



UNITE FOR QUALITY EDUCATION
Better education for a better world



Twitter messaging pack for the 7th World Congress of Education International

Welcome to the 7th World Congress of Education International! We're looking forward to a few days of fruitful discussions – and to creating some buzz! We've prepared a list of twitter handles, some suggested tweets – following the proposed order of Congress business – and a general list of quality education-related messages. Feel free to make use of, adapt, and share! If you have questions, drop us a line at communications@ei-ie.org

The Congress hashtag is #unite4ed
The EI Twitter handle is @eduint

Some twitter handles of speakers and Executive Board members

Alice Albright
@AliceAlbright
@GPforEducation

David Boys
@PSIglobalunion

Guy Ryder
@GuyRyder

Barnett Berry
@BarnettCTQ

David Edwards
@daveswords
@eduint

Hassan Yussuff
@canadianlabour

Camilla Croso
@CamillaCroso

Dianne Woloschuk
@CTFPresident
@CanTeachersFed

Hugh McLean
@Hughka
@OpenSociety

Christine Blower
@ChristineBlower
@NUTonline

Fred van Leeuwen
@fredvanleeuwen
@eduint

Jelmer Evers
@jelmerevers

David Archer
@DavidArcherAA

Grahame McCulloch
@NTEUNational

Johanna Jaara Åstrand
@JohannaJAstrand

Jordan Naidoo
@UNESCO

José Campos Trujillo
@pepecampostruji
@feccoo

Kishore Singh
@UN

Laurent Escure
@LaurentEscure
@UNSA_Education

Lily Eskelsen García
@Lily_NEA
@NEAMedia

Marlis Tepe
@gew_bund

Marvin Andall
@CUTeachers

Ragnhild Lied
@RagnhildLied

Randi Weingarten
@rweingarten
@AFTunion

Sean Slade
@SladeSean
@WholeChildASCD

Sharan Burrow
@sharanburrow

Steffen Handal
@Alltid_uansett

Susan Hopgood
@shopgood
@eduint

Walter Dresscher
@DresscherWalter
@AObtweets

Yamile Socolovsky
@ysokolovsky
@PrensaCONADU

Suggested tweets

Following the proposed schedule for presentation of Resolutions and Policy Papers

WEDNESDAY 22ND JULY: CONGRESS DAY 1

Group A: Response to Privatization, Commercialization and Financing

1.1: Resolution on Privatisation and Commercialisation in and of Education (Executive Board)

Enabling Resolution 1:Privatisation of Education Services (Addendum 1 to Education Policy Paper: Privatization of Education Services)

1.13: Resolution on TTIP, TiSA, CETA, TPP and Similar Trade and Investment Agreements (UCU/United Kingdom, AFT/United States, CAUT/Canada, FENPROF/Portugal, GEW/Germany, OLME/Greece, IFUT/Ireland, SNES-FSU/France, SNESUP-FSU/France, NASUWT/UK and NZTEU/New Zealand)

Enabling resolution 4: Financing of Education (Addendum 4 to Education Policy Paper: Financing of Education)

5.2: Resolution on Community Engagement (AFT/United States)

Low-fee private schools target the poorest of the poor for huge profits #unite4ed #GlobalResponse
No child should be made to work to pay for school. Bring an end to low-fee for profit #education #unite4ed #GlobalResponse
@eduint launches its #GlobalResponse to #Commercialisation and #Privatisation of #Education #unite4ed
Children are not commodities. Bring an end to low-fee for profit #education #unite4ed #GlobalResponse
#Education is a right, not a privilege. Bring an end to low-fee for profit #education #unite4ed #GlobalResponse
Our children are not for sale. Say NO to the commercialisation of #public #education #unite4ed
Read Ball and Junemann's in-depth report on Edu-businesses http://download.ei-ie.org/Docs/WebDepot/ei_palf_publication_web_pages_01072015.pdf
In Ghana children are forced to sell water for a day to afford school for a day #unite4ed
Low Fee Private Schools feed off of the poor for major profits #unite4ed

