



Education International  
**6<sup>th</sup> World Congress**

Education International  
**6<sup>th</sup> World Congress Report**  
**Building the Future  
through Quality Education**



Education International  
Internationale de l'Éducation  
Internacional de la Educación  
Bildungsinternationale



## Education International 6<sup>th</sup> World Congress

### Table of Contents

<b>Congress Plenary Session I:</b>	<b>3</b>	<b>Congress Plenary Session VI:</b>	<b>27</b>
1. <i>Opening of the Congress</i>	3	6.1. <i>Election of Executive Board Open Seats</i>	27
<b>Congress Plenary Session II:</b>	<b>6</b>	6.2. <i>Resolutions (cont.)</i>	27
2.1 <i>Adoption of the Congress Agenda</i>	6	<i>Sustained Funding of Public Education in</i>	
2.2 <i>Report of the Credentials Committee</i>	6	<i>the midst of the Economic Crisis</i>	27
2.3 <i>Appointment of the Elections Committee</i>	6	<i>Recruitment and Organizing</i>	29
2.4 <i>Appointment of the Resolutions Committee</i>	7	6.3 <i>Address by Former General Secretary of the WCOTP,</i>	
2.5 <i>Nomination of Tellers</i>	7	<i>Bob Harris</i>	30
2.6 <i>Rules of Debate</i>	8	6.4 <i>Resolutions (cont.)</i>	30
2.7 <i>Progress Report 2008-2011</i>	8	<i>Teacher Migration and Mobility</i>	30
2.8 <i>Conduct of Elections: EI Officers</i>	9	<i>Resolution on Turkish Cypriot Community</i>	31
2.9 <i>Progress Report 2007-2011 (cont.)</i>	9	<b>EI Awards</b>	<b>31</b>
<b>Congress Plenary Session III:</b>	<b>11</b>	<b>Congress Plenary Session VII:</b>	<b>32</b>
3.1 <i>Response to the Discussion on the Progress Report</i>	11	7.1 <i>Resolutions (cont.)</i>	32
3.2 <i>Financial Report 2007-2010</i>	12	<i>Gender Equality</i>	32
3.3 <i>Audit Report</i>	13	<i>Statement on the Situation in Israel and Palestine</i>	33
3.4 <i>Elections Committee – Report on Regional Seats</i>	13	<i>Child Labour</i>	33
3.5 <i>Education Policy Paper</i>	14	<i>Resolution from North American and Caribbean region</i>	
3.6 <i>Fraternal Address by Carol Bellamy, Chair, FTI</i>	16	<i>on Disaster Preparation and Relief</i>	34
3.7 <i>Report of the Resolutions Committee</i>	16	<i>Campaign for Public Education for All in Haiti</i>	34
3.8 <i>Video Projection: ‘Beyond Burma’</i>	16	7.2 <i>Appointment of Auditors and Internal Audit Committee</i>	35
<b>Congress Plenary Session IV:</b>	<b>17</b>	7.3 <i>Resolutions (cont.)</i>	35
4.1 <i>Amendments to Constitution and By-laws</i>	17	<i>Social Protection Education</i>	35
4.2 <i>Fraternal Address by Sharan Burrow,</i>		<i>Resolution from the African Region</i>	35
<i>General Secretary ITUC</i>	19	7.4 <i>Appeal regarding the membership of DAÜ-SEN/Cyprus</i>	36
4.3 <i>Resolutions</i>	20	7.5 <i>Resolutions (cont.)</i>	36
<i>Resolution on the Education Policy Paper</i>		<i>Resolution from the Latin American Region</i>	36
<i>“Building the Future through Quality Education”</i>	20	<i>Resolution from the European Region</i>	36
<i>Education Support Employees</i>	21	<i>Trade Union Action against Neo-Liberal Policies and</i>	
<i>Copyright in Education</i>	21	<i>Austerity Plans in Europe</i>	37
4.4 <i>Presentation of the EI Action Cards</i>	22	7.6. <i>Motion of the Chair</i>	37
<b>Congress Breakout Sessions</b>	<b>22</b>	7.7 <i>Distinguished Associates</i>	37
<b>Congress Plenary Session V:</b>	<b>23</b>	7.8 <i>Address by Retiring Deputy General Secretary</i>	
5.1 <i>Election Procedure for Executive Board Open Seats</i>	23	<i>Monique Fouilhoux</i>	37
5.2 <i>Programme and Budget 2012-2015</i>	23	7.9 <i>Address by Deputy General Secretary Jan Eastman</i>	38
5.3 <i>Resolutions Committee</i>	24	7.10 <i>Closing Ceremony</i>	38
5.4 <i>Address by Kumi Naidoo,</i>		<b>Policy Paper on Education</b>	<b>41</b>
<i>Executive Director, Greenpeace</i>	25	<b>Congress Resolutions</b>	<b>53</b>
5.5 <i>Resolutions (cont.)</i>	25		
<i>Climate Change</i>	25		
<i>Restriction of Civil Rights of Teachers in South Korea</i>	26		
<i>Resolution from the Asia-Pacific Region</i>	26		
<i>The Future of the Teaching Profession</i>	26		



# List of Resolutions adopted by the 6<sup>th</sup> World Congress

<b>Education Policy</b>	<b>53</b>
1.1.1 Resolution on the Education Policy Paper	53
1.1.2 Resolution on the Future of the Teaching Profession	54
1.1.4 Resolution on Human and Social Rights Education	57
1.1.5 Resolution on Social Protection Education	59
1.1.7 Resolution on Stable Education Jobs	60
1.1.9 Resolution on Copyright and Education	61
1.2.1/1.2.2/1.2.3/1.2.5 Resolution on Sustained Funding of Public Education in the midst of the Economic Crisis	62
1.2.4 Resolution: The crisis should not affect our school model	66
1.2.6 Resolution against Neoliberal Policies and Austerity Plans	67
1.3.1/1.3.2/1.3.3 Resolution: Stress the Importance of Public Education for Universal Welfare	68
1.3.4 Resolution on the Campaign for Quality Public Education for All in Haiti	69
<b>Vocational Education &amp; Training</b>	<b>70</b>
1.4.1 Resolution: New Impact of Vocational Education and Training in Each EI Region	70
1.4.2 Resolution on Vocational Education, Gender and Inclusiveness	71
<b>Education Support Employees</b>	<b>71</b>
1.5 Resolution on Education Support Employees	71
<b>Teacher Migration and Mobility</b>	<b>72</b>
1.6.1/1.6.2 Resolution on Teacher Migration and Mobility	72
<b>Human Rights</b>	<b>75</b>
2.1.1 Resolution on Child Labour	75
2.1.2/2.1.5 Resolution on Education and the Elimination of Violence against Women	78
2.1.6 Resolution on the Turkish Cypriot Community	79
<b>Israel and Palestine</b>	<b>80</b>
2.2.3 Resolution on Higher Education Teaching Personnel in Palestine	80
<b>Trade Union Rights</b>	<b>81</b>
2.3.1 Resolution on Recruitment and Organising	81
2.3.2 Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers	82
2.3.4/2.3.5 Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation	84
2.3.6 Resolution on the Restrictions of the Civil Rights of Teachers in South Korea	85
<b>Equality</b>	<b>86</b>
2.4.1 Resolution on Gender Equality	86
2.4.2/1.1.3/2.1.4 Resolution on Respect for Diversity	89
<b>Climate Change</b>	<b>90</b>
2.5.1/2.5.2 Resolution: Education Unions Mobilising on Climate Change	90
<b>From the Regions</b>	<b>91</b>
3.1 Resolution from the Africa Region	91
3.2 Resolution from the Asia-Pacific Region	93
3.3 Resolution from the European Region	94
3.4 Resolution from the Latin America Region	96
3.5 Resolution from the North American and the Caribbean Region on Disaster Preparation and Relief	97
<b>Internal EI</b>	<b>98</b>
4.1/4.2 Resolution on EI Structures	98
<b>Statement</b>	<b>99</b>
Statement by 6 <sup>th</sup> World Congress on Israel and Palestine, based on the 2010 ITUC Resolution	99



## Congress Plenary Session I: Day 1 – Friday 22 July – morning

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### 1. Opening of the Congress

The 6<sup>th</sup> World Congress 'Building the Future through Quality Education' opened with an animated congress video of students and teachers across the globe, followed by a spoken-word performance 'This Morning is New' by Malika Ndlovu. The Western Cape Teachers' Choir sang the South African National Anthem, and the Wellington High School Students' Choir supported Karin Kortje's performance of 'My African Dream' with song and dance.

**President Susan Hopgood** opened Congress by welcoming the 1,800 delegates and observers representing more than 300 member unions from 154 countries, as well as the special guests. She began her address by paying tribute to Nelson Mandela for "what he has taught us all about the struggle for freedom and respect for human rights".

Hopgood reflected on the major events since the previous World Congress in Berlin in 2007, in particular the weakening of global economies as a result of the financial and economic crisis that continues to impact upon millions of people around the world, and which has severely weakened progress towards tackling the world's persistent problems: poverty, HIV/AIDS, the rights of women and girls and the lack of education for all children.

Hopgood called for a new paradigm which would see a renewed commitment to quality Education For All (EFA). She reminded Congress that despite progress on the EFA and Millennium Development goals, many of the targets will be missed by 2015. She said: "Education remains the key to overcome poverty and injustice, and to achieve peace, social cohesion and human dignity in this world. But the greatest obstacle to the achievement of quality public education for all remains the lack of political will of governments."



Hopgood warned against the increased privatisation of education. Management practices in schools, performance measurement, standardised testing and curricula, ranking of schools, students and their teachers, incentive schemes and competition models were cited as strategies that undermine the development of high quality public education systems.

She underlined the importance of investing in highly qualified teachers and education staff as the key to delivering quality education: *'Quality learning requires quality teaching by a well-qualified, well supported, well respected and well paid workforce'*.

Hopgood addressed the need for campaigns demanding increased government investment in education and promoting gender equity policies and practices; securing fundamental labour rights and developing independent labour movements; building strong active local unions; strengthening union membership; and extending women's networks and leadership programmes.

Hopgood stressed the importance of organising and union building in both the developing and developed regions. She said that teacher unions' defence of every child's right to quality public education is ever more crucial at a time when public education is under unprecedented attack.

The opening ceremony key-note speaker, **South Africa's Deputy President Kgalema Motlanthe** addressed the Congress on the progress made by the post-apartheid government of South Africa in the public education system since the advent of democracy in 1994. He said: *"we have successfully integrated the many racially and ethnically-based education departments into one unitary national system. We have achieved near universal access to basic education [...] but the quality of education leaves much room for improvement."*

Motlanthe noted a number of challenges facing the development of an inclusive education system in South Africa, including: drop-out among rural impoverished populations; stigma, prejudice and discrimination surrounding HIV/AIDS, as well as the need for increased education on its prevention and treatment.

He noted that the South African government has declared education a national priority and is working with teacher unions on a Quality Learning and Teaching campaign and a strategic Framework for Teacher Education and Development.

Motlanthe said that in response to the economic crisis, the government of South Africa followed the broad approach urged by EI: investing in education to stimulate the economy and accelerate growth through expanding skills development, rather than cutting funding and services.

Motlanthe commended the work of EI in developing a strong united teacher union movement that extends to all reaches of the world. He noted the importance of the engagement between civil society and governments in order to develop a new social order based on justice, peace, security and a commitment to defending human rights.

South Africa's Minister of Higher Education and Training **Dr Bonginkosi Emmanuel Nzimande** addressed the Congress about the challenges facing education and teachers in South Africa. He stressed the importance of vocational education and training and higher education and indicated that their development is neglected across Africa due to the focus on the expansion of basic education.

Minister of Basic Education **Matsie Angelina Motshekga** spoke to Congress about the importance of teachers' adequate working conditions, professional development and support. She applauded EI's commitment to promoting the rights of both teachers and children.

The General Secretary of Public Services International (PSI), **Peter Waldorff**, conveyed fraternal greetings on behalf of the Global Unions. He called on Congress to renew its

strong commitment to international solidarity, and applauded the successes of joint international advocacy on issues such as migration, precarious work and quality public services. He noted that one of the major challenges is union unity and to win the confidence of young people in the trade union movement, particularly in urban areas. He also referred to the successful EI/PSI Sexual Diversity Forum which had taken place as a pre-congress event.

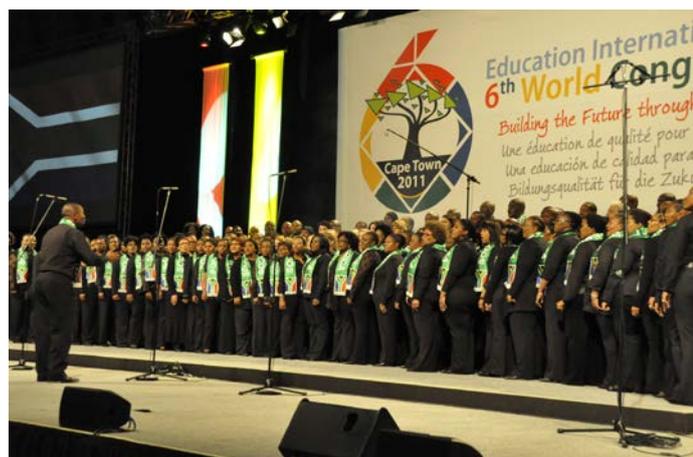
The Premier of Western Cape Province, **Helen Zille**, spoke of the challenges to reform education and told Congress: *“There are two categories of teachers: those who put their pupils’ rights first, and those that don’t.”* [...] *“Getting our education system right is about taking the rights of every learner seriously. The Western Cape Education Department respects teaching professionals and takes its responsibility as the employer of over 31,000 teachers, with clearly defined labour rights, very seriously indeed. That is why we have provided for a range of accountability measures – including the signing of performance contracts linked to learner outcomes – in schools.”* *“The rights of teachers and the rights of learners are therefore wholly compatible,”* she concluded.

The presidents of local teacher unions **NAPTOSA**, **SAOU** and **SADTU** welcomed the participants to South Africa. Each spoke of the value of teachers’ voice and unity for the attainment of education quality. They also encouraged Congress deliberations on issues such as teacher training and development, the reduced public spending facing numerous countries, and the necessity of joint teacher union collaboration.

Confederation of South African Trade Unions (COSATU) President **S’duro Dlamini**, and Federation of Unions in South Africa (FEDUSA) General Secretary **Dennis George** echoed the importance of quality education freely accessible to all. Dlamini spoke of the devastating impact of the economic crisis in undermining labour laws, increasing precarious work, reducing public spending and cuts in education spending across Africa. Dlamini also spoke of the difficulty in advancing progress in education in the context of the global food crisis, war and conflict as well as the impact of natural disasters.

**Guy Ryder**, Assistant Director General of ILO, spoke about how the challenges confronting education systems around the world have been intensified by the crisis, including cuts in education budgets, greater precarity of employment and reduced quality of education. *“Public educational systems are a basic precondition of any decent society and of social justice”*, he stated, reminding participants that the ILO shares EI’s commitment to ‘building the future through education and through decent work’.

**UNESCO Director General Irina Bokova** extended her greetings to Congress through a video message. **UNESCO’s Assistant Director General for Education, Qian Tang** shared UNESCO’s position on the challenges facing education. He spoke about UNESCO’s priority areas in education, including teachers’ issues and gender issues such as girls’ and women’s education.



▲ Opening: choral concert with teachers from all over South Africa



▲ President Susan Hopgood



▲ Opening: dance and music performance



▲ South Africa's Deputy President Kgalema Motlanthe



Tang stated that UNESCO will continue to promote the 1966 ILO/UNESCO Recommendation concerning the Status of Teaching Personnel and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel, which set out the roles, responsibilities and rights of teachers. He said: *"I am pleased that Education International relies on the joint ILO/UNESCO Committee of Experts for the Application of the Recommendation on Teachers, or 'CEART', to relay its perceptions of achievements and malfunctions in labour relations."*

## Congress Plenary Session II: Day 1 – Friday 22 July – Afternoon

President Susan Hopgood opened the second session of Congress.

### 2.1 Adoption of the Congress Agenda



The 6th World Congress agenda, moved by Vice President. Irene Duncan-Adanusa and seconded by Vice President Haldis Holst, was **adopted**.

### 2.2 Report of the Credentials Committee

The Credentials Committee is mandated to verify the credentials of all delegates and to handle any dispute concerning the representation of organisations at Congress.

Vice-President Juçara Maria Dutra Vieira, Chair of the Credentials Committee, introduced the report and indicated that the following organisations had made dues payments after the publication of the last dues, delegates and votes table: CCITTA/Iran, COT/Pakistan, CSC/Enseignement Democratic Republic of Congo, EGITIM/SEN Turkey, FENASYET/Togo, FSEC-USTC/Central African Republic, NZEI Te Riu Roa/New Zealand, SBPES/Belarus, SKOiW-NSZZ/Poland, SNEAB/Burkina Faso, SNEPPCI/Ivory Coast, SYNATREB/Niger and ZATU/Tanzania. The number of delegates and votes to which each organisation was entitled had been adjusted accordingly.

The Committee was composed of Juçara Dutra Vieira, CNTE/Brazil; Haldis Holst, UEN/Norway; Karen Best, BUT/Barbados, assisted by EI staff members Edwin Pijman and Stéphane Ponsard. John Ikpe Obong Obong, NUT/Nigeria and Francisca Castro ACT/Philippines had given apologies.



The Credentials Committee report was **adopted**.

### 2.3 Appointment of the Elections Committee

The Elections Committee ensures that all elections are conducted in accordance with the Constitution and By-laws.

The Executive Board recommended that the following 5 members, representing all regions, should compose the Elections Committee:

Adolph Cameron (M)	JTA/Jamaica
Anders Rusk (M)	OAJ/Finland (Chair)
Ashwini Kumar (M)	AIFTO/India

Fatima da Silva (F)

CNTE/Brazil

Tendai Chikowore (F)

ZIMTA/Zimbabwe



The composition of the Elections Committee, moved by Vice President Reg Weaver and seconded by Vice President S. Eswaran, was adopted.

### 2.4 Appointment of the Resolutions Committee

The Resolutions Committee prepares and presents recommendations regarding all resolutions and amendments to resolutions presented to Congress.

On the basis of nominations presented by the Executive Board, the Congress appointed the following 16 representatives from all regions to the Resolutions Committee, to be chaired by Executive Board member, Eva-Lis Sirén.

Alexander Ovares (M)

ANDE/Costa Rica

Christine Blower (F)

NUT/United Kingdom

Danielle Casavant (F)

CSQ/Canada

Darcel Russell (F)

AEU/Australia

Dominique Lassarre (F)

UNSA Education/France

Dorota Obidniak (F)

ZNP/Poland

Fridolin Mve Messa (M)

SENA/Gabon

Jaime Gajardo (M)

CPC/Chile

Kaizer Makole (M)

SADTU/South Africa

Lily Eskelsen (F)

NEA/United States

Maria Izabel Azevedo Noronha (F)

CNTE/Brazil

Mariama Chipkaou (F)

SNEN/Niger

Mike Thiruman (M)

STU/Singapore

Shannon Lederer (F)

AFT/United States

Stella Maldonado (F)

CTERA/Argentina

Tevita Koroi (M)

FTA/Fiji



The composition of the Resolutions Committee, moved by Vice President Irene Duncan-Adanusa and seconded by Vice President Haldis Holst, was **adopted**.

### 2.5 Nomination of Tellers

The Chair announced the appointment of the following representatives to serve as tellers during Congress:

Ranjeet Singh Rajput (M)

AIFTO/India

Kamala Kant Tripathy (M)

AIPTF/India

Martin Johnson (M)

ATL/United Kingdom

Cedricka Rolla (F)

BUT/Bahamas



▲ Artist Malika Ndlovu



▲ Dr Bonginkosi Emmanuel (Education Minister)



▲ Matsie Angelina Motshekga (Education Minister)



▲ Helen Zille (Premier of Western Cape Province)



▲ Ezra Ramasehla (NAPTOSA)



▲ Jopie Breed (SAOU)



Eduardo Raúl Pereyra (M)	CTERA/Argentina
Petra Grundmann (F)	GEW/Germany
Senen Niño (M)	FECODE/ Colombia
Nadine Crossman Molloy (F)	JTA/Jamaica
Lee Dong-Jin (M)	KTU/South Korea
Baburam Adhikari (M)	NNTA/Nepal
Ian Leckie (M)	NZEI/New Zealand
Matazu Kabir Garba (M)	NUT/Nigeria
Roustan Job (M)	T&TUTA/Trinidad & Tobago
Solveig Eldegard (F)	UEN/Norway

## 2.6 Rules of Debate

Amendments to the Congress Rules of Debate and By-Law 8 regarding the time limit for speakers in Congress debates were moved by Fred van Leeuwen, General Secretary, on behalf of the Executive Board and seconded Eva-Lis Sirén (Executive Board).



All the amendments presented were **carried**. The revised Rules of Debate were **adopted**.

## 2.7 Progress Report 2007-2011

The President invited the **General Secretary** to present the Progress Report 2007-2011.

The General Secretary explained that his Progress Report outlined the global and regional programmes carried out to achieve the five principal aims set by the 5th World Congress. He recalled that EI as “the voice of the teaching profession” was advocating in favour of investing in education as part of the solution to the global financial and economic crisis, through the Hands Up for Education and Quality Public Services campaigns and representation in decision making fora and institutions such as the IMF, World Bank, WTO, OECD, G8 and G20 summits and the 2011 US sponsored Summit on the Teaching Profession. “*The strength and influence of EI is based on the dual role of teacher organisations as trade union and professional organisations,*” he stressed.

The General Secretary also highlighted the role of EI in defending teachers’ rights and freedoms in a context of attacks against unions. For many member organisations EI is a lifeline, and often the only one between them and the international community. He particularly welcomed the presence of the education unions from the Arab world which played such an important role in the movement for democratic change and political reform in their countries. “*Our role is to stand up when teacher rights are violated and their work being made impossible when their security and that of their students is at stake*”. He also insisted on the crucial need to continue investing in capacity building and organising.

The General Secretary stated that much work is still needed to counter global trends of privatisation and commercialisation of education and the deprofessionalisation of the teaching profession, to improve the quality of education at all levels and to increase global recognition of labour standards and human rights in education.

The General Secretary suggested that EI, after having achieved unity and successful advocacy, should now actively mobilise member organisations to confront attacks on education and teachers. He noted the important role of regional women’s networks and

regional networks focusing on minority group, and highlighted the success of the first World Women's Conference.

In the ensuing discussion, 21 delegates made observations and specific proposal for consideration on the following issues and areas of work:

## Early Childhood Education (ECE)

Henning Pedersen (**BUPL/Denmark**) and Ragnhild Lied (**UEN/Norway**) praised EI for its work in promoting ECE as an integral part of education systems, in particular through the establishment of a taskforce to carry out research and promote policies on ECE within member organisations. Concern was expressed about private-for-profit investments limiting the expansion of access to ECE and about reduced funding for this level of education as a result of the global crisis.

## Impact of global crisis on teachers' salaries and working conditions

Hubert Raguin (**FNEC-FP-FO/France**) called on EI to continue defending teacher rights, including the right to strike, and to denounce the cuts in public services and the impact of structural adjustment programmes introduced by governments and promoted by international institutions as a response to the global crisis.

## Indigenous education

Jillian Miller (**NTEU/Australia**) commended education unions for their progress in listening to the education needs of indigenous communities, but highlighted the persistence of inequalities for indigenous people. She added that NTEU called on unions to prioritise indigenous education and include indigenous representatives on Congress delegations, but deplored the lack of meetings of the Indigenous Ad Hoc Committee.

## 2.8 Conduct of Elections: Officers

The Chair of the Elections Committee, Anders Rusk, explained that the submission of nominations and the number of candidates for the positions of President, Vice-Presidents and General Secretary, met the requirements of the Constitution and By-laws. The following individuals were thus declared elected:

President	Susan Hopgood (F)	AEU/Australia
General Secretary	Fred van Leeuwen (M)	AOb/Netherlands
Vice Presidents	Dennis Van Roekel (M)	NEA/United States
	Haldis Holst (F)	UEN/Norway
	Irene Duncan Adanusa (F)	GNAT/Ghana
	Juçara Dutra Vieira (F)	CNTE/Brazil
	S. Eswaran (M)	AIPTF/India

## 2.9 Progress Report 2007-2011 (cont.)

### EI work and organisation

Roger Ferrari (**SNES-FSU/France**) called for the strengthening and deepening of democratisation within EI, through the extension of regional autonomy and increased transparency in debates, decision-making procedures and the collection of membership dues. He challenged the setting of expenditure priorities by the ten highest paying member organisations. He also encouraged EI to continue to



▲ EI General Secretary Fred van Leeuwen



▲ Opening dance performance



▲ Thobile Ntola (SADTU)



▲ Qian Tang (UNESCO)



▲ Dennis George (FEDUSA)



▲ Guy Ryder (ILO)



take strong action to support members confronted with the deterioration of working conditions and austerity measures.

## Trade union rights struggles

Mohammad Khaksari (**CCITTA/Iran**) described problems faced by the union in Iran, including: difficulties in organising, persecution of activists and teachers, restricted pedagogical autonomy, gender segregation and stereotyping in education, non-respect for diversity and mother-tongue education, and unsafe schools particularly in rural areas. He called for international solidarity and support.

Tevita Koroi (**FTA/Fiji**) and Agni Deo Singh (**FTU/Fiji**) thanked Congress for its support and solidarity expressed through the Urgent Action Appeal for Fiji, calling for the reinstatement of the union leader, freedom of speech, trade union rights and the restoration of democracy. Both union delegates noted that the quality of education is compromised by the current military regime, and the loss of trade union and collective bargaining rights threatens both teachers and unions. Reference was made to the 2011 ILO conference during which the violation of ILO Convention 87 in Fiji was discussed. Tevita Koroi invited all delegates to sign the EI Action Cards on Trade Union Rights in Fiji.

Soung Houts (**NEAD/Cambodia**) spoke about the situation in Cambodia, stating that Cambodian teachers have no freedom of association or collective bargaining rights, their salaries are very low and many are forced to take on additional work.

James Tweheyo (**UNATU/Uganda**) spoke about the lack of collective bargaining rights in Uganda and the appalling situation of education financing. Corruption hampers education financing and prevents the development of an effective education system. UNATU is preparing a strike and expects international support.

Tendai Chikowore (**ZIMTA/Zimbabwe**) commended EI for its support to teachers and the union in Zimbabwe. Political violence against teachers persists in rural areas, leading many to abandon the profession and leave the country. In the context of attacks against education she advised that school premises should only be used as educational facilities and not for political purposes.

Chauluka Muwake (**TUM/Malawi**) noted that academic freedom continues to be suppressed in Malawi, and appealed for international support to push the Malawian government to respect freedoms and rights.

## Arab speaking region

Hanna Gharib (**LPESPL/Lebanon**) expressed solidarity with the Arab revolutions and praised the dignity of the Palestinians. He advocated for an EI organisational framework for the Arab world and for Arabic to become an official language of EI.

Mohamed Hlaiem (**SGEB/Tunisia**) thanked EI for its support to the Arab revolutions and requested specific programmes to deepen debates and strengthen unity in the region. Together with Khaled Nouicer (**FGESRS/Tunisia**), Abdelaziz Louy (**SNE-FDT/Morocco**) and Khaled Alhababbeh (**GUWT/Jordan**), he called for international solidarity with the Arab revolutions and support during the transition periods. Louy stressed the role of education in raising awareness and activism of citizens. Nouicer called for EI to request from Arab governments that they improve the conditions for teachers. Solidarity was expressed with colleagues in Tunisia, Yemen, Syria and Libya.

Touriya Lahrech (**SNE-CDT/Morocco**) commended EI for progress on women's issues through the Women's networks and World Women Conference. She noted the importance of ECE and higher education in promoting decent jobs. Young people continue to demonstrate for democracy, transparency and gender equality in Morocco and other countries.

Mamadou Diop (**UDEN/Senegal**) stressed the need to find new areas of dialogue and international solidarity to support social movements and the Arab revolutions. He deplored the use of standardised testing for school rankings. Regarding the EI structures he hoped that the African region would not be amputated through the development of an Arab region. He also noted that moving the Congress cycle to 4 years had not been accompanied by a revision of regional statutory activities.

### Higher education and VET

Jens Vraa-Jensen (**DM/Denmark**) noted the importance of the Bologna Process that focuses on student-centred learning and defends teacher professionalism. He called for the continuation of EI's Higher Education work and conferences. In addition, clarity on the differentiation between the terminology 'learning' and 'education' was called for, and he insisted that 'Education for All' should not be renamed 'Learning for All'.

