Session 1: DAY 1 – Sunday 22 July – morning

OPENING OF CONGRESS

Session 2: DAY 1 – Sunday 22 July – afternoon

ADOPTION OF AGENDA
REPORT OF THE CREDENTIALS COMMITTEE
APPOINTMENT OF ELECTIONS COMMITTEE
RESOLUTIONS COMMITTEE
NOTIFICATION OF TellERS
PROGRESS REPORT 2004-2007
ELECTION OF THE EXECUTIVE BOARD
PROGRESS REPORT (cont.)
TSUNAMI SCHOOL RECONSTRUCTION VIDEO
PROGRESS REPORT (cont.)
Message from the UN General Secretary

DAY 2 – Monday 23 July – morning and afternoon

BREAKOUT SESSIONS

Session 3: DAY 3 – Tuesday 24 July – morning

PROGRESS REPORT (cont.)
FINANCIAL REPORT 2004-2006
REPLY TO DEBATE ON PROGRESS REPORT:
ADDRESS BY VERNON MUÑOZ VILLALOBOS, UN SPECIAL RAPPORTEUR ON THE RIGHT TO EDUCATION
ELECTION OF EXECUTIVE BOARD - REGIONAL SEATS
REPORT ON INVESTIGATION INTO DUES STRUCTURE
RESOLUTIONS
ADDRESS BY GAUDEN GALEA, COORDINATOR HEALTH PROMOTION, WORLD HEALTH ORGANISATION

Session 4: DAY 3 – Tuesday 24 July – afternoon

REPORT OF THE ELECTIONS COMMITTEE
ON THE EXECUTIVE BOARD -REGIONAL SEATS
PRESENTATION OF THE 2007 BAROMETER OF HUMAN AND TRADE UNION RIGHTS BY EI PRESIDENT, THULAS NXESI
RESOLUTIONS (cont.)
2nd REPORT OF THE RESOLUTIONS COMMITTEE
ADDRESS BY DEPUTY ASSISTANT DIRECTOR GENERAL, EDUCATION PROGRAMME MANAGEMENT, UNESCO – ANA LUIZA MACHADO

Session 5: DAY 4 – Wednesday 25 July – morning

CONSTITUTIONAL AMENDMENTS
ADDRESS BY SYLVIA BORREN, EXECUTIVE DIRECTOR OF OXFAM-NOVIB
RESOLUTIONS (cont.)
PRESENTATION OF EI POSTCARD CAMPAIGN: ‘SET THEM FREE’

ELECTION OF EI EXECUTIVE BOARD – OPEN SEATS
RESOLUTIONS (cont.)

Session 6: DAY 4 – Wednesday 25 July – afternoon

ANNOUNCEMENT OF WORLD TEACHERS DAY
CONSTITUTIONAL AMENDMENTS (cont.)
PROGRAMME AND BUDGET 2008-2011
RESOLUTIONS (Cont.)
EI AWARDS

Session 7: DAY 5 – Thursday 26 July – morning

RESOLUTIONS (Cont.)
CLOSING CEREMONY

ANNEX: Adopted Resolutions
Resolution on the Strategic role of Educators
Resolution on fixed-term higher education teaching personnel
Resolution on Trade Union Rights Violations in Ethiopia
Resolution on the Australian Government’s incursion in to Aboriginal communities
Resolution on joining together to build a more effective union movement
Resolution on vocational education and training
Resolution on defence and development of public education
Resolution on education in correctional settings
Resolution on the place of religion in schools
Resolution on the school principals and school leadership
Resolution on Quality education: present and future
Resolution on “United for greater social justice”
Resolution on defending the Federación Colombiana de Educadores (FECODE) and teachers persecuted for trade union activity
Resolution on cultural diversity
Resolution on peace and an end to violence
Resolution on higher education and research as a public service
Resolution on gender and pay equity
Resolution on international migration
Resolution in solidarity with Iraqi workers
Urgent resolution on the Situation in Oaxaca, Mexico
Urgent resolution on the situation in Peru
Urgent resolution on the situation in the Higher Education system in France
Urgent resolution on the situation in the Philippines
Congress signage in Estrel Atrium (2007 / F.Destree - EI)
5th World Congress - 2007 - Berlin

2004 - Porto Alegre
2001 - Jomtien
1998 - Washington
1995 - Harare
D A Y  1

German President Horst Köhler addressing the opening session of Congress (2007 / F.Destrée - EI)
Session 1: DAY 1 – Sunday 22 July – morning

OPENING OF CONGRESS

The Congress video introduced the opening of the Congress, followed by the choir of Oxfam Netherlands (NOVIB) who performed the “Poverty Requiem.” The lyrics of the song echoed the theme of this year’s congress: Joining Together for Quality Education and Social Justice.

The President, Thulas Nxesi, welcomed the participants (1686 participants, of whom 1140 were delegates from 331 member organisations from over 160 countries and territories) and the guests.

The audience was addressed by the President of the Federal Republic of Germany, Horst Köhler, who assured the Congress that “The goal of quality Education For All is something I hold very dear to my heart. I will do everything I can to defend it in my country and wherever possible.” Köhler said his own life illustrates very well the difference that access to a good education can make. As the second youngest of eight children in a refugee family, young Köhler might not have expected to study, let alone to grow up to become the President of Germany. But thanks to a special and caring teacher who helped him, he was able to pursue his education and build a distinguished career. “I was lucky to meet such a good teacher. But a good education should not be a question of luck. It is a human right,” Köhler asserted.

The German President also acknowledged that teachers carry an enormous responsibility. “We expect a lot of them because we entrust them with what is most precious to us – our children.” For that reason, societies should be concerned to provide teachers with good working conditions, and not only in terms of salaries. Class size, professional support, and improved recognition of the value of teachers’ work are also important, he said. The audience gave President Köhler a standing ovation at the end of his address.

The next speaker was the Vice Chair of the Council of Global Unions, Anita Normark, General Secretary of the Buildings Workers International (BWI). On behalf of the Council of Global Unions, Anita Normak expressed deep appreciation of the work of EI in the fight against poverty and good working conditions for all workers. In talking on the strategic role of teachers, Normak highlighted among other issues the role of teachers in getting children out of child labour, in ensuring safe and asbestos-free schools, as well as in the fight against climate change through early awareness-raising among children on the importance of the respect for nature.

The President of Education International, Thulas Nxesi, emphasized in his keynote address the theme of the World Congress: “Educators joining together for quality education and social justice.” He emphasized the importance of unity within the teacher trade union movement. And yet unity has historically proved to be elusive.

“Until very recently the political reasons that divided Berlin also divided the international labour movement. The wall that once divided this city also divided workers from one another. In my own country, racism divided workers into different organisations and kept the majority of the population in servitude whilst their leaders languished for decades in prison. But in 1989 the Wall came down. A year later Nelson Mandela walked from prison a free man. And as the world changed, so did the labour movement. Teachers started to come together,” Nxesi said.

“Who would have believed 20 years ago that the four teacher international organisations would unite as one? Who would have dared to believe that the Cold War would end and that Apartheid would crumble? It happened and we have overcome!”

Nxesi said that the next step for the teachers’ movement is to become truly global, reaching out to teachers in the Arab world, in Asia and in China.

And the key challenge for teachers’ unions worldwide is to do their utmost to help achieve the Millennium Development Goals, especially Education for All by 2015. He urged member organisations to continue to hold governments to account for the commitments they made in Dakar in 2000.

Nxesi warned about the growing trend internationally towards a view of education for “human capital,” which assumes that public education exists mainly to produce a work force for an increasingly competitive global economy. Instead, he called on delegates to advocate for a vision that is rooted in social democracy, and which engages the broader society in defining the values of public education.

The Congress was welcomed by the Presidents of the three EI host member organisations in Germany: Ulrich Thöne, President of GEW, Dr Ludwig Eckinger, President of VBE, and Berthold Gehlert, President of BLBS, who
all warmly welcomed participants to the city of Berlin, a symbol of unification in the struggle for peace, democracy and freedom in Europe.

Subsequently, the Congress was greeted by DGB Executive Board Member, Dietmar Hoxel, who, on behalf of 6 million German workers, highlighted the importance of trade unions working together at a global level to fight against unemployment. He emphasised in this context the crucial role of teacher unions in combating illiteracy and in fighting for equal access to quality education for all children.

Kari Tapiola, ILO Executive Director for Standards and Fundamental Principles and Rights at Work, spoke on the disturbing statistics of violations against teachers’ fundamental rights and reminded the Congress that teachers are the most endangered professionals worldwide. He referred to the fact that the ILO often confronts governments which try to argue that teacher trade union leaders have been detained for reasons other than their trade union activities, and assured the Congress that the ILO does not accept such an argument. By virtue of being an elected leader, a trade union representative has the right to enjoy a high level of protection, he assured. “Silencing a leader makes all teachers lose their voice,” he stated. Kari Tapiola moreover spoke on the importance of linking the fight against child labour to education: “EI is a strong ally in promoting the understanding that child labour is a major obstacle in promoting EFA,” he stated in expressing his gratitude for the work of EI in this field.

As a former Vice-President of EI and the first President of ITUC (after the merger of ICFTU and WCL in 2006) Sharan Burrow expressed how particularly proud she was to take part in the opening session of the Congress. In a powerful and inspiring speech, she outlined the major challenges facing the international trade union movement as well as the opportunities created by founding the ITUC: “We can only influence a better future if we are united and committed to action. Increasingly our fate is interdependent and the challenge to shape a new globalization requires us to realize a capacity for doing the things we do nationally, internationally. The link between national and international work is now much more than a rhetorical sense of solidarity. It is our reality and we must give practical effect to it,” she stressed. She highlighted that the ITUC stands with teacher unions worldwide in the fight for education for all, in the fight to eliminate racism, in the fight against child labour, and in the fight for human and trade union rights for teachers. She moreover highlighted that the ITUC shares the concern of teacher unions with regard to ensuring a sustainable educational and training sector. It is of concern to see this sector increasingly impoverished and privatised, despite increasing skills shortages, she said. In conclusion, Sharan Burrow thanked teacher unions for the work they do worldwide, and stated “Knowledge is power, your collective knowledge and shared values woven with solidarity will continue to be a force to be reckoned with and I am proud to be one of you.”

As the final speech of the morning session, the Congress was addressed by the President of the Ministerial Council of Education Ministers of Germany, Senator Professor Doctor Jürgen Zöllner. Dr Zöllner highlighted the “fundamental link” between the development of education policies and teacher unions, and stressed the importance of their cooperation for ensuring continuous training of teachers throughout their careers. He moreover touched upon the issue of education for all in stating that, in Germany, the right to education seems a given but ‘equal education’ remains a crucial question. We still need to improve the situation for children from less advantaged backgrounds, and adequate teacher training is a key element in this, he said. Dr Zöllner concluded his speech by underlining the good cooperation the German Council of Education Ministers had had so far with the three German teacher unions, and expressed the need to work even more closely together in the future to meet the common challenges.

During the opening session and later in the proceedings, special remarks of appreciation were made to several important guests attending the congress: Governor Ibrahim Sigani, Nigeria; Former EI Executive Board member Eva Maria Stange, Germany, now the Minister of Arts and Science of the State of Saxony; and Wilhelm Ebert, former President of WCOTP.
Session 2: DAY 1 – Sunday 22 July – afternoon

El President Thulas Nxesi opened the second session of the Congress by paying tribute to the union leaders and members of the EI staff who had passed away since the last Congress. The President also spoke in remembrance of the first UN Rapporteur on the Right to Education, Professor Katarina Tomasevski, and noted her friendship to EI and her commitment to the defence of the right to education over the years. The President also paid tribute to all teachers and education workers who died in defending human and trade union rights or as a result of natural or man-made disasters, and especially to the victims of the Beslan tragedy in September 2004, the tsunami disaster in December 2004, the terrorist attack in London in July 2005, and the Katrina hurricane in August 2005. The President asked delegates to stand in silence for one minute of solemn remembrance.

ADOPTION OF AGENDA

The agenda of the Congress was ADOPTED unanimously (moved by AFT, the United States, and seconded by Lärarförbundet, Sweden).

REPORT OF THE CREDENTIALS COMMITTEE

The President invited the Chair of the Credentials committee, EI Vice-President Juçara Maria Dutra Vieira (CNTE, Brazil) to report as President of the Credentials Committee. Juçara Maria Dutra Vieira explained the procedure for the credentials committee and referred to the relevant articles in the EI Constitution and By-laws. The credentials committee, appointed by the Executive Board, verifies and determines the entitlement of votes for each delegation in Congress. The Executive Board had appointed the following members: Juçara Maria Dutra Vieira (CNTE, Brazil), Ed McElroy (AFT, the United States), Eva-Lis Preisz (Lärarförbundet, Sweden), S. Eswaran (AIPTF, India), and Salimata Doumbia (Ivory Coast). The committee had held two meetings, on the 20th and the 22nd of July. On behalf of the credentials committee, Juçara Maria Dutra Vieira thanked the EI staff they had worked with for their efficiency.

Juçara Maria Dutra Vieira introduced the report of the Credentials Committee, moved by ZIMTA, Zimbabwe, and seconded by CTF, Canada, which was ADOPTED unanimously.

The President made an announcement on the deadlines for nominations for the election of regional and open seats on the Executive Board.

APPOINTMENT OF ELECTIONS COMMITTEE

The President reported that the Executive Board had recommended that the following six members, representing all regions, should compose the Elections Committee:

Lillemor Darinder (Lärarförbundet, Sweden) – President
David Eaglesham (SSTA, the United Kingdom)
Sidney Justiana (SITEK, Curaçao)
Tsidi Dipholo (SADTU, South Africa)
Lily Eskelsen (NEA, the United States)
Mi-Wha Yoo (KFTA, Korea)

The composition of the Elections Committee was ADOPTED.
RESOLUTIONS COMMITTEE

On the basis of nominations presented to the Executive Board by member organisations, the Congress appointed representatives of the following fifteen member organisations from all regions to be part of the Resolutions Committee under the Presidency of EI Vice-President Susan Hopgood.

AFT (the United States), AIPTF (India), CAUT (Canada), CGTEN-ANDEN (Nicaragua), CPC (Chile), CTERA (Argentina), FTA (Fiji), HKPTU (China), JTA (Jamaica), KNUT (Kenya), NUT (UK), SNE-FDT (Marocco), SNEPPCI (Côte d’Ivoire), SNES (France) and ZNP (Poland).

☑ The composition of the Resolutions Committee was ADOPTED

NOTIFICATION OF TELLERS

The President asked the following organisations to nominate tellers to assist him in case of close votes:

CNTE (Brazil), ANDE (Costa Rica), AIFTO (India), CSQ (Canada), ESEUR (Russian Federation), BUT (Bahamas), NAPTOSA (South Africa), ATL (UK), NZEI Te Riu Roa (New Zealand), and GNAT (Ghana).

PROGRESS REPORT 2004-2007

The President invited EI General Secretary Fred van Leeuwen to introduce the Progress Report 2004-2007. The General Secretary explained that the Progress Report for 2004-2007 is based on the three annual reports for this period, which are organised around the five principal aims adopted in the last Congress. He recalled that three years ago the Congress made a joint call on governments to move from rhetoric to action, and outlined in his address the progress made during the previous period as well as the challenges ahead.

In the following debate, 39 delegates made observations and specific proposals for future direction.

Focus of the interventions:

- **NUT, the United Kingdom – Christine Blower:** Paid tribute to the enormous and brilliant work that had been done in the Tsunami Reconstruction project. During the Tsunami tour in 2007 it became clear to the participants how very proud the pupils were of all their teachers’ trade unions had been able to do for the victims of this devastating natural disaster.

- **BUPL, Denmark – Henning Petersen:** Noted the importance of a broad concept of Early Childhood Education (ECE) that includes care, as also recognised by the OECD. Welcomed that ECE has been put on the agenda of EI and other international organisations, such as UNESCO and the OECD. BUPL made a request for the EI Executive Board to establish a working group on ECE, focussing on the quality, availability, affordability and accessibility of ECE, including the importance of well-trained staff.

- **UEN, Norway – Helga Hjetland:** Spoke on the social, democratic, employment-related and cultural requirements of the school, the challenge of expanding public education, and the role of teachers’ unions in contributing to developments in society at large. Commended EI for the work done so far on child labour.
Highlighted that the governments of Brazil and Norway have begun working together in the ILO on child labour, and called on EI to participate in this specific work.

- **AFT, the United States – Antonia Cortese**: Noted the current trend for performance-based pay systems in many countries across the regions of EI, and the need to find joint responses to this trend. Secondly, AFT noted that since 1993 EI has had the same structures, and recommended EI devise a process to review the current structures to see if there could be a better way to serve all member organisations and meet the common goal of promoting quality public education for all.

- **SNES-FSU, France – Roger Ferrari**: Spoke on the relations between the international federation and the national unions, and on the need to ensure that the international level makes the national level more efficient and vice versa. Highlighted that teachers’ unions in the European Union need sufficient autonomy to be represented at the EU level, and that SNES-FSU expects the future Executive Board to contribute to all those aspects.

The debate on the progress report was continued later in the day.

**ELECTION OF THE EXECUTIVE BOARD**

The chair of the Elections Committee, Lillemor Darinder explained the procedures of the Elections Committee and that the Committee had examined the report from the Credentials Committee.

Lillemor Darinder reported that the deadline for submission of nominations and the number of candidates for the positions of President, Vice-Presidents and General Secretary, complied with the requirements of the EI Constitution and By-laws.

There were no contested elections, so the following were declared elected:

- **President**: Thulas Nxesi – SADTU, South Africa
- **General Secretary**: Fred Van Leeuwen – AOb, the Netherlands
- **Vice-presidents**:  
  The Chair of the Elections Committee explained that for the European region, two nominations had been submitted. The evening prior to the elections, the Elections Committee had received a letter from Haldis Holst, UEN, Norway, withdrawing her candidacy. The following were therefore declared elected:  
  Irene Duncan-Adanusa, – GNAT, Ghana.  
  Susan Hopgood – AEU, Australia  
  Patrick Gonthier – UNSA Education, France  
  Juçara Dutra Vieira – CNTE, Brazil  
  Reg Weaver – NEA, the United States

The Chair of the Elections Committee reminded the participants about the guidelines to nominate candidates for regional and open seats, and the election procedures.

**PROGRESS REPORT (cont.)**

- **FNEC-FP.FO, France – François Chaintron**: Highlighted that FNEC-FP.FO would vote in favour of the activity report. Regarding trade union structures, he noted the importance of sovereignty at national level and that pluralism at national level should not be seen as a problem but as essential to democracy. Called on EI to use the term “teacher” instead of the broader term “educator,” which could be perceived to also include parents. Shared the concern of the higher education sector with regard to trade in education, PPPs and decrease in public responsibility for education; important to see this as a major threat. Noted the importance of supporting colleagues in China.

- **Lärarförbundet, Sweden – Inger Maurin**: Recalled the 1998 EI resolution on Early Childhood Education (ECE) from the 2nd World Congress, and noted that EI has since then developed its work on ECE, notably with the adoption of the EI Pan-European Policy Paper on ECE in December 2006, highlighting ECE as a right and as potentially the most critical phase for cognitive and social development. Called on EI to extend its work on ECE and to integrate ECE into all areas of EI policy.
• SYNTEN, Niger – Saley Seydou: Spoke on the horrific situation of child labour in the uranium mines in Niger, as well as the many factors which prevent girls from attending school in Niger. Called on EI to increase its focus on these issues, and welcomed the work that had already been done. Highlighted also the increasing problem of fixed-term contracts and its negative consequences for the quality of education.

• FTA, Fiji – Tevita Gauna Koroi: Highlighted that the unstable political situation for the past twenty years in Fiji continues, and that within the last five months salaries for teachers have decreased by 5 percent despite protests by teacher unions. Called for EI’s support during an all out strike on 2nd August as well as for continuing support to end the military actions in Fiji.

• SITEK, Curacao – Sidney Justiana: Commended EI and affiliates on their actions in relation to the tsunami. Highlighted the negative consequences of the methods of the World Bank as well as of the WTO and the GATS for the developing world, and called on EI to continue to have a strong stance in relation to these issues. EI must continue to fight for the eradication of financial and mental poverty.

• FGERS-UGTT, Tunisia – Khaled Nouicer: Put forward a proposal to the Congress from Fifth EI African Regional Conference for EI to organise a world-wide work-stoppage for one hour at the next World Teachers’ Day. This symbolic action would be aimed at better communicating the message of teacher unions to the authorities and public society at large, in support of achieving quality education for all.

