equality, gender mainstreaming;

5. Support member organisations in holding their governments accountable to meet international commitments;

6. Build and support networks of women to create a global community of women activists;
7. Promote exchange and foster coordination among specific EI Committees, including the Status of Women, Early Childhood and Vocational education and training, Indigenous, and Higher Education;  

8. Refocus the Quadrennial Survey to monitor and report on the achievement of the Action Plan on a biennial basis;  


**Encourage member organisations to:**  

1. Carry out the Action Plan at the national level to the greatest extent possible;  

2. Monitor and report progress on recommendations from the EI World Women’s Conference and World Congresses;  

3. Lobby for the ratification, implementation and monitoring of existing legal frameworks and improvement of the application of standards at the national level;  

4. Hold governments to account to achieve and sustain international agreements, notably Millennium Development (MDG) and Education For All (EFA) goals;  

5. Ensure labor standards apply equally to men and women and that terms and conditions of employment address women’s issues;  

6. Include gender balance in all structures and delegations; include a gender perspective in all policy, programme and activities; and develop guidelines and practical tools to implement gender mainstreaming;  

7. Provide training opportunities for women, including in leadership, negotiating skills and communications.  

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**Estimated Cost of Implementing Resolution: 2.4.1**  

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Proposed amendments to resolution 2.4.1

(i) Amendment proposed by CSQ/Canada
[Line 14]
After “Affirms that gender equality,” ADD “that is, equality between men and women”

(ii) Amendment proposed by CSQ/Canada
[Lines 20, 53 and 77]
REPLACE “empowerment” with “empowerment”

NOTE: This amendment concerns the translation of the word “empowerment” in the French version of the resolution. The French word “responsibilisation” does not fully convey the meaning of the original English “empowerment.” CSQ suggests using “le renforcement du pouvoir d’action” instead.

(iii) Amendment proposed by NASUWT/United Kingdom
[Line 34]
ADD a new paragraph: “7. Notes that many gender equality programmes continue to exclude the specific issues affecting lesbian, bisexual and trans women/girls;”
RENUMBER remaining paragraphs accordingly.

(iv) Amendment proposed by SNES-FSU/France
[Lines 37-38]
AMEND paragraph 8 as follows: “notes that unemployment, global crises of finance, food security and climate change, as well as unequal access to public health services, are exacerbating the situation of many women and girls.”

(v) Amendment proposed by CSQ/Canada
[Line 38, in paragraph 8]
After “women and girls,” ADD “in particular”.

(vi) Amendment proposed by AFT/USA
[Line 80]
After “education of girls,” ADD “and women in primary, secondary, and higher education.”

(vii) Amendment proposed by SNES-FSU/France
[Line 80]
ADD “gender” before “stereotyping.” Also ADD “and educational programmes” after “the teacher.”

(viii) Amendment proposed by AFT/USA
[Line 95]
In recommendation 2 for EI, drop final bullet to be recommendation 3 and insert in its place:
“Organize to increase membership, particularly of women, within affiliates in order to provide more voice and strength of advocacy in issues critical to education and gender equity.”

(ix) Amendment proposed by SNES-FSU/France
[Line 99]
ADD “for girls” after “a quality education.”
(x) Amendment proposed by CSQ/Canada

[Line 111] REPLACE “global community of women activists” with “global community of women activists”

NOTE: This amendment concerns the translation of the phrase “global community of women activists” in the French version of the resolution. The French translation “communauté mondiale d’activistes féminines” should be replaced with “communauté mondiale de femmes activistes”, according to CSQ.

(xi) Amendment proposed by CSQ/Canada

[Line 137] REPLACE “women’s issues” with “women’s reality;”

(xii) Amendment proposed by AFT/USA

[Line 143] ADD the words “organizing,” “advocacy” and “activism” so the recommendation reads:

“Provide training opportunities for women, including in leadership “development and activism, organizing and negotiation, and advocacy and communication.”
2.4.2.

Human and Trade Union Rights and Equality / Equality:

Draft Resolution on Respect for Diversity

Proposed by: Executive Board
Original language: English

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

Recognising that

1. education should nurture fair treatment and respect towards others, overcome marginalization and enhance inclusion into citizenship, work and other areas of social participation.

2. persistent and increasing marginalization, discrimination and exclusion of stigmatized groups in all societies have become a threat to achieving social inclusion, and the ability to access services and opportunities in society.

3. the principle of non-discrimination and equality before the law and equal protection under the law is at the core of human rights principles.