Mamadou Diouf (**SUDES/Senegal**) spoke about the scarcity of VET funding in developing countries, in terms of teacher training, wages, and infrastructure. 'Brain drain' and the emigration of trained teachers encouraged by industrialised countries were deplored.

At the close of Congress Plenary, the President expressed solidarity with the demonstration organised outside the conference hall by Equal Education for improved education services in South Africa.

## Congress Plenary Session III: Day 2 – Saturday 23 July – Morning

The second day of Congress commenced with a video slideshow remembering education leaders and activists who had died since the previous congress, but also persecuted teachers and victims of attacks on education and of natural disasters. Congress observed one-minute silence in solemn remembrance.

The General Secretary then addressed Congress regarding the violent attacks that had taken place in Norway a day earlier. He said EI condemned extremist violence in all its forms and expressed sympathy with the families of the victims. Haldis Holst, Vice President, who is from Norway, thanked congress for the compassion and support. She stated that the deaths of dozens of young people, who believed in democracy, freedom of speech and a fair society, and who were training to become activists, politicians and maybe trade unionists - was a major loss to us all.

### 3.1 Response to the Discussion on the Progress Report

The General Secretary responded to the remarks made in the interventions on the Progress Report.

He supported the views expressed by **DM/Denmark** on the semantic difference between 'learning', 'teaching' and 'educating'. He emphasised that all education sectors are equally important and interconnected, from early childhood education to higher and vocational education, and no sector of education should be left to the private sector.



▲ Demonstration for Education for All



▲ Haldis Holst and Jan Eastman



▲ During the plenary



▲ At the end of the day



▲ South African Welcome Evening



The General Secretary said EI had the capacity to influence OECD policies and to make the link between OECD countries and policies in other countries. He endorsed **NTEU/Australia's** call for member organisations to include more members from indigenous and minority groups in their delegations. He noted that over 70 countries have indigenous groups within their populations, and that these should be better represented in teacher organisations. In addition, EI should strengthen regional networks to push for progress in achieving gender equality.

The General Secretary supported the call from **SNES-FSU/France** for increased trade union action that confronts austerity measures. He deplored the loss of democratic rights, and the consequences on individuals as presented by the unions in Fiji and Iran. He stated that the testimonies given by unions from Zimbabwe, Uganda, Malawi and Cambodia on their countries' challenges in education were powerful examples of the need for more international solidarity.

The General Secretary noted that the contributions of representatives from Morocco, Tunisia, Jordan and Lebanon reinforced the need for EI to continue to support independent and democratic unions through a cross-regional structure. He emphasised that the structure, by its nature, would remain within the African and Asian regions.



The Progress Report, moved on behalf of the Executive Board by Haldis Holst and seconded by Reg Weaver, was **adopted**.

## 3.2 Financial Report 2007-2010

Haldis Holst, speaking in her role of Chair of the Finance and of the Special Committee on Finances and Structure established by the 5th EI World Congress, presented the Special Committee's report and highlighted the following recommendations:

That

- one per cent of the budgeted income for 2012 be held in reserve for contingencies
- after investigating into different options, EI retain the existing dues calculation system as being the fairest and most equitable for all organisations
- all proposed resolutions be presented with an estimate of the costs of their implementation
- an internal Audit Committee, separate and independent from the Executive Board, be established and tasked with reviewing the financial statements on behalf of the Congress.

### Three interventions were made:

Walter Dresscher (**AOb/Netherlands**) and Roger Ferrari (**SNES-FSU/France**) raised concern about the growth in the portion of staff cost to the detriment of programme activities. Both disagreed with increasing membership dues and instead proposed to explore possibilities for reducing expenditure. Walter Dresscher advised to increase the volume of tasks performed by the regional offices. While supporting the need to have buffer funds, he expressed concern that large funds would be withheld by EI. Both advised for more, if not all member organisations to be engaged in paying dues.

Mike Jennings (**IFUT/Ireland**) thanked EI for the continued commitment to support activities in the higher education sector, such as the Higher Education Conference, and expressed appreciation for the commitment and achievements of Deputy General Secretary Monique Fouilhoux.

Haldis Holst responded by inviting Congress to think carefully about the paradox of increasing the level and impact of activities while reducing staff costs. She pointed out that the majority of costs were recurrent, and that savings would imply cutting, down on recurrent expenditures. She also repeated that the Committee had not identified a suitable alternative to the current dues collection system.



The report of the Special Committee on Finances and Structures, as moved on behalf of the Executive Board by Haldis Holst and seconded by Emily Noble, was **endorsed**.



The report on Income and Expenditure Accounts 2007-2010, moved on behalf of the Executive Board by Juçara Dutra Vieira and seconded by Patrick Gonthier, was **adopted**.

### 3.3 Audit Report

Herman van den Abeele, Auditor at **Ernst & Young Belgium**, presented the Auditors' Report.

He recalled that **Ernst & Young** had been appointed by the previous Congress and reported on an interim basis to the Executive Board and to the World Congress. He outlined the responsibilities of Statutory Auditors and explained auditing standards accepted in Belgium (BE-GAAS) in line with International Standards of Auditing (ISA).

Van den Abeele explained that EI's financial statements did not contain any material misstatements or anomalies on the basis of legal and regulatory requirements. The statements provided all required information giving a true and fair view of assets and liabilities, financial position, and results for the period covered.

### 3.4 Elections Committee – Report on Regional seats

The Chair of the Elections Committee, Anders Rusk, indicated that the Committee had concluded that all ten nominations for the regional seats on the Executive Board were in conformity with the By Laws. Accordingly, the Committee declared the following candidates elected:

#### **Africa:**

- |                            |                    |
|----------------------------|--------------------|
| Mugwena John Maluleke (M)  | SADTU/South Africa |
| Marième Sakho Dansokho (F) | SYPROS/Senegal     |



▲ Anders Rusk (OAJ), chair of the Elections Committee



▲ New Executive Board Members



▲ View of the Plenary



**Asia-Pacific:**

Yuzuru Nakamura (M)	JTU/Japan
Lok Yim Pheng (F)	NUTP/Malaysia

**Europe:**

Eva-Lis Sirén (F)	Läraryrbundet/Sweden
Slawomir Broniarz (M)	ZNP/Poland

**Latin America:**

Maria Teresa Cabrera Ulloa (F)	ADP/Dominican Republic
Stella Maldonado (F)	CTERA/Argentina

**North America Caribbean:**

Randi Weingarten (F)	AFT/USA
Emily Noble (F)	CTF-FCE/Canada

### 3.5 Education Policy Paper

The President presented the Education policy paper – Building the Future through Quality Education – to Congress. She introduced the paper by stating that in a context where public education is under unprecedented attack, it is essential for EI to have a clear policy paper outlining the role of teacher representatives in influencing public policies through social dialogue in all countries and in advocating for the kind of quality inclusive education that will secure the future of our societies.

The paper, developed through in-depth and extensive consultation with affiliates, defines education as a human right and a public good and advocates for teacher rights, educational research and professional standards for the teaching profession. The paper opposes standardised evaluation which undermines student self-confidence and teacher motivation and curbs innovation.

The policy paper focuses on the importance of professional leadership and pedagogical training. It also stresses the importance of States in providing high quality education for all children in all countries, education promoting inclusion and confronting discrimination based on gender, ethnicity, sexual orientation and socio-economic background.

*In the ensuing discussion, 18 delegates made interventions and expressed support for the Education Policy Paper. The discussion is summarised by topic below:*

**Early Childhood Education (ECE)**

Allan Baumann (**BUPL/Denmark**) commented that the foundation of education is early childhood education. Yet many countries still have not adequately developed this level of education. BUPL urged EI to set ECE as one of its priorities, including campaigns on the conditions of work. The work of the ECE Taskforce was commended and encouraged.

**Professional leadership and academic freedom**

Mimi Bjerkestrand (**UEN/Norway**) explained that she welcomed the focus of the Education Policy Paper on professional leadership and autonomy. Greg McCarthy (**NTEU/Australia**) supported the link set out in the policy paper between higher education, academic freedom and teacher education. NTEU had managed to achieve legislation in Australia protecting academic freedom. The link between

commercialisation and marketisation of academic research and the decline in teachers' rights and academic freedom was highlighted.

### Global crisis, cuts in education and societal challenges

João Dias Da Silva (**FNE/Portugal**) and Mario Nogueira (**FENPROF/Portugal**) indicated that the Policy Paper would strengthen unions' fight against cuts in education which are conditions to IMF loans to governments. They explained that the status and working conditions of teachers in Portugal had worsened due to decreased wages and delayed pensions.

### Higher education & tuition fees

Jean Trudelle (**FNEEQ/Canada**), Marc Delepouve (**SNESUP-FSU/France**), Andreas Keller (**GEW/Germany**), Sam Hammond, (**CTF-FCE/Canada**), Ingrid Stage (**DM/Denmark**), Shujat Ali (**COT/Pakistan**) and Mona Robinson (**BSTU/Bahamas**) all expressed concern over the sentence on tuition fees for higher education. Requests were made to either amend or remove the sentence or ask Congress to refer it to the 2012 Higher Education Conference.

N'buéké Goeh-Akue (**FENASYET/Togo**) spoke on the lack of engagement of States in education, including higher education where training for academics could be improved. He deplored that, in Sub-Saharan Africa, in particular, education is largely managed by NGOs. He also deplored the lack of inclusive education systems.

### Resisting the neo liberal model

Odile Cordelier (**SNES-FSU/France**) commented that the policy paper is a pivotal project for EI and its affiliates in actively countering neo-liberal policies. The paper recognises that education policies cannot be isolated from economic, financial and social policies implemented by governments. Both she and Hubert Raguin (**FNEC-FP.FO/France**) regretted that Congress was unable to amend the policy paper. Hubert Raguin further regretted that the policy paper is not always in line with earlier resolutions referring to ILO Conventions and the rights to form unions, to strike and to engage in collective bargaining.

Johanna Jaara Åstrand (**Lärarförbundet/Sweden**) observed that the paper is a good basis for EI's work and expressed the need to develop similar papers on, for example, trade union rights for the next World Congresses. Quality education requires not only recruiting highly qualified teachers, but also attracting teachers to the profession through improved status, wages, working conditions and professional development.

Sam Hammond (**CTF-FCE/Canada**) expressed support for the policy paper and paid tribute to the 94 Colombian teacher unionists killed since the last Congress. He highlighted the need to continue to fight for quality public education and to challenge the commercialisation of education.

Walter Dresscher (**AOb/Netherlands**), commented that EI should further develop itself as a professional organisation at the international level, and expressed support for the policy paper in pushing professional ethics and standards forward.

Jorge Pavez (**CPC/Chile**) commented that unions need to further develop a collective understanding of quality education that includes the participation of citizens to develop a common vision for a better future. The policy paper gives responsibility to all unions and outlines their collective principles. He also rejected the principle of standardised testing.

Senen Niño (**FECODE/Colombia**) acknowledged EI's support for, and solidarity with, Colombian teachers in resisting neo-liberal policies and political violence



▲ Contribution to the discussions in the plenary



▲ View of the plenary



▲ Eva-Lis Sirén (Executive Board)



▲ Contribution to the discussions in the plenary



▲ Contribution to the discussions in the plenary



He insisted that teachers should resist the imposed model to transform students into consumers. He stated that in Colombia, teachers are being held accountable by the Colombian government for shortcomings in education, while they try to challenge the instrumentalist view of education.

Following the interventions on the Education Policy Paper, the President thanked the delegates for considering that the policy paper would help them respond to the current and future challenges teacher organisations face. She urged Congress to adopt the document, and invited the Higher Education Caucus to provide advice to the Executive Board on the paragraph concerning tuition fees.

## 3.6 Fraternal Address by Carol Bellamy, Chair, FTI

Carol Bellamy paid tribute to the engagement of EI in the Board of the Fast Track Initiative for Education for All (FTI). She warned that if the current high drop-out trends in primary education continued, there could be more children out of school in 2015 than now. However, FTI countries can boast enrolment rates double those of non FTI countries. Bellamy explained that FTI is committed to increasing resources for teachers, building over 30,000 classrooms and providing textbooks. FTI is arguing for increasing funding for education generally, increasing domestic spending and bilateral cooperation, and rejuvenating support for school enrolment in all countries.

However she insisted that quality is as important as access to education.

Bellamy stressed that teachers have a key role in EFA achievements: they teach and they reach out to communities to encourage families to send their children, especially girls, to school. Another 1.9 million teachers are needed. It is crucial to examine how to best support and reward teachers because the brightest teachers migrate to cities or leave the profession.

“Teachers need the backing and tools to do their job,” she claimed. Teachers are engaged in defining how best to guarantee that every child has access to a decent education for lasting social development. If the pay of teachers is often the largest share of Government payroll, the pipes are not always leak free, she noted, advising that donors focus on education management rather than on wage management.

She also stressed the pressure on education in armed conflict situations where schools are in the firing line and teachers and schools are considered legitimate targets. She also noted “We need to boost girls’ enrolment”.

## 3.7 Report of the Resolutions Committee

The Chair of the Resolutions Committee, Eva-Lis Sirén, stated that the Committee had received and accepted three urgent resolutions on:

- the situation in South Korea
- the neo-liberal policies following the financial crisis in the South of Europe
- the situation in the occupied territories of Northern Cyprus

The Resolutions Committee Chair explained that consultations with affiliates on composite resolutions had commenced. She listed the order in which the first 14 resolutions would be presented to Congress, starting with Resolution 1.1.1 on the Education Policy Paper.

## 3.8 Video Projection: ‘Beyond Burma’

## Congress Plenary Session IV: Day 2 – Saturday 23 July – Afternoon

### 4.1 Amendments to Constitution and By-laws

The amendments to the Constitution and By-Laws proposed by the Executive Board were introduced by President Susan Hopgood, in her role as Chair of the Constitution and By-Laws Committee. She reminded Congress that amendments to the Constitution required a 2/3 majority vote to be carried, while amendments to the By-Laws required 50% of the votes.

**Amendment (2.1) to article 7 of the Constitution on Suspension, Exclusion or Withdrawal from membership** aims to clarify the implications of the suspension of an organisation from membership. The amendment was moved on behalf of the Executive Board by Fred van Leeuwen and seconded by Ulrich Thöne.



The amendment was **carried**.

**Amendments (3.1) to article 13 of the Constitution (Regional Structures) and (3.2) to By-Law 18 (Definition of Regions)**, proposing to establish sub-regional and/or cross-regional structures and groupings, was moved on behalf of the Executive Board by Fred van Leeuwen and seconded by Branimir Strukelj. This amendment would enable member organisations from Arab countries to initiate requests through the Executive Board to establish a cross-regional structure.

Réjean Parent (**CSQ/Canada**) rejected the amendment as it would sub-divide and formalise the existence of sub- or cross-regional structures. In addition, the establishment of a cross-regional structure should be initiated by member organisations, not by EI. The General Secretary replied that the initiative to set up such a structure would precisely come from member organisations.



The amendments were **carried**.

**Amendment (4.1) to By-Law 25 (Finance Committee)**, regarding the composition of the Finance Committee, was moved on behalf of the Executive Board by Fred van Leeuwen and seconded by Mugwena Maluleke.



The amendment was **carried**.

**Amendment (4.2) to By-Law 26 (Dues)**, regarding deadlines for the payment of membership dues, was moved on behalf of the Executive Board by Fred van Leeuwen and seconded by Irene Duncan-Adanusa.



The amendment was **carried**.

**Amendment (4.3) to article 9 (b) of the Constitution and to By-Law 7**, proposing to established an internal audit committee, was moved on behalf of the Executive Board by Fred van Leeuwen and seconded by Haldis Holst.



The amendment was **carried**.

**Amendment (5.1) to article 25 (b) of the Constitution**, was moved on behalf of the Executive Board by Fred van Leeuwen and seconded by Grahame McCulloch.

The amendment aimed to clarify the definition of a two-thirds majority in a vote on amendments to the Constitution and By-Laws, by replacing the text 'two-thirds of the total votes cast' with 'two-thirds of the eligible votes of member organisations which have registered their attendance at the Congress'.



▲ Carol Bellamy (FTI)



▲ Contribution to the discussions in the plenary



▲ CTICC



▲ Voting



Pierre Girouard (**CSQ/Canada**) opposed the amendment in that it might make any changes to the EI statutes difficult by requiring such a large majority. Roger Ferrari (**SNES-FSU/France**) also opposed, arguing that the current article does not require clarification.



The amendment was **carried**.

**Amendments (6.1) to article 4 of the Constitution (membership) and (6.2) introduction of a new By-Law 2 (Associate Membership)** aimed to create a category of 'associate membership' for education unions which do not fully meet the membership criteria but wish to engage with EI. The amendments were moved on behalf of the Executive Board by Fred van Leeuwen and seconded by Randi Weingarten.

Interventions were made by Trudy Kerperien (**AOb/Netherlands**), who sought clarification on the financial consequences (dues and assistance) of having associate members. She also wondered what incentives there would be for associate members to become full members. Dianne Woloschuk (**CTF-FCE/Canada**) expressed concern about members of national federations joining EI indirectly as associate members and then withdrawing from their national federations.

The General Secretary responded on behalf of the Executive Board, explaining that this category was intended for teacher organisations with statutory links to political parties, for example. While such organisations did not qualify for full membership, they could be offered associate membership, where they would benefit from limited assistance. He rejected the suggestion that provincial organisations which were members of a national body already affiliated to EI could join EI through this new category.



The amendment to article 4 of the Constitution was **carried**.



The amendment to introduce a new By-Law 2 (Associate Membership) was **carried**.

**Amendment to article 10 (c) of the Constitution (Executive Board)**, was introduced and moved by Odile Cordelier (**SNES-FSU/France**) and seconded by Mario Nogueira (**FENPROF/Portugal**). The amendment would have five regional coordinators become members of the Executive Board, without voting rights. The General Secretary responded that the Executive Board was not in favour of the proposed amendment, stating that the current distribution of seats on the Executive Board provided for adequate representation of the regions. Additionally, as the chief regional coordinators were appointed by the General Secretary, it would be undemocratic to have them on the Executive Board.



The amendment was **lost**.

**Amendment to By-Law 16 (Executive Board)** was withdrawn by the proponent organisation, **DLF/Denmark** (Stig Andersen).

**Amendment to article 13 of the Constitution (Regional structures)** was not moved in the absence of a representative from the proponent organisation, **ACUET/Sri Lanka**.

**Amendment to article 19 of the Constitution (Membership dues)**, proposing to take into account differences in teacher salaries between countries when calculating membership dues, was introduced and moved by Manuela Mendonça (**FENPROF/Portugal**) and seconded by Réjean Parent (**CSQ/Canada**).

The General Secretary, on behalf of the Executive Board, questioned the practicality of implementing such a proposal, as the economic circumstances and differences in salaries within a given country would have to be taken into account, in addition to the difficulty of obtaining recent and reliable information on teacher salaries. He recalled that membership dues were computed on the basis of teacher salaries in the early years of EI. But the 1998 World Congress decided that a fairer system would be based

on GDP/GNI figures. The General Secretary proposed to continue investigating into better ways to determine membership dues which could be achieved without the proposed amendment.

Roger Ferrari (**SNES-FSU/France**) questioned the validity of the General Secretary's remark that EI had no reliable information on teacher wages. Manuela Mendonça (**FENPROF/Portugal**) argued that the amendment would

⊗ complement, and not reverse, the current calculation system.  
The amendment was **lost**.

**Amendment to By-Law 11 (Voting)** proposed to declare a resolution, motion or amendment adopted only if more than 50% of votes were in favour, from more than 50% of the member organisations. The amendment was introduced and moved by Florian Lascroux (**SNES-FSU/France**).

Patrick Roach, on behalf of the Executive Board, opposed the amendment, arguing that it would affect the nature of voting patterns and require complex voting arrangements. Florian Lascroux insisted that the democratic basis would be strengthened by the amendment, as it would ensure that a higher number of

⊗ organisations take part in the voting procedure.  
The amendment was **lost**.

**Amendment to By-Law 25 (Finance Committee)** proposing to inform member organisations regularly of EI's current financial resources and their use in order to engage and empower affiliates, was moved by Roger Ferrari (**SNES-FSU/France**) and seconded by Réjean Parent (**CSQ/Canada**).

Haldis Holst intervened on behalf of the Executive Board to oppose the amendment and suggested that financial information was available to the

⊗ membership in many different ways.  
The amendment was **lost**.

## 4.2 Fraternal address by Sharan Burrow, General Secretary of ITUC

The President introduced Sharan Burrow, the first woman to be elected as General Secretary of the International Confederation of Trade Unions (ITUC) and a former EI Vice President. She said "I am delighted to be amongst you again and I know that your battles for quality public services, universal education and rights and respect for education workers are critical challenges. This must be recognized as a frontline battle for the union movement."

"Globalization is not working for working people," stated Burrow. The 'Washington Consensus' has delivered a world where the gap between the wealthiest and the poorest has increased. She discussed the second wave of the financial crisis and noted that despite promises, the jobs and the income of working people were even more vulnerable. "Inequity is now recognised as a major cause of the financial crisis," she said. She called on unions to fight for social protection, a minimum wage, collective bargaining rights and investment in jobs in valued added industries and the green economy.

"Union power is essential for democracy, rights, peace and prosperity for workers everywhere," she stressed, calling for national and global activism and for unions to Organise, Organise, Organise!

She praised AFT and NEA for resisting attacks on labour rights in the USA and noted that these attacks were spreading across Europe. She also reminded participants of the struggle of unions in the Arab world.

She also discussed the defence of the rights of first nation peoples and children and of populations affected by climate change.



▲ In the CTICC



▲ In the plenary



▲ Sharan Burrow (ITUC)



▲ Voting procedure



## 4.3 Resolutions

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

The President explained that following the morning debate, the Officers had met and decided to recommend to Congress that the problem regarding the reference to tuition fees in paragraph 28 of the Education Policy Paper would be referred to the incoming Executive Board which would seek the advice of the 2012 Higher Education Conference. She added that the sentence would not, therefore, be included in the Policy Paper moved for adoption under the enabling resolution. Congress adopted the proposal.

Resolution 1.1.1 supporting the Education Policy Paper was introduced and moved on behalf of the Executive Board by Patrick Gonthier and seconded by Mugwena Maluleke.

Patrick Gonthier explained that the Paper aims to promote solidarity between organisations, to feature education as a public good and to strengthen teacher education professional development and social dialogue. He introduced the three amendments which had been accepted by the Executive Board and included in the proposed resolution. Mugwena Maluleke, in seconding the resolution, stressed the importance of research on the quality of education not being compromised by privatisation and commodification.

Nine interventions were made by delegates, summarised below:

Marc Delepouve (**SNESUP-FSU France**) withdrew his intervention as the paragraph on tuition fees would not be included in the resolution.

Chris Watt (**IEU/Australia**) supported the resolution and the policy paper as setting out a positive agenda for EI, based on professional standards, teacher education and supporting teacher leadership. It was noted that the responsibility for teaching does not fall on teachers alone, but also on schools, states and governments.

Becky Pringle (**NEA United States**) commended EI for taking the lead on countering deprofessionalisation and misuse of standardised testing through clear and coherent statements as set out in the Policy paper. Education is a human right and a public good, and unions have a positive role to play in promoting systems that have high professional standards and are accountable to society. Support was expressed for the democratic consultation process on the Policy paper.

Adam Urbanski (**AFT/United States**) commented that the Policy Paper is a good first step towards achieving quality education.

Ramesh Joshi (**AIFTO/India**) supported the resolution, but commented that the Policy Paper hardly reflected the realities experienced by teachers in the field. He noted that quality education depends on many different factors for which a strategy still needs to be developed by EI, particularly looking at the employment of untrained teachers, teacher-student ratios and standardised testing. Good planning is necessary to confront research that challenges teacher professionalism and quality education.

Philip Joe Saa (**ALPO/Liberia**) raised concern about the disregard for teaching qualifications in Liberia. He commended the Policy Paper for setting out the right values for education, on the basis of which countries can move forward. ALPO thanked EI and member organisations for their support.

Mike Jennings (**IFUT/Ireland**) paid tribute to one of the early presidents of IFUT, Kader Asmal from South Africa. He stated that money spent on education systems is not a cost, but an investment in the future. He commented that policy that is not backed with evidence is weak, and that it is imperative for EI to support its policies with data and facts.

Mohan Jnawali (**NTA Nepal**) commented that government spending on military equipment exceeded spending on education in many countries, and few met the minimum investment of 6% of GDP in education. NTA/Nepal called on EI to advocate that 1% of GDP be invested in official development assistance to developing countries.

Mariló Reina (**FE.CC.OO/Spain**) noted that the Policy Paper reflected EI's support for EFA and inclusive education, and that EI should facilitate research, advocacy and communication to support affiliates in their defence of quality public education and the right to education.

Patrick Gonthier, Executive Board member, responded to the interventions, noting that the unanimous support for the resolution reflected the need for EI to become active in the coming years to implement the Education Policy Paper.



The resolution was **carried by an overwhelming majority**.

### Education Support Employees

Resolution 1.5 was moved by Alan Pelissier and seconded by Randi Weingarten on behalf of the Executive Board. Alain Pelissier invited Congress to adopt the resolution which recognises the importance of support employees in realising quality public education. He called for their recruitment and unionisation to win the struggle against privatisation.

Three interventions were made:

Gabe Gooding (**NTEU/Australia**) stressed the difficulties faced by support staff, including lower status and recognition of work. It was pointed out that higher education was under threat from ideological attacks and reduced resources, and support staff were often considered 'cheap labour'. She urged member organisations to advocate for the unionisation of support staff.

Ruby Newbold (**AFT/United States**) outlined the many responsibilities of support staff. She requested that teachers show respect and support for the professional training needs of support staff.

Fatima da Silva (**CNTE/Brazil**) insisted that all involved in the education process have a crucial role to play. She stated that the resolution can strengthen the professional role of education support staff.



The resolution was **carried unanimously**.

### Copyright in Education

Resolution 1.1.9 on Copyright in Education was introduced and moved by Wayne Peters (**CAUT/Canada**), and seconded by Christian Addai-Poku (**NAGRAT/Ghana**). Wayne Peters commented on restricted access to educational materials for non-commercial purposes, and high licensing fees in schools on copyrighted materials. The resolution would establish EI policy on intellectual property in the context of EI's official observer status at the United Nations World Intellectual Property Organisation (WIPO). The resolution highlighted the need for a balanced approach to copyright rules, to protect the rights of both creators and users and to support the dissemination of education, knowledge and research. Seconded Christian Addai-Poku highlighted how tightened copyright protection on educational resources disproportionately affected developing countries.



▲ View of the plenary



▲ In the CTICC



▲ Chair of the plenary



▲ View of the plenary



▲ Monique Fouilhoux



Two interventions were made in support of the resolution:

Greg McCarthy (**NTEU/Australia**) referred to the detrimental effects of the GATS agreements on copyright in Australia, and how universities own the copyright of material developed by lecturers.

Bernard Berube (**CSQ/Canada**) pointed to the delicate balance between user and creator rights, and how researchers may be deprived of their author rights even when material has been developed in collaboration.



The resolution was **carried unanimously**.

## 4.4 Presentation of the EI Action Cards

The President presented the campaign requesting Governments to fully comply with international standards guaranteeing teachers and education workers' rights to freedom of association, to organise and bargain collectively. The President told Congress participants that they could take action by signing country action cards developed by EI to promote teachers' rights in Bahrain, Cambodia, Colombia, Djibouti, Fiji, Georgia, Honduras, Iran, South Korea, Swaziland, Turkey, and Yemen.

## Congress Breakout Sessions: Day 3 – Sunday 24 July – Morning

Day three of the Congress was devoted to the following breakout sessions:

- Session 1 – Implementing our Education Policy
- Session 2 – Are Inclusive Education Institutions a Real Possibility or a Dream?
- Session 3 – Stronger Together: Building Better Unions
- Session 4 – The Future Financing of Education
- Session 5 – Quality Teaching: Confronting the Challenge of Deprofessionalisation
- Session 6 – Inclusive Schools at the Heart of the Community
- Session 7 – Building Effective Partnerships for Quality Education
- Session 8 – Education as Part of the Solution to the Economic Crisis?

In each session, a mixed panel of EI and external speakers shared their experiences and observations to stimulate open debate among member organisations to come to a series of practical proposals for action.

All breakout sessions were connected to discussions about supporting education workers to deliver quality education for all. One session provided insights on how trade unions can better organise and recruit, while another focused on cultivating professionalism within education. The financial crisis was an underlying theme across many sessions, but one specifically focused on establishing new sources of revenue for schools. Participants were given concrete examples of how education would support prevention and recovery from economic crisis.