TSUNAMI SCHOOL RECONSTRUCTION VIDEO

Introduced by the EI President, the Congress saw a video of the achievements made in the EI /Oxfam International-Novib Tsunami Reconstruction Programme, led by Jerome Fernandez, EI coordinator in the Aceh Project Office. The programme targets the Aceh province in Indonesia and Sri Lanka, and comprises the reconstruction of primary schools, including furniture and equipment, the provision of trauma counselling training for teachers, teacher in-service training on curricular issues, as well as the provision of scholarships to thousands of students over a two-year period.

The video included footage from the student tour organised by EI from 19-24 February 2007, during which twelve international students from the UK, Japan, Australia and the Netherlands between the ages of 17 and 24, visited Aceh together with their teachers and Deputy General Secretary, Ms Christine Blower from NUT (UK). All the students had been active participants in raising contributions to the EI Tsunami Solidarity Fund.

PROGRESS REPORT (cont.)

• ACUT, Sri Lanka – Angela Wijesinghe: Thanked EI and Oxfam deeply for the Tsunami Reconstruction Project. Stated that the schools and the other activities within the project have increased the recognition and respect of EI affiliates in Sri Lanka. She highlighted that the public now see the teacher unions as “those who stand up for education in the country.”

• PGRI, Indonesia – Ana Suhaenah Suparno: Extended warm thanks to EI and Oxfam for the Tsunami project, and thanked EI for its support in reminding governments about the importance of increasing resources to education. Called on EI to initiate work on migrant workers, in particular girls who are migrant workers and often under-age. Highlighted also the importance of promoting minimum qualifications for teachers. In Indonesia, only 40 percent of the teachers meet the minimum requirement, i.e. a Bachelor Degree.

• UDEN, Senegal – Mamadou Diop “Castro”: Expressed gratitude to EI for its support and letters to the President of the Republic of Senegal, which have had a major positive impact on the outcome of the teacher unions’ campaign. Highlighted the problem of non-qualified contract workers in the education sector, and agreed with the EI General Secretary’s proposal in his introductory address that EI should do more to support member organisations to recruit and train the unqualified teachers and thus enable them to achieve the proper degree needed to become qualified teachers. Stressed moreover that EI should promote the strengthening of the ILO convention 101.

• NAPTOSA, South Africa – Henry Hendricks: As a former WCT affiliate, NAPTOSA thanked EI and affiliates for the warm welcome into EI and expressed support for the values and ideals of EI in highlighting the similarity with the values of the WCT.

• PDSZ, Hungary – Gabor Kerpen: Highlighted the introduction of neo-liberalist policies in Hungary recently and their detrimental effects on public services and teachers, e.g. budget reductions and firing of teachers. Called
on EI and affiliates to increase common actions against neo-liberalism.

- ESFTUG, Georgia – representative speaking on behalf of Manana Ghurchumalidze: Spoke on the closure of schools, the increasing number of unemployed teachers as a result and the lack of quality education in Georgia. Welcomed the report from the EI General Secretary and stressed that it touched upon many of the issues and challenges of relevance to Georgia.

- SNE-FDT, Morocco – Abdelaziz Iouy: Underlined the importance of fighting against neo-liberalism and of strengthening the union movement. Highlighted also the essential role that teachers and schools can play in the fight against terrorism, and commended the EI General Secretary for having including this important point in his introductory address.

- AEU, Australia – Darcel Russell: Spoke on fighting for the rights of indigenous people and outlined the conclusions from the pre-Congress caucus on this issue. Highlighted the importance of ensuring school curricula be inclusive with regard to indigenous people, and the need to establish real and genuine partnerships with the indigenous populations. Called on EI to establish structures to better engage with indigenous people and to find ways to better meet the challenges these groups face.

- SADTU, South Africa – William Madisha: Drew attention to the poverty, poor living conditions and lack of access to education in Zimbabwe, the need for a peaceful revolution in this country, and the issues facing migrant workers in South Africa. Spoke on the importance of the role of teacher unions in leading humanitarian assistance programmes.

- DM, Denmark – Jens Vraa Jensen: Highlighted that although the GATS negotiations are put on hold right now because of the standstill in the agricultural negotiations, it is important to be aware that within GATS the question of domestic regulations is also being discussed. Domestic regulations could potentially be very negative for the education sector, as they could provide limits for national authorities to set quality standards and to undertake quality assurance, etc. It is thus very important to continue lobbying the national delegations in the GATS negotiations. Highlighted also the importance of not undermining the threat to quality education from the increasing introduction of PPPs.

The debate on the progress report was continued later in the Congress.

Message from the UN General Secretary

The EI General Secretary Fred Van Leeuwen read out a message from the UN General Secretary Ban Ki-Moon:

“The United Nations champions quality education for all, from early childhood to higher education, as a way to build a healthier, more equitable and peaceful world. Education plays a fundamental role in human development and equality. It helps to foster respect, tolerance, peace and security. Only by securing the right to education can we reach our internationally agreed objectives for development, including the Millennium Development Goals.

In our increasingly complex and globalised world, we face a growing demand for knowledge-based solutions, research and science. At the same time, poverty and inequality are widening the disparities within and among countries. For education to be a lever of peace and sustainable development, we must invest in equitable access to knowledge for all. We must harmonise international support and align it with country needs. We must build broad-based partnerships, bringing together governments, international organisations, donors, the private sector and civil society.

This year marks the halfway point for the time we have given ourselves to reach the Millennium Development Goals – agreed by all the world’s governments as a roadmap to a better world by 2015. To meet the target date, we have to take concerted action now.

This Congress is therefore being held at a crucial time. I commend Education International for enabling educators from around the world to join forces in our common mission. In that spirit, I wish you a most successful meeting.”
DAY 2

During Break-Out Sessions (2007 / Bildschön)
DAY 2 – Monday 23 July – morning and afternoon

BREAKOUT SESSIONS

The second day of the Congress was fully devoted to breakout sessions, with 44 sessions of one-and-a-half hour each taking place throughout the day. A full report of the breakout sessions will be published on the EI website.
Session 3: DAY 3 – Tuesday 24 July – morning

PROGRESS REPORT (cont.)

• **OTEPE, Paraguay – Juan Espinola:** Drew attention to a forthcoming law in Paraguay, which will sanction the removal of the right to organise, with sentences between 6 and 30 years for violating that law. Unless resisted, the law will be passed on 9 August. But even if passed OTEP members will continue to fight against it, and calls on EI and affiliates to support them in this struggle. Highlighted also the lack of State financing and the lack of health and education services in Paraguay.

• **UNSA Education, France – Laurent Escure:** Thanked EI for the work done to become partners in the Bologna Process, and for important work in relation to the Global Union Federations and the establishment of the ITUC. Highlighted the importance of acknowledging the position of all employees in the education sector, including managerial staff and support staff, as all these contribute to providing a good education to the students.

• **CNTE, Brazil – Raquel Felau Guisoni:** Highlighted that the union movement must continue to participate in the fight against poverty, inequality, neo-liberalism, military force, and the prevailing negative aftermaths of imperialism.

• **STEG, Guatemala – Joviel Acevedo Ayala:** Thanked EI for its support, which had provided him with security measures to protect him when faced with a legal suit, filed by the Minister of Education, seeking to discharge him from his duties as a teacher and as a union leader. Highlighted that teachers and teacher unions should be reference points for social movements in all countries and the importance of parents having confidence in the teaching personnel. Highlighted also the need for increasing the fight against privatisation and neo-liberalism.

• **SNEAB, Burkina Faso – Jean Kafando:** Called on EI to increase its actions on strengthening the union movement in developing countries. Spoke on the situation of the sub-Sahara African countries and the obstacles to quality education they face with bad governments, ill-defined education policies, poorly trained teachers and low wages.

• **SYNESCI, Côte d’Ivoire – Mamadou Soro:** Thanked EI for support in the period of war, in particular in relation to the attack of the union’s head quarters, as well as the material support provided to the teachers who were victims of the war. Highlighted in this context the importance of the EI Solidarity Fund.

• **KNUT, Kenya – Francis Ng’ang’a:** Highlighted the importance of giving training to contract teachers in the face of a lack of trained and qualified teachers. Stressed also that in some countries with a sufficient supply of trained teachers, the governments still only offer ‘voluntary’ contract-teacher positions to a number of the trained teachers. Called moreover for more funding to the EFAIDS programme and highlighted its critical importance.

• **ZNUT, Zambia – Sylvester Tembo:** Spoke on the negative effects of the operations of Chinese investors in Africa, who most often pay no attention to social obligations, extract resources from the countries rather than contribute to their sustainable development, and generally tend to increase the gap between rich and poor. Highlighted in this context the importance of EI contributing to unionising the Chinese teachers, and through dialogue with the Chinese teachers potentially enable a better dialogue between Chinese investors and developing countries.

• **CSC-Enseignement, the Democratic Republic of Congo – Valery Nsumpi:** Called on EI to continue its work on development cooperation across the world, and called specifically for assistance to affiliates in Congo. Spoke on the situation in Congo, where social, economic and military conflicts have led to a very difficult situation for teachers, with low wages and schools destroyed by war. Highlighted also the high costs of schooling and the consequent lack of access to education for many children.

• **AFT, the United States – Nat LaCour:** Highlighted that citizens in the US are witnessing an erosion of rights as a result of the policies of the current government, placing profit above human rights and threatening the rights of organised labour. Thanked EI for the support during the catastrophic effects of the hurricane in New Orleans in late August 2005.

• **CNEH, Haiti – Jean Lavaud Frederick:** Highlighted the importance of supporting researchers, in particular the increasing pressure on research as a public service with an increasing number of fixed-term contracts for researchers, changes in assessment policies, private foundations receiving an increasing amount of public funds, and the threat to the academic freedom of researchers from the specific interests of private companies.
involvement in research, etc. Highlighted the importance of EI continuing to represent the interests of researchers at European and world level.

- **DLF, Denmark – Anders Bondo Christensen**: Highlighted the importance of taking up the issue of professional autonomy with regards to pre-school and primary school teachers. The increasingly excessive control of teachers’ work and assessments of their performance threaten the professional autonomy of teachers and signifies a lack of confidence in their professionalism. Called thus on EI to work for the professional autonomy of all teachers, not just teachers in higher education, and for teachers to be respected and their opinions heard in all decisions affecting the teaching profession.

- **ACT, Philippines – Dante Antonio Tinio**: Spoke on the oppression of human rights in the Philippines and the recent increase in violence and killings, including the recent murder of a trade union activist on 19th July and the shooting of the president of the university faculty union in his classroom in January 2007. Called on EI for support in the unions’ work to stop the violence and ensure respect for human and trade union rights.

- **AIFEA, India – Bibekananda Dash**: Highlighted the importance of the role of teachers and teacher unions in ensuring respect for cultural diversity. Highlighted moreover the fight for unification of teachers round the world and their joint fight for peace and Education for All.

- **SLITU, Sri Lanka – M.P. Mendis**: Spoke on the role of teachers and education in the fight for peace around the world, and underlined the need for mindfulness and wisdom in the education of children.

- **FNEEQ, Canada – Ronald Cameron**: Highlighted that EI is a young organisation that must continue to develop and underlined FNEEQ’s support for strong regional offices that continue the work at local level. Called moreover on EI to take a strong stand against privatisation and PPPs, to work strongly for a solution to the Palestine-Israel conflict, as well as to launch a campaign in support of the teachers in Oaxaca, Mexico, as outlined in the urgent resolution submitted on this issue to the Congress.

- **CNTE, Brazil, EI Vice-President – Juçara Dutra Vieira**: Commended EI for the instrumental role played in the establishment of the ITUC. Called on EI to urge the ITUC to give special attention to the issue of social security and the increasing problem of reforms which withdraw rights of workers, including the increasing introduction of private pension schemes. Highlighted moreover the importance of continuing the fight for the rights of indigenous people and the importance of promoting the self-esteem of teachers in order to enable them and their unions to bring about the decisive changes needed in society.

---

**FINANCIAL REPORT 2004-2006**

In presenting the Financial Report 2004-2006, **Patrick Gonthier, Vice-President and Chair of the Finance Committee of the Executive Board**, made a slide presentation.

Three major points were presented, as regards income, revenues and balance sheet.

**Income**: Table I, *Dues Paying Membership* in 2005 and 2006, presented both positive and negative aspects. The positive aspect concerned the increase in paying members, and the negative one referred to the number of organisations not paying in due time, if at all. Despite the fact that more member organisations now are affiliated to EI, there are still more than 21 million members for whom full membership dues are not paid. All member organisations have to be called upon to pay dues on time.

**Expenditure**: Table II, *Patterns of Expenditure* 2004-2006, outlined the expenditure as regards the building fund, salaries and services, offices and administration, governing and advisory bodies and programme activities over the past three years. Two comments:
Firstly, attention was drawn to the building fund, created in 2004 as a special reserve fund to enable EI to buy new premises. It is to be found under 2.1 in the balance sheets ended December 2004, 2005 and 2006.

Secondly, there is an increase in wages, as many vacancies have been filled. This represents a relative increase in the proportion of the expenditure. It means that the total number of staff is increased, thus allowing EI to better meet the needs of member organisations.

Finally, on the balance sheets ending 31 December 2004, 2005 and 2006, attention was drawn to item 1.3. The advances held by the regional offices of EI are related to item 2.6, the extra-budgetary projects. After the year 2004, there was a considerable increase in extra-budgetary funding - the major projects were the Tsunami project and the Education for All/HIV project. In the future, these items will decrease as the projects are completed, as reported to Congress. These projects enable EI to make a significant contribution to improving quality of life for the people in those countries.

A few interventions were made:

- **Walter Dresscher (AOB, The Netherlands)** appreciated the clarifications made by Patrick Gonthier but suggested that these clarifications should be presented in writing before the Congress next time. He made three concrete remarks. Firstly, Walter Dresscher expressed his doubts about the necessity of a building fund at international level, especially taking into account that the amount allocated for that purpose had risen by 30% in three years. Secondly, he asked for a more detailed report for the next congress, showing also in detail small expenditures such as travel costs, which now appear within general amounts. Thirdly, he noted that the auditors' report of 2006 does not appear in the report and asked for clarification on this matter.

- **Mamadou Diop “Castro” (UDEN, Senegal)** called for a greater decentralisation in the allocation of financial means, giving more support to regional and national actions. The Solidarity Fund should be developed to support better the struggling unions. He thanked EI for its help and assistance.

Patrick Gonthier clarified that the reason for the 30% increase in the building fund was that the office premises had not been purchased yet, as negotiations in this matter have not come to an end. He made clear that the amount in this section of the budget is aimed to back up the future of EI. Patrick Gonthier explained that the Finance Committee would take note of the second remark and would make efforts to elaborate a more detailed report for next Congress. Finally, the 2006 audit has just been signed, and it will thus be sent out at the end of the Congress.

- The motion for the Balance Sheets, of 31 Dec, 2004, 2005, 2006, and the Income and Expenditure Accounts 2004-2006, as printed and moved on behalf of the Executive Board by EI Vice-President Patrick Gonthier, seconded by the AOB, Netherlands, was **CARRIED unanimously**.

- The motion concerning the Appointment of Auditors presented on behalf of the Executive Board by EI Vice-President Patrick Gonthier, seconded by AFT, USA, was **CARRIED unanimously**.

**REPLY TO DEBATE ON PROGRESS REPORT:**

General Secretary Fred van Leeuwen made a comprehensive reply to the suggestions arising from delegates’ interventions on the progress report. First of all he expressed his appreciation of the words spoken on the Tsunami Reconstruction project, and he assured the Congress that EI will continue to do its utmost to provide support to member organisations in countries faced with natural or manmade disasters. In this context, he highlighted EI’s plans to launch a large programme in support of affiliates in the Middle East.

He welcomed the interventions on the importance of Early Childhood Education, and proposed that the Executive Board should consider establishing a task force on ECE. In relation to the issue of child labour, he assured Congress that EI would work closely with affiliates in Norway and Brazil whose governments are involved at ILO level on this issue.

In relation to the interventions on the EI structures, the General Secretary agreed with the importance of continuously considering how the EI structures can be more effective, including how to strike the balance between the global level and the specific context of each level, as well as how to work on shared interests across regions.
On the specific proposal from the African region for a symbolic work stoppage of one hour on World Teachers’ Day, he assured delegates that the proposal would be taken to the Executive Board, but noted that if taken on board we need to ensure it would be successful. Thus, it may be more realistic to plan such an action for 2008.

Furthermore, he noted that the many examples made by delegates on violations of labour standards and trade union rights, not just in low-income countries but in developed countries as well, were evidence of the need for EI to continue its support to affiliates in the fight for the respect of human and trade union rights across the globe.

He welcomed the interventions from affiliates in Niger and Senegal who had responded positively to the proposal for EI to be more active in the area of teacher training and professional development, as foreseen in the programme and budget for the coming period.

He moreover expressed his agreement with the need to continue the work on GATS, on the rights of indigenous people, on building intercultural understanding, particularly between secular and non-secular countries, and finally he ended his reply by highlighting the importance of the last intervention in the debate which had addressed the need to focus on raising the self-esteem of teachers.

The Progress Report was ADOPTED unanimously (moved by SADTU, South Africa, and seconded by CTERA, Argentina).

ADDRESS BY VERNOR MUÑOZ VILLALOBOS, UN SPECIAL RAPPORTEUR ON THE RIGHT TO EDUCATION

Vernor Muñoz Villalobos, UN Special Rapporteur on the Right to Education, stated in his speech that education is the area of convergence of all human rights. He congratulated EI on the theme of the congress -- “Educators - Joining Together for Quality Education and Social Justice” -- and highlighted the slow progress governments are making in achieving the goal of Education for All. He urged EI member organisations to continue their lobbying efforts on this issue, and stated: “The fact that school fees are still charged in more than 70 countries shows that education continues to be considered as a cost rather than as a right. This transfers, in practice, the responsibility from the state to the family. It is hence not surprising that teachers are regarded in many countries as components of a low-cost production, resulting in their low wages and poor working conditions.” He also added that, in accordance with the most optimistic estimates, it will take ten more years after 2015 to get 47 million children into school and, judging by the current state of progress, 47 countries will not achieve the objective of universal primary education until the middle of next century. In relation to gender discrimination, Mr. Muñoz Villalobos explained that in these 47 countries, 75% of children have mothers who themselves did not receive an education, emphasizing that inequality is not a mechanical consequence of poverty, as the same phenomenon has also been documented in North America and Europe. “Persistent inequalities and significant barriers for women in the access to education affect the education of all children and their future opportunities in life,” underlined Mr. Muñoz Villalobos.

ELECTION OF EXECUTIVE BOARD - REGIONAL SEATS

The Chair of the Elections Committee, Lillemor Darinder, reported that there were 11 nominations for the EI Executive Board regional seats. According to EI’s Constitution and By-Laws, the distribution of these regional seats is designed to grant a number of two seats per region, with the gender requirement of one woman to be elected per region.

Lillemor Darinder explained that 4 regions complied with the requirements of the Constitution and By-Laws concerning the vacancies to be filled, and that there would be an election for the Asia-Pacific region. The following
candidates for their respective regions were therefore **DECLARED ELECTED**:

**AFRICA**
- Abdelaziz MOUNTASSIR (SNE-FDT Morocco)
- Salimata DOUMBIA (SNEPPCI, Côte d'Ivoire)

**LATIN AMERICA**
- Maria Teresa CABRERA ULLOA (ADP, Dominican Republic)
- Jorge PAVEZ URUTIA (CPC, Chile)

**NORTH AMERICA / CARIBBEAN**
- Edward McELROY (AFT, USA)
- Marilies RETTIG (CTF, Canada)

**EUROPE**
- Haldis HOLST (UEN, Norway)
- Branimir STRUKELJ (ESTUS, Slovenia)

The Chair of the Elections Committee explained that, regarding the election for the Asia Pacific region, all EI member organisations are entitled to vote for two candidates; otherwise, according to EI By-Law 13, the ballot would be considered invalid. The candidates for this region were the following:

- Yim Pheng LOK, NUTP, Malaysia
- Yasuo Morikoshi, JTU, Japan
- Ana Suhaenah SUPARNO, PGRI, Indonesia

The Elections Committee report was **ADOPTED unanimously**.

**REPORT ON INVESTIGATION INTO DUES STRUCTURE**

EI General Secretary Fred van Leeuwen introduced the debate on the Report of investigation into dues structure. He explained that a new system had been investigated which would be simpler than the one in use at present. The new system would be based on a calculation of membership dues in 13 different bands for countries with a GNI lower than 16,000 USD, and a standard dues rate for organisations in countries with a GNI of 16,000 USD and higher. However, the EI Executive Board, in its meeting on 20th July 2007, had finally decided not to put the motion on this new system forward for approval of the Congress, due to reasonable doubts about whether the new system would be fairer and more equitable than the current one.