4. Integrating respect for diversity and the promotion of non-discrimination in education, in education unions and in societies is an imperative;

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

Mandates the Executive Board to

6. ensure that all Educational International’s policies related to the rights of teachers, education staff and learners promote equality of treatment and non-discrimination;

7. raise awareness of the human rights dimension of non-discrimination and to encourage inclusive teaching and learning;

8. promote more supportive teaching and learning environments where all people are treated with dignity and respect.

Recommends that member organisations:

9. advocate for a teaching profession reflecting the diversity of society.

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

11. Campaign against any form of violence, hatred, hostility, racism, xenophobia and discrimination towards male and female learners and educators;

12. Develop and foster affirmative action policies that promote access to quality education and employment for under-represented and socially-excluded groups.
Estimated Cost of Implementing Resolution: 2.4.2

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Proposed amendments to resolution 2.4.2

(i) Amendment proposed by SNES-FSU/France
[Line 45]
ADD "and other education personnel" between "teaching profession" and "reflecting the diversity of society".

(ii) Amendment proposed by SNES-FSU/France
[Line 51]
ADD "whatever the reason for discrimination, sexism, homophobia, transphobia" after "towards male and female learners and educators."
2.5 Climate change

2.5.1.

Human and Trade Union Rights and Equality / Climate change:

Draft Resolution: Education Unions Mobilising on Climate Change

Proposed by: Executive Board
Original language: English

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

1. Recognises that human-induced climate change has serious environmental, economic and social consequences for all countries and all peoples and represents the most serious global challenge facing governments and civil society in the 21st century;

2. Notes that action to mitigate the effects of climate change is critical for all trade unions because:-

   (i) The transition to a low carbon economy requires new patterns of production, consumption and employment; workers must be centrally involved in this transition;

   (ii) Mitigation requires collective action by governments and all sectors of the economy, nationally and globally; unions are well placed to use their organizational and collective strength to bring about the structural changes needed to create new low carbon production and distribution systems.

3. Declares that education institutions, as significant contributors to carbon emissions, have a responsibility to reduce emissions as part of national and global collective action by all economic sectors:

4. Recognises the need for a binding international agreement to supersede the Kyoto Protocol and the inadequacy of the framework for, and levels of, emission reductions pledged at the 2010 UN climate change conference in Cancun, Mexico:

5. Notes that members of national education unions have an important role to play in educating students about the effects of climate change, and in implementing carbon emission reduction measures in education institutions, particularly in the more energy-use intensive higher education sector:

6. Encourages all member organisations to raise awareness of environmental issues by taking the following steps:

   (i) Organise climate change awareness projects among their membership to help them explore ways to reduce pollution and save financial, environmental and material resources;

   (ii) Promote environmentally-friendly workplace policies and practices;

   (iii) Seek the extension of the role of union representatives in each workplace to ensure that environmentally positive measures are included in workplace agreements;

   (iv) Demand that the curricula of all courses in educational institutions include specific sessions on climate change;

   (v) Draw on new work practices and collective bargaining measures to reduce the carbon footprint of education institutions;

   (vi) Encourage all educators to teach future generations about the importance of sustainable development, bio-diversity and climate change;
7. **Mandates** the Executive Board to

   (i) Include in appropriate conferences and seminars a session on the issue of climate change so that member organisations can exchange ideas and experiences;

   (ii) Support global campaigns and initiatives by international trade union bodies and intergovernmental organisations to promote a transition to industries based on renewable energy and which create environmentally and socially sustainable jobs with fair, equitable and just working conditions;

   (iii) In EI’s work in the Higher Education and Research sector, ensure, in so far as possible, that all unions working in the sector lobby for their higher education institutions to sign up to the 1990 Talloires Declaration on University Presidents for a Sustainable Future and to endorse the 1994 Copernicus University Charter for Sustainable Development.

   (iv) Participate in the United Nations Decade of education for Sustainable Development (2005-2014) led by UNESCO.

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**Estimated Cost of Implementing Resolution: 2.5.1**

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**Proposed amendments to resolution 2.5.1**

(i) **Amendment proposed by SNESUP-FSU/France**

   [Line 16]

   **REPLACE** “the most serious global challenge” with “the or one of the most serious global challenges”.

(ii) **Amendment proposed by GEW/Germany**

   [Line 19]

   **ADD a new paragraph 2:**

   “Rejects all attempts to promote atomic power as a clean alternative to carbon emitting electricity production. Chernobyl and Fukushima have made it clear: Nuclear energy is neither safe nor sustainable and should be substituted by renewable energy.”

