



GLOBAL
EDUCATION
CONFERENCE

UNITE FOR QUALITY EDUCATION

27-30 MAY 2014
MONTREAL

READER



Education International
Internationale de l'Éducation
Internacional de la Educación

Only publically funded education systems can give all children and young people the opportunity to receive a high quality education. At the centre of successful education systems are strong self-confident teaching professions represented by strong self-confident unions. This conference will explore policies, which ensure that all children and young people receive, on an equitable basis, a high quality education. The Education International Education Policy Paper agreed at EI's 2011 World Congress sets out its policies on high quality education.



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UNITE FOR QUALITY EDUCATION
Better education for a better world





Acknowledgements



United Nations
Educational, Scientific and
Cultural Organization



Global Education First Initiative

The UN Secretary-General's Global Initiative on Education



Education International (EI) would like to take this opportunity to extend its appreciation to the member organizations in Canada for their generous support in organizing and facilitating the attendance of education unionists from all over the world at this conference:

Centrale des syndicats du Qu6bec (CSQ)

F6d6ration Nationale des Enseignantes et Enseignants du Qu6bec (FNEEQ)

F6d6ration qu6b6coise des professeures et professeurs d'universit6 (FQPPU)

F6d6ration du personnel professionnel des universit6s et de la recherche (FPPU)

Canadian Teacher's Federation - F6d6ration canadienne des enseignantes et des enseignants (CTF-FCE)

Canadian Association of University Teachers - Association canadienne des professeures et professeurs d'universit6 (CAUT-ACPPU)

We would also like to express our appreciation to our partners, the *United Nations Educational, Scientific and Cultural Organisation* (UNESCO) and the *Global Education First Initiative Secretariat* (GEFI), for their support and contributions.

We would also acknowledge the consultative relationship which we have with the *OECD*, on education matters, in particular. We look forward to continuing to exploit those consultative opportunities to influence its policies and activities. The EI OECD conference plays a vital part in that process.



Share your thoughts and pictures of the conference on social media!
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Foreword

Welcome to Education International's Unite for Quality Education Conference!

For EI, being the voice of educators worldwide means ensuring that quality and equality are at the core of our work. Regardless of cultural differences, we are united globally in our efforts to not just be knowledge workers, but wisdom workers. Our role is not limited to reacting to events and circumstances, but includes charting new routes, deepening understanding and entering into and shaping the debates around what kind of education will help create a better world.

You are with us this week at a pivotal moment in the life of the Unite campaign that we launched last October on World Teachers Day. Over the past six months of our action year we have focused on mobilising around a broad and bold vision of quality education that rests on three pillars.

The first concerns the quality of our professions and the need to ensure that the practitioner's experience and pedagogical knowledge are prioritized over fads and imported reforms. This means getting serious about how we select people for teaching and related education professions, how we train them and provide them with continuous learning replete with the time, resources and collaboration that enables quality teaching to occur in every classroom. We must also, of course, retain them in education by providing them with adequate pay and terms and conditions of employment. Society must also respect the professional contribution of educators by providing consultative structures through which they can make their expertise available in the development of quality education systems. We must remember that in some parts of our world we still lack enough teachers to teach all children in our schools not to mention those millions of children who are not in school.

The effort to train, develop and retain teachers only gets us part of the way if we are not providing education professionals with the second pillar: adequate tools to apply their knowledge, skills and beliefs. Relevant curriculum, technology, and teaching and learning materials are critical to the delivery of quality education. This is especially true in the case of new technologies in education. Educators must have the support of the enormous power and outreach of the internet and other modern technologies to assist them.

Our third pillar, quality teaching and learning environments, should be comfortable, safe and secure, with the appropriate facilities to encourage student learning and to enable teachers to teach effectively.

The EI OECD session will kick-start the Unite for Quality Education Conference. This part of the event considers the impact and relevance that our three pillars of quality education have on education policy making in OECD-member countries. One message stands out: there is no substitute for high quality teaching and that means high quality teachers. The recent International Summit on the Teaching Profession (ISTP) explored aspects of the themes to be addressed in the EI OECD session. The plenaries and breakout sessions enable delegates to delve deeper and to contribute to EI's development of the Education Policy Paper adopted at its 2011 World Congress. Together, they provide an opportunity to consider global objectives proposed by our affiliates at the ISTP 2014, and provide higher education affiliates with a central role in the EI debate on quality education in OECD countries.

Speaking as the voice of the profession is the strength of EI's teacher and higher education unions. The EI OECD session provides an opportunity for dialogue and policy development on the future of public education in the OECD. I look forward to the discussions and recommendations and development plans that will emerge from them to inform our work as we move forward.

We are uniting and organizing globally, nationally and locally to make the human right to universal, free, quality education a reality. We cannot accomplish this alone, which is why we would like to thank our partner organizations, GEFI, UNESCO, OECD, GPE and those in GCE and many more for joining forces with us.

Welcome to Montreal!


Fred van Leeuwen
General Secretary of EI




UNITE FOR QUALITY EDUCATION

Better education for a better world




 <http://www.pinterest.com/eduint/unite-4-education/>

 <http://www.facebook.com/unite4education/>

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www.unite4education.org

 Unite for Education is a campaign of Education International

Preface

Education International (EI) launched its campaign “Unite for Quality Education” on World Teachers’ Day, 4 October 2013, at UNESCO in Paris and at UNICEF in New York City.

The campaign, which will run for one year until World Teachers Day 2014 on 5 October, involves all EI member organisations, and organisations with similar aims throughout the world, to highlight the importance that high quality education has on both the future of individuals and society.

Aim and Objectives of the conference

The conference will create a platform for member organisations and education partners to join forces and mobilise around a shared vision of quality education, with quality teachers, tools and resources and safe and supportive teaching and learning environments at its core. The specific objectives of the conference are:

- 1) To discuss strategies for promoting free access to quality education
- 2) To discuss measures for improving the quality of teaching and teachers’ motivation (including teacher training, professional development and support)
- 3) To debate the role of modern teaching and learning tools and resources in achieving quality education
- 4) To identify measures for creating supportive, safe and healthy school environments
- 5) To review progress toward the achievement of the Education for All (EFA) and Millennium Development Goals (MDGs), and collaborate on how to ensure the inclusion of free quality education for all in the post-2015 global education strategy.

Format of the conference

The Conference will take place over four days and will include a number of elements. On day one, the session targeted at EI affiliates from OECD countries, will take place. On the second and third days the conference will be organized in collaboration with UNESCO and the Global Education First Initiative (GEFI). The fourth and final

day will be dedicated to EI member organisations only, and will be devoted to the consideration and planning of activities for the culmination of the Unite for Quality Education Campaign in late September/early October, 2014.

This Conference Reader includes a detailed programme of the conference week, with a description of panels and workshops and background information on speakers.



Conference Venue Information

Hotel Contact Information:

Hyatt Regency Montréal
1255 Jeanne-Mance
Montréal, Québec, Canada, H5B 1E5
Tel: +1 514 982 1234

Please note that the Reception of the hotel is located on Level 6.

Hotel Website – <http://montreal.hyatt.com>

Please refer to the hotel website for all information regarding local sites, history and hotel information.

Conference Venue

The conference will take place in the Grand Salon Opera, which is located on Level 4 of the hotel.

A number of other rooms will be utilised during the conference for Workshops – these will be indicated with signage on the day.

Internet

For all guests of the Hyatt, wireless internet is included with the hotel room. The internet can be used all over the hotel at no additional cost. If you are not staying at the Hyatt, Wi-Fi is available in the lobby of the hotel free of charge.

Business Centre

The business centre is available 24/7 and is located on Level 6, close to the reception.

Registration

Registration will be open on:

Monday 26 May

from 2:00 pm to 6:00 pm - Hotel Lobby

Tuesday 27 May

from 7:00 am to 7:00 pm – Grand Salon Opera Foyer

Wednesday 28 May

from 7:00 am to 5:00 pm – Grand Salon Opera Foyer

Information Desk

The information help desk will be located in the Grand Salon Opera Foyer, and will be open on:

Wednesday, 28 May, from 7:00 am to 5:30 pm

Thursday, 29 May, from 8:30 am to 5:00 pm

Interpretation

During the Plenary Sessions, held in Grand Salon Opera there will be simultaneous interpretation in English, French and Spanish.

Workshops that take place in the main Plenary room will have simultaneous interpretation in English, French and Spanish. Languages of other workshops will be confirmed at Registration.

Interpretation Equipment

Each 'head set' consists of ear phones and a receiver unit. These will be placed on the tables in the Plenary and should not be removed from the room. A technician will be at the back of the room during the meeting to assist with any problems relating to the interpretation equipment.

Head sets are expensive pieces of equipment and therefore expensive to replace. They cannot be used for any other purpose. Any mislaid headsets will be charged to EI, so please make sure that you do not remove them from the premises.

Exhibition Space

Space will be available in the Grand Salon Opera Foyer for participants to display information, leaflets and any other materials.

Catering

During the conference coffee, tea and soft drinks will be provided once in the morning and once in the afternoon at the designated breaks in the Grand Salon Opera Foyer.

Conference Venue Information

Lunch on Monday and evening meals will not be provided during the conference.

A buffet lunch will be served on:

Tuesday 27 May in the Grand Salon Opera Foyer

Wednesday 28 May in the Soprano ABC

Thursday 29 May in the Soprano ABC

Friday 30 May in the Grand Salon Opera Foyer

Social Events

Tuesday 27 May

All participants are invited to an informal Welcome Reception at 5:30 pm in the Grand Salon Opera Foyer, Level 4.

Wednesday 28 May

The EI Canadian Affiliates – CSQ, FNEEQ, FQPPU, FPPU, CTF, CAUT are kindly hosting a cocktail evening for all participants. This will take place at 6:00 pm on the Terrace des Festivals, Level 6.



