



EDUCATION INTERNATIONAL
10TH INTERNATIONAL FURTHER & HIGHER EDUCATION & RESEARCH CONFERENCE

International
Further & Higher Education
& Research Conference

Ghana
14-16 November 2016

10th International Further & Higher Education & Research Conference

Accra, Ghana
14-16 November, 2016



Education International
Internationale de l'Éducation
Internacional de la Educación



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Further & Higher Education
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Foreword

Dear colleagues,

EI's 10th International Further & Higher Education & Research Conference is building on the prior experiences and outcomes of previous Conferences, as well as last year's successful first Further and Higher Education Caucus organized in the leadup to the 7th EI World Congress. This biennial event is an important occasion to discuss and debate the latest global and regional issues and developments that affect the further and higher education and research sectors.

In this Reader you will find a list of speakers and a detailed description of the Conference agenda together with a selection of EI policies of particular importance to the Further and Higher Education and Research sectors. I particularly welcome our highly experienced guest speakers, who will enrich our deliberations throughout the conference.

This 10th conference is the first to be organised on the African continent. Accordingly, the Conference programme features a special session on Africa and on issues that are prominently important in the region, even though they are relevant to all regions. A prime example is the Policy Statement for the conference, which addresses the issue of open access and the importance of ensuring the widest and most accessible dissemination of knowledge, which is universally topical but of special importance to the African region.

I want to thank wholeheartedly our Ghanaian hosts NAGRAT as well as our African Regional Office for their highly valuable contribution to the organization and content of this event. They have done a marvelous job and are to be congratulated.

I wish you all a warm welcome to the conference and look forward to your feedback. Your views are vital in helping EI organize successful Conferences and fine-tune its further & higher education and research policies and strategies for the benefit of member organizations.

Fred van Leeuwen,
General Secretary



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Abbreviations

- AHELO – Assessment of Higher Education Learning Outcomes
- CETA – Comprehensive Economic and Trade Agreement
- GERM – Global Educational Reform Movement
- MOOCS – Massive Open Online Courses
- OECD – Organisation for Economic Cooperation and Development
- OER – Open Educational Resources
- PIAAC – Programme for the International Assessment of Adult Competencies
- SDG – Sustainable Development Goals
- TiSA – Trade in Services Agreement
- TTIP – Transatlantic Trade and Investment Partnership
- TPP – Trans-Pacific Partnership
- TUAC – Trade Union Advisory Committee, OECD



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Info Point

HOTEL

Hotel Fiesta Royale

North Dzorwulu

Accra

Ghana

Tel : +233.30 274.0810

Hotel Website: <http://fiestahospitality.com>

MEETING INFORMATION

The meeting will take place in the Hotel Fiesta Royale. -The main Plenary will be held in Cedar Conference Hall.

Registration

Registration will be open on Monday 14 November from 8:00 am in the Lobby outside of the Cedar Conference Hall. There will be a member of the EI secretariat available to answer any questions.

Breakout sessions will take place in the Cedar Conference Hall, Afzelia 1 and Afzelia 2 Meeting Rooms.

Internet

For all guests free wireless internet is included with the hotel room. There is also wireless internet in all of the meeting rooms, the code is fiesta@123.

Business Centre

The business centre is available from 8:00 am to 10:00 pm each day and is located opposite the reception in the lobby of the hotel.

Interpretation

During the Plenary Sessions, held in the Cedar Conference Hall, simultaneous interpretation will be provided in English, French and Spanish.

Breakout Sessions that take place in the main plenary room will have simultaneous interpretation in English, French and Spanish. The other Breakout Sessions will be conducted in English only.



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Catering Arrangements

Breakfast is included in the hotel rate. Coffee breaks and a light buffet lunch will be provided on the days of the meeting.

Conference Dinner

A Conference Dinner has been arranged on Monday evening 7:00 pm in the hotel. Participants should make their own arrangements on the other evenings.



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Conference agenda at a glance

DAY 1

MONDAY 14 NOVEMBER 2016

08:00 – 09:00	REGISTRATION
08:00 – 08:30	ORIENTATION FOR PARTICIPANTS FROM AFRICAN AFFILIATES
09:00 – 10:30	WELCOME AND OPENING CEREMONY
	KEYNOTE ADDRESS
10:30 – 11:00	COFFEE BREAK
11:00 – 12:30	PLENARY 1 Africa in Focus: The State of Further, Higher Education and Research in the Region
12:30 – 14:00	LUNCH
14:00 – 15:30	PLENARY 2 Stronger Together - Review of the EI work programme since 2014
15:30 – 16:00	COFFEE BREAK
16:00 – 17:30	PARALLEL GROUP SESSIONS <i>Group 1: The Global Response Campaign: What Role for FHER?</i> <i>Group 2: Advancing Gender Equality</i> <i>Group 3: The Assessment of Teaching – by whom and how?</i>
19:00	CONFERENCE DINNER



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DAY 2

TUESDAY 15 NOVEMBER 2016

09:00 – 10:30	PLENARY 3 Countering Privatisation
10:30 – 11:00	COFFEE BREAK
11:00 – 12:30	PLENARY 4 Building a Knowledge Commons
12:30 – 14:00	LUNCH
14:00 – 15:30	PLENARY 5 Making Further, Higher Education and Research a Priority in the 2030 Agenda For Sustainable Development
15:30 – 16:00	COFFEE BREAK
16:00 – 17:30	PARALLEL GROUP SESSIONS <i>Group 1: Quality Terms of Employment in Further, Higher Education & Research</i> <i>Group 2: FHER and the 2030 Agenda for Sustainable Development</i> <i>Group 3: Copyright and Open Educational Resources</i>



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DAY 3

WEDNESDAY 16 NOVEMBER 2016

09:00 – 10:30	PLENARY 6 Reports from parallel group discussions
10:30 – 11:00	COFFEE BREAK
11:00 – 11:30	ADOPTION OF CONFERENCE REPORT AND RECOMMENDATIONS
11:30 - 12:00	CLOSING CEREMONY
12:30 – 13:30	LUNCH
13:30 – 15:00	MEETING OF AFRICAN AFFILIATES
15:00 – 15:30	COFFEE BREAK
15:30 – 17:30	ROUNDTABLE



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Day 1 Monday 14 November 2016

Plenary Session Languages: English, French and Spanish

08:00 – 09:00 **REGISTRATION**

08:00 – 08:30 **ORIENTATION FOR PARTICIPANTS FROM AFRICAN AFFILIATES**

Chair: Christian Addai-Poku, President, NAGRAT (Ghana)

09:00 – 10:30 **WELCOME AND OPENING CEREMONY**

- Prof. Naana Jane Opoku-Agyemang, Minister for Education, Ghana
- Christian Addai-Poku, President, NAGRAT (Ghana)
- Assibi Napoe, Chief Coordinator, EI Africa Regional Office
- David Edwards, Deputy General Secretary, EI

Discussion

10:30 – 11:00 **COFFEE BREAK**

11:00 – 12:30 **PLENARY 1**

Africa in Focus: The State of Further, Higher Education and Research in the Region

Further, Higher education and research staff and their institutions in Africa face enormous difficulties. Public funding remains inadequate, student participation rates are low, salaries are inadequate, brain drain remains a serious problem, precarious employment contracts are common, academic freedom in many countries is routinely violated, and the proliferation of private universities and colleges is undermining quality. This session will consist of introductory statements and participants are invited to actively contribute to the discussion focusing on the following topics: What can unions do to reverse these trends? How can solidarity partnerships between EI affiliates help build capacity in Africa? How can further, higher education, and research staff in Africa be organised and mobilised?

