



Proposed Amendments to Resolutions and Policy Papers

No	Title of Draft Resolution or Policy Paper	Proposed Amendment	Proposed by	Comments from ETUCE Secretariat and Recommendations from the Bureau
1	Draft Resolution on the Financial and Economic Crisis	<p>Page 3, point 18</p> <p>18. The European Council's agreement to the Commission's proposal to launch Europe 2020 on 26 March 2010 – a new strategy for jobs and sustainable growth – emphasises education as one of its headline targets,</p> <p>Page 4, point I</p> <p>I. Deplore the profound effect this crisis has had on teachers, education employees, and students, and asserts that sovereign debt and deficit reduction through austerity measures is not a viable path towards sustainable economic growth in the present situation across Europe;</p> <p>Page 4, point II</p> <p>II. Strongly urge European-level policymakers and national governments to recognize that it is their moral imperative to seek an exit from the crisis for the sake of future generations, and to advance strong sustainable growth and employment initiatives – which necessitate increased</p>	GEW	<p>“A new strategy for jobs and growth” is the official title of the document, so we should not change the title.</p> <p>Recommendation:</p> <p>Do not accept: sustainable</p> <p>Recommendation:</p> <p>Accept sustainable</p> <p>Recommendation:</p> <p>Accept sustainable</p>

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		<p>investment in education – to boost the European economy;</p> <p>Page 5, point X</p> <p>X. Call on European-level policymakers and national governments to support the issuance of jointly-backed Eurobonds within a coordinated and common European financial and economic politic as an instrument of debt solidarity with a view to decreasing interest rates on sovereign debt;</p>	GÖD	<p><i>Should read: "...economic policy as"</i></p> <p><u>Recommendation:</u></p> <p>Accept</p>
2	Draft Resolution on the Teaching Profession	<p>Page 2, point 8</p> <p>It is essential that teachers and teacher trade unions are must be recognised by governments as equal partners in developing education systems, providing an independent professional view but committed to the common endeavour of achieving successful education systems.</p> <p>Page 2, point 12</p> <p>Teachers are struggling with increasing workloads and a rising level of violence from pupils, parents and other third-parties. These physical and/or psychological threats endanger the teachers and lead to work-related stress which may cause burn-out and other illnesses. It is important, therefore, that all teachers in Europe have the right to a reasonable workload and a good work life balance, prevention and reduction of work-related stress on the base of</p>	<p>OLME</p> <p>AOb & GEW</p>	<p><i>"It is <u>essential</u>...<u>must</u> be recognised" is a repetition; correct English is "it is essential... are recognised"</i></p> <p><u>Recommendation:</u></p> <p>Do not accept</p> <p>AOb and GEW have coordinated their amendment.</p> <p>Should read "...on the <u>basis</u> of suitable risk assessment..."</p> <p>Suggested reformulation: <i>It is important, therefore, that all teachers in Europe have the right to a reasonable workload a</i></p>

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	<p>suitable risk assessments, protection by and support from their employers and school leaders against verbal or physical violence, as well as the right to sabbatical leave and flexible working hours.</p> <p>Page 2, point 14 In order to assure quality education, teachers' self-evaluation and institutional evaluation are essential. School evaluation should encourage innovation and creativity and be owned by school communities. Teacher evaluation is related even more to the external evaluation and in several cases to their wage and professional development having a negative impact on their working conditions. School evaluation in many cases has led to school categorisation and to an increase in discrimination in education. Student evaluation should not be used to evaluate teachers and/or schools as institutions.</p> <p>Page 3, point 3 To ensure that all teachers, both men and women and on an equal basis receive equal pay for work with equal value, receive rewarding salaries and appropriate, healthy and safe working conditions,</p>		<p>good work life balance and to sabbatical leave. This encompasses the prevention and reduction of work-related stress on the basis of suitable risk assessments as well as protection by and support from their employers and school leaders against verbal or physical violence.</p> <p><u>Recommendation:</u></p> <p>Accept with reformulation</p> <p>This amendment changes the meaning of point 14.</p> <p>Should read: <i>Teacher evaluation is related even more to the external evaluation and in several cases to <u>teachers' salaries</u> ...</i></p> <p><u>Recommendation:</u></p> <p>Do not accept</p>
	<p>OLME</p>		<p>GEW & AOb</p> <p>AOb and GEW have coordinated their amendment.</p> <p>Should read "equal pay for work <u>of</u> equal value"</p>