Conference Programme

Tuesday 27 May 2014: Conference of EI affiliates in OECD member countries

07:00 – 09:00 *Registration*

09:00 – 09:15 Introductions

- Opening Remarks* Susan Hopgood, President, EI
- Welcome by* Harout Chitilian, Deputy Chairman of Executive Committee, City of Montreal
- Introduction* “OECD and Education Policy Development”
Fred van Leeuwen, General Secretary, EI

09:15 – 11:00 First Plenary: Achieving Equity and Inclusion in Public Education Systems

- Chair:* Randi Weingarten, President, AFT/USA
- Presenter:* Beatriz Pont, Senior Policy Analyst, DG-Education and Skills (OECD)
- Respondents:* Christopher Edley Jr., The Honorable William H. Orrick Professor of Law, Director, Chief Justice Earl Warren Institute on Law and Social Policy, University of California, Berkeley School of Law
John Bangs, EI Special Consultant; Chair, TUAC Education WG

11:00 – 11:30 *Break*

11:30 – 12:30 Workshops with recommendations:

WS 1 and 3 will include consideration of objectives arising from the International Summit on the Teaching Profession (ISTP)

WS 1: “Excellence through Equity: Giving every student the chance to succeed”

- Moderator:* John Bangs, EI Special Consultant; Chair, TUAC Education WG
- Discussion Starter:* Dianne Woloschuk, President, CTF-FCE/Canada

WS 2: “Equity of access to higher education”

- Moderator:* Grahame McCulloch, General Secretary, NTEU/ Australia
- Discussion Starter:* Patrick Montjourides, Programme Specialist, UIS/Canada
David Robinson, Executive Director, CAUT/Canada

WS 3: “Equity of an integral feature of an inclusive education system”

- Moderator:* Walter Dresscher, President, AOb/ Netherlands
- Discussion Starter:* Judith Nowotarski, President, NZEI Te Riu Roa/ New Zealand

Conference Programme

12:30 – 14:00 *Lunch*

14:00 – 15:45 *Second Plenary: Teacher Policy and High Quality Teaching in the 21st Century*

Chair: Dennis Van Roekel, President, NEA/USA
Presenter: Dennis Shirley, Professor at the Lynch School of Education, Boston College
Respondents: Marlis Tepe, President, GEW/ Germany
José Campos Trujillo, EI Executive Board Member/Spain

15:45 – 16:15 *Break*

16:15 – 17:15 *Workshops with recommendations:*

WS 4: “Achieving conditions for high quality teaching in the 21st century”

Moderator: Angelo Gavrielatos, Federal President, AEU/Australia
Discussion Starter: Louise Chabot, President, CSQ/Canada

WS 5: “Education in the 21st century: The challenges of quality and equity”

Moderator: Dorte Lange, Vice-President, DLF/Denmark
Discussion Starter: Laurent Escure, General Secretary, UNSA – Education/France

17:15 – 17:30 *Conclusions by Susan Hopgood, President, EI*

17:30 – 19:00 *Cocktail Reception hosted by Education International*



Message from UNESCO

As you know, Education International launched its campaign, Unite for Quality Education: Better Education for a Better World, at UNESCO Headquarters, on the eve of World Teachers' Day in October 2013.

Since then, the campaign has gone global, stretching from the Democratic Republic of Congo and Ireland to Malta and the Philippines.

This draws on Education International's vast network, with 30 million members in 170 countries.

The goal of the initiative is to mobilise stronger collective action to promote universal and free quality education for all.

The same spirit guides UNESCO in promoting Education for All, and in spearheading the Global Education First Initiative, launched by the United Nations Secretary General.

UNESCO is bringing the full force of its mandate and experience, to support Governments in tackling the barriers to schooling and learning, so that every girl and boy can exercise their human right to a quality education.

The stakes are high, because we face today a global learning crisis, with 250 million children not acquiring basic skills, even after many years in school.

In many countries, the quality of education is undermined by a deficit of teachers.

In too many countries, teachers work without resources or proper training.

We need a new push for quality education – through enhanced access, through innovative resources for teacher training, through safe and supportive environments.

This is essential as countries accelerate towards 2015 and as we shape a new development agenda to follow, with quality education at its heart.

Education is a force for individual dignity and fulfilment – it is also the most powerful tool to eliminate poverty and set societies on the path towards sustainable development.

No child should be left behind due to lack of resources.

Success requires we all work together, and this Conference is an excellent opportunity to explore new strategies for quality teaching and learning, to give young generations the tools to become global citizens and agents of positive change.

I wish to thank all partners of the Unite for Quality Education campaign, the Champion Countries of the Global Education First Initiative, and all participants of this Conference.

I wish you productive discussions and look forward to your conclusions.

Irina Bokova
Director-General of UNESCO

Conference Programme

Wednesday 28 May 2014: Unite for Quality Education Conference

07:30 – 09:00 *Registration*

09:00 – 09:30 Introductions

Opening Remarks Susan Hopgood, President, EI

Welcome by Louise Chabot, President, CSQ/Canada

09:30 – 09:40 UNESCO Video Address by Irina Bokova, Director General, UNESCO

Introduced by David Atchoarena, Director, Division for Teacher Development and Higher Education, UNESCO

09:40 – 10:20 Keynote Address: Uniting for a Broader and Bolder Vision of Quality Education

Introduced by Fred van Leeuwen, General Secretary, EI

Speaker Pasi Sahlberg, Visiting Professor, Harvard Graduate School of Education; Director General, CIMO/Finland

10:20 – 10:30 Conference Overview and Flow

10:30 – 11:00 *Break*

11:00 – 12:30 First Plenary: Education Governance - The Challenge of Providing and Financing Quality Education

Chair: Angela Roberts, President, NZPPTA/New Zealand

Discussion Starters: Denise Gallucci, Chief Executive Officer, GEMS Americas,
Hugh McLean, Director, OSF
Pierre Antoine-Harvey, Senior Economist, CSQ/Canada

Followed by Q&A

12:30 – 14:00 *Lunch*

14:00 – 15:30 Workshops with commitments and recommendations:

WS 1: "Quality teaching: Strategies for promoting quality teacher education and development"

Moderator: Mugwena Maluleke, General Secretary, SADTU/South Africa

Discussion Starters: Dennis Shirley, Professor at the Lynch School of Education, Boston College



Josée Scalabrini, President, CSQ-FSE/Canada
Francisca Castro, Secretary General, ACT/Philippines

WS 2: “Quality teaching and learning tools, materials and technology: Ensuring appropriate curricula and teaching and learning resources for all”

Moderator: Lily Eskelsen García, Vice-President, NEA/USA

Discussion Starters: Barnett Berry, Chief Executive Officer, CTQ
Christine Blower, General Secretary, NUT/UK
Jelmer Evers, Teacher, UniC /Netherlands

WS 3: “Quality, supportive and safe environments for teaching and learning: Creating healthy and safe school environments for effective teaching and learning”

Moderator: Joany Krijt, Vice-President, CNV-Onderwijs/Netherlands

Discussion Starters: Sean Slade, Director, Whole Child Programs, ASCD
Cheryl Perera, GEFI -Youth Advisory Group; President, OneChild
Marième Sakho Dansokho, General Secretary, SYPROS/Senegal

WS 4: “Special Training Session: Advocacy on post-2015 education strategy and the future of education”

15:30 – 16:00 Break

16:00 – 16:30 Brief reports from workshops, commitments and recommendations

Chair: Haldis Holst, Deputy General Secretary, EI

Rapporteurs: WS 1: Samidha Garg, International Secretary, NUT/UK
WS 2: James Tweheyo, General Secretary, UNATU/Uganda
WS 3: Richard Langlois, International Secretary, CSQ/Canada
WS 4: Angelo Gavrielatos, Federal President, AEU/Australia

16:30 – 18:00 Second Plenary: Education for Global Citizenship

Chair: Dennis Van Roekel, President, NEA/USA

Discussion Starters: Vibeke Jensen, Director of the Secretariat, GEFI
Chris Castle, Chief, Section of Health and Global Citizenship Education, UNESCO
Stella Maldonado, General Secretary, CTERA/Argentina

Followed by Q&A

18:00 – 20:00 Cocktail

Hosted by Centrale des syndicats du Québec, Fédération Nationale des Enseignantes et Enseignants du Québec, Fédération québécoise des professeures et professeurs d’université, Fédération du personnel professionnel des universités et de la recherche, Canadian Teacher’s Federation and Canadian Association of University Teachers

Thursday 29 May 2014: Unite for Quality Education Conference

09:00 – 10:30 *Third Plenary: Inclusive Education - Strategies for Achieving Equitable Participation in Education for a Just Society*

Chair: David Archer, Head of Programme Development, Action Aid International

Discussion Starters: Michelle Olivier, National Secretary, SNUipp-FSU/France
Lise Bastien, Director, FNEC/Canada
Maki Hayashikawa, Chief, Section of Learning and Teachers, UNESCO

Followed by Q&A

10:30 – 11:00 *Break*

11:00 – 12:30 *Workshops with commitments and recommendations:*

WS 1: “Quality teaching: Strategies for attracting and retaining quality teachers”

Moderator: Marvin Andall, President, CUT

Discussion Starters: Jens Vraa Jensen, Trade Union Advisor, DM/Denmark
Bahia Baalbaki, Educational Counselor, MEHE/Lebanon
Purna Kumar Shrestha, Global Advocacy and Research Adviser, VSO International

WS 2: “Quality teaching and learning tools, materials and technology: The role of ICT in education”

Moderator: Calvin Fraser, General Secretary, CTF-FCE/Canada

Discussion Starters: David Atchoarena, Director, Division for Teacher Development and Higher Education, UNESCO
Yamile Socolovsky, International Secretary, CONADU/Argentina

WS 3: “Quality supportive and safe environments for teaching and learning: The critical role of education support personnel in ensuring quality education”

Moderator: David Robinson, Executive Director, CAUT/Canada

Discussion Starters: Paul Goulter, National Secretary, NZEI Te Riu Roa/New Zealand
Angela Wijesinghe, General Secretary, ACUT/ Sri Lanka

WS 4: “Special Training session: Post-2015 education strategy and the future of education”

12:30 – 13:00 *Brief reports from workshops conclusions and recommendations*

Chair: Haldis Holst, Deputy General Secretary, EI

Rapporteurs: WS 1: Samidha Garg, International Secretary, NUT/UK
WS 2: James Tweheyo, General Secretary, UNATU/Uganda
WS 3: Richard Langlois, International Secretary, CSQ/Canada
WS 4: Angelo Gavrielatos, Federal President, AEU/Australia



13:00 – 14:30 *Lunch*

14:30 – 16:00 *The Role and Purpose of Education in the 21st Century*

Chair: John Bangs, EI Special Consultant; Chair, TUAC Education WG

Speakers: Alice Albright, Chief Executive Officer, GPE
Georges Haddad, Professor, University of Sorbonne

Followed by Q&A

16:00 – 16:30 *Break*

**16:30 – 17:30 *Conclusions of the Conference by David Edwards, Deputy General Secretary, EI
Concluding Remarks “Moving Forward with the Unite for Quality Education Campaign”
by Fred van Leeuwen, General Secretary, EI***

Friday 30 May 2014: Unite for Quality Education Campaign - Planning Session

09:00 – 09:15 Introduction

Fred van Leeuwen, General Secretary, EI

09:15 – 09:30 Latest Developments: Impact of our advocacy work

David Edwards, Deputy General Secretary, EI

09:30 – 09:45 The Final Phase of the Campaign: Key culmination events

Charlie Lennon, Deputy General Secretary, EI

09:45 – 10:00 World Teachers' Day, 5th October, 2014: A celebration

Haldis Holst, Deputy General Secretary, EI

10:00 – 10:30 Break

10:30 – 12:00 Working Groups by "region":

<i>ACCERS:</i>	Huda Khoury and Taher Dhaker
<i>Africa:</i>	Assibi Napoe and Mugwena Maluleke
<i>Asia-Pacific:</i>	Shashi Bala Singh and Susan Hopgood
<i>Europe:</i>	ETUCE and Christine Blower
<i>Latin America:</i>	Combertty Rodríguez and Stella Maldonado
<i>North America and Caribbean:</i>	David Robinson, Dennis Van Roekel, Marvin Andall and Julian Monrose

How are we going to engage with the final phase of the campaign?