Disadvantaged groups targets of profit-seeking LFP Schools #unite4ed
LFPs divert public funding from state-run schools and weaken public schools systems #unite4ed
For many families who are turning to LFPs, the choice is not between public and private, but between schooling or no schooling #unite4ed
Privatisation exacerbates gender discrimination in education. In many countries parents favour the education of boys over girls #unite4ed
Monthly wage for an Omega School teacher ranges between 130 & 150 Ghanaian cedis (\$65 & \$75 per month) only 15–20 % of what teachers in the public sector make in Ghana
EI launches #GlobalResponse campaign against the commercialisation and privatisation of public education #unite4ed
Low fee private schools are low quality schools #unite4ed
Low fee private schools prey on the world's poorest children for big profit #unite4ed
Low fee private schools only widen the gender gap in developing countries #unite4ed
Studies show that low fee private schools provide less quality than publicly-funded school systems #unite4ed
Global orgs UN, World Bank & African Dev Bank must stop promoting privatized education #unite4ed
States have the obligation to deliver free quality public education #unite4ed
Low Fee Private Schools leave only the most marginalised to access the public education system #unite4ed
One of greatest threats to high-quality education for all are influential edubusinesses #unite4ed
Free, universally accessible #public #education remains the key to achieving education for all #unite4ed
School privatisers operate under systems allowing them to create schools organized as private businesses, often using public funds #unite4ed
LFP schools are being sold to poor families on the promise that they provide learning opportunities superior to public schools #unite4ed
LFP schools often remain inaccessible to the poorest families, unable to afford the daily fees #unite4ed
LFP schools demand #fees that may require up to 40 percent of household income per child from the poorest households #unite4ed
Many governments are complicit in what amounts to a de facto dismantling of public education #unite4ed
Activities of private for-profit actors in the ed divert resources that could have gone toward more teachers & ed support personnel #unite4ed
Educators remain the world's leading advocates of free universally accessible high-quality public schools #unite4ed
The global political landscape requires that we continue to build educator, family and community alliances as never before

#unite4ed
 Quality public education must not be allowed to slip away as a top priority for govts or society will be fundamentally damaged
 #unite4ed
 Society benefits when schools stakeholders inside and outside the classroom share in decision making & policymaking at all levels
 #unite4ed
 Strong public schools create strong communities, as our schools can be both local institutions and centers of learning #unite4ed
 "community schools" can help coordinate the supports and wraparound services their students and families need #unite4ed
 Teachers must be well-trained, respected and supported by their community #unite4ed
 Community has a strong role to play in fighting against those who would demonize educators and their unions #unite4ed
 Reclaim public schools, on behalf of the students who learn there, educators & staff who work there, & the communities they anchor #unite4ed
 STOP TTIP, TISA, CETA, TPP AND OTHER SIMILAR TRADE AND INVESTMENT AGREEMENTS
 Trade and investment agreements will have far-reaching implications for the world economy #unite4ed
 Developing countries are likely to be more adversely affected by rules of trade and investment agreements #unite4ed
 EI condemns the lack of transparency and proper democratic oversight of global trade agreements #unite4ed
 Trade agreements pose direct threats to the provision of quality public services, including education #unite4ed
 Corporate-dominated agreements negate national legal sovereignty & undermine workers' rights & social & environmental standards #unite4ed

THURSDAY 23RD JULY: CONGRESS DAY 2

Group B: Right to Educational Quality, Equity and Learning

- Composite of Resolutions 1.5 and 1.6 on Early Childhood Education (BUPL/ Denmark, CSQ/Canada)
- 1.7 Resolution on the provision of support to children with learning difficulties (SNUipp-FSU/France, UIL-Scuola/Italy, SER/Switzerland and FLC-CGIL/Italy)
- 3.2 Resolution on the rights of disabled children and teachers (NUT/United Kingdom)
- Enabling Resolution 5: Equitable and Inclusive Education (Addendum 5 to Education Policy Paper: Equitable and Inclusive Education)
- 1.2: Resolution on Quality Environments for Teaching and Learning (Executive Board)
- 1.3: Resolution on the Definition of Learning (CTF-FCE/Canada)