Chair: Assibi Napoe, Chief Regional Coordinator, EI Africa



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Panellists:

- Mamadou Dansokho, Professor at UCAD (Senegal)
- David Dzatsunga, President COLAZ (Zimbabwe)
- Dr. Yaw Baah, Secretary-General TUC (Ghana)

Discussion

Background reading:

[A Review of Academic Freedom in African Universities through the Prism of the 1997 ILO/UNESCO Recommendation](#)

12:30 – 14:00 **LUNCH BREAK**

14:00 – 15:30 **PLENARY 2**

Stronger Together - Review of the EI programme since 2014

This interactive session will present a brief overview of EI's work in further, higher education and research since the last conference, including recent developments involving initiatives of the OECD and UNESCO, and international trade negotiations. In addition, it will bring particular attention to the importance of solidarity and cooperation among affiliates. Participants will be asked to comment on the work programme, identify new priorities, and suggest ways that affiliates can more effectively work together to achieve identified goals adopted by the EI World Congress in 2015.

Chair: Peter Kwaku Lumor, TEWU (Ghana)

Panellists:

- Miguel Beltrán, ASPU (Colombia)
- Amjad Dababat, Chairman PFUUPE (Palestine)
- Marième Sakho Dansokho, General Secretary SYPROS (Senegal) and EI Executive Board member
- Louise Hoj Larsen, EI

Discussion



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Background reading:

[Free to think 2016](#)

[Beyond the Skills Gap](#)

[Do free trade deals pose a threat to higher education?](#)

15:30 – 16:00 **COFFEE BREAK**

16:00 – 17:30 **PARALLEL GROUP SESSIONS**

Group 1: The Global Response Campaign: What role for FHER?

Co- Chairs: Angelo Gavrielatos, EI, and Frank Dadzie (NAGRAT) (TBC)

Rapporteur: Caroline Senneville, FNEEQ-CSN (Quebec)

Background reading:

Annex I - FNEEQ, FPPU and FQPPU proposal regarding privatization in higher education

Group 2: Advancing gender equality

Chair: Karin Åmossa, SULF (Sweden)

Rapporteur: Antoinette Corr, GTU (Gambia)

Group 3: The Assessment of Teaching – by whom and how?

Co-chairs: Lacy Barnes, AFT (US) and Annette Dolan TUI (Ireland)

Rapporteur: Rob Copeland, UCU (United Kingdom)

19:00 **CONFERENCE RECEPTION AND DINNER**



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Day 2 Tuesday 15 November 2016

09:00 – 10:30

PLENARY 3

Countering Privatisation

The growth of private further, higher education institutions, the increasing reliance of many institutions, colleges and universities on private fees for financing, the influence of private donors, and the increase in industry-sponsored research funding represent serious threats to the quality, accessibility and integrity of higher education and research. This session will explore how the various facets of privatization in the sector affect the working conditions of staff, from the increasing casualization of employment to growing demands for teachers and researchers to secure private sector funding. How is privatization affecting our work in different parts of the world? Who are the key for-profit players and what do we know about them? What are the implications of privatisation for academic freedom, and for the quality and integrity of teaching and research?

Chair: Pat Forward, AEU (Australia)

Keynote speech: Nelly P. Stromquist, University of Maryland (USA)

Panellists:

- Leesa Wheelahan, University of Toronto (Canada)
- Dr. Harry Lawson Kwaku Agbanu, President, University Teachers Association of Ghana

Discussion

Background reading:

[Creating a Supportive Working Environment in European Higher Education Education](#)
[Beyond the Skills Gap](#)

10:30 – 11:00

COFFEE BREAK

11:00 – 12:30

PLENARY 4

Building a Knowledge Commons



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The public good is served by the widest and most accessible dissemination of scholarly work. However, overly restrictive copyright rules and publishing industry practices can threaten the availability of this work. This session will explore ways that EI and its member unions can ensure balanced copyright rules, and promote the use of open access venues to make scholarly material more widely available.

Chair: Christine Roland-Lévy, UNSA (France)

Panellists:

- Yamile Socolovsky, CONADU (Argentina)
- David Robinson, CAUT/ACPPU (Canada)
- Dr. Alexander Kyei Edwards, University of Education, Winneba (Ghana)

Discussion

Background reading:

[DRAFT Policy Statement on Open Access in Further and Higher Education and Research](#)

[The Digital Public Domain – Foundation for an Open Culture](#)

[The Budapest Open Access Initiative after 10 years](#)

[CLACSO's Declaration on open access to knowledge managed as a commons by the scholarly community](#)

[Open Access](#)

[Open access to research publications](#)

12:30 – 14:00 **LUNCH**

14:00 – 15:30 **PLENARY 5**
Making Further, Higher Education and Research a Priority in the 2030 Agenda for Sustainable Development

This session will explore how further, higher education, and research staff can be mobilized to press for the sector to be a priority in the 2030 agenda for sustainable development. In particular, the discussion will focus on the development of indicators to assess progress towards



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realising the UNESCO Recommendation on the Status of Higher Education Teaching Personnel, on Adult Learning and Education, and on Technical and Vocational Education and Training.

Chair: David Edwards, Deputy General Secretary, EI

Panellists:

- Peter Wells, UNESCO
- Beth Button, ESU
- H.E Awaah Fred, AASU

Discussion

Background reading:

[A joint vision for Secondary and Higher Education for All in Europe](#)
[Reflections on CONFINTEA and the global agendas for education and development post-2015](#)
[#FUNDOURFUTURE](#)

15:30 – 16:00 **COFFEE BREAK**

16:00 – 17:30 **PARALLEL GROUP SESSIONS**

Group 1: Quality Terms of Employment in Further, Higher Education and Research

Chair: Jeannie Rea, NTEU (Australia)

Rapporteur : Jens Vraa Jensen, DM (Denmark)

Background reading:

[Creating a Supportive Working Environment in European Higher Education Education](#)
[UCU branch action note: precarious work and quality](#)
[IFUT Charter for casual workers](#)
[Templiner Manifest](#)



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Group 2: FHER and the 2030 Agenda for Sustainable Development

Chair: Wilson Sossion, KNUT (Kenya) TBC
Rapporteur: George Sheridan, NEA (US)

Group 3: Copyright and OER

Chair: Yamile Socolovsky, CONADU (Argentina)
Rapporteur: James Compton, CAUT/ACPPU (Canada)

Day 3 Wednesday 16 November 2016

- 09:00 – 10:30 **PLENARY 6**
Reports from parallel group discussions
Chair: Assibi Napoe, Chief Coordinator, EI Africa Regional Office
- 10:30 – 11:00 **COFFEE BREAK**
- 11:00 – 11:30 **ADOPTION OF CONFERENCE REPORT AND RECOMMENDATIONS**
- 11:30 – 12:00 **CLOSING CEREMONY**
- Stanislaus Nabome, General Secretary, NAGRAT (Ghana)
 - Assibi Napoe, Chief Coordinator, EI Africa Regional Office
- 12:30 – 13:30 **LUNCH**
- 13:30 – 15:00 **MEETING OF AFRICAN AFFILIATES**
Chair: Stanislaus Nabome, General Secretary, NAGRAT (Ghana)
- 15:00 – 15:30 **COFFEE BREAK**
- 15:30 – 17:30 **ROUNDTABLE**
Build Upon Relationships: Your Union's Source of Power and Progress
This session is packed full of must learn skills for organizing and activating your educational professionals. Come and engage with two graduates of the National Education Association-USA Emerging Leaders Academy. This



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is your opportunity to interact in an energizing and informative discussion about the power of relationships within your union.