What will we do in September?

How can we help with the key culmination events?

What will we do on World Teachers' Day?

12:00 – 12:45 Report back and conclusions

Chair: Susan Hopgood, President, EI

Concluding Remarks: Fred van Leeuwen, General Secretary, EI

12:45 – 13:30 Lunch



UNITE FOR QUALITY EDUCATION
Better education for a better world

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www.unite4education.org/voices



Session Descriptions

EI OECD Conference - Tuesday 27 May

First Plenary: Achieving Equity and Inclusion in Public Education Systems

Time: 09:15 – 11:00

Venue: Grand Salon Opera ABC

Languages: English, French and Spanish

The background to Beatriz Pont's presentation in this plenary is the OECD Report 'Equity and Quality in Education: Supporting Disadvantaged Students and Schools' as well as the forthcoming OECD publication 'Education Policy Outlook,' which provides a comparative analysis of education systems. Pont served as project manager for both studies. Pont's work on the relationship between disadvantage, equity and student achievement also reflects the key themes of the International Summit on the Teaching Profession 2014.

The plenary presentation and contributions from respondents will spark a conversation with the floor facilitated by the Plenary Chair.

References:

- OECD Report "Equity and Quality in Education: Supporting Disadvantaged Students and Schools"
<http://www.oecd.org/education/school/50293148.pdf>
- Equity and Excellence Commission Report "For each and every child a strategy for education equity and excellence", Christopher Edley Jr.
http://cisac.stanford.edu/publications/for_each_and_every_child_a_strategy_for_education_equity_and_excellence/
- "Share My Lesson: Solution Driven Unionism", Randi Weingarten, WoE 42
<http://worldsofeducation.org/en/magazines/articles/195#.U2kB2Shpcnk>

Second Plenary: Teacher Policy and High Quality Teaching in the 21st Century

Time: 14:00–15:45

Venue: Grand Salon Opera ABC

Languages: English, French and Spanish

Professor Dennis Shirley teaches at the Lynch School of Education, Boston College and is one of the world's leading researchers on educational change. In addition to recently co-authoring 'The Global Fourth Way - The Quest for Educational Excellence' with Andy Hargreaves, he is the Editor-in-Chief of the Journal of Educational Change. He is also a leading campaigner for the achievement of the Millennium Development Goals. Shirley's work on the teacher enquiry project in Boston has been published in the Mindful Teacher, and his recent article, 'Teacher Policy and High Quality Education: Towards Achievement with Integrity', in EI's on-line magazine, Worlds of Education, provides the background for his presentation.

Conference participants will be able to discuss the issues covered in this plenary session after the designated respondents have reacted to Dennis Shirley's presentation.

References:

- "Teacher Policy and High Quality Education: Towards Achievement with Integrity", Dennis Shirley, WoE 42
http://worldsofeducation.org/en/magazines/articles/218#.U2j_GsuKAdU
- "Looking beyond simply scores: Observations about PISA", Dennis Van Roekel, WoE 42
http://worldsofeducation.org/en/magazines/articles/219#.U2j_a8uKAdU



- EI's Summary and Comment on PISA 2012.
www.ei-ie.org/en/news/news_details/2783

Workshop sessions:

Workshop 1: "Excellence through Equity: Giving Every Student the Chance to Succeed"

Time: 11:30-12:30

Languages: English, French and Spanish

What are the conditions in schools necessary for teachers to meet every child's needs? Education International sets out a series of conditions in its pamphlet for the 2014 International Summit of the Teaching Profession. They include: proper school funding including additional funding for disadvantaged schools; high quality training and professional development; awareness of the diverse needs of children from all backgrounds and the knowledge, skills and pedagogical repertoire to meet them; high levels of self-confidence and efficacy; and the financial compensation, working conditions and career structure which reflect the responsibilities of highly skilled professionals. Other important background conditions include: elimination of segregation of children into ability groups; outside support to schools provided by public sector services; staff/pupil ratios which enable one-to-one and small group tuition and support to schools providing community services.

Country delegations at the Summit were asked to set themselves a small number of key objectives for the coming year.

Questions for reflection and consideration:

- *What core objectives should governments set to achieve equal opportunity for all pupils?*
- *Is it possible to set them jointly with unions? If so, are there examples?*
- *How should unions be involved in setting those objectives?*

References:

- Country delegation objectives agreed at the 2014 International Summit on the Teaching Profession (ISTP – Closing Session - Watch)
<http://webcast.gigtv.com.au/Mediasite/Catalog/catalogs/ISTP2014>

Workshop 2: "Equity of access to Higher Education"

Time: 11:30-12:30

Language: English

This session will focus on securing equal access to quality higher and further education for all students. There are a range of issues that this workshop may wish to address, such as: What are the financial and non-financial barriers to student participation and how can they be overcome? How can programmes and courses encourage inclusion of all students wanting post statutory education while maintaining high quality teaching and research? What are the impacts of new technologies on access and quality? How is the growth of the for-profit sector affecting equity of access? What is the impact of international studies, such as AHELO, PIAAC and the OECD Skills Strategy on government higher and further education policy formation, and what strategies should unions adopt to influence their outcomes? Additional inputs will also be provided from UNESCO Institute for Statistics that has recently concluded a study on the long term effects of equity policy on higher education.



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The workshop could consider defining a small number of objectives on this theme for EI to consider.

Reference:

- UIS "Unequal opportunities in access to post-secondary education"
http://download.ei-ie.org/SiteDirectory/Education_and_Employment/GEC/Reader/FinalPoster1part50pct.pptx

Workshop 3: "Equity as an Integral Feature of an Inclusive Education System"

Time: 11:30-12:30

Language: English

In its pamphlet for the International Summit on the Teaching Profession, Education International suggested a range of actions governments should take to achieve inclusive education systems. For students from disadvantaged backgrounds they include: adequate learning resources to address disadvantage; creating a workforce which reflects students' demography; preparing teachers to work in disadvantaged schools; introducing career incentives for teachers willing to work in disadvantaged schools; providing regular professional development to address the effects of disadvantage; and guaranteeing effective employment conditions and security for education staff.

Effectively tackling the effects of all discrimination, such as gender and race, is important in achieving inclusive education systems. Effective training, professional development and selection of teachers and support staff from diverse backgrounds, as well as equality policies for all schools which they and their communities have created, are all vital. How to achieve inclusive education systems where governance has been decentralised was a key theme of the Summit. This issue was one which was open to consideration by country delegations.

Questions for reflection and consideration:

- *What core objectives should governments set to achieve inclusive education systems?*
- *Is it possible to set them jointly with unions? If so, are there examples?*
- *What actions should unions take in setting and those objectives?*

Reference:

- ISTP Pamphlet 2014
http://download.ei-ie.org/SiteDirectory/Education_and_Employment/GEC/Reader/EI_ISTP_Summit_2014_final_web.pdf

Workshop 4: "Achieving Conditions for High Quality Teaching in the 21st century"

Time: 16:15 – 17:15

Languages: English, French and Spanish

A range of studies, including EI's study by Professor John MacBeath on the Future of the Teaching Profession, and OECD's Teaching and Learning International Survey (TALIS), have highlighted the correlation between high levels of teacher self-confidence and self-efficacy (teachers knowing that they can make a difference), and effective education systems. This has led to the realisation that policies which focus on teachers are central to the success of education. Education International believes that there is overwhelming evidence that the teaching profession, through its unions, should be at the centre of creating effective teacher policies that should include: high quality teacher training and professional development; teacher feedback which supports teachers; teachers in charge of teaching standards; and distributed school leadership which encourages teacher leadership.

As EI and OECD, made clear at the International Summit on the Teaching Profession (ISTP), a consistent, equitable and coherent approach to the public funding of schools by governments is vital to the success of education systems.



Questions for reflection and consideration:

- *What are the main conditions, including background conditions, for achieving high quality teaching?*
- *Has the importance of qualified teachers for high quality teaching shifted in the 21st century?*
- *What does the development of new technologies signify for teachers and teaching?*

Reference:

- The Future of the Teaching Profession, 2012
<http://download.ei-ie.org/Docs/WebDepot/The%20Future%20of%20the%20Teaching%20profession.pdf>

Workshop 5: “Education in the 21st Century: The Challenges of Quality and Equity”

Time: 16:15 – 17:15

Languages: English and French

How to achieve high quality education for all is at the centre of the debate on the future of public education. There are policy makers and governments that think that all that is needed to achieve quality education is a narrow set of quality measures defined by government through ‘high stakes’ evaluation systems for students, teachers and schools. Policy makers often combine measures, such as testing and punitive evaluation, with a belief that privatisation and the deconstruction of public services is the key to quality. However, these measures are made despite the evidence that such approaches actually undermine quality, equity, innovation and creativity. Professor Pasi Sahlberg describes this as the Great Education Reform Movement, or ‘GERM’. On the other hand, some countries and policy makers, particularly those represented at the International Summit on the Teaching Profession, believe that equity can only be delivered in a coherent education system, with external support for teachers and schools provided by publically funded services and evaluation systems which seek to enhance that support.

Questions for reflection and consideration:

- *How is quality education defined?*
- *What sort of evaluation system, at all levels, should be in place?*
- *In a public education system what sort of system wide interventions should take place?*
- *How should they be organised? How can equity of student achievement be achieved?*

References:

- Education International Education Policy Paper
www.ei-ie.org/en/news/news_details/1929



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Session Descriptions

Unite for Quality Education Conference - Wednesday 28 May

First Plenary: Education Governance - The Challenge of Providing and Financing Quality Education

Time: 11:00-12:30

Venue: Grand Salon Opera ABC

Languages: English, French and Spanish

Education is a basic human right and a public good. However, despite the fact that most governments have adopted international conventions recognising the universal right to education, lack of implementation, political will and commitment have continued to hamper the realisation of this right. Insufficient financing has been the biggest barrier to the achievement of quality education for all. Evidence from the 2013/4 Education for All Global Monitoring Report (GMR) shows that the finance gap to achieve good quality basic education has continued to grow, and has reached US\$26 billion, putting the goal of getting every child into school far out of reach. Current trends show a decline in total aid to education, thus making it difficult to close the finance gap. Austerity and market-orientated education reforms, including privatisation, have translated into cuts in public funding for education in many countries, which results in inequality, salary and pension cuts, and worsens working conditions for teachers and education support personnel. This session will discuss the challenge of providing and financing quality education, with a view to coming up with possible solutions to the education financing crisis.