The breakout session on EI's comprehensive education policy brought together a panel of speakers from the OECD and World Bank, and led to discussion on how education unions can utilise the policy to bring about tangible change in the classroom.

Other sessions' panels addressed quality education, making schools inclusive, community-driven and politically aware. These discussions considered the outside factors and institutions influencing education and how to best collaborate with them.

## Congress Plenary Session V: Day 4 – Monday 25 July – Morning

### 5.1 Election procedure for Executive Board Open Seats

The Chair of the Elections Committee announced that 13 valid nominations had been received for the 9 open seats on the Executive Board. The Chair detailed the procedures for the conduct of the ballot.

Note: please refer to item 6.1, page 27, for the full list of candidates and the results.

### 5.2 Programme and Budget 2012-2015

The General Secretary introduced the proposed Programme and Budget for 2012-2015. He was seconded by Executive Board member Grahame McCulloch.

“In the light of the attacks on the members and the serious challenges facing education and professional development, we need to strengthen our capacity to fight back,” said the General Secretary.

Current successful initiatives should be strengthened by policy initiatives, some involving networks and taskforces, addressing gender equality, education support staff, early childhood education, vocational education and training, indigenous peoples and migration. The World Women Conference will be renewed and the International Higher Education Conferences and annual conferences for affiliates in OECD countries will be maintained. Regional programmes should also focus on capacity building in Arab-speaking countries, Central Asia, Africa and Central America.

The Education Policy Paper will guide our advocacy with education ministers at the OECD and other fora. Building on the expertise of union experts and activists, EI will make substantive but also creative proposals.

EI, in collaboration with other GUFs and the ITUC, will flex muscles and maximise political pressure to argue for quality public education to be the key to a fairer and more sustainable future. EI will also partner with other civil society groups who share our beliefs in quality public education. “We don’t just want to be heard, we want all bodies like G20 to act, to put money where they say it should be,” said the General Secretary, adding that the Executive Board will be invited to consider a worldwide stoppage of work by teachers where they all stay in their classrooms and explain issues to their pupils.

Notwithstanding pressure to reduce costs (also in the context of the currency fluctuation and the Belgian salary index system), governance structures would be maintained to guarantee the democracy and representativeness of EI. EI’s talented and hard-working staff would be retained in so far as financial resources allowed. The vacant Deputy General Secretary position would be filled as soon as there was more clarity on EI’s financial situation.

Member organisations are encouraged and will be supported to engage in recruitment drives and capacity building activities to become strong representatives of teachers and support staff worldwide.

Seven interventions were made to express support for the programme but caution against the burden of dues on member organisations.

Kolbjorg Odegaard (**UEN/Norway**) invited Congress to make responsible and sustainable decisions when adopting resolutions. She argued for work related to EFA and ILO to be key priorities.



▲ Breakout session



▲ Breakout session



▲ Breakout session



▲ Breakout session



▲ Breakout session



▲ Breakout session



Roger Ferrari (**SNES-FSU/France**) requested EI to reduce its operational costs. International labour unions should spend modestly and act closer to the standards of members, he advocated.

Ryszard Mosakowski (**KSN-Solidarnosc/Poland**), speaking on behalf of countries from Central and Eastern Europe, requested the new Executive Board to freeze the current GDP/capita fraction for the dues calculation until the crisis was over and to develop for next Congress a fairer dues collection system.

Walter Dresscher (**AOb/Netherlands**) expressed principled objections to further increases in dues rates and advised the Executive Board to consider using the buffer financial reserves, decentralising staff tasks to the regions and requesting more members to pay dues.

Saddek Dziri (**UNPEF/Algeria**) expressed concern about the difficulty of many member organisations to pay dues in the context of declining teacher wages, decline in membership and currency exchange rates.

Mamadou Diouf (**SUDES/Senegal**) also asked for a change and reduction of the dues amounts owed and called for increased solidarity to finance union capacity building in developing countries.

Haldis Holst, as Chair of the Finance Committee, reminded participants that Congress had requested that EI be a strong international body while at the same time arguing for lower fees. The proposal that the Executive Board be mandated to decide whether or not there should be an annual dues increase of max 2% in 2013, 2014 and 2015 should meet this request. She reminded participants that the Finance Committee had repeatedly explored alternative systems for a fairer dues collection, to no avail, and hoped that Congress would not task the Finance Committee to do this exercise again.

Mohan Jnawali (**NTA/Nepal**) stressed that many teacher unions are not only poor but also lacking basic skills. He invited Congress to consider extending capacity training programs in countries such as his.

The General Secretary welcomed the comments of speakers and noted that there was overall support for EI to carry out the ambitious activities programme presented to Congress. In response to the interventions on dues, he explained graphically the current system of ceiling and floor rates showing that members in developing countries make a higher sacrifice in contributing to the EI budget.

Most of EI's activities are carried out in the regions and in developing countries. He invited member organisations to inform their grassroots members about EI achievements and programmes.



The presented Programme and Budget 2012-2015 was **ADOPTED**.

## 5.3 Resolutions Committee

The Chair of the Resolutions Committee informed Congress about progress made in consolidating and combining resolutions. Eva-Lis Sirén also invited Congress to be disciplined in the discussions about resolutions.

## 5.4 Address by Kumi Naidoo, Executive Director, Greenpeace

Greenpeace Executive Director Kumi Naidoo welcomed the resolution on climate change to be considered by Congress. He praised this large union meeting for the contents of the resolution because, he said, educators are crucial actors for change and the climate crisis

stirs political conflicts in the world. Women and children are in the frontline to pay the cost of climate change.

He invited EI to respond to climate change in a systematic, joint and organised way because the anti-climate lobby was powerful. He stressed the need for educators to stand up and educate on environmentally sustainable practices and exploring green solutions for schools.

With 1.6 billion people having no electricity, thousands of teachers teach in classes with no access to energy; equipping those classes with green energy is therefore crucial.

The education trade union movement should join with environmentalist networks in a "green red alliance" to fight the GDP paradigm, Greed Destruction and Plunder, and support anti-poverty measures. Educators have the potential to bring people into the conversation on green economy by making concepts accessible through education.

Environmentalists are committed to the decent job creation of clean green jobs. In Germany, Greenpeace advocates that the job creation in wind energy is 300,000 compared to 30,000 in the German nuclear industry.

"As activists we do not need to give our lives to our fights, but the rest of our lives to our struggles," concluded the former ANC activist.

## 5.5 Resolutions (cont.)

### Climate Change

Composite resolution 2.5.1/ 2.5.2 on climate change was moved by Grahame McCullough on behalf of the Executive Board. He stressed that climate change is one of the biggest challenges facing the international community and civil society. The resolution was seconded by Rob Copeland from UCU/United Kingdom.

Four interventions were made:

Denis Jouan (**SNCS-FSU/France**) referred to the amendment from GEW on the nuclear industry and stated that his union could not vote in favour of the resolution in its current form. He invited Congress to further discuss the issue.

Meredith Peace (**AEU/Australia**) expressed support for the resolution, as it addressed how unions and teachers could mobilise and take action on climate change.

Wayne Peters (**CAUT-ACPPU/Canada**) supported the resolution, in particular the sections referring to research on climate change, which was losing funding in Canada.

Mamadou Diop (**UDEN/Senegal**) commented on the disastrous effects of climate change on humanity and poverty, and encouraged EI to support countries that suffer from environmental exploitation, and to get involved in civil society campaigns at the global level.

Grahame McCulloch replied to the interventions, outlining the reasons to combat nuclear energy. Through the resolution, the Executive Board did not rule out nuclear fission, but expressed opposition against current forms of nuclear energy production. He therefore suggested that a debate on this issue be held at the International Higher Education Conference in Buenos Aires.



The resolution was **carried**.



▲ Kumi Naidoo (Greenpeace)



▲ Odile Cordelier and Roger Ferrari (SNES-FSU)



▲ EI staff



▲ Charlie Lennon



▲ Branimir Strukelj (Executive Board)



▲ In the plenary



## Restriction of Civil Rights of Teachers in South Korea

The urgent resolution was moved by Mi-ja Park of KTU/South Korea and seconded by Angelo Gavrielatos, AEU/Australia. Mi-ja Park explained that the resolution was prompted by attempts of the South Korean Government to undermine the union rights of Korean teachers. The resolution mandated the Executive Board, in cooperation with member organizations, to demand that the South Korean government suspend all disciplinary measures imposed on KTU leaders and teachers, and amend its legislation to guarantee that the civil and political rights of public employees, including teachers, conform to international conventions.

Mamadou Diop (**UDEN/Senegal**) spoke in favour of extending the resolution to cover other countries.



The resolution was **carried unanimously**.

## Resolution from the Asia-Pacific Region

The resolution 3.2 on the Asia-Pacific region was moved on behalf of the Executive Board by S. Eswaran and seconded by Yuzuru Nakamura.

One intervention was made by Sohei Eto (**JTU/Japan**) who gave an overview of the impact of the earthquake in Japan, and explained how Japanese society was struggling to recover and the key role played by teachers in this process. For example, JTU had set up a safety response unit to ensure that all teachers and schools in the region had access to secure education facilities. JTU also extended its gratitude for the support and solidarity relief extended by EI and its affiliates.



The resolution was **carried**.

## The Future of the Teaching Profession

Resolution 1.1.2 was moved on behalf of the Executive Board by Reg Weaver and seconded by Lok Yim Pheng.

The resolution mandated the Executive Board to develop an advocacy paper for member organisations to use in negotiations with their governments, building on EI's education policy paper "Building the Future through Quality Education".

Reg Weaver informed Congress that all proposed amendments had been accepted by the Resolutions Committee except the first amendment from SNES-FSU/France suggesting to delete a reference to the emotional intelligence of students. Jean-Hervé Cohen (SNES-FSU/France) announced that his organisation had withdrawn the amendment.

Three interventions were made in support of the resolution:

Louis Malfaro (**AFT/United States**) invited unions to take a pro-active approach to defining indicators for quality education and good teaching, and how that could be measured and assessed.

Jacques Paris (**FNEC.FP-FO/France**) placed the resolution in the context of attacks against education systems and teachers, and stressed that it was crucial for unions to claim their independence from governments and demand their rights. FNEC.FP-FO noted that the resolution could have benefitted from statements addressing the right of unions to organise, rather than work in partnership with governments, and to state that public education should not be affected by austerity measures.

Jean-Hervé Cohen (**SNES-FSU/France**) thanked the Resolutions Committee for including amendments that strengthened the resolution, notably on standardised testing and evaluation.



The amended resolution was **carried**.

## Congress Plenary Session VI: Day 4 – Monday 25 July – Afternoon

### 6.1. Election of Executive Board Open Seats

Anders Rusk, Chairperson of the Elections Committee, announced the results of the elections to the open seats. The nine candidates who had received the highest number of votes were declared elected. In total 255 valid and eight invalid ballots had been received.

#### Elected

Patrick Roach	NASUWT/United Kingdom	1839
Teopista Birungi Mayanja	UNATU/Uganda	1836
Grahame McCulloch	NTEU/Australia	1798
José Campos Trujillo	FE.CC.OO/Spain	1737
Senen Niño Avendano	FECODE/Colombia	1661
Patrick Gonthier	UNSA-Education/France	1632
Abdelaziz Mountassir	SNE-FDT/Morocco	1399
Roustan Job	T&TUTA/Trinidad & Tobago	1375
Alain Pelissier	CSQ/Canada	1336

#### Not elected

Mike Thiruman	STU/Singapore	1145
Ulrich Thöne	GEW/Germany	897
Hanna Gharib	LPESPL/Lebanon	735
Valéry Nsumpi Kamunga	CSC-Enseignement/DR Congo	295

### 6.2 Resolutions (cont.)

#### Sustained Funding of Public Education in the midst of the Economic Crisis

The resolution was moved on behalf of the Executive Board by José Campos Trujillo and seconded by Grahame McCulloch.

The proposed resolution, which was a composite of four draft resolutions, called for a massive mobilisation at national and global levels to protect education from the impact of the economic crisis, to demand compliance with the Millennium Development Goals and to request that at least 6% of GDP be spent on education in each country. The resolution noted that education was essential to coming out of the crisis and promoting democracy and human rights.

Amendment (i) was withdrawn by Marc Delepouve (**SNESUP-FSU/France**) as it had been included in the new composite test presented to Congress.



▲ Patrick Roach (Executive Board)



▲ José Campos Trujillo (Executive Board)



▲ Evening at Ratanga Junction



▲ Evening at Ratanga Junction



▲ Evening at Ratanga Junction



▲ Evening at Ratanga Junction



13 interventions were made in support of the resolution:

Terry Roach (**UCU/United Kingdom**) observed how governments were responding to the economic crisis; while some were investing, others were cutting funding for public education. It was noted that higher education was facing deep cuts in the United Kingdom, leading to a shift in the financial burden from the public to the individual, and ultimately the exclusion of those who could not afford the costs of education.

Richard Beraud (**FERC-CGT/France**) encouraged the Executive Board to organise a campaign to protect those sectors threatened by cuts resulting from the economic crisis, and to call for increased investments in higher education.

Louis Malfaro (**AFT/United States**) referred to the attacks against teacher unions throughout the United States and spoke of the strength of unions in challenging the neoliberal agenda. Malfaro pointed out how decreased spending on education implied that many students would not receive a quality education.

Jeannie Rea (**NTEU/Australia**) spoke of the ideological attacks on higher education, resulting in elitist and conservative focus of higher education on employment. She called for research into innovative, multicultural and inclusive teaching methods in higher education that would also ensure access for the marginalised and poor.

Juan Ramon Santana Perez (**ANPROTED/Dominican Republic**) welcomed the global advocacy called for by the resolution. He sketched out the situation in the Dominican Republic, where for the last 14 years the government had neglected to invest more than 4% of GDP in education, despite legal obligations. Teachers and civil society had been campaigning for equal access to quality education in the Dominican Republic.

Roberto Leão (**CNTE/Brazil**) stressed that education could not bear the cost of the crisis, and that standardised testing and stringent evaluation standards would not improve the quality of education; only public investment into education could build autonomous and democratic societies.

John Rimmer (**NASUWT/United Kingdom**) spoke in support of the financial transaction tax as an essential component of the resolution.

Ana Charlotte Eriksson (**Lärarförbundet/Sweden**) supported the development of a campaign for quality public funded education.

Pedro Sanllorenti (**CONADU/Argentina**) spoke about the need for new global financial structures to help regulate markets.

Virginia Ann Shadwick (**NEA/United States**) called on higher education colleagues to work on advancing teacher education, and insisted on the need to include all education sectors when implementing the campaign promoting education as a public good and a human right.

Jens Vraa-Jensen (**DM/Denmark**) noted that the resolution was a very good tool to oppose the idea that wealthy countries determine what is going on in the world.

N'buéké Goeh-Akue (**FENASYET/Togo**) argued for a different union response to the education funding crisis and invited congress to consider more appropriate campaign means. He noted that private funding in education could be useful, particularly if it was well distributed over all sectors.

When responding to the interventions, José Campos Trujillo explained that the resolution would serve as a useful tool to move forward EI's campaign and will build on the previous Hands Up for Education Campaign, which had served to put education in the spotlight. The campaigns for a Financial Transaction Tax or for a new, fairer tax policy fitted with the message that education was an investment for the future.



The amended resolution was **carried**.

## Recruitment and Organizing

Resolution 2.3.1 was moved on behalf of the Executive Board by Patrick Roach and seconded by Haldis Holst.

It called upon member organisations to engage in a vigorous campaign of trade union organising to extend the benefits of unionism to all teachers and education personnel, including contract employees, substitute teachers, community teachers, non-teaching staff, student teachers and retired personnel, and personnel in private schools.

Patrick Roach indicated that the Executive Board had accepted all suggested amendments except amendment (vii) from FNEC.FP-FO/France, referring to the right to strike, which was not formally recognised in ILO conventions, only in jurisprudence.

Eight interventions were made in support of the resolution:

Christine Blower (**NUT/United Kingdom**) spoke about the need to extend membership and trade union rights to teachers working in the private sector. Additionally she addressed the need for research on teacher recruitment and organising.

Olli Luukkainen (**OAJ/Finland**) encouraged unions to reach out to young teachers and activists, and to encourage them to take up leadership positions in unions with the support of experienced unionists. He stressed that teacher unions must plan activities to train their membership, and EI should draft action plans to establish teacher unions in all countries.

John Stocks (**NEA/United States**) raised the issue of teachers' loss of collective bargaining rights and restrictions on union organisation in Wisconsin. He also highlighted reduced public education and health care funding across the United States. He spoke of the critical role EI must play in resisting continued assaults on public education, by mobilising educators across the world to stand up in defence of all children's right to a quality public education.

Jeannie Rea (**NTEU/Australia**) spoke about the loss of job security, and casualisation of work in VET and higher education, particularly for women. She noted that it was critical for EI to encourage active membership among 'vulnerable' colleagues faced with contract employment.

Inger Maurin (**Lärarförbundet/Sweden**) warned against the danger of union fragmentation, which weakens the union movement, and spoke of the need for unions to be relevant in the daily lives of teachers in order to attract younger generations.

Marjorie Alexandre (**SNETAA/France**) stressed the need to reaffirm the right to strike in countries where this right did not exist. She announced that FNEC.FP-FO/France had agreed to withdraw amendment (vii).

Hamer Villena Zúñiga (**SUTEP/Peru**) expressed support for the resolution.

David Hecker (**AFT/United States**) praised unions from around the world for their efforts in organising teachers. He stressed that building membership was crucial to strengthening national and international advocacy for education. He encouraged EI to work with affiliates to develop an organising model based on best practices.

Patrick Roach on behalf of Executive Board welcomed the withdrawal of amendment (vii). He noted that the right to strike was reaffirmed in the commitment set out in the adopted education policy paper. He reiterated that it was vitally important that EI demonstrates its commitment to avert attacks on education through union organisation.



The amended resolution was **carried unanimously**.



▲ Breakout session



▲ In the CTICC



▲ View of the plenary



▲ Fred van Leeuwen



▲ Contribution to the discussions in the plenary



### 6.3 Address by Bob Harris, former General Secretary of the WCOTP

The General Secretary introduced Bob Harris, who was retiring as Senior Consultant to the General Secretary. A former secondary school teacher from Adelaide, Australia, Bob Harris was elected General Secretary of the World Confederation of Organisations of the Teaching Profession (WCOTP) in 1988, shortly before merger talks began with the International Federation of Free Teachers' Unions (IFFTU), leading to the establishment of EI in 1993. Bob Harris chaired the Working Group on Education, Training and Employment of the Trade Union Advisory Committee (TUAC) at the OECD from 1994 to 2011.

Lars Erik Klason, a former President of the European Regional Committee and a fellow architect of the merger between IFFTU and WCOTP, commended Bob Harris for his major contribution to the creation of EI: "Thanks to Bob's contribution to the establishment of EI, teachers internationally can now speak with one voice to the world."

Upon taking the floor Bob Harris said: "I am immensely proud to have contributed to the development of EI, towards the development of the teaching profession, and to quality teaching and learning for all." He described the 'magic of the teaching profession', the 'nobility of the trade union movement' and the 'richness and the diversity of human identity' and said that, combined, these three elements form the essence of EI.

In his conclusion Bob Harris noted that: "The challenges facing education are as great as ever and I am confident that the new generations will rise to confront those challenges."

### 6.4 Resolutions (cont.)

#### Teacher Migration and Mobility

The resolution was moved by Irene Duncan-Adanusa on behalf of the Executive Board and seconded by Carlos López Cortiñas of FETE-UGT/Spain.

The composite resolution noted the benefits of migration to individual teachers and to both sending and receiving countries in terms of skills and remittances, but also recognised the impact of brain drain of teachers and researchers on sending countries. The resolution also called upon governments and education institutions to improve the conditions of service for all skilled education personnel. The resolution invited teacher unions to develop bilateral and multilateral strategies on how to best address challenges faced by migrating teachers, - violation of rights, precarious work conditions, exorbitant agency fees -, and to lobby regional and intergovernmental organisations.

The resolution would establish a Teacher Migration Taskforce and a virtual network, and develop research, advocacy and collaboration with other agencies including the International Organisation for Migration, ILO, and UNESCO.

Seven interventions were made in support of the resolution:

Marietta English (**AFT/United States**) explained how strict migratory laws pose serious risks for migrant teachers in the US. She called for the regulation of recruiters, and pressed unions to support migrants.

Bernard Bérubé (**CSQ/Canada**) informed Congress that his organisation would launch a survey on the employment and integration of migrant teachers into the education sector. He explained that migrant teachers faced difficulty in obtaining recognition of their qualifications.

Sonsoles Redondo (**FE.CC.OO/Spain**) supported the resolution which highlighted that migrants contribute to cultural exchange and help to build more inclusive and intercultural societies.

Darren Northcott (**NASUWT/United Kingdom**) applauded EI's work and supported the establishment of a taskforce, as well as research on migration. He outlined the problem of economic exploitation by recruitment agencies, and non-recognition of teaching qualifications resulting in reduced salaries for migrant teachers.

Dominique Giannotti (**SNES-FSU/France**) commented that unions of receiving countries should assist migrant teachers in obtaining fair working conditions and ensuring their social protection. She encouraged the development of a network between unions of sending and receiving countries to support migrant teachers.

Esrah Ramasehla (**NAPTOSA/South Africa**) noted that the Teacher Migration and Mobility Taskforce had helped to shed light on the exploitation of migrant teachers by recruitment agencies.

José Antonio Zepeda López (**CGTEN-ANDEN/Nicaragua**) explained the situation in Latin America where countries faced a high level of teacher rotation. He observed that unions had an important role to play in organising migrant teachers and helping them to claim their rights.



The resolution was **carried unanimously**.

### Resolution on Turkish Cypriot Community

The urgent resolution, which was proposed by KTÖS, KTOEÖS and DAÜ-SEN from Cyprus and by Egitim-Sen/Turkey, was moved by Hassan Sener (KTÖS/Cyprus) and seconded by Ulaş Gökçe (DAÜ-SEN/Cyprus). The resolution called on unions to condemn undemocratic actions against and persecution of members of Cypriot unions, and to condemn the Turkish colonisation of Northern Cyprus.

Constantinos Constantinou (**POED/Cyprus**) spoke to call for the reunification of the island.



The amended resolution was **carried**.

## EI AWARDS

A ceremony was held in the evening of 25<sup>th</sup> July to honor the recipients of the 2011 EI Awards.

Pauline Ladouceur received the Albert Shanker Education Award, while Gülçin Isbert was presented with the Mary Hatwood Futrell Human and Trade Union Rights Award in absentia.

Ladouceur, who was a member of the Fédération des Syndicats de l'Enseignement, which is affiliated to CSQ/Canada, had been teaching pupils with learning difficulties in disadvantaged communities for more than 25 years, as well as training teachers at the University of Quebec.

In accepting the award, Ladouceur said: "This is profoundly moving because the work of teachers working with special-needs students is seldom recognised. We teachers practice the very finest profession. Even if the results are not immediate, sooner or later, you discover that you have made a difference for many young people."

A Turkish primary school teacher, Isbert, who was a member of Egitim-Sen, was recognised for her work to promote women's empowerment and the rights of ethnic minorities. She was among 31 trade unionists who had been on trial since November 2009 for allegedly belonging to an 'illegal' Kurdish organisation. The Turkish authorities



▲ Bob Harris



▲ In the plenary



▲ In the plenary



▲ Awards ceremony



▲ Thulas Nxesi (former EI President)



had prevented Isbert from travelling to Cape Town to collect her award, so she addressed delegates through a pre-recorded video message.

Isbert said: "I am a teacher, and I believe that education is a basic and universal human right that should be public, democratic, and available in the mother tongue for everyone. I feel honoured for myself, and on behalf of my union, to be given this award, and I'd like to pay tribute to all companions fighting for freedom. I thank EI for its continuing solidarity".

## Congress Plenary Session VII: Day 5 – Tuesday 26 July – Morning

### 7.1 Resolutions (cont.)

#### Gender Equality

Resolution 2.4.1 was moved on behalf of the Executive Board by Juçara Maria Dutra Vieira and seconded by Patrick Roach.

The resolution derived from discussions within women's committees and networks and the Executive Board on the need to continue advancing gender equality and to counter all forms of gender discrimination. The first World Women's Conference had greatly contributed towards these discussions.

The resolution covered five objectives: to strengthen and democratise unions through full participation of women in unions and leadership positions; ensuring inclusive equal quality public education with a focus on the education of girls; mobilising unions to advocate for gender equality in education and society; building partnerships and coalitions with international agencies, NGOs and Global Unions addressing public policy issues agencies such as UNESCO; and, developing communication strategies based on research and information.

The resolution aimed to implement a Gender Equality Plan of Action designed to achieve both short term policy and long-term objectives.

Eight interventions were made in support of the resolution:

Jeannie Rea (**NTEU/Australia**) called for the collation of evidence-based research that might be used to advocate for gender equality, and expressed concern about the decline in funding for gender research in Australia. She noted that higher education courses around women's and gender studies are slipping off the agenda because they were not deemed important.

Johan Törnroth (**Läraryförbundet/Sweden**) called on his male colleagues to be involved in and committed to gender equality, noting that it is a 'win-win situation for all of society'.

Shelvy Abrams (**AFT/United States**) invited Congress to move beyond 'good intention' and take decisive steps to implementing the action plan deriving from the resolution, in particular by creating opportunities for women to take on leadership positions in their schools and unions.

Jennifer Moses (**NASUWT/United Kingdom**) invited Congress to extend policy components of the resolution to transgender people. She also announced that NASUWT was withdrawing amendment (iii).

Odile Cordelier (**SNES-FSU/France**) called on unions to implement national policies related to EI's roadmap at the international level, and have these issues be addressed

by both women and men. She suggested that in the future EI would no longer need specific gender equality resolutions, but that it would be mainstreamed into all union policies and work. SNES withdrew amendment (vii).

Fatima da Silva (**CNTE/Brazil**) and Tungalag Dondogdulam (**FMESU/Mongolia**) encouraged EI to continue strengthening women's networks in all regions.

Terry Card (**CTF-FCE Canada**) drew attention to the famine in East Africa and highlighted how women and girls were disproportionately affected.

Juçara Maria Dutra Vieira indicated that topics closely linked to gender equality, such as the fight against poverty and violence against women and children, must be addressed alongside the implementation of the gender equality resolution.



The amended resolution was **carried unanimously**.

## Statement on the Situation in Israel and Palestine

The statement proposed by the Executive Board with the agreement of the Israeli and Palestinian affiliates was read out by the General Secretary. The statement, which replaced draft resolutions 2.2.1 and 2.2.2, was supported by NUT/United Kingdom, although it was not entirely in line with the NUT policy and their campaign to end the Israeli occupation of Palestine.

Nkosana Dolopi (**SADTU/South Africa**) agreed to withdraw an amendment calling for a boycott, and noted that the statement was a timely and correct summary of on-going discussions, which could lead to a broader consensus about a viable solution for the Israel/Palestine conflict.



The statement was **adopted**.

## Child Labour

The resolution was moved by Trudy Kerperien (AOB/Netherlands) and seconded by Abdelaziz Iouy (SNE-FDT/Morocco). Two amendments were included, with re-phrasing of a sentence in the French version.

Trudy Kerperien outlined the various legislative landmarks reached since 2001 to eliminate child labour. She noted that many member organisations had engaged in advocacy work on the link between the right to education, child labour and decent work.

Three interventions in support of the resolution were made:

Stacy Caruso Sharpe (**AFT/United States**) welcomed the opportunity to work with EI on the development of educational material on child labour and trafficking of children.

Mamadou Diouf (**SUDES/Senegal**) reminded Congress that member organisations have a responsibility to include child labour and alternative education opportunities in their policies.

Henri Nouri (**SNES-FSU/France**) welcomed the process which led to the final text of the resolution.



The amended resolution was **carried unanimously**.



▲ Dancing at the Awards dinner



▲ Mary H. Futrel, Tom Bediako and Teopista Birungi



▲ Exhibition area



▲ In the plenary



▲ Exhibition area



## Resolution from the North American and Caribbean Region on Disaster Preparation and Relief

The resolution was moved by Reg Weaver, on behalf of the Executive Board, and seconded by Adolph Cameron of JTA/Jamaica.

Reg Weaver thanked Congress for the solidarity following the 2010 earthquake in Haiti. He invited Congress to adopt the resolution that called for the design of a disaster relief plan, and also called for long term development assistance to Haiti with the goal of developing public services, including free quality education.

Two interventions were made in support of the resolution:

Belinda Wilson (**BUT/Bahamas**) described the dramatic situation of Haitian migrants to the Bahamas, and the impact of the earthquake on the education system in Haiti. She called for the development of a long-term plan to rebuild Haitian teacher unions and a quality education system.