1.4: Resolution on Promoting Vocational Education - Qualifying Young People (SNETAA-FO/France, BLBS/Germany, FSASH/Albania, SPASH/Albania, KTÖS/Cyprus and CSI-CSIF/Spain)
1.8: Resolution on Language Diversity (SNEA-B/Burkina Faso, SNESS/Burkina Faso, FECASE/Cameroon, SYNESCI/Ivory Coast, SNES-FSU/France, SNUipp-FSU/France, UNSA-Education/France, FEKRIMPAMA/Madagascar, SNEC/Mali, SNE-FDT/Morocco, SNES/Mauritania, ESTU/Moldavia, SNEN/Niger, CSQ/Canada, FENECO/Democratic Republic of Congo, SUDES/Senegal, UDEN/Senegal, SER/Switzerland, FESEN/Togo and SGEb/Tunisia) Enabling Resolution 3 (Book 1, p.XX) Leadership in educational institutions
2.4: Resolution on Teachers as Leaders (CTF-FCE/Canada)
Composite of Resolutions 1.10 and 3.4 on the Right to Education for Displaced People, Refugee and Stateless Children
1.15: Resolution from the African Region (Executive Board)
Enabling Resolution 2 (Book 1, p. XXX): Use of Information and Communications Technology (Addendum 2 to Education Policy Paper: The role of education unions in the use of ICT) and Measures which should be taken in order to promote and ensure the appropriate use of ICT in education
Governments should be held accountable for providing quality education #unite4ed Privatization and commercialization of education is a fast-growing global trend that must be stopped #unite4ed Schools should not only create labourers for the market, but instead equip students as responsible citizens' of tomorrow #unite4ed Job stability is no longer guaranteed for millions of teachers #unite4ed
FRIDAY 24TH JULY: CONGRESS DAY 3
Group C: Human and Trade Union Rights
Enabling Resolution 6: Policy Paper on Human and Trade Union Rights
3.3: Resolution on Migration, Professional Diversity and Racism (NASUWT/United Kingdom)
3.1: Resolution on School-Related Gender-Based Violence (Executive Board)
3.5: Resolution on LGBTI Rights (NASUWT/United Kingdom)
4.6: Resolution on Support of United Nations Employees' Rights (AFT/United States, CSQ/Canada, CTF/Canada, CUT/Caribbean Union of Teachers, NASUWT/United Kingdom, TUI/Ireland)
2.7: Resolution from the Latin American Region (Executive Board)
2.9: Resolution from the Asia-Pacific Region (Executive Board)

How do human & trade union #rights strengthen the work of #education unions? <http://ow.ly/P535T> Paper debated @ #unite4ed Congress

Human & Trade Union #rights Policy Paper complements EI #education Policy Paper adopted by #eduint in 2011 <http://ow.ly/P535T> #unite4ed

#rights Policy Paper reflects values of #eduint mber org & #education unions,incl. right to free quality ed <http://ow.ly/P535T> #unite4ed

Trade unions, incl #education unions have imp role to play in promoting&defending the human #rights of all <http://ow.ly/P535T> #unite4ed

Human beings not merely considered as passive beneficiaries of human #rights but active holders of rights <http://ow.ly/P535T> #unite4ed

Right to #education is key to realisation of full spectrum of human #rights & attainment of social justice <http://ow.ly/P535T> #unite4ed

Teaching of equality & respect for diversity & difference must be incorporated into the school curriculum <http://ow.ly/P535T> #unite4ed

Citizenship and human #rights education are grounded in a rights-based approach to #education <http://ow.ly/P535T> #unite4ed #eduint

The trade union movement contributes to the promotion of social justice globally <http://ow.ly/P535T> #unite4ed

#education unions work to advance #rights of teachers and ed support personnel & secure quality education <http://ow.ly/P535T> #unite4ed

All #education workers have #rights to freedom of expression & to freedom from any form of discrimination <http://ow.ly/P535T> #unite4ed

All #education workers have #rights to stable & secure jobs & to be appropriately trained & qualified <http://ow.ly/P535T> #unite4ed

All people have #rights to free, equitable, inclusive # quality public #education of 12 years <http://ow.ly/P535T> #unite4ed #eduint

#privatisation policies can have the effect of undermining #rights to free, equitable quality #education <http://ow.ly/P535T> #unite4ed

Corporal punishment is cruel & degrading treatment inconsistent w/ international human #rights law <http://ow.ly/P535T> #unite4ed #eduint

All children and students have right to inclusive learning process free from discrimination <http://ow.ly/P535T> #unite4ed #eduint #rights

Right to #education in one's mother tongue recognised in @UN Declaration on #rights of Indigenous Peoples <http://ow.ly/P535T>

#unite4ed

Special attention to be paid to the respect of children #rights, enshrined in Convention on Rights of Child <http://ow.ly/P535T>