Fred van Leeuwen reminded delegates that in the past, the Executive Board had considered basing the membership dues on teachers' salaries, but that this approach had proven to have major problems. The second World Congress held in Washington in 1998 decided that there were compelling reasons to base the system on a per capita rate and an assessment of the wealth of the country using GNI/GDP. This is the system used at present.

The EI General Secretary added that the indicators to determine membership dues are currently open to challenge; however, there is general agreement on the fact that the indicator of per capita rate linked to the country GNI provides the best tool to distinguish between income levels.

The EI General Secretary clarified that the Executive Board thus does not recommend changing the dues structure at this time, but to continue investigating a new and more equitable system than the one presented in the motion. Meanwhile, the current system would continue to be used to determine the membership dues.

Finally, Fred van Leeuwen explained that the task of investigating a new system could be performed by the Committee proposed by AOb, the Netherlands, in resolution 5.01.

Some members made interventions on this report:
• Walter Dresscher (AOB, The Netherlands) explained that the major motivation behind proposing a committee as outlined in resolution 5.01 was not the proposal for a new dues structure, but the proposal to be discussed later in the Congress for a 15% increase in the membership dues in 3 years. He added that the role of this new committee proposed by his union would be to clarify the financial documents presented to the Congress, providing greater transparency as to how finances and budget are used in the implementation of actions and policies. Finally, Walter Dresscher suggested that this committee should be independent from the Executive Board.

• Angelo Gavrielatos (AEU, Australia) encouraged the Executive Board to continue the work on investigating a new dues structure, stating that the current system gives advantages to the most advantaged, and discriminates against the poor.

• Mike Thiruman (STU, Singapore) congratulated the Executive Board for not supporting the bands structure and urged this body to find a more equitable system.

Fred van Leeuwen responded to the interventions, clarifying that if motion 5.01 was approved, the committee that would be created would not be fully independent from the Executive Board, but nominated by this body and partly composed of Executive Board members and partly by representatives from other member organisations. Finally, he endorsed the committee’s tasks as explained by Walter Dresscher in his intervention.

☑ The resolution 5.01, submitted by AOB, The Netherlands, and seconded by NEA, the United States, was carried.

RESOLUTIONS

The President invited the Chair of the Resolutions Committee, Susan Hopgood, to outline the procedure for the discussion and adoption of resolutions. She informed Congress that the committee had received six urgent resolutions and each of these had been accepted as meeting the requirements for urgent resolutions. She also informed Congress that the other resolutions and amendments which had reached the EI secretariat in time, according to the EI constitution and by-laws, had been accepted. These were presented in the resolutions booklet. She explained that a number of resolutions on related topics were in the process of being combined by the movers of these resolutions upon request from the Resolutions Committee.

She explained that the discussions would begin with resolution 1.01 and 1.04, after which the Resolutions Committee would return with further details on the order of the discussions.

Resolution on the strategic role of educators

Resolution 1.01 was moved by EI Executive Board member Salimata Doumbia on behalf of the Executive Board and seconded by Eva-Lis Preisz.

The motion was introduced by Salimata Doumbia, on behalf of Executive Board.

• Amendment 1, moved by FNEC-FPFO, France, was dropped as the mover was not present to move the amendment.

• Amendment 2, adding a new paragraph aimed at stressing the importance of a high status for teachers, was moved and introduced by FNEC-FPFO, France, and seconded by ANPROTED, Dominican Republic. Amendment 2 was accepted.

• Amendment 3, adding a new paragraph recognising other school employees as educators, was moved and introduced by CNTE, Brazil, and seconded by NZEI Te Riu Roa, New Zealand. Amendment 3 was accepted.

• Amendment 4, adding the words “free public” in between the words “high quality” and “education”, was moved and introduced by SNES-FSU, France, and seconded by AEU, Australia. Amendment 4 was accepted unanimously.

• Amendment 5, adding a new paragraph affirming the importance of professional and academic freedom for teachers, was moved and introduced by FNEC-FPFO, France, and seconded by CNTE, Brazil. Raquel Felau Guisoni (CNTE, Brazil) spoke in support of the amendment, while Elaine MacNeil (CTF, Canada) made an intervention to oppose the amendment in highlighting that the words ‘independent’ from any ‘religious influence’ pose difficulties for unions representing teachers in Catholic schools. Amendment 5 was accepted by majority.
• Amendment 6, adding a new paragraph for the same reasons as amendment 3, was moved and introduced by CNTE, Brazil, and seconded by NZEI Te Riu Roa, New Zealand. The seconder spoke in support of the amendment. Amendment 6 was accepted.

• Amendment 7, replacing paragraph 14 with new text aimed at giving stronger wording to the need for decent salaries and working conditions, was moved and introduced by SNES-FSU, France, and seconded by FLC-CGIL, Italy. Amendment 7 was accepted.

The debate on the resolutions was continued later in the Congress.

ADDRESS BY GAUDEN GALEA, COORDINATOR HEALTH PROMOTION, WORLD HEALTH ORGANISATION

In his address, Mr. Gauden Galea expressed how extremely delighted the WHO was to be collaborating with EI in the field of health education. Since 1994, EI has been working in close cooperation with the WHO in the field of health education and more specifically on HIV/AIDS prevention. Joined by the Education Development Center, Inc. (EDC), EI and WHO work with EI affiliates to prevent the further spread of the disease. This partnership led to the launch in 2001 of the EI/WHO/EDC Teacher Training Programme on HIV/AIDS prevention in schools. To date more than 160,000 teachers have been trained on HIV/AIDS prevention. Mr. Galea emphasised that although it is not possible to give exact figures of how many lives have been saved, it is certain that teachers have prevented infections and deaths. Mr. Galea moreover underlined the importance of developing overlapping responses to achieving Education for All and increasing health literacy.

In conclusion, Mr. Galea shared his hope that – building on the achievements already made in the EI/WHO/EDC collaboration – we can move towards greater solidarity in the future and jointly overcome the challenges of the pandemic.

Session 4: DAY 3 – Tuesday 24 July – afternoon

REPORT OF THE ELECTIONS COMMITTEE ON THE EXECUTIVE BOARD - REGIONAL SEATS

The Chair of the Elections Committee, Lillemor Darinder, reported the results of the elections for the Executive Board regional seats of the Asia-Pacific region. Out of the total 241 ballots, 3 were invalid and 238 valid. The results were as follows:

- Yim Pheng LOK, NUTP, Malaysia: 1611 votes
- Yasuo MORIKOSHI, JTU, Japan: 1726 votes
- Ana Suhaenah SUPARNO, PGRI, Indonesia: 411 votes

Yasuo MORIKOSHI (JTU, Japan) and Yim Pheng LOK (NUTP, Malaysia) were therefore declared the elected members of the EI Executive Board for the Asia-Pacific region.

PRESENTATION OF THE 2007 BAROMETER OF HUMAN AND TRADE UNION RIGHTS BY EI PRESIDENT, THULAS NXESI

The EI President introduced the 2007 edition of the EI Barometer of Human and Trade Union Rights, written by Sheena Hanley, former President of the Canadian Teachers’ Federation and former Deputy General Secretary of EI. The Barometer provides the most comprehensive evaluation yet of the quality of education and the respect for human and trade union rights in all countries recognized by the United Nations. In addition to examining early childhood, primary, secondary and higher education, it explores issues of academic freedom, gender equality, refugee and minority children, and child labour. It also includes analysis of criteria never before included, such as services to students with special needs, services to refugee children, and others. The Barometer is published on CD and on the
EI web portal. That way, the country reports can be updated to reflect changing circumstances in education and trade union rights. Using the Barometer data base, unionists will be able to track changes over time and conduct comparative analyses to inform policy development, critique governmental directions, etc.

RESOLUTIONS (cont.)

Resolution on the strategic role of educators (cont.)

- Amendment 8, moved and introduced by CSQ/Canada and seconded by FNEEQ/Canada, supported the replacement of paragraph 17 encouraging educators in achieving quality education for all children - including children with special needs and in remote rural areas - but deleting any reference to performance related pay or any performance based system. The amendment was accepted.

Amendment 9 lapsed as a result of the adoption of amendment 8

- Amendment 10, moved and introduced by FNEC-FPFO/France and seconded by SNCTAA/Spain, was complementing amendment 6 on employment conditions and financing with public funds. Amendment 10 was accepted unanimously.

- Amendment 11, moved and introduced by CNTE/Brazil and seconded by FE.CC.OO/Spain, supported the professional recognition, career structure and initial and continuing vocational training of all educators working in schools (including teaching assistants). Amendment 11 was accepted by a majority vote.

- Amendment 12, moved and introduced by FNEC-FPFO/France and seconded by CNTE/Brazil, called upon EI member organisations to intervene in the educational reforms at national level, based on the 1966 Joint ILO/ UNESCO Recommendation concerning the Status of Teachers. Amendment 12 was accepted by a large majority.

- The editorial amendment 13, moved and introduced by CSQ/Canada and seconded by FNEEQ/Canada, suggested to strengthen the role of teacher unions at international level by replacing the wording "present these demands" with "vigorously lobby". Amendment 13 was carried.

- Amendment 14, moved and introduced by FNEC-FPFO/France and seconded by SNCTAA/Burkina Faso, highlighted the role of teacher unions at national level in relation to the fight for better working conditions of education personnel. Amendment 14 was accepted.

Interventions were made in support of the resolution by Ingunn Alver (UEN, Norway), Jaime Freitas (FNE, Portugal), Randi Weingarten (AFT, USA), Colin Greene (A&BUT, Antigua and Barbuda), Jean Marie Maillard (SNES, France) and Heung-Soon Cho (KFTA, Korea).

One intervention was made against the resolution by Evert de Jong (CNV-Onderwijs, The Netherlands). His union would vote against the resolution due to the fact that amendment 5, stating that “teaching is independent from any political, economic, ideological or religious influence,” had been carried.

The amended resolution was CARRIED BY A LARGE MAJORITY.

Resolution on fixed-term higher education teaching personnel

Resolution 1.04 on fixed-term higher education teaching personnel was moved by CAUT, Canada, and seconded by DM, Denmark.
The motion affirmed the importance of protecting academic freedom and the rights of all higher education teaching personnel, opposed exploitation of fixed-term higher education teaching personnel and called on EI member organisations to secure the working conditions of these teachers.

- The editorial amendment 1, submitted by SNES-FSU/France and seconded by FLC-CGIL/Italy, intended to rephrase paragraph 5 under heading A regarding equal treatment of all teaching personnel, including women and members of minority groups, whose employment should be actively encouraged. The amendment was carried by a large majority.

- Amendment 2, submitted by SNES-FSU/France and seconded by UCU/UK, supported the idea of a single trade union, wherever possible, defending the rights of both permanent and fixed term staff. FNEEQ/Canada spoke against the amendment, stating that the debate should not focus on trade union structures or ways of organising but rather stress that all teacher unions should work for the same objectives. The amendment was carried.

Interventions were made in support of the resolution by Bill Scheuerman (AFT, USA), Ingrid Stage (DM, Denmark), Carolyn Allport (NTEU, Australia), Cécile Sabourin (FQPPU, Canada) and Brian Everett (UCU, UK).

The resolution as amended was carried by a large majority.

2nd REPORT OF THE RESOLUTIONS COMMITTEE

The Chair of the Resolutions Committee, Susan Hopgood, explained the new numbering of composite resolutions:

- Resolution on higher education and research as public service. Composite resolution 7.01, replacing resolutions 3.03, 3.05, 3.06, 3.09 and 3.13.

- Resolution on gender and pay equity. Composite resolution 7.02, replacing resolutions 1.02 and 1.03.

- Resolution on international migration. Composite resolution 7.03, replacing resolutions 3.02 and 3.04.

- Resolution in solidarity with Iraqi workers. Composite resolution 7.04, replacing resolutions 2.02 and 4.07 and incorporating an urgent resolution from NEA, USA).

- Resolution on quality education: present and future. New resolution 3.01, including the old one and the amendments proposed. It had been re-worked in cooperation with the Executive Board and the movers of the different amendments.

ADDRESS BY DEPUTY ASSISTANT DIRECTOR GENERAL, EDUCATION PROGRAMME MANAGEMENT, UNESCO – ANA LUIZA MACHADO

On behalf of UNESCO, Ana Luiza Machado highlighted in her speech how important the alliance between EI and UNESCO is for numerous areas of the work of UNESCO. She outlined the mandate given to UNESCO in leading the work towards Education for All, and emphasised the crucial importance of teachers for achieving the EFA goals as well as the important role EI plays as a member of the Editorial Board of UNESCO’s EFA Global Monitoring Report, a publication which provides a yearly assessment of the EFA process. She moreover highlighted the role EI plays in promoting the 1997 UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel.
DAY 4
Session 5: DAY 4 – Wednesday 25 July – morning

Day 4 of the Congress opened with a short statement of the EI General Secretary to announce that the previous day a meeting of francophone EI affiliates had taken place, which marked 20 years of collaboration in the organisation CSFEF, initiated on 30th August 1987 in Quebec. The General Secretary commended the francophone affiliates for their achievements and asked the delegates to stand up to be applauded by the Congress.

CONSTITUTIONAL AMENDMENTS

The amendments to the Constitution and By-Laws of EI proposed by the Executive Board were introduced by Susan Hopgood, Chair of the Constitution and By-Laws Committee.

Amendment (1) to the Constitution article 3c, an amendment proposing the replacement of the reference to the old organisation ICFTU by a reference to the new ITUC, was moved by Susan Hopgood on behalf of the Executive Board and seconded by Executive Board member Branimir Strukelj.

Amendment to article 3c was CARRIED UNANIMOUSLY.

Amendment (2) to the Constitution article 9j and consequential amendments to By-Laws article 2c and 25b, dealing with the reduction of the frequency of World Congresses from 3 to 4 years, was moved by Susan Hopgood on behalf of the Executive Board and seconded by the Executive Board member Grahame McCulloch.

According to the Executive Board, holding the Congress every 4 years instead of every 3 would allow the organisation to save money, to better implement the priorities set out in the programme, and to concentrate the action more at regional and national levels in potentially allowing for 2 regional meetings to be held between each Congress.

Several interventions were made against this amendment:
• Jim Dorney (TUI, Ireland), Roger Ferrari (SNES, France) and Bibekananda Dash (AIFTO, India) considered that holding the Congress every four years would be to the detriment of the democracy of the organisation, as it would concentrate more of the power at the level of the EI management and Executive Board.
• Frank Bruseker (CTF, Canada) opposed the amendment adducing that organising the Congress every four years would extend the mandate of the Executive Board members from 9 to 12 years, which would be excessively long.

One intervention was made to postpone the decision, by Hugo Yasky (CTERA, Argentina), arguing that a more concrete plan of what is going to be done at regional level would be needed before taking the appropriate decision.

Several interventions were made in support of the amendment:
• Japtha Radibe (BTU, Botswana), Edward McElroy (AFT, USA), Grahame McCulloch (Executive Board member and NTEU/Australia) and Jörgen Lindholm (Lärarförbundet, Sweden) - speaking on behalf of all Swedish unions - supported this amendment, arguing that EI management and Secretariat would have more time to strengthen the regional offices and help the regions to implement their programme.
• Helen Kelly (AUS, New Zealand) spoke on behalf of all unions in her country, subscribing to the argumentation that the reduction of the congress frequency would save around 2 million € for implementation of regional programmes.
• Juçara Dutra Vieira (Executive Board member and member of CNTE, Brazil) explained that holding two regional conferences every two years would be a way of democratisation, as many more delegates from the regions participate in these conferences than in the World Congress. Mamadou Diop “Castro” (UDEN, Senegal) added to this that increased financial support would also be needed for assisted delegates in these regional conferences.
• Ahmed Mohammed Nasser Al-Rbahti (YTS, Yemen) supported the amendment, but proposed that a ‘Council meeting’ should be organised every two years.

Reg Weaver (EI Vice-President and member of NEA, USA) requested a vote by organisation, instead of by delegate. This proposal was seconded by AFT (USA), FECCOO (Spain), UEN (Norway), GEW (Germany), Lärarförbundet (Sweden), FETRAE (Venezuela), OAJ (Finland), PDSZ (Hungary), NUT (UK), CEA (Argentina), KNUT (Kenya), and UNSA Education (France).
The result of the vote was as follows: Eligible to vote: 2062; turnout: 1754, i.e. 85% voter turnout. Votes in favor: 1503. Votes against: 240. Abstentions: 11, i.e. 72.89% in favor.

The amendment to article 9j and consequential amendments to By-Laws article 2c and 25b were thus CARRIED.

The Chair of the Constitutional Committee, Susan Hopgood, announced the withdrawal of amendments (3), (5) and (6) by SADTU (RSA), and that the same union proposed to postpone the discussion and voting on amendment (4) submitted by DLF after the voting on Amendment (2).

Amendment (7), moved by SADTU (RSA) and seconded by SNES (France), aimed at reducing the powers of the Committee of Experts on membership. Before putting forward this amendment to the congress, SADTU asked for clarification on the role that By-Laws 2 (g) and (h) confer to this Committee. Susan Hopgood, on behalf of the Executive Board, clearly explained that the decision taken by this committee was advisory, not mandatory, and that the final decision on the acceptance of a union for membership always lies with the Executive Board. After this clarification, SADTU asked to keep this interpretation in the congress records. The amendment was withdrawn in the light of the interpretation.

Amendment (8) to the By-Laws article 8c, moved by Susan Hopgood on behalf of the Executive Board and seconded by the Executive Board member Ed McElroy, dealt with reducing the length of time speakers are permitted to three minutes. The amendment was carried by a large majority.

Amendment (9) to the By-Laws article 19(v) was moved by Susan Hopgood on behalf of the Executive Board and seconded by Abdelaziz Mountassir, member of the Executive Board. This amendment proposed that members of the Executive Board who are not elected members of their region’s governing structures shall be ex-officio members of the structures without voting rights. The amendment was carried.

Amendment (10) to the By-Laws article 29, was moved by Susan Hopgood on behalf of the Executive Board and seconded by Alain Pelissier, Executive Board member. This amendment aimed at extending the funding out of the Solidarity Fund from exclusively emergency actions to development cooperation actions. Roger Ferrari (SNES, France) opposed this amendment arguing that development cooperation work should be carried as until present: 0.7% of EI funds allocated to development cooperation and the rest by member organisations themselves. The amendment was carried.

The discussion on the constitutional amendments was continued later in the congress.

ADDRESS BY SYLVIA BORREN, EXECUTIVE DIRECTOR OF OXFAM-NOVIB

In her speech to the EI Congress, Sylvia Borren, Executive Director of Oxfam-Novib, announced two projects that Oxfam and EI are instigating to contribute towards the achievement of the Millennium Development Goals.

The first is a pilot plan to train teachers. An estimated 18 million more trained teachers are needed by 2015 in order to achieve the Millennium Development Goals – “a capacity far beyond the present training colleges.” The pilot project would go some way to addressing this shortfall and enable teachers to “reconquer our profession,” in the words of EI General Secretary Fred van Leeuwen.

Borren also encouraged participation in the performance of the Poverty Requiem in schools around the world on 5th October – World Teachers’ Day – and 17th October as part of the global day of action of the Global Call to Action Against Poverty (GCAP). The Poverty Requiem, co-composed by Borren and Peter Maissan, was performed during the opening ceremony of EI’s World Congress on 22nd July.

RESOLUTIONS (cont.)

The chair of the Resolutions Committee, Vice-President Susan Hopgood, informed the Congress about further discussion on the resolutions.

She informed Congress that in the Spanish version of the booklet, two resolutions were wrongly numbered (4.01. and 4.04. should be 3.01 and 3.04). She moreover informed that in the English version, a sentence was missing in
resolution 6.05 and read out the relevant sentence. In the new print of resolution 3.10, the movers had agreed to an editorial amendment to read “persons from linguistic minority groups.”

**Urgent resolution on trade union rights violations in Ethiopia**

Resolution 6.01 was moved by AOb, Netherlands and seconded by the NUT, UK.

Walter Dresscher (AOb, the Netherlands) introduced the motion, and Baljeet Ghale (NUT, UK) spoke as seconder of the resolution.

Interventions were made in support of the resolution by Gemoraw Kassa (ETA, Ethiopia), Eric Dita (BOSETU, Botswana) and Issa Kassoum (SNEN, Niger).

Resolution 6.01 was carried unanimously.