Roustan Job (**T&TUTA/Trinidad and Tobago**) urged unions to lobby governments and international agencies to hasten the recovery of the education system in Haiti and to provide sustainable relief in emergency situations worldwide, including the famine in Eastern Africa.



The resolution was **carried unanimously**.

## Campaign for Public Education for All in Haiti

The resolution on the Campaign for Public Education for All in Haiti was moved by Lourdes Edith Joseph of CNEH/Haiti and seconded by James Ryan of CTF-FCE/Canada.

Lourdes Edith Joseph thanked EI and its member organisations for their outstanding support following the earthquake and for making it possible for her organisation to convene a Congress. She stated that CNEH's advocacy for investment in quality public education and teacher training would be strengthened by the resolution.

Four interventions we made in support of the resolution:

Celia Nicholas (**DAT/Dominica**) noted that the resolution would also support Haitians living in other countries in the region.

Maria Teresa Cabrera (**ADP/Dominican Republic**) and Juan Ramon Santana Perez (**ANPROTED/Dominican Republic**) stated that the resolution was crucial in Haiti where over 85% of the education system was private. All education unions had to contribute to a campaign whose objective was to provide a quality public education to all children and decent status and working conditions for teachers.

Roustan Job (**T&TUTA/Trinidad and Tobago**) urged unions to instruct the international community to provide sustainable relief for the education system in Haiti.



The resolution was **carried**.

## 7.2 Appointment of Auditors and Internal Audit Committee

The Chair of the Finance Committee, Haldis Holst, proposed that Ernst & Young be appointed as auditors for the period 2012-2015.

The following members were appointed to the Internal Audit Committee: Henry Hendricks (NAPTOSA/South Africa), Mike McPherson (NEA/United States), Ronnie Smith

(EIS/United Kingdom), Michaela Marvie Sagun (TOPPS/Philippines) and Yamile Socolovsky (CONADU/Argentina).

The appointments were moved by Haldis Holst and seconded by Irene Duncan Adanusa on behalf of the Executive Board.



Approved unanimously.

## 7.3 Resolutions (cont.)

### Social Protection Education

The resolution was introduced and moved by Patrick Gonthier of UNSA-Education/France and seconded by Rejean Parent of CSQ/Canada. The amendments were accepted in the proposed text.

The resolution called on member organisations to become engaged in social protection schemes. It also committed member organisations to take steps to ensure that all personnel in the education systems receive initial and continued training on all aspects of global social protection. EI would continue to work on the issue through the Education and Solidarity Network. The resolution called for EI to work in partnership with the ILO, which is calling for a worldwide social protection floor to ensure decent social security coverage.



The resolution was carried.

### Resolution from the African Region

The resolution was introduced and moved by Irene Duncan Adanusa on behalf of the Executive Board, and was seconded by the Chair of the African Regional Committee, Eulalie Nibizi of STEB/Burundi.

The resolution focused on the working environments of affiliates, in particular: trade union democracy and human rights; the need to improve union managerial capacity; and the implementation of action plans at the grassroots level. Unions in Africa were faced with fragmentation, persistent violation of trade union rights by African governments, and difficulties in implementing collective bargaining rights. Irene Duncan Adanusa spoke about the necessity to advocate among students and communities on tolerance, peace and unity in the region, especially in countries faced with violence.

One intervention was made in support of the resolution by Roger Kaffo Fokou (**FESER/Cameroon**) who addressed the difficulty of union organisation due to undemocratic governments. He called for continued and strengthened support for unions in the region from EI.



The resolution was carried.

## 7.4 Appeal regarding the membership of DAÜ-SEN/Cyprus

Constantinos Constantinou (**POED/Cyprus**), speaking on behalf of other Cypriot unions, invited Congress to repeal the decision by the Executive Board to admit DAÜ-SEN into membership. He stated that DAÜ-SEN was not a registered union in accordance with the Cypriot Trade Union Law and therefore operated illegally on the territory.

The General Secretary, on behalf of the Executive Board, stressed that the elements stated in the appeal were unsubstantiated because DAÜ-SEN was a democratic and



▲ In the plenary



▲ Greffiers' desk



▲ In the plenary



▲ Exhibition area



▲ In the CTICC



independent trade union which satisfied the criteria for membership in accordance with the constitution.

Hassan Sener (**KTÖS/Cyprus**) and Monika Konczik (**NSZZ-Solidarnosc/Poland**) spoke against the appeal.



The appeal was **rejected**.

## 7.5 Resolutions (cont.)

### Resolution from the Latin American Region

The resolution was introduced and moved by Juçara Dutra Vieira on behalf of the Executive Board, and seconded by Brigida Rivera of CGTEN-ANDEN/Nicaragua.

Juçara Dutra Vieira explained that standardised testing and evaluation were major issues in the region. The resolution argued for the re-evaluation of assessment indicators and the proposal of evaluation forms which were holistic and formative. Resources devoted to technical testing should be invested in the schools and teachers.

Two interventions were made in support of the resolution:

Stella Maldonado (**CTERA/Argentina**) deplored the privatisation and marketisation of education systems, and the increased use of standardised testing and evaluation. She called for the involvement of education employees in the design and implementation of assessment.

Alvaro Morales (**FECODE/Colombia**) spoke on the situation in Colombia, where standardised testing is increasingly used as a model for evaluation and in turn negatively affecting teachers' working conditions. He called for a formative evaluation process supporting teachers in their work.



The resolution was **carried**.

### Resolution from the European Region

Resolution 3.3 was introduced and moved by Haldis Holst on behalf of the Executive Board, and seconded by Ronnie Smith of EIS/United Kingdom.

Haldis Holst outlined the diversity of the European region and the need to maintain a regional structure to collectively lobby and develop policies at the European level. She addressed the impact of the global crisis, resulting in widespread cuts to public funding, threats to EU-related education policies and increased privatisation. She noted students and teachers were victims of the crisis.

The resolution called on governments to adapt their policy directions and prioritise budgets for education as investments in the future, and to develop constructive social dialogues. The resolution demanded that European Governments use fair and progressive taxation measures to sustain public funding for education.

All amendments proposed were accepted, except amendments (ii), (vi), and (xii). Denis Jouan (SNCS/France), who had moved amendment (ii) on behalf of his organisation, withdrew it but stressed the need for academic freedom to be considered. Marc Delepouve (SNESUP-FSU/France) withdrew amendments (vi) and (xii) on behalf of his organisation, but highlighted the danger of using the term 'knowledge society'.



The resolution was **carried unanimously**.

## Trade Union Action against Neo-Liberal Policies and Austerity Plans in Europe

The urgent resolution was moved by Manuela Mendoza (FENPROF/Portugal) and seconded by Pedro Gonzalez (FE.CC.OO/Spain).

The Congress Chair, in the interest of time, asked that only those who wished to speak against the resolution take the floor. Since there were none, the urgent resolution was immediately submitted to a vote.



The resolution was **carried unanimously**.

## 7.6. Motion of the Chair

The President proposed that all the remaining resolutions be referred to the incoming Executive Board for adoption and implementation, if they were deemed acceptable by the Executive Board. The motion was moved by Haldis Holst and seconded by Reg Weaver on behalf of the Executive Board.



The motion was **carried**.

## 7.7 Distinguished Associates

The Chair introduced the following individuals, who were being made distinguished associates of EI for their long-standing commitment and support to the organisation:

Jack Demars	NEA/United States
Don Cameron	NEA/United States
Lillemor Darinder	Läraryförbundet/Sweden
Paul Bennett	UCU/United Kingdom
Barbara McDonald	CTF-FCE/Canada

Congress endorsed the nominations by acclamation.

## 7.8 Address by Retiring Deputy General Secretary Monique Fouilhoux

The General Secretary introduced Deputy General Secretary Monique Fouilhoux, who was retiring after the congress. He explained that, since she had joined EI in 1995, Monique had covered almost every single policy area in the organisation. She had developed an impressive amount of policy in relation to higher education and the commercialisation of education. She had also been one of the main authors of the comprehensive education policy paper adopted earlier in the congress. She had been instrumental in developing relations with the Global Campaign for Education, UNESCO and WTO. She should also be praised for her achievement as secretary of the congress Resolutions Committees. "Thank you Monique, EI owes you a lot. You have brought EI closer to all of its goals and we will miss you," said the General Secretary.

Monique Fouilhoux started her address by saying: "Colleagues, you must realise that this is a moving moment for me, after 20 years in the union movement and 18 years with EI."

During her time at EI, she elaborated, she had focused particularly on the Higher Education sector, and had most recently worked on the Education Policy Paper



▲ In the CTICC



▲ View of the plenary hall



▲ Distinguished Associates



▲ In the CTICC



▲ Monique Fouilhoux



adopted by this Congress. She stated that the contributions she was privileged to be able to make would not have been possible without the participation and support of member organisations. "We in the Secretariat can only be your voice if we are constantly in touch with the realities that you, our member organisations, live on a daily basis."

Touching on the importance of the collective, Monique Fouilhoux voiced her conviction that EI was today standing on sound foundations, based on a common conception of values and vision. This vision, she said, proved - especially in a time when quality public education is facing severe difficulties - that the union movement still has an important contribution to make.

Finally, she drew participants' attention to the recently passed resolution on young teachers and researchers, emphasising how teacher unions must convince young people to become teachers and researchers on the one hand, and to join the union movement on the other. "This," she said, "is of top priority for the future of our profession and our union movement."

Monique Fouilhoux ended her address with thanks to all colleagues who had supported her over the years, and especially Fred van Leeuwen, General Secretary.

## 7.9 Address by Deputy General Secretary Jan Eastman

The General Secretary introduced Deputy General Secretary Jan Eastman by clarifying that she would not be retiring until the end of 2011 but she would wish to use this opportunity, at her last Congress, to make some remarks. Jan Eastman was appointed in 2006 after a long career as a teacher in British Columbia and a trade union leader in the Canadian teacher union movement, culminating with a stint as President of CTF-FCE. Prior to becoming a Deputy General Secretary, Jan was a member of the Executive Board. "Working in the vast and difficult areas of human and trade union rights and solidarity development, Jan has succeeded in moving the gender equality high up on the agenda of EI with the world women's conference being one of the many tangible results. At the UN, in the ILO and other agencies where we have to defend our rights and our freedoms, Jan has been a formidable advocate. I should also mention her work in the Middle East and other conflict areas which have been very difficult tasks that she has nevertheless been able to accomplish. Thank you Jan for your deep commitment," said the General Secretary.

Jan Eastman began her remarks by recalling her long journey as a 22 year-old from Tasmania, Australia to Canada (CTF) and then Brussels (EI) for a life of teacher and union activism. She said her efforts had always focused on the status of teachers and on securing a strong voice for unions and quality public education accessible to all, so that people could live with dignity and hope in a socially just world.

Eastman said we must all be freedom fighters today, with continued assaults on unions and teachers, dwindling resources for quality education, the gulf between the haves and have-nots ever widening, and conflict too often interfering with children's access to quality education and the lives of teachers.

She proffered her best wishes to fellow retiring colleagues Monique Fouilhoux and Bob Harris, applauding their efforts for EI over this long period of time.

## 7.10 Closing Ceremony

The President paid tribute to outgoing EI Officers and Board members. Salimata Doumbia (in absentia), Jorge Pavez, Branimir Strukelj, Ulrich Thöne, Reg Weaver, José Antonio Zepeda were thanked and given a token of appreciation for their outstanding contributions to the work of EI.

The President invited the newly elected Executive Board members to join her on the platform for a round of applause. She thanked the interpreters as well as the local staff. She invited the full EI staff to come up to the platform and thanked them for making the 6th World Congress the best Congress ever. The President also thanked the South African affiliates for their hospitality and assistance.

The President then delivered a closing speech, in which she encouraged educators from all over the world, gathered at the meeting, to become active and mobilised to confront the new challenges faced by the international teacher trade union movement. "Ultimately an attack on public education is an attack on democracy," she stated, adding: "As daunting as this may seem, we know that we can confront these challenges by drawing inspiration and strength from this collective, our global union, Education International. After all, we created Education International, to be guided, as our Constitution states "by the ideals of democracy, human rights and social justice".

She noted that this Congress had adopted the tools that would give EI the advocacy, inspiration, motivation and strength to make a difference. "In today's globalized world, we need to build our strength at all these levels. There must be a single unbroken thread between the local, national and global, linking our advocacy, our mobilization, our action and ultimately our successes." "Strong, representative and independent unions bring opportunities for empowerment, equity, democracy and dignity and confront States that do not recognize fundamental labour standards, such as the right to organize and the right to bargain collectively."

She closed the Congress by quoting Nelson Mandela: "We can change the world and make it a better place. It is in your hands to make a difference".

The President declared the 6th World Congress adjourned at 1.30pm.



▲ Jan Eastman



▲ Dancers



▲ Dancers from Cape Town Carnival



▲ Drummers



▲ Dancers





## POLICY PAPER ON EDUCATION

### Building the Future through Quality Education

#### Preamble

- Education International (EI) is the voice of the education sector worldwide, representing teachers and education employees at all levels of education – from early childhood education to higher education. As the world's largest Global Union Federation (GUF), and the only one representing education employees in virtually every corner of the globe, EI unites all teachers and other education employees and gives expression to their collective views on education policy, the profession, terms and conditions of employment, and related matters.
- EI is guided by the principles of democracy, human rights and social justice. It is independent of governments and international inter-governmental organisations. It is self-governing and free from influence or control by any political party or ideological or religious grouping. EI promotes and protects the rights of all teachers and education employees and campaigns for quality education for all.
- EI is a strong advocate for trade union rights and assists in the development of independent and democratic representative organizations for teachers, academic staff, higher education researchers and other education employees. EI fosters solidarity and mutual cooperation. EI combats negative discrimination in educational settings and in society as a whole, fostering good relations between education employees in all countries.
- EI has decided, after eighteen years of policy making through its Congresses and Conferences at the international and regional levels, to develop a comprehensive policy on education. This policy will



encapsulate the very essence of what has made EI what it is today and reflect the goals which should underpin an education that is consistent with EI's traditions.

- This policy challenges explicitly the narrow, instrumentalist view of education as solely teaching students to become skilled employees. Instead, it argues for a perspective on education that serves both the values of the society at local and global levels, as well as cultural, democratic, social, economic and environmental needs. It recognises that education is a human right and a public good in its own right, enabling people at all stages in their lives to achieve their maximum potential and to better understand themselves and their role and relationships. Education is also a key means for the transmission, analysis and application of knowledge and experience, and plays a central role in the creation of new knowledge through research and innovation. Its role is broader than the mechanistic and instrumental role that many proponents of market forces and "customer-provider" models acknowledge.
- This policy statement is underpinned by concepts which are central to EI's philosophy and which represent the core values and demands of the education union movement. These include quality education as a human right, education provided by public authorities and available freely to all, inclusive education and equality in education and society, and high professional status for teachers. The policy also refers to challenges that serve as a call to action to be addressed by concrete initiatives and strategies.

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

1. Quality education nurtures human talent and creativity, thereby contributing to the personal and professional development of the individual person, as well as to social, cultural, economic, political and environmental development of society at large. It promotes peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment, and international and intercultural understanding. It provides people with the critical knowledge, abilities and skills that are needed to conceptualise, question and solve problems that occur both locally and globally.
2. Democratically elected governments, whether at local, regional or national level, should be the guarantors and primary providers of education systems. Such public authorities have the key responsibility for ensuring that free, universally accessible education is well-resourced and constantly updated and developed. By raising funds through progressive taxation, they can and must invest a substantial proportion of the state budget in education, amounting to at least 6 % of their Gross Domestic Product. Such investment should ensure the balanced development of all education sectors from early childhood education through to higher education and life-long learning. Public authorities, in cooperation with teachers, should oversee and regulate the education sector and aim to constantly improve its quality, establishing and implementing a legislative framework that ensures a high quality service, professional standards, access for all and a representative governance system. In sum, public authorities are responsible for the financing, provision and regulation of all education institutions.
3. The social values of education require public authorities to protect the education sector from the neo-liberal agenda of privatization and commercialisation. This negative agenda includes marketisation and trade in education and intellectual property, the casualisation of employment in the education sector, the application of private-sector management models on education institutions, the privatisation of provision, and the intrusion of for-profit motives or business interest in the governance of education institutions.
4. The emergence of a global "market" in education which began in higher education but which is now encroaching on most educational sectors, poses a number of potential risks for the teaching and research mission of educational institutions. The privatisation of education has been facilitated by trade and investment agreements like the General Agreement on Trade in Services (GATS) as well as a growing number of bilateral and regional treaties. These agreements have the effect of locking-in and intensifying the pressures of commercialisation and privatisation. EI believes that services provided in the public interest like education must not be subject to the commercial rules of trade treaties. Transnational education is to be governed by educational principles, not commercial imperatives.

Public authorities need to ensure adequate recurrent and capital funding and agreed and adequate standards for teaching and research.

5. A strong bond of international solidarity is needed to support aid in situations where the state does not have the capacity to provide quality education for all. This is essential for the achievement of the Dakar EFA Goals and the MDGs' education related Goals. States or territories with weak political systems, failed states, states afflicted with violence or natural disasters, contested territories or non-democratically governed regions require international aid and assistance to build comprehensive education systems vital to their social and economic development. Such aid must be developed in full cooperation with the appropriate local organisations and structures including trade unions and organisations representing education employees. .
6. The responsibility of public authorities for education also includes the ratification, implementation and regular monitoring of international conventions and regulations relating to education. These include the following: the Universal Declaration on Human Rights, 1948; the International Covenant on Economic, Social and Cultural Rights, 1966; the UN Convention on the Elimination of All Forms of Violence Against Women, 1979; and the UN Convention on the Rights of the Child, 1989; the ILO/ UNESCO Recommendation Concerning the Status of Teachers, 1966; the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel, 1997.
7. This responsibility also extends to respecting the professional rights of education employees as envisaged in the ILO Convention 87 on the Freedom of Association and Protection of the Right to Organise, 1948; the ILO Convention 98 on the Right to Organize and Collective Bargaining, 1949; The ILO Convention 111 on Discrimination (Employment and Occupation), 1958; Employees the ILO Declaration on Fundamental Principles and Rights at Work, 1998; and the ILO Declaration on Social Justice for a Fair Globalisation, 2008.
8. Consistent with these international obligations, public authorities must support the autonomy of higher education institutions in relation to academic policies, curriculum, staff appointments and internal management. Institutional autonomy, in these spheres, is a pre-condition for the existence of academic freedom which guarantees that independent research, teaching and scholarship can flourish, but it must not be confused with academic freedom. Institutions have an absolute obligation to ensure their autonomy facilitates the protection of academic freedom from a hostile external environment, and must not abuse their autonomy to undermine or suppress academic freedom internally. Further, it must be acknowledged that institutions operate in the public sphere and bear a general obligation to public accountability and the public good. A key element of academic freedom is the right of academic staff and researchers to be directly represented on all key decision-making bodies within universities and colleges that should be founded on the principle of collegiality. This principle includes guarantees of individual staff rights such as the freedom to determine teaching style, research priorities and the right to intellectual property.

### II: Improving the Quality of Education

9. Every citizen of every state has the right to a quality education. Providing quality education that caters to students' aptitudes and needs will be a primary challenge for lifelong learning, from early childhood education through to further and higher education. EI defines quality education in terms of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its inputs (including students' background, teachers' qualifications, working conditions, class-size and investment in education); by the education process (including teaching, parenting and related processes of learning) and by projected outcomes (including individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development.
10. The importance of quality teaching for quality education cannot be underestimated. To this end, teachers at all levels of education must be appropriately trained and qualified. Teachers should continue their professional development upon recruitment through a period of induction into the profession with the support by a mentor and should have access throughout their careers to high



quality continuous professional development and learning. These opportunities should be provided by the public authorities or other employers at no cost to individual teachers.

11. The teaching and learning environment should be designed in such a way that it supports teachers and education employees in their missions. Public authorities should provide the necessary infrastructure and resources to cater for this environment.
12. Quality education must be underpinned by credible educational research. The findings of such research should inform the theories and practice of teaching. Research should also draw on the actual professional experience of teachers and involve teachers in the process. This should culminate in an inseparable link between education and research which would help to generate new understandings and knowledge and improve pedagogical skills.
13. EI believes that teachers should maintain high professional standards and should be accountable to society. Professional standards should be established with the full involvement of the teaching profession in each country. Teachers should feel confident that both their professional standards and their professional development are relevant to their teaching.
14. Public authorities should ensure that education institutions have a broad and balanced framework curriculum which sets out common rights and responsibilities for all students. The framework should be sufficiently flexible to allow schools to adapt it to the needs of all of their students. Education institutions themselves should be responsible for adapting the curricular framework to the needs of the relevant societal context.
15. The purpose of evaluation should be clear to all those involved in education. The evaluation of education systems, of school and higher education communities, of teachers, and of students have different purposes and should be separate. When one form of evaluation designed for a particular purpose is used to serve a different purpose, the consequences can be unforeseen and damaging. Another damaging form of evaluation is imposed, high stakes evaluation. Imposed high stakes testing systems and punitive school inspection models, for example, lead to schools focusing mainly on what is tested and inspected, to the curbing of the capacity to innovate, to curricula being narrowed and to teachers' self confidence being undermined. This also poses the risk of increased demotivation and disaffection of students, who are less likely to progress and achieve. All forms of evaluation involving students, teachers, schools and higher education institutions, and education systems should be understood and be agreed with teachers and education unions. Indeed, the key principle which should be applied to all forms of evaluation, including teacher evaluation, is self-evaluation. Teacher review and appraisal should be based on trust and the active involvement of those being reviewed. Its outcomes should lead to teachers' professional development needs being identified and provided for. Such an approach means that teachers are more likely to be enthusiastic and committed to such a process including to any professional standards involved in evaluation and to professional development outcomes.
16. All forms of evaluation should be formative, rather than punitive. In this respect, EI rejects instrumental approaches to the evaluation of education. EI believes that a widespread abuse of the notion of quality to justify standardised forms of testing is harmful to the education system as a whole, as it attempts to reduce the teaching and learning process to quantifiable indicators. It is the standardization and one-dimensional approach to testing and evaluation of the teaching and learning processes to which EI objects strongly. Moreover, if the stakes are too high in any given evaluation system then teaching will be directed to meeting the standardised external requirements - a phenomenon commonly referred to as 'teaching to the test'. This stifles innovation and creativity, narrows the curriculum and undermines professional autonomy. In other words, punitive, high-stakes evaluation undermines the effectiveness and confidence of education institutions.
17. One-dimensional tools focused on outcomes alone, such as standardised testing, league tables or rankings, are increasingly used as policy-making instruments. Public authorities should guard against the potential misuse of the Programme for International Student Assessment (PISA) in the administration and planning of education systems. They should also avoid using the pilot study on

the Assessment of Higher Education Learning Outcomes (AHELO) in the construction of potentially misleading comparisons between national higher education systems.

18. Education International recognises the key role which professional leadership plays in contributing to quality education. The professional leader is important for the enhancement of teachers' professional autonomy and professional development. Pedagogical leadership requires high-level qualifications, including teacher education qualifications. Those in leadership positions in schools and other educational institutions must receive the support and specific training which their demanding role requires. Those responsible for the leadership of other teachers should be engaged regularly in those activities that promote effective teaching and learning in the classroom. They should also be provided with the appropriate support and resources which are required to carry out their duties effectively. Leadership should be founded on the principles of collegiality, teamwork, democratic decision-making processes and recognise the importance of dialogue and cooperation
19. Higher education and research plays a key role in sustaining the education sector as a whole, particularly through teacher education and education research. In recent years the higher education and research sector has witnessed a series of attacks which have undermined the principles of academic freedom and collegiality, and the intrinsic value of knowledge acquisition, transmission and analysis. The global trends towards commercialisation and competition in the higher education sector threaten to compromise quality and equity. These trends must be reversed. The higher education and research sector has the potential of finding solutions to the most pressing scientific, environmental, economic, social and ethical challenges we face today. Higher education and research contributes to the development and well-being of individuals both through the personal development of students and through the development of society as a whole.

### III: Promoting Equality through Inclusive Education

20. It is the responsibility of public authorities to ensure that all citizens have access to high quality education appropriate to their needs. Supported by the Universal Declaration on Human Right and a series of international, multi-lateral instruments, Education International maintains that all barriers to education must be removed in order to make it accessible for all persons, regardless of their gender, background or personal characteristics. EI therefore promotes the concept of equal opportunity and access to all levels of education. No-one should be disadvantaged because of perceived differences, including those based upon gender, race, ethnicity, sexual orientation, faith, cultural or economic background, or personal characteristics. People with disabilities should be assisted to achieve their maximum potential.
21. Inclusive education means that all students should be educated together, to the same high standards, in so far as possible in the same education institution, irrespective of their gender, faith, ethnic, cultural or economic background or physical or intellectual capacities. However, EI recognises that in order to ensure the best opportunities for some students to develop to their maximum level, separate facilities and services may need to be provided. It is particularly important that a strong relationship exists between specialist and mainstream facilities which enables the sharing of pedagogic knowledge and skills and promotes institutional collaboration. The educational experience of students should instil in them concepts of equality, tolerance and respect for diversity.
22. Inclusive education is as crucial for developing countries as it is for developed countries. Complex processes of exclusion exacerbate inequalities in education worldwide. These inequalities are replicated in other areas of society. In an inclusive education setting, students are directly confronted by the challenges of diversity and learn how to be more caring and responsible citizens at an early age. Real inclusive education is challenging and demands a pro-active stance on the part of public authorities, teachers and education employees, students, parents and civil society to include students from different backgrounds and with different learning and physical abilities in the same educational facility.
23. The difficulties of implementing the Education for All agenda illustrate the developing world's problems in fulfilling the inclusive education agenda. Far too many children, adolescents and adults



do not have access to even basic education and skills. The inadequacy of investment in education and of international development aid has impeded the achievement of the EFA goals. The lack of qualified teachers and other education employees, for marginalized groups, problems of gender inequality, continuing use of child labour and a lack of attention to all levels of learning have exacerbated the problem. EI believes that a fundamentally different and more inclusive funding and governance system for the EFA agenda would be more effective in meeting the needs of those without access to education.

24. Education International believes that issues relating to gender are a central aspect of inclusive education, as these affect all participants in education. From the earliest stage possible, all forms of gender stereotyping should be challenged and eliminated from education. Public authorities should promote the full participation of girls and women, boys and men in education at all levels. They should also be sensitive to gender issues in relation to achievement, employment, recruitment and governance in education. Education institutions and unions should promote comprehensive gender-mainstreaming strategies.
25. Pre-service and in-service teacher education and training is also central to equipping teachers with the knowledge and skills to provide appropriate services for students from different backgrounds, with different capabilities and orientations. Such teacher education and training and professional development should be fully funded by public authorities and targeted to help teachers embrace diversity and use it to enhance the learning experience, including through the use of new information and communication technologies in the classroom. Well-designed induction programmes are important for the retention of new entrants in the profession and to enable them to perform effectively.
26. Adequate numbers of qualified support staff are also necessary within learning environments, to cater effectively for students with special needs. Partnership and teamwork is necessary between the different education and support employees in education institutions in order to ensure that teachers, support staff and students have the best advice and guidance available to them when dealing with conflict situations which arise in relation to inclusiveness.
27. In order to promote the concept of inclusive educational settings, both in terms of students and teachers, leadership and governance of education institutions should be more inclusive and should also involve an active role for teachers, in cooperation with parents and students.
28. Access to higher education should be available to all those who meet relevant entry criteria and should not be limited by the financial means or social origins of potential students. Ideally this means higher education should be free of fees and charges.

#### IV: Promoting Teaching as a Profession

29. Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms. The profession should have a set of professional standards, ethics, conditions and rights. These should be similar to professional and ethical standards for other professional groups which require comparable qualifications. The professional standards in the teaching profession should be applied to teachers at all level, in both the public and the private sector. The basis for such professional standards should be inculcated during teacher education programmes.
30. The attractiveness of the teaching profession needs to be urgently improved. The current generation of teachers is ageing and alarming numbers of new teachers are leaving the profession within the first years of employment. It is the responsibility of public authorities and leaders of education institutions to ensure that the teaching, academic and research professions remain attractive to both current and potential staff by ensuring that working conditions, social security arrangements, pension schemes and salaries are attractive and are comparable to those applicable to other professions requiring a similar level of qualifications. The professional commitment of teachers and academics to the education and welfare of their students should be recognised and respected. Enhancing

the professional autonomy and self-confidence of teachers in their professional and pedagogic judgements and through the assertion of their right to academic freedom and to undertake research should be given the highest priority by governments and employers as this is essential to enhancing the quality of teaching and learning. In this context, job security is of enormous importance and casualisation of the teaching and research profession must be rejected as it is fundamentally harmful to the profession.