It will seek to address the following questions, among others:

- *Who should pay and provide education?*
- *What are the major bottlenecks and opportunities to providing and financing quality education for all?*
- *What concrete actions can education unions take to ensure that governments and development partners provide adequate financing to ensure quality education for all?*

References:

- The Future of the Teaching Profession
<http://download.ei-ie.org/Docs/WebDepot/The%20Future%20of%20the%20Teaching%20profession.pdf>
- EI Policy Paper
<http://pages.ei-ie.org/library/en/libraries/detail/157>
- Public Private Partnerships in Education
<http://download.ei-ie.org/Docs/WebDepot/PUBLIC%20PRIVATE%20PARTNERSHIP.PDF>
- Hidden Privatisation in Public Education
<http://download.ei-ie.org/docs/IRISDocuments/Research%20Website%20Documents/2009-00034-01-E.pdf>
- Global Corporate Taxation and Resources for Quality Public Services
<http://download.ei-ie.org/Docs/WebDepot/Study%20on%20Global%20Corporate%20Taxation%20and%20Resources%20for%20Quality%20Public%20Services.pdf>
- Global Managerial Education Reforms and Teachers
<http://download.ei-ie.org/Docs/WebDepot/Global%20Managerial%20Education%20Reforms%20and%20Teachers.pdf>
- Impacts of IMF Policies on National Education Budgets and Education
<http://download.ei-ie.org/Docs/WebDepot/EI%20Study%20on%20IMF%20Policies%20and%20Alternatives.pdf>



Second Plenary: Education for Global Citizenship

Time: 16:30-18:00

Venue: Grand Salon Opera ABC

Languages: English, French and Spanish

The concept of Education for Global Citizenship is an emerging perspective among educators, policy makers and international organisations about the goals, purposes and processes of education for creating and supporting global community. During the last decades, the world has become increasingly interconnected and interdependent. Advances in information and communication technologies (ICTs) have enabled people to connect and interact with others around the globe in any place, and at any time. Participation in sub-regional, regional and international global governance bodies has created new economic, political and cultural arenas beyond national borders. Increased transnational migration is making communities more heterogeneous, and the necessity of learning how to live together more acute. The global expansion of democracy has increased citizens' demands for civil rights at the national level even as tensions and conflicts continue to drift beyond national boundaries. Challenges to sustainable development, including climate change, are demonstrating the need for cooperation and collaboration among countries beyond their land, air, and water boundaries and this calls for collective actions at the global level. However, the definition of citizenship itself has been contested, and an agreed definition, or legal status of global citizenship has yet to be developed. As global citizenship can be seen as an ethos or metaphor, rather than a formal membership, global citizenship education should aim to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges. This would require an enabling environment, including a flexible and broad curriculum, functioning education systems with necessary resources, and - most importantly - committed and well qualified teachers, capable and encouraged to develop global citizenship competences themselves and in their students.

Questions to be addressed:

- *Why do we need Global Citizenship Education and what would it mean?*
- *Should Global Citizenship Education become an overarching framework for understanding quality education globally?*
- *What role could teachers unions have in enhancing teachers' motivation and capabilities to develop Global Citizenship Education?*

References:

- GEFI Priority 3: Foster for Global Citizenship
<http://www.globaleducationfirst.org/220.htm>
- UNESCO Outcome document of the Technical Consultation on Global Citizenship Education
<http://unesdoc.unesco.org/images/0022/002241/224115E.pdf>



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Workshop Sessions:

Workshop 1: "Quality Teaching: Strategies for Promoting Quality Teacher Education and Development"

Time: 14:00-15:30

Languages: English, French and Spanish

Evidence shows that, apart from individual student characteristics and family background, teachers are the most important determinant of educational quality. However, there has been surprisingly little focus on the significance of teachers in the global discussions surrounding the post-2015 development framework for education. A number of governments have continued to promote policies which pay little attention to quality initial teacher education, induction into the profession and continuous professional development and support. Teacher shortages and the recruitment of unqualified teachers continue to undermine the quality of education in far too many countries. This session will focus on strategies for ensuring that all young children and students at all levels of education are taught by highly-trained, professionally qualified and well-supported teachers.

Drawing on the expertise and experiences of the panellists and participants, this session will address the following key questions:

- *What are the main pre-requisites for quality pre and in-service teacher education?*
- *What role can teacher competences and professional standards play in ensuring quality within the profession?*
- *What are the major bottlenecks and opportunities to expand both the quality and quantity of teachers needed to meet local and global education targets?*
- *What concrete actions can education unions take to ensure that governments adopt appropriate strategies and measures to promote quality teacher education and development?*

References:

- Quality-ED Report
<http://download.ei-ie.org/Docs/WebDepot/Quality%20Educators.pdf>
- EFA Global Monitoring Report 2013-14
<http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>
- EFEE-ETUCE Technical Report on recruitment and retention in the Education Sector:
http://etuce.homestead.com/Social_Dialogue/NP-2011-001-0160_Technical_Report_EN.pdf
- ILO Handbook of good Human Resource practices in the teaching profession:
http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_187793.pdf
- EI-GCE Report Every Child Needs a Teacher: Closing the Trained Teacher Gap
http://www.campaignforeducation.org/docs/reports/ECNAT%20Report_RGB.pdf
- EI study, Teacher supply, recruitment and retention in six Anglophone Sub-Saharan African countries
<http://download.ei-ie.org/docs/IRISDocuments/Research%20Website%20Documents/2009-00038-01-E.pdf>

Workshop 2: "Quality Teaching and Learning Tools, Materials and technology: Ensuring Appropriate Curricula and Teaching and Learning Resources for All"

Time: 14:00-15:30

Language: English

Modern developments in information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries, and cheaper and more intuitive technology may facilitate new forms of interaction between students, teachers, education employees and the community and enhance the quality of education by making it more accessible.

Although ICT has the capacity to enhance the learning process, and facilitate communications within education institutions and between educators and learners, it must be used in education institutions under the supervision of qualified, well-trained professionals with the expertise in pedagogy and education to ensure that its impact does not damage or undermine the learning process, or the development of learners.



As a tool, ICT supports teaching and learning. It cannot substitute teachers. Successful use and integration of ICTs to deliver quality education to the students depends largely on policy interventions to create active and collaborative teaching and learning environments, to equip teachers with appropriate professional development programmes/training in the use of ICT, and to provide access to required technology and interactive education materials/resources that are integrated across the curriculum.

The session will look at strategies and methods that have been used to lobby and advocate to ensure appropriate curricula and teaching and learning resources are available online for teachers to utilise in the classroom. There will be reference to Education International's technology pact, which seeks to establish some standards of practice.

It will also give opportunity for participants to:

- *Discuss strategies of teaching and learning with and from ICT (look into the collaborative nature)*
- *Learn and share about innovative ICT practices in teaching and learning*
- *Look at ways that teacher unions help to add value by either providing platforms or advising on which networks make sense and under what conditions?*
- *Define strategies on how to best integrate ICT in the teacher training pedagogy (moving from teacher-centered pedagogy to student-centered pedagogy)*

References:

- El Policy Brief "Tools and Materials for Quality Teaching and Learning"
file:///C:/Users/user/Downloads/Policybrief_07_tools_eng.pdf
- El Policy Brief "Use of Information and Communications Technology in Education"
file:///C:/Users/user/Downloads/Policybrief_11_ICT_eng%20(1).pdf

How
about
tweeting
the
session?



Suggested tweets

No quality education without qualified teachers, the right tools & materials #unite4ed

Quality teaching & learning tools enhance students' life skills #unite4ed

High-quality teacher training improves teacher effectiveness & student achievement #unite4ed

Reasonable class sizes are essential to a quality learning environment #unite4ed

ICT must not replace a teacher or reduce investment in education #unite4ed

Workshop 3: "Quality, supportive and safe environments for teaching and learning: Creating healthy and safe school environments for effective teaching and learning"

Time: 14:00-15:30

Languages: English and French

Quality education and health go hand in hand. This was duly recognized at the beginning of the process toward Education for All, in which governments pledged to create safe and healthy educational environments. In 2000, the Dakar Framework for Action established that by 2015 schools should have adequate water and sanitation facilities and provide access to health and nutrition services. Fourteen years later, regardless of the commitments made to enhance the health status of teachers and learners and make schools safe and healthy environments, the record is dismal.

Despite broad recognition that the school plays a fundamental role in the promotion of health, school-feeding programs are not implemented where they are needed the most, and 66 million school-aged children go to school hungry. The World Health Organization (WHO) estimates that 443 million school days are lost each year due to water-related diseases, and that 1.4 million children die every year from diarrhoea caused by unclean water and poor hygiene. The school environmental conditions and behaviours that affect the health of teachers and learners remain a major obstacle, not only to the achievement of quality education and EFA goals, but to the development of society at large. Health issues need to be tackled systematically through the education system with measures that will make a difference at the school level.

The recent abduction of over 200 girls from their school in Northern Nigeria also underlines the need to ensure that school environments are not only healthy but safe and secure. There have been many other examples of violence on school premises in both developing and developed countries in recent years to make the safety and security of teachers and learners in education facilities a major issue.



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This session will provide participants with the opportunity to:

- *Learn from successful school health initiatives*
- *Identify current obstacles hampering the effective promotion of health through schools*
- *Define concrete action steps to make schools fully realize their potential as sources of health*
- *How can schools become safe and secure environments for learning and teaching?*

References:

- El Declaration on "Schools as Safe Sanctuaries", 2009
<http://pages.ei-ie.org/library/en/libraries/detail/151>
- Schools shall be safe sanctuaries, a guide to the Declaration by EI
<http://goo.gl/ak4JG5>
- El Resolution on Health Promotion and School Health, 1998
<http://pages.ei-ie.org/library/en/libraries/detail/99>

Workshop 4: "Special Training Session: Advocacy on Post-2015 Education Strategy and the Future of Education"

Time: 14:00-15:30

Languages: English and Spanish

The Education for All (EFA) and Millennium Development Goals (MDG) reach their target date in 2015, but none of the goals will be reached despite the considerable progress made. With 2015 around the corner, the discussions about what should come next have started. The United Nations is leading the process and the final decision on a new universal development agenda will be made by member states in September 2015.