   **RENUMBER all remaining paragraphs accordingly.**

(iii) **Amendment proposed by SNES-FSU/France**

   [Line 29]

   **DELETE** “as significant contributors to carbon emissions.”

(iv) **Amendment proposed by SNESUP-FSU/France**

   [Line 35]

   **ADD at the end of paragraph 4:**

   “; this agreement must include an international public research plan based on national, regional and international cooperation on the least polluting forms of energy, energy efficiency, energy sobriety and the necessary structural changes for the transition to a low greenhouse-gas emissions economy.”
(v) Amendment proposed by SNES-FSU/France

[Line 38]
ADD "the causes and" after "about."

(vi) Amendment proposed by SNESUP-FSU/France

[Line 38]
After "climate change," ADD "and the necessary structural changes with a view to creating low greenhouse-gas production and distribution systems."

(vii) Amendment proposed by UNSA-Education/France

[Line 40]
ADD "and research" between "higher education" and "sector."

(viii) Amendment proposed by SNES-FSU/France

[Lines 39-40]
DELETE the end of the sentence "particularly in the more energy-use intensive higher education sector"

(ix) Amendment proposed by UNSA-Education/France

[Line 55]
ADD at the end of point (vi) "through awareness-raising on indigenous ecosystems."

(x) Amendment proposed by UNSA-Education/France

[Line 63]
ADD "produced at local level" between "renewable energy" and "and which create."
2.5.2.

Human and Trade Union Rights and Equality / Climate change:

Draft Resolution on the Education Sector and Climate Change

Proposed by: UCU/United Kingdom
Original language: English

Congress believes the global union federations have an important role in the shaping opinion and policy on climate change, and applauds the initiative of the International Transport Workers’ Federation in collaboration with Cornell University, which led to a major conference on climate change in August 2010. Congress asserts the particularly important role of education and research in leading the debate on climate change, particularly in ensuring that the debate takes place on the basis of sound, scientifically based information. Congress instructs the Executive Board to develop a programme of action on education and climate change including the following:

- raising the awareness of members and of society through websites, article, training etc;
- development of Climate Change and sustainable development clauses to be included in negotiations with employers;
- action-oriented information sharing between affiliates and EI, and between EI and other Global Union Federations (e.g. ITF);
- promotion of climate change as an area of study in its own right and as a cross-curricular issue at all levels of education including teacher education;
- the protection of research programmes and increased investment in research into climate change and sustainable development;
- EI to include Climate Change on the agendas of its own meetings and in discussions with international bodies;
- EI to assist in setting up an electronic network of interested affiliates to carry this programme of work forward.

Estimated Cost of Implementing Resolution: 2.5.2

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Proposed amendments to resolution 2.5.2
3. Resolutions from the Regions
3.1 Africa

3.1. Resolutions from the regions

Draft Resolution from the African Region

Proposed by: Executive Board
Original language: French

The 6th World Congress of Education International (EI), meeting in Cape Town, South Africa, from 22 to 26 July 2007,

Trade union context

1. Observing that in Africa the trade union organisations in the education sector are essential for democratic development and social progress;

2. Considering that the strength of the trade unions in the education sector is measured by their members in terms of their democratic nature and their strategies for independence and unity in relation to employers, governments, political parties and all external forces;

3. Considering that trade union training and the development of managerial training are in sharp decline within the education trade union organisations or simply do not exist;

4. Considering that the action plans and policies of the trade unions in the education sector must be defined by their members starting from the grassroots and passing through their statutory and regulatory bodies;

5. Considering that the fragmentation of the trade union movement, be it the result of internal policies or political, tribal or ethnic interference or for other reasons, seriously limits the effective expression of the collective interests of teaching personnel;

6. Noting the persistent violation by the majority of African governments of national and international legal instruments for the defence and promotion of trade union rights and particularly the right to collective bargaining and the right of trade union organisations to be involved in defining national education policies.

Working environment

7. Notes that a very large number of teachers and employees in the education sector are not members of trade union organisations;

8. Denounces the repeated damaging interference by forces outside the trade union organisations in their organisation and operation;

9. Underlines the vital importance of trade union training and the development of managerial abilities in favour of trade union organisations;

10. Underlines the essential role to be played by the development of a trade union culture favouring cohesion and the eradication of internal disputes and divisions;

11. Underlines the importance of ensuring that the trade union organisations function in a democratic manner and that membership of trade unions and access to positions of responsibility within them are free of all discrimination, be it based on race, opinion, creed, ethnic or tribal origin, gender or sex;
12. Underlines that the unity of teachers’ trade unions at national level strengthens their impact and their effectiveness and promotes the interests of teachers and other education personnel and the education system.