31. The status of young teachers, academic staff, researchers and education employees deserves particular attention. The young are often the first to face employment on short-term, casual contracts, without any clear future career paths. Career structures at all educational and research levels must have the clear potential for progression based on professional standards, qualifications and the acceptance of additional professional responsibilities. There should be no possibility of discrimination on any grounds in promotion processes.
32. Teachers are increasingly supported by a combination of professional, administrative, technical and general staff. This is a crucial development for quality education as well as for inclusion. EI affirms that support staff should have the same status, right and conditions as other education employees with comparable academic and technical qualifications and experience.
33. Entry into the teaching profession and related roles must be inclusive without discrimination based on gender, race, age, sexual orientation, disabilities, political or religious beliefs, and economic or social conditions. Public authorities should support and monitor employment practices to ensure that discrimination does not occur.
34. Teacher education should be offered in higher education institutions up to a high qualification level, including opportunities for post-graduate level study and should be fully funded. Qualifications obtained upon completing a teacher education programme do not signify the end of a teacher's professional development, however. Structured induction programmes should be provided for newly qualified teachers on recruitment into the profession. Fully funded continuous professional development should be an entitlement for all teachers. If professional development is to be effective then teachers should be involved in identifying their professional development needs and owning the professional development which is provided. Every government should seek to agree with teacher unions strategies for the development of the teaching profession. EI recognises that many teacher unions provide good forms of professional development for their members and teachers in general and it urges governments and employers, therefore, to enhance and fund learning opportunities provided by unions. With such support teachers will be able to maintain high standards in their profession.
35. Codes of ethics and professional values assist and underpin teachers' professional judgments and teachers should be collectively responsible for developing such codes and for putting these codes into effect. Such codes help support the commitment of teachers to their profession, to students, colleagues, parents and to their school communities. They are crucial in maintaining high professional standards in any educational institution, and serve to raise professional job-satisfaction and instil a sense of self-worth among teachers. It is important that where any professional councils for teachers are established they are supported by the teaching profession and their unions.
36. As educational institutions aim to serve an increasing number of complex aims, the values of deliberation and partnership must be sustained and safeguarded despite trends to enhance effectiveness and efficiency above all else. An inclusive education environment, in and of itself, requires the different participants to work together but, especially, teachers, other education employees, students and parents, in a spirit of shared understanding of the educational process and a shared acceptance and openness to each others' views. Collegial and democratic leadership in education institutions should therefore be strengthened.

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

37. The strength of a strategic, structured collaboration is evident among teaching professionals themselves. Organised, independent, democratic and representative trade unions are effective



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

38. Education unions play an important role in the process of dialogue in society between the employing authorities, public authorities and employees which aims to discuss constructively all work-related issues which arise in an educational setting. Social dialogue should be based upon respect for all partners, and should aim to improve the quality and status of education, professional standards and conditions. Unions must be equal partners in this social dialogue process. They also bargain collectively on behalf of teachers and other education employees. Education unions must be allowed to take traditional trade union actions if their members are being treated unjustly or their concerns are not being taken seriously. Salaries, working conditions and career structures of education employees must be negotiated with unions through a collective bargaining process.
39. During the last decade, EI has built up an important partnership with civil society organisations in the Global Campaign for Education. It has become clear that quality education benefits from strong links between unions and civil society. Moreover, cooperation with civil society strengthens the social values of education, by contributing to peace, democracy, the environment and intercultural understanding.

## VI: Promoting Solidarity in Education at the International Level

40. International exchanges and contacts are an important contributor to education development in today's world. At whatever level these contacts and exchanges occur they should be encouraged and facilitated. The extent to which they improve international understanding and cooperation and mutual respect cannot be underestimated. In this context exchanges between schools and education institutions of students, teachers, academic staff and higher education researchers should be encouraged and facilitated, as well as exchanges between the governing authorities and other institutional bodies.
41. EI represents an international union movement that values partnership and solidarity and its principles remain unaffected by adversity or crisis. Experience shows that global links are strengthened over time as similar concerns among education employees throughout the world inspire joint strategies to deal with similar challenges. The strength of the international education union movement is also reinforced by expressions of solidarity through financial support or mutually supportive actions in times of crisis.
42. EI stresses that special attention must be paid to the needs of the African region. Such support is essential for the long-term development of the continent. This requires, among other things, significantly greater development assistance from the rest of the world to supporting the development of education in the region. There remains a need to build capacity in all sectors of education and to strengthen links between civil society organisations, including education unions, and public authorities within Africa, and to assist in establishing employment conditions and professional rights for teachers and other education employees which allow education and research to flourish.
43. Education is the key to uniting nations, bringing human beings closely together and guiding them towards humanity. In many parts of the world, civil society suffers because of situations of violent conflicts, repression and war. It is important to recognise the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. EI stresses the importance of re-building education systems in post-conflict situations.
44. EI disagrees with the views of economic and financial inter-governmental organisations which view education purely as a commercial enterprise which is to be traded for private economic gain.

EI works diligently within international organisations that operate in the field of education. These include UNESCO, the International Labour Organization, the Global Unions, and the Organisation for Economic Cooperation and Development, among others. EI supports the educational mission of these organisations, which envisage the development of education as a fundamental pillar in society.

### VII: Using Technology for Quality Education

45. New information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries and new forms of interaction between students, teachers, education employees and the community are just a few ways in which education can be enriched by integrating such technologies into traditional classroom activities. These tools provide a rich and powerful resource for teachers to assist them with the teaching and learning processes. Teachers, academic staff, higher education researchers and other education employees play an increasingly important role in integrating technology into education as coaches or authorities in the technological and information-rich environment in which many students now live.
46. These new technologies are best used as supplements to, and not replacements for, in-class-instruction. The use of ICT in education therefore requires more reflection on and improvement of teacher training and development programs, curricula, teachers' workload and education institutions' infrastructure. It also demands that issue of equity of access to such technologies across the globe is resolved. Unless it is harnessed effectively and made available widely it will contribute to the growing gap between the wealthier and poorer societies throughout the world. Moreover, technology should be harnessed as a tool for improving personal and professional development through the evolution of the relations between students themselves and between students and teachers and other education employees.
47. New social media present ways of communicating across different cultures. Teachers realise that these media are an important tool to build a world based on equality, democracy and solidarity. In the classroom, social media can help humanity move forward by connecting students and teachers at different geographical locations. These tools should be used to teach students the value of different cultures, by stimulating language learning and intercultural exchange.
48. Social media have been harnessed to bring democracy to places previously ruled by dictatorship and corruption. Education unions embrace these as powerful means to connect with their members. Social media can strengthen democracy within unions, providing new forms of discussion and consultation. They can be important tools to strengthen involvement, as members can be more engaged directly in the development of the union's strategies, activities and services. Furthermore, they facilitate new forums of cooperation between unions and the wider civil society.

### VIII: Promoting Education for Living and for Life

49. As the challenges facing citizens in societies worldwide grow ever-more wide-ranging and complex, one's educational experience cannot stop at the final year of compulsory education. Education systems must have a lifelong learning approach and provide opportunities for students of all ages. This is of crucial importance for adult women, who have benefited less from education in previous generations. Lifelong learning deserves special attention in vocational and higher education as these sectors provide not only the skills for new occupations, but for continuing personal development and for equipping citizens to deal with new global challenges.
50. Education systems must adapt to social, cultural, economic, political and environmental challenges. In this respect, a well-resourced system of vocational education and training must form an essential part of any modern education system. Teachers and other education employees in this sector will require increased continuous professional development to enable them to keep up with the rapidly changing social and economic environment for which they prepare their students.
51. Education systems should also become more aware of the contribution they make to students' health. They should promote health awareness and life skills that enable students to be more responsible



for their own health as well as the health of others around them. Catering facilities in education institutions should provide a healthy diet and curricula should include programs for improving personal hygiene and advising about sexual and reproductive behaviour.

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

## SUMMARY

- (I) Education is a human right and a public good; it must be publicly funded and publicly regulated.
- (II) Public authorities must provide a legal framework for education in their countries which sets out the principles of fairness, equity and quality, which should underpin education.
- (III) Public authorities should respect and implement the international conventions on the rights of education employees to organise and bargain collectively and on the status of teachers and other education employees at all levels.
- (IV) Public authorities should spend at least 6 % of their GDP on education.
- (V) Every person has a fundamental right to an appropriate education which will enable that person to achieve their own maximum potential and become a responsible citizen.
- (VI) Education should be of high quality for all.
- (VII) Every student should be entitled to a broad and balanced curriculum in their schools and educational institutions.
- (VIII) Quality education is defined in terms of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its inputs (including students' background, teachers' qualifications, working conditions, class-size and investment in education); by the education process (including teaching, parenting and related processes of learning) and by projected outcomes (including the extent to which it meets individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development. Quality education for all should be established and improved on the basis of best practices, professional experiences and relevant educational research.
- (IX) Teachers should maintain high professional standards and should be accountable to society. The evaluation of teachers should be undertaken in collaboration with peers and competent professionals. It should be based on trust and should help teachers identify their professional development needs.
- (X) The education of teachers should be of high quality and with opportunities to achieve post-graduate level. It should be followed by a period of structured induction into the profession with the support by a mentor. The teachers should be supported throughout their careers by an entitlement to fully funded continuous high quality professional development.
- (XI) Teachers should be accorded a high professional status in society commensurate with their professional responsibilities, qualifications and skills, and the contribution which their profession make to the development of society.
- (XII) The salaries, pension schemes and conditions of service for those working in education should be comparable with those available to other groups in society with similar qualifications.

- (XIII) Education should be provided on the basis of equality of access and opportunity for all. There should be no discrimination, including that based on gender, disability, faith, race, ethnicity, sexual orientation, cultural or economic background or personal characteristics.
- (XIV) Education should be inclusive and instil concepts of equality, tolerance and respect for diversity.
- (XV) Higher education must be accessible to all who meet entry required criteria without financial or social barriers. It must be protected from commercialisation and competition.
- (XVI) Education should pay particular attention to issues relating to gender, and, in particular, issues relating to gender-stereotyping and gender-based impediments to participation in education, since these affect all students and education employees.
- (XVII) Teaching at all levels should be recognised as a professional activity and accorded the same respect and status as other similar professions in society.
- (XVIII) Teachers should adhere to a code of professional ethics and values to enhance their status.
- (XIX) Education employees should share in the responsibility for the governance of their institutions and their professional development. They should engage in partnership with other stakeholders, such as parents and students, to improve and develop their educational institutions.
- (XX) Independent, democratic and representative education unions have a vital role to play in the development and provision of high quality education in society. They should be granted a full role in the debates on the provision and quality of education and should be recognised for the purposes of collective bargaining as the official representatives of teachers and other education employees.
- (XXI) International solidarity and partnership in EI with its own member organisations and globally with the inter-governmental institutions which develop education policies has a major contribution to make to the development and provision of quality Education for All.
- (XXII) Modern technologies can be aids and supplements to teaching and learning in order to enhance the quality of education. They must be made accessible to all.
- (XXIII) Education should be provided for people throughout their lives and should promote healthy and sustainable living.



# List of Resolutions adopted by the 6<sup>th</sup> World Congress

<b>Education Policy</b>	<b>53</b>
1.1.1 Resolution on the Education Policy Paper	53
1.1.2 Resolution on the Future of the Teaching Profession	54
1.1.4 Resolution on Human and Social Rights Education	57
1.1.5 Resolution on Social Protection Education	59
1.1.7 Resolution on Stable Education Jobs	60
1.1.9 Resolution on Copyright and Education	61
1.2.1/1.2.2/1.2.3/1.2.5 Resolution on Sustained Funding of Public Education in the midst of the Economic Crisis	62
1.2.4 Resolution: The crisis should not affect our school model	66
1.2.6 Resolution against Neoliberal Policies and Austerity Plans	67
1.3.1/1.3.2/1.3.3 Resolution: Stress the Importance of Public Education for Universal Welfare	68
1.3.4 Resolution on the Campaign for Quality Public Education for All in Haiti	69
<b>Vocational Education &amp; Training</b>	<b>70</b>
1.4.1 Resolution: New Impact of Vocational Education and Training in Each EI Region	70
1.4.2 Resolution on Vocational Education, Gender and Inclusiveness	71
<b>Education Support Employees</b>	<b>71</b>
1.5 Resolution on Education Support Employees	71
<b>Teacher Migration and Mobility</b>	<b>72</b>
1.6.1/1.6.2 Resolution on Teacher Migration and Mobility	72
<b>Human Rights</b>	<b>75</b>
2.1.1 Resolution on Child Labour	75
2.1.2/2.1.5 Resolution on Education and the Elimination of Violence against Women	78
2.1.6 Resolution on the Turkish Cypriot Community	79
<b>Israel and Palestine</b>	<b>80</b>
2.2.3 Resolution on Higher Education Teaching Personnel in Palestine	80
<b>Trade Union Rights</b>	<b>81</b>
2.3.1 Resolution on Recruitment and Organising	81
2.3.2 Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers	82
2.3.4/2.3.5 Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation	84
2.3.6 Resolution on the Restrictions of the Civil Rights of Teachers in South Korea	85
<b>Equality</b>	<b>86</b>
2.4.1 Resolution on Gender Equality	86
2.4.2/1.1.3/2.1.4 Resolution on Respect for Diversity	89
<b>Climate Change</b>	<b>90</b>
2.5.1/2.5.2 Resolution: Education Unions Mobilising on Climate Change	90
<b>From the Regions</b>	<b>91</b>
3.1 Resolution from the Africa Region	91
3.2 Resolution from the Asia-Pacific Region	93
3.3 Resolution from the European Region	94
3.4 Resolution from the Latin America Region	96
3.5 Resolution from the North American and the Caribbean Region on Disaster Preparation and Relief	97
<b>Internal EI</b>	<b>98</b>
4.1/4.2 Resolution on EI Structures	98
<b>Statement</b>	<b>99</b>
Statement by 6 <sup>th</sup> World Congress on Israel and Palestine, based on the 2010 ITUC Resolution	99



## Congress Resolutions Education Policy

### 1.1.1. Resolution on the Education Policy Paper “Building the Future through Quality Education”

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

1. Adopts the Policy Paper entitled ‘Building the Future through Quality Education’, as a comprehensive statement of Education International’s education policies.
2. Recommends that EI member organisations support and advocate for the achievement of all of the policies set out in the Paper, inform the discussions on the implementation of the policies with innovative ideas and research, and discuss widely the concepts and ideas proposed, with a view to promoting the unity, solidarity and strength of the education union movement throughout the world and inspiring new members and activists to join in support of these policies and ideals.
3. Commits the organisation to implementing this policy through a variety of activities:
  - a. Providing visibility to the priorities mentioned in this policy paper through World Teacher’s Day and Global Action week where appropriate.
  - b. Adopting action programmes and committing resources to their implementation.
  - c. Organising conferences, seminars and working sessions to discuss specific priorities mentioned in this policy paper at international or regional level. Where appropriate, these sessions will be integrated into regular activities.



- d. In accordance with 'Section 1: Promoting Education as a Human Right and a Public Good', EI will campaign for public investment in education of at least 6% of GDP as well as increasing Official Development Assistance (ODA) for education, despite the global financial and economic crisis. It will advocate against privatising and commercialising education, commission research and publish discussion papers.
  - e. In accordance with 'Section 2: Improving the Quality of Education', EI will lobby international organisations such as the OECD, the IMF and the World Bank to acknowledge a more contextual definition of quality education and to change their standardised assessment systems. It will commission research and publish discussion papers.
  - f. In accordance with 'Section 3: Promoting Equality through Inclusive Education', EI will advocate for the goal of inclusive education. It will commission research and publish discussion papers. EI will not only take up the responsibility in this matter, but will also ensure that conditions are matched to this purpose in staffing and educational means. EI will take into account the SALAMANCA statement and framework for action of UNESCO on special needs education adopted by the world conference on special needs education: access and quality (Salamanca, Spain, 7 – 10 June 1994)
  - g. In accordance with 'Section 4: Promoting Teaching as a Profession', EI will promote its code of ethics and professional standards. It will commission research and publish papers.
  - h. In accordance with 'Section 5: Strengthening Education trade Unions as Essential Partners in Civil Society', EI will reinvigorate a culture of organising in its activities. It will develop material to help recruitment efforts and continue to provide union development programmes.
  - i. In accordance with 'Section 6: Promoting Solidarity in Education at the International Level', EI will implement its policy document on development cooperation and advocate for developing the capacity of trade unions within development cooperation programmes.
  - j. In accordance with 'section 7: Using Technology for Quality Education', EI will commission research and publish papers on the digital divide and on how to increase the use of technology to support teachers and education employees.
  - k. In accordance with 'Section 8: Promoting Education for Living and For Life', EI will emphasise the need for lifelong learning in knowledge based societies and commission research and publish papers.
4. Mandates the Executive Board to report on actions taken in pursuit of the implementation of this policy paper at the next World Congress in 2015 and at each subsequent Congress.

## 1.1.2. Resolution on the Future of the Teaching Profession

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

1. Asserts its belief that high-quality education is a fundamental human right for all students, and that, at the heart of education are teachers; that teachers help young people to think and acquire knowledge, to stay healthy and develop socially, and to make sense of and contribute to society and, above all, that teachers inspire students to fulfil their potential:
2. Recognises that, fundamental to the work and purpose of Education International are the aspirations of millions of teachers globally, the vast majority of whom are members of affiliate unions; that Education International's core purpose is to represent the interests of those teachers on the global

stage and to provide support and advice to member organisations in their activities nationally and within federations with states and governments:

3. States its profound belief that a key mission and purpose of EI is to promote, campaign and fight for a teaching profession globally which is self-confident and supported in acquiring the knowledge, skills and understanding necessary to stay ahead in the changing world and for a teaching profession globally which is supported also by pay, compensation and conditions of service arrangements which sustain and maintain the lives of its members, their role in society and their status with comparable professions.
4. Noting that the purpose of this resolution is to provide a focus on the work of Education International in formulating a strategy for the future of the teaching profession.
5. Recognising that many governments and international organisations are turning their attention currently towards the work of teachers in the classroom and of school leaders and, that the temptation for some governments is to adopt punitive models for teacher effectiveness, including the casualisation of teacher contracts and the adoption of financial incentives for individual teachers to achieve high levels of pupil performance against specific test and examination results, accompanied by the threat of dismissal if specific targets are not met, and, that this is often accompanied by the use of high-stakes institutional evaluation, based on narrow measures, such as those above.
6. Recognising that such approaches corrode teachers' self-confidence and their sense of self-efficacy and they undermine, not enhance, students achievement, as well as leading to further class-room inequality and a focus on the intellectual at the expense of the emotional and social intelligence of students.
7. In the face of these punitive approaches, Congress decides to mandate the Executive Board to develop a strategy of advocacy for the teaching profession based on the principles set out in the Annex to this resolution, and to prepare, as a matter of urgency, a paper for member organisations for use in negotiations with their governments, recognising that Education International's principles for the future of the teaching profession are integral to Education International's education policy – "Building the Future through Quality Education".

### ANNEX:

#### ***Principles for a Strategy of advocacy for the Future of the Teaching Profession***

- a. Without a confident, pro-active teaching profession, secure in its status and learning, the goal of a high-quality education system will not be achievable for any government.
- b. Teachers and their organisations should be viewed by governments as equal partners, independent but committed to the common endeavour of achieving successful education systems.
- c. Teachers and their school communities globally have much to learn from each other. EI will support and help its affiliates to build bridges between schools and their communities:

#### ***An Entitlement Curriculum***

- d. Students should be entitled to a curriculum which covers literacy, numeracy, the sciences, foreign languages, the arts, the humanities, life-skills and sporting activities. The curriculum should provide the students with civic competencies and prepare them for democracy as well as addressing their social, emotional and intellectual needs, in addition to preparing them for adult life and the world of work.
- e. Where governments seek to establish national curricula, they should develop them with teachers and their organisations.



## **Evaluation**

- f. The evaluation of students should be diagnostic. It should identify the next steps for students in their learning and provide meaningful information for parents, teachers and students themselves. The results of student evaluation should not be used to evaluate teachers and schools as institutions.
- g. The evaluation of teachers should be based on feedback which identifies teachers' strengths and development needs. Teachers should feel that they can be honest about their professional needs, as well as their strengths, without being penalised. There is no evidence that individual financial incentives, such as performance-related pay, works in schools. There is a great deal of evidence that evaluation linked to identifying and providing high-quality professional development for teachers has positive effects.
- h. The evaluation of schools should focus on celebrating strengths and embedding ownership of improvement by school communities where improvements are needed. School evaluation should encourage innovation and creativity and be owned by school communities. This evaluation should not result in a categorisation of establishments that would lead to a hierarchy and competition but should instead favour an exchange of positive methods between establishments.
- i. System-wide evaluation by governments of their educational provision should be achieved by anonymous sampling mechanisms. This evaluation should primarily measure the capacity of a country's educational system to compensate for social inequalities in academic achievement.

## **School Leadership**

- j. School leadership is vital to high-quality education systems. Governments and local authorities should include teachers and their organisations to develop new forms of leadership which enhance the capacity of schools to innovate and the confidence of teachers to reflect on and develop their own practice;

## **Teachers' Pay, Compensation and Conditions of Service**

- k. Teachers' pay, pension schemes, conditions of service and job security should be comparable to those which apply to other professions requiring a similar level of qualifications and should be sufficient to recruit and retain high calibre candidates to the profession and encourage them to remain in the profession;
- l. Without the contribution of teachers and their organisations to the debate about the future of the teaching profession, governments will be undermined in their attempts to develop their education systems. It is essential that teacher organisations play a central role in developing future strategies for teachers.

## **The Need for All Governments to Have Strategies for their Teaching Professions**

- m. Many governments and local authorities do not have a long-term strategy for their teaching profession. The assumption that once appointed, teachers can continue to teach over time without development and support is wrong. All teachers need and should have access to professional development. Governments and local authorities should consider adopting the following components in any strategy for their teachers.
- n. Continuing professional development and learning should be generated and owned by teachers and should be a career-long entitlement.
- o. Teacher evaluation approaches should be developed which teachers can trust and which provide effective feedback and practical professional development.
- p. Teachers should be able to draw on sources developed through research into teaching and exchange on their practices.
- q. Teachers should be at the centre of, advising on and carrying out educational research.
- r. Government and state education policies should factor in the views of teachers, both in the development of new policies and the implementation of new ones.

- s. Governments must review their policies in order to establish whether these reward teachers' knowledge and expertise of the teaching profession.
- t. There should be a continuum of high-quality initial teacher education and teachers' continuing professional development. The education of teachers should be of the highest quality and to postgraduate level. It should be followed by a period of structured induction into the profession and teachers should be supported throughout their careers by continuing professional development and learning. This support should include the acquisition and integration of new technologies without causing a disproportionate increase in teachers' workloads, and whilst aiming to find a balance between work and studies.
- u. Where professional teaching councils are established on a national basis, teachers should be at the centre of deciding the nature and remit of those councils.
- v. Teachers' organisations should be at the centre of the debate with governments and states about the nature and purposes of student, teacher, institutional and system-wide evaluation.

### 1.1.4. Resolution on Human and Social Rights Education

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

1. Notes that:
  - a. the Office of the United Nations Commissioner for Human Rights has developed a permanent World Programme for Human Rights Education;
  - b. the first phase (2005-2009) of the World Programme for Human Rights Education focused on human rights education in the primary and secondary school systems, and the second phase (2010-14) includes a focus on human rights education for teachers and educators;
  - c. a diverse group of education and human rights practitioners from all continents contributed to the development of the Plan of Action for the first phase and proposed a concrete strategy and practical ideas for implementing human rights education at the national level; and
  - d. the UN Human Rights Council is developing a United Nations Declaration on Human Rights Education and Training, which is anticipated will be presented to the General Assembly for a vote in 2011.
2. Declares that
  - a. the right to human rights education is a fundamental right inherent in the dignity of the human person and is intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights;
  - b. human rights education and training concerns all levels — preschool, primary, secondary and university — and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting; and
  - c. human rights education and training is an essential component of the right to education for all, as recognised in both the international and regional framework and the domestic law of different States.
3. Reaffirms the role of Human and Social Rights Education as:
  - a. an essential element in promoting and protecting human rights, including the right to education;
  - b. a tool to encourage commitment to social justice and solidarity with those whose rights are denied;
  - c. a tool to combat social prejudices and discrimination, as well as racism, sexism, xenophobia, homophobia and other forms of bias;



- d. a means to promote peace and democracy;
  - e. a basis for dialogue between different perspectives and as principles for living together and resolving conflicts justly and peacefully;
  - f. a way to develop thinking skills and skills to affect change;
  - g. an effective way for schools to be inclusive centres of learning that promote the human dignity of all;
  - h. a way to bring schools, parents and communities closer together, in an environment reflective of human rights values; and
  - i. a means of accessing decent working conditions and salary.
4. Affirms that:
- a. human rights education embodies the principles and practices of human rights and is sensitive to issues of diversity and potential vulnerability such as poverty, social discrimination, inequality, race, gender, language, age, disability and sexual orientation; and
  - b. educators and their unions play a vital role in initiating and developing human rights education.
5. Welcomes the work of EI on human and trade union rights and the lead that it takes in defending human and trade union rights worldwide.
6. Resolves that EI and its affiliate members should:
- a. urge national governments to ensure that human rights education is embedded in the curriculum and education systems as a whole;
  - b. press governments to ensure that initial training and continuing professional development for educators provides a proper focus on human rights education;
  - c. ensure compliance with the same principles by the management of autonomous establishments when these provide training for educators; and
  - d. support educators in seeking to achieve these objectives.
7. Mandates the EI Executive Board to:
- a. organise an international human rights education conference in 2013 to share best practice amongst affiliates in promoting human rights education;
  - b. explore external sources of funding to support the organisation of the conference
  - c. develop a section on the EI website on human rights education;
  - d. urge EI affiliates to campaign for the implementation of a programme by their governments on the issues outlined in 6 above; and
  - e. lobby international bodies to support governments in the fulfilment of their obligations to provide human rights education.

### 1.1.5. Resolution on Social Protection Education

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

1. Aware that 80% of the world's population does not have even minimum social protection, while the needs of populations in terms of health, old age, family protection and disability are growing constantly;
2. Convinced that social protection is an essential part of economic growth and human development, that it is a major instrument in the strategies to combat poverty and inequality, and that it has a stabilising role economically and socially in times of crisis;
3. Concerned at the inadequate efforts of many States to either provide minimal social protection, notably in the least developed countries, or maintain the level of social protection where it has been developed;
4. Noting with satisfaction the United Nation's Social Protection Floor Initiative, of which education is an integral part;
5. Recalling that Social Protection is a human right recognised in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, and that it has been one of the four fundamental pillars of the International Labour Organisation (ILO) since its creation in 1919, and was confirmed by the Philadelphia Declaration in 1944;
6. Taking on board the 2010 ITUC Congress Resolution on Social Protection which refers to the ILO Social Security (Minimum Standards) Convention, 1952 (No. 102), and integrates into its action programme work with the ILO to campaign for the extension of social protection to all;
7. Convinced that education unions have an essential role to play in the promotion of social protection for children, adolescents and education personnel and consequently the population at large;
8. Considering that improving the social protection of education personnel will help contribute to the quality of education;
9. Considering that benefitting from quality social protection is conducive to academic achievement, and that social protection education is bound to influence or change attitudes and behaviour, thereby enabling children and adolescents to take primary responsibility for their social protection and that of their family, and become future citizens aware of their rights and duties in terms of social protection;
10. Given that the EI has created together with its partners from the world of mutual societies the Education and Solidarity Network that strives to promote solidarity-based, quality social protection through the mobilisation of educational professionals and their trade union organisations:

Congress urges States:

11. To adopt and implement policies aimed at creating a social protection floor guaranteeing that the whole population and in particular the poorest and most vulnerable have the means to ensure a decent standard of living throughout their lives;
12. To provide quality social protection for education professionals;
13. To include social protection as a priority in the policies carried out by the intergovernmental organisations to which they belong;
14. To establish solidarity-based partnerships, with developing countries in particular, in order to support their efforts to create a social protection floor;
15. To actively promote the integration of social protection education in education and training systems, with a view to creating a social protection culture.