The so-called post-2015 process has been described as the biggest global political process of all time. What the new development priorities will be, whether there will be an education goal in this new agenda, and what we as teachers and educators can do to influence the process are some of the big questions.

Join this special training session to learn more about the post-2015 process and how we can work to ensure that universal free, quality education should be at the core of the global post-2015 development strategy.

The session will provide participants with the opportunity to:

- *Share experiences and learn about the post-2015 process*
- *Discuss and identify successful examples of lobby and advocacy*
- *Define strategies and concrete steps for shaping the education agenda beyond 2015*
- *Take action and work with EI on organizing our global response*

References:

- Education for All and the Global Development Agenda Beyond 2015
<http://goo.gl/UMLOKj>
- Open Working Group on SDGs
<http://sustainabledevelopment.un.org/owg.html>



Session Descriptions

Unite for Quality Education Conference - Thursday 29 May

Third Plenary: Inclusive Education - Strategies for Achieving Equitable Participation in Education for a Just Society

Time: 09:00-10:30
Venue: Grand Salon Opera ABC
Languages: English, French and Spanish

Public authorities are responsible for ensuring equitable access to quality education. This requires strong public education systems with sustainable long-term financing and consistent policy attention to the most marginalised. It entails measures, such as the abolition of tuition fees, the removal of indirect costs to education and the development of non-discriminatory and inclusive tools and materials. All education institutions must have clear strategies for preventing and combatting all forms of violence and discrimination, and curricula and teaching methodologies must include, and be sensitive to, the rights, perspectives, experiences and aspirations of marginalised groups.

This panel discusses what an equitable and inclusive education system looks like, and seeks an agenda for change that is not simply concerned with justice but that is energetically and aggressively pro-poor. It will target different strategies for achieving equitable participation in education, provide examples of efforts to tackle gender inequalities and discrimination of indigenous groups. The panel aims to address what different strategies have been adopted to ensure equitable participation in an inclusive education system, what has worked, what hasn't, what could be done differently, and what role can unions play in defining these strategies.

Workshop sessions:


Workshop 1: "Quality Teaching: Strategies for Attracting and Retaining Quality Teachers"

Time: 11:00-12:30
Languages: English, French and Spanish

In many countries, the quality of education is hindered by a lack of qualified teachers, which often results in large class sizes and prevents teachers from providing adequate individualised support to students. The UNESCO Institute for Statistics estimates that 5.2 million primary teachers should be recruited to achieve universal primary education worldwide by 2015, with an additional 3.5 million needed for lower-secondary education. Many OECD countries fail to counter the ageing teaching workforce and attract a sufficient number of young graduates to maintain an adequate supply of quality teachers. The challenge is unequally distributed across regions, with Sub-Saharan Africa accounting for more than half of the teachers needed, and within countries, where disadvantaged communities and remote regions are more affected, due largely to the need to attract and retain female teachers. High levels of teacher attrition, including forced teacher migration, have also contributed to teacher shortages in a number of countries.

Recruiting and retaining the best teachers are two out of the four key strategies identified by the EFA Global Monitoring Report 2013-2014 as fundamental to improving the quality of education. However, to date, most governments have

How about tweeting the session?



Suggested tweets

No quality education without the right teachg & learnng tools! [#unite4ed](#)

Qualified teachers are at the heart of quality education [#unite4ed](#)

By 2030, no child should be excluded from quality education because of cost [#unite4ed](#)

A quality learning environment means adequate resources and infrastructure [#unite4ed](#)

Recruiting unqualified teachers damages the development of countries [#unite4ed](#)

failed to implement adequate strategies in this domain, favouring in some cases, short-sighted recruitment strategies of untrained teachers under precarious conditions and in others, controversial incentive schemes relying on performance-related pay. Alleviating teacher shortages and deploying teachers equitably across the territory relies on long-term planning and a complex mix of incentives and measures related to a variety of factors: salaries, allowances, career progression, requirements to enter the profession, teaching conditions, etc.

This session will provide participants with an opportunity to:

- *Share views and experiences on existing challenges and policies to attract and retain teachers*
- *Identify concrete steps and actions teacher unions and governments can take to promote sustainable and effective strategies to ensure that all students have equitable access to quality teachers*

References:

- Quality-ED Report
<http://download.ei-ie.org/Docs/WebDepot/Quality%20Educators.pdf>
- EFA Global Monitoring Report 2013-14
<http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>
- EFEE-ETUCE Technical Report on recruitment and retention in the Education Sector:
http://etuce.homestead.com/Social_Dialogue/VP-2011-001-0160_Technical_Report_EN.pdf
- ILO Handbook of good Human Resource practices in the teaching profession:
http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_187793.pdf
- EI-GCE Report Every Child Needs a Teacher: Closing the Trained Teacher Gap
http://www.campaignforeducation.org/docs/reports/ECNAT%20Report_RGB.pdf
- EI study, Teacher supply, recruitment and retention in six Anglophone Sub-Saharan African countries
<http://download.ei-ie.org/docs/IRISDocuments/Research%20Website%20Documents/2009-00038-01-E.pdf>

Workshop 2: “Quality Teaching and Learning Tools, Materials and Technology: The Role of ICT in Education”

Time: 11:00-12:30

Languages: English and Spanish

Information and communication technologies are dominating the larger part of lives on an everyday basis, transforming the way we interact, work, play and even learn. A new technology or application is seemingly being introduced to the market every minute, and gets almost immediate attention. All sectors are utilising some form of advanced technology to function, including the education sector. For a long time, numerous investments were made in ICT for education, which has been both positive and challenging.

However, we should recognise that ICT has become an essential part of education provision, both within formal and informal settings. It has slowly transformed itself from a sole “introductory class on the use of computers” to a tool that empowers both students and teachers in teaching and learning in and outside of the classroom.

Education International believes that education may be enriched by integrating ICT into traditional educational activities, but that it can never replace the relationship between teacher and learner that is crucial to the learning and development process. Governments, policy makers and educators are increasingly accepting and adapting ICT as a means to facilitate communication within and among education institutions, educators and learners, to reach a greater number of teachers and students from diverse socio-economic backgrounds, and to enhance education activities, and children’s knowledge and empower and support the teaching and learning process.

The session will look at the role and use of ICT as an integral part of the provision of quality education for all.

It will also give opportunity for participants to:

- *Discuss strategies to advocate for the use of ICT in education as a key modern aid to teaching and learning*
- *Learn and share the existing agreements and policies that existing nationally*
- *Define concrete action steps to advocate for the promotion and use of ICT in education in consultation with education unions and relevant stakeholders*



References:

- El Policy Brief “Tools and Materials for Quality Teaching and Learning”
file:///C:/Users/user/Downloads/Policybrief_07_tools_eng.pdf
- El Policy Brief “Use of Information and Communications Technology in Education”
[file:///C:/Users/user/Downloads/Policybrief_11_ICT_eng%20\(1\).pdf](file:///C:/Users/user/Downloads/Policybrief_11_ICT_eng%20(1).pdf)

Workshop 3: “Quality Supportive and Safe Environments for Teaching and Learning: The Critical Role of Education Support Personnel in Ensuring Quality Education”

Time: 11:00-12:30

Language: English

A number of factors have to be in place for quality education to happen. One of the least visible groups in the public debate are education support personnel. These are professional, administrative, technical and general staff, ranging from teaching assistants and nurses to school secretaries and bus drivers, without whom quality education would be impossible.

As part of the Unite for Quality Education campaign, Education International wants to raise awareness of the different supporting roles that are needed for quality education. Support personnel must be recognised as education professionals for their contribution to quality education and the school community. They must also be supported in their work, through continuous professional development and decent working conditions. EI is concerned about the differentiated employment arrangements, including the insecure and precarious employment and work conditions, which often apply to such support personnel. Short-term contracts are common among education support employees and the subcontracting of support services to private companies is a great challenge to organising education support employees.

A united education workforce is key to quality education.

This session will provide participants with the opportunity to:

- *Learn from successful examples of raising awareness of the different roles that are necessary for quality education*
- *Identify current obstacles to the status of education support personnel and the recognition of their contribution to quality education*
- *Define concrete action steps to support education support personnel in their work and enhance their status as education professionals*

References:

- Resolution on Education Support Employees
<http://pages.ei-ie.org/library/libraries/detail/171>
- Resolution on Stable Education Jobs
http://download.ei-ie.org/Docs/WebDepot/1.1.7E_Stable_Education_Jobs.pdf
- Resolution on Collective Bargaining
<http://pages.ei-ie.org/library/libraries/detail/67>
- Resolution on Trade Union Rights
<http://pages.ei-ie.org/library/libraries/detail/135>
- Resolution on fixed-term higher education teaching personnel
<http://pages.ei-ie.org/library/libraries/detail/15>

ILO instruments:

- ILO Declaration on Fundamental Principles and Rights at Work
<http://www.ilo.org/declaration/lang--en/index.htm>
- Right to Organise and Collective Bargaining Convention, 1949 (No. 98)
http://www.ilo.org/dyn/normlex/en/?p=1000:12100:0::NO::P12100_ILO_CODE:C098
- Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87)
http://www.ilo.org/dyn/normlex/en/?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C087



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- Equal Remuneration Convention, 1951 (No. 100)
http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C100
- Discrimination (Employment and Occupation) Convention, 1958 (No. 111)
http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C111

Workshop 4: “Special Training Session: Post-2015 Education Strategy and the Future of Education”

Time: 11:00-12:30

Languages: English and French

The Education for All (EFA) and Millennium Development Goals (MDG) have their target date in 2015, but none of the goals will be reached despite considerable progress made. With 2015 around the corner, the discussions about what should come next have begun. The United Nations is leading the process, and the final decision on a new universal development agenda will be made by the member states in September 2015.

The so-called post-2015 process has been described as the biggest global political process of all time. The critical questions are what the new development priorities will be, whether there will be an education goal in this new agenda, and what we as teachers and educators can do to influence the process.

Join this special training session to learn more about the post-2015 process and how we can work to ensure that universal free, quality education will be at the core of the global post-2015 development strategy.