Presenters:

- Dionne Bonner, NEA (US)
- Justin Kleemook, NEA (US)

Background materials



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Draft Policy Statement on Open Access in Further and Higher Education and Research

1. The public good is served by the widest and most accessible dissemination of scholarly work and educational material. This can be facilitated when scholars and educators make their work available in reputable open access venues.
2. Open access refers to the practice of making scholarly work and educational material freely available for any person to read, download, copy, distribute, print, search, index, access through disability adaptation, or link to the full texts of materials, or use them for any other lawful purpose, without financial, legal, or technical barriers.
3. Green open access involves authors placing their articles in freely accessible online institutional or disciplinary repositories. Gold open access entails authors publishing in dedicated open access, online journals. Hybrid open access journals allow open access only to articles for which a publishing fee has been paid.
4. Academic freedom includes the right of authors to choose how and where their research is disseminated. This freedom must not be constrained by government or institutional policies that require publication in open access journals.
5. Scholars and educators should retain copyright in their work to maintain its integrity, to ensure proper acknowledgement and citation, and to allow self-archiving in institutional or disciplinary repositories. Institutions should ensure that scholars and educators are able to exercise full discretion in the copyright of scholarly work. Publication agreements with journals and publishers should always permit self-archiving.
6. Some non-open access journals restrict for fixed periods of time the release of articles into open access repositories. Such embargos contradict the general principle of scholarly communication that all new knowledge should be made available at the earliest possible moment. If such embargo periods do exist they should be set at a maximum of six months with a view to their eventual elimination.
7. Many open access journals cover costs, such as costs for ensuring quality standards and peer-review processes through article processing charges, which shift the financial



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contribution from subscribers to authors. Such fees must be recognized as eligible research funding expenses and should be reflected in the contracts of scholars and academics. Alternative financing models such as targeted public subsidies should also be considered.

8. "Predatory" open access journals that provide minimal services and exist to profit from article processing charges leverage against the opportunities for scholarly communication offered by hybrid open access journals, undermine the integrity of peer review, and are a threat to the best principles of the open access movement.

9. Open access should not be used by governments or institutions to reduce library expenditures. Any savings from decreased journal subscription costs must be fully reinvested into research and scholarly communication, including library acquisitions and funds for paying article processing charges incurred by academic staff.

10. Education International and its further and higher education and research affiliates can promote open access by:

- a) encouraging members to publish in open access journals or by practicing self-archiving;
- b) discouraging members from publishing in, or serving as editors for, journals that do not support open access;
- c) negotiating criteria for renewal, tenure, and promotion that fully recognizes open access scholarship; and
- d) critiquing predatory publishers as a form of academic fraud;

Conclusions of the 8th EI Higher Education and Research Conference



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We, the participants in Education International's 8th Higher Education and Research Conference, met in Buenos Aires, Argentina 25-27 September 2012 and reviewed the major trends and policy developments in our sector since the 7th Conference held in Vancouver, Canada in 2010. We express our sincere gratitude to our hosts CONADU for their warm welcome and generous hospitality.

NOTING the many challenges faced by higher education and research institutions, trade unions, staff and students in the current economic and political climate;

AFFIRMING that EI and its affiliates must step up efforts to defend and promote the professional, academic, trade union, and human rights of higher education teachers, researchers and staff; and

RECALLING EI policy that higher education and research is a public service and that it is the responsibility of public authorities to prevent the marketisation and trade in education and intellectual property, the casualisation of employment in the sector, the application of private-sector and for-profit management models to institutions, and the privatisation of provision;

Recommends to the EI Executive Board:

- Adoption of the Policy Statement on Tuition Fees asserting that tuition fees should not be charged and where they exist they should be progressively reduced and eliminated.
- Agreement to hold the 9th International Higher Education and Research Conference in the Africa region in 2014.

Recommends that the EI Secretariat:

- Collect and disseminate information and analysis of the impact of austerity measures on the higher education and research sector as part of the Education in Crisis campaign, paying particular attention to the impact on the terms and conditions of employment of staff, their professional status and academic freedom.
- Ensure that interventions with the World Bank, IMF, G-20 and other relevant multilateral organizations stress the social and economic importance of public



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investment in higher education and research, particularly in developing countries.

- Gather information from affiliates concerning the status of precarious and fixed-term employment in the sector, with a particular focus on early-stage researchers.
- Explore ways to facilitate greater information sharing amongst higher education and research affiliates, such as an electronic newsletter.
- Focus on strengthening EI's membership in the Latin America, Africa and Asia-Pacific regions.
- Ensure higher education and research affiliates are represented in the EI Organisers' Network.
- Continue efforts to oppose the commercialisation and privatisation of higher education and research, including lobbying against the coverage of education and related services in international commercial trade agreements such as the WTO's General Agreement and Trade and Services, and the recently proposed International Services Agreement.
- Encourage and facilitate affiliates to promote equity for disadvantaged groups including women, indigenous peoples, racial groups, persons with disabilities, and lesbian, gay, bisexual, and transgendered persons.
- Engage with UNESCO, the World Bank and the OECD to highlight the negative consequences of international university rankings and assessments of student learning outcomes.
- Explore ways to promote greater development cooperation and international solidarity initiatives between higher education and research affiliates.
- Step up monitoring and reporting of violations of academic freedom, trade union rights, and civil liberties in the higher education and research sector.

Calls upon EI Affiliates to:



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- Strengthen cooperation and sharing of information and best practices around campaigning, organising, collective bargaining, and promoting equity.
- Publicize and share good practice, including collective agreement language, legislative initiatives and public campaigns to improve the terms and conditions of employment of fixed-term staff and to promote paths for early stage researchers to permanent and continuing employment.
- Develop and strengthen partnerships with student organizations and other allies.
- Contribute to and actively participate in EI's Education in Crisis campaign.
- Strengthen international solidarity and development cooperation initiatives.

Policy Statement on Tuition Fees

1. Participation in higher education for all those who are qualified is a right enshrined in Article 26 of the United Nations *Universal Declaration of Human Rights* and in the 1967 *International Covenant on Economic, Social and Cultural Rights*:

Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education.

2. Higher education is a public good that benefits all of society by contributing to social, cultural, democratic and economic development.
3. It is therefore the responsibility of states to promote and to guarantee the right to higher education by providing public funding that is sufficient to cover the full costs of education. Higher education is most equitably financed through public funding supported by a progressive income tax system.
4. Tuition fees are private user fees that can distort the academic mission of higher education institutions by transforming students into consumers and teachers into service providers. The competition for fee-paying customers amongst institutions undermines the core instructional and research mission of the university and shifts



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resources into commercial marketing, fundraising, recruitment and public relations.

5. Tuition fees have a disproportionately negative impact on women, minorities, indigenous peoples and economically-disadvantaged groups.
6. The introduction of and increase in tuition fees have led to rising student debt. This has a negative social and economic impact. High levels of debt affect students' decisions to enter socially important but underpaid occupations. Consequently, the primary form of direct student financial assistance, including living allowances, should be needs-based grants.
7. In many jurisdictions international students are charged extraordinarily high tuition fees. This has a serious impact on the vast majority of students from less developed countries who are unable to afford these fees.
8. Tuition fees should not be charged students. Where tuition fees exist, governments should commit to gradually reduce fees with the eventual goal of eliminating them in all sectors of higher education. Student financial assistance programs should provide opportunities for all academically qualified individuals to participate in higher education.
9. Governments and institutions should ensure that all barriers to participation, including financial ones, are removed.

Conclusions of the 9th EI Higher Education and Research Conference

Education International's 9th Higher Education and Research Conference met in Brussels, Belgium 10-12 November 2014 and reviewed the major trends and policy developments in our sector since the 8th Conference held in Buenos Aires, Argentina in 2012.