#unite4edJhcv

#SRGBV violence affects millions of children and #education personnel worldwide yearly <http://ow.ly/OSDuA> #unite4ed #eduInt
Students, educators & #education support personnel can be both victims & perpetrators of #SRGBV violence <http://ow.ly/OSDuA>
#unite4ed

#SRGBV is a critical barrier to girls' and boys' right to #education <http://ow.ly/OSDuA> #unite4ed #eduInt

Girls and women are most vulnerable to school-related gender-based violence #SRGBV <http://ow.ly/OSDuA> #unite4ed #eduInt
#SRGBV too often remains undetected, unreported, and even ignored in schools and #education settings <http://ow.ly/OSDuA>
#unite4ed #eduInt

Not possible to deliver quality #education w/out addressing issues of child protection & staff safety <http://ow.ly/OSDuA> #unite4ed
#SRGBV

#SRGBV is a key barrier to achieving MDGs & EFA goals & if no effort done, will continue to be a barrier #post-2015
<http://ow.ly/OSDuA>

#eduInt World Congress calls on govts to provide framework outlining state's obligations to prevent #SRGBV <http://ow.ly/OSDuA>
#unite4ed

#eduInt Congress calls for concerted effort to advocate for curricula & teaching practices challenging acceptability of #SRGBV
<http://ow.ly/OSDuA> #unite4ed

#eduInt to review Declaration on Profesnal Ethics, to include explicit references to eradication of #SRGBV <http://ow.ly/OSDuA>
#unite4ed

#eduInt ExBo to support work of member org in securing positive action by national governmtns to end #SRGBV <http://ow.ly/OSDuA>
#unite4ed

Schools, colleges, universities have a critical role in promoting equality & diversity & tackling inequality <http://ow.ly/OUgPr> #unite4ed
Teacher mobility is a global phenomenon requiring effort to curb violation of #migrant #teachers #rights <http://ow.ly/OUgPr>
#unite4ed

#migrant #teachers often face unfair treatment, discrimination and #racism <http://ow.ly/OUgPr> #unite4ed #eduInt

#migrant #teachers face exploitation from gvts & employers, are victimised & blamed for wider social problems <http://ow.ly/OUgPr>
#unite4ed

Eco austerity policy in many countries has increased scapegoating & exploitation of #migrant #teachers <http://ow.ly/OUgPr>
#unite4ed

#migrant #teachers make a vitally imp & necessary contribution to the provision of quality #education syst <http://ow.ly/OUgPr#unite4ed>

#migrant #teachers should enjoy the right to dignity at work, free from any form of discrimination <http://ow.ly/OUgPr#unite4ed>

#teachers mobility should be supported on the basis of an international framework of teacher qualifications <http://ow.ly/OUgPr#unite4ed>

#eduint works w/ supra-national org incl @UNESCO @ilo & @WorldBank to promote benefits of #teacher mobility <http://ow.ly/OUgPr#unite4ed>

#eduint to campaign for the equal treatment of #migrant #teachers and #education support personnel <http://ow.ly/OUgPr#unite4ed>

Need to protect human #rights irrespective of sexual orientation, gender identity or expression <http://ow.ly/OUiNu#unite4ed>

#LGBTI

Rising levels of hatred against #LGBTI people is result of laws that criminalise&stigmatise LGBTI comnities <http://ow.ly/OUiNu#unite4ed>

In 78 countries law criminalises homosexuality, encouraging abuse, violence & murder of #LGBTI people <http://ow.ly/OUiNu#unite4ed>

Hate crime&hate speech against #LGBTI communities r often unreported due to fear of victimisation&reprisals <http://ow.ly/OUiNu#unite4ed>

Discrimination in #education continues to blight the lives of students & #teachers identifying as #LGBTI <http://ow.ly/OUiNu#unite4ed>

The trade union movement is a formidable force for championing #LGBTI #rights <http://ow.ly/OUiNu#unite4ed> #eduint

Schools, colleges & higher #education institutions play key role in educating vs homophobia & transphobia <http://ow.ly/OUiNu#unite4ed>

#eduint to commit resources to lobby governments to end criminalising & persecution of #LGBTI people <http://ow.ly/OUiNu#unite4ed>

#eduint to assist the work of affiliates in defending the rights of #LGBTI students & #teachers <http://ow.ly/OUiNu#unite4ed>

Over 60,000 staff workers working in 15 different @UN agencies share concerns over conditions of employment <http://ow.ly/OUhii#unite4ed>