The session will provide participants with the opportunity to:

- *Share experiences of and learn about the post-2015 process*
- *Discuss and identify successful examples of lobbying and advocacy*
- *Define strategies and concrete steps for shaping the education agenda beyond 2015*
- *Take action and work with EI on organizing our global response*

References:

- Education for All and the Global Development Agenda Beyond 2015
<http://goo.gl/UMLOKj>
- Open Working Group on SDGs
<http://sustainabledevelopment.un.org/owg.html>
- An Education Goal Beyond 2015: EI's call for quality education
http://download.ei-ie.org/SiteDirectory/Education_and_Employment/GEC/Reader/post2015_final_eng_web.pdf

Session Descriptions

Planning Sessions - Friday 30 May

Plenary sessions:

Venue: Grand Salon Opera ABC
Languages: English, French and Spanish

Workshop sessions by “region”:

Arab Countries Cross Regional Structure

Time: 11:00-12:30
Venue: Petit Salon A Room
Language: Arabic

Africa Region

Time: 11:00-12:30
Venue: Symphonie 1 Room
Languages: English and French

Asia-Pacific Region

Time: 11:00-12:30
Venue: Symphonie 2 Room
Language: English

European Region

Time: 11:00-12:30
Venue: Grand Salon Opera
Languages: English, French and Spanish

Latin America Region

Time: 11:00-12:30
Venue: Symphonie 4 Room
Languages: English and Spanish

North America and Caribbean Region

Time: 11:00-12:30
Venue: Symphonie 3 Room
Languages: English, French and Spanish



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Biographies

@AliceAlbright
@GPFroEducation



ALICE P. ALBRIGHT is the Chief Executive Officer at the Global Partnership for Education. She has 27 years of international experience that spans the private, non-profit, and public sectors. From July 2009 until January 2013, she served in the Obama Administration as the Executive Vice President & Chief Operating Officer of the Export-Import Bank of the United States (Ex-Im Bank). While in that position, she led a significant expansion of Ex-Im operations in response to the financial and economic crises.

@CUTeachers



MARVIN ANDALL has been an executive member of the Grenada Union of Teachers (GUT) since 1997. He served as President of the organization from 2001 to 2009. He has been serving on the executive of the Caribbean Union of Teachers from 2003 to present. Bro. Andall is currently the Principal of the Florida Government School and is the 1st Vice President of the GUT. Moreover, he is the President of the Caribbean Union of Teachers and is highly regarded among the teacher leaders throughout the Caribbean and beyond.

@DavidArcherAA



DAVID ARCHER is ActionAid's Head of Programme Development. He recently led the development of People's Action to End Poverty – ActionAid's strategy for 2012-2017 – and People's Action in Practice, a resource that explains ActionAid's Human Rights Based Approach. David was previously ActionAid's Head of Education and in the 1990s developed the Reflect approach to adult learning. He has 25 years' experience working on rights-based approaches to education, building civil society coalitions on education across Africa, Asia and Latin America.

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@UNESCOICTS



DAVID ATCHOARENA is Director of the Division for Planning and Development of Education Systems at UNESCO. His division covers, among other areas, ICT in education. Previously, Mr. Atchoarena served as Senior Programme Specialist at the UNESCO International Institute for Educational Planning (IIEP) where he headed the Training and Education Programmes Unit.

@bahiabaky



BAHIA BAALBAKI is the Head of the Educational Affairs Committee in the League of Public Secondary Schools' Teachers in Lebanon (LPESPL) and an Educational Counselor in the Counseling and Guidance Department at the Ministry of Education and Higher Education in Lebanon (MEHE). She is a founding member of the Arab Women's Network of Education International.

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@eduInt



JOHN BANGS is Chair of the Organisation for Economic Co-operation and Development's (the OECD's) Trade Union Advisory Committee's (TUAC's) Working Group on Education, Training and Employment Policy and is also the Senior Consultant to Education International for work with the OECD. He is an Emeritus Fellow in the Faculty of Education at Cambridge University and Visiting Professor at the Institute of Education. He represents EI in the joint planning group for the International Summit on the Teaching Profession.

@CEPNFNEC



LISE BASTIEN, from the Wendat Nation, has been director general of the First Nations Education Council (FNEC) for over twenty-five years. This association, which she established at the request of communities, defends the educational interests of First Nations. Control over First Nations heritage teachings is the path towards academic success for present and future generations.

@BarnettCTQ



BARNETT BERRY is founder and CEO of the Center for Teaching Quality (CTQ), based in Carrboro, North Carolina. At the core of Barnett's work is a simple and powerful conviction: our public schools will not realize their promise without drawing on the many excellent teachers we have right now. A former inner-city high school teacher, Barnett has worked as a social scientist at the RAND Corporation, served as a senior executive with the South Carolina Department of Education, and directed an education policy center while he was a professor at the University of South Carolina.



CHRISTINE BLOWER has been the General Secretary of the National Union of Teachers since 2009. In 2013, Christine was elected as President of the European Trade Union Committee for Education (ETUCE). She joined the Union as a student. Christine trained as a modern languages teacher at Hock-erill College, Hertfordshire and started teaching in 1973. She later obtained a Bachelor of Education degree and became Head of Modern Languages at St Edmunds Secondary School in Fulham in 1980. After 17 years teaching, Christine changed the direction of her career and worked with children at risk of care or custody.



@ChristineBlower
@NUTonline

CHRIS CASTLE is UNESCO's Global Coordinator for HIV and AIDS, and the Chief of the Section of Health and Global Citizenship Education, in the Division for Teaching, Learning and Content, in UNESCO's Education Sector, based in the UNESCO Headquarters in Paris, France. Mr. Castle has more than 25 years of development experience in the areas of education and health.



@UNESCO

FRANCE CASTRO is a high-school mathematics teacher. She has taught a variety of math subjects at public schools throughout Metro Manila and has spent the last eight years as a Master Teacher II at Quirino High School in Quezon City. While working as a teacher, France became a union activist and held a variety of positions in the teachers' movement. She currently holds the position of Secretary-General of the Alliance of Concerned Teachers (ACT) in the Philippines.



@ACT_Teachers
@Actphils

LOUISE CHABOT is the President of Centrale des syndicats du Québec. Previously she served as 3rd Vice-President until 2003 and then as 1st Vice-President until 2012. As the President of her union, she has direct responsibility over collective bargaining, public policies, trade union relations, pay equity, status of women and international relations.



@CSQ_Centrale

WALTER DRESSCHER is President of the General Education Union of the Netherlands (AOB). Mr. Dresscher was chairman of the General Association of Employees in Education from 1986 till 1990. He held positions at the Dutch Association of Teachers as a secretary and elected as a chairman in 1994. Between 1997-2002, Mr. Dresscher was elected as a Vice-Chairman of AOB and member of the Board of Trustees from 2002-2009 respectively.



@DresscherWalter
@AOBtweets

CHRISTOPHER EDLEY, JR. was Dean of the U.C. Berkeley School of Law (Boalt Hall) from 2004 to 2013, after 23 years as a Harvard Law professor. His academic work is in administrative law, civil rights, education policy, and domestic public policy generally. Professor Edley has moved between academia and public service, each enriching the other and together giving him broad familiarity with many areas of public policy. He served in White House policy and budget positions under Presidents Jimmy Carter and Bill Clinton.



@profedley
@BerkeleyLawNews

DAVID EDWARDS is Deputy General Secretary of Education International. He is responsible for EI's work in the areas of Education Policy, Employment and Research. Prior to joining EI in 2011, David was Associate Director of Governance and Policy and head of International Relations at the National Education Association (NEA). Before NEA, David worked as an Education Specialist at the Organization of American States (OAS) and as a project coordinator and activist in Bolivia. He was a secondary modern language teacher.



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@eduint

LAURENT ESCURE has been the Secretary General of the French education union UNSA Education since March 2012. He also serves as a deputy secretary general of the UNSA Public Service confederation and as a member of several national public service advisory bodies. Mr Escure was active in the largest French students' union and joined SE-UNSA soon after passing the French competition exam to become a teacher. He worked with disadvantaged pupils in one of the so-called Zones of Educational Priority.



@LaurentEscure
@UNSA_Education

@jelmerevers



JELMER EVERS is a history teacher, writer, learning expert and innovator. He teaches two days a week at an innovative school: UniC in Utrecht the Netherlands using concepts like- challenge based and connected learning, personal learning environments and networks, MOOCs, Flipped Classroom, game based learning and gamification. - His goal is to create blended learning environments in which learning can take place anywhere and anytime. Recently he edited an influential book called "Het Alternatief" (The Alternative) featuring articles from renowned scholars like Andy Hargreaves and Howard Gardner. An international version and a book on Blended Learning/Flipping the Classroom are in the works.

@Lily Eskelsen García

@NEAMedia



LILY ESKELSEN GARCÍA is the Vice President at the National Education Association (NEA). After starting her career in education as a kindergarten aide, she was encouraged by a teacher to go to college and become a teacher herself in the state of Utah. Ms. Eskelsen García writes a blog, Lily's Blackboard, which covers the latest education issues. Her advice has been previously published in Parenting magazine, and she has been featured on a number of media outlets including MSNBC, and CNN en Español.

@SGCTF

@CanTeachersFed



CALVIN FRASER is Secretary General of the Canadian Teachers' Federation. He has been a secondary and post-secondary teacher, a school administrator and active teacher leader. After 17 years with the Alberta Teachers' Association, he became Secretary General of CTF on January 1, 2007.

@DeniseGallucci



DENISE GALLUCCI is a visionary strategist, innovator, and committed education executive. Gallucci serves as the Chief Executive Officer of GEMS Education Americas and President of GEMS Education Solutions - Americas. Prior to her work with GEMS, Gallucci served as the Deputy Executive Director and Superintendent of Schools for the Capitol Region Education Council (CREC) in Hartford, Connecticut. In 2012, Gallucci was named as one of the 40 Most Innovative Leaders Under 40 by Connecticut Magazine.

@samidhagarg

@NUTonline



SAMIDHA GARG has been in education for over 20 years. She was trained as a teacher in India and started her career teaching English language and literature. In 1993 she moved to the British Trades Union Congress as a policy officer for race equality and was appointed as a Principal Officer at the National Union of Teachers in 1995. She was acting Head of the Union's Education and Equalities Department in 2012 and also led the NUT's work on the migration of teachers. She is recognised as an expert on migration and development.

@AEUfederal



ANGELO GAVRIELATOS is Federal President of the Australian Education Union (AEU). From 2002 to 2008, Angelo was a Presidential officer of the NSW Teachers Federation and an Organiser for the New South Wales Teacher Federation (NSWTF) between 1992- 2002. He was previously a secondary teacher in South West Sydney.

@NZEInfo



PAUL GOULTER is currently National Secretary of NZEI Te Riu Roa in New Zealand. He started working in unions as a field officer for the New Zealand Bank Officers Union and eventually became General Secretary of Finsec, the New Zealand finance sector union. Paul then worked as Secretary of the New Zealand Council of Trade Unions followed by time in Sydney, Australia, working for the Australian Council of Trade Unions as Director of the Organising Centre. He moved back to New Zealand six years ago to his current role.

@UNESCO_fr



GEORGES HADDAD is currently Honorary President of the University of Paris I Panthéon-Sorbonne. Professor Haddad's personal commitment to education and sciences through mathematics, their development and multidisciplinary applications has been rewarded by honorary distinctions such as Chevalier de la Légion d'Honneur for Scientific Research and Commander of Palmes Académiques for Education, among others. He took up the position of Director of UNESCO's Division of Higher Education in April 2004, and since December 2010 he is leading the Education Research and Foresight in the Education Sector of UNESCO.