AFFIRMING that quality public higher education and research is a public good that can fulfill its role of preserving, transmitting and advancing knowledge only if there is adequate public funding, if institutions are free from outside pressures, and if academics enjoy academic freedom and decent terms and conditions of employment;



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NOTING with alarm the rising number of precarious and casual positions that are poorly paid, provide few if any benefits, and offer little or no security or protection for the exercise of academic freedom; and,

RECALLING that it is the responsibility of public authorities to prevent the marketization, privatisation and trade in education.

Recommends to the EI Executive Board:

- Adoption of the Statement on MOOCs.
- Agreement to hold the 10th International Higher Education and Research Conference in the Africa region in 2016.
- Consider dedicated representation on the EI Board for the higher education and research sector.

Recommends that the EI Secretariat:

- Include in upcoming campaigns a focus on the problem of casual and fixed-term employment of higher education teachers, researchers and staff, highlighting the right to decent work, a living wage, and academic freedom.
- Ensure that EI's interventions with UNESCO, ILO, the World Bank, IMF, OECD, G-20 and other relevant multilateral organizations stress the social and economic importance of public investment in higher education and research.
- Advocate for the inclusion of access to quality higher education as a central pillar in the post-2015 United Nations Millennium Development Goals.
- Continue efforts to oppose the commercialisation and privatisation of higher education and research, including lobbying against the coverage of education and other public services in international and regional commercial trade agreements such as the Trade in International Services Agreement, the Trans-Atlantic Trade and Investment Partnership, and the Trans-Pacific Partnership Agreement.



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- Step up monitoring and reporting of violations of academic freedom, trade union rights, and civil liberties in the higher education and research sector.

Calls upon EI Affiliates to:

- Strengthen cooperation and sharing of information and best practices around campaigning, organising, and collective bargaining.
- Encourage and promote equity within unions and workplaces for disadvantaged groups including women, indigenous peoples, racial and ethnic groups, persons with disabilities, and lesbian, gay, bisexual, and transgendered persons.
- Undertake organising campaigns, where relevant and applicable, targeting fixed-term staff, early stage researchers, and education support personnel.
- Develop and strengthen partnerships with student organizations, other trade unions, community organisations and other allies to build strong and effective coalitions.
- Lobby governments to improve funding and to support the inclusion of access to quality higher education as a key element of the post-2015 Development Agenda.
- Urge institutions and governments to ensure greater recognition of the value of teaching in higher education by creating supportive teaching and learning environments for students and staff.
- Strengthen international solidarity and development cooperation initiatives, including participation in the EI Higher Education and Research Development Cooperation Consortium.



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Policy Statement on MOOCs

Preamble

Massive open online courses, or MOOCs, represent the latest effort to harness new information and communication technologies to provide higher education. Supporters of MOOCs portray them as an inexpensive and innovative way of delivering content to a vast audience. Increasingly, some see the potential for profits to be made in selling MOOCs on a global scale.

Education International is dedicated to the removal of barriers that traditionally restrict access to and success in higher education. EI is also strongly committed to increasing equality and equity of educational opportunity for all qualified persons. MOOCs are just one medium that may allow higher education institutions to pursue these goals. Nonetheless, governments, institutions and private providers may also misuse MOOCs and other distance education technologies to promote privatisation, reduce public funding, and increase managerial control over academic staff.

EI asserts that the following principles must be used to guide the development and use of MOOCs and other technologically-mediated forms of higher education:

1. Higher education is a public good and a public service.

EI believes that education is a public good and a human right. MOOC's should not be used to weaken public provision of education or promote the privatisation and commercialisation of public education.

2. Higher education should be accessible to all qualified persons.

MOOCs and other forms of on-line education may help increase access to higher education, but only if they are a supplement to and not a replacement for proven pedagogical practices. Many current MOOC offerings have large enrolments, but suffer from extraordinarily high drop-out rates compared to traditional face-to-face instruction. Access to higher education is meaningless if students are not successful.

3. Higher education should promote equity and reduce social disadvantages.

Evidence suggests that at-risk, minority and other disadvantaged students fare more poorly with MOOCs than with in-class instruction. In this way, MOOCs may increase



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rather than lessen inequality in educational outcomes. MOOCs also threaten to create two tiers of higher education: one in which privileged students get their own professor, and the other in which students watch videotaped lectures on a computer screen.

4. Governments have an obligation to ensure that higher education receives adequate public funding.

MOOCs should not be used as a way for governments to reduce public funding and cut instructional costs. In fact, the costs of producing high-quality MOOCs and other online courses are not often cheaper than face-to-face classes.

5. Higher education should be offered in ways appropriate to the needs of students and relevant to local context.

MOOCs to date are overwhelmingly a Western, Anglo-American effort and based upon a particular academic experience, knowledge base and pedagogical approach. The vast majority of courses are offered in English. MOOCs therefore may not provide courses relevant to local needs or sensitive to different knowledge systems and traditions. At an extreme, MOOCs may inhibit the development of local capacity and content, particularly in low- and middle-income countries.

6. Higher education teaching personnel should have the freedom to select and use teaching and support materials which they believe to be appropriate.

Academic freedom includes the right to teach without any interference, including the right to choose the content and methods of teaching, and the freedom to use or not to use any specific technique or technology. No higher education teacher should be forced to adopt or use MOOCs if s/he feels it is inappropriate.

7. Higher education teaching personnel should retain their intellectual property rights of course material no matter what the mode of delivery.

Currently, most MOOC providers establish a proprietary claim on material included in their courses, license the access and use of that material to the user, and exercise ownership over user-generated content. To fully exercise academic freedom, however, higher education teaching personnel should retain ownership of their course material, including material used in distance and on-line courses.



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Report of the EI Task Force on Vocational Education and Training

1.0 Introduction

Following the adoption of 1.4.1 Resolution on New Impact of Vocational Education and Training in Each EI Region, and 1.4.2 Resolution on Vocational Education, Gender and Inclusiveness at the 6th EI World Congress in 2011, the Task Force was established to give advice and recommendations on how to move forward in the development of VET policy and advocacy.

2.0 Progress update

The task force has had two face-to-face meetings, one in January 2013 and one in May 2014. Vocational education and training has become more topical in recent years, and is today, together with skills development and employability, a central issue for the international institutions. However, these institutions seldom look at policy from a teacher perspective, and the task force has aimed to make the voices and terms and conditions of teachers more present in these debates.

EI actively participated in UNESCO's 3rd International Congress on TVET in Shanghai, China in May 2012. The Congress focused on what TVET policy measures might be taken, particularly in difficult economic times, to facilitate learning and skills development. EI was invited to make two formal presentations at the event, one focusing on the need to develop stronger social dialogue and collective bargaining practices in the sector, and the second looking specifically at the precarious employment of TVET teachers, highlighting the need to improve the status and terms and conditions of TVET teachers in order to improve quality.

The Task Force has been following the revision of the UNESCO recommendation on Technical and Vocational Education and Training. It submitted extensive proposals in advance of the expert meeting that EI attended in May, 2014, and has continued to monitor and contribute to the process.

The Task Force continues to monitor VET developments within the OECD, and along with TUAC, and closely follows and intervenes in debates over PIAAC (Programme for the International Assessment of Adult Competencies) and the OECD Skills Strategy. The Task Force also analysed the EFA Global Monitoring Report 2012, Youth and Skills: Putting Education to Work, which looked at youth and skills and more specifically at how skills development can improve young people's job opportunities.

Vocational education and training has also been covered in the UN-led processes around a new global development framework. Skills and skills development as well as youth



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employment, employability and skills for work have been high on the agenda in the different debates about an education agenda beyond 2015, and the task force has analysed the draft language of the proposals of the UN Open Working Group on Sustainable Development as well as the EFA Steering Committee.