**Action**

13. Declares its ongoing commitment to the promotion of free, independent and democratic representative trade unions in the education sector whose statutes and programmes are based on adherence to the principles guaranteed in the relevant conventions and declarations of the ILO;

14. Calls upon EI to help its member organisations to develop a constructive internal policy dialogue with a view to encouraging structural unity or unity of action capable of favouring the eradication of divisions and, consequently, the weakness of these organisations within a context of world crises;

15. Urges EI to consider that the development of human and financial capacities to guarantee the strengthening of internal democracy within education trade unions in Africa, along with adoption of the relevant organic texts and compliance with their provisions, constitutes a priority without which the rest of the trade union architecture and trade union objectives would collapse;

16. Urges EI, within the framework of its development cooperation policy, to encourage its affiliates in the OECD countries to establish medium- and long-term programmes in favour of trade union democracy within African trade union organisations;

17. Emphasises the need for a sustained effort on the part of EI and the other development partners so that trade unions in the education sector in Africa work together to ensure that teachers can speak with one and the same voice.

**Estimated Cost of Implementing Resolution: 3.1**

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**Proposed amendments to resolution 3.1**

(i) Amendment proposed by NASUWT/United Kingdom

[Line 56]

ADD*: disability, sexual orientation* between* gender* and* or* age*.

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*Estimated Cost of Implementation: 3.1 Listed in Resolutions / Resolution from the Regions on page 113
3.2 Asia-Pacific

3.2.

Resolutions from the regions

Draft Resolution from the Asia-Pacific region

Proposed by: Executive Board  
Original language: English

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

Recognising that:

(i) the rapid deterioration, due to the global financial crisis, of the economies of major importers of goods from Asia-Pacific countries has serious implications for the growth and stability of the economies of many Asia-Pacific countries;

(ii) the occurrence of major natural disasters in the form of flooding and earthquakes in the Region has placed an enormous burden on the economies of both developing and developed countries in the Region;

(iii) the deteriorating economic circumstances in many countries in the Region is jeopardising the capacity of national governments to maintain and increase public investment in education, social services and public infrastructure;

(iv) the economic circumstances of many of the poorest families is leading to an increase in child labour and withdrawal of children, and especially girls, from school;

(v) in many Asia-Pacific countries levels of participation in tertiary education are relatively low and falling;

(vi) progress, which had been made towards the achievement of the MDGs and Dakar Goals for Education For All in the Region, is being jeopardised and undermined by the effects of the global economic crisis and of natural disasters;

(vii) deregulation and privatisation of public services, and, especially of education, reduces access and increases inequalities in society;

(viii) the economic circumstances of many countries in the Region is being used to justify attacks on trade union rights and to reduce salaries and pensions.

Demands that

(i) the inter-governmental agencies and financial institutions insist on increased investment in public education and infrastructure in Asia-Pacific countries as a response to the effects of the global economic crisis;

(ii) the international financial institutions support the rebuilding of the education systems and public infrastructure in countries which have been devastated by natural disasters through low interest loans and through grants for public investment;

(iii) all countries in the Region prioritise investment in public education as the most effective way to stimulate economic growth and social stability and cohesion;
(iv) national governments recognise the value of entering into partnership with trade union organisations in planning and implementing programmes for economic recovery and development;

(v) national governments and the international financial institutions cease undermining the already inadequate terms and conditions of employment of many education and other public service workers in the Region as a means of restoring national economies.

Estimated Cost of Implementing Resolution: 3.2

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Proposed amendments to resolution 3.2
3.3 European Region

3.3. Resolutions from the regions

Draft Resolution from the European Region

Proposed by: Executive Board
Original language: English

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

Context

1. Considering that many national governments in Europe are proposing or implementing severe cuts in education funding and presenting these austerity measures as a consequence of the global economic and financial crisis that started in 2007, while others recognise the importance of investing in education in response to the crisis;

2. Considering that the current crisis is the result of inadequate regulation of financial markets and the irresponsible behaviour of financial institutions;

3. Considering that the austerity policies advocated by European governments will impede job growth;

4. Considering that the existence of a huge concentration of money in relatively few private hands and the poverty of public budgets on the other side is damaging the welfare of our countries;

5. Considering that the reduction of education budgets will affect the quality and accessibility of education services at all levels;

6. Considering that, in the short and medium term future, education systems across Europe will experience substantial workforce shortages, mainly due to large numbers of educators reaching their retirement age and the failure of most governments to develop effective recruitment programmes;

7. Whereas education is a fundamental and universal right and a public good whose primary purposes are the development of the potential of the individual, the development of social cohesion and the development of personal well-being;

8. Whereas massive investments and support for the full range of education - Early Childhood Education, Primary and Secondary School Education, Vocational Education and Training, Lifelong Learning, Higher Education and Research - are widely recognised as a top priority for the sustainability of a knowledge-based society in post-industrial Europe;