@CSQ_Centrale



PIERRE-ANTOINE HARVEY works as an economist in the research and negotiations department of the Centrale des syndicats du Québec. He has vast expertise in public finances and taxation, changes in working conditions, and the impact of globalisation on public policies. He is currently pursuing his Ph.D. in Industrial Relations at the University of Montreal.



MAKI HAYASHIKAWA is the Chief of the Section of Learning and Teachers in the Division for Teaching, Learning and Content, in UNESCO's Education Sector, based in UNESCO Headquarters in Paris, France. Ms Hayashikawa has more than 20 years of development experience in the areas of education, early childhood care and education and gender, with 15 years of her work being in the Asia-Pacific region based in Beijing, Bangkok and Tokyo. She is currently pursuing her EdD degree with the National Institute of Education Singapore, with a focus on the status of female teachers.



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HALDIS HOLST is Deputy General Secretary of Education International where she is responsible for EI's work in the areas of human and trade union rights, equality, and solidarity programs. Ms. Holst has also served as Norway's representative on the European Trade Union Committee for Education (ETUCE) and been a member of the Executive Board of Education International. Ms. Holst was Vice-President of EI from 2009 – 2012. Ms. Holst has worked as a teacher in both primary and secondary schools, and has been a union representative at local, regional and national levels. In 2001, she became the Vice-President of Norsk Lærerlag (NL).



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SUSAN HOPGOOD is President of EI and Federal Secretary of the Australian Education Union (AEU). She began her career as a mathematics teacher in Victoria, Australia in 1974. In 1985, she began working with the union full-time in the position of Women's Officer, a job she held until 1993. She was elected Federal Secretary of the AEU in 2006, and she was the first woman to achieve that position. Ms. Hopgood was appointed President of EI by the Executive Board in 2009 when the incumbent President, Thulas Nxesi, resigned to take up a position in the South African Government. She was elected unopposed as President at the 6th EI World Congress in Cape Town in 2011.



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VIBEKE JENSEN is the Director of UNESCO's New York Office and of the Secretariat of the Secretary-General's Global Education First Initiative (GEFI). Prior to this, she spent 19 years in Africa and Asia as Director of UNESCO's field offices in Dar es Salaam and Hanoi, and as an education program specialist/adviser for UNESCO, UNICEF and DANIDA. Her area of expertise is quality and gender equality in education.



@UNESCO
@GlobalEduFirst

JOANY KRIJT is Vice-President of CNV Onderwijs (Education) in The Netherlands. She's responsible for the collective labour agreements and policy developments regarding primary, secondary, and vocational education. A former board secretary, negotiator, policy advisor, and legal specialist, Joany knows both the trade union movement and the field of education. She's a staunch advocate for social partner's initiatives to improve the quality of education, such as the pilot project summer schools. She's been a leader in transitioning CNV Education from traditional teachers union to an association for professionals in education. This transition marks an added emphasis on professional and personal development in addition to the protection of employee's rights.



@Joanykrijt
@ @CNV_Internat

DORTE LANGE is Vice President of the Danish Union of Teachers, DLF. She was elected Vice President in 2011. Since 2011 she has also been a member of the ETUCE Committee representing the Danish teacher organisations. Dorte Lange is born in 1961 and graduated as a teacher of primary and secondary school from the teacher training college of Aalborg in 1995. In 2001 she was elected Chairperson of the local DLF branch of Søllerød. In 2008 she was elected to the DLF National Executive Committee and from 2008 to 2011 she was Chair of the Standing Committee for Educational Policy.



@DorteLange

RICHARD LANGLOIS is an economist and Head of International Relations of the Centrale des syndicats du Québec. He worked as an economist for Education International in 1999 and was the first Coordinator of the Global Campaign for Education in 2000.



@CSQ_Centrale

STELLA MALDONADO is Secretary General of the Argentinian Confederation of Education Workers (CTERA), and Secretary of Education and Training of the National Trade Union Centre of Argentina (CTA). Stella has worked as a teacher all along her career - both in primary education and adult education. From 2000-2006, she served as Secretary for Human Rights for the United Trade Union of Education Workers in the province of Buenos Aires (SUTEBA), where she also served as editor of the Journal of Human Rights. She has been appointed Secretary General of CTERA in 2004.



@prensaCTA



@MugwenaMaluleke

MUGWENA MALULEKE is the General Secretary of the South African Democratic Teachers Union, (SADTU). A former maths teacher and Principal of Tshwane's Rodney Mokoena Junior Secondary School, Maluleke has been a member of SADTU since its inception in 1990. A trade unionist and political activist at heart, Maluleke's role goes beyond SADTU. He is a member of the Congress of South African Trade Unions (COSATU) Central Executive Committee. COSATU is South Africa's largest trade union federation with more than 21 union affiliates including SADTU with a membership spanning over 1,8 million. SADTU is the second largest union in COSATU with more than 235000 members and the single largest public sector union. He is also a member of the ruling party in South Africa, the African National Congress (ANC).



@NTEUNational

GRAHAME McCULLOCH is General Secretary of the National Tertiary Education Union (NTEU). He was a member of the Australian Government's Trade Development Council and of the National Advisory Committee on International Education Training and Services. He is a member of the Education International Executive Board as well as its Higher and Further Education Committee.



@Hughka
@OpenSociety

HUGH MCLEAN joined the Education Support Program in Budapest in 1999 and was associated with the Open Society Foundations' education work in various capacities, working mostly on evaluations and research but also in Russia and then in Pakistan. After moving to the United Kingdom in 2006, McLean assisted with refining a new mission focus for the Education Support Program and began directing it in that same year. He has shepherded a new General Education Sub-Board and led the program to become widely recognized and highly regarded in international education circles.



@Pmtjdes
@UNESCO

PATRICK MONTJOURIDES is education programme specialist at the UNESCO Institute for Statistics. From 2007 to 2011 he was a research officer with the Education For All Global Monitoring Report, and earlier served as a research officer at the Institute of Research in Education, Sociology, and Economics of Education (IREDU) in Dijon, France. He is particularly interested in questions related to the measurement of education and equity in education. As the chair of the UIS data visualization group he is also very interested in exploring better ways to communicate research results to expert and non-expert audiences. He holds a maitrise in international economics from the University of Paris Dauphine and a master's degree in the economics of education from the University of Burgundy/IREDU.



@NZEInfo

JUDITH NOWOTARSKI is National President of New Zealand Education Institute Te Riu Roa. She was a Head teacher at Hawera Kindergarten, Taranaki, before taking up the reins of National President at the start of 2013. She has had nearly 20 years union experience including a previous term as National Vice President in 2010. Leadership roles within NZEI Re Riu Roa have included Te Reo Areare Kaihautu (Maori Executive), co-convenor of Early Childhood National Caucus, Negotiation Team Leader and Industrial Committee Chair.



@SNUippFSUParis

MICHELLE OLIVIER is the primary school teacher and is National Secretary of the Syndicat national unitaire des instituteurs, professeurs des écoles et PEGC (SNUipp/FSU / France) since 2007. In charge of the "Rights, Liberties and International" Department since 2012, she represents the SNUipp and the FSU in various inter-union and international fora addressing education and society issues – such as children's rights and gender equality. She is also involved in development cooperation initiatives.



@cherylperera
@GEFL_Youth

CHERYL PERERA is an accomplished children's rights activist and the Founder and President of OneChild, the premiere organization empowering a movement of children and youth taking action against child sex slavery through public education, advocacy, survivor support. She is the Canadian Youth Representative to the United Nations Secretary General's Global Education First Initiative Youth Advocacy Group.



@BeatrizPont
@OECD_Edu

BEATRIZ PONT is Senior Education Policy Analyst in the OECD Education Directorate where she is currently coordinating on new publication on policy reforms across OECD countries. At the OECD since 1999 she has focused on education policy analysis and advice, except for a year that she spent in the Secretary General's cabinet studying political economy of reform across OECD countries. She has managed and contributed to a range of education policy comparative reviews in the area of school improvement, school leadership, equity, adult learning and adult skills.



ANGELA ROBERTS is the President of New Zealand Post Primary Teachers' Association. She has a particular interest in professional issues such as induction and mentoring, professional learning and development and career pathways. One major area of focus during her term as president has been to try and work with our government on education policy and implementation in a more effective way. She remains steadfast to the view that robust engagement with teacher unions helps improve public education.



@AS_Roberts
@PPTAWeb

DAVID ROBINSON is the Executive Director of the Canadian Association of University Teachers, representing academic and general staff at colleges and universities across Canada. He is Special Advisor on higher and vocational education and training with EI.



@CAUT_ACPPU

PASI SAHLBERG is Finnish educator and scholar. He worked as schoolteacher, teacher educator and policy advisor in Finland and has studied education systems and reforms around the world. His expertise includes international educational change, future of schooling, and innovation in teaching and learning. His best-seller book "Finnish Lessons: What can the world learn from educational change in Finland" (Teachers College Press, 2011) won the 2013 Grawemeyer Award. He is a former Director General of CIMO (Centre for International Mobility and Cooperation) in Helsinki and currently a visiting Professor of Practice at Harvard University's Graduate School of Education in Cambridge, MA, USA.



@pasi_sahlberg

MARIÈME SAKHO DANSOKHO is the General Secretary of the Teachers' Union of Senegal (SYPROS). She joined her union in 1983 as a student at Dakar's teacher training college. She became very active in the union and in 1985 she was put in charge of bargaining issues. In 1989 she was elected President of SYPROS's women's committee. In 1993 she became responsible for her union's education and training policies, a position she held until her election as General Secretary in 2006.



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@eduint

JOSEE SCALABRINI has been the President of FSE, CSQ's education trade union federation, since July 2013. It is the culmination of a union career that started at school level in her native Estrie. She then served for eight years as the President of the union branch in Hautes-Rivières before becoming FSE's 1st Vice President, with responsibility over careers, pedagogy and the status of women. Ms Scalabrini represents the fourth generation of teachers in a family where education is more than just a tradition!



@FSECSQ

DENNIS SHIRLEY is Professor of Education at the Lynch School of Education at Boston College, Editor-in-Chief of The Journal of Educational Change, and Chair of the Special Interest Group (SIG) on Educational Change of the American Educational Research Association. His work in education spans from the microlevel of assisting beginning teachers to the macrolevel of designing and guiding research and intervention projects for school districts, states and provinces, and nations. For 6 years, Dennis led a teacher inquiry project in Boston that has been published in The Mindful Teacher.