The work of @UN staff will never be without risk but measures must be taken to reduce risks to the minimum <http://ow.ly/OUhii#unite4ed>

Too many @UN staff have been threatened,attacked or killed to ensure access to #education as a human #right <http://ow.ly/OUhii#unite4ed>

#unite4ed

#eduint stands in solidarity with the 60,000 men&women working for @UN worldwide, often in dangerous places <http://ow.ly/OUhii>

#unite4ed

#eduint demands that @UN brings all workers under unified protections afforded to other workers worldwide <http://ow.ly/OUhii>

#unite4ed

#eduint urges @UN to maintain its duty to safeguard lives of all its workers by working w/ member states <http://ow.ly/OUhii>

#unite4ed

#eduint supports strong protections for @UN employees uncovering illegal or wasteful practices in workplace <http://ow.ly/OUhii>

#unite4ed

@UN must bring about authentic #whistleblower reform, including widening whistleblower protections <http://ow.ly/OUhii>

#unite4ed

Education is a fundamental human right and a public good with the primary purpose of developing each individual's potential

#unite4ed

Quality education is based on excellent staff and quality initial teacher training #unite4ed

European unions are under pressure to protect members' rights within an increasingly unequal society #unite4ed

Budget cuts in the education sector affect access and quality of education! #unite4ed

Teaching and learning is enhanced by a safe and healthy school environment #unite4ed

A student's physical, emotional and intellectual development is all part of a quality education #unite4ed

Young people should be free to choose their vocational education and training freely #unite4ed

Vocational education and training pave the way for lifelong learning #unite4ed

Linguistic diversity must be preserved and enriched, this is crucial for world peace #unite4ed

The preservation of language is also the preserving of the associated culture #unite4ed

Strong public schools create even stronger communities #unite4ed

Information and communication technologies can be an important tool to improve teaching and learning #unite4ed

Poverty and low socio-economic status should not inhibit quality education #unite4ed

All actors in education must recognize how inequalities lead to exclusion of already vulnerable children from quality ed #unite4ed

Group D: Austerity, Debt and Commodification of Education

2.8: Resolution from the European Region (Executive Board)

1.11: Resolution on Trade Union Action to Counter Neoliberal Policies on Education (OLME/Greece, FENPROF/Portugal, SNES-FSU/France, FLC-CGIL/Italy, POED/Cyprus, TUS/Serbia, SNESUP-FSU/France, STEs/Spain, ESTUS/Slovenia, CTERA/Argentina, UIL-Scuola/Italy and ZNP/Poland)

1.12: Resolution on Fighting Austerity to Defend Rights, Status, Jobs and Salaries (FNEC.FP-FO and SNETAA-FO/France)

1.14: Resolution on the Establishment of a Multilateral Legal Framework to Process for Sovereign Debt Restructuring Processes (CTERA/Argentina)

Group E: Improving our Status and Employment Conditions

Composite of Resolutions 2.3 and 2.5 on Quality Terms and Conditions of Employment and the Campaign for Decent Work (UCU/UK, CAUT/Canada)

2.1: Resolution on Education Support Personnel (Executive Board)

2.2: Resolution on Young and Early-Stage Teachers and Support Personnel (Executive Board)

2.6: Resolution on public research, scientific and academic freedoms (SNCS-FSU/France, CAUT-ACCPU/Canada, SNESup-FSU/France, SAES/Senegal)

El's committed to promoting and protecting the rights and freedoms of all education employees #unite4ed

Teaching should be a high-status career choice #unite4ed

El supports freedom of research and academic freedom #unite4ed

Equity and inclusiveness within teachers' and educators' unions #unite4ed

El supports national and international collaboration amongst educators and education personnel #unite4ed

Young and early stage teachers are essential to the future of the teaching profession, it is necessary to support them #unite4ed

Continuous professional develop is a crucial element in every teacher's career! #unite4ed

Staff at all levels of the education system should be recognized for their contributions #unite4ed

Lack of recognition and respect lead to lack of education personnel professionalism #unite4ed

Many trade unions in the Asia Pacific region are denied trade union rights! #unite4ed

Our teachers should not be intimidated or delegalized without any justified cause #unite4ed

Human and trade unions rights are fundamental in creating a just and equitable society #unite4ed