Congress commits EI member organisations to:

16. Pay greater attention to the crucial role that education systems can play together with all education personnel through social protection education, to create a real culture of solidarity and social protection within society ;
17. Play an active role in the elaboration and implementation of social protection education policies, in close collaboration with the ministries responsible for education and social protection as well as those actively responsible for solidarity-based social protection and health;
18. Take steps to ensure that all personnel in the education system receive initial and continued training on all aspects of a global social protection education programme.

The role of Education International:

EI must:

19. Continue and reinforce its collaboration with the relevant United Nations agencies, particularly the ILO, UNICEF, WHO and UNESCO;
20. Actively participate in international events concerning health and social protection education, and in the organisation of regional and global events in order to raise awareness in society, among the young in particular, with regard to health and social protection education;
21. Include the topic of health and social protection education in its development cooperation programmes;
22. Continue its own involvement and encourage that of its members in the Education and Solidarity Network, around the creation and development of mutual societies, training, education and the dissemination of a social protection culture, and the active implementation of cooperation and solidarity between teachers within the field of social protection.

## **1.1.7. Resolution: in favour of stable jobs with the appropriate status and quality education! No job cuts or redundancies among education staff!**

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

1. Noting that throughout the world, austerity plans have been launched notably under the auspices of the International Monetary Fund and the European Union, brushing aside social benefits which have been hard won over recent decades. Dramatic pay cuts, reduced or even non-existent medical cover, huge job cuts and teacher redundancies, pension system reforms etc
2. Observing that the situation of education and education staff is made gradually more insecure every day by these measures.
3. Noting that working conditions are becoming increasingly difficult with increasingly overcrowded classes.
4. Noting with concern the growing involvement of the private sector in state education and the impact on public sector job losses, working conditions, equality and trade union recognition.
5. Noting also that job security is not guaranteed for millions of teachers, thus renegeing on:
  - The ILO/UNESCO recommendation of 1966: "Stability of employment and security of tenure in the profession are essential in the interests of education as well as in that of the teacher and

should be safeguarded even when changes in the organization of or within a school system are made.”

- The recommendation of 1997 on the condition of staff in higher education: “Security of employment in the profession, including tenure or its functional equivalent, where applicable, should be safeguarded as it is essential to the interests of higher education as well as those of higher-education teaching personnel”
6. Observing furthermore that national standards on recruitment and qualification levels are occasionally flouted, often for different reasons: sometimes to avoid shortages of teachers and others to access a subservient and cheap workforce.
  7. Noting that whereas Education International adopted the slogan of “recovery begins with teachers” at the last World Teachers’ Day in 2010 and that the 2004 EI Congress in Porto Alegre demanded in the “Resolution on Promoting Quality Education” that the “The EI Executive Board [to] take immediate actions to prepare member organisations, especially in those most affected by the policies of the International financial institutions and governments which undermine trade union values and quality in education”, many states choose to sacrifice education in favour of finance.
  8. Reaffirming that it is of crucial importance to grant the teaching profession a high status not just for the sake of the quality of education, but also for the progress of societies as a whole (EI Congress, Washington).

Consequently, the World Congress

9. Mandates the Executive Board, in cooperation with the member organisations, to:
  - Denounce austerity plans in place for several months, which profoundly effect education, and combat insecurity in the teaching profession.
  - Defend and reinforce the recruitment of education staff based on permanent employment of tenured staff with the guarantee of an appropriate status and take action on granting tenure to all staff kept in insecure situations.
10. Mandates the Executive Bureau to:
  - Quickly launch a campaign – for example during the next world teachers’ day on 05 October 2011 – to defend teachers as tenured staff with the guarantee of an appropriate status.
  - Based on the above demands, advocate forcefully with the relevant intergovernmental bodies such as UNESCO, UNICEF, the ILO, the OECD, the World Bank and the IMF with a view to them disclosing these demands throughout the world, and regularly publish reports on progress made with these demands.

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

### 1.1.9. Resolution on Copyright and Education

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

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

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



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

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

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

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

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

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

### **Action Plan**

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

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

Requests that EI advocate within WIPO and other relevant agencies and organizations for rules governing the use of digital locks that allow for circumvention for non-commercial fair use or fair dealing purposes, including education and research;

Urges EI to actively support the WIPO development agenda and the demands by developing countries to defend and broaden international copyright exemptions for educational and research purposes;

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

## Education & the Economic Crisis

### 1.2.1/1.2.2/1.2.3/1.2.5 Resolution on the Sustained Funding of Public Education in the midst of the Economic Crisis

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

#### **Principles**

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

2. Affirming Education International's continuing commitment to:
  - Building the capacity of teacher trade unions in other countries;
  - Defending the human and trades union rights of teachers around the world;
  - achieving the goals of Education For All by 2015, including:
    - o Achieving the goal of universal primary education by 2015, and;
    - o Promoting gender equality and the empowerment of women, including the elimination of gender disparities in access to primary and secondary education by no later than 2015;
3. Affirming that free, universal and public education provides equal education opportunities for all, is a crucial underpinning of democracy in societies, and is a key factor enabling individuals and communities to break out of cycles of poverty;
4. Declaring that publicly funded, autonomous and democratically accountable education is part of the long-term solution to any economic downturn, as an effective and well-funded education system ensures the future success, well-being and employability of the next generation;
5. Declaring that public-private partnerships (PPP) or multi-stakeholders partnerships (MSPE) are not a viable alternative to public funding of education and that they can also lead governments to reduce their financial commitments, as well as becoming a tool for the privatisation of the educational sector and the commercialisation of educational services (paraphrased from "Quality Education: Present and Future," Berlin 2007).
6. Affirming that Education International is determined to campaign for the increased regulation of global financial markets and acknowledging that some governments have protected their education budgets, but that weak economic recovery and continuing large public deficits continue to put pressure on education financing;
7. Considering that enormous sums of money escape any form of taxation by means of "tax haven" countries and offshore financial centres, thus depriving States of the revenue required to finance public services, particularly education;
8. Further affirming that Education International is asking for increased regulation of global financial markets; calls for the honouring of guarantees made by governments stating that their education sectors would be protected from the impact of such financial crises; supports the enormous effort made at the global level with regard to achieving the objectives of Education For All;
9. Asserting that ordinary people, workers and trade unions did not cause the global financial crisis and should not be made to pay the price;
10. Strongly asserting that the responsibility for the crisis lies firmly with the greed and recklessness of the financial sector and the pusillanimity of governments in condoning that greed and fuelling it with round after round of deregulation;

### ***Impact of the Global Economic and Financial Crisis***

11. Recognising the diversity of responses by national governments world-wide to the global financial crisis. Some countries have taken the opportunity to re-affirm the role of the public sector as a weapon in the struggle for economic and social coherence and sustainability. In many other countries, the education sector suffered a severe blow as a consequence of the curtailment of funding due to the global financial crisis which began in 2008. Due to the significant financial difficulties in many countries, provision for education has been compromised to repair the damage to economies caused by the excesses of corporate financial institutions and the lack of regulations of financial services by governments and financial institutions, particularly the International Monetary Fund (IMF), which has otherwise imposed fiscal and monetary constraints on countries needing international financial assistance;



12. Acknowledging the diverse but widespread impact of the crisis, of which the main causes are the increase in financial speculation and the deregulation of the sector initiated by international institutions and taken forward by governments, in all regions, in both developed and developing countries and throughout all levels of education, as a consequence of which the effects on education sectors have been varied, and heavily dependent on the policies adopted by governments;
13. Deploping the fact that many governments, faced with growing public debt and budgetary constraints which grew exponentially as a result of the bailout of the financial sector, are adopting austerity measures which include cutting public funding for education, deregulating the teaching profession, privatizing education and eliminating employees' rights to collective bargaining;
14. Being deeply concerned by the increased state-sponsored abuse and scapegoating of teachers, other public service workers and trade unionists during the period of the global financial crisis.
15. Recognising that some governments are using the crisis as a pretext for imposing reforms in education based on learning outcomes and other performance measurements which are used to generate competition for financial support and determine the distribution of such support;

### ***Impact on Higher Education and Research***

16. Recalling the conclusion of the 7th International Higher Education and Research Conference in Vancouver, Canada that stated that 'the vandals are at the gate'.
17. Expressing alarm at the vicious ideological attack on universities and research programmes as public sector goods in a number of countries, being carried out under a propaganda screen that pretends that this is an objective or technocratic solution.
18. Noting that the crisis has been used as a pretext for the promotion of a number of neo-liberal principles in higher education and research which challenge the core characteristics of public sector higher education and research including academic freedom and institutional accountability, quality and access. In particular that:
  - A crude market or customer-provider model is being imposed;
  - Higher education and research is being subjected to the narrow demands of business and the requirements of short-term economic competitiveness to the detriment of the broader public service missions;
  - Costs are being shifted from the state to individuals, hitting at equality of opportunity and creating massive uncertainty about funding streams;
  - Private institutions and corporate for-profit providers are being encouraged and allowed to cream off more lucrative courses;
  - Courses and research in academic disciplines and fields without a direct or short-term connection to the labour market and commercial business innovation or the economy are being marginalised;
  - In common with the rest of the public sector, university pension schemes are under savage attack.

### ***Impact of the Crisis on Development***

19. Deploping the failure of the world's richest nations to honour their international commitments to end poverty and provide universal access to education.
20. Further deploping the devastating impact of the financial crisis which is forcing many poor countries to close schools, dismiss teachers and suppress pay as education funds dry up or are diverted to feed the population.
21. Believing that the economics of austerity being forced through by some governments and by international financial institutions will:

- (i) Exacerbate economic inequality;
  - (ii) Inflammate social unrest
  - (iii) Hit the poorest hardest;
  - (iv) Reverse hard fought progress on social justice and equality of opportunity;
  - (v) Derail international commitments to end child poverty and guarantee education for all; and
  - (vi) Damage irrevocably the infrastructure of democratically accountable public services, including education.
22. Further believing that defeating the assault on teachers and other public sector workers, and reversing the international failure to deliver commitments to end poverty and provide universal and free access to education, can only be achieved through collective action by trade unions and other civil society organisations working together in solidarity across international borders;

***The 6th Education International World Congress adopts the following Action Plan:***

23. Calling on all member organizations to ensure that the funding of public education remains the responsibility of their government and that any form of PPP or MSPE does not take over that responsibility.
24. Mandating the Executive Board to:
- i. Seek a commitment from all governments that their education sector and the public service sector would be insulated from the impact of such financial crises, and reinforce efforts globally towards the achievement of the Millennium Development Goals and Education for All Goals;
  - ii. Urge governments to consider education as the pivotal instrument of social policies;
  - iii. Call on member organizations at the national, regional and international levels, to step up the campaign, in collaboration with parents, students and education communities and the wider civil society, in support of quality, accessible, free, publicly-funded education, and to promote education as a public good and a human right;
  - iv. Request member organizations to monitor closely education policy developments and their impact on students, teachers and education employees and advocate for the use of multiple measures against the attempts to reduce the assessment of quality education to the measurable outcomes of standardized testing and to link such outcomes to access to funding;
  - v. Cooperate with other Global Unions in defending public services, including public education;
  - vi. Lobby the governments of loan-seeking countries and the International Monetary fund (IMF) and other lending institutions to try to ensure that education and education-related services are not undermined by any loan conditions set by the IMF or other lending institution;
  - vii. Reaffirm EI's independence vis a vis states, international institutions, governments, and religions; reaffirm the pre-eminence of workers' rights, as promoted by ILO Conventions;
  - viii. Organise a global campaign to achieve a minimum benchmark of the 6% of the Gross Domestic product for spending on education in all countries and for the adoption and implementation of the Financial transaction Tax (FTT) and a Financial Activities Tax (FAT) which requires changes to economic and fiscal policies in order to increase the financial resources necessary to support all public services, including education;
  - ix. In collaboration with member organizations, use every opportunity to pressurize developed countries to fulfill their international obligations and promises with respect to the provision of the official development assistance necessary for the achievement of the EFA goals;
  - x. Mount an urgent, reasoned campaign to protect higher education and research in those countries where it is under threat, drawing on the evidence from those countries where higher education and research has been sustained and developed in these most difficult of conditions.



The campaign will need to take up these issues at the global and regional level and support national level campaigning.

- xi. Exert pressure on governments, public authorities and international institutions to curb the proliferation of preferential fiscal regimes, tax haven countries and offshore financial centres – in order to increase the financial resources necessary to maintain all public services, including the appropriate long-term funding of quality public education.
- xii. Continue the campaign against poverty and for:
  - a. The right of every child to education;
  - b. The defence of jobs and pensions
  - c. The future of democratically controlled education
- xiii. Urge governments around the world to ensure that provisions for higher education should be extended to students from poor working class communities by providing necessary financial and material assistance so as to make higher education a universal appeal to combat challenges of poverty in poor communities in the world. To ensure that children from poor communities be provided with all necessary support at higher education institutions so as to cope with new challenges and minimize drop-out rates from this section of the population. To advocate that research be contextualized to address challenges experienced in poor global communities by proving capacity building training to emerging researchers in these communities so as to provide practical solutions to their situational challenges.”
- xiv. Call for and actively participate in the global campaign for the cancellation of debt that frustrates the development of poor countries as a result of unfair lending terms and unjust economic relations between developing and developed countries.
- xv. Campaign for the fundamental transformation of the global economic architecture in which the exclusivity of the WTO, IMF and World Bank should be replaced by a democratically constituted Global Economic Council, founded on the basis of full equality of states and not in the rule of might.

## 1.2.4 Resolution: The crisis should not affect our school model

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

1. Notes that the current school model should provide a social, cultural and territorial backbone, focussing on the correction of social inequalities of origin and provenance.
2. Defends integrating, compensatory, intercultural, secular, participative, democratic and co-educative schooling.
3. Advocates an education centre model which includes schooling from infant education until post-obligatory education, with modern infrastructures and sufficient human resources; including new professional figures and a teachers training day on top of the centre training day.
4. Understands schooling conceived as a public service.
5. Urges governments to make schools accessible, especially in and to poor communities so as to turn them to centres of community development activities and provide much needed social, educational and recreational facilities to address social problems and provide opportunities through sport and cultural activities to the youth and communities members.

6. Considers the search for motivated, well-paid teachers with training suitable for the new demands required by the school and with recognition of their authority and social prestige to be essential.
7. Is in favour of Education Centres with high pedagogical, organisational and economic management autonomy, in order to incorporate greater adaptive flexibility in the immediate environment which surrounds them and which they form a part of.
8. Advocates, ultimately, an education understood as a basic pillar in the fair, free and quality welfare state: based on the equality of opportunities, which offers the same opportunities to everyone, without any kind of discrimination.

### ***Therefore, the VI World Congress of the IE,***

1. Urges governments to consider education as an investment in the future to the benefit of social progress, equity and equality of opportunities which provides an unquestionable yield for the society as a whole.
2. Encourages the development of measures which respect the growing multiculturalism in our societies and our schools from an intercultural point of view which respects the diversity from within a common framework of values.
3. Defends the need to drive for an alternative economic growth model based on knowledge, which assures sustainable economic development and increasing prosperity through social cohesion. A change which educationally demands reduced failure in obligatory schooling, improved levels of professional qualification while reducing drop outs, empowering innovation and development policies where the universities have to play a predominant role, supplying human material to a market in constant and growing demand for highly qualified personnel.
4. Encourages governments, despite the delicate economic situation, to guarantee public financing of the education system as an investment in the future.
5. Invites the national political parties to recuperate the educational consensus as a unique model for planning which focuses on the future avoiding the ups and downs of political change.
6. Special emphasis on attention to diversity, the reduction of profits, thinning of classes, increased focus on languages and new technologies, the drive for Professional Teaching and the introduction of new professional profiles.

## 1.2.6 Resolution: Trade union action against neoliberal policies and austerity plans in Europe

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

The EI Congress supports the struggle of teachers and people in Greece, Portugal and Ireland, countries subject to "rescue" programs imposed by the troika (EU-ECB-IMF) through drastic measures as well as other agreements signed up by these countries' governments. Due to the pressure imposed by financial markets and rating agencies, tougher measures were approved in June and July in Greece and in Portugal.

It is a well known fact the EU and the IMF used the financial crisis as a pretext to impose an tough austerity policies characterized by drastic salary cuts (in Greece a total of 3 salaries less per annum), reductions on pensions, an increase of the retirement age limit, flexible working conditions, and privatization of public services. These measures have led to higher unemployment and less social protection, thus more injustice, more inequality and more poverty.



Public property is being dismantled, demolished and sold out. In education, the priority is to reduce costs to make public school systems cheaper. The negative consequences on teachers' working conditions, the merging and closure of school units, and the preparations for a market and a business oriented school will mortgage the future because there is no solution to the crisis without more and better education. Similar austerity measures are being implemented in other European countries such as Italy, Spain, France, etc.

In this context, the 6th EI Congress expresses its full solidarity with the workers of these countries - especially those from the education sector, and their unions - and calls for a strong trade union response both from the ETUCE and ETUC, towards Parliament, Council, Commission and the European Central Bank. A response that opposes to the "inevitability" of austerity, alternative programs of investment and development that generate sustainable growth and employment and hence income of revenues and taxes – condition to solve debt and deficit problems. A response that defends employment, better wages and pensions, universal social protection, a fairer distribution of wealth, public education and other basic social rights. European citizens should not pay for the consequences of a debt they are not responsible for.

It is EI's role, at European and world level, to promote and coordinate this struggle against these policies and support the proposals from member organizations which are asking for a transparent and independent debt audit, as well as for the renegotiation of the debt.

## Public education

### 1.3.1/1.3.2/1.3.3 Resolution: Stress the importance of public education for universal welfare

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

1. WHEREAS governments throughout the world are often encouraged to promote and provide public money to schools with minimal public accountability and limited value to society as a whole; and
2. WHEREAS as early as 1978 the OECD Ministers of Education noted that public education represented, "a desire to free people from disadvantage, to unbind them, rather than a proposal to free them to undertake some particular enterprise" and that public education is a way to redistribute power to the population of a country, such that the need for social awareness and peace education is imperative; and
3. WHEREAS it is public education which enables all young people to be provided for regardless of their social and cultural origins; and
4. WHEREAS groups in society are pressuring governments for increased individual or special interest group control of education and/or increased access to the education sector from a commodity approach; and
5. WHEREAS education unions throughout the world are experiencing frontal attacks on their legitimacy such that they need to join together to show that there are viable alternatives to the market driven reforms; and
6. WHEREAS many countries are experiencing pressure to place the interests of private education or special interest group education ahead of universal public education such that teachers have need to present their vision of society in more easily understood and captivating ways,
7. BE IT RESOLVED that in all of its activities working with governmental and non-governmental groups EI stress the significance of using publicly supported education as a means to improve the welfare

of all groups within society and oppose the use of public funds for education that is not universal in nature; and

8. BE IT RESOLVED that EI encourage one or more small groups of member organizations to organize and conduct major international conferences for the purpose of making visible the success of public education; and
9. BE IT RESOLVED That EI explore the concept of working with ITUC and/or others to develop an internationally supported Education Sector Trade Union Programme of support for direct involvement of education labour groups in developed and developing countries in presenting the role of public education in peace education and social development.

### 1.3.4 Resolution on the campaign for quality public education for all in Haiti

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

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

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

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

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

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

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

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

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

#### ***Mandates the Executive Board to***

Support the campaign for quality public education for all in Haiti as part of reconstruction efforts following the earthquake of 12th January 2010;

Call on member organisations to put pressure on their respective governments to honour their commitments on protecting education from budget cuts;

Recommend that EI leaders meet with the Haitian Ministry of Education to support the lobbying of CHEH for quality public education that is free of charge.



## Vocational Education & Training

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

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

1. In the context of the economic, financial and social global crisis, the VET public school sector has a strong contribution to stabilize and support the economy. VET has a direct impact on the well-being of national economies. VET forms the basis to fight an economic crisis or to avoid it. There is a need for more learning and training, for better qualifications, for successful completion to be protected against unemployment. It will enable societies to avoid dropouts. The public initial vocational education and training is essential to enable people to apply to lifelong learning programs giving them the possibility to raise their qualification level.
2. The resolution “the six essential points to strengthen vocational education and training” (5th World Congress, 2007) is still a program for prosperity and opportunities for development and therefore the whole content of that resolution is even more relevant and is part of this resolution.
3. For the implementation of the goals in this resolution, it is essential to have new structures inside EI to enhance and support the VET sector. As part of this, they should be linked to the EI regions because they allow more flexibility and efficiency for the implementation and future development of this concerned process.
4. To ensure the continuous work, EI will report every two years on the progressing work on this to the EI member organisations.
5. We further note that this phenomenon result in social malaise which manifest in high crime rate and different forms of social and physical abuses in our country.
6. We believe that the Further/Vocational Education Sector have the potential to transform the socio-economic landscape and global community.
7. Also believe the legislations and policies for Further/Vocation Education Sector should be aligned to ensure mobility in the world of work and higher education.
8. Further believe that the implementation of Further/Vocational Education and Training requires resources, quality training and proper infrastructure, especially in rural areas of our country.

***Therefore, the 6th World Congress of EI should:***

9. Urge governments to consider Further/Vocational Education and Training as a necessary avenue for unemployed youth in different countries to ensure skills development that will result in human resource development throughout the world.
10. Encourage governments to put much needed resources to ensure that Further/Vocational Education and Training delivers on the skills needs of the youth, the poor and marginalized communities by campaigning for open access, adequate resourcing and quality training for the implementation of Further/Vocational Education and Training systems across the world.

## 1.4.2 Resolution on Vocational Education, Gender and Inclusiveness

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

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

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

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

## Education Support Employees

### 1.5 Resolution on Education Support Employees

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

- A. Recalls that Education International is the voice of the education sector worldwide, representing nearly 30 million teachers and education personnel from early childhood education to university;
- B. Affirms the importance of promoting and protecting the rights and freedoms of all teaching and education employees;
- C. Recognises that education support employees include, a broad range of different categories of personnel with different status;
- D. Notes that this growing body of professional, administrative, technical and general staff supports the teaching and research function in cooperation with teachers and academic staff.
- E. Affirms that Education Support employees:
  1. are vital for fulfilling properly the mission of education and they must be able to assert their rightful place in the education community and in the union debates on the global, national and institutional challenges all education sectors are facing;
  2. play a key role in the quality of student experiences and contribute to the quality of learning outcomes;
  3. share many of the challenges and collective bargaining issues of teachers and academic staff, but also face distinct problems including a lack of respect and recognition, and poor pay and working conditions;



4. should be guaranteed equal treatment, and employment of minority groups should be actively encouraged;
  5. should enjoy the same status, rights and conditions as other education employees with similar academic and technical qualifications and experience.
  6. best contribute to the health education and safety of students when they are part of a single unified workforce that works directly for the education institutions
- F. Notes with concern:
7. the growing use and exploitation of education support employees who are employed on a casual, part-time and/or limited-term basis without continuing security of employment;
  8. the threat to the labour rights, professional rights and, where applicable, academic freedom of education support employees;
  9. the absence of fair and equitable remuneration and benefits for many education support employees and
  10. violations of fundamental human and labour rights of many education support employees, including their right to organize and bargain collectively.
  11. The increasing trend of privatising school-support services affecting the quality of education
- G. Calls on governments and public authorities to:
12. Recognize the key role education support employees play in the provision of quality education and to ensure that educational institutions are provided with quality support services;
  13. Guarantee the labor and professional rights of all education support employees and to improve their employment and working conditions and provide access to career paths.
- H. Mandates the Executive Board to:
14. Work with other GUF and the appropriate international bodies, especially the ILO to promote the conditions of work and the rights of education support employees, including their right to organize and bargain collectively;
  15. Develop appropriate ways and means to collect data and information and to identify good employment practices in relation to education support employees;
  16. Encourage member organisations to advocate for the improvement of education support employees salaries, working conditions and access to career paths;
  17. Promote the unionization of education support employees and the elimination of the political, structural and legal barriers to unionization where they exist.

## Teacher Migration and Mobility

### 1.6 Resolution on Teacher Migration and Mobility

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

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

2. Observing uneasily the possibility that the grave effects of the economic crisis triggered in 2007, and its aftermath of mass layoffs, growing unemployment (especially among youths) U-turns in social policies and the progressive breakdown of welfare states, are contributing to the arousal of society's feelings and actions of rejecting the migrant population;
3. Underlining the fundamental role which could be played by quality public education, based on values aimed at building citizenship for everyone in the processes of the positive integration of immigrants;
4. Noting with concern the growing number of education professionals (teachers and researchers) who leave the countries where they were trained, for economic, cultural, religious or political reasons adding to the ranks of those who feel obliged to work in activities unrelated to the studies and disciplines that they have prepared;
5. Acknowledging UN data that international migrants constitute over three per cent of the world's population, and that nearly half of these migrants are women;
6. Noting the growing and accelerated feminisation of the migratory process, as women (often accompanied by their children) now represent more than half the population of those living outside their country of birth;
7. Recognising the establishment of the Global Forum on Migration and Development (GFMD) by the UN in 2006 and its potential to provide a platform for international dialogue on migration and development policy and practice;
8. Recalling that the Commonwealth Teacher Recruitment Protocol (CTRP) was recognised by EI and the ILO in 2006 as an instrument of good practice in dealing with teacher migration issues;
9. Motivated by a desire to protect migrant workers, particularly teachers and other education employees and their families;
10. Noting that few countries have ratified and fully implemented the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and ILO Conventions 97 (Migration for Employment Convention) and 143 (Migrant Workers Convention);
11. Observing that brain drain, particularly as a consequence of migration, may have adverse effects, particularly on the economies and education systems of developing countries and small states;
12. Considering that the teachers who migrate are often well qualified and/or those dealing with subjects such as sciences, mathematics and information and communication technologies, the sending countries, most of which are developing and/or small states, are thereby deprived of highly skilled education employees;
13. Affirming that migrants, and, in particular, migrant teachers and their families, contribute to the development of both their countries of origin and the host countries;
14. Recognising that mobility equips individual student and teacher migrants with new skills, experience and expertise and promotes cultural and information exchange, innovation and the creation of vital international networks that improve the quality of education systems and stimulate economic development in both the sending and receiving countries;
15. Acknowledging the need to promote teacher mobility while safeguarding the integrity of education systems, particularly in developing countries, as outlined in the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the status of Higher Education Teaching Personnel;
16. Noting with concern the exploitation of migrant teachers, particularly by recruitment agencies and employment bodies in many receiving countries;
17. Noting with concern the non-recognition of qualifications and loss of professional status when skilled education personnel migrate, particularly from less developed to developed countries;
18. Noting with concern the discriminatory treatments experienced by migrant teachers whilst in employment;



19. Recognising the fundamental role that teacher trade unions play in safeguarding the human and trade union rights of migrants, migrant teachers and other education employees and their families; and
20. Convinced that the increasing scale, scope and complexity of international migration, as well as the challenges and opportunities presented by the cross-border movement of people, especially teachers and other education workers, calls for immediate action at international level to facilitate mobility and regulate such migration;

### ***The 6th World Congress of EI,***

21. Reiterates its conviction expressed in the Fifth World Congress (Berlin, 2007) that “emigrants contribute to development both in their country of birth and their host countries”. Also that “migration has the potential to stimulate the cultural and economic changes between nations and to strengthen peace and mutual understanding”. However the positive aspects of human migration are not spontaneous or automatic. Therefore it recognises that hard work is needed to achieve them;
22. In that respect, it manifests its conviction that the migratory phenomenon should be addressed from the validity of human rights and with the instruments provided by democracy.
23. Vehemently rejects the messages and actions promoted by racism, xenophobia and discrimination. Particularly, it reiterates that schools should be free from circumstances such as these;
24. Urges governments to adopt specific emergency actions against all types of racism and xenophobia, specifically in an educational environment;
25. Encourages the governments of the receiving countries to take specific measures to ensure that all the children (including children of migrants with or without documentation) have the right to a quality education, in equal conditions, as was promised in the conclusions from Dakar and in the Millennium Development Goals;
26. Likewise, it reminds the authorities in the countries of origin of their international and local commitments to eliminate the causes which provoke the exodus of their citizens (poverty, social injustice and gender related violence, among others);
27. Highlights that the crisis should not be used to delay the efforts made until now to achieve those commitments and goals for 2015;
28. Encourages that all institutions of learning should be free of racism and discrimination;
29. Resolves that member countries should join forces with civil society organisations to expose racism and xenophobia and to educate their population in this respect;
30. Encourages EI member organisations to engage education authorities into developing and implementing curricula with perspective of human rights, integration and multi and interculturalism

### ***The World Congress, therefore,***

31. Mandates the Executive Board, in cooperation with member organizations,
  - (i) to campaign for the ratification and implementation of international instruments that promote the human and trade union rights of migrants, migrant teachers and their families and, in particular, the ratification of the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and ILO Conventions 97 and 143;
  - (ii) to promote the Commonwealth Teacher Recruitment Protocol and/or its principles, as well as support other international, regional or national efforts to develop and implement policies, programmes and instruments that promote and protect the rights of migrants, migrant teachers and other education employees;
  - (iii) to campaign for the regulation of the activities of recruitment agencies in order to curb unethical practices and the exploitation of migrant teachers;

- (iv) to support international, regional and national level initiatives that promote mobility of students and skilled education personnel and the cross border recognition of comparable qualifications;
  - (v) to cooperate with other Global Unions in defending the rights of migrants, migrant teachers and other education employees and their families and to lobby governments and international organisations such as UNESCO, the ILO, IOM (International Organisation for Migration), World Bank and OECD to develop policies that facilitate voluntary student and teacher mobility, while protecting the integrity of vulnerable education systems, and particularly those of developing countries;
  - (vi) to establish a Teacher Migration Taskforce comprised of representatives from both source and destination countries and to develop a virtual Global Network of Migrant Teachers in order to facilitate the sharing of information and ideas;
32. Encourages member organizations to make decisions which impede discrimination against their students based on their nationality or ethnicity, or the migratory condition and to organize migrant teachers and other education employees, recruit them and defend their human and trade union rights and to support them and their families to integrate successfully in the host country to ensure that employers in the educational sector do not use migrant workers as casual labour, which encourages social dumping;
  33. Requests that the EI Research Institute undertakes research into various aspects of teacher migration, including its impact on both the source and receiving countries;
  34. Encourages member organisations to develop their capacity to conduct studies of teacher migration in their respective countries and to develop a data base that can be accessed by migrant teachers;
  35. Calls upon the member organisations to collect and exchange up-to-date information on the migration of teachers, especially on the conditions for the recognition of studies and certificates, access to teaching and working conditions, among other relevant aspects;
  36. Urges EI affiliates to show their solidarity with migrant colleagues, through cooperation in development, but also by means of actions which allow them to be received into better conditions (e.g. providing information which contributes to their personal and family integration);
  37. Calls upon governments and education institutions to improve the conditions of service for all skilled education personnel in order to reduce the factors that cause brain drain and to facilitate the return of migrants with mutual benefits to both source and receiving countries;
  38. Call upon teacher unions in different regions and countries to develop bilateral and multilateral strategies on how to best address challenges of migrating teachers and lobby governments and intergovernmental organisations;
  39. Urges governments, civil society and unions not to forget the necessary gender dimension in the actions they take.