**PRESENTATION OF EI POSTCARD CAMPAIGN: ‘SET THEM FREE’**

The President, Thulas Nxesi, presented the EI campaign in opposition to violations of trade union rights. During this Congress, EI launched a campaign that set out to mail postcards with the words “Set them free,” as a small action in support of colleagues who are oppressed because of exercising their trade union and human rights. The postcards were dedicated to the following:

- **Japhta Radibe**, President of the Botswana Teachers’ Union. Forcibly “retired” from the teaching profession at age 46.
- **March of Iranian Teachers** in May 2007.
- **Joviel Acevedo Ayala**, General Secretary of STEG, Guatemala.

**ELECTION OF EI EXECUTIVE BOARD – OPEN SEATS**

Lillemor Darinder, Chairperson of the Elections Committee, announced the following election results. The nine candidates who received the highest number of votes (above the line) were declared elected.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Organization</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva-Lis Preisz</td>
<td>Lärarförbundet – Sweden</td>
<td>1784</td>
</tr>
<tr>
<td>S Eswaran</td>
<td>AIPFT – India</td>
<td>1756</td>
</tr>
<tr>
<td>Teopista Birungi Mayanja</td>
<td>UNATU – Uganda</td>
<td>1749</td>
</tr>
<tr>
<td>Grahame McCulloch</td>
<td>NTEU – Australia</td>
<td>1728</td>
</tr>
<tr>
<td>Alain Pelissier</td>
<td>CSQ – Canada</td>
<td>1724</td>
</tr>
<tr>
<td>Jerry Bartlett</td>
<td>NASUWT – United Kingdom</td>
<td>1701</td>
</tr>
<tr>
<td>José Antonio Zepeda López</td>
<td>CGTEN-ANDEN – Nicaragua</td>
<td>1503</td>
</tr>
<tr>
<td>Ulrich Thöne</td>
<td>GEW – Germany</td>
<td>1257</td>
</tr>
<tr>
<td>José Campos Trujillo</td>
<td>FE.CC.OO – Spain</td>
<td>1217</td>
</tr>
<tr>
<td>Clyde Permell</td>
<td>TTUTA, Trinidad and Tobago</td>
<td>1103</td>
</tr>
<tr>
<td>Henry Hendricks</td>
<td>NAPTOSA – South Africa</td>
<td>506</td>
</tr>
</tbody>
</table>
RESOLUTIONS (cont.)

Urgent resolution on the Australian government’s incursion into aboriginal communities

Resolution 6.02 was moved by AEU, Australia, and seconded by NTEU, Australia. Darcel Russell (AEU, Australia) presented the motion and Carolyn Allport (NTEU, Australia) spoke as seconder.

Interventions in support of the resolution were made by Lynne Rolley (IEU, Australia), Fiona Matapo (NZEI, New Zealand), Jan Gladish (CTF, Canada) and Wayne Costelloe (AEU, Australia).

Resolution 6.02 was carried unanimously.

The debate on the resolutions was continued later in the Congress.

Session 6: DAY 4 – Wednesday 25 July – afternoon

ANNOUNCEMENT OF WORLD TEACHERS DAY

World Teachers’ day 2007 was officially launched at the Congress by the EI President, who highlighted that the day, which marks the signing of the UNESCO-ILO Recommendation on the Status of Education Personnel in 1966, is now an important lobbying day for educators around the world to make governments put in place the terms laid down in the document.

“In 2007 EI and its affiliates want to make clear that better working conditions for teachers mean better learning conditions for learners. We demand a decent working environment, living wages, equal pay and equal rights for women, initial and ongoing professional development, involvement in policy-making and last but not least collective bargaining to defend and enhance teachers’ rights,” said Nxesi.

CONSTITUTIONAL AMENDMENTS (cont.)

Amendment (4) to the Constitution article 10d, moved by DLF (Denmark) and seconded by GL (Denmark). This amendment aimed at reducing the number of terms of re-election of Executive Board members. Up until now Board members could be re-elected twice, meaning the maximum number of years they could serve in the same position was 9. Because delegates had already voted to reduce the frequency of Congress, the possibility of re-election in article 10d of EI Constitution extends this period from 9 to 12 years. For this reason, DLF was proposing to reduce...
the re-election possibility to one time, which would entail 8 years as the maximum mandate for an Executive Board member to serve on the same position.

Interventions were made in support of this amendment by Gabriella Giorgetti (CGIL, Italy) - on behalf of all Italian unions - and Davidson Kuyateh (SLTU, Sierra Leone), aducing it ensured democracy within the organisation.

Interventions were made against this amendment by Sören Holm (Lärarförbundet, Sweden) and Jim Dougherty (AFT, USA), arguing that 8 years is not enough time to ensure policy continuity. On behalf of the Executive Board, Susan Hopgood made an intervention to recommend the Congress oppose the amendment arguing that experience and continuity of the members serving on the Executive Board were essential for the Board to direct the affairs between Congresses in an adequate manner.

Michel Van Uytfanghe (COC, Belgium) proposed to vote by organisation. This proposal was seconded by COV (Belgium), Lärarförbundet (Sweden), CNV-Onderwijs (The Netherlands), SNETAA (France), NAPTOSA (South Africa), AFT (USA), NANTU (Namibia) and CTF (Canada). More organisations had to second the proposal, as the ones previously mentioned did not account for 1/5 (20%) of the total of votes. The proposal was thus seconded also by SADTU (South Africa), VBE (Germany), GÖD (Austria), AOb (The Netherlands), NEA (USA), ALMA MATER (Romania) and LR (Sweden).

The result of the vote was as follows: Eligible votes: 2054; turnout 1455 (i.e. 60%).


The amendment to the Constitution article 10d was DEFEATED.

PROGRAMME AND BUDGET 2008-2011

EI General Secretary Fred van Leeuwen introduced the debate on the proposed Programme and Budget for 2008-2011. He stressed that the decision to change the cycle of frequency of Congresses made it possible to allocate more resources to the regions and to step up development work in the Middle East, North Africa and Central Asia. He highlighted that, for the regions, the programme provides for two regional conferences between Congresses, as well as workshops and other tools. On the proposed dues increase, he underlined that the increase was intended to enable EI to maintain current staffing expenses and the expected rise in inflation, while the extended activities were to be financed by resources released through the change in the frequency of the World Congress.

Some members made interventions concerning the proposed increase in the membership dues.

Jean Marie Maillard (SNES, France) opposed the motion, arguing for a rationalisation of expenses rather than a dues increase. Walter Dresscher (AOb, Netherlands) also spoke against the proposed increase of dues in recalling the limited resources of many affiliates.

Nat LaCour (AFT, United States) and Sue Rogers (the NASUWT, UK) spoke in support of the dues increase, arguing that the increase is needed for EI to continue to meet the challenges faced.

Lok Yim Pheng (NUTP, Malaysia), Marcellino Nerkust (KOB, Suriname) and Wilgo Valies (BvL, Suriname) each made interventions in support of the programme, though calling on the Executive Board to give more attention to certain issues, i.e. girls’ access to education (KOB, Suriname), the fight for better salaries and combating the spread of HIV/AIDS (BvL, Suriname).

In responding to the debate, the General Secretary assured delegates that the Executive Board members are fully aware of how difficult it is for many affiliates to face an increase in membership fees. He reiterated that the increase is intended to account for inflation and thus avoid having to reduce activities or staffing levels.

The President proposed voting on the motion for the Programme and Budget 2008-2011 including the proposal for the dues increase. The motion was moved by EI Vice-President Patrick Gonthier, on behalf of the Executive Board, and seconded by EI Vice-President Reg Weaver.
The programme and Budget was ADOPTED.

The President secondly proposed voting on the motion (A) on the per capita dues rate 2008-2011. The motion was moved by EI Vice-President Patrick Gonthier, on behalf of the Executive Board, and seconded by EI Vice-President Reg Weaver.

The motion on the per capita dues rate 2008-2011 was ADOPTED.

RESOLUTIONS (Cont).

The Chair of the resolutions committee, Susan Hopgood, informed Congress of the order of the further discussion of the resolutions.

Resolution on joining together to build a more effective union movement

Resolution 2.01 was moved by Ed McElroy on behalf of the Executive Board and seconded by UNATU, Uganda. The motion was introduced by Ed McElroy.

Michel Van Uytfanghe (COC, Belgium) made an intervention to support the motion but said he wished he had been able to make an amendment specifying the need for respect for the different unions involved in cooperation between unions.

- Amendment 1, replacing a paragraph in order to stress the importance of including various categories of teachers in the union membership, was moved and introduced by Anne Kolehmainen (OAJ, Finland) and seconded by FUURT, Finland.
  
  An Intervention in support of the amendment was made by François Chaintron (FNEC-FP.FO, France). Amendment 1 was accepted.
  
  Amendment 2 and 3 lapsed as amendment 1 was accepted.

- Amendment 4, adding the word “representative” between “free” and “trade unions”, was moved and introduced by SNES-FSU, France, and seconded by SENA, Gabon. Amendment 4 was accepted.

- Amendment 5, replacing the words “commits EI to help member organisations” with “invites” member organisation, was moved and introduced by SNEC-FP.FO, France and seconded by CSQ, Canada.

- In order to determine the vote, the President called the tellers to count the votes with the following result: 223 in favour, 199 against and 9 abstentions. Amendment 5 was thus accepted.

- Amendment 6, adding a sentence to highlight “quality public education for all and the return of value to our professions” at the end of paragraph 15, was moved and introduced by SNES-FSU, France and seconded by SNEP-FSU, France. Amendment 6 was accepted.

- Amendment 7 was withdrawn by the mover, Roger Ferrari (SNES-FSU, France).

- Amendment 8, redrafting a paragraph to use the wording ‘working together’ about unions rather than ‘bringing together’, was moved and introduced by UNSA Education, France, and seconded by SNES-FSU, France. Amendment 8 was accepted.

- Amendment 9 lapsed as amendment 8 was accepted.

- Amendment 10, adding the words “to act together in unity” between “education unions” and “to work”, was moved and introduced by SNES-FSU, France, and seconded by SNEP-FSU, France.

  Interventions were made by Helen Kelly (AUS, New Zealand) in opposition to the amendment on the grounds that the degree of detail of an amendment like amendment 10 is not appropriate for Congress plenary debates, and by Rafael Evaristo Santos Badia (ANPROTED, Dominican Republic) also in opposition to the amendment on the grounds that the current wording was sufficient for the fight for unity. An intervention in support of the amendment was made by François Chaintron (FNEC-FP.FO, France). Amendment 10 was defeated.

- Amendment 11, deleting paragraph 20 which calls on the Executive Board to encourage unions to work...
towards organisational unity at national and international levels, was moved and introduced by FNEC-FP-FO, France and seconded by SNETAA, France. Amendment 11 was defeated.

- Amendment 12, adding “in liaison with the affiliates” between the words “to develop” and “strategies”, was moved by SNES-FSU, France. Amendment 12 was defeated.

- Amendment 13, adding a new paragraph 24 on the support of the Executive Board to the self-determined aims of unions at national, regional and sub-regional levels, was moved and presented by SNES-FSU, France, and seconded by SNUIPP, France. Amendment 13 was defeated.

An intervention was made by the mover, Ed McEroy, AFT, United States, on behalf of the Executive Board, asking Congress to support the motion.

Resolution 2.01 as amended was carried.

Resolution on vocational education and training

Resolution 3.07 was moved by SNETAA, France and seconded by BLBS, Germany.

Knut Kraft (BLBS, Germany) introduced the motion, and Marjorie Alexandre (SNETAA, France) spoke as mover in support.

- Amendment 1, an editorial amendment, was moved and introduced by SNES-FSU, France, and seconded by FNEEQ-CSN, Canada. Amendment 1 was accepted.

- Amendment 2, an editorial amendment in order to carefully choose the wording when embarking on a new area and to highlight the importance of professional autonomy, was moved by FNEEQ, Canada and seconded by SNES-FSU, France.

An intervention was made by Helmut Skala (GÖD, Austria) in support of the amendment. Amendment 2 was accepted.

Amendment 3 lapsed as amendment 2 was accepted.

Amendment 4 was withdrawn by the mover, Jean Cohen, SNES-FSU, France.

- Amendment 5, an editorial amendment to stress the quality and transferability of VET, was moved and introduced by CSQ, Canada, and seconded by FNEEQ-CSN, Canada. Amendment 5 was accepted.

- Amendment 6, replacing point 5, paragraph (a) in order to strike a better balance between general job-related competences and a sound general education, was moved and introduced by FNEEQ Canada, and seconded by SNES-FSU, France. Amendment 6 was accepted.

- Amendment 7, adding a new paragraph on additional skills to be mastered, was moved and introduced by NEA, the United States, and seconded by FNEEQ-CSN, Canada. Amendment 7 was accepted.

- Amendment 8, adding a sentence on access to higher education for VET leavers, was moved by SNES-FSU, France, and seconded by FNEEQ-CSN, Canada.

An intervention was made by Jürgen Rainer (GÖD Austria) in support of the amendment. Amendment 8 was accepted.

Interventions in support of the motion were made by: Jean Trudelle (FNEEQ-CSN, Canada), Pat Forward (AEU, Australia), and by the seconder, Knut Kraft (BLBS, Germany).

Resolution 3.07 as amended was carried unanimously.

Resolution on the defence and development of public education

Resolution 3.08 was moved by FEP-CFDT, SGEN-CFDT, SNCS-FSU, SNEP-FSU, SNES-FSU, SNETAA-EIL, SNUipp-FSU, UNSA-Education, France, and seconded by FNE, Portugal.
The motion was introduced by Jean-Luc Villeneuve (SGEN-CFDT, France).

- Amendments 1-3, moved by AOb and CNV-Onderwijs, Netherlands, and seconded by COC, Belgium, were dealt with jointly. Trudy Kerperien (AOb, Netherlands), speaking also on behalf of CNV-Onderwijs, Netherlands, introduced the amendments.

  On amendment 1, the seconder Michel Van Uytfanghe (COC, Belgium) as well as Lynne Rolley (IEU, Australia) and James Ryan (CTF, Canada) spoke in support of the amendment.

  Amendment 1 was accepted.

  Amendment 2 was accepted.

  On Amendment 3, Réjean Parent (CSQ, Canada) spoke against the amendment on the grounds that the Congress should keep the resolution’s wording on public education in line with resolution 1.01.

  Amendment 3 was defeated.

Interventions were made in support of the motion by Sukkyu Kim (KTU, Korea), Jean Falardeau (CSQ, Canada), Carlos Chagas (SINDEP, Portugal) and by Evert de Jong (OCNV, Onderwijs) speaking also on behalf of AOb, Netherlands.

The resolution as amended was **carried unanimously**.

### EI AWARDS

A ceremony was held in the evening of the 25th July to pay tribute to the EI Awards recipients. **Raquel Castro** and **Samuel Morales**, two teacher trade union activists from Colombia, had been chosen as co-recipients of the Mary Hatwood Futrell Human & Trade Union Rights Award, and **Ernestine Akouavi Akakpo-Gbofu**, from Togo, received the EI Albert Shanker Education Award.
NEWLY ELECTED EXECUTIVE BOARD MEMBERS (2007 / F. Destree - EI)

DAY 5
Session 7: DAY 5 – Thursday 26 July – morning

RESOLUTIONS (Cont.)

Resolution on education in correctional settings

Resolution 3.10 was moved by AEU and NTEU, Australia, and seconded by CAUT, Canada.

The motion was introduced by Pat Forward, AEU, Australia.

Interventions in support of the motion were made by Tangi Tipene (ASTE, New Zealand) and Linda Newman (UCU, UK).

The resolution was carried unanimously.

Resolution on the place of religion in schools

Resolution 3.11 was moved by FEP-CFDT, SGEN-CFDT, SNCS-FSU, SNEP-FSU, SNES-FSU, SNETAA-EIL, SNUipp-FSU, UNSA-Education, France, and seconded by SER, Switzerland.

The motion was introduced by Dominique Giannotti, SNES-FSU, on behalf of the eight unions moving the motion.

- Amendment 1, replacing paragraph 2 with a wording aimed at providing a more balanced view, i.e. replacing “school” with “school curriculum” and “religion” with “many religious believers”, was moved and presented by GÖD, Austria and seconded by VBE, Germany.
  - Amendment 1 was accepted.
  - Amendment 2 was withdrawn by the mover, GÖD, Austria, in order to support amendment 4.
  - Amendment 3 was withdrawn by the mover, VBE, Germany, in order to support amendment 4.
- Amendment 4, deleting the words “excluding all religious education”, was moved and introduced by OAJ, Finland, and seconded by FUURT, Finland.
  - Interventions on support of the amendment were made by Lynne Rolley (IEU Australia) and by Monika Konczyk (NSZZ-SKOiW, Poland) on behalf of Stefan Kubowitz (NSZZ-SKOiW, Poland). Amendment 4 was accepted.
- Amendment 5, replacing paragraph 11 on religion to be taught in schools with the aim of promoting tolerance and dialogue between different cultures, was moved and introduced by VBE, Germany and seconded by GÖD, Austria. Amendment 5 was defeated.
- Amendment 6, replacing paragraph 12 with a wording highlighting the growing influence of religious sects, was moved by GÖD, Austria, and seconded by VBE, Germany. Amendment 6 was defeated.

On the main motion, Samuel Rohrbach (SER, Switzerland), Diane Schalbrock (CSQ, Canada) and the mover Dominique Giannotti (SNES-FSU, France) spoke in support of the amended resolution. André Dumont (AOb, Netherlands) spoke on behalf of the two Dutch unions in opposition to the motion on the grounds that freedom of speech and freedom of teaching are fundamental rights. Elaine MacNeil (CTF, Canada) spoke against the motion on the grounds that EI affiliates were too divided on this issue and resolutions should be passed that unite affiliates rather than divide them. Helmut Skala (GÖD, Austria) also spoke against the resolution and asked the French unions to withdraw it.

The amended resolution was carried by a majority.

Resolution on the school principals and school leadership

Resolution 3.12 was moved by UNSA-Education, France and seconded by ASTE, New Zealand.
The motion was presented by Patrick Gonthier, UNSA Education, France.

Amendments 1-3 were withdrawn by the mover, SNES-FSU, France.

- Amendment 4, replacing the first two sentences of paragraph 7 in order to take into consideration that responsibility for school curricula may be devolved to regional level in some countries, was moved and introduced by NEA, the United States and seconded by AEU, Australia.

Amendment 4 was accepted.

The amended resolution was carried by a large majority.

Resolution on Quality education: present and future

The redrafted resolution 3.01 was moved by Eva-Lis Preisz on behalf of the Executive Board and seconded by Grahame McCulloch.

The motion was introduced by Eva-Lis Preisz, who explained that the redrafted version presented to the Congress had incorporated those amendments which the Executive Board had accepted. These included amendments from FNEC-FPFO, France, SNES-FSU, France, UNSA Education, France, and CSQ, Canada, all of whom had been consulted on the composite text and agreed to it, stated Eva-Lis Preisz.

Interventions in support of the motion, all highlighting the importance of its stance on PPPs, were made by Ted Murphy (NTEU, Australia), Jean Herve Cohen (SNES-FSU, France), Christian Payeur, (CSQ, Canada), Graham McCulloch (NTEU – Australia) and Jose Ricardo Nunes (FNE, Portugal).

Francois Chaintron (FNEC-FPFO, France) made an intervention to state that FNEC-FPFO agreed to the major part of the composite text, but still wanted to add a proposed amendment 11 on the launch of an EI campaign to explain the dangers of PPPs. Irene Lanzinger (CTF, Canada) made an intervention to highlight that the motion still was not strong enough in its stance against PPPs. Greg Allain (CAUT, Canada) highlighted that it was important that the proposed task force on PPPs also included a member from the post-secondary sector.

Francois Chaintron (FNEC-FPFO, France) made an intervention on a point of order to claim that amendment 11, which had not been accepted by the Executive Board in the composite text, was voted on separately.

The mover, Eva-Liz Preisz, on behalf of the Executive Board, made a reply stating that the Board was aware that not all delegates agreed on the proposed stance on PPPs, but that the composite text did meet most concerns. Regarding the request for a separate vote on amendment 11, the mover replied that the composite text on the table had been agreed by all organisations submitting amendments.

After an objection by Francois Chaintron (FNEC-FPFO, France) to this interpretation of the agreement on the composite text, the President decided that Congress should proceed to the vote on the main motion.

The composite resolution 3.01 was carried.

Resolution: “United for greater social justice”

Resolution 4.01 was moved by Jorge Pavez on behalf of the Executive Board and seconded by Jerry Bartlett.