The task force agreed to put together a number of papers to describe and analyse different trends and developments in the VET sector. These include the skills shortage, brain drain, privatization, and the recognition of qualifications and prior learning assessment.

3.0 Recommendations

In order to consolidate the progress made and move towards the full implementation of existing VET Resolutions, the Task Force has come up with the following recommendations for consideration by the Executive Board:

1. EI should continue its work to raise the profile of vocational education and training, both internally and externally. As a step forward in this respect, the task force recommends that consider ensuring the Higher Education and Research Conference includes postsecondary/tertiary vocational education perspectives and participation;
2. EI must continue to actively participate in the revision of the UNESCO Revised Recommendation on Technical and Vocational Education and Training, paying particular attention to the paragraphs on TVET staff as well as social dialogue;
3. EI should more explicitly include VET issues in the Unite for Quality Education campaign and advocate for the inclusion of VET in the post-2015 agenda;
4. Privatisation is one of the main challenges for the VET sector worldwide and EI should ensure a VET perspective in all of its work on privatisation, and the political economy of education. Moreover, EI is asked to examine, expose and track the international/multinational companies that provide VET across the globe;
5. Issues surrounding VET must be included and reflected in EI's work on trade and globalisation, including the TTIP and TPP;
6. The status of VET teachers should be given particular attention within the context of the 2015 meeting of the Committee of Experts on the Application of the Recommendation concerning Teachers (CEART);



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7. Further work should be done on ICT in VET; gender and inclusiveness; adult education and training; "green skills" and "just transition" to low carbon jobs; and workplace learning and apprenticeships;
8. Following the successful VET Forum held during the Cape Town Congress in 2011, EI should ensure that there is space for a VET Policy Forum at the upcoming Congress, where all affiliates active in the field can gather to discuss topical issues, survey regional developments and agree on action plan;
9. In order to guarantee that EI continues to have a strategic and coordinated approach to VET and respond to new developments in the sector, the mandate of the VET task force should be extended.

EI Policy Paper on Education

The EI Policy Paper on Education is available [here](#).

2011 World Congress Resolution on Copyright and Education

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



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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



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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.

2015 World Congress Resolution on Privatisation and Commercialisation in and of Education

The 7th Education International (EI) World Congress meeting in Ottawa, Canada, from 21nd to 26th July 2015:

1. **Reaffirming** that education, from early childhood education through higher education, is a fundamental human right and a public good, and that its provision is the principal responsibility of governments, including the duties of the State to define the goals and objectives of education systems of quality and to adequately finance them, and to do this in consultation and negotiation with representatives of teachers' unions ;
2. **Noting** that privatization in and of education, in its many forms and arrangements, is a fast-growing global trend with various, and often negative, consequences for teachers, education support personnel, students and society as a whole.
3. **Noting** with concern the increased engagement and promotion of private actors in education governance (provision, funding, management and policy-making), coupled with major challenges in terms of educational access, equity and quality, and the lack of political commitment to the provision and financing of public education systems in many low- and middle-income countries;
4. **Deploring** the fact that in many countries, governments have abrogated their core responsibility to ensure the right to education for all through a fully accountable free quality public education system, and are increasingly turning to, or partnering with, or subsidising private actors to deliver education;
5. **Regretting** that international and national organizations, corporations, think tanks, NGOs, other private actors and governments alike, are promoting, proselytizing and introducing different forms of privatization and commercial provision of education services;
6. **Observing** that education privatization and commercialization, has created and exacerbated, inequalities in access to, and in the quality of, education, particularly for the socio-economically disadvantaged; and that wealth, gender, ethnic and



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geographical inequalities are deepened by privatization in and of education, further marginalizing and excluding groups from access to and participation in education;

7. **Observing** that market-based reforms may force schools to compete with each other instead of collaborating, and lead to stratification, segregation and further inequality within education systems;
8. **Considering** that private schools and forms of Public-Private Partnerships may divert funding and support for public schools, thus weakening public school systems, particularly in contexts where government spending on education is already low;
9. **Acknowledging** that 'cost-efficient' measures in education may result in increased class sizes; a reduction in services provided for children; the use of unqualified teachers; the casualization of the terms and conditions of employment of education personnel, which are detrimental to the quality of education services. ;
10. **Noting** that low-fee private schools, and other private providers, and some forms of Public- Private Partnerships, frequently employ personnel who lack training and/or qualifications, or pay them much lower salaries than those earned by teachers employed in public schools, or deny them freedom of association and collective bargaining rights;
11. **Observing** that new public management methods, such as performance-based pay schemes, often part of privatization policies, alter the working conditions of education personnel and undermine their professional status and rights ;
12. **Affirming** that teachers', higher education workers' and education support personnel's rights to decent working conditions, high quality training, fair recruitment and employment, and quality professional development must be guaranteed;
13. **Noting** that public management, commercialisation and privatisation practices are already well established at both national and international level in many parts of the further and higher education sector with extensive international trade, subsidisation of private actors and intense competition for fee paying students. These have had well established negative consequences for access, social equity, staff working conditions, academic freedom and collegial decision-making."
14. **Affirming** that education unions, as representatives of education workers, are critically important in ensuring that the potentially negative effects of privatization and commercialization in and of education are exposed and addressed;



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15. **Referring** to the EI Policy Paper on Education adopted by the 6th World Congress in 2011, and the Multi-Stakeholder Partnerships in Education Protocol, based on recommendations from the EI Taskforce on Public-Private Partnerships in Education, adopted by 34th EI Executive Board meeting in 2009;
16. **The 7th World Congress:**
 - a. **Urges** governments to recognize education as fundamental for social development and justice, and, therefore, protect the public education sector from privatization and commercialization;
 - b. **Calls** for a concerted effort from EI and its member organizations to advocate for the full realization of the right to free quality public education and for equitable employment rights for education personnel in the private and the public sector;
 - c. **Requests** EI member organizations to closely monitor emerging education privatization policies and the effects of privatization and commercialization on education systems, as well as their impact on students, teachers, educators and education support personnel, and to advocate and mobilize against attempts to privatize and commercialize public education;
 - d. **Urges** EI member organizations, in accordance with their statutes and rules of procedure, to organize and defend the rights of teachers and education support personnel in the private and the public sector.
17. **Mandates the EI Executive Board:**
 - a. To collect, publish and disseminate with the support of member organizations, evidence on the activities of private actors in the promotion and implementation of privatization and commercialization policies and practices and the outcomes of their activities;
 - b. To develop a global response strategy to ensure governments fulfil their obligation to free, quality public education and counter the influence of private actors in education, especially where their activities in education have a negative impact on access and exacerbates inequities within education systems;
 - c. To launch a global campaign that engages EI affiliates and allies to respond to the growing outsourcing to, and involvement of, private actors in education-related activities and services that negatively impact on teaching and learning;



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- d. To provide tools and resources which strengthen the capacity of affiliates to mobilize effective campaigns to make all policy-makers, international organizations and other actors fully aware of the detrimental consequences of different forms of education privatization and to advocate for the protection of public education against marketization and commodification;
- e. To establish an EI Task Force on Privatization and Commercialization of Education including a representative of the further and higher education sector in order to guide, inform and monitor this work and to continue to develop EI's policy on the privatization and commercialization of education;
- f. To encourage all EI member organizations to engage and mobilize their memberships, and allies in communities and civil society, in a pro-active campaign to defend public education and against attempts to privatize and commercialize education.

