



Education International  
**8<sup>th</sup> World Congress**  
Internationale de l'Éducation  
**8<sup>e</sup> Congrès mondial**  
Internacional de la Educación  
**8<sup>o</sup> Congreso mundial**  
2019 Bangkok **Thailand**

# Report of the Proceedings of the 8<sup>th</sup> Education International World Congress

Bangkok International Trade and Exhibition Center (BITEC)

**Bangkok, Thailand**

21-26 July 2019



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



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# 2019 Bangkok Thailand



## Opening

Sunday 21<sup>st</sup> July  
Ei 8<sup>th</sup> World Congress  
Bangkok, 2019



## Congress Opening Session:

Sunday 21 July - evening

The 8<sup>th</sup> Education International World Congress, on the theme '*Educators and their Unions Taking the Lead*', opened in Bangkok with a celebration of Thai culture, with singing and dancing performances framing the speeches by authorities and union leaders. This included performances by Bangkok's Mahidol University and its performing arts department as well as a *1,000-hands dance*, a dance performance that has its roots in Buddhist culture and the South-East Asian region.

The General Secretary of Education International (EI) **David Edwards** welcomed all 800 delegates and 500 observers and guests to this 8<sup>th</sup> World Congress.

**Dr. Watanaporn Ra-ngubtook**, secretary-general of The Thai Teachers' Council, welcomed participants to Thailand. **Stephen Cotton**, chair of The Council of Global Unions and general secretary of the International Transport Workers' Federation brought fraternal greetings from the international trade union movement. He centred his speech around the necessary evolution of unions in a changing world and underlined the importance of union collaboration: "*Education professionals are a vital part of the trade union movement. The labour movement needs to stand with educators in your struggles.*"

Delegates were also welcomed by **Phairot Krajangphan**, secretary-general of the National Thai Teachers' Union and **Dr. Usira Anomasiri**, who has served on the board of the Teachers' Council of Thailand and previously represented Thailand and the Asia-Pacific region on the EI Regional Committee.





Congress was officially opened by **President Susan Hopgood**. She began her speech with a challenge to attendees and educators across the world: *"Are you ready to take the lead?"*

*"Taking the lead means advancing our profession, promoting democracy, human and trade union rights and quality free public education for all,"* she said.



Hopgood went on to note that union renewal is one of the key challenges to be addressed at Congress: *"We are going to discuss union renewal – asserting the relevance of our unions in defining education policy to support the achievement of Sustainable Development Goal 4 and organising and mobilising young members in the work of the union"*.



Climate change will also be high on the EI Congress agenda, Hopgood stressed, insisting that *"climate justice must have an education face and a teacher's voice in every area of the world."* Education is a powerful tool for raising awareness about the global climate emergency and bringing up new generations of informed and responsible citizens.



Another key message in Hopgood's speech was the threat democracy is facing across the world: *"Aggressive nationalism is on the rise. Disinformation is being used as a weapon and division sown for private benefit. But truth matters. Despite alienation and pessimism, the need for facts is clearer than ever before."* Teachers and education professionals have an absolute responsibility to call out the lies and present their students with the facts: *"We need to be fighters against lies and darkness."*



Hopgood concluded her speech with a rallying call to the global education community: *"In our time now, with democracy literally locked in struggle for survival in the face of despots, we have no choice. There is no ground to give. There is no wisdom in the waiting. It is time."*









# DAY 1

Monday 22 July

EI 8<sup>th</sup> World Congress  
Bangkok, 2019



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## Congress Plenary Session I:

Day 1 – Monday 22 July – Morning



**President Susan Hopgood** opened the first session of the 8<sup>th</sup> Congress with a video tribute to prominent leaders of member organisations, former members of our governing bodies, and other colleagues active in the movement.



### 1.1 Adoption of the Agenda and Rules of Order

The president proposed the adoption of the *8<sup>th</sup> World Congress agenda* as put forward by the Resolutions Committee. The agenda, moved by **Vice-President Lily Eskelsen García**, and seconded by **Vice-President Mugwena Maluleke**, was adopted.



President Hopgood also explained two variations to the Rules of Order used at previous Congresses. Friendly amendments to resolutions now meant that those who were moving resolutions were to indicate at the time whether there were any amendments that they considered to be friendly or acceptable to the movements. In addition, seconders to resolutions would not need to speak; only the person moving and speaking to a resolution.