9. Whereas the educator, teacher, trainer, lecturer and researcher, plays a central role in the education system;

10. Whereas the educator’s working conditions, including an attractive salary, access to a secure and fair pension scheme, opportunities for continuous professional development, a reasonable number of pupils per classroom, health and safety systems to tackle work-related stress and violence and harassment at work are essential prerequisites;
11. Whereas equal treatment of all educators regardless of their age, gender, ethnic origin, disabilities, sexual orientation, spiritual and political beliefs and commitments should be recognised as a non-negotiable standard;

12. Having regard to the unique aspects of the European region in terms of its overlapping supranational institutions and structures and their policies, viz. the Council of Europe, the European Union, the European Free-Trade Association, the European Economic Area, the Euro-zone, the Schengen Area and the European Customs Union, which have a significant impact on the daily lives of European people, and on education systems within Europe;

13. Having regard, especially, to the uniqueness of the European Union, which includes in its Treaty the Charter of Fundamental Rights, the possibility for the social partners to participate in the process of developing legislation, and the competence to "contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity";

14. Having regard to the existing European and EU-related education policies, viz. the Bologna Process for Higher Education and Research, the Copenhagen Process for Vocational Education and Training, the Lifelong Learning programme, the Open Method of Coordination and its related European benchmarking process, which have a major impact on national education systems;

15. Having regard to the increasing pressure for alternative funding especially in the area of Higher Education and Research and the demand for modernisation and change of management approach that lead to an increasing commercialisation and commodification of education;

**Action**

**The 6th World Congress of Education International (EI),**

1. Urges European governments to maintain and to increase the level of public investment in education at all levels as well as to defend education as a public service;

2. Calls on national governments and employers’ organisations in Europe to recruit increased numbers of highly educated teachers at all levels of education;

3. Calls on national governments and employers’ organisations in Europe to work with the teacher trade-union movement through social dialogue and collective bargaining with a view to seeking better working conditions and equality of treatment for all education workers in the terms stated in paragraphs 9 and 10 of this Resolution;

4. Calls on the European and national policymakers to adopt and implement appropriate policies for developing effective high quality, equitable and sustainable education systems at all levels of education in Europe taking into account the equality and gender balance;

5. Demands that the European institutions and national governments, in implementing the European policies and processes as described in paragraph 13 of this Resolution, must provide for appropriate public investment, for the full involvement of the education stakeholders and for public accountability at all steps of the processes;

6. Calls on governments to change economic and fiscal policies in terms of distribution of the GNP;

7. Demands that European Governments use fair and progressive taxation measures to obtain the additional revenue necessary to increase their investment in Education, in order to provide high quality Education services for all, and prevent the privatisation and commercialisation of the education services;
8. Mandates the EI and the European Region, ETUCE- to promote and defend vigorously the principles stated in this Resolution and support related actions both of affiliates, in their efforts and struggles at national level, and at international level throughout Europe.

### Estimated Cost of Implementing Resolution: 3.3

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ETUCE Budget

### Proposed amendments to resolution 3.3

(i) Amendment proposed by SNESUP-FSU/France

[Line 21]
ADD "onset of before "the current crisis".

(ii) Amendment proposed by SNCS-FSU/France and SNESUP-FSU/France

[Line 22]
ADD ", together with a lack of freedom in the corresponding academic spheres" after "and the irresponsible behaviour of financial institutions".

(iii) Amendment proposed by SNESUP-FSU/France

[Line 36]
REPLACE "workforce" with "personnel".

(iv) Amendment proposed by SNESUP-FSU/France

[Line 39]
After "potential of the individual" ADD "the dissemination of knowledge".

(v) Amendment proposed by SNESUP-FSU/France

[Line 39]
After "social cohesion" ADD ", the consolidation of democracy".

(vi) Amendment proposed by SNES-FSU/France and SNESUP-FSU/France

[Lines 44-45]
DELETE "are widely recognised as a top priority for the sustainability of a knowledge-based society in post-industrial Europe" and REPLACE with "an essential priority for a vital economy and sustainable democracy."
(vii) Amendment proposed by SER/Switzerland and LCH/Switzerland

[Line 54]
ADD a new paragraph:
"Considering the underlying shortage of teaching staff and "low-cost" training (short term, fewer requirements for qualifications) proposed as a result of the crisis and this shortage by these governments,"

(viii) Amendment proposed by SER/Switzerland and LCH/Switzerland

[Line 86, paragraph 1 under 'Action']
AMEND paragraph as follows:
1. "Urges European national and regional governments to maintain and to increase the level of public investment in education at all levels, and in particular in teacher training, as well as to defend education as a public service;"

(ix) Amendment proposed by SNCS-FSU/FSU/FSU/FSU/France and SNESUP-FSU/FSU/FSU/France

[Line 87]
ADD "and research" after "defend education";
ADD at the end of the paragraph; "with the corresponding status and means, allowing academic freedom to be supported in higher education and research."