SATURDAY 25TH JULY: CONGRESS DAY 4

Group F: The World We Want

4.1: Resolution on the Promotion and Protection of Standards and Values in the World (Executive Board)

4.5: Resolution on Public Research and the Environmental Crisis (SNCS-FSU, SNESup-FSU, SAES/Senegal)

1.9: Resolution on Education for Sustainable Development (CSQ/Canada)

4.2: Resolution on Accelerated Action Against Child Labour in Connection with the Post 2015 Sustainable Development Goals (UNATU/Uganda and SNEC/Mali)

4.3: Resolution on Education, Peace and Justice in Conflict Areas (NUT/United Kingdom)

4.4: Resolution on Education and Extremism (NASUWT/United Kingdom)

2.10: Resolution from the Arab Cross Region (Executive Board)

Violent extremists kill, injure and kidnap thousands of students, teachers and education support personnel in attacks targeted at schools every day.

Violent extremism represents one of the most serious barriers to universal quality education, human rights and freedom. Education is key to tackling extremism in all its forms.

Individuals who are denied education are easier to control and be manipulated by those with extremist views.

Education is a fundamental human right and a key building block for a democratic and inclusive society.

Education is essential to restoring normality in conflict situations and in uniting communities in the aftermath of extremist attacks.

Educational inclusion is essential in the fight against violent extremism.

Education trade unions play an important role in resisting the spread of sectarianism and hatred.

The contribution of teachers and education support personnel in the fight against extremism should be recognised and valued.

- Child labour has to stop everywhere in the world. EI congress with human rights.
- Advancements in child labour do not have to make us back up: lots still to be done! EI congress with human rights.
- Education for All will not be achieved if child labour is not eradicated! Demand action from your governments.
- Tens of thousands of children are still deprived of education because of migration, conflicts and natural disasters.
- Actions against child labour have to be taken now, if we want development to happen! Lobby your governments.
- Substantial funding for development is still lacking. Unions are developing new and creative strategies to overcome this.
- Quality public education is the best way to eradicate child labour everywhere.

- The United for Quality Education Campaign has pushed governments to improve the quality of education, everywhere in the world. Let's continue!
- Civil society and unions have to unite to eradicate child labour, everywhere. Make governments respect ILO conventions.
- Educators are key to prevent dropping out of children and their early entrance into the workforce.

Education is a human right and a public good and should always be protected

Schools and universities should be places where teaching and learning can take place in safe environments.

Schools can no longer become targets of armed conflicts! We want quality education for all and schools as safe havens now

Students and educators in situations of armed conflict face violence every day. Schools and universities should be safe havens

In many places, schools have become the targets of violent attacks for political, military, or ideological reasons. This has to stop.

Schools in 70+ countries were attacked between 2009 and 2014 – mostly aiming at girls and those who defend their right to education.

In conflict areas and where populations live under occupation, the right to education cannot be guaranteed. This is a problem for millions of children.

Where universities are targeted by violence, the capacity of a country to train teachers is severely impaired. Imagine the impact on society?

It is good for children in non-conflict areas to understand the experiences of their peers in conflict zones. Education is the key.

Education should foster the development of capacities for creative, critical, and independent thinking and discussion.

Education helps build abilities for listening and tolerance and serves as a ladder into the mainstream for those on the margins of society

Education contributes to real peace based on understanding and resolution of conflict, rather than silence or submission.

Education breaks down prejudices, supports dignity & opportunity for girls and women, gives new meaning and value to "citizenship education".

Teachers must have an environment of respect that liberates them to exercise their professional responsibility and judgment.

Human rights, including trade union rights, are intimately linked with other human rights, in particular, the right to education.

Education will only be sufficiently valued and respected when the value of teachers is recognized and appreciated.

SUNDAY 26TH JULY: CONGRESS DAY 5

Group G: EI Structures and Dues

6.1: Resolution on Preparing EI Structures to Meet Future Challenges (Executive Board)

6.2 : Resolution on EI Membership Dues (SNES-FSU/France, SNESUP-FSU/France, SNUipp-FSU/France, OLME/Greece, UIL-Scuola/Italy, FLC-CGIL/Italy, ZNP/Poland, FENPROF/Portugal, ESTUS/Slovenia, FETE-UGT/Spain, STEs/Spain and EGITIM-SEN/Turkey)

Group H: Solidarity and Unity

5.1: Resolution on International Cooperation and Mobilisation (SNESup-FSU/France, SNCS-FSU/France, SUDES/Senegal, SAES/Senegal)