2015 World Congress Resolution on Supporting Vocational Education - Qualifying Young People

The 7th Education International (EI) World Congress meeting in Ottawa, Canada, from 21nd to 26th July 2015:

Recognises that:

1. The economic and financial crisis, far from being resolved, makes it necessary to provide all young people with quality training. Vocational education and training (VET), comprising technical vocational education and training (TVET), following ISCED 2011 which includes TVET into VET, must lead to a recognised degree issued by the public education system of each country, without restrictions on the labour market from one region to the other.
2. For this purpose, all countries must devote adequate resources to develop VET to the same extent as other educational opportunities of high level.
3. The resolution "The 6 Essential Points to Strengthen vocational education and training" (5th World Congress, 2007) is still very relevant and should be given due prominence in the public education policies of every country.
4. Modern VET systems should factor the right of young people to choose their vocational training freely. States should work to prevent early school leaving without



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any degree and promote the integration of all young people, regardless of their social condition, origins or gender.

5. VET should promote the inclusion of young people with disabilities by providing the necessary human and technical resources.
6. All young people with vocational degrees must be allowed to access vocational training at higher education level. VET must pave the way for lifelong learning.
7. We know that in countries which prioritised VET young people have better withstood the consequences of the economic and financial crisis, as evidenced by lower unemployment rates. We believe that VET is an important key to resolving the crisis. In order to reduce unemployment of young people, we should promote high-quality VET!
8. VET should guarantee employability for the longer term and should offer not only specific vocational training but also general fundamental knowledge and skills, and should include opportunities for apprenticeship or work-based learning under the supervision and responsibility of the school or education institution.
9. Access to new technologies should be guaranteed for all. The knowledge and skills acquired through information and communication technologies should include awareness of their benefits but also of their potential dangers.
10. High-quality VET requires specific, highly-qualified teachers and/or trainers. They are entitled to decent salaries and good working conditions to perform to the best of their abilities.
11. VET should promote education for sustainable development of the globalised economy.
12. Young people in VET should also be exposed to other living and working environments. To that end, international exchange programmes should be further developed within VET.



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2015 World Congress Resolution on Stop TTIP, TISA, CETA, TPP and Other Similar Trade and Investment Agreements

The 7th Education International (EI) World Congress meeting in Ottawa, Canada, from 21nd to 26th July 2015:

1. **Reaffirms** EI's longstanding opposition to multilateral, plurilateral, regional and bilateral trade agreements which seek to commercialise and privatise public services, including education.
2. **Expresses grave concerns** about the new wave of trade and investment agreements which are currently being negotiated by national governments and supra-national bodies such as the European Union (EU). These agreements include the EU-Canada Comprehensive Economic and Trade Agreement (CETA), the EU-US Transatlantic Trade and Investment Partnership (TTIP)¹, the Trans-Pacific Partnership (TPP) and the Trade in International Services Agreement (TiSA), which involves 23 members of the World Trade Organisation (WTO) (including the EU as one).
3. **Believes** these trade and investment agreements will have far-reaching implications for the world economy, particularly as they are being promoted as benchmarks for future deals.
4. **Recognises** that developing countries are likely to be more adversely affected by rules of trade and investment agreements that limit and prevent the establishment and expansion of public services, including education.
5. **Condemns** the lack of transparency and proper democratic oversight and the fact that representatives from the poorest countries of the world are excluded completely from these negotiations.

¹ In the United States the EU-US trade agreement is known as the Trans-Atlantic Free Trade Area (TAFTA) rather than TTIP.



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6. **Recognises** that these agreements seek to go far beyond traditional tariff reductions by imposing constraints on what governments can do behind their national borders, including the promotion of regulatory coherence and convergence across countries irrespective of national priorities.
7. **Believes** these agreements pose direct threats to the provision of quality public services, including education, in particular through restricting governments' capacity to regulate in the public interest, encouraging further liberalisation of services and expanding the rights of multinational corporations.
8. **Further believes** that the application of corporate-dominated agreements will negate national legal sovereignty and undermine workers' rights and social and environmental standards.
9. **Remains unconvinced** by official claims that these trade and investment agreements will lead to more jobs and improved economic benefits for working people, and that any economic gains that do arise will be distributed unequally and be outweighed by the costs to working people and their families.
10. **The Seventh World Congress of Education International is particularly concerned about the following elements within trade and investment agreements:**
 - a. **Investor State Dispute Settlement (ISDS):** a business-friendly arbitration panel which would allow foreign corporations to sue sovereign states, where an action of an elected government or sub-central authority, or an entity exercising delegated authority such as a licensing and funding agency, taken in the public interest curtails the corporations' investor rights .
 - (i) Existing trade agreements' ISDS mechanisms that are routinely used and abused by multinational corporations to challenge legitimate public policies.
 - (ii) Potential for use of investor protections and ISDS to lock countries into neoliberal policies of privatisation, public-private partnerships, charter schools, voucher systems, student loan schemes and similar market models of public services, especially education.
 - (iii) The drain to taxpayers from paying foreign corporations large sums of public money as compensation in ISDS settlements, calculated by assessing the corporations' lost expected future profits.



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- b. **'Negative list' approach:** all services including education, will be open to liberalisation unless a specific exclusion is entered for them by the parties involved.
- c. **'Ratchet clause':** a device to ensure parties automatically bind any autonomous liberalisation. This means that if a government were to experiment with liberalising the education sector in whole or in part, future governments would be unable to undo this without paying significant compensation.
- d. **Regulatory cooperation and coherence** – the establishment of new technocratic processes for policy making, overseen by regulatory bodies with power to monitor the implementation of regulatory commitments to criteria, processes and review, and to propose the development of future regulations.
- e. **Labour rights:** the failure to include effectively enforceable rules to protect and improve the rights of workers and employees – for example, a binding labour rights chapter based on ILO Core Conventions.

The Seventh World Congress of Education International:

- 11. **Welcomes** the contribution and support of national EI affiliates to campaigns on trade and investment agreements.
- 12. **Welcomes** the work done by EI, ETUCE and other EI regions to co-ordinate campaigns and lobbying on trade and investment agreements.
- 13. **Welcomes** the campaigning and lobbying done by EI, ETUCE and other EI regions to highlight the potential dangers posed by TTIP, CETA, TPP and TiSA to public education systems, while **noting** the difficulties in securing clear and unambiguous exemptions for education, particularly in relation to adult, higher and vocational education.
- 14. **Notes** the dangers of being presented with a *fait accompli* in the form of inadequate, unacceptable agreements that workers and citizens have had no chance of influencing or amending and where time will make it difficult to mobilise opposition.
- 15. **Recalls** that previous attempts to enshrine the investor rights of multinational corporations - for example, the Multilateral Agreement on Investment (MAI) in the late 1990s - were defeated partly as a result of popular pressure.
- 16. **Calls** on the EI Executive Board to adopt a clear position of principled opposition to TTIP, CETA, TPP, TiSA and other similar trade and investment agreements, and to the inclusion of ISDS in other agreements such as Bilateral Investment Treaties (BITs), whilst continuing to lobby and campaign for agreements that promote decent jobs and



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growth, protect quality public services and safeguard labour, consumer, environmental and health and safety standards.

Congress, furthermore, **mandates** the Executive Board:

17. To raise the awareness of EI members of the relevance, impact and importance of trade and investment agreements to the work of national organisations representing education workers.
18. To ensure that trade and investment agreements are a key part of the agenda for the EI task force or working group on Privatisation and Commercialisation of Education.
19. To work with global union federations, the International Trade Union Confederation (ITUC) and non-governmental organisations in campaigning against detrimental trade and investment agreements, including proposals emanating from the WTO.
20. To push for alternative trade and investment policies which fully respect states' obligations under international law and in their constitutions and domestic law to human rights, including the right to education, and that stimulate job-based growth, provide decent work, respect Indigenous peoples' rights, raise the living standards of all peoples, and ensure environmentally sustainable development.
21. To campaign to require that all pending and future trade agreements should be subject to a vigorous and transparent regime of scrutiny and consultation, ensuring that they are of benefit and acceptable to the millions of people affected by their content, in all countries covered by the agreement.