(x) Amendment proposed by SNESUP-FSU/FSU/FSU/FSU/France

[Line 87]
After "education", ADD "which must be free;"

(xi) Amendment proposed by SER/Switzerland and LCH/Switzerland

[Line 88]
ADD new paragraph 2 under 'Action':
"Calls on European governments to propose only quality training, that is at master's level, in order to maintain and improve the quality of teaching and to make the teaching profession more attractive."

(xii) Amendment proposed by SNESUP-FSU/FSU/FSU/FSU/France

[Line 98]
After "equitable", ADD "independent of political, economic and religious forces."

(xiii) Amendment proposed by SNES-FSU/FSU/FSU/FSU/FSU and SNESUP-FSU/FSU/FSU/FSU/FSU

[Line 114]
ADD "in order to interact with European institutions (Council, Parliament, Commission)" after "this resolution."
3.4 Latin America

3.4.

Resolutions from the regions

Draft resolution for the Latin America region: Assessment processes and quality education for all

Proposed by: Executive Board
Original language: Spanish

Considering that:

1. The international technobureaucracies which run the credit agencies impose educational assessment policies centred on the results of standardised tests. Such tests introduce commercial logic into public education systems.

2. The objective of these meritocratic and punitive assessments is to introduce regulations which allow the resources intended for education to be directed in a focused manner and make teachers exclusively responsible for the results obtained by students in quantitative measurements.

3. The said tests are incapable of assessing educational processes in their entirety and complexity, including the variable of the effectiveness of education policies, the responsibility of the State.

4. The results of the assessments do not give rise to public policies which, through concrete actions, guarantee overcoming the difficulties detected and participation by education workers in the analysis of teaching and institutional practices which sustain the educational process.

5. Even in some countries which are making serious efforts to guarantee the right to lifelong education for all, attempts are being observed to drive forward technocratic assessment policies, contracting external consultants and thus diverting substantial resources which should be used to improve quality.

It is recommended that:

The procedures for integral assessment of education form an essential part of the educational process in all its dimensions and must sustain policies which guarantee quality education. The said procedures must include:

- Monitoring of education policies and their impact on teacher cover and completion, repetition, drop-out and over-aged students rates. The pursuit of policies must be accompanied by a social audit mechanism: observatories, advisory councils, etc., made up of trade union organisations of education workers and education communities.

- Assessment of the administrative management of education systems: appointment of teachers, competitions and teacher cover through replacements. Occupational health measures for education workers. Strategic planning of the construction, upkeep and maintenance of schools and guarantee of compliance with health and safety regulations in school establishments. These aspects must be included in collective bargaining in the sector.

- Institutional assessment at school level: must be permanent, collective, systematic, and formative, not punitive. It is necessary to evaluate pedagogical, didactic and institutional practices, linking them up to statistical indicators for each school: intake, completion and repetition, over-aged students and drop-out rates; mechanisms must be included for the participation of families and students in the assessment of institutional practices. The results will lead to specific intervention policies to improve each indicator.
- **Classroom level:** the assessment of the quality of teaching must be systematic, permanent and daily and its instruments multiple and combined. Standardised tests can make a contribution to the diagnosis if indicators are constructed which take account of the realities of educational action and if they do not include a meritocratic, competitive and entrepreneurial logic.

The VI Congress recommends that, as part of their contribution to the education debate, education workers’ organisations must adopt a clear position rejecting punitive assessments.

### Estimated Cost of Implementing Resolution: 3.4

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### Proposed amendments to resolution 3.4

(i) **Amendment proposed by CSQ/Canada**  

(Line 48)  
**DELETE** “linking them up to statistical indicators for each school: intake, completion and repetition, over-aged students and drop-out rates,”  
**ADD** “then” before “mechanisms”.
3.5 North America and the Caribbean

3.5.