## Human Rights

### 2.1.1 Resolution on Child Labour

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

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



- b. the Convention on the Rights of the Child which establishes the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development;
  - c. ILO Convention 138 and Recommendation 146 on the Minimum Age for Admission to Employment (1973) which states that the minimum age of employment should be no less than the age for completing compulsory schooling and in no event less than the age of 15;
  - d. ILO convention 182 and Recommendation on the elimination of the Worst Forms of Child Labour (1999) which establishes elimination of the WFoCL as priority;
  - e. the Education for All goals (Jomtien 1990 followed by Dakar 2000) which aim for universal basic education for all in 2015 and affirms education as a basic human right;
  - f. the Millennium Development Goals (2000) focused at the eradication of poverty through quantifiable targets, among which one specific goal on education (goal 2 universal primary education) and various others that are directly related to education or affect the right to education (among which 3 gender equality)
  - g. the The Hague Roadmap for achieving the Elimination of the Worst forms of Child labour by 2016 (2010), which states that still 215 million boys and girls are engaged in child labour and miss out on education;
  - h. paragraphs 9 and 10 from the Resolution on fundamental workers' rights of the ITUC congress 2010 in Vancouver;
2. recalls the remarks of former Director General of the ILO, Michael Hansenne: "Childhood is a period of life which should be devoted not to work, but to education and training; child labour by its very nature and the working conditions in which it is carried out, often compromises children's potential to become productive and useful adults in society; finally, the use of child labour is not inevitable, and progress towards its elimination is possible wherever there is political will to oppose it with determination";
  3. observes that despite the growing awareness of and action against this scandalous form of exploitation of the most vulnerable within our society, child labour continues to exist in many forms, including bonded labour;
  4. observes that child labour and the lack of decent work for adults are closely linked;
  5. observes that child labour and the absence of schools or of education of sufficient quality are closely linked;
  6. observes that the gender dimension of child labour is still not very well addressed, as girls' child labour is often of hidden nature (domestic work, agriculture, prostitution, small services and handicrafts) and outside of the common definition of "work" (mostly defined in economic terms).
  7. observes that the Education for All goals can't be reached when only focusing on the worst forms of child labour;
  8. acknowledges the overwhelming evidence that education is one of the most significant factors in the prevention and elimination of child labour and in breaking the poverty cycle;
  9. acknowledges the specific role of educated mothers in the prevention of child labour and in the schooling of children, especially girls;
  10. recognizes that eliminating child labour and improving the quality of education are strongly interlinked - the first will not happen without the second - and that teachers, educators and their organizations have a critical and particular contribution to make to the elimination of child labour as do politicians, government officials, employers and the international financial institutions;

11. recognizes the crucial role of education unions in accessing schools, pupils, parents and their communities through their members; teachers and other education workers being important advocates for children and their rights as well as crucial partners for quality education;
12. condemns governments that fail to legislate comprehensively or act decisively against child labour and employers who exploit children to increase profits;
13. condemns governments that fail to provide quality universal basic education for all or fail to enforce legislation on school attendance;
14. condemns governments in rich countries that fail to provide funding to developing countries willing to achieve the EFA goals;
15. welcomes the increasing action being taken on the elimination of child labour by the ILO, UN agencies, ITUC and affiliated GUFs, as well as by NGO's, and is committed to working in partnership with them;
16. welcomes the work against child labour already being done by many EI affiliates;

***The Congress determines that Education International shall:***

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

***The Congress calls on member organizations to:***

20. lobby their respective governments in developed countries to devote at least 0.7% of their GNP to development assistance and to dedicate an appreciably higher amount of such assistance to the development and improvement of public primary education.
21. adopt specific policies and a programme of action on child labour as well as support for unions in developing countries wanting to address the topic;
22. co-operate with Education International and through it with the ITUC, ILO, UNICEF and UNESCO, and with other trade unions, union centres and non-governmental organizations, at the national level to eliminate child labour nationally, regionally and internationally;



23. approach and urge all governments to ratify the international treaties concerning child labour;
24. disseminate the facts of child labour to union members and the general public to enhance their awareness and arouse public opinion against child labour;
25. campaign for adequate resources to allow for an expansion of public education, including quality early childhood services, schools, transitional and special education and vocational training to ensure access to education for all;
26. develop age appropriate curriculum materials to be used in schools in both industrialised and developing countries that address the issues of child labour for students who are in danger of becoming child labourers and for those who are consumers of products made by child labour;
27. develop specific strategies for girls and women which take also into consideration the specific social and economic benefits countries have from educated mothers;
28. promote quality teacher training and in-service development to enable teachers to meet the diverse and special needs of children, particularly the most disadvantaged, those at highest risk of becoming child labourers (children in conflict zones, regions with high HIV/AIDS prevalence, ethnic minorities etc) and those who have been child labourers;
29. develop strategies for monitoring non-enrolment, non-attendance and drop-out at school and its relationship to the spread of child labour; and to use that information to work with parents and local communities so that they understand the value of education and the costs of child labour, and are encouraged to participate with the local early childhood services and schools in decisions about the education of their children;
30. lobby governments to adopt and enforce adequate legislation on school attendance and school inspection;
31. lobby with other unions for decent working conditions for adults and with non-governmental organizations for integrated programmes for poor families whose children are, or are at risk of, becoming, child labourers, including health services, meals for children attending an early childhood centre or school, adult education, vocational training and employment programmes, and family income support;
32. build up regional networks for information exchange, discuss the issue of child labour periodically and take concerted action to eliminate

## 2.1.2/2.1.5 Resolution on Education and the Elimination of Violence against Women

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

1. Highlights the fundamental role of public equality policies in the development of non-discriminatory education for girls and the prevention of gender-based violence.
2. Observes with concern the possibility that the serious effects of the current economic and social crisis, made worse by recent international events, may displace the efforts being made to ensure complete schooling for girls at primary level and combat situations of discrimination and gender-based violence that take place in countries all over the world.
3. Stresses that the practice of punishment by stoning is inhumane in that it constitutes sanction of torture and gradual death that is an insult to humanity; and that, although the practice of stoning can be against men or women, it has largely been practiced against women.

4. Notes that International Declarations such as those made in the World Conference in Beijing or the fight to achieve the Millennium Development Goals, as well as the actions promoted by Education International, have contributed towards giving visibility to the problems faced by female students when attempting to complete a type of education that guarantees their rights and independence without incident.
5. Strongly rejects the situations of discrimination and violence experienced by girls and women worldwide and believes that the field of education should be considered a safe place for female students and teachers, who should be assured access to and continuation in schools and all the guarantees of a public and high-quality education for all individuals.
6. Observes with concern the fact that the progress made in schooling girls and boys is slow, as shown in the 2010 EFA Report, which highlights that 54% of girls worldwide still do not have access to schooling and that of the 759 million adults who do not know how to read or write, two thirds of them are women.
7. Reiterates its conviction that equality in education is an essential requirement for achieving fair and equal development in society, as well as for guaranteeing the fundamental rights of girls and women.
8. In this sense, manifests its conviction that only by incorporating gender policies that are transversal to all fields and levels of education will real change be achieved in terms of eradicating all types of discrimination, making progress in wiping out gender-based violence and achieving more equitable quotas for girls and boys, as well as for education workers.

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

- a) Presses on all governments to gather and publish statistics that will allow for measures to be taken to provide visibility to the situation of female students and teachers in the educational context.
- b) Also urges for the development of specific measures to eliminate all kinds of barriers to girls accessing education, such as the removal of school taxes, the family's lack of education, the elimination of stereotypes relating to girls' education and the adopting of concrete and safe measures to prevent violence at school.
- c) Reiterates that the teaching of equality must be incorporated into the school curriculum wherever there are elements that, whether hidden or explicit, discriminate against women and girls and perpetuate sexist roles. It also provides a reminder that teachers, both male and female, must be trained in order to carry out their duties in line with the principles of equality and the prevention of violence against women and girls.
- d) Urges all Education International organisations to continue carrying out actions in support of educating girls and young women, by incorporating equality into the education system in a transversal way, carrying out awareness campaigns among families and promoting actions to eradicate gender-based violence at school.
- e) Encourages all Education International organisations to adopt policies to ensure the eradication of violence against women including opposition to the practice of stoning for any reason, and to express public written opposition to any plans to execute any human being in this manner.

## 2.1.6 Resolution on the Turkish Cypriot Community

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

In order to protect the integrity of the land Cyprus Republic and its constitutional law, in 1974 Turkey sent its troops to the island; however, currently as a result of the policies being implemented by Turkey, the northern part of Cyprus is on the verge of being colonized.



Turkey is currently implementing policies resulting in the transfer of its population into our island. The unions and organizations are facing severe pressures as they protest against the policies which aim to destroy the identity, culture and economic status of the Turkish Cypriots and hence force them either to be assimilated or to migrate from their homelands. The national institutions, such as Cyprus Turkish Airlines and Eastern Mediterranean University College and Primary Schools, have been unethically and illegally privatized by Turkish companies with the intention to weaken Turkish Cypriots socially, economically and politically.

During the visit of the Turkish Prime Minister Recep Tayyip Erdoğan to the northern part of Cyprus on the 19th-20th of July 2011, the security forces attacked the demonstrators, who were struggling against privatization and assimilation, with a fascist approach, and unionists were arrested and many demonstrators injured. Moreover, during the fascist attacks, the police trespassed some of our trade unions headquarters and took over some of the placards.

Cyprus has been a member of the European Union since 2004, and before the eyes of the civilized world the Turkish Cypriots are facing colonized impositions by the fascist pressures of the Turkish government policies.

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

1. Condemns all the undemocratic actions such as unjustified police and disciplinary prosecutions against our member organizations - KTÖS, KTOEÖS and DAÜ-SEN.
2. Condemns Turkey's policies resulting into the colonization of the northern part of Cyprus.
3. Calls to respect the Turkish Cypriot Community's struggle against the aforementioned policies and pressures implemented by the military based police taking orders from the Turkish Government.
4. Calls on the Turkish government to respect the cultural identity, political will and the democracy of the Turkish Cypriot Community.

## Israel and Palestine

### 2.2.3 Resolution on Higher Education Teaching Personnel in Palestine

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

1. Notes the 2010 EI/CAUT report The Status of Higher Education Teaching Personnel in Israel, the West Bank and Gaza that found ongoing violations of the fundamental principles of the 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel, and that these violations of academic and professional rights are most serious in the West Bank and Gaza;
2. Resolves to support the work of relevant and independent Israeli, Palestinian and international human rights organizations to document violations within Israel, the West Bank and Gaza of basic civil liberties, academic freedom, and professional rights and standards of academic staff as affirmed in 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel;

3. Acknowledges Israel's right to adopt appropriate measures consistent with international law to protect the security of its citizens, but insists that the Israeli government allow for the free movement of students and staff within the Occupied Palestinian Territories; permit student and staff entry into and exit from the West Bank and Gaza; and, in accordance with international human rights obligations, allow for the unimpeded passage of goods and services into the West Bank and Gaza necessary and adequate to allow for normal economic activity and the sufficient provision of essential services including education;
4. Welcomes the pending application of the Palestinian Federation of Unions of University Professors to join Education International and agrees to work with PFUJPE to develop its capacity to defend the academic and professional rights of staff in the West Bank and Gaza.

## Trade Union Rights

### 2.3.1 Resolution on Recruitment and Organising

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

#### ***Considering that***

1. EI was founded on the fundamental principle that organised teachers and education employees could improve the status and the welfare of teachers and education employees;
2. Millions of educators, contract teachers and support staff have yet to achieve the benefits of union representation and collective bargaining;
3. The rapidly changing nature of school management models has allowed private education providers, to which Education International is fundamentally opposed, to play an increasingly significant role in the privatization of public schools and create new challenges to organizing;"
4. The fragmentation of the trade union movement at national level, whether it occurs because of internal conflicts or external political or religious interference, severely inhibits the effective promotion and protection of educators' collective interests;
5. EI has been a strong voice for the fundamental rights and dignity of each and every individual and history demonstrates that independent and inclusive unions and the right to bargain collectively are essential to perpetuating those values in democratic society.

#### ***Recommends that***

6. EI reinvigorate a culture of organizing that will encompass every region and affiliate in a coordinated effort to increase membership for a stronger voice and extend to more education employees the benefits of unionism;
7. EI include training on strengthening trade unions into its development programmes.

#### ***Recommends that member organisations***

8. Engage in a vigorous campaign of trade union organising in concert with EI's coordinated effort to increase membership and extend the benefits of unionism to all teachers and education personnel, including contract employees, substitute teachers, community teachers, non teaching staff, higher education contingent faculty and staff, student teachers and retired personnel;
9. Make special efforts to target their recruitment efforts towards a wide spectrum of education personnel including young workers, women, rural educators and representatives of minority and migrant groups.



## ***The Executive Board to***

10. Encourage all member organisations to engage in strategic and targeted organising campaigns that involve leaders and members in activities that grow and strengthen inclusive unions;
11. Develop a campaign for member use, including a range of materials to help recruitment efforts in the form of online, written and audiovisual material;
12. Systematically include recruitment and organizing objectives and indicators in all EI union development training programmes aimed at encouraging non-members to become members, members to become activists and activists to become leaders;
13. Advocate for the inclusion in teacher education programmes, of information and courses about labour and trade union rights;
14. Campaign for union rights for categories of education personnel currently excluded from employment rights, social benefits and fundamental trade union rights:
  - By running an EI public campaign addressing the systemic barriers imposed by governments restricting the trade union rights of teachers and education workers;
  - By conducting and releasing a global survey on union rights and density in the education sector as a contribution to the ILO Global Report on Freedom of Association (C87 and C98) in 2012;
  - By collaborating with other Global Union Federations and ITUC in a Unionisation Campaign.
15. Support members' organising strategies:
  - By establishing a network of union organisers;
  - By identifying, collecting and publicizing strategies and best practices within national organisations and other public services unions;
  - By encouraging cooperation between member organisations at national and international levels, within and amongst regions;
  - By researching and promoting innovative organising strategies, including the use of social media;
  - By focusing concerted research attention on assessing the new challenges presented by the private education operators in order to identify best practices for organising in this new management context;
  - By publishing results of all aforementioned research within two years
  - By ensuring the effective and unrestricted exercise of trade union rights, including the right to strike, by the workers" (Resolution adopted by the ILO conference, Geneva 1957).
16. To continue to systematically encourage education unions to advocate and work together towards unity at national level in accordance with each party's demands and Article 2 of ILO Convention 87 which states that 'Workers, without distinction whatsoever, shall have the right to establish and, subject only to the rules of the organisation concerned, to join organisations of their own choosing without previous authorisation.' and in accordance with Article 3 of ILO Convention 87, which states that 'The public authorities shall refrain from any interference which would restrict this right or impede the lawful exercise thereof.'

## **2.3.2 Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers**

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

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

2. Acknowledging UN Data on the future global demand for recruiting more teachers in order to meet the needs of education systems striving to achieve the Education For All Goals by 2015 and the Millennium Development Goals;
3. Noting that the average age of members of the teaching profession, particularly in OECD countries, is rising rapidly and that there is, therefore, a need to increase the proportion of early-stage teachers and researchers in most education systems;
4. Observing that a significant proportion of early-stage educators and researchers leave the profession within the first few years, often because of difficult working environments and the absence of support and mentoring;
5. Recognising the role that teacher trade unions can play in attracting and retaining individuals in the profession;
6. Concerned about the increase in fixed-term contracts and reduced protection employment within the early years of entry to the profession;
7. Recognising the importance of providing opportunities for the voice of young educators and researchers to be heard in the creation of the policies and programs that will affect their future and the development of future students;
8. Affirming that good salaries and working conditions and continuous professional development have a significant positive impact on both teacher retention and student achievement;
9. Considering the need to promote active membership and participation by early-stage educators and researchers in trade unions;

### ***The Sixth World Congress***

10. Recommends that member organisations make it a priority to recruit early-stage teachers and researchers, to identify the issues affecting them, to meet their needs and equip them with knowledge of their rights and train them to assume leadership positions within the trade unions;
11. Urges member organisations to ensure the integration of early-stage teachers and researchers in all union activities;
12. Urges member organisations to develop strategies for the recruitment of early-stage teachers and researchers and ensure their active involvement in the trade union movement;
13. Encourages member organisations to lobby for induction programmes to support student teachers and early-stage researchers in the first phase of entry to their professions and to make the professions more attractive ongoing career choices by guaranteeing they receive permanent employment;
14. Requests that member organisations lobby their governments to establish comprehensive youth employment strategies, including a strategy for the recruitment of teachers and researchers.
15. Mandates the Executive Board
  - (i) to campaign for access to lifelong professional development as an important basis for high quality education;
  - (ii) to promote policies and programs for overcoming the difficulties that early-stage teachers and researchers face while entering the profession;
  - (iii) to promote the use of ICT for exchanging ideas and promoting the development of links between early-stage teachers and between researchers;
  - (iv) to intensify its lobbying efforts with international institutions to promote the interests of early-stage teachers and researchers; and,
  - (v) to build and strengthen partnerships with youth organisations.



## 2.3.4-2.3.5 Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

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

1. Considering the context of profound economic and social crisis which has led to the unemployment of 32 million working men and women and the spread of poverty and hunger;
2. Considering the ineffectiveness of many governments when it comes to adopting measures to defend working men and women and other persons affected by the crisis in the face of the speculative whims of the markets and corporate interests;
3. Considering the aggressive policies of privatisation of public services together with increasingly precarious working conditions and low road employment practices of major private employers;
4. Considering the various attacks on trade union organisations as guarantors of the fundamental democratic rights of working men and women throughout the world and as decisive entities in negotiation processes;
5. Observing that this a moment for trade unions to intensify, rather than retreat from, their internationalist orientation;
6. Considering and supporting the Trade Union Declaration at the 2010 Summit of the United Nations General Assembly with a view to accelerating progress towards attainment of the Millennium Development Goals (MDGs);
7. Considering the growing interrelation and increasingly global nature of policies affecting employment and the delivery of essential public services;
8. Deploing that many multinational corporations demonstrate disrespect for workers, union-busting tactics, fear and intimidation for workers who speak up, and firings and reprisals when they seek to join a union;
9. Considering that the International Trade Union Confederation and the Council of Global Unions, of which EI is a member, have agreed to rally their collective resources in support of a targeted global campaign model that will focus the combined support, resources and commitment of the world's labor movement on concerted organizing campaigns;
10. Considering that the campaign to win workers' rights at Deutsche Telekom has been selected as the pilot for this global organizing strategy, due to a demonstrated track record of union avoidance strategies in its non-European countries of operation;
11. Considering that these challenging times require unprecedented coordination and communications to link together the daily struggles of workers to build their unions and seek a collective voice on the job and elevate their collective demands for respect of fundamental rights and a path to decent work in every possible arena;
12. Recognizing a vital need to strengthen trade union organisations and rebuild union density worldwide in order to improve labor's ability to promote social justice and confront global problems;

### ***The World Congress***

13. Calls upon governments to perform their function as guarantors of the rights of all citizens and especially the basic rights to public education and public health, as well as the basic rights to form trade unions and to bargain collectively;
14. Denounces the complicity of governments with the measures proposed by those who, having caused the world crisis, are now seeking to benefit from it;

15. Demands fulfilment of the commitment to attain the Millennium Development Goals (MDGs) by the year 2015, whilst addressing the questions of the debt crisis and international cooperation on fiscal matters;
16. Urges further internationalisation of the trade union movement in order to favour joint world initiatives such as the Global Campaign for Education;
17. Joins the global labor movement in endorsing ITUC's first global organizing campaign to help Deutsche Telekom workers win their basic labor rights, gain a voice on the job, and bargain for a better life for themselves and their families as an important pilot for rebuilding the strength of global labor.
18. Calls upon EI and its affiliates to demonstrate public sector solidarity with private sector campaigns as means of promoting labor unity in a time of unprecedented threats and encourages the utilization of public procurement and workers' capital strategies, as well as direct engagement and consumer campaigns, where possible.
19. Urges the ITUC to research potential public sector targets for future concerted campaigns, including the identification of multinational corporations involved in the privatization of public services.
20. Urges Education International to intensify its work in the analysis of the global situation, the provision of updates and tools to the member organisations to support these various campaigns and also in coordination with other international trade union organisations;
21. Urges a greater commitment on the part of EI affiliates to mobilize their members around these various global campaigns and to promote an international outlook within their national trade union structures.

### 2.3.6 Resolution on the restrictions of the civil rights of teachers in South Korea

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

***Noting that:***

1. In 2010, 183 teachers affiliated to the Korean Teachers and Education Workers Union (KTU or Jeon Gyo Jo) were indicted by the Korean Prosecution Office for making a personal donation to a political party. Subsequently, on instruction from the Ministry of Education, local education officials took disciplinary measures against those teachers. Although the court procedure had not even begun, eight KTU teachers were fired and another 21 were suspended;
2. In 2011, the court decided that although there was no evidence that the indicted teachers had joined a political party, they were fined from 300,000W to 500,000W (250 USD to 450 USD) on the grounds that personal donations constitute a violation of the current civil servants law;
3. At the end of June 2011, the Korean Prosecution Office investigated and indicted a new group of over 1,400 KTU teachers who also made donations to a political party. This new action, to forbid Korean teachers to exercise fundamental civil and political rights as citizens, is further evidence of the current government's determination to undermine the teacher trade union KTU.

***Recalling that:***

4. the jurisprudence developed by the International Labour Organisation (ILO) on Article 2 of the Convention 87 on Freedom of Association and Protection of the Right to Organise provides that freedom of association should be guaranteed without discrimination of any kind based on occupation [...] beliefs, nationality, political opinion, etc. not only to workers in the private sector of the economy, but also to civil servants and public service employees in general;



5. article 80 of the 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers stating that “Teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for public office”;
6. article 26 of the 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel stating that “Higher-education teaching personnel, like all other groups and individuals, should enjoy those internationally recognized civil, political, social and cultural rights applicable to all citizens”;
7. South Korea, as a member of the UN, the ILO, the OECD and the G20, has a firm obligation to respect and protect the rights of workers and uphold international labour standards, specifically freedom of association and the right to collective bargaining.

***The World Congress therefore mandates the Executive Board, in cooperation with member organizations, to***

8. Request the South Korean Government to take without delay the necessary measures to:
  - (i) suspend all disciplinary measures imposed on the KTU leaders and teachers;
  - (ii) reinstate the recently dismissed and suspended KTU teachers in connection with the indictment for political donations;
  - (iii) suspend the indictment of 1,400 teachers;
  - (iv) amend its legislation to guarantee the civil and political rights of public employees, including teachers, in conformity with international legislation;
  - (v) guarantee that all Korean teacher unionists are allowed to exercise their workers and union rights, as well as fundamental civil and political rights as citizens.
9. Call upon all governments to respect the workers’ and union rights of all teachers, education workers and public employees, as well as their fundamental civil and political rights as citizens.

## Equality

### 2.4.1 Resolution on Gender Equality

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

1. Affirms that gender equality is a human right, and one that underpins human endeavor for sustainable development, social justice, peace and security, and quality education for all;
2. Affirms EI’s principle aim on the importance of equality, non-discrimination, respect for girls and women, and recognition of and respect for diversity;
3. Affirms EI’s commitment to gender equality, that is, equality between men and women, and empowerment of women in unions, education and society;
4. Affirms the right of women to make decisions about their own lives;
5. Recognizes EI’s policy and programmatic efforts to achieve gender equality, engaging both men and women;
6. Recognizes also that persistent gender inequalities continue to exist, in unions, in education, and in society, despite international standards and agreements, such as the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW 1979), Education For All and Millennium

Development Goals (EFA and MDG 2000); and United Nations world conferences and specific action plans, such as the Beijing Platform for Action (BPA 1995);

7. Notes progress, but also that no country has fully achieved gender equality despite enabling legislation;
8. Notes that unemployment, global crises of finance, food security and climate change as well as unequal access to public health services, are exacerbating the situation of many women and girls in particular;
9. Recognizes MDG and EFA goals will not be universally met by 2015, and that consideration to strategic action beyond 2015 must be given, so as to ensure implementation and sustainability;
10. Notes that women outnumber men in education union membership globally and in most countries, but that progress in women's participation in union leadership is slow and uneven;
11. Believes that full representation and ensuring full participation of all members is the responsibility of the union;
12. Notes that diversity within countries and groups as well as among countries is important to consider in policy, programme and action;
13. Understands that collective responsibility and action are necessary to bring about significant change towards gender equality and the empowerment of women, and that the actions of member organizations largely determine what EI can achieve;
14. Affirms EI's commitment to pursue non-discrimination and gender equality in all and through all its endeavors, globally, regionally and nationally.

### **Purpose**

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

### **Recommends that EI:**

1. Promote and implement an EI Gender Equality Plan of Action, such plan to include specific targets and measures of success; with focus on the short term, 2011 – 2015, and considering the longer term, to 2030;
2. Include in the plan five objectives based on the key areas below:
  - Strengthen and democratize unions through achieving gender equality in unions, with full participation of women in unions and in union leadership; full participation of men in promoting gender equality; support for the work of Women's Networks; and ensure that EI policies and structures effectively support programmes and action that address gender justice and empowerment of girls and women;
  - Ensure inclusive gender-sensitive quality public education, with focus on the education of girls and women, from early childhood through to higher and further education; impediments such as child labour, stereotyping and gender based violence; the necessity for good educational programmes; and on the centrality of the role of the teacher;
  - Mobilize Member Organizations to advocate for and hold governments to account to meet MDG and EFA goals, ratify, implement and monitor treaties and conventions, improve the application of standards and enforce existing legal frameworks in order to advance gender equality in education and society at large;
  - Build and maintain partnerships, alliances and coalitions that address public policy issues, working with Global Unions, relevant international organizations including UN Women, UNESCO, ILO and nongovernmental organizations, at national and global levels, with emphasis on political and economic empowerment of women, through addressing pay equity, social protection and



structural salary discrimination; an end to violence against women; and lead roles for women in building peace and security;

- Organize to increase membership, particularly of women, within member organisations in order to provide more voice and strength of advocacy in issues critical to education and gender equity.
3. Develop a communication and research strategy to support the plan by making visible trade union practices that address gender discrimination, sharing knowledge through the use of information and communication technologies (ICT), enabling women's networks to improve communication and networking skills, and undertaking a study to identify gains and gaps, in access to and participation in a quality education for girls and training leading to full employment and decent work for decent lives for women.
  4. Promote gender balance in all EI structures and delegations; include gender perspective in all policy, programme, and activities; and develop guidelines and practical tools to implement gender mainstreaming;
  5. Promote and disseminate good practices on gender equality, gender mainstreaming;
  6. Support member organisations in holding their governments accountable to meet international commitments;
  7. Build and support networks of women to create a global community of women activists;
  8. Promote exchange and foster coordination among specific EI Committees, including the Status of Women, Early Childhood and Vocational education and training, Indigenous, and Higher Education;
  9. Refocus the Quadrennial Survey to monitor and report on the achievement of the Action Plan on a biennial basis;
  10. Include monitoring and achievement of the Action Plan in the Annual Report.