The motion was introduced by Jorge Pavez, who informed that the Board could accept all the amendments proposed to the motion except amendments 10 and 14. The seconder, Jerry Bartlett, made an intervention to propose, on behalf of the mover and the seconder, that all amendments except numbers 10 and 14 should be voted on jointly.
This proposal was seconded by AEU, Australia.

Amendments 1-9 and 11-13 were accepted unanimously.

- Amendment 10, adding a paragraph on the right to equal social security protection for all teachers, independent of the type of school in which they serve, was moved and introduced by SNES-FSU, France, and seconded by SNUipp, France. Amendment 10 was accepted.

- Amendment 14, adding a new paragraph to mandate the Executive Board to carry out a campaign in cooperation with other Global Union Federations to combat harmful fiscal competition, was moved and introduced by CSQ, Canada, and seconded by CAUT, Canada.

Amendment 14 was accepted.

Interventions in support of the motion were made by Mario Negauera (FENPROF, Portugal), Réjean Parent (CSQ, Canada) and Jean-Louis Biot (UNSA Education, France). The seconder, Jerry Bartlett, replied in urging Congress to pass the motion unanimously.

The resolution as amended was carried unanimously.

**Resolution on EI centre on cultural diversity and second language learning**

Resolution 4.02 was moved by ACUET, Sri Lanka, and seconded by ASTE, New Zealand. The motion was introduced by Stanley Perera (ACUET, Sri Lanka).

An intervention was made against the resolution by EI Vice-President Patrick Gonthier, on behalf of the Executive Board, on the grounds that the costs of establishing the centre on cultural diversity proposed in the resolution had not been budgeted for in the adopted budget for 2008-2011.

The resolution was defeated.

**Resolution on defending the Federación Colombiana de Educadores (FECODE) and teachers persecuted for trade union activity**

Resolution 4.03 was moved by NASUWT, the United Kingdom, and seconded by CTERA, Argentina.

The motion was introduced by Jerry Bartlett, NASUWT, the United Kingdom.

An intervention in support of the motion was made by Julia Neal, ATL, United Kingdom.

The resolution was carried unanimously.

**Resolution on labor and human rights in China**

Resolution 4.04 was moved by AFT, the United States, and seconded by NEA, the United States.

The mover of the motion, Ed McElroy, AFT, United States, informed that AFT withdrew the motion.

**Resolution on cultural diversity**

Resolution 4.05 was moved by CSQ, Canada, and seconded by SNES-FSU, France.

The motion was introduced by Réjean Parent, CSQ, Canada, who informed that CSQ was ready to accept amendments 1-3.
• Amendments 1-3 were moved by SNES-FSU, France, and seconded by CSQ, Canada.
  Amendments 1-3 were accepted.
  Amendment 4 was withdrawn by the mover, Gitta Franke-Zöllmer, VBE, Germany.

The resolution as amended was carried by a large majority.

Resolution on peace and an end to violence

Resolution 4.06 was moved and seconded by FETE-UGT, Spain, and FE.CC.OO, Spain.

The motion was introduced by Carlos López, FETE-UGT, Spain.

• Amendment 1, adding a new paragraph on the need for a declaration of human obligations, was moved and introduced by VBE, Germany and seconded by NEA, United States.
  Amendment 1 was accepted.

The resolution as amended was carried.

Resolution on higher education and research as a public service.

The composite resolution 7.01. had been composed of resolutions 3.03, 3.05., 3.06., 3.09., 3.13.

The composite resolution was moved by DM, Denmark, UCU, United Kingdom, NTEU, Australia and SNCS, France.

The motion was introduced by Ingrid Stage (DM, Denmark).

Interventions in support of the motion were made by Ann Chadwick (NEA, United States) and Denis Jouan (SNCS, France). An intervention was furthermore made by Andreas Keller (GEW, Germany) who explained that GEW would have liked the motion to state more clearly that there should be no increase in tuition fees.

The resolution was carried by a large majority.

Resolution on gender and pay equity

The composite resolution 7.02 was composed of resolutions 1.02 and 1.03.

The composite resolution was moved by Marilies Rettig on behalf of the Executive Board and seconded by FETE-UGT and FE.CC.OO, Spain.

The motion was introduced by Marilies Rettig, who informed Congress that the movers had accepted the amendments from SNES-FSU, France.

• Amendments 1-3, moved by SNES-FSU, France, and seconded by Marilies Rettig on behalf of the Executive Board, were thus put to the vote jointly.
  Amendments 1-3 were accepted.

Interventions in support of the motion were made by Haldis Holst (UEN, Norway) and Carmen Vieites (FETE-UGT, Spain). Diane Charlebois (CSQ, Canada) made an intervention to state that CSQ had a reservation with regard to the French version as a promised editorial correction had not been made by the Resolutions Committee.

The President assured the delegate that the relevant correction would be made if agreed by the Resolutions Committee.

The resolution as amended was carried unanimously.
Resolution on international migration

The composite resolution 7.03 was moved by the Executive Board and seconded by FETE-UGT, Spain, and FE.CC.OO, Spain.

Resolution 7.03 was a composite of resolutions 3.02 and 3.04.

The motion was introduced by Marilies Rettig on behalf of the Executive Board, who informed that the movers were accepting the two amendments moved by UNSA Education, France, to former resolution 3.02.

• Amendments 1-2 were accepted.

The resolution was carried unanimously.

Resolution in solidarity with Iraqi workers

The composite resolution 7.04 was moved by AFT, the United States, and seconded by NEA, the United States, and NASUWT, the United Kingdom.

The resolution 7.04 was a composite of resolutions 2.02 and 4.07.

The motion was introduced by Richard Iannuzzi, AFT, United States.

François Chaintron (FNEC-FPFO, France) made an intervention stating that FNEC-FPFO agreed with the major parts of the motion, but that it should demand immediate withdrawal of occupation troops from Iraq, and for this reason FNEC-FPFO would vote against it.

Mohammed Hlaïem (SGEB, Tunisia) made an intervention to question whether it was appropriate that the motion refers to elections, when democracy at present is questionable in Iraq.

Roger Ferrari (SNES-FSU, France) made an intervention on behalf of Claudie Martens (SNES-FSU, France) against the motion on the grounds that it should have been kept in line with the EI resolutions on Education for Peace from 2004, which condems the invasion of Iraq and demands respect for the UN.

Interventions in support of the motion were made by Reg Weaver (NEA, the United States) and by the seconder, John Meyers (NASUWT, the United Kingdom). The latter informed Congress that NASUWT had some reservations on the use of the words “rapid and timely” in paragraph 8, but that these were reservations and he urged Congress to adopt the motion.

The resolution was carried by a large majority.

Urgent resolution on the Situation in Oaxaca, Mexico

The urgent resolution 6.03 was moved by CTERA, Argentina, and seconded by CNTE, Brazil.

The motion was introduced by Hugo Yasky, CTERA, Argentina.

• Three minor editorial amendments were proposed by Maria Narrows (AFT, United States) and seconded by Judith Moorhouse (NUT, the United Kingdom).

The amendments were accepted.

The resolution was carried unanimously.

Urgent resolution on the situation in Peru

The urgent resolution 6.04 was moved by CTERA, Argentina, and seconded by SITEK, Curaçao.

The motion was introduced by Hugo Yasky, CTERA, Argentina.

The resolution was carried unanimously.
Urgent resolution on the situation in the Higher Education system in France

The urgent resolution 6.05 was moved and seconded by FNEC-FP.FO, SNCS-FSU, SNEP-FSU, SNES-FSU, SNETAA, SNUipp-FSU, UNSA-Education, France.

The motion was introduced by Dominique Lasarre, UNSA Education, France.

The resolution was carried.

Urgent resolution on the situation in the Philippines

The urgent resolution 6.06 was moved by ACT, the Philippines, and seconded by TOPPS, the Philippines.

The motion was introduced by Dante Antonio Tinio, ACT, the Philippines, who informed Congress that there would be a minor editorial correction in the English text.

The resolution was carried unanimously.

CLOSING CEREMONY

The President took the floor to pay tribute to outgoing EI Officers and Board members. Abdulwahed Ibrahim Omar, Mary Hatwood Futrell, Rosario Avila de Dominguez and Colin Greene were thanked and given flowers and a gift as a token of appreciation for their outstanding contributions to the work of EI.

General Secretary Fred Van Leeuwen then paid tribute to two EI Deputy General Secretaries who will retire from EI before the next Congress: Gaston De la Haye and Elie Jouen. Both were thanked deeply for their longstanding commitment to the international teacher trade union movement and for the immeasurable contributions they have made.

EI President Thulas Nxesi then delivered the closing speech of the congress. Under the theme of “Educators - Joining Together for Quality Education and Social Justice,” the Congress has renewed its commitment to the Millennium Development Goals and especially that of Education for All by 2015, highlighted the President. He then gave a special mention to the urgent resolutions passed by Congress on a number of grave issues facing teachers and trade unionists in parts of the world. “At EI our work is continuously inspired by the spirit of those courageous colleagues who risk so much to defend their own rights and the rights of their students,” he said. In conclusion, he thanked all delegates for their efficiency and professionalism during the Congress and stated: “We will continue to teach for peace, to work for strong and stable public education systems to meet the needs of every child.”

The President then thanked the three German affiliates – GEW, VBE and BLBS – for their hospitality and assistance.

The President invited the newly elected Executive Board members to join him on the platform for a round of applause. Fred van Leeuwen then took the floor to thank the interpreters as well as the hotel staff. He then invited the full EI staff to come up to the platform and thanked them for making the 5th EI World Congress a very successful one.

The President closed the 5th EI World Congress at midday.
Delegates/Guests/Staff
ANNEX: Adopted Resolutions
Resolution on the Strategic role of Educators

The 5th World Congress of Education International (EI) meeting in Berlin, Germany, from 22 to 26 July 2007,

Context

1. **Affirms** that universal access to all levels of education, which has been recognised as an objective for the millennium, is a fundamental human right of all people throughout their lives and that the duty of public education is to meet this right.

2. **Affirms** that every person has the right to an education, appropriate to their needs, which enables them to achieve their fullest potential in life, taking into account their individual abilities;

3. **Recognises** that education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness;

4. **Recognises** the increasing complexity of social and intercultural relations in society in the context of extensive human migration and the effects of economic globalization, notes with concern that this migration has negative effects on women and children, and, that this complexity requires a reciprocal opening-up to others;

5. **Recognises** that the students of today (as the workers of tomorrow) require higher levels of education and more complex skills in a competitive global labour market dominated by rapid development of new technologies and demands for new and updated skills;

6. **Share** with teachers the concerns of parents and youth affected by the social and economic crisis. However, teachers are facing pressures from governments and employers who want to alter the nature of their responsibilities and statutory qualifications, imposing on them adjustments to the serious economic, social and cultural problems stemming from the globalisation of financial markets.

   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. Society needs quality education and thus, highly qualified teachers, to ensure social and economic development.

7. **Recognises** duly qualified school employees as being educators since the educational activity carried out in the school is increasingly complex and is not limited to the important activity of the class teacher but also comprises significant educational processes in other areas of school activities

Educators

8. **Emphasises** the central role of educators in the promotion of Education For All (EFA) and the provision of high free public quality education;

9. **Notes** the commitment, as caring professionals, of all of those working in education to providing high quality education services at all levels, and highlights the intrinsic value of the work they do;

10. **Affirms** the importance of professional and academic freedom for teachers, with the result that teaching is independent from any political, economic, ideological or religious influence, in order to preserve young peoples’ right to and democratic exercise of critical spirit and creativity.

11. **Notes** that the majority of teachers worldwide are women, except at the higher education level, and that the gender gap remains substantial in terms of salaries, status and opportunities for professional development and for advancement;

12. **Emphasises** that the responsibility of educators is to promote the development of the whole person, so as to enable everyone to become socially conscious and productive citizens, able to contribute to society in a caring, responsible and environmentally aware manner;

13. **Emphasises** that educators advocate for the provision of education services to citizens throughout their lives, and also participate in the provision of such comprehensive life-long learning;

14. **Underlines** that qualified school employees or teaching assistants play an essential role in the civic education of the student, through the process of interactive communication and through collective experience of the school environment, through their responsibility for the proper functioning of the school (laboratory and library maintenance), in their technical support for the teaching profession, in the formulation of an appropriate diet and in ensuring the safety of the school community.
Recruitment

15. **Notes** that today, according to the latest UN figures, there are 60 million teachers worldwide, and that the world will need to recruit and train over 18 million teachers to achieve, by the year 2015, the goal of universal primary education alone;

16. **Emphasizes** that teachers should be trained in and receive their credentials from a higher education institution or its equivalent, and thus be recognised as having the status of professionals by public authorities, parents and students;

17. **Notes** the teaching profession’s principled opposition to the growing recruitment of insufficiently qualified teachers, which constitutes an unfortunate trend resulting from poor choices made by governments, often in response to World Bank or IMF directives to cut public spending, and from the failure of governments to recruit and train qualified teachers in sufficient numbers to meet demand;

Action

18. **Demands** that in order to recruit and retain the best teachers, governments give priority to adequate salary, which must provide teachers with a reasonable standard of living for themselves and for their families, as well as the means of enhancing their professional qualifications by developing their knowledge and improving their cultural resources. Salary must be paid regularly, and be for a single workload; the accumulation of overtime, not to say working double hours, to compensate low pay is a major obstacle to the development of quality education. Governments must also focus on providing attractive working conditions including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new teachers, such as mentoring programs. This is especially critical in a context where globalisation is opening up new employment opportunities for young people, often with higher financial compensation than is available through a career in teaching.

19. **Demands** that all education unions be enabled to negotiate collectively all of their terms and conditions of employment through collective bargaining systems in which the educators’ interests may be represented by their union; and, demands further that individualised salaries for educators which are fixed unilaterally by the employer without such negotiations be abolished;

20. **Opposes** performance-related pay systems for educators which are frequently based on evaluations of students’ performance alone or factors outside of the educator’s control.

21. **Supports** the introduction of specific measures aimed at, e.g., encouraging educators to work in schools with special needs or in isolated rural areas or to undertake further studies or retraining.

22. **Demands** fair pay for all educators and the elimination of any form of discrimination regarding working conditions or barriers to access to further education, continuous in-service training, and to positions of responsibility;

23. **Recalls**, furthermore, that the supply of teachers depends not only on the number of publicly financed teaching posts, but also on the attractiveness of teaching posts, which determines the number and quality of applicants and the ability to retain teachers in the posts concerned.

24. **Demands** that all governments pursue a policy to improve the position of duly qualified teaching assistants through pay incentives, professional recognition, career structure and initial and continuing vocational training in the various areas of their activity. Such a policy must be formulated in conjunction with trade unions in the development of civic education.

Therefore, the 5th World Congress:

25. **Requests** member organisations to continue their reflection on the reforms to be implemented in order to turn the public education system into a school of achievement that guarantees, on the one hand, the pedagogical freedom of the teacher in conformity with the 1966 Joint ILO/UNESCO Recommendation and, on the other hand, the rights of young people and adults to genuine initial and further training.

26. **Mandates** the EI Executive Board to vigorously lobby – on the basis of the foregoing demands – the appropriate intergovernmental bodies including UNESCO, UNICEF, ILO, OECD, the World Bank, IMF, and to publicise these demands worldwide and to provide regular reports to member organisations on progress towards achievement of these demands;
27. **Invites** EI member organizations to include these demands in their own policy platforms and collective bargaining goals, and to engage the necessary consultations with their governments so that efforts are made at national level in order to give education personnel proper recognition and to improve their moral and material situation;

28. **Insists** that these demands be taken into account in the planning and implementation of development cooperation programmes by EI and its member organizations and by national governments and agencies.

**Resolution on fixed-term higher education teaching personnel**

The Fifth World Congress of Education International meeting in Berlin, Germany from 22 to 26 July, 2007:

**A. Affirms:**

1. the importance of promoting and protecting the rights and freedoms of all higher education teaching personnel as defined in the 1997 UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel;

2. that excellence in higher education rests upon ironclad guarantees of academic freedom, which includes the right of higher education teaching personnel to engage in teaching, research and scholarship without interference;

3. that academic freedom is assured by the secure and continuing appointment of higher education teaching personnel through the provision of tenure or its functional equivalent;

4. that all higher education teaching personnel must have the unfettered right to organize and the right to full and free collective bargaining;

5. That all personnel with academic qualifications and the necessary experience should be guaranteed equal treatment and that employment of women and minority groups in higher education should be actively encouraged.

6. that all higher education teaching personnel must have the right and opportunity, without discrimination of any kind, to take part in the governing bodies and to criticize the functioning of higher education institutions; and,

7. that these rights and responsibilities are best exercised when all higher education teaching personnel, regardless of the status of their appointment, work together in common cause.

**B. Notes with concern:**

8. the growing use and exploitation of fixed-term higher education teaching personnel who are employed on a casual, part-time, and/or limited-term basis without continuing security of employment and without tenure or its functional equivalent;

9. the threats to the academic freedom of fixed-term higher education teaching personnel;

10. the absence of fair and equitable remuneration and benefits for many fixed-term higher education teaching personnel;

11. the disproportionate number of women and minorities who are employed on a fixed-term basis within higher education in many countries; and

12. violations of fundamental labour rights of many fixed-term higher education teaching personnel, including their right to organize and bargain collectively.

**C. Calls on Education International to:**

13. recognize the value of the service provided by qualified fixed-term higher education teaching personnel, but oppose the overuse and exploitation of fixed-term appointments by higher education institutions;

14. affirm that fixed-term and permanent higher education teaching personnel have a mutual interest in preserving and promoting academic freedom and collegial governance;

15. work with the appropriate international bodies, including UNESCO and the ILO, to promote the rights of fixed-
term higher education teaching personnel, including their right to organize and bargain collectively and their right to freedom from any form of discrimination;

16. support other international and regional organizations working to improve the status of fixed-term higher education teaching personnel;

17. lobby for the development and enforcement of legislation and instruments to prevent the overuse and exploitation of fixed-term employees, such as the European Council Directive concerning the framework agreement on fixed-term work concluded by ETUC, UNICE, and CEEP;

18. encourage higher education affiliates to organize both permanent and fixed-term staff within a single trade union wherever possible or associations working in common cause; and,

19. encourage higher education affiliates to ensure that fixed-term higher education teaching personnel have guaranteed fair and equitable representation at all levels of any association or union, including membership on executive committees, bargaining committees and standing committees.

D. Further calls on Education International to encourage affiliates to secure working conditions and terms of employment for fixed-term higher education teaching personnel which meet the following broad objectives:

20. compensation that is proportionately the same as the total compensation, including pension and other benefit programs, for a permanent position with the similar duties and requiring similar qualifications;

21. academic freedom rights on the same basis as permanently employed higher education teaching personnel;

22. full participation in academic governance;

23. appointments and assignments which explicitly recognize and provide opportunities to pursue the three facets of academic work: teaching, research and professional activity and service;

24. entitlement to adequate and appropriate social security protection, including, where applicable, coverage under employers' pension schemes;

25. other terms and conditions of employment equivalent to those of permanent higher education teaching personnel as regards holidays with pay, sick leave and maternity leave with the relevant pecuniary entitlements determined in proportion to hours of work or earnings;

26. access to research funds and professional development funds on the same basis as continuing staff;

27. all necessary equipment and resources to undertake assigned duties, including but not limited to proper office space, and access to a computer, the Internet, and a telephone;

28. hiring and advancement procedures which include the full and meaningful participation of academic peers;

29. seniority rights which provide entitlement to available work based on qualifications and length of service;

30. fair and objective processes to provide fixed-term academic staff with the opportunity to secure permanent appointments once they have accrued an appropriate level of experience with a higher education institution;

31. adequate paid preparation time for courses which are assigned; and

32. full union and/or association representation at every step of any disciplinary, performance evaluation, or grievance process.

Resolution on Trade Union Rights Violations in Ethiopia

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) 22 to 26 July 2007,

1. Protests that the ruling of the Ethiopian Federal High Court 7th Civil Division Bench meeting on 21 June 2007 ruling against the authentic Ethiopian Teachers Association (ETA), and EI affiliate, which could result in all the property of the ETA being transferred to the Government supported ETA created in 1993, is not based upon a proper examination of the facts but is politically motivated;

2. Notes that such action follows other repressive measures adopted by the Government of Prime Minister, Meles Zenawi, including the assassination or killing of the ETA Deputy General Secretary, Assafa Maru in 1997, the imprisonment of Dr Taye Woldesemayat from 1996 until 2002 who was declared by Amnesty International to be a Prisoner of Conscience, the persecution of teacher trade unionists across Ethiopia, the closure of most of the
3. **Condemns** the continuing imprisonment of ETA members Anteneh Getanet, Meqcha Mengistu and Woldie Dana, and calls for their immediate release;

4. **Condemns** the forced disappearance of Tilahun Ayalew;

5. **Considers** the interference in the affairs of the ETA to be an infringement of the rights of teachers to freedom of association, as established in international conventions and declarations including ILO convention 87;

6. **Resolves** to continue to support the ETA, and to request that the General Secretary and the Executive Board raise these concerns through the ITUC and Global Unions and the ILO;

7. **Support** its affiliate, the ETA in taking forward its case to appeal through the legal processes in Ethiopia;

8. **Call** upon EI affiliates to make representations to their own governments to press the Ethiopian Government to cease all actions interfering in the internal affairs of the ETA and other unions; and

9. **Organise** a high level delegation to Ethiopia as an act of solidarity and to press the case for respect for trade union rights and human rights in all areas of the country.