2015 World Congress Resolution on Young and Early-Stage Teachers, Researchers and Support Personnel

The 7th Education International (EI) World Congress meeting in Ottawa, Canada, from 21nd to 26th July 2015:

1. Reaffirming EI's commitment to equity and inclusiveness within teachers' and educators' unions and organisations;
2. Recognising the importance of ensuring the sustainability and continued relevance of EI member organisations at the national level as much as internationally;



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3. Denouncing the poor and unacceptable treatment of many young and early stage teachers, researchers and support personnel who are denied decent working conditions, access to training and development and who suffer low pay, low status and heightened job insecurity;
4. Further recognising that the future of the teaching profession depends on securing the professional status and esteem of young and early stage teachers, researchers and support personnel;
5. Noting that the increasing populations in different regions, but especially in the global south, demand additional education facilities and personnel to meet their educational needs, and, therefore, provide considerable potential for EI member organisations to increase their membership, especially by recruiting newly appointed teachers and other education personnel; as this will ensure the sustainability of the important work that teachers' unions and organisations do to secure quality education for all and safeguard students' right to education, as well as student, educator and education support personnel rights within education, into the future;
6. Observing that many EI affiliates are implementing policies on young and early stage teachers, researchers and support personnel at the national level;
7. Referring to the recommendations of the EI Organising Network (OrgNet) and the 2nd EI World Women's Conference (Dublin, Republic of Ireland, April 7-9 2014);
8. The 7th World Congress:
 - a. Calls on EI members to document and share with Education International experiences and best practices in the recruitment and development of early career support programs that aid in the retention of young and early stage teachers, researchers and support personnel, in order to stimulate debate, exchange ideas and action on this issue across and within regions;
 - b. Urges EI member organisations to ensure that the needs and priorities of young and early stage teachers, researchers and support personnel are reflected not only in organisational policies, but also within collective bargaining processes;
 - c. Further urges EI member organisations to focus on developing the capacity and awareness of young and early stage teachers, researchers and support personnel with regard to union values;



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d. Requests EI members to launch new or strengthen existing mobilisation campaigns and activities targeting potential young and early stage teachers, researchers and support personnel; and to make concerted efforts to ensure that young and early stage teachers, researchers and support personnel are adequately represented within organisational structures, and are empowered to participate in decision-making processes within their unions, including as members of collective bargaining teams;

e. Requests EI members to coordinate with government bodies and tertiary education programmes to advance teaching as a desired professional path and a stable career choice. This should include promoting low- or no-cost higher education and training, offering peer counselling and mentoring by colleagues who have been trained for this role, from the beginning of every teacher's career, and making continuous professional development an essential element in every teacher's career;

9. Mandates the EI Executive Board:

a. To collect, publish and disseminate the experiences and best practices of EI member organisations in the recruitment and development of early career support programs that aid in the retention of young and early stage teachers, researchers and support personnel. These programs include, but are not limited to mentoring, classroom observations and support from experienced trainers in the first years of teaching;

b. To promote, facilitate and monitor the participation of young and early stage teachers, researchers and support personnel from member organisations in EI activities;

c. To develop a strategy to encourage member organisations to let young elected members represent them in EI structures at the global and regional levels, paying close attention to gender and other inequalities that often intersect with each other and may lead to the marginalisation of certain young educators;

d. To closely follow up and monitor results with regard to the strategy decided on for the inclusion of young and early stage teachers, researchers and support personnel decided.



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2015 World Congress Resolution on Public Research and Scientific Academic Freedoms

The 7th Education International (EI) World Congress meeting in Ottawa, Canada, from 21st to 26th July 2015:

Recognises that:

1. In most of the world's countries, reforms to the organization and funding of public research steer research mainly for short-term economic and, to some extent, societal interests.
2. As a result, funding for public research laboratories increasingly depend on guidelines defined by policies which have not been evaluated within the scientific community or in society.
3. Research questions facing scientists are relegated to the background by political orders imposing an obligation of innovation and transfer to industry, which it is hoped would be the key to solving the economic crisis.
4. Such policies are based on concepts of New Public Management aimed at organizing the steering of research and researchers. Per-project funding is quickly becoming the most common form of research funding. Current reforms end up curbing scientific freedoms and significantly reducing the time that researchers have to effectively carry out research activities.
5. One of the major consequences of per-project funding is the explosion of precariousness, particularly for young scientists, to the detriment of stable and permanent jobs.
6. In response to these attacks on public research, EI must initiate a global campaign in support of freedom of research and academic freedom on the following basis.
7. Research must be free. This involves freedom of initiative and realization of research and independence for researcher who must be protected from any pressure whatsoever. Research must contribute to increasing knowledge in all fields, the sole guarantee of human intellectual and cultural well-being. Research can only contribute to improving the planet's prospects for the future and develop in the interest of human societies if the two fundamental freedoms are guaranteed: freedom of research and academic freedom.



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8. In order to guarantee these freedoms and the development of research, researchers, teacher-researchers, engineers and technicians must benefit from the best possible working conditions, and in particular stable jobs and decent wages.
9. Democratic requirements make scientific knowledge global common goods. While working towards scientific democracy which promotes debates and the joint development of knowledge between researchers and civilian stakeholders, the States must guarantee intellectual freedom of research and the professional autonomy of the scientific field, which are the guarantors of scientific knowledge, upstream of the decisions aimed at developing public policy.



Your Speakers

Christian ADDAI-POKU is President of Ghana's National Association of Graduate Teachers (NAGRAT).

Dr. Yaw BAAH is the Secretary General of the Ghana Trades Union Congress (TUC).

Dr. Miguel BELTRÁN is a Colombian academic. He was imprisoned twice since 2009 convicted on bogus charges. He was acquitted from his 8 year sentence in early September this year when the Colombian Supreme Court ruled that the charges against Miguel Beltrán were illegal and based on illegal evidence.

Beth BUTTON (Twitter: @BethButton) is an Executive Committee member of the European Students' Union (ESU). She was previously the President of the National Union of Students Wales. Beth has a Bachelor in Sociology and Education from Cardiff University.

Amjad DABABAT is the Chairman of the Palestinian Federation of Unions of University Professors and Employees (PFUUPE)

Mamadou DANSOKHO is Professor at the Faculty of Economics and Management at University Cheikh Anta Diop (UCAD) and is Director at the Department of Rural Sector Consortium for Economic and Social Research Department (CRES) in Dakar, Senegal. He focusses on political economy and development economics.

David DZATSUNGA is the President of the College Lecturers Association of Zimbabwe (COLAZ), the only union that organizes in higher and tertiary institutions in Zimbabwe. During David's Presidency, COLAZ has managed to wither unprecedented victimization by the authorities in the Ministry of Higher and Tertiary Education in Zimbabwe. Besides lecturing , David is a celebrated playwright and theatre director in his native Zimbabwe and has done a few local film productions with a focus on rights issues.

Alexander Kyei EDWARDS is a Senior Research Fellow and the Acting Head of Department, Centre for Educational Policy Studies (CEPS) at the Institute for Educational Research and Innovations Studies (IERIS), University of Education, Winneba. His research focuses on educational leadership, school organizational culture, and human performance technology.

David EDWARDS (Twitter: @daveswords) is Deputy General Secretary of Education International where he directs EI's work in the areas of Education Policy, Employment and



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Research. He also oversees the coordination of many of EI's standing bodies like the Research Network, Organizers Network, OECD Advisory Committee, Early Childhood Taskforce, VET Taskforce, Education Support Personnel Taskforce and the Higher Education work.