5.3: Resolution on Advocacy for the Introduction of a Legal Framework Governing Working Conditions in the Non-Public Education Sector in Haiti and Campaign for Unionisation in this Sector (UNNOEH/Haiti)

3.6: Resolution from North America & Caribbean Region (Executive Board)

General tweets

Education International Indicator of Quality Ed: Pct. of young who complete early childhood, primary, lower and upper 2nd education. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Pct. of children w achievement det through mult measures consistent w/ national standards. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Pct. of youths taught by trained and qualified teachers with an appropriate student to qualified teacher ratio. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Percentage of ed insts w/ safe and adequate infrastructure, accessible facils, resources and learning materials for all. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Pct of ed insts w/ adequate qualified education support pers, food, transport, health and psychological svcs. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Breadth of curriculum, inc gender-sensitive, non-discrim content, teaching resources to include global citizenship, life skills content. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Pct of literate youth and adults, disaggregated by at least disability, gender, ethnicity, and socio-econ status. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: At least 6% of GDP, 20% of national budgets and 10% of official development assistance invested in ed. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Pct of publicly financed and regulated ed insts that do not charge fees and are not for profit. #Unite4Ed <http://goo.gl/GXXNIZ>

EI Indicators of Quality Ed: Financing of mechanisms to enable teacher, student and civil society participation in ed policy-making. #Unite4Ed <http://goo.gl/GXXNIZ>

Reducing need for remedial education in U.S. could generate extra \$3.7 billion/ann from cost savings, tax revenue from college grads. #Unite4Ed #All4Ed

Disadvantaged schools still have difficulties in attracting qualified teachers. #PISA @Unite4Ed

High-performing countries manage to place high performing teachers in socially disadvantaged schools. #PISA #Unite4Ed

2015 goal of universal primary ed likely to be missed by wide margin. By 2011, 57m children still out of school. #Unite4Ed

Good news: between 1999 and 2011, number of children out of school fell almost by half. #Unite4Ed

Girls are 54% of the global population of children out of school. #Unite4ed

In third of countries w/ data, fewer than 75% of teachers trained according to national standards. #Unite4ed

In Tanzania, only 3.5% of all grade 6 pupils had sole use of a reading textbook. #Unite4ed

In Malawi, 130 children per class in grade 1, on average. #Unite4ed

Trending: In sub-Saharan Africa richest boys will achieve universal primary completion in 2021, poorest girls not until 2086. #Unite4ed

Among 68 countries with data, poorest young women projected to achieve universal literacy only in 2072. #Unite4ed

In 44 of 74 countries analyzed, at least a 50-year gap between when richest boys complete lower secondary and when poorest girls do so. #Unite4ed

To overcome inequality by 2030, country plans need targets so ed participation and learning can be monitored for individual population groups. #Unite4Ed

Failure to assess progress in ed goals by various demo subgroups conceals inequality. Post-2015 goals need commitment to focus on most disadvantaged. #Unite4Ed

Insufficient financing is one of the main obstacles to achieving Education for All #Unite4Ed

Few poor countries manage to raise 20% of their GDP in taxes, as needed to achieve the Millennium Development Goals. #Unite4Ed

For many of the world's poorest countries, tax evasion = fortunes for elites v. strong education systems for all. #Unite4Ed

If the trillions est hidden in tax havens were subject to tax and just 20% allocated to ed, would add US\$38b-US\$56b to funding. #Unite4Ed

Illegal tax practices cost African governments an estimated US\$63b/yr. #Unite4Ed

If illegal tax practices in Africa halted and just 20% of resulting income spent on ed, = US\$13b more each year. #Unite4Ed

Low-income countries get approx one-third of aid to basic education, suffered larger decrease in the aid than mid-inc countries. #Unite4Ed

Education in conflict-affected countries should be a priority for donors. These countries house half of the world's out-of-school children. #Unite4Ed

Information on ed financing often insufficient and fragmented, resulting in poor understanding of how much money is needed and where. #Unite4Ed

New analysis from seven countries shows that households bear up to 37% of ed spending in primary, up to 58% in secondary. Burden esp. on poorest. #Unite4Ed

Aid to poorest nations vital to education: accounts for almost a quarter of ed spending in Malawi and Rwanda. #Unite4Ed