---

**Resolution on the Australian Government’s incursion into Aboriginal communities**

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) 22 to 26 July 2007,

1. **Notes** the unprecedented move of the Australian Government, which recently seized control of 64 remote Aboriginal communities in the Northern Territory by deploying the Australian Army, Australian Federal Police and Australian Government administrators to these communities.

2. **Expresses** concern that this Government has used the serious issue of child abuse in these communities to further malign, stereotype and marginalise Aboriginal people.

3. **Acknowledges** that child abuse is not a syndrome that is somehow vested in Indigenous culture and, further, understands that non-Indigenous children are also victims of this abuse and non-Indigenous people are also perpetrators of this abuse.

4. **Considers** it a basic infringement of human rights that the Australian Government has used the serious issue of child abuse to undermine Aboriginal Land Rights laws in the Northern Territory.

5. **Condemns** the fact that in these communities which have been recently taken over, there are over 5000 Aboriginal children who have no access to secondary and/or primary and/or early childhood education.

6. **Urges** the Australian Government to establish genuine partnerships with Aboriginal leaders at community, state and national levels to develop long term solutions to address all of the serious issues impacting upon these communities.

7. **Calls** on the Australian Government to immediately cease its plan to undermine the Land Rights of Aboriginal people in these communities.

8. **Calls** on the Australian Government to prioritise the training of Indigenous teachers and Indigenous education workers and to provide adequate and appropriate professional support, including appropriate housing.

9. **Resolves** to make representations to the Australian Government to request that it immediately increase much-needed resources to build education facilities, employ teachers and address serious health issues which impact upon educational opportunities and life chances of Aboriginal people in the targeted communities and in all other communities.

10. **Calls** on EI affiliates to make representations to their Governments and the Government of Australia to urgently address the issue of under-funding in these communities, particularly in education.

11. **Resolves** to support solidarity action, where the need arises, and raise awareness of this issue through EI affiliates and broader civil society.
Resolution on joining together to build a more effective union movement

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) from 22 to 26 July 2007,

**Trade Union Context**

1. **Considering** that trade union organisations, including education unions, are crucial to democratic development and social progress;
2. **Considering** that the strength of education unions and, therefore, the degree to which the organisation is representative, democratic in nature and independent from employers, government and political parties is determined by its members;
3. **Considering** that the action plans and policies of education unions should be determined by their own statutory bodies in accordance with democratic methods, without any external interference;
4. **Considering** that the fragmentation of the union movement, whether it occurs because of internal conflicts or external political interference, severely inhibits the effective expression of educators’ collective interests;
5. **Considering** that decreased job security in the education sector, including in particular the employment of unqualified teachers, and the increase of private schools in many countries, is not conducive to participation in unions and undermines collective action;
6. **Considering** and welcoming the increased involvement in the education sector of parents’ and students’ organisations and other civil society organisations, such as NGOs, recognises the imperative of education unions working with these groups in pursuit of common interests;

**Working Environment**

7. **Stresses** that many teachers and education workers have to live and work in unsafe, inadequate and insecure conditions, and this hinders them from actively engaging in union activities;
8. **Denounces** that, despite international labour conventions, educators in some countries, are denied the right to join trade unions and/or face harassment, arbitrary detention, unfair working conditions, dismissals and sometimes death because of their union affiliation;
9. **Notes** that pressure exercised by governments and international agencies to privatise public education services represents an additional challenge for education unions, which continue to uphold the principle of a quality publicly-funded and regulated education system;
10. **Stresses** that when creating categories of employment and status among educators it is necessary to promote quality education and therefore categories should always require expected pedagogical competences and education for qualification and that benefits and advantages should be negotiated with representative trade unions. In general variety of professional educators as members makes unions strong and capable to advocate in demanding and developing environment;
11. **Emphasises** the importance of ensuring that unions function democratically and that membership in unions and access to positions of responsibility within the union are free from discrimination, whether on grounds of race, political opinion, religious belief, status, gender or sexual orientation,
12. **Emphasises** that unity of teachers unions at national level leads to greater impact and effectiveness and promotes the interests of the educators and the education system.

**Action**

13. **Declares** its continuing commitment to promoting free independent democratic representative unions in the education sector whose constitution and programmes are founded on adherence to the principles enshrined in the relevant ILO Conventions and Declarations;
14. **Declares** its continuing commitment to international trade union development cooperation as an integrated and core element of EI policy;
15. **Invites** EI to assisting member organisations to develop a constructive social dialogue with governments and other social partners for the development of quality public education for all and the return of value to our professions;
16. **Commits** EI to engaging in a constructive dialogue with non-governmental organisations, both at the national and international level, along the lines of the cooperation developed within the framework of the Global Campaign For Education in pursuit of the Education for All goals;
17. **Stresses** that a sustained effort is necessary to get the various unions in the education sector that may exist in different countries to work together, to enable educators to speak with one clear and strong voice;

**The 5th World Congress of EI, therefore,**

18. **Demands** that public authorities respect the right of educators and particularly support staff to form independent democratic trade unions, and to engage in free collective bargaining, or similar negotiation processes, with their employers;

19. **Mandates** the Executive Board to strengthen the organisation and effectiveness of the education union movement everywhere so as to promote respect for human and trade union rights and to advocate for the provision of quality public education worldwide;

20. **Mandates** the Executive Board to encourage systematically education unions to work together towards organisational unity at national and international levels, so that they can move forward in solidarity in pursuit of common objectives;

21. **Mandates** the Executive Board to be inclusive and represent all organisations of those working in education and to try to ensure that membership of unions is available to all education employees, including those engaged as “teachers” but not yet fully qualified, while advocating the provision of additional training courses for them;

22. **Mandates** the Executive Board to encourage all member organisations to become actively engaged in multi-lateral and bi-lateral (international) trade union development cooperation programs entailing both financial support and the exchange of education and trade union experience and expertise, and where possible and appropriate, to channel the EI support with regard to humanitarian assistance in emergency situations through recognized relief and organizations;

23. **Mandates** the Executive Board to develop further strategies and plans to promote and facilitate international trade union development cooperation. Such development cooperation should aim at accomplishing the goals set by the national education unions involved, and take into account the right to education for all, the professional interests of teachers and their terms and conditions of employment and the achievement of ILO core labour standards.

**Resolution on vocational education and training**

THE 6 ESSENTIAL POINTS TO STRENGTHEN VOCATIONAL EDUCATION AND TRAINING:

1. **Vocational education and training: an efficient high-grade system.**
   (a) The position of vocational education and training in the context of the whole educational system of a nation must be clearly defined and its strategic importance reaffirmed.
   (b) The educational system must guarantee on the one hand the transition of young people from the system of general education into the professional life by providing them with professional competences, and on the other hand the continuation of the holistic educational process of the individual. The task of the national vocational education and training system is not therefore confined to guarantee the training of qualified workers: it must also equip these workers with a minimum measure of professional autonomy and ensure that they are able to assume their full role as contributing members of the community.
   (c) Furthermore, it has to offer the chance to carry out studies in higher education.

2. **Appreciation of the teachers.**
   (a) The social appreciation of the teachers within a national vocational education and training system must correspond to the complex qualification job of the vocational education and training system. The teachers of the national vocational education and training system make a decisive contribution to the power of the economic system and to the overall level of education. This high responsibility of the teachers must be taken into account in the form of adequate payment, working time and working conditions.
   (b) The teacher profession on the whole must be arranged so attractively, that this is desirable for the coming generations. The initial teacher training must be of equal quality in general education and vocational education and training, and must do justice according to the up to date claims of a nation concerning the educational system.

3. **Free choice of occupation.**
(a) A modern system of vocational education and training accepts the right of young people to a free choice of vocational education and training. It must therefore provide an adequate number of training places within the educational system of a country, within the economy and teachers within the school system.

(b) The public group responsibility for the training places can be shared with the economical system, but can’t be the responsibility of this sole system. The right to quality, transferable vocational education and training must be undertaken and guaranteed by the state.

4. **Accreditation of qualifications and degrees.**

(a) It is crucial in an increasingly global business world that the vocational qualifications and degrees are approved without any restrictions on the labour market of an economical area like EU, for example.

(b) Vocational qualifications and degrees must also offer the chance to young people to complete their studies in higher and further education, and must be nationally and internationally approved.

5. **Vocational education and training: a holistic educational system.**

(a) Vocational education is an important element in the personal development of every individual. It must therefore include the acquisition of sufficiently general job-related competences to ensure a minimum measure of autonomy in a constantly changing world of work, as well as the acquisition and further development of a sound general education. It is therefore totally different from “training-on-the-job” which only aims at mechanistic contents and skills that are instantly usable in the workplace.

(b) One of the aims of vocational education and training is to provide a job to the individual, another is to enable them to take an active part in social life.

(c) For today’s students to be successful, they must master core academic subjects, along with the 21st century skills of the Internet and related technologies (computers, personal data assistants, mobile phones, etc.). In the broader academic sense, they must become critical thinkers, problem solvers, effective communicators, innovators, and collaborators. Career and technical education engages students and ensures a skilled workforce equipped to compete in a global economy.

Career based programs increase content relevance and help students understand abstract academic concepts and how to apply them to real-world problems. Career technical education also provides students with connections to higher education, business, and industry.

6. **Educational footbridges and the possibility of carrying out studies.**

(a) Vocational education and training must offer the possibility of getting certified qualifying degrees of different levels. It must also create educational footbridges between these levels and offer the possibility to young people to carry out their studies within the occupation system and to get higher education degrees. Higher education and university provision must be sufficiently responsive to enable young vocational education leavers to achieve academic success.

---

**Resolution on defence and development of public education**

The fifth World Congress of the Education International, meeting in Berlin from 22 to 26 July 2007

1. **Concerned** at the development of private education [preschool, primary, secondary and university education] in all its forms to the detriment of public education,

2. **Concerned** at the ever-growing place taken by commodification, which is leading to education being considered solely as an economic issue,

3. **Concerned** to note that more and more governments in the world are abandoning public education by reducing its financing,

4. **Recalls** that the very nature of public schools and universities is to take in all pupils or students free of charge regardless of their family, social or ethnic origin,

5. **Recalls** that public education favours a social mix and therefore learning to “live together”,

6. **Recalls** that public education allows an opening-up of minds in which respect for identities does not lead to the confinement or isolation of young people within their differences,

**CALLS UPON THE EI:**

7. **To support** strongly public education,
8. to **denounce** the increased aid granted to private education and the policies promoted by international financial institutions,
9. to **support** affiliated trade unions in their struggle against commercialisation and privatisation in education.
10. to **initiate**, therefore, an international campaign:
(a) for the development of public education at all levels, financed by public funds,
(b) for the defence of personnel from a professional, statutory and pay point of view.

**Resolution on education in correctional settings**

The 5th World Congress of Education International meeting in Berlin, Germany from 22-26 July 2007,

1. **Notes:**
(a) The United Nations General Assembly Resolution 45/111 on Basic Principles for the Treatment of Prisoners at Article 6 states: “All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality.”
(b) Education is a right. It improves individual’s lives, including their vocational outcomes, and it promotes overall societal cohesion;
(c) Increased benefits accrue to individual inmates and also to society broadly as a result of the provision of education in correctional settings;
(d) Being imprisoned is a transitional situation. From a lifelong education perspective (particularly for the young) this transitional situation must be taken into account, and the focus of education whilst incarcerated must be part of a lifelong education continuum;
(e) Teachers who work in correctional settings have a right to a safe and healthy working environment.

2. Recognises the overuse of custodial sentencing evident in the massive growth of inmate numbers. Imprisonment should be a punishment of last resort.

3. **Believes:**
(a) That the provision of education in correctional settings should be guaranteed in legislation. Access to education should include classroom subjects, adult basic and general education, accredited vocational education sensitive to trends in the labour market, distance education, creative and cultural activities, physical education and sports, social education and pre- and post-release programmes;
(b) The provision of educational programmes in correctional settings should be adequately resourced, publicly funded, and not subject to outsourcing to private, for profit organizations;
(c) The development of educational programmes in correctional settings should recognize the diverse backgrounds and needs of inmates, with respect to education, vocational education and personal development;
(d) The development and resourcing of programmes should be set within the context of, and underpinned by an understanding of the overrepresentation of Indigenous people in the criminal justice system, and their specific needs;
(e) Educational programmes should be integrated with the educational and vocational education and training system of nations so that after release, inmates can continue with their education and vocational training with less difficulty;
(f) Teachers teaching in correctional settings should be teacher qualified, with their professional status recognized and linked to teachers teaching in schools, vocational/community, higher education or other appropriate sectors;
(g) Within correctional facilities:
   I. All inmates should be provided with access to educational programmes which are comprehensive and which meet individual needs and aspirations, no matter what their legal status;
   II. Education should have no lesser status than work and no inmate should be disadvantaged
financially or otherwise for taking part in education;
III. Appropriately resourced teaching facilities including a library or similar facility with a range of appropriate resources and technology should be available for all inmates;
IV. All inmates need to have access to information on sexuality and HIV/AIDS.

(h) Students in correctional settings have the right to access an accredited programme of education, including vocational skills training, for the purpose of improving their overall level of education and their life chances after release. Specifically:
I. Young inmates and those with special needs should be given priority;
II. Young inmates subject to compulsory education should have access to such education;
III. Inmates from indigenous backgrounds should have access to programmes which are culturally appropriate and relevant to their needs;
IV. Inmates from traditionally marginalized groups including women, persons from linguistic minority groups, GLBTI and inmates with disabilities should have access to appropriate education programmes;
V. Inmates with literacy and numeracy needs, and those without basic or vocational education should also be given priority;
VI. Inmates in correctional facilities have the right to educational programmes which deliver recognized qualifications.

(i) Teachers working in correctional facilities have the right to:
I. Be protected by industrial awards and agreements which ensure their conditions of work;
II. A safe and healthy working environment protected by OH&S legislation which covers blood borne communicable diseases;
III. Be represented by their union, especially within their working environment;
IV. Approved courses of teacher training, and access to well resourced, ongoing professional development;
V. Secure employment, with appropriate additional financial compensation for the particular circumstances of their working environment.

4. Resolves that EI should:
(a) Actively campaign for the legislative guarantee of education for all inmates in correctional facilities;
(b) Promote the establishment of communication networks between teachers working in correctional settings internationally;
(c) Promote the role of teachers working in correctional settings, and recognize their unique position in the lifelong learning continuum;
(d) Campaign for the right of all inmates to take part in cultural activities and education aimed at the full development of the person;
(e) Contribute to the visibility and development of education for inmates to facilitate their return to society as active citizens.

Resolution on the place of religion in schools
The fifth World Congress of the Education International, meeting in Berlin from 22 to 26 July 2007

1. observing with concern the increase in dogmatism and extremism of all kinds, sources of conflict denying the absolute value of the human person in his or her universality,

2. Observing that the school curriculum is becoming an issue as far as many religious believers are concerned: witness the attacks on the teaching of Darwinism with regard to the theory of evolution, in the United States and Europe

3. recalling in this respect that the national science academies of 67 countries have signed a call to alert parents and teachers,
4. **recalling** that the EI organised a meeting in Marrakech in May 2006 on education and universal values, at which the causes of extremism were analysed,

5. **reaffirming** the fundamental principle of Economic, Social and Cultural Rights, i.e. freedom of conscience, freedom to choose one’s religion, or to choose not to have one,

6. **reaffirming** its unshakeable dedication to freedom of expression (International Pact on Civil and Political Rights),

7. **reaffirming** that the mission of the State-run school is to provide an education of quality for everyone, without discrimination as regards religion or belief, with a view to the common good,

8. **considering** that education in citizenship demands the exercise of a critical mind to forge a clear and independent judgment,

9. **considering** the distinction between the teaching of the history of religions and religious education itself, based on dogma,

**Calls upon the EI:**

10. to **reaffirm** that public education must remain a place for teaching, the transmission of knowledge and the training and exercise of a critical mind.

11. to **state** a position in favour of the teaching of the history of religions, essential for culture, intercultural dialogue and the training of the citizen,

12. to **support** its affiliated trade unions in their struggle against the growing influence of the role of religions in school, expressed in the introduction of courses in religion and the subordination of the content or the very existence of academic disciplines to religious dogmas and discrimination against behaviour not conforming to their standards,

13. to **recognise** the role of trade unions in the intercultural dialogue, as vectors of recognition of cultural diversity and as bearers of universal values based on respect for the human person whatever he or she may be.

**Resolution on the school principals and school leadership**

The Fifth EI World Congress, meeting in Berlin, Germany, on 22-26 July 2007

1. **Noting** the worldwide increase in demand and the need for quality and variety in secondary school teaching.

**Considering:**

2. the fierce pressures exerted on this level of education by a rapidly-changing economic, social and cultural environment in which public service may be weakened but is also a recourse and an opportunity for the future;

3. the implementation of decentralization policies that produce upheavals and bring about changes in the role of teachers and school principals and school leadership;

4. the growing complexity of education system and school management demands specific capabilities and skills, which require among other things knowledge, abilities, leadership, management and public relations values and conduct of a high order.

5. that school principals and school leadership have a major role to play in the running of schools and in the coordination of team work with teachers and other education workers, as the key factor in introducing participatory management, partnership searches, and the efficient use and optimisation of resources; and that they are best placed as the chief support for the implementation of commitments to improve learning, education systems and results.

**Declares that:**

6. Management of the education system is not an end in itself. It must be one of an array of instruments working to deliver quality free public education for all.

7. Ensuring that all students, regardless of economic circumstances or geographic location, have access to a comprehensive and challenging curriculum as a right and responsibility of the nation as a whole. While in most countries, its implementation must be nationally directed, EI recognizes that some national governments do not directly establish curriculum. This policy must be supported by the multilateral institutions and international donors and lenders, particularly the World Bank and the IMF. Education must not be regarded as a
8. Each country must ensure that its children have equal access to education, a fair distribution of means throughout the country through transparent management that involves the partners - the State, local and regional authorities, staff and the trade unions that represent education workers, parents, and secondary school pupils themselves.

9. Decentralization/deconcentration must be supported by a programme to build local capacities, with the central and decentralised levels repositioned in new roles of guidance, assessment, regulation, follow-up-support and coordination in order also to address the requirements of transparency and tackling corruption.

10. Pledges to promote, at home and towards international organisations, management of educational establishments based on

11. the introduction of structures involving the various partners in teaching, administrative and financial operations,

12. recruitment of school principals and school leadership on the basis of the abilities required and establishing transparent systems and objective criteria that enable staff to be selected and recruited according to a profile of relevant capabilities,

13. the development of sets of benchmark skills,

14. initial and in-service training provision and support and advisory programmes that ensure the ongoing professional development of staff,

15. clearly defined tasks and performance assessments based solely on them,

16. the promotion of local, national and international peer exchanges of skills and experiences, especially through the use of new educational technologies,

17. recognition and enhancement of the status of the management function,

18. material conditions that recognise their responsibilities and support changes in them,

19. establishing a dialogue between school principals and school leadership’s trade unions and the State to set the framework of their employment.

Resolution on Quality education: present and future

The 5th Education International (EI) World Congress meeting in Berlin (Germany) from 22 to 26 July 2007,

Quality public education

1. Affirms that Education International is committed to the achievement of quality education for all people through publicly funded and regulated systems of education.

2. Notes that attacks on the quality of public education are used by those who promote privatisation of aspects of public education systems in order to undermine the public’s confidence in public education and to justify cutbacks in public investments.

3. Notes that many international institutions wish to extend privatisation to the social sectors, in particular health and education, and are increasing pressure for withdrawal by the State and cuts in public budgets.

4. Recalls that Education International has consistently campaigned for public education budgets to be allocated at least 6% of gross national product (GNP).

5. Notes that, in a very large number of comparative studies carried out on the achievements of pupils in the public and private education systems, there is no evidence to support the view that achievements of pupils in the private system are superior to those in the public system, when pupils’ socio-economic backgrounds and the selective nature of the private education system are taken into consideration.