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		<p>including the right to sabbatical leave and flexible working hours, equivalent to those in other professions requiring a similar level of qualifications.</p> <p>Page 3, point 7 To involve teachers and teacher trade unions in setting up evaluation schemes for teachers which identify teachers' strengths and development needs. They should not be misused for discriminatory teacher rankings and are not designed to be punitive.</p>	GÖD	<p>Recommendation:</p> <p>Reformulated: Accept</p> <p>Relates to page 2, point 14, on which OLME commented. The point is already made and broader.</p> <p>Recommendation:</p> <p>Do not accept</p>
3	Draft Resolution "Those who have the least are those who suffer more from the budgetary cuts"	no amendments		
4	Draft Resolution: Fighting the Crisis an Essential Contribution of Higher Education and Research	<p>Page 1, introductory paragraph: In line with the policy document, A quality education for building the Future, adopted by the 6th EI Congress, in 2011, ETUCE Conference is launching a message about governments and European Union (EU) policies that tend to reduce universities to service providers for private enterprises and short term interests.</p> <p>Consistent with the policy document, A quality education for building the Future, adopted by the 6th EI Congress, in 2011, the ETUCE Conference wishes to convey a message to European Governments and Higher Education authorities about the impact of government and European Union (EU) policies which</p>	SULF	<p>Should read:</p> <p><i>"...the ETUCE Conference wishes to convey a message to European Governments and Higher Education authorities <u>on</u> the impact of..."</i></p> <p>Recommendation:</p> <p>Recommends with the editorial change</p>



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	<p>tend to reduce universities to service providers for private enterprises and short-term interests.</p> <p>Page 2, introductory line: In particular, ETUCE calls for support for the following individual demands.</p> <p>Page 3, Point 6. Gender Women are underrepresented in higher academic and administrative positions, and we call for incentives to boost the proportion of women at all stages of the professional career, especially regarding the assignment of professorships and managerial appointments. To close the gap in treatment between the genders, a whole system of social services is needed, ensuring protection, rights and social services for all workers, men and women alike, with particular focus on parental rights, and, as stated in the European charter for researchers, working conditions must “allow both women and men to combine family and work, children and career”. The evaluation of the performance of the HER institutions should consider their success in implementing the principle of non-discrimination.</p> <p>Page 3, point 7 The lack of investment In the last few years, the European Union and most governments have invested all too little in HER. ETUCE members have observed a decrease of financing in many European countries (Spain, France,</p>	<p>SULF</p> <p>National Science Section of NSZZ "Solidarność"</p>	<p><u>Recommendation:</u></p> <p>Recommends to accept deletion</p> <p>Explanation not clear.</p> <p><u>Recommendation:</u></p> <p>Recommends not to accept</p> <p>Seems not feasible to have a long list of countries and then others....</p>
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	<p>Portugal, Greece, Malta, Italy, Ireland, United Kingdom, Hungary, Latvia and others...) and have manifested this situation in the Higher Education and Research Standing Committee (HERSC). This situation has been worsened by the austerity measures adopted to limit public deficit. The current massive reduction in investments in basic and humanities and social sciences research is likely to undermine in the long run also the development of applied research. Support for fundamental or basic research and for those disciplines that generate no immediate economic advantage but which develop knowledge or enhance the quality of life for the citizens must be given ample scope. Research must be developed to challenge the present economic needs; this is one important part of the research missions, but not the whole only one.</p> <p>Last paragraph: ETUCE and its member organizations will address governments, European institutions and the whole of society. They will alert them about the situation of teaching and research. ETUCE will disseminate and put to the debate this resolution. It will specify its demands and will mobilize to meet them.</p> <p>The ETUCE Conference commits ETUCE itself and invites its member organizations to address governments, European institutions and the whole of society to alert them about the situation of teaching and research.</p>	<p>FECCOO</p> <p>Should read "... and have <u>discussed</u> this situation..."</p> <p><u>Recommendation:</u></p> <p>Recommends reformulation:</p> <p><i>"In the last few years, the European Union and most governments have invested all too little in HER. This situation has been worsened by the austerity measures adopted to limit public deficit."</i></p> <p>SULF and FECCO have different proposals for the last sentence.</p> <p>Should read: <i>"The ETUCE Conference commits ETUCE itself and invites its member organisations to address governments, European institutions and the whole of society to alert them <u>to</u> the situation of teaching and research."</i></p> <p><u>Recommendation:</u></p> <p>Recommends with reformulation</p>
	<p>SULF</p>	