***Encourage member organisations to:***

1. Carry out the Action Plan at the national level to the greatest extent possible;
2. Monitor and report progress on recommendations from the EI World Women's Conference and World Congresses;
3. Lobby for the ratification, implementation and monitoring of existing legal frameworks and improvement of the application of standards at the national level;
4. Hold governments to account to achieve and sustain international agreements, notably Millennium Development (MDG) and Education For All (EFA) goals ;
5. Ensure labor standards apply equally to men and women and that terms and conditions of employment address women's reality;
6. Include gender balance in all structures and delegations; include a gender perspective in all policy, programme and activities; and develop guidelines and practical tools to implement gender mainstreaming;
7. Provide training opportunities for women, including in leadership development and activism, organizing and negotiations, and advocacy and communication.

### 2.4.2 / 1.1.3 / 2.1.4 Resolution on Respect for Diversity

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

#### ***Recognising that***

1. education is a basic human right which should nurture fair treatment and respect towards all others regardless of race; colour; language; sex; sexual orientation; religion or ethnicity, finding policies and practices to overcome marginalization, prevent attitudes of fear of the other and enhance inclusion for all into citizenship, work, democratic political processes and other areas of social and cultural participation.
2. increased mobility, migration and diversity of lifestyles in combination with persistent and increasing marginalization, discrimination and exclusion of stigmatized groups in all societies have become a threat to achieving social inclusion and cohesion, and the ability for all to maintain their own identity and access services and equal opportunities in society.
3. the principle of non-discrimination and equality before the law and equal protection under the law is at the core of human rights principles and part of attempts to construct fairer, freer and more egalitarian societies: but it is under threat in the present circumstances of globalisation, world economic crisis and increasing xenophobia, racism, anti-semitism, islamphobia, misogyny, homophobia and transphobia.
4. Integrating respect for diversity in all its forms and the promotion of non-discrimination in education, in education unions and in societies is an imperative as well as an enriching factor and a force for educational vitalisation and innovation;
5. Civil Society, including trade unions, and national governments, have vital roles to play in promoting social inclusion, equal opportunity, social cohesion with respect for diversity.

#### ***Mandates the Executive Board to***

6. ensure that all Educational International's policies and practices related to the rights of teachers, education staff and learners promote equality of treatment, non-discrimination and support for diversity including indigenous, religious, linguistic minority education rights;
7. raise awareness of the human rights dimension of non-discrimination and the value of respect for diversity and to encourage inclusive teaching and learning by promoting exchange of best practices in policies, resources, teacher training methods, projects and research;
8. promote more supportive teaching and learning environments for gender justice, minority rights and multilingualism, where all people are treated with dignity and respect.

#### ***Recommends that member organisations:***

9. advocate for a teaching profession which has its staff and other education personnel reflect the diversity of society.
10. Urge the promotion and facilitation of teachers training based on criteria or interculturality by placing within the reach of teachers the necessary resources, technologies, research and exchange of experiences;
11. Enhance diversity within the union membership and leadership by recruiting, employing, supporting, and retaining under-represented and socially-excluded groups;
12. Campaign in its societies and with its governments to promote policies and practices in its schools and teacher training which bring rights and dignity to male and female learners and educators experiencing for whatever reason any form of neglect, discrimination, hostility, violence, hatred, hostility, sexism, misogyny, racism, xenophobia homophobia and transphobia;



13. Develop and foster affirmative action policies with civil society allies and local and national governments that promote access to quality education and employment for under-represented and socially-excluded groups.

## Climate change

### 2.5.1./2.5.2. Resolution: Education Unions Mobilising on Climate Change

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

1. Recognises that human-induced climate change has serious environmental, economic and social consequences for all countries and all peoples and represents one of the most serious global challenge facing governments and civil society in the 21st century;
2. Rejects all attempts to promote atomic power as a clean alternative to carbon emitting electricity production. Chernobyl and Fukushima have made it clear: nuclear energy is neither safe nor sustainable and should be substituted by renewable energy;
3. Believes that the global union federations have an important role in the shaping of opinion and policy on climate change and that action to mitigate the effects of climate change is critical for all trade unions because:-
  - (i) The transition to a low carbon economy requires new patterns of production, consumption and employment; workers must be centrally involved in this transition:
  - (ii) Mitigation requires collective action by governments and all sectors of the economy, nationally and globally; unions are well placed to use their organizational and collective strength to bring about the structural changes needed to create new low carbon production and distribution systems.
4. Asserts the particularly important role of education and research in leading the debate on climate change, particularly in ensuring that the debate takes place on the basis of sound, scientifically based information.
5. Declares that education institutions, have a responsibility to reduce emissions as part of national and global collective action by all economic sectors:
6. Recognises the need for a binding international agreement to supersede the Kyoto Protocol and the inadequacy of the framework for, and levels of, emission reductions pledged at the 2010 UN climate change conference in Cancun, Mexico: this agreement must include an international public research plan based on national, regional and international cooperation on the least polluting forms of energy, energy efficiency, energy sobriety and the necessary structural changes for the transition to a low greenhouse-gas emissions economy;
7. Notes that members of national education unions have an important role to play in educating students about the causes and the effects of climate change, and the necessary structural changes for the transition to a low greenhouse-gas production and distribution systems and in implementing carbon emission reduction measures in education institutions, particularly in the more energy-use intensive higher education and research sector:
8. Encourages all member organisations to raise awareness of environmental issues by taking the following steps:

- a. Organise climate change awareness projects among their membership to help them explore ways to reduce pollution and save financial, environmental and material resources;
  - b. Promote environmentally-friendly workplace policies and practices;
  - c. Seek the extension of the role of union representatives in each workplace to ensure the development of climate change and sustainable development clauses to be included in negotiations with employers and in workplace agreements;
  - d. Demand that the curricula of all courses in educational institutions include specific sessions on climate change;
  - e. Draw on new work practices and collective bargaining measures to reduce the carbon footprint of education institutions;
  - f. Encourage all educators to teach future generations about the importance of sustainable development, bio-diversity and climate change through awareness-raising on indigenous ecosystems;
  - g. Ensure, in so far as possible, that members in the higher education and research sector lobby for their higher education institutions to sign up to the 1990 Talloires Declaration on University Presidents for a Sustainable Future and to endorse the 1994 Copernicus University Charter for Sustainable Development.
  - h. Promote climate change as an area of study in its own right and as a cross-curricular issue at all levels of education including teacher education;
  - i. Lobby for the protection of research programmes and increased investment in research into climate change and sustainable development;
9. Mandates the Executive Board to:
- (i) Include the issue of climate change on the agendas of its own meetings, conferences and seminars and in discussions with international bodies
  - (ii) Support global campaigns and initiatives by international trade union bodies and intergovernmental organisations to promote a transition to industries based on renewable energy produced at local level and which create environmentally and socially sustainable jobs with fair, equitable and just working conditions;
  - (iii) Ensure raising the awareness of members and of society through websites, article, training etc;
  - (iv) Ensure action-oriented information sharing between affiliates and EI, and between EI and other Global Union Federations (e.g. ITF);
  - (v) Ensure EI participation in the United Nations Decade of education for Sustainable Development (2005-2014) led by UNESCO.
  - (vi) Develop the setting up of an electronic network of interested affiliates to carry this programme of work forward.



## From the regions

### 3.1 Resolution from the African Region

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

#### ***Trade union context***

1. Observing that in Africa the trade union organisations in the education sector are essential for democratic development and social progress;
2. Considering that the strength of the trade unions in the education sector is measured by their members in terms of their democratic nature and their strategies for independence and unity in relation to employers, governments, political parties and all external forces;
3. Considering that trade union training and the development of managerial training are in sharp decline within the education trade union organisations or simply do not exist;
4. Considering that the action plans and policies of the trade unions in the education sector must be defined by their members starting from the grassroots and passing through their statutory and regulatory bodies;
5. Considering that the fragmentation of the trade union movement, be it the result of internal policies or political, tribal or ethnic interference or for other reasons, seriously limits the effective expression of the collective interests of teaching personnel;
6. Noting the persistent violation by the majority of African governments of national and international legal instruments for the defence and promotion of trade union rights and particularly the right to collective bargaining and the right of trade union organisations to be involved in defining national education policies.

#### ***Working environment***

7. Notes that a very large number of teachers and employees in the education sector are not members of trade union organisations;
8. Denounces the repeated damaging interference by forces outside the trade union organisations in their organisation and operation;
9. Underlines the vital importance of trade union training and the development of managerial abilities in favour of trade union organisations;
10. Underlines the essential role to be played by the development of a trade union culture favouring cohesion and the eradication of internal disputes and divisions;
11. Underlines the importance of ensuring that the trade union organisations function in a democratic manner and that membership of trade unions and access to positions of responsibility within them are free of all discrimination, be it based on race, opinion, creed, ethnic or tribal origin, gender, disability, sexual orientation or age;
12. Underlines that the unity of teachers' trade unions at national level strengthens their impact and their effectiveness and promotes the interests of teachers and other education personnel and the education system.

#### ***Action***

13. Declares its ongoing commitment to the promotion of free, independent and democratic representative trade unions in the education sector whose statutes and programmes are based on adherence to the principles guaranteed in the relevant conventions and declarations of the ILO;

14. Calls upon EI to help its member organisations to develop a constructive internal policy dialogue with a view to encouraging structural unity or unity of action capable of favouring the eradication of divisions and, consequently, the weakness of these organisations within a context of world crises;
15. Urges EI to consider that the development of human and financial capacities to guarantee the strengthening of internal democracy within education trade unions in Africa, along with adoption of the relevant organic texts and compliance with their provisions, constitutes a priority without which the rest of the trade union architecture and trade union objectives would collapse;
16. Urges EI, within the framework of its development cooperation policy, to encourage its affiliates in the OECD countries to establish medium- and long-term programmes in favour of trade union democracy within African trade union organisations;
17. Emphasises the need for a sustained effort on the part of EI and the other development partners so that trade unions in the education sector in Africa work together to ensure that teachers can speak with one and the same voice.

### 3.2 Resolution from the Asia-Pacific region

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

***Recognising that:***

- (i) the rapid deterioration, due to the global financial crisis, of the economies of major importers of goods from Asia-Pacific countries has serious implications for the growth and stability of the economies of many Asia-Pacific countries;
- (ii) the occurrence of major natural disasters in the form of flooding and earthquakes in the Region has placed an enormous burden on the economies of both developing and developed countries in the Region;
- (iii) the deteriorating economic circumstances in many countries in the Region is jeopardising the capacity of national governments to maintain and increase public investment in education, social services and public infrastructure;
- (iv) the economic circumstances of many of the poorest families is leading to an increase in child labour and withdrawal of children, and especially girls, from school;
- (v) in many Asia-Pacific countries levels of participation in tertiary education are relatively low and falling;
- (vi) progress, which had been made towards the achievement of the MDGs and Dakar Goals for Education For All in the Region, is being jeopardised and undermined by the effects of the global economic crisis and of natural disasters;
- (vii) deregulation and privatisation of public services, and, especially of education, reduces access and increases inequalities in society;
- (viii) the economic circumstances of many countries in the Region is being used to justify attacks on trade union rights and to reduce salaries and pensions.

***Demands that***

- (i) the inter-governmental agencies and financial institutions insist on increased investment in public education and infrastructure in Asia-Pacific countries as a response to the effects of the global economic crisis;
- (ii) the international financial institutions support the rebuilding of the education systems and public infrastructure in countries which have been devastated by natural disasters through low interest loans and through grants for public investment;
- (iii) all countries in the Region prioritise investment in public education as the most effective way to stimulate economic growth and social stability and cohesion;



- (iv) national governments recognise the value of entering into partnership with trade union organisations in planning and implementing programmes for economic recovery and development;
- (v) national governments and the international financial institutions cease undermining the already inadequate terms and conditions of employment of many education and other public service workers in the Region as a

## 3.3 Resolution from the European Region

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

#### **Context**

1. Considering that many national governments in Europe are proposing or implementing severe cuts in education funding and presenting these austerity measures as a consequence of the global economic and financial crisis that started in 2007, while others recognise the importance of investing in education in response to the crisis;
2. Considering that the onset of the current crisis is the result of inadequate regulation of financial markets and the irresponsible behaviour of financial institutions;
3. Considering that the austerity policies advocated by European governments will impede job growth;
4. Considering that the existence of a huge concentration of money in relatively few private hands and the poverty of public budgets on the other side is damaging the welfare of our countries;
5. Considering that the reduction of education budgets will affect the quality and accessibility of education services at all levels;
6. Considering that, in the short and medium term future, education systems across Europe will experience substantial personnel shortages, mainly due to large numbers of educators reaching their retirement age and the failure of most governments to develop effective recruitment programmes;
7. Whereas education is a fundamental and universal right and a public good whose primary purposes are the development of the potential of the individual, the dissemination of knowledge, the development of social cohesion, the consolidation of democracy and the development of personal well-being;
8. Whereas massive investments and support for the full range of education- Early Childhood Education, Primary and Secondary School Education, Vocational Education and Training, Lifelong Learning, Higher Education and Research -are widely recognised as a top priority for the sustainability of a knowledge-based society in post-industrial Europe;
9. Whereas the educator, teacher, trainer, lecturer and researcher, plays a central role in the education system;
10. Whereas the educator's working conditions, including an attractive salary, access to a secure and fair pension scheme, opportunities for continuous professional development, a reasonable number of pupils per classroom, health and safety systems to tackle work-related stress and violence and harassment at work are essential prerequisites;
11. Considering the underlying shortage of teaching staff and "low-cost" training (short term, fewer requirements for qualifications) proposed as a result of the crisis and the shortage by these governments.
12. Whereas equal treatment of all educators regardless of their age, gender, ethnic origin, disabilities, sexual orientation, spiritual and political beliefs and commitments should be recognised as a non-negotiable standard;

13. Having regard to the unique aspects of the European region in terms of its overlapping supra-national institutions and structures and their policies, viz. the Council of Europe, the European Union, the European Free-Trade Association, the European Economic Area, the Euro-zone, the Schengen Area and the European Customs Union, which have a significant impact on the daily lives of European people, and on education systems within Europe;
14. Having regard, especially, to the uniqueness of the European Union, which includes in its Treaty the Charter of Fundamental Rights, the possibility for the social partners to participate in the process of developing legislation, and the competence to “contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity”;
15. Having regard to the existing European and EU-related education policies, viz. the Bologna Process for Higher Education and Research, the Copenhagen Process for Vocational Education and Training, the Lifelong Learning programme, the Open Method of Coordination and its related European benchmarking process, which have a major impact on national education systems;
16. Having regard to the increasing pressure for alternative funding especially in the area of Higher Education and Research and the demand for modernisation and change of management approach that lead to an increasing commercialisation and commodification of education;

### **Action**

#### ***The 6th World Congress of Education International (EI),***

1. Urges European national and regional governments to maintain and increase the level of public investment in education at all levels, particularly in teacher training, and to defend education, which should be free of charge, and research as a public service, with the corresponding status and means, so as to support academic freedom in higher education and research;
2. Calls on European governments to propose only quality training that is at master’s level, in order to maintain and improve the quality of teaching and to make the teaching profession more attractive.
3. Calls on national governments and employers’ organisations in Europe to recruit increased numbers of highly educated teachers at all levels of education;
4. Calls on national governments and employers’ organisations in Europe to work with the teacher trade-union movement through social dialogue and collective bargaining with a view to seeking better working conditions and equality of treatment for all education workers in the terms stated in paragraphs 9 and 10 of this Resolution;
5. Calls on the European and national policymakers to adopt and implement appropriate policies for developing effective high quality, equitable and sustainable education systems at all levels of education in Europe taking into account the equality and gender balance ;
6. Demands that the European institutions and national governments, in implementing the European policies and processes as described in paragraph 13 of this Resolution, must provide for appropriate public investment, for the full involvement of the education stakeholders and for public accountability at all steps of the processes;
7. Calls on governments to change economic and fiscal policies in terms of distribution of the GNP;
8. Demands that European Governments use fair and progressive taxation measures to obtain the additional revenue necessary to increase their investment in Education, in order to provide high quality Education services for all, and prevent the privatisation and commercialisation of the education services;
9. Mandates the EI and the European Region, ETUCE- to promote and defend vigorously the principles stated in this Resolution in order to interact with European institutions (Council, Parliament, Commission) and support related actions both of affiliates, in their efforts and struggles at national level, and at intern



### 3.4 Resolution for the Latin America region: Assessment processes and quality education for all

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

**Considering that:**

1. The international technobureaucracies which run the credit agencies impose educational assessment policies centred on the results of standardised tests. Such tests introduce commercial logic into public education systems.
2. The objective of these meritocratic and punitive assessments is to introduce regulations which allow the resources intended for education to be directed in a focalised manner and make teachers exclusively responsible for the results obtained by students in quantitative measurements.
3. The said tests are incapable of assessing educational processes in their entirety and complexity, including the variable of the effectiveness of education policies, the responsibility of the State.
4. The results of the assessments do not give rise to public policies which, through concrete actions, guarantee overcoming the difficulties detected and participation by education workers in the analysis of teaching and institutional practices which sustain the educational process.
5. Even in some countries which are making serious efforts to guarantee the right to lifelong education for all, attempts are being observed to drive forward technocratic assessment policies, contracting external consultants and thus diverting substantial resources which should be used to improve quality.

**It is recommended that:**

The procedures for integral assessment of education form an essential part of the educational process in all its dimensions and must sustain policies which guarantee quality education. The said procedures must include:

- Monitoring of education policies and their impact on teacher cover and completion, repetition, drop-out and over-aged students rates. The pursuance of policies must be accompanied by a social audit mechanism: observatories, advisory councils, etc., made up of trade union organisations of education workers and education communities.
- Assessment of the administrative management of education systems: appointment of teachers, competitions and teacher cover through replacements. Occupational health measures for education workers. Strategic planning of the construction, upkeep and maintenance of schools and guarantee of compliance with health and safety regulations in school establishments. These aspects must be included in collective bargaining in the sector.
- Institutional assessment at school level: must be permanent, collective, systematic, and formative, not punitive. It is necessary to evaluate pedagogical, didactic and institutional practices; then mechanisms must be included for the participation of families and students in the assessment of institutional practices. The results will lead to specific intervention policies to improve each indicator.
- Classroom level: the assessment of the quality of teaching must be systematic, permanent and daily and its instruments multiple and combined. Standardised tests can make a contribution to the diagnosis if indicators are constructed which take account of the realities of educational action and if they do not include a meritocratic, competitive and entrepreneurial logic.

The VI Congress recommends that, as part of their contribution to the education debate, education workers' organisations must adopt a clear position rejecting punitive assessments.

### 3.5 Resolution from the North American and the Caribbean Region on Disaster Preparation and Relief

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

#### ***Context***

WHEREAS, Haiti suffered a devastating earthquake in 2010 killing as many as 230,000 people, injuring upward of 300,000 and leaving an estimated 1,000,000 homeless; and

WHEREAS, the death and destruction in Haiti, already the poorest nation in the Western Hemisphere, was immeasurably worsened by the lack of building standards as well as basic health and public service infrastructure; and

WHEREAS, our colleagues in Haiti found themselves faced with the destruction and disruption of their union and the school system they served when an earthquake hit in 2010; and

WHEREAS, following a disaster, schools are often disrupted and children are left without education services for extended periods of time; and

WHEREAS, children suffering the shock of disaster must return to some safe haven of normalcy as soon as possible, and schools can serve as such a haven for the physical, intellectual and emotional needs of children in crisis, and

WHEREAS, every country faces the uncertain threat of sudden natural or man-made environmental disaster; and

WHEREAS, every union should have disaster preparation plans developed to deal with such potential catastrophic circumstances:

AND WHEREAS, in the immediate aftermath of the Haitian earthquake, the outpouring of aid from the rest of the world, both from nations and individuals, was enormous; and

WHEREAS, local, national and international agencies, foundations, charities and institutions, both internal and external to education, often assist in disaster situations; and

WHEREAS, many of our unions have no relationship with external organizations who may otherwise offer or be applied to for assistance; and

WHEREAS, we recognize the outpouring of support from Education International affiliates from both the Northern and Southern Hemispheres who have contributed funds and traveled to Haiti to offer technical assistance to the Confederation Nationale des Educateurs d'Haiti (CNEH) and who demonstrated the most basic form of solidarity by to our brothers and sisters in Haiti:

AND WHEREAS, Haiti still needs international support, and that support must have a goal beyond simply restoring the country's infrastructure to the low level that existed before; and

#### ***The Congress mandates the Executive Board to ensure***

the use of existing models and resources for ongoing training and technical assistance to support unions in the development of a crisis management plan that attends to communicating with and regrouping leaders and staff after disaster strikes; preserving and securing union documents and member information from potential loss or destruction; identifying possible channels for emergency communication with members; and recovering the union to such a level that it may effectively advocate for the urgent needs of school children and members in the wake of disaster.

that affiliates be provided information on accessing channels of international assistance; facilitating long-term partnerships with appropriate external organizations so that relationships may be nurtured so



that outside organizations develop an understanding and respect for our unions as credible partners for assistance in restoring the disrupted school system to children who have survived a disaster.

### ***The Congress invites the Executive Board and member organizations to***

encourage international donor agencies, working with the wealthy nations of the world to provide long-term development assistance to Haiti with the goal of developing public services including free, universal quality education and an infrastructure that will offer Haitians a real chance of escaping the bonds of poverty; and

support counterpart education, healthcare and public service unions in Haiti in the development of their nation and of a public infrastructure that serves all of its people, in coordination with Public Services International, International Trade Union Confederation and other relevant NGOs.

## Internal EI

### 4.1 / 4.2 Resolution on EI Structures

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

#### ***Recognising***

- (i) That Education International is an organisation of organisations, consisting of over 400 members representing teachers and other education workers in over 170 countries and territories throughout the world;
- (ii) That the governing bodies at world and regional level are composed of the leaders/representatives of national member organisations
- (iii) That the democratic nature of Education International and the representativeness of the governing bodies determine the strength of the International, and that the role and functions of the members and officers of the governing bodies determine the organisation's effectiveness in carrying out its many tasks

#### ***Noting***

- (iv) That democratic structures, roles and responsibilities of officials be evaluated from time to time

#### ***Mandates the Executive Board***

- (v) To establish from among its own members a working group, consisting of two representatives from each region together with the EI President and General Secretary.
- (vi) The purpose of the working group is to examine:
  - The structure and representativeness of the Executive Board, including the allocation of regional and open seats, the role and functions of the Officers and other members of the Board, and the financial implications of changes in any of the existing arrangements;
  - The role and functions of the regional and sub-regional structures. Including the role and responsibilities of the regional committees and regional staffs and the financial implications of changes in any of the existing arrangements;
  - Possibilities of further transparency in the EI internal decision-making procedures and routines, including the strategies for and effectiveness of the channels of information and communication
  - Whether there is a scope for improving the member organisations' opportunities to take part in the EI's decision-making processes and whether EI's capacity to implement decisions can be further improved;

- The working group will include in its process:
  - Opportunities for member organisation input, including at regional conferences or regional board meetings.
  - At interim report will be sent to member organisations by January 2014
- (vii) To consider any recommendations from the working group and report there on to the next World Congress;
- (viii) To submit for the consideration of the next World Congress any proposed amendments to the Constitution and By-laws, which would be necessary in order to implement the recommendations of the working group.
- (ix) The working group will convene meetings in person and electronically to fulfil the charges of this resolution in a cost-effective manner.

## Statement

### Statement by 6th World Congress on Israel and Palestine, based on the 2010 ITUC resolution

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

#### **Recognising**

The quest for a comprehensive peace between Israel and Palestine, based on the co-existence in conditions of security of two sovereign, independent and viable states, requires renewed international attention and support as a highest and urgent priority. Congress asserts that the full implementation of UN Security Council Resolutions 242, (1967), which recognises the 1967 borders, and 338 (1973), is fundamental to the achievement of a just and lasting peace. Congress recognises that action to address the plight of Palestinian refugees, also in light of the relevant UN Resolutions, is a key building block for peaceful and constructive relations between Israel and Palestine and their neighbours. Congress further calls for universal recognition of both Israel's and Palestine's right to establish a viable and recognized state.

The continued Israeli occupation of the West Bank, the existence of illegal Israeli settlements there and their impacts on the lives of Palestinians including their access to water, along with the siege surrounding Gaza impose severe constraints on the potential for Palestinian economic and social development. It also places hardships for basic provisions of education in Palestine. Congress also notes it is reported that each year hundreds of Palestinian children are held, ill-treated, and prosecuted in Israeli courts as adults in contrast to the treatment of Israeli children who are not legally tried as adults until the age of 18, inconsistent with the U.N. Convention on the Rights of the Child.

Recognizing the ending of Israel's presence in Gaza as an important step towards resolving the conflict, Congress calls for the lifting of the blockade on Gaza and the cessation of violence by both sides including the immediate stoppage of rocket attacks on Israeli towns, in line with UN Security Council Resolution 1860 (2009). Congress recognizes that economic relations with the settlements help to sustain their existence, in violation of international law.

**!!! ATTENTION : JE N'AI PAS LES TEXTES DE BASE EN ANGLAIS. MERCI DE BIEN VOULOIR M'ENVOYER LA TRADUCTION DES NOTES SVP.**

<sup>1</sup> ITUC is the International Trade Union Confederation. The ITUC Resolution in question may be found at [HYPERLINK "http://www.ituc-csi.org/resolution-on-democracy-peace.html?lang=fr"](http://www.ituc-csi.org/resolution-on-democracy-peace.html?lang=fr)

<sup>2</sup> Defense of the Child International



While every country has the right to defend recognized borders and the lives and well-being of its population, the building by the Israeli government of a separation wall which was devised to protect Israelis from acts of terrorist suicide bombers, intrudes substantially into Palestinian territory and is a violation of international law which can only make peace and mutual coexistence harder to achieve. Congress calls for the wall to be removed, recognizing that the mutual security of and respect between Israelis and Palestinians is central to the quest for peace. Congress calls for Israel and Syria to reach an agreement.

Congress urges both Israelis and Palestinians to renounce violence and commit to engage in direct negotiations as envisioned in the "Road Map" launched in 2002 by the US, Russia, the UN and the EU. It recognises that agreement on the status of Jerusalem is central to resolving the conflict, and underlines the urgent and imperative need for the international community to support, in every way possible, the realization of a peaceful and just solution.

Hundreds of thousands of Palestinian workers are unable to find employment under current conditions, causing widespread despair and disillusion, and Congress calls for urgent action to promote decent work opportunities for them. Congress commits the EI to continue to support the strengthening of the relationship between the Palestinian and Israeli teacher union movements and calls upon the international community to support Palestinian economic reconstruction and development, including through the ILO Palestinian Fund for Employment and Social Protection.

Resolved: that the EI calls on the leaders of both Israel and the Palestine Authority to enter into good faith negotiations with the objective to create a viable Palestine state, to end the Israeli occupation of the occupied land and to achieve a peace agreement which will provide security for both Palestine and Israel. To be successful the details of such an agreement can only be determined through negotiation.

Resolved: the EI calls on the General Union of Palestine Teachers and Israeli teachers' unions to work to encourage their respective governments to take every step necessary to reduce sources of conflict and cease violence between Israel and Palestine in order to lay the ground for a negotiated settlement.

Resolved: the EI calls upon all international teachers' organizations to acknowledge that education is a fundamental right of every child all over the world, serving as a bridge between all people for better, more peaceful lives. The Congress rejects all curricular materials that incite racial and ethnic hatred.

Resolved: the EI calls on its members and the international labor movement to publicly lobby for a recognition that the long term prospects for peace will depend on the creation of a viable Palestinian state.

Resolved: that the EI will increase the efforts of its Middle East Committee to bring EI representatives to the region to meet with their Israeli and Palestinian counterparts and other organizations working for peace and equality within the context of a two-state solution. Congress also calls for the EI to promote education for peace.