The Rules of Order as proposed by **Vice-President Marlis Tepe** and seconded by **Vice-President Mugwena Maluleke** were adopted.



## 1.2 Report of The Credentials Committee

The Credentials Committee verifies and determines the allocation of delegate credentials and the voting rights of each member organisation at Congress.

**Vice-President Marlis Tepe**, on behalf of the Credentials Committee, presented the report, which was seconded by **Vice-President Mugwena Maluleke**. She outlined the proxies and final list of delegates and votes based on the years 2016, 2017, 2018, and 2019. In addition, dues payments received between 18 July and the opening of Congress brought the number of delegates to 1,446. These dues payments, received after 18 July, meant the total number of eligible votes at Congress was now 2,140. Four proxies from member organisations unable to attend Congress had been received.

Payments after 18 July were received from: KTU, Korea; SNEP, Benin; NUT, Nigeria; BTF, Bangladesh; CTTU, Sri Lanka; USLTS, Sri Lanka; FEKRIMPAMA, Madagascar; SNEF, Mauritania; and SNEC, Mali.

The Credential Committee report was adopted.



## 1.3 Appointment of Congress Committees

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

On the basis of nominations from the regions, the Executive Board recommended that the following members should compose the Elections Committee:

Anders Rusk (Chair) (M)	OAJ/Finland (ETUCE - Europe)
Yuwana Podin (F)	MOVE/Malaysia (Asia-Pacific)
Gilberto Cascante (M)	ANDE/Costa Rica (Latin America)
Sifiso Ndlovu (M)	ZIMTA/Zimbabwe (Africa)
Wendy Bynoe (F)	SVGTU/St. Vincent and the Grenadines (North America & Caribbean)

The composition of the Elections Committee, moved by **Mugwena Maluleke** and seconded by **Marlis Tepe**, was adopted.



Appointment of the Resolutions Committee	Nomination du Comité des résolutions	Nombramiento del Comité de Resoluciones
Lily Eskelsen-García	EU Vice President	Chairperson
Maloney	NEU / Australia	Africa
Blower	NEU / United Kingdom	Asia-Pacific
Colocovsky	CONADU / Argentina	Europe
Tepe	AEU / United States of America	Latin America
		North America & Caribbean

## 1.4 Report of the Resolutions Committee

The *Resolutions Committee* chair **Lily Eskelsen García** said that 41 resolutions and 235 amendments had been received. The committee asked affiliates to highlight amendments that had been accepted as friendly; only amendments that had not been accepted as friendly would be debated in plenary sessions.

The Resolutions Committee report, moved by **Lily Eskelsen García** and seconded by **Marlis Tepe**, was carried.



## 1.5 Appointment of Tellers

The following individuals were announced by the **President**:



### Latin America:

Edgardo Morales (M)	SEC/Costa Rica
Paola Giménez (F)	OTEP-A/Paraguay
William Velandia (M)	FECODE/Colombia
Gloria Roque (F)	ANDES/El Salvador

### Asia-Pacific:

Kamala Kanta Tripathy (M)	AIPTF/India
Neselinda Meta (F)	VTU/Vanuatu
Thakshila Mendis (F)	ACUT/Sri Lanka
Fransisca Susilawati (F)	PGRI/Indonesia



### Africa:

Raphaël Zouzou (M)	SYNAFETPCI/Côte d'Ivoire
Angela Chisanga (F)	BETUZ/Zambia
Destaye Keno (F)	ETA/Ethiopia
Gaëtan Kponoukon (M)	SYNAEM/Benin

### ETUCE-Europe:

Gitta Franke-Zöllmer (F)	VBE/Germany
Sandi Modrijan (M)	ESTUS/Slovenia
Samidha Garg (F)	NEU/United Kingdom
José María Ruíz Herranz (M)	FE.CC.OO/Spain

## North America & Caribbean

Heidi Yetman (F)	CTF-FCE/Canada
Larry Carter (M)	AFT/United States
Luc Allaire (M)	CSQ/Canada
Lydon Lewis (M)	GUT/Grenada

## 1.6 Report of the Executive Board on the implementation of the 2015 Congress Resolution on a Review of Structures

**Mugwena Maluleke**, Vice-President and Chair of the *Constitution and By-laws Committee*, presented recommendations on the implementation of the resolution of the 7<sup>th</sup> World Congress relating to the review of structures and financing.