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		<p>ETUCE will present these specific demands and will mobilize its member organisations in pursuit of them.</p> <p>ETUCE will disseminate this resolution and put it to the debate, specifying its demands and, respecting the autonomy of its members, it will recommend taking actions, including mobilisations, to meet them.</p>		<p><u>Recommendation:</u></p> <p>Recommends to accept</p>
5	Draft Resolution on Privatisation and Educational Inequality	<p>Page 1, point 1</p> <p>1. deplores the predatory privatisation and marketisation of education which is a blatant and direct attack on equality and social justice for all;</p> <p>1. believes that education should be considered as a basic public service that promotes social cohesion, equity and equality of opportunity.</p> <p>2. (Revised point 3) [...]</p> <p>3. (Revised pint 4) further notes the evidence that confirms the causal link between income and wealth inequalities and unequal educational outcomes. Besides other causes from the family context, cultural, technical and study habits, emotional disorders, etc;</p> <p>4. (revised point 5) [...]</p>	<p>Lärarförbund et</p> <p>CSI-F</p> <p>CSI-F ¹</p>	<p><u>Recommendation:</u></p> <p>Recommends to accept</p> <p>CSI-F is proposing a new point 1., the numbering will be adapted for all following points.</p> <p><u>Recommendation:</u></p> <p>Recommends to Accept</p> <p><u>Recommendation:</u></p> <p>Recommends that is reformulated or not accepted</p>

¹ The Secretariat has been in contact with CSI-F and they changed some amendments to clarify the understanding, but not this.

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		<p>5. (revised point 6) is appalled by emerging evidence that the ideological drive towards privatisation and marketisation of education is resulting in increased discrimination, social fragmentation and widening inequality, the most affected being those with fewer resources.</p> <p>6. (revised point 7) notes with concern that economic austerity is having a devastating and disproportionate impact on the lives of students from less privileged family backgrounds, having dire consequences in education, as well as a devastating impact.</p> <p>7. (revised pint 8) endorses further action by the ETUCE to highlight and campaign vigorously against privatisation in education, with particular regard to the objective of securing equality-equal opportunities for teachers and students</p>	<p>CSI-F</p> <p>CSI-F</p> <p>CSI-F</p>	<p><u>Recommendation:</u> Recommends to accept</p> <p>The whole amendment does not make sense as formulated; “devastating impact” on what? Seem to be a repetition of devastating already mentioned.</p> <p><u>Recommendation:</u> Recommends not to accept</p> <p><u>Recommendation:</u> Recommends to accept</p>
6	Draft Resolution on Tackling Extremism	<p>Page 1, introduction The ETUCE Conference notes with concern that : Noting with concern that</p> <p>Page 1, point 1: the growth of racial and religious intolerance and extremist ideologies across Europe [...]</p>	Lärarförbundet	<p>Originally a mistake in the redrafting.</p> <p>OBS: Same concern as GÖD but a different wording</p>



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		<p>Recognises Recognising the</p> <p>Page 1, point 1: The ETUCE Conference notes with concern that: 1. racial and religious intolerance and extremist ideologies across Europe are increasing;</p>	GÖD	<p>Recommendation: Recommends to accept GÖD's version</p>
7	Draft Resolution on EU-Colombia Free Trade Agreement	no amendments		
8	Draft Resolution: Hungarian Teachers Trade Unions preparing for Strike	<p>Page 1, introductory line The ETUCE Conference The European Trade Union Committee for Education (ETUCE) supports its Hungarian member organisations SEH and PDSZ in their combat and preparations to strike!</p> <p>Page 1 paragraphs, 2, 4, 5 & 6: Noting that Education workers' trade unions in Hungary [...]</p> <p>Noting that The Hungarian government is duty bound [...]</p> <p>Noting that Education workers' unions in Hungary [...]</p> <p>Noting that A change to the public sector [...]</p> <p>Page 1, paragraph 3</p>	Lärarförbundet	<p>Should read: "Noting <u>that</u>, education workers'..."</p> <p>"Noting <u>that, the</u>..."</p> <p>"Noting <u>that</u>, education workers'..."</p> <p>"Noting <u>that</u>, a change.."</p> <p>The third paragraph becomes the penultimate paragraph.</p>