Assessment

6. Notes that the assessment of teaching and learning is an important tool in the provision of quality education and one that has traditionally been used effectively in public education.

7. Considers that any evaluation of the quality of education provided by any public education institution must not be based solely on student achievement test scores but take into account a range of factors related to the
context of the school and the class, such as students’ capacities, skills, socio-economic circumstances, financial and learning resources, facilities, school administration, class sizes and school organisation characteristics.

8. **Recognises** that assessment systems may become a political and economic tool to promote privatisation: private assessment agencies use inappropriate assessment tools designed for use in business, not in schools.

**Public-Private Partnerships**

9. **Affirms** that the provision of public education is the responsibility of public authorities, which are accountable to the community through democratic governance structures and which mandates them to determine education policy and principles and the regulatory framework within which the education institutions operate.

10. **Notes** that the increasing use of public-private partnerships in the public education sector has potential negative consequences for access to, and the democratic control and quality of, public education.

11. **Notes** that public-private partnerships may be appealing when initiated as a means of supplementing scarce or non-existent public financial resources if they are set within clearly defined educational goals. But at the same time public-private partnerships carry with them the risk of reductions in governments’ investment in public education services, and may promote the privatisation and the commercialisation of education.

12. **Emphasises** that the social partners must be consulted by the public authorities whenever it is proposed to use public-private partnerships in the public education sector.

**Brain drain**

13. **Notes** the growing trend of industrialised countries recruiting education staff in developing countries by offering significantly better living and working conditions. This practice penalises the countries of origin, which inevitably lose the best amongst the qualified educators in whom they have invested, and who are urgently needed to maintain and improve the quality of education in their home countries.

14. **Emphasizes** that the “brain drain” in teaching from developing countries to industrialised countries creates an international labour market in the education sector, particularly in higher education and research. A system of international regulation, including forms of compensation, is required to protect the interests of developing countries in this competitive labour market.

**Digital divide**

15. **Notes** that, in complex modern societies, acquisition of competence in the use of technological tools is vitally important, and that educators have a responsibility to help young people acquire the technological knowledge and skills they need.

16. **Emphasises** that education authorities must invest in the necessary facilities, resources and training of teachers to enable public schools to meet this challenge.

17. **Recognises** that access to technology and to the necessary training to make use of it, is not universal and that the current “digital divide” is undermining efforts to achieve quality Education For All. Governments, international organizations and agencies should ensure that all students are educated in the use of technology and have access to appropriate technological tools.

**Education for global citizenship**

18. **Notes** that preparing young people to be active and productive global citizens is an important element of their education. The development of critical thinking, conflict resolution skills, respect for diversity, gender equality, artistic and sporting values and environmental awareness are among the behaviours that must be developed in young people through appropriate learning opportunities.

19. **Urges** education systems to encourage young people to learn additional languages so that they can develop their communication skills, have a better understanding of the cultural values underpinning these languages, and thereby build better understanding between people.

20. **Notes** that, in a world where peaceful co-existence is threatened by terrorism, by the invasion and occupation of sovereign countries, by religious and racist violence and war, education systems must promote peace, democracy, mutual understanding and cultural diversity.


Therefore, the 5th EI Congress:

22. **Mandates** the Executive Board to promote the ideas and recommendations contained in this resolution in
international organisations, including strategies to provide initial and continuing education and training for teachers aimed at the achievement of the Education for All goals by 2015 and to support the member organisations in any actions directed at their governments.

23. **Mandates** the Executive Board to commission a study on the best content and format of initial and continuing training for educators to enable them to meet the multiple professional challenges of teaching in a global context.

24. **Mandates** the Executive Board to establish a task force which will examine the implications of public private partnerships in the provision of public education and consult with the EI research network in order to develop EI policy in this area.

25. **Mandates** the Executive Board, in order to reduce the effects of "Brain Drain" in teaching, to promote the adoption of the principles in the Commonwealth Protocol on teacher migration in countries throughout the world.

26. **Mandates** the Executive Board to (i) undertake a study of the effects of migration in the education sector and, in particular, with regard to its gender implications, (ii) encourage member organisations to have regard to the effects of international migration in their work, taking into account its gender dimension and (iii) seek the ratification in full of the ILO Convention on Migration.

27. **Mandates** the Executive Board to include in the Program and Budget initiatives which will enable EI affiliates to inform their members about, and act on, the urgent issue of global warming. Such initiatives should involve actions undertaken at the individual, community, national member organization and international level.

28. **Mandates** the Executive Board for EI to take action in international bodies so that all countries begin to ratify the Kyoto protocol.

29. **Encourages** member organisations to pursue the inclusion of global citizenship, environmental awareness, peace education and positive social values in teacher training and school curricula.

30. **Encourages** member organisations to develop relationships with other member organisations from different cultural, linguistic and ethnic backgrounds in order to foster mutual friendship and understanding.

31. **Provide** members organisations with access to updated information on international trends and surveys, on reports of comparative tests and on decisions taken at international summits and conferences which affect education globally, regionally and nationally, including information about the developments in the policies of international financial organisations and their impact on education policy and the implementation of core labour standards.

**Resolution on “United for greater social justice”**

The 5th Education International (EI) World Congress meeting in Berlin, Germany, from 22 to 26 July 2007,

1. **Reiterates** the commitment contained in the aims of Education International to ‘promote for all peoples and in all nations peace, democracy, social justice and equality’.

2. **Considers** that a socially just society is one in which all individuals are free and equal and live together in peace with mutual tolerance and respect, enjoy economic independence and freedom of expression and belief, are free to associate in political parties and other civil society associations, have access to quality public services including education, health, water, sanitation and transport services, have a right to adequate housing, and have equal rights to participate in and access the democratic governance structures of society.

3. **Notes** that the trade union movement plays a key role in the promotion of social justice in all parts of the world and that collective labour action has resulted in the past, and will result in the future, in improvements in the living and working conditions of all employees and their families;

4. **Affirms** that implementation of the right to education is a key to the attainment of social justice worldwide, but notes that, unfortunately, too many children and adults, especially disadvantaged and vulnerable groups such as girls, women, differently-abled, LGBT, indigenous and tribal peoples, ethnic minorities and migrants, are deprived of their right to free, quality public education;

5. **Notes** with concern that there is a widening and unacceptable gap in the distribution of wealth, income and public interventions, within countries and between countries;
6. **Draws** attention to the lax attitude shown by governments and the international financial institutions towards harmful fiscal competition (preferential tax regimes and tax havens), which results in a reduction of the resources available to finance public education adequately and equitably.

7. **Notes** that, despite the adoption in 2000 of the Dakar Action Plan on Education For All and the Millennium Development Goals, lack of education and training still prevents millions of people from obtaining a decent job with a level of pay which would allow them to provide a better future for their children. Education enables people to improve their social and economic situation and standard of health, and raises the chances of economic growth. A global, rapidly changing world offers less security – and only more freedom if education enables orientation against the background of cultural diversity. The fact that currently more than 110 million children in this world cannot even attend school is scandalous. While the rate of those starting school is still laudably increasing, in many regions the quality of education and of the learning success remain inadequate. There is a lack of a suitable infrastructure and of well-trained teachers;

8. **Deplores** the fact that many educators are denied social justice because of increasingly insecure and temporary jobs, low and irregularly paid salaries, poor employment benefits and deficient or non-existent social protection policies;

9. **Deplores** the fact that in some countries educators are denied the right to join trade unions and/or face harassment, arbitrary detention, unfair working conditions, dismissal and sometimes death, because of their union affiliation.

**Funding of Public Services**

10. **Deplores** the fact that global relocations in trade and industry are increasingly used by business and that one of their effects is to reduce significantly the financial resources available to governments to allocate to quality public services;

11. **Emphasizes** that, even in the context of dwindling budgets allocated by states to the provision of public services it is important for the trade union movement to oppose the jettisoning of collective policies promoting social and health protection in favour of individualised private schemes paid for by workers themselves;

**Education and Social Justice**

12. **Stresses** that social justice and equity require active policies to eliminate discrimination based on race, gender, age, social origin, belief, disability, HIV/AIDS, sexual orientation, or affiliation to a political party or trade union;

13. **Stresses** that the achievement of social justice and quality public education requires effective cooperation between educators’ unions and their allies from civil society organisations;

14. **Reaffirms** that children have fundamental rights, enshrined in the Convention on the Rights of the Child and its protocols on children in armed conflicts and the sale of child labour, child prostitution and child pornography, and other internationally binding documents;

15. **Reaffirms** that trade unions are among the important institutions of democratic societies which have a role in promoting social justice and function most effectively when democratic recognition is given to social and employment rights and to social dialogue.

16. **Reaffirms** that the trade union movement must mobilize its forces to help achieve the Millennium Goal to eradicate poverty;

17. **Reaffirms** that Education International and its member unions have a special responsibility to contribute to the achievement of the Millennium Development Goals on HIV/AIDS, gender and EFA;

18. **States** that, despite considerable efforts by some governments, even universal primary education for all may not be achieved by 2015 due to a lack of initiatives and funds from many governments, even though they all committed themselves in 2000 to achieving these goals.

19. **Regrets** that in countries where primary education is supposed to be funded through programmes of the HIPC initiative, the Fast Track Initiative and other international funding initiatives, the transfer of the respective funds for primary education has not been realised or is not visible.

20. **Demands** that the implementation of Education For All (EFA) by 2015 becomes a reality and that transparent and verifiable monitoring mechanisms are established by the international institutions, the donor and recipient communities and that the education unions in the countries concerned as well as other stake holders, be enabled to play their role in the development and implementation of the programmes.

**Therefore, the 5th EI Congress,**

21. **Mandates** the Executive Board to advocate for and encourage all member organisations to engage in
programmes promoting peace education and democratic citizenship. Environmental protection and the campaign against poverty must become options for global economic activity geared towards public welfare. To those affected, poverty means not just a lack of income but usually also isolation, limited access to education and healthcare, and exclusion from democratic participation. Therefore, the key to change, to taming globalisation, lies in education. It enables participation in society and equips people to shoulder responsibility.

22. **Mandates** the Executive Board to invite all member organisations to subscribe fully to the ILO Decent Work Agenda which is “to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity”;

23. **Mandates** the Executive Board to take action so that all teachers, regardless of the type of school in which they serve, should enjoy the same or similar social security protection. Protection should be extended to periods of probation and of training for those who are regularly employed as teachers.

24. **Mandates** the Executive Board to invite all Governments to ratify, implement, and report on the implementation of, the ILO Conventions: Freedom of Association and the Protection of the Right to Organise (Convention 87), Right to Organise and Collective Bargaining (Convention 98), Worst Forms of Child Labour (Convention 182), Minimum Age (Convention 138), Equal Remuneration (Convention 100), Discrimination (Employment and Occupation) (Convention 111), Workers with Families and Responsibilities (Convention 156) and Maternity protection (Convention 183);

25. **Mandates** the Executive Board to pursue with renewed vigour its campaign for the provision by governments of access to free quality public education for all throughout their lives;

26. **Mandates** the Executive Board to promote the achievement of EFA goals and social justice despite the uncertainty as regards compliance with the timescales adopted (i) by strengthening working relations with civil society organisations which are co-operating with the Global Campaign for Education (GCE) at national and international level; (ii) by continuing EI’s engagement as a driving force in the GCE; (iii) by exerting pressure on the International Financial Institutions to provide adequate financial support for education programmes and to implement the necessary mechanisms for transparency and monitoring ;(iv) by pressing the G8 governments to honour their commitments

27. **Mandates** the Executive Board to develop effective strategies and programmes to realise the children rights’ agenda. Such agenda will include preventing and eradicating all forms of child labour, improving access to quality education for all children, including those with special needs, refugee and migrant (legal or illegal) children, and promoting a rights-based approach to education;

28. Mandates the Executive Board to carry out a campaign, in cooperation with the Global Unions, in order to urge governments and the international institutions – including, in particular, the OECD – to combat harmful fiscal competition and promote an adequate funding of public education.

29. **Requests** member organisations in OECD and other donor countries to call on their governments to allocate a decisively higher share of their Development Cooperation expenditure to education in general, and to primary education in particular, and to insist that the expenditure of such funds be transparent.

30. **Requests** that member organisations identify and promote educational methods that encourage conflict resolution without violence, support children and young people with special needs and behavioural difficulties and discourage punishment-based teaching methods in schools;

31. **Requests** that member organisations undertake public activities, in particular on World Teachers’ Day and in the Global Action Week, to honour educators and promote the status and welfare of education personnel. and at activities focusing-delete.

Resolution on defending the Federación Colombiana de Educadores (FECODE) and teachers persecuted for trade union activity

1. Congress **applauds** FECODE for the contribution that the federation of teachers’ unions is making to the development of Colombian civil society despite attempted repression by the Government and its allies. Congress endorses the FECODE campaign for a public education service for all.

2. Congress **is appalled** that Colombia continues to be the most dangerous country in the world in which to be an active trade unionist and is outraged by the murder during 2006 of at least 84 trades union officials, including at least 40 teachers.

3. Congress **salutes** the courage of FECODE activists who are often targeted for persecution including torture,
unlawful imprisonment, assassination and “disappearance”.

4. Congress is outraged over the sentencing to six years’ imprisonment (following two years in prison on remand) without fair trial or due process of two FECODE activists (Samuel Morales and Raquel Castro) on specious charges of rebellion.

5. Congress believes that Samuel and Raquel are being held because they witnessed the murder by Colombian Government forces of regional trades union leaders engaged in a human rights campaign.

6. Congress commits Education International to:
(a) defend FECODE and engage in capacity building for the Colombian teachers’ union federation.
(b) campaign for the release from prison of teacher trade unionists unfairly imprisoned, such as Samuel Morales and Raquel Castro.

Resolution on cultural diversity

The 5th World Congress of the Education International, meeting in Berlin from 22 to 26 July 2007

1. Reaffirms that cultural rights are fundamental human rights.

2. Recalls the resolution on education in cultural diversity adopted by the Education International at its 4th World Congress in 2004.

3. Welcomes the entry into force of the UNESCO Convention on cultural diversity, which constitutes a useful tool to meet the unprecedented challenges presented by globalisation of the economy, rapid technological change and the growing imbalance in cultural expression at international level.

4. Underlines the originality of the UNESCO Convention, which formally affirms, for the first time in the history of international law, the sovereign right of States to preserve, adopt and implement policies and measures which they deem appropriate for protection and promotion of the diversity of cultural expressions on their territory.

5. Notes that the Convention recognises the specific nature of cultural activities, goods and services as the bearers of identity, values and meaning which must therefore not be treated as being of exclusively commercial value.

6. Underlines that the entry into effect of this Convention constitutes an immense victory for all countries and for all organisations militating in favour of the diversity of cultural expressions.

7. Underlines that this is a major step in the processes of international recognition of the right of States and governments freely to establish cultural policies.

8. Notes however that the number of 60 signatory countries – representing only just over a quarter of the 192 UNESCO member countries – remains clearly insufficient.

9. Also notes that, as with all major international treaties, the legal and political force of such an instrument ultimately depends on the international consensus to which it gives rise and on the representativeness of the regions and linguistic groups that sign up to it.

10. Notes finally that the entry into effect of the Convention is not the end of a process but rather a step up to a new stage during which increasing the number of ratifications and furthering implementation of the Convention will constitute major challenges.

The 5th World Congress of the Education International

11. Calls upon the signatory governments:
   To implement the Convention on the protection and promotion of the diversity of cultural expressions.

12. Calls upon the non-signatory governments:
   To ratify the UNESCO Convention as soon as possible.

13. Calls upon all States:
   To take the necessary measures to safeguard and promote their country’s cultural heritage and current production.

14. Asks the EI member organisations:
   To press their country’s government to ratify or implement the UNESCO Convention.
The EI should:

15. **Continue** to hold the necessary discussions with UNESCO and all the agencies concerned to strengthen the institutional and financial capacity of the developing countries to prepare and implement policies to support the development of their cultural industries.

**Resolution on peace and an end to violence**

The 5th World Congress of the Education International, meeting in Berlin from 22 to 26 July 2007

1. **Has analysed** with concern the increase in wars and armed conflicts affecting various regions and countries, including some in developed countries.

2. **Appreciates** the efforts of the International Community and particularly organised civil society, in which trade union organisations have a considerable presence, to put an end to the said armed conflicts and wars.

3. **Observes** with concern that deplorably since the previous World Congress (July 2004) the intensity of the violence in some countries far from diminishing has increased.

4. **Emphatically affirms** that only through dialogue will the much desired Peace be obtained.

5. **Reiterates** that in situations of armed conflict or war, schools must be protected and considered to be areas of peace.

6. **Denounces** the enormous cost in human lives and the waste of resources which ought to be channelled towards the more urgent needs of Humanity, as a consequence of the blind logic of war or violence.

**Having noted the foregoing, 5th World Congress of the Education International resolves:**

7. **To call** upon the governments and armed groups involved to follow the path of dialogue in order to put an end to the violence affecting their countries.

8. **To demand** that governments and parliaments draw up and apply laws and provisions contributing towards the elimination of the phenomena of armed violence.

9. **Similarly, to demand** training programmes for peaceful coexistence and the exercise of democracy and citizenship.

10. **To urge** its affiliated organisations to redouble their efforts, along with the organisations of civil society, in favour of the peaceful resolution of conflicts.

11. **To urge** EI to argue for the drafting of a Declaration of human obligations to assist in resolving the social questions of the 21st century. It should contain the following principles:

   - The obligation to a culture of non-violence and deep respect for all life;
   - The obligation to a culture of solidarity and a fair economic world order;
   - The obligation to a culture of tolerance and a life in truthfulness;
   - The obligation to a culture of equality and partnership between woman and man.

**Resolution on higher education and research as a public service**

The 5th World Congress of Education International (EI) meeting in Berlin, Germany from 22-26 July 2007,

1. **Notes** that this year marks the 10th Anniversary of the UNESCO Recommendation on the Status of Higher Education Teaching Personnel affirming that:

   (a) higher education teaching personnel and research staff are entitled to academic freedom which includes the right, without restriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies;

   (b) the right to education, teaching and research can only be fully enjoyed in an atmosphere of academic freedom and autonomy for institutions of higher education;
(c) tenure or its functional equivalent, where applicable, constitutes one of the major procedural safeguards of academic freedom;

(d) higher education teaching personnel and research staff should enjoy the right to freedom of association, and the right to bargain collectively as promoted in the standards and instruments of the International Labour Organization (ILO); and

(e) working conditions for higher education teaching personnel and research staff should be such as will best promote effective teaching, scholarship, and research.

2. **Recalls** the Universal Declaration of Human Rights which states that “everyone has the right to education” and that “higher education shall be equally accessible to all on the basis of merit”, and the Convention against Discrimination in Education (1960), which calls on states to “make higher education equally accessible to all on the basis of individual capacity”.


4. Affirms that higher education and research is a vital public good that contributes to the social, cultural, and economic development of communities, nations, and regions and that it is therefore the responsibility of States to ensure that higher education and research institutions are adequately funded.

5. **Considers** that the primary objectives of public research include the progress of knowledge and the satisfaction of social and environmental needs. The responsibility to establish research policy should be entrusted to democratically-elected bodies, with a majority of representatives of personnel, and not to military-industrial complexes or private multinational companies.

6. **Recognizes** the challenges higher education teaching personnel and research staff face around the world with respect to:

   (a) institutional and political censorship, and restrictions on scholarly activity;

   (b) the absence and the weakening of trade union and collective bargaining rights; and

   (c) the continued decline of working and professional conditions arising from reduced professional autonomy, increasing differentiation of teaching and research and the growing use of fixed term and/or casual labour including the erosion of tenure and its functional equivalent. The promotion of labour flexibility by institutional managements and national governments is the primary mechanism driving increased casualisation, with adverse consequences for early-stage teachers and researchers.