@dennisshirley

SEAN SLADE, MEd., MEd., serves as the Director of Whole child Programs at ASCD a global educational leadership organisation. He has over 24 years of experience in education in a career that has encompassed 4 continents and 5 countries. He has written extensively on topics related to the Whole Child, health and well-being and seeks to shift public dialogue about education from a purely academic focus to a whole child approach that encompasses all factors required for successful student outcomes. He is a regular guest columnist for both the Huffington Post and the Washington Post.



@SladeSean
@WholeChildASCD

PURNA KUMAR SHRESTHA is Education Research and Advocacy Adviser at VSO International. Purna, originally from Nepal, moved to the UK in 2009 and has been leading VSO's Valuing Teachers advocacy and research initiative (www.vsointernational.org/valuingteachers). He provides professional supports to VSO research and advocacy volunteers and staff members to develop evidence-based advocacy strategies. His research interests include teacher motivation, teacher learning, gender equality in education, social accountability and governance, civil society and teachers' participation in policy development and reviews, technology enhanced learning, education in post-conflict and fragile states and inclusive education. Purna has served as a member of the steering committee of the International Taskforce on Teachers for EFA representing the civil society constituency since 2009.



@purnashrestha

@ysokolovsky
@PrensaCONADU



YAMILE SOCOLOVSKY is the director of Federación Nacional de Docentes Universitarios (CONADU). In addition, Dr. Socolovsky is currently chair of Political Philosophy at the Faculty of Humanities at the Universidad Nacional de La Plata. Dr. Socolovsky began her career as Secretary of Human Rights for Asociación de Docentes de la Universidad de La Plata (ADULP) and was subsequently Secretary of Human Rights of the Central de Trabajadores de la Argentina (CTA). In 2007 Dr. Socolovsky participated in the creation of the Instituto de Estudios y Capacitación Federación Nacional de Docentes Universitarios (IEC- CONADU), and currently serves as the Director.

@gew_bund



MARLIS TEPE has worked as a primary school teacher in Schleswig-Holstein until she was elected President of the GEW in June 2013. For more than 30 years she has represented the GEW branch of Schleswig-Holstein in the GEW's National Women's Committee. From 1995 through 2013 she was a member of the state association's Executive Board and from 2006 through 2013 member of the main staff council in Schleswig Holstein.

@pepecampostruji
@feccoo



JOSÉ CAMPOS TRUJILLO is Secretary General of the FE.CCOO since 2004. He is the first Spanish member of the EI's Executive Board. He was an organizing secretary in the Federation of Andalusia and then became the Secretary General. A frequent participant in international conferences and Mr. Campos Trujillo has published several briefs in which he stresses the importance of education and trade unionism.

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JAMES TWEHEYO is General Secretary of the Uganda National Teachers Union since 2012. He is a strong union activist and has served the union since 2003 in the capacities a National Vice Chairperson from 2005 to 2012. He has specialization in Education Administration and Planning, Labour and Industrial Relations, Performance Management, Monitoring and Evaluation, Policy Planning, professional governance, Analysis and Advocacy, strategic planning, including Financial Management of Union funds.

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@eduint



JENS VRAA-JENSEN is the Trade Union Advisor at the Dansk Magisterforening. He has been working on higher education and research issues in different capacities – mainly in trade unions – for over 25 years. He has been a member of the Higher Education and Research Standing Committee (HERSC) of ETUCE for the last 15 years and is currently chair of that committee.

@fredvanleeuwen
@unite4ed
@eduint



FRED VAN LEEUWEN is the General Secretary of Education International. He joined the Dutch union Algemene Bond van Onderwijs Personeel (ABOP) in the late 1970s, where he was responsible for the union's International Affairs Department. He was elected General Secretary of the International Federation of Free Teachers' Unions (IFFTU) in 1981 and he held this post until the dissolution of the Secretariat in 1993.

@NEAPresident
@NEAMedia



DENNIS VAN ROEKEL is President of the National Education Association (NEA). He serves as vice president of Education International for North America and the Caribbean. He also serves on other leading boards in the United States, including the National Board for Professional Teaching Standards Executive Committee and the National Council for the Accreditation of Teacher Education Executive Board.

@rweingarten
@AFTunion



RANDI WEINGARTEN is President of the American Federation of Teachers, AFL-CIO. Weingarten served for 12 years as president of the United Federation of Teachers, AFT Local 2 and chaired New York City's Municipal Labor Committee for 10 years. From 1986 to 1998, Weingarten served as counsel to UFT president Sandra Feldman. In 1995, she was elected as the local union's assistant secretary and as treasurer two years later, she became UFT president after Feldman became president of the AFT. Weingarten was elected to her first full term as UFT president in 1998 and was re-elected three times. Prior to that Weingarten was a teacher of history at Clara Barton High School in Brooklyn's Crown Heights from 1991 to 1997.

@CTFPresident
@CanTeachersFed



DIANNE WOLOSCHUK is the President of the Canadian Teachers' Federation (CTF) since 2013, and a member of the CTF Board of Directors since 2007. Ms. Woloschuk has chaired the Federation's Advisory Committee on Aboriginal education for two years, and has both chaired and served on CTF's Finance Committee. Ms. Woloschuk also served as President of the Saskatchewan Teachers' Federation (STF) from 2007 to 2010, with a strong focus on professionalism, governance and advocacy, and served for several years on the executive of the Saskatoon Teachers' Association. Ms. Woloschuk was previously a teacher with over 35 years of experience in Saskatchewan's rural and urban school systems.



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Take the survey now! Distribute it to your colleagues!



List of abbreviations

<i>ACT-Philippines</i>	Alliance of Concerned Teachers -Philippines
<i>ACUT</i>	All Ceylon Union of Teachers
<i>ACCRS</i>	Arab Countries Cross Regional Structure
<i>AFT</i>	American Federation of Teachers
<i>AEU</i>	Australian Education Union
<i>AOb</i>	Algemene Onderwijsbond
<i>ASCD</i>	Global Community dedicated to Excellence, Learning, Teaching and Leading
<i>CAUT</i>	Canadian Association of University Teachers
<i>CIMO</i>	Centre for International Mobility
<i>CNV-Onderwijs</i>	Christelijk Nationaal Vakverbond –Onderwijs
<i>CONADU</i>	Federación Nacional de Docentes Universitarios
<i>CSQ</i>	Centrale des syndicats du Québec
<i>CTERA</i>	Confederación de Trabajadores de la Educación de la República Argentina
<i>CTF-FCE</i>	Canadian Teachers Federation-Fédération canadienne des enseignantes et des enseignants
<i>CTQ</i>	Centre for Teaching Quality
<i>CUT</i>	Caribbean Union of Teachers
<i>DG</i>	Directorate General
<i>DM</i>	Dansk Magisterforening
<i>EI</i>	Education International
<i>FNEC</i>	First Nations Education Council
<i>FNEEQ</i>	Fédération Nationale des Enseignantes et Enseignants du Québec
<i>FPPU</i>	Fédération du personnel professionnel des universités et de la recherche
<i>FQPPU</i>	Fédération québécoise des professeures et professeurs d'université
<i>FSE</i>	Fédération des syndicats de l'enseignement
<i>GEFI</i>	Global Education First Initiative
<i>GEW</i>	Gewerkschaft Erziehung und Wissenschaft
<i>GEMS Education</i>	International Education Company
<i>GPE</i>	Global Partnership for Education
<i>ICT</i>	Information and communication technology



<i>ISTP</i>	International Summit on the Teaching Profession
<i>MEHE</i>	Ministry of Education and Higher Education
<i>NEA</i>	National Education Association
<i>NTEU</i>	National Tertiary Education Union
<i>NUT</i>	National Union of Teachers
<i>NZEI Te Riu Roa</i>	New Zealand Education Institute
<i>NZPPTA</i>	New Zealand Post Primary Teachers' Association
<i>OECD</i>	Organisation of Economic Cooperation and Development
<i>OSF</i>	Open Society Foundations
<i>Q&A</i>	Questions and Answers
<i>SADTU</i>	South African Democratic Teachers Union
<i>SNUipp-FSU</i>	Syndicat national unitaire des instituteurs professeurs des écoles et PEGC
<i>SYPROS</i>	Syndicat des professeurs du Sénégal
<i>TUAC</i>	Trade Union Advisory Committee to the OECD
<i>UNATU</i>	Uganda National Teachers Union
<i>UNSA-Education</i>	Union nationale des syndicats autonomes – Education
<i>UNESCO</i>	United Nations Educational, Scientific and Cultural Organisation
<i>UNiC</i>	Innovative public school in the Netherlands



UNITE FOR QUALITY EDUCATION

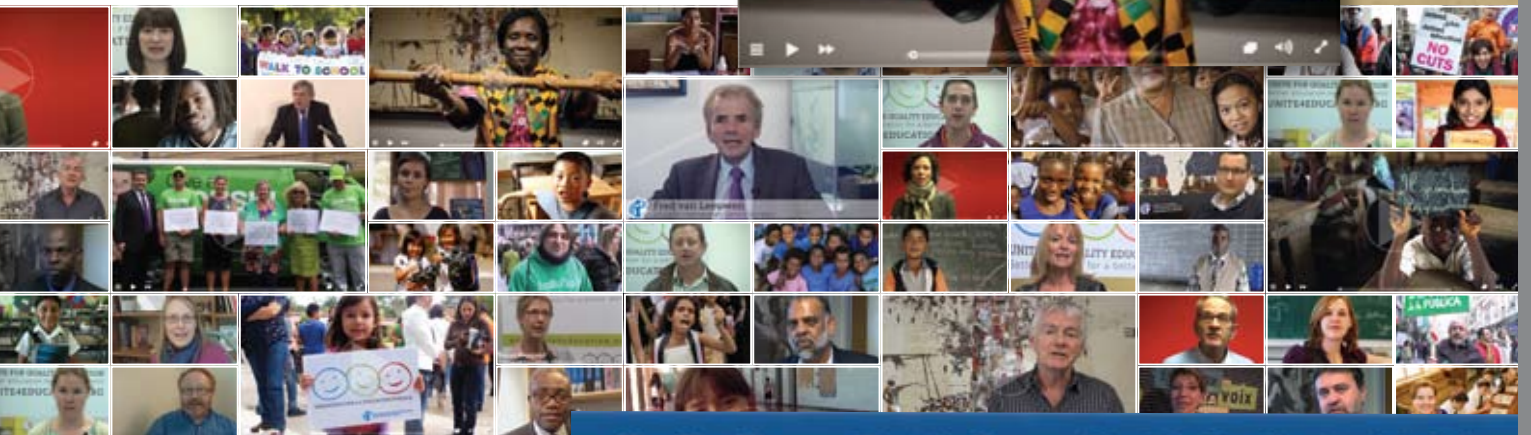
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