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		<p>The ETUCE Conference supports SEH's and PDSZ's demand for the government to shelve the attempts to drive through a restructuring of public education in the sole interests of the powers-that-be heedless of the country's economic situation and the lack of a legal or financial framework for reorganization!</p> <p>ETUCE believes that the preparations for a strike are fully justified and expresses its solidarity with Hungary's education workers' unions!</p> <p>The ETUCE Conference also supports the preparations for the strike which it regards as fully justified and expresses its solidarity with the EI member organisations in Hungary.</p>		<p>Recommendation:</p> <p>Recommends: to accept all changes</p>
9	Draft Resolution for the Improvement of Educational Conditions in Bosnia and Herzegovina	<p>Introduction before point 1</p> <p>The ETUCE Conference:</p> <p>Recognising that</p> <p>Point 3</p> <p>As a rule, at budget creations all recent budgetary Cuts are have been made to the detriment of the Educational sector, which clearly shows that only basic funds are allocated to the educational sector and that this sector is treated as standard expenditure item and by no means as in investment into the future.</p> <p>Introduction after point 3</p> <p>In relation to the foregoing, we request the following from the governments in Bosnia and</p>	Lärarförbundet	

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		Herzegovina: Supports the demands of the member organisations in Bosnia and Herzegovina for:		Recommendation: Recommends to accept all changes
A	Draft ETUCE Policy Paper on Early Childhood Education	<p>Page 5, point 1.1. ECE should be accessible and affordable to free of charge for all. However, the financial, economic and political crises of Europe seriously affected the education budget of the governments, contributing, among other things, to school closures, and school mergers of institutions, dismissal of teachers, cuts in teachers' salaries, worsened working conditions, unpaid overtime and cuts in the budgets used for maintaining and improving school infrastructure. Numerous European cases show that private schools, including ECE centres, were also hit hard as a result of the bankruptcy of the owners. At the same time, governments have been trying to support the private sector by providing more business opportunities for them at the expense of the public sector, while the crisis is still deepening.</p> <p>Page 6, point 3.1. Another important prerequisite for high quality ECE is qualified leaders, with a deep knowledge of early childhood education. ECE leaders are strategically positioned to ensure quality education by creating conditions for effective teaching and learning good education and care in their institutions. ETUCE believes in democratic and collaborative leadership in ECE centres. Such distributed leadership should</p>	<p>GEW</p> <p>GEW</p>	<p>Affordable or free was discussed in the working group. The view is that the current expression is the best political and strategically wording.</p> <p>Recommendation: Do not accept</p> <p>Recommendation: Accept institutions instead of schools.</p> <p>Should read "quality education and care"</p> <p>Proposed amendment changes the meaning .Could be reformulated :</p> <p><i>ECE leaders are strategically positioned to ensure quality education by creating good learning</i></p>

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		<p>involve teachers and other education employees and seek to improve learning and development. Therefore, pedagogical and curriculum leadership is central to school leadership.</p> <p>Page 7, point 4.2. Group sizes and child: teacher ratios are important conditions which are also known to have an impact on quality due to the nature of teacher-child interactions. In cross-national comparisons, it has been observed that well-educated and experienced early childhood teachers can, to a large extent, outweigh unfavourable conditions. ETUCE, therefore, strongly believes that class group sizes should be such as to enable the teacher to meet the individual needs of children, recognising that a sufficient number of qualified early childhood teachers is a prerequisite for acceptable quality.</p>	GEW	<p><i>environments in their institutions.</i></p> <p><u>Recommendation:</u></p> <p>Accept with reformulation</p> <p><u>Recommendation:</u></p> <p>Accept</p> <p><u>Recommendation:</u></p> <p>Accept</p>
B	Draft ETUCE Policy Paper on School Leadership	no amendments		
C	Draft ETUCE Policy Paper on Vocational Education and Training in Europe	no amendments		
D	Draft ETUCE Policy Paper on Work-Related Stress	<p>Page 1, first alinea Psychosocial hazards, such as work-related stress, increasingly affect teachers' health and wellbeing. Growing workload, bad work organisation longer working hours, lack of control and autonomy at work, poor relationships with colleagues , a rising level of</p>	AOB	<p>The insertion is taken from the Resolution on the Teaching Profession.</p> <p><u>Recommendation:</u></p> <p>Accept</p>



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		violence from pupils, parents and other third-parties and the lack of job stability and security are the main reasons for a rise in stress-related illnesses.		
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