7. **Considers** that the public mission of higher education and research, both nationally and internationally, is under pressure from a number of forces, including:

   (a) insufficient levels of public funding needed to ensure higher education and research institutions serve the public interest, and the reorganisation and restructuring of public higher education systems along market lines, with an allied emphasis on more highly stratified and differential public funding for teaching and research;

   (b) limits on the accessibility of higher education as a result of rising tuition fees in many countries;

   (c) restrictions on academic freedom and public intellectual commentary arising from national government funding and accountability policies, and anticollective bargaining laws and policies;

   (d) the increasing number of attacks on academic freedom and civil liberties in the name of the so-called ‘war on terror’ that is restricting the free and open debate necessary to challenge extremism or terrorism of all kinds;

   (e) the development of international institutional rankings and standardized tests of higher education students which distort the mission of higher education and research by encouraging a market-driven competition between nations and institutions;

   (f) the use of standardized management models, which are inspired by corporate methods based on short-term and crude performance indicators;

   (g) the displacement of representative peer-assessed research practices by government and managerially-driven administrative systems;

   (h) the attempt to include higher education and research services in legally-binding commercial trade agreements like the General Agreement on Trade in Services (GATS), as well as regional and plurilateral agreements;

   (i) continuing brain drain of higher education teaching personnel and research staff from emerging and developing to developed countries, and the potential of this inequality to increase as result of the aging workforce in industrialized countries;
(j) standardisation and/or harmonisation of higher education accreditation, qualification and quality assurance processes; and
(k) attempts by national governments to more directly control and erode the internal democratic decision making processes of higher education institutions, with adverse consequences for institutional autonomy and direct participation in decision making by higher education teaching personnel and research staff.

8. **Welcomes** the work of EI on higher education and research issues since the Porto Allegre (2004) World Congress, including lobbying and dialogue with UNESCO, OECD, ILO and WTO officials, and the organization of the 5th EI Higher Education and Research Conference in Melbourne (2005) and the continuing campaign by EI to exclude education and research services from GATS.

9. **Encourages** members, with the assistance of EI where necessary, to:

(a) promote academic freedom;
(b) support an increased use of tenured appointments, or their functional equivalents, and reductions in the use of precarious short-term contracts;
(c) monitor the effects of antiterrorism laws;
(d) oppose commercialisation of higher education and research and continue the campaign to exclude education from trade agreements;
(e) facilitate the exchange and mobility of higher education teaching personnel and research staff through cooperative initiatives, such as reciprocal membership agreements;
(f) support increased public investment for higher education through equitable tax provisions, oppose any increase in student fees and support needs-based financial assistance to students; and
(g) establish and strengthen collaboration with student organisations at institutional and national levels, where appropriate.

10. **Resolves** that EI and its affiliate members should work to:

(a) pursue higher education and research issues within the framework of “Educators Joining Together for Quality Education and Social Justice”, noting that EI Higher Education and Research policies draw links between the specific interests of higher education and its contribution to, and connection with primary and secondary education;
(b) promote higher education and research as both a public good and public service;
(c) build capacity to campaign against the inclusion of education and research services in trade agreements;
(d) promote international cooperation in higher education and research by building links and strengthening the capacity of EI higher education and research affiliates, particularly in developing and transition countries;
(e) explore patterns of staff and student mobility and the national and institutional obstacles which limit this, and develop a positive policy on mobility which enhances the quality experience for staff and students, as a key strategic element in EI’s overall response;
(f) confront the issues and problems associated with the national and international rankings of higher education institutions, noting that such rankings often underpin the creation of national and international markets in higher education, and are rarely neutral or objective;
(g) assess the implications of any Programme for International Student Assessment (PISA) type instrument for higher education, noting that such instruments are not necessarily suited to the inherently selective character of higher education institutions. Where such instruments are used, they should take account of the various funding and socio-economic bases of individual higher education institutions; and
(h) develop a response to the shortages and ageing academic labour force in many countries, ‘brain drain’ in emerging and developing countries, consistent with the ILO objective of “fair globalization” including offering attractive employment where people live.

11. **Mandates** the EI Executive Board:

(a) organise a higher education and research conference in 2009 with preference to be given to a venue in Latin America;

(b) develop studies, newsletters and other publications on trade issues designed to promote key EI Higher Education and Research policies amongst EI affiliates and national governments, drawing upon the research expertise of EI Higher Education and Research affiliates;
(c) lobby international bodies such as UNESCO, ILO, World Bank, IMF and the OECD to protect and promote the interests and rights of higher education teaching personnel and research staff;

(d) campaign for the full implementation of the 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel;

(e) continue to engage a consultant from the Higher Education and Research sector to assist with EI’s campaign on GATS and other trade issues; and

(f) make greater efforts to encourage the participation of existing affiliates and the recruitment of new affiliates in the Asia Pacific, Latin American and African regions, noting that this will require the active engagement of EI’s Regional Offices.

Resolution on gender and pay equity

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) 22 to 26 July 2007,

1. **Notes** the pertinent provisions of the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979, the International Labour Organization (ILO) Declaration on Equality of Opportunity and Treatment of Women Workers (1975), the Beijing Platform of Action, 1995, the ILO Fundamental Declaration on Fundamental principles and Rights at Work 1998;

2. **Recalls** the ILO Equal Remuneration Convention, 1951 (No. 100), the Discrimination (Employment and Occupation) Convention, 1958 (No. 111), the Workers with family Responsibilities Convention, 1981 (No. 156) and the principles enshrined in other relevant ILO Conventions;

3. **Notes** the adoption by the ILO of the Maternity Protection Convention (No. 183) in 2000;

4. **Notes** further that differences in pay based on gender is sex-based discrimination that women continue to suffer;

5. **Recognizes** the increasing number of women entering the workforce and the education profession in particular, and further, that where women are the majority of employees, pay decreases;

6. **Notes** that despite the efforts made to date, equal pay for men and women remains a pending issue throughout the world, and while the gender pay gap has decreased in some places, many countries are a long way away from achieving pay equity and that the spread of insecure employment affects women first and foremost, and helps to widen pay gaps;

7. **Emphasizes** the critical role that education unions play in the improvement of the working conditions of all education workers;

8. **Emphasizes** further that pay equity is a cross-cutting element in EI gender equality policies and programs, and that the majority of EI members are female;

9. **Convinced** that achieving pay equity is an important means of addressing gender discrimination not only in wage systems but in the workplace itself;

10. Also **Convinced** that the investment in public services, especially education, that support the empowerment of women and girls is crucial. It means promoting women as workers, supporting women and girls as services users and protecting them from any abuse;

11. **Reiterates** its conviction that the time has come to leave behind labour practices and pay systems which establish unacceptable inequalities between male and female workers, and which, when life-long earnings and pension incomes are analysed and compared, reveal gross discrepancies, including, or especially, in developed countries;

**The Fifth World Congress of Education International:**

12. **Calls** on governments to take effective measures, including legal, to:

   (a) Ensure the right of every woman to receive equal remuneration for equivalent work or responsibility received by male counterparts;

   (b) Require employers in both the public and private sectors to provide equal pay for work of equal value, whether or not the jobs are the same;

   (c) Ensure that the design, methodology, and implementation of job evaluation systems are free of discrimination.
and include in their development the full participation of the trade union movement;
(d) Give priority when designing public policies, programmes and allocating resources, including timelines, to ensure the achievement of the objective of pay equity;
(e) to have an employment policy that eliminates forms of insecure employment.

13. **Urges** EI member organisations to:
(a) Lobby governments to ratify and fully implement ILO Conventions relevant to the achievement of pay equity, in particular Conventions N° 100, 111 and 156; remove inequalities and discrimination from pay systems, making them transparent and open to scrutiny; allocate sufficient priority and funds to achieve pay equity;
(b) Collect relevant information on the existence of a sex-based wage differential in the education sector and circulate to members.
(c) Make pay equity a collective bargaining objective;
(d) Train negotiating teams to achieve language and/or measures that guarantee pay equity;
(e) Train women so that they are able to detect the existence of pay inequity and effectively present the case in support of their labour rights.

14. **Calls** on EI to:
(a) Integrate the issue of pay equity in all EI gender equality activities, at international, regional and national levels;
(b) Develop specific tools and materials to assist member organisations to conduct campaigns on pay equity and job evaluation systems;
(c) Strengthen its collaboration with the Global Union Federations and International Labour Organization on the promotion of Pay Equity;
(d) Undertake joint work with the Global Unions on pay equity as a strategic objective, at international, national and regional levels, such work to include advocacy, training, and sharing resource materials
(e) Ensure the right to trade union membership and the exercise of trade union responsibilities for women in the workplace

---

**Resolution on international migration**

The 5th World Congress of Education International (EI) meeting in Berlin, Germany from 22-26 July 2007,

1. **Notes** that a constant growth of the migration phenomenon characterises these first years of the 21st century. This has been described by several UN agencies, including ILO and UNIFEM, as a vital part of today’s globalised world;
2. **Underlines** that the migration phenomenon in a globalised world must be approached with a clear policy of respect for the human, labour and trade union rights of persons who emigrate, in line with core international instruments of human and labour rights;
3. **Affirms** its conviction that migrants contribute towards the development of both their countries of origin and the host countries;
4. **Observes** that migration has the potential to stimulate cultural and economic exchanges among nations and promote peace and mutual understanding, but can also trigger difficult situations, both in the country of origin and destination;
5. **Observes** with concern the growing presence of women and children in this type of manipulated international migration, and the possible serious consequences for their physical and mental health;
6. **Notes** further that the global migration involves women moving voluntarily but also women and girls forced to migrate owing to armed conflicts, poverty, factory closures, gender violence and trafficking in persons;
7. Energetically **rejects** the practices of those who traffick in human beings, taking advantage of the conditions of poverty and precarious employment situations in which millions of people around the world live;
8. **Concerned** by the status of children in migration, the difficulties and risks they face, given the lack of adequate centres and access to education, and their vulnerability to abuse, sexual and commercial exploitation;
9. **Concerned** further that in many countries migrant children are even denied the right to education or receive an
education of lower quality;

10. **Notes** the considerable number of educational workers in all categories who are swelling the ranks of migrants, which in many cases forces them to accept working conditions and salaries inferior to those of education professionals in the host countries;

11. **Notes** further that this also constitutes a considerable brain drain for the developing countries which trained them.

12. **Recognises** the fundamental role that trade union organisations must play in safeguarding the human and labour rights of migrants and their right to education;

13. **Recognises** further that trade unions play a key role in facilitating integration of migrants into host societies;

Taking the foregoing into consideration, the 5th World Congress of EI:

**Calls on governments to take effective measures to:**

14. **Ratify** and fully implement all conventions relating to fundamental rights at work, including the provisions of ILO Conventions 97 and 143 on the migration of workers and their families, the 1990 Convention on the Protection of the Rights of All Migrant Workers and members of their Families, and to apply all the provisions deriving from international treaties and pacts relating to the rights of migrants;

15. **Adopt** a human and children’s rights approach and a gender perspective to deal with the increasing levels of international migration;

16. **Recognise** by the reform of laws and policies that the increasing feminisation of the migration process demands concrete actions to protect the labour rights of migrant women workers.

17. **Take proactive measures** to empower women when migrant education workers are integrated into the workforce.

18. **Strengthen** and **reinforce** bilateral, regional and global cooperation to build partnerships between receiver and sending countries, and make migration a driver of development;

19. **Work** at national, regional and international level with civil society organisations and the trade union movement to establish gender sensitive programmes and services to raise awareness on women migrant workers’ rights, to ensure access to counselling and legal support to victims of abuses and to education and training.

20. **Eliminate** bias or discrimination, including gender-based discrimination, in the recognition of skills and qualifications.

**Requests and urges EI member organisations to:**

21. **Redouble** their efforts in favour of the Right to Education for all, with no exclusions or discriminations of any kind;

22. **Call** for the ratification and full implementation of the ILO Conventions on Migration;

23. **Include** a focus on international migration in the education sector in the union’s agenda, taking into consideration its gender dimension;

24. **Urge** governments to respect and implement international instruments to protect migrant workers;

25. **Provide** gender awareness training to members on issues related to migrant women and girls;

26. **Provide** member organisations with training on the risks of sexual exploitation.

27. **Gather information** on the situation of education workers who emigrate, including their access to trade union rights, pay and working conditions, and continuing education and training;

28. **Provide** union representation and provision of membership.

**Resolution in solidarity with Iraqi workers**

The 5th World Congress of Education International (EI) meeting in Berlin, Germany, from 22 to 26 July 2007,

1. **WHEREAS**, concerned people around the world share a desire for an end to the violence in Iraq and hope for a future in which the rights of workers and all people in Iraq will be respected; and
2. WHEREAS, the number of Iraqi civilians who have been killed or wounded to date is horrendous. The victims in this conflict are overwhelmingly the Iraqi people, whose attempts to take control of their own destiny are continually frustrated. These aspirations were clearly demonstrated when Iraqis defied widespread intimidation and escalating violence by turning out in the millions to elect an Iraqi government and approve a constitution; and

3. WHEREAS, the Bush Administration’s most recent strategy of placing 28,000 additional US troops in Iraq has not resulted in a reduction of violence, and

4. WHEREAS, Iraq has witnessed violent kidnappings and attacks aimed specifically at the academic community that have resulted in deaths of hundreds of educators and the exodus of many more. The loss of these professionals – who were charged with training the next generation of Iraq’s citizens and leaders -- is not only a human tragedy, but also an impediment to Iraq’s reemergence as a democratic nation; and

5. WHEREAS, despite legal obstacles, Iraq’s workers and their institutions are already active in the struggle for democracy. Trade unionists are being targeted for their activism, and some have paid for their valor with their lives. One essential pillar of any democracy is a strong, free democratic labor movement, and this is certainly true in Iraq. In this regard EI believes that the Iraqi Teachers Union (ITU) which was founded in 2003 has a key role in contributing to the building of civil society in Iraq, in establishing equality of access to education irrespective of gender, ethnicity, culture or religion.

6. WHEREAS, the building a democratic Iraq is dependent on the support and participation not only of a broad coalition of nations, but also of democratically-oriented non-governmental organizations. In this regard, the international labor movement has an important role to play:

7. WHEREAS EI specifically deplores the two raids by US and Iraqi forces at the end of February 2007 on the head offices of the General Federation of Iraqi Workers (GFIW) involving the arrest of a member of staff, the destruction of furniture and the confiscation of a computer and fax machine.

8. RESOLVED, that EI opposes the war in Iraq and calls upon the American government and coalition partners to seek a diplomatic settlement to achieve a political solution that includes allies and Iraq’s neighbors, and to facilitate an appropriate exit strategy of foreign troops in a rapid and timely manner; and

9. RESOLVED, that EI applauds the courage of the Iraqi people and unequivocally condemns the use of terror in Iraq and, indeed, anywhere in the world. EI calls on its affiliates and the international community to help the Iraqi people build capacity and establish basic security; and

10. RESOLVED, that EI considers it a moral and practical imperative that military action in Iraq must be followed by international programs to rebuild the nation’s infrastructure. The long-suffering Iraqi people deserve a chance for a normal life of self-government and self-respect. EI will strongly support the development of education and cultural initiatives and programs by international organizations, governments, trade unions and other democratic forces to promote democracy, the rule of law and tolerance in Iraq; and

11. RESOLVED, that EI supports the efforts of Iraqi teachers and other workers to form independent labor unions. In the absence of an adequate labor law, EI calls on the Iraqi government, as well as domestic and international companies operating in Iraq, to respect internationally recognized International Labor Organization standards that call for protecting the right of workers to organize free from all government and employer interference and the right to organize and bargain collectively in both the public and private sectors. These rights must also be extended to include full equality for working women; and

12. RESOLVED, that EI condemns the fact that Saddan’s decree No. 150, issued in 1987 that abolished union rights for workers in the extensive Iraqi public sector, has not been repealed. Moreover, we decry decree No. 875 of the new Council of Ministers, which confiscated all funds held by trade unions and prevents them from dispensing their own money. Payroll deductions for union dues are also not permitted under current laws. EI calls on the Iraqi government to place as a top priority the adoption of a new labor law that conforms to international labor standards to replace these anti-worker laws and decrees; and

13. RESOLVED, that EI renews its demand for the Iraqi government to bring to justice, in accordance with the law, those responsible for violence against the academic community, and that the Iraqi government guarantees the protection of schools at every level, and the safety of their administrators, faculties, staff and students; and

14. RESOLVED, that EI condemns any acts of intimidation targeting union and democracy activists. In concert with the international trade union movement, EI will continue to provide our full solidarity to Iraq’s workers as they struggle for an end to the violence and a more just and democratic nation.

15. RESOLVED that EI declares its support for the work of the Iraqi Teachers Union (ITU) in seeking to establish a free, independent, non-political, non-sectarian and democratic teachers’ trade union.
Urgent resolution on the Situation in Oaxaca, Mexico

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) 22 to 26 July 2007,

Considering,

1. That an acute conflict between the government of the State of Oaxaca and the teacher union has been developing for over one year.
2. That the government of the State of Oaxaca, with the support of the Mexican national government, has harshly repressed teacher union and social movements, resulting in deaths, torture and imprisonment;
3. That during the previous phase of the conflict 25 individuals were murdered, among them several teachers, and that none of these murders have been investigated, and none of those responsible have been punished, while many teachers remain imprisoned and subject to legal action.

The Fifth World Congress agrees,

1. To demand that the Oaxaca and Mexican governments release all those who have been unjustly detained during all stages of the conflict.
2. To demand the investigation of all assassinations committed and the prosecution of those responsible.
3. To demand that the national and state governments immediately begin negotiations with Section 22 of SNTE Oaxaca and quickly find an expedient solution to the teacher union conflict in Oaxaca.

Urgent resolution on the situation in Peru

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) 22 to 26 July 2007,

Considerations:

1. It is considered that the government of Peru made the decision to promote the Laws that Regulates the Public Educator functions and working conditions without any dialogue with the education organizations. This law eliminates the labor stability of the educators, negates the current labor rights of educators, eliminating the current agreements of the Law of Teachers and International Agreements signed and ratified by Peruvian Government before OIT and such a law has as a major focus, evaluations that are punitive for educators.
2. During the last month in response to the justified protest of the organized educators represented by SUTEP, the union affiliated to EI, the government conducted a violent physical repression and propaganda, beating, jailing, and denigrating the union members and its leadership.

The World Congress agrees to:

1. Demand to the government of Peru the immediate and total freedom of any person detained, whether they are leadership or teachers.
2. Further, that none of the educators, whether or not detained, be submitted to the judicial process as a result of the charges made against them because they were defending their rights as educators.
3. Request that a suspension of the Law that Regulates the Public Educator, promoted by the Peruvian government, and that an immediate effective dialogue between the government and SUTEP, which is a legitimate representative of educators in Peru. The goal is to find solutions and agreements to the created situation that was taken unilaterally and without consultation by the government.

Urgent resolution on the situation in the Higher Education system in France

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) 22 to 26 July 2007 was,

• informed that the French government has decided to present to the French National Assembly as soon as July 23 a bill about “Universities Freedom and Autonomy” and that it is necessary to have it passed urgently.
• Informed that all the French higher education and research unions (SNESUP-FSU, SNTRS-CGT, SNCS-FSU, SNASUB-FSU, FERC-Sup-CGT, UN-CGT-CROUS, SUD Education, SUD Etudiant, SUD Recherche-EPST, Sup Recherche-UNAS, SNPTES-UNAS, A&I-UNSA, SNPREES-FO) adopted on July 11 a common statement “the Cordeliers declaration”.

"In favour of a public service policy for higher education and research"

The signing organisations are convinced that the French higher education and research system must change fundamentally and must be better financed to be able to face the challenges of the 21st century.

In order to achieve this change, it is necessary to launch a large debate involving all the scientific communities, and beyond them, the whole society. It is for this reason that the signing organisations strongly and urgently oppose the passing of the bill about “Universities Freedom and Autonomy”.

With the state abandoning one of its responsibilities, with the recruitment of more and more precarious personnel, with the concentration of power in the hands of the university President, this bill endangers the very existence of a public service of higher education and research, which is necessary for the development of long term policies meeting the needs of society, particularly a broader access to higher education.

They ask for either the withdrawal of this Reform Bill or its suppression.

The 5th El World Congress expresses its solidarity and support to the French unions who have signed the “Cordeliers declaration” to defend both public higher education and the rights of students and higher education personnel.

### Urgent resolution on the situation in the Philippines

The 5th World Congress of Education International (EI), meeting in Berlin (Germany) 22 to 26 July 2007,

*Deplores* the murder of urban poor activist Charlie Solayao on July 17, 2007, in Tacloban City, Philippines by two masked gunmen;

*is appalled* that more than 1000 activists fighting to uphold the rights and welfare of poor and oppressed Filipinos have been assassinated or made to disappear since President Gloria Arroyo took power in 2001;

*notes* that the victims include nine teachers, two of whom were national officers of the Alliance of Concerned Teachers, Vitoria Samonte and Napoleon Pornasdoro;

*is outraged* that these gross human rights violations are carried out with impunity.

Therefore, the 5th El World Congress calls on the Philippine Government led by President Arroyo to:

• **Immediately put a stop** to extrajudicial killings and involuntary disappearances;

• **Investigate, prosecute, and punish** those responsible for these acts; and

• **Ensure** that its security forces respect the human rights and civil liberties of citizens.