GMR findings highlight importance of building a comp national ed accounts system, could be modeled on experience in health. #Unite4Ed

EFA Global Monitoring Report calculations show that if all students left school with basic reading skills, 171m lifted out of poverty. #Unite4Ed

EFA Global Monitoring Report team calculates if all students left school with basic reading skills, 12% cut in world poverty. #Unite4Ed

Education reduces poverty by increasing people's income. Globally, one year of school increases earnings by 10%, on average. #Unite4Ed

In the United Republic of Tanzania, 82% of workers who had less than primary education were below the poverty line. #Unite4Ed

For each additional year of mothers' education, a child spends an extra 0.32 years in school. #Unite4Ed

Working adults with primary education 20% less likely to be poor, secondary ed reduces chances of being poor by almost 60% #Unite4Ed

In Pakistan, working women with good literacy skills earned 95% more than women with weak literacy skills. #Unite4Ed

Educated people more likely to start a business, more likely to be profitable. #Unite4Ed

In Uganda, owners of household enterprises with primary education earned 36% more than those with no education. #Unite4Ed

In Uganda, owners of household enterprises with a lower secondary education earned 56% more. #Unite4Ed

In Mozambique, literate farmers were 26% more likely than non-literate ones to cultivate cash crops. #Unite4Ed

In Argentina and Jordan, among people with primary education, women earned approx half average wage of men. #Unite4Ed

In Argentina and Jordan, among people with secondary education, women earned approx two-thirds as much as men. #Unite4Ed

A one-year increase in the average ed attainment of a country's population increases annual per cap GDP growth from 2% to 2.5%. #Unite4Ed

Ed. saves the lives of millions of mothers and children, helps prevent and contain disease, essential element reducing malnutrition. #Unite4Ed

Ed often neglected as vital health intervention and means of making other health interventions more effective. #Unite4Ed

Lives of 2.1 million children under 5 saved between 1990 and 2009 bc improved ed of women of reproductive age. #Unite4Ed

In 2012, 6.6 million children under 5 died, most of them in low and lower middle-income countries. #Unite4Ed

If all women completed primary education in these countries, the under-5 mortality rate would fall by 15%. #Unite4Ed

If all women completed secondary education, the under-5 mortality rate would fall by 49%, = 2.8 million lives/yr. #Unite4Ed

If all women completed primary education, there would be 66% fewer maternal deaths, saving 189,000 lives/yr. #Unite4Ed

In low and lower middle income countries, providing all women with primary education would reduce stunting – indicator of malnutrition – by 1.7 million children. #Unite4Ed

Providing a secondary education to all women would reduce stunting by 11.9 million children. #Unite4Ed

Education helps people understand democracy, promotes the tolerance and trust, motivates people to participate. #Unite4Ed

Education improves people's understanding of politics and how to participate in it. #Unite4Ed

Women in India with at least secondary ed 30% more likely to have a say over their choice of spouse than their less educated peers. #Unite4Ed

Ensuring that girls stay in school is one of the most effective ways to prevent child marriage. #Unite4Ed

In sub-Saharan Africa and S and W Asia, ensuring ed would reduce number of girls getting married by age 15 by 14%; #Unite4Ed

With secondary education, 64% fewer girls would get married. #Unite4Ed

Education allows women to have a greater influence on family size. #Unite4Ed

In Pakistan, only 30% of women with no education believe they have a say over fam size, v. 52% of women with primary ed. #Unite4Ed

In Pakistan, only 30% of women with no ed believe they have a say over fam size, v. 63% of those with lower secondary ed. #Unite4Ed

To solve the learning crisis, all children must have teachers who are trained, motivated and enjoy teaching, #Unite4Ed

To solve the learning crisis, all children must have teachers who can identify and support weak learners, and who are backed by well-managed education systems. #Unite4Ed

To solve the learning crisis, all children must have teachers who are backed by well-managed ed systems. #Unite4Ed

New analysis shows that fewer than half of children are learning basics in 21 of the 85 countries w data available. #Unite4Ed

Urban-rural location-related disadvantages begin in the early grades and widen. #Unite4Ed

In 2011 Ghana, urban students twice as likely as rural to reach min levels of English in grade 3, and 3x+ more likely by grade 6. #Unite4Ed

Young women the worst affected of all, making up 61% of youth who are not literate #Unite4Ed

In South and West Asia, two out of three of young people who cannot read are young women. #Unite4Ed