Dr. Harry Lawson KWAKU AGBANU is the President of University Teachers Association of Ghana (UTAG).

Stanislaus NABOME is the General Secretary Ghana's National Association of Graduate Teachers (NAGRAT).

Assibi NAPOE is the Chief Coordinator of EI Africa Regional Office.

Jane Naana OPUKU AGYEMANG is the Minister for Education in Ghana since 2013. She taught and worked at the University of Cape Coast since 1986. She has held various academic positions including Head of the Department of English, Dean of the Faculty of Arts, Warden of Adehye Hall, Valco Trust Fund Post-Graduate Hostel, and Dean of School of Graduate Studies and Research. From 1997, she has held the position of Academic Director of the School for International Training in the History and Cultures of the African Diaspora. From 2008-2012 she was the University's Vice Chancellor and the first female Vice-Chancellor of a state University in Ghana.

David ROBINSON (Twitter: @CAUT_ACPPU) is the Executive Director of the Canadian Association of University Teachers. Prior to joining CAUT, David was the Senior Economist with the Canadian Centre for Policy Alternatives, Canada's leading progressive think-tank. He has also been a Lecturer at Simon Fraser University in Burnaby, British Columbia, and Carleton University in Ottawa. He is the author of a number of articles, reviews, and reports on higher education and research policy, technical vocational education and training, and international trade and investment agreements. David is also an EI Special Advisor on higher education issues.

Marième SAKHO DANSOKHO is an EI Executive Board member and the General Secretary of the Syndicat des Professeurs du Sénégal (SYPROS).

Yamile SOCOLOVSKY (Twitter: @ysocolovsky) is Political philosophy lecturer at the Universidad Nacional de la Plata, Argentina and Director of the Institute for Studies and Training of CONADU (IEC-CONADU). She is International Relations Secretary of CONADU Secretary for training, research, projects and statistics of the Central de Trabajadores de la Argentina (CTA).



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Nelly STROMQUIST is Professor of international education policy in the Department of Counseling, Higher Education and Special Education at College of Education, University of Maryland. She specializes in issues related to social change and gender, which she examines from the perspective of critical sociology. Her research interests focus on the dynamics of educational policies and practices, gender relations, and equity, particularly in Latin America. She holds a Ph.D. in International Development Education from Stanford University. She is author of numerous articles and several books. Among the books as sole author, most recent are *Feminist Organizations and Social Transformation in Latin America* (2006); *Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge* (2002); and *Literacy for Citizenship in Brazil: Gender and Grassroots Dynamics in Brazil* (1997). She is also co-editor of *The World Bank and Education: Critiques and Alternatives* (2012) and editor of *La construcción del género en las políticas públicas: Perspectivas comparadas desde América Latina* (2006) and *Globalization and Culture: Integration and Contestation across Cultures* (2000). She is former President of the Comparative and International Education Society (CIES) and a CIES Honorary Fellow.

Peter J. WELLS is the Chief of Higher Education at UNESCO Headquarters in Paris. Prior to this, he was the Higher Education Programme Specialist at UNESCO and Director of the European Centre for Higher Education (UNESCO-CEPES). He was previously Director of Bucharest College in Romania and Academic Dean at the Higher Colleges of Technology in the UAE. He has author, co-author and editor of numerous volumes, articles and reports on key topics of higher education reforms, policies and systems.

Elizabeth WHEELAHAN is an Associate Professor and the William G. Davis Chair in Community College Leadership at the Ontario Institute for Studies in Education, University of Toronto. She started her career as a teacher in technical and further education (TAFE) in the vocational education and training (VET) sector in Australia in 1994, and has been researching VET and working with VET teachers ever since. Her research interests include privatisation in VET and the importance of publicly funded, strong VET institutions. Prior to leaving for Canada at the beginning of 2014, Elizabeth contributed considerably to public debates about VET in Australia, including debates about the privatisation of vocational education and problems associated with the mandatory implementation of competency-based training curriculum in VET. She has also undertaken research on the quality of teaching in vocational education and training, the relationship between the VET and higher education sectors, student equity in tertiary education and tertiary education policy.



Annex I - FNEEQ, FPPU and FQPPU proposal regarding privatization in higher education

We would like to propose a discussion on the issue of privatization in higher education. The aim of this process is to follow up on 5th Education International (EI) World Congress report on privatization (July 2007), which reasserts that “education is not a commodity and should not be privatized,”² and that it should be excluded from all international trade agreements.

Background

The expanding role of the corporate sector (private, for-profit) in education is a direct result of State disengagement in public education funding, from early childhood education to higher education. This “defunding” curtails the training and research activities that universities are able to conduct, increases the workload for all categories of employees and puts huge pressure on the institutions to diversify their sources of financing. The result is heavier reliance on tuition fees and related charges, various user-fees for student services, private funds for directed research and investments aimed more at boosting the commercial image of donor companies than to supporting the production and transmission of knowledge that can help promote community development. This has far-reaching consequences that can be summed up as follows:

- Transformation of the State-university relationship: disengagement and laissez-faire attitude, “free competition” among institutions;

² *Hidden privatisation in public education*, Ball and Youdell, 2007, p.4



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- Government approach that “invites and incites” universities to expand their sources of funding (giving greater influence to the private sector, notably in the areas of health, management, pure and applied sciences, etc.);
- Growing omnipresence of a “managerial fundamentalism” approach directly inspired by the new public management system: disappearance of collegiality, centralization of decision-making powers and marginalization of the university community, growing number of outsiders on boards of directors, heightened competition among universities at the expense of cooperation and collaboration, objectives centred on international rankings and performance (number of foreign students) rather than on the fundamental missions of education;
- Fragmentation of the workload: contractualization and casualization of teaching staff, researchers and research professionals;
- Pressure on the conventional “teacher-research-community service” model, multiplication of statuses (for the purposes of hiring flexibility, piecemeal hiring of specialists under various titles, lower HR costs, management rights, etc.), increase in tasks performed by graduate students (integrated financing), non-replacement of permanent teachers after retirement, etc.;
- Among professional staff, job quality is mainly linked to the duration of funding, which further accentuates precarity. Over 60% of the employees in this category are women;
- With increased privatization comes a major shift away from the “knowledge economy” and towards the “economic profitability of knowledge.” By promoting profit-seeking, directed research, we are opening ourselves up to a major risk: tying universities too closely to corporate interests and eroding the critical function of education.

Conclusion

In short, we are up against the sway of the Anglo-Saxon inspired model of neoliberalism. In the late 1950s, for example, 75% of college and university professors in the U.S. were permanent and 25% contingent. Today, those numbers are exactly reversed and a movement is under way in many states to abolish tenure altogether. Margaret Thatcher waged a similar assault against tenure in England in the 1980s. This way of approaching human resources management—traditionally absent from universities—is the direct outcome of an all-



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encompassing entrepreneurial world view. By joining forces against these concerted attacks, a united international university community could help promote awareness and put a stop to the dismantling of the lifework and mission of our universities. Who better than the university community to champion the cause of higher education in a context where leadership has broken its commitment to workers as well as to students?

“The representatives of FNEEQ, FPPU and FQPPU—all EI affiliates—wish to address the issue of privatisation in universities during EI’s 10th International Further and Higher Education and Research Conference in Accra on 14-16 November 2016 in order to discuss and debate a global response to the harmful perversion of the role of universities in Quebec and around the world. This exercise could help identify key elements for further discussion and action in the coming years.”

Sylvain Marois, Vice President, Fédération nationale des enseignantes et enseignants du Québec (FNEEQ)

Jean-Marie Lafortune, President, Fédération québécoise des professeures et professeurs d’université (FQPPU)

Bernard Gaucher, President, Fédération du personnel professionnel des universités et de la recherche (FPPU)