Resolutions from the regions

Draft resolution from the North American and the Caribbean Region on Disaster Preparation and Relief

Proposed by: Executive Board
Original language: English

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

Context

WHEREAS, Haiti suffered a devastating earthquake in 2010 killing as many as 230,000 people, injuring upward of 300,000 and leaving an estimated 1,000,000 homeless; and

WHEREAS, the death and destruction in Haiti, already the poorest nation in the Western Hemisphere, was immeasurably worsened by the lack of building standards as well as basic health and public service infrastructure; and

WHEREAS, our colleagues in Haiti found themselves faced with the destruction and disruption of their union and the school system they served when an earthquake hit in 2010; and

WHEREAS, following a disaster, schools are often disrupted and children are left without education services for extended periods of time; and

WHEREAS, children suffering the shock of disaster must return to some safe haven of normalcy as soon as possible, and schools can serve as such a haven for the physical, intellectual and emotional needs of children in crisis, and

WHEREAS, every country faces the uncertain threat of sudden natural or man-made environmental disaster; and

WHEREAS, every union should have disaster preparation plans developed to deal with such potential catastrophic circumstances:

AND WHEREAS, in the immediate aftermath of the Haitian earthquake, the outpouring of aid from the rest of the world, both from nations and individuals, was enormous; and

WHEREAS, local, national and international agencies, foundations, charities and institutions, both internal and external to education, often assist in disaster situations; and

WHEREAS, many of our unions have no relationship with external organizations who may otherwise offer or be applied to for assistance; and

WHEREAS, we recognize the outpouring of support from Education International affiliates from both the Northern and Southern Hemispheres who have contributed funds and traveled to Haiti to offer technical assistance to the Confederation Nationale des Educateurs d’Haiti (CNEH) and who demonstrated the most basic form of solidarity by to our brothers and sisters in Haiti:

AND WHEREAS, Haiti still needs international support, and that support must have a goal beyond simply restoring the country’s infrastructure to the low level that existed before; and
The Congress mandates the Executive Board to ensure the use of existing models and resources for ongoing training and technical assistance to support unions in the development of a crisis management plan that attends to communicating with and regrouping leaders and staff after disaster strikes; preserving and securing union documents and member information from potential loss or destruction; identifying possible channels for emergency communication with members; and recovering the union to such a level that it may effectively advocate for the urgent needs of school children and members in the wake of disaster.

The Congress invites the Executive Board and member organizations to encourage international donor agencies, working with the wealthy nations of the world to provide long-term development assistance to Haiti with the goal of developing public services including free, universal quality education and an infrastructure that will offer Haitians a real chance of escaping the bonds of poverty; and

support counterpart education, healthcare and public service unions in Haiti in the development of their nation and of a public infrastructure that serves all of its people, in coordination with Public Services International, International Trade Union Confederation and other relevant NGOs.

Estimated Cost of Implementing Resolution: 3.5

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Proposed amendments to resolution 3.5
4. Resolutions on EI structures
4.1 EI Structures

4.1

Governance / Internal EI

Draft Resolution on EI Structures

Proposed by: AOb/Netherlands

Original language: English

The EI 6th World Congress, meeting in Cape Town, SA, from 21st to 26th July, 2011,

Recognising

(i) that Education International is an organisation of organisations, consisting of over 400 members representing teachers and other education workers in over 170 countries and territories throughout the world;

(ii) that the governing bodies at world and regional level are composed of the leaders / representatives of national member organisations

(iii) that the democratic nature of Education International and the representativeness of the governing bodies determine the strength of the International, and that the role and functions of the members and officers of the governing bodies determine the organization’s effectiveness in carrying out its many tasks

Noting

(iv) That democratic structures, roles and responsibilities of officials be evaluated from time to time

Mandates the Executive Board

(v) to establish a working group, consisting of one representative from each region, together with the President and General Secretary, with the purpose of examining:

- the structure and representativeness of the Executive Board, including the allocation of regional and open seats, the role and functions of the Officers and other members of the Board, and the financial implications of changes in any of the existing arrangements;
- the role and functions of the regional and sub-regional structures, including the role and responsibilities of the regional committees and regional staffs and the financial implications of changes in any of the existing arrangements;

(vi) to consider any recommendations from the working group and report thereon to the next World Congress;

(vii) to submit for the consideration of the next World Congress any proposed amendments to the Constitution and By-Laws which would be necessary in order to implement the recommendations of the Working Group.
Estimated Cost of Implementing Resolution: 4.1

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Proposed amendments to resolution 4.1

(i) Amendment proposed by Lärarförbundet/Sweden

[Line 31]
After "to establish", ADD "from among its own members"

[Line 41]
ADD new clause (vi): "(vi) to arrange meetings of the working group in conjunction with the meetings of the Executive Board to be held between 2011 and 2014, as necessary to complete its work."
RENUMBER all remaining clauses accordingly.

(ii) Amendment proposed by NEA/USA and CTF-FCE/Canada

[Line 31]
REPLACE "one representative" with "two representatives"

(iii) Amendment proposed by NEA/USA and CTF-FCE/Canada

[Line 40]
ADD new bullet point:
"The working group will include in its process:
- Opportunities for member organisation input, including at regional conferences or regional board meetings;
- An interim report will be sent to member organisations by January 2014."

(iv) Amendment proposed by NEA/USA and CTF-FCE/Canada

[Line 46]
ADD one sentence at the end: "The Working Group will convene meetings in person and electronically to fulfill the charges of this resolution in a cost-effective manner."
4.2 EI Structures

4.2.

Governance / Internal EI

Draft Resolution: Consolidation, improved efficiency and development of EI

Proposed by: DLF/Denmark
Original language: English

Preamble:

Education International was founded in 1993, taking as its basis the principles of democracy, openness and transparency. EI has since developed into the largest global union federation, with more than 30 million members. EI has thus become a significant player in relation to both the member organizations and the international trade union movement and its work for union rights, democracy, social justice and equal opportunities. In the light of EI’s great accomplishment on the way to its 20th birthday, the member organizations should seize the opportunity for reflection. EI’s position must be maintained and developed. This will be assured by having EI constantly improve and further develop its ability to safeguard the member organizations’ interests in the most democratic and effective way. In open and ongoing dialogue with the member organizations, the necessary innovative ways can be found to exploit EI’s unified strength to the fullest. In order to create a collective consciousness around the need for constant development in EI, we should pause at appropriate intervals and evaluate how we do things, not least because reflection is the foundation of a positive development process.

There is a need for EI to continually enhance the efficiency and effectiveness with which the organization’s resources are utilized, including its finances, and the capacity and resources grounded in the member organizations; and there is a need for the member organizations to back EI’s activities to an even greater extent and commit themselves in relation to EI’s political objectives and decisions.

It is therefore proposed that the organizations be involved in the process of assessing the work in EI in order to evaluate how EI can be consolidated and optimized, and how to ensure increased participation and commitment from the member organizations in EI’s decision-making processes and activities.

Against this background the following is tabled:

The World Congress mandates the Executive Board to set up a working group consisting of representatives of the member organizations.

The working group’s task is to conduct an internal evaluation of EI’s current situation and evaluate EI’s opportunities for development. The working group will prepare and implement a questionnaire survey of the member organizations’ opinions and expectations of EI’s work and structure. On the basis of this, the working group will formulate proposals for ways of consolidating EI’s work in terms of:

Communication:
An analysis of whether EI’s channels of information and communication strategies are up-to-date and effective. An analysis of whether there is sufficient transparency in EI’s internal decision-making procedure, work routines and the organization’s finances.
Democracy:
An assessment of whether the voting rules in the competent EI bodies and whether the terms of
office for the politically elected officials have kept pace with developments, inter alia in relation to the
diversity among of the member organizations. An assessment of whether there is scope for improving
the member organizations’ opportunities to take part in EI’s decision-making processes; as well as an
assessment of whether the division of responsibilities and competences between EI’s political bodies
(including the regions) and in relation to the secretariat is still the most effective for achieving EI’s
aims.

Working methods:
An analysis of whether EI's capacity to implement decisions can be further improved and whether the
resources at EI (finances, staff, member organizations' resources) can be utilized even better. An
assessment of whether EI's capacity to support the individual organizations' capacity development and
self-assessment can be improved.

The working group shall comprise:
- 2 members from the Executive Board
- 2 representatives from each region. These representatives shall be from member organizations
  that are not represented on the Executive Board. Furthermore, it shall be ensured that the overall
  composition is representative of the member organizations (geographically, economically and
  size-wise)
- EI’s General Secretary

The working group itself formulates specific Terms of Reference for the working group and decides
the group’s working methods.

The working group’s analyses and recommendations in relation to improvements to structure and
work processes within the organization, including any proposals for amendments to the Constitution,
will be presented in the form of a report to the Executive Board by 1 July 2013 at the latest. Having
been considered by the Board, the report will be circulated with the Board’s comments as a draft
outline for debate among the member organizations. On the basis of the member organizations’
feedback, the Board will table its motions, if any, for consideration and decision at the 7th World
Congress in 2015.

Estimated Cost of Implementing Resolution: 4.2

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Proposed amendments to resolution 4.2

(i) Amendment proposed by Lärarförbundet/Sweden

[Line 42] ADD “from the Executive Board” after “member organizations”,

[Line 72] REPLACE “2 members of the Executive Board” with “the President and the General Secretary”

[Line 73] ADD “Executive Board” before “representatives”, and DELETE the remainder of the clause.

[Line 77] DELETE “EI’s General Secretary”.
Resolutions
Congress Book 5
Draft Congress Resolutions

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