The 2015 resolution highlighted the need to prepare EI to respond to the needs of the future. After a survey of member organisations, the Constitution and By-laws Committee prepared a number of proposed constitutional amendments (see section 1.7) but also made three recommendations.

1. That the Congress authorises the Executive Board to undertake a re-organisation and re-drafting of the text of the EI Constitution and by-laws. The aim of the review is to improve the clarity and consistency of the document, making it more accessible to member organisations. The Executive Board will submit a new draft Constitution and the by-laws for adoption through an enabling resolution, substituting the new document for the existing ones, to the Ninth Congress.
2. That a series of practical issues should be established as principles of the current dues payment system for the period 2020-2023, such as retaining the gross national income (GNI) of a country as the basis of the calculation of the rate of dues to EI, retaining the 5% limit on increases or decreases of fees resulting from significant swings in a country's GNI, or asking the Executive Board to initiate consultations with member organisations that consistently fail to pay dues for their entire membership.
3. That the Congress decide to introduce changes to the lower floor dues rate and to the limit at which member organisations become liable to start paying dues at the highest level, as soon as financial circumstances permit.



## 1.7 Amendments to the Constitution and By-Laws from the Review



The *Congress-Enabling Resolution on the Reorganisation of the Constitution and By-laws* was moved on behalf of the Constitution and By-laws Committee by **Mugwena Maluleke** and seconded by **Marième Sakho**.

The resolution was carried.

*Amendment (1) on the Aims and General Principles* was moved, on behalf of the Executive Board, by **Mugwena Maluleke** and seconded by Executive Board member **Manuela Mendonça**. This amendment proposed a rewording and renumbering of articles in EI's Constitution, starting with changes to Article 2.

The amendment was carried.

*Amendment (2) to By-Law 10 (Resolutions at Congress)* proposed two new clauses to ensure that resolutions at Congress be presented more efficiently and debated more fairly.

Proposed by the Executive Board, the amendment was carried.

*Amendment (3.1) and Amendment (3.2) to Articles 6 and 19 of the Constitution* referred to the payment of membership dues and fees and related to the Executive Board's recommendation regarding principles underpinning the current dues payment structure.

The amendments were proposed by **Mugwena Maluleke** of the Executive Board and seconded by **Patrick Roach**.

The amendments were carried.

*Amendment (4.1) to Article 11 of the Constitution and Article 17 of the Constitution and to By-law 17* related to EI's Officers and Executive Board. It sought to clarify the titles of EI Officers. The amendment was proposed on behalf of the Executive Board by **Mugwena Maluleke** and seconded by **Johanna Jaara Åstrand**, Executive Board member.

The amendment was carried.

*Amendment (4.2) on Gender Quotas and Membership of the Executive Board* was not moved, instead the AFT was allowed to move its motion to amend *Article 10, Section C of the Constitution*, regarding the number of open board seats. The motion was proposed by **Candice Owley**, chair of the AFT's Democracy Committee, and seconded by **Dianne Woloschuk**, EI Executive Board. Dianne Woloschuk (Executive Board/chair of the Status of Women Committee), said that at least 50 per cent of the open seats should be reserved for women.





The amendment was carried.

*Amendment (5) to By-law 20* (Finances of Regional Structures) was moved by **Mugwena Maluleke**, seconded by **Steffen Handal**, both of the Executive Board.

The amendment was carried.



## 1.8 Amendments to the Constitution and By-Laws from Member Organisations

*Amendment (1)*, relating to the *Membership of the Executive Board* and proposed by the NTEU/Australia, was withdrawn.

*Amendment (2)* regarding *By-law 20b* of the *EI Constitution*, proposed by OZPSaV/Slovakia, was not considered as a consequence of the carrying of *Amendment (5) to By-law 20* (Finances of Regional Structures).

*Amendment (3)* regarding *By-law 20b* of the *EI Constitution*, proposed by ČMOS-PS/Czech Republic, was not considered as a consequence of the carrying of *Amendment (5) to By-law 20* (Finances of Regional Structures).

*Amendment (4)*, regarding *By-law 20b* of the *EI Constitution*, was withdrawn by VBE/Germany.

*Amendment (5)* from AFT/USA proposing changes to the number of open seats covered by *Article 10 Executive Board* had already been dealt with under amendments proposed by the Executive Board (see section 1.7 above).

*Amendment (6)*, proposed by FGEB/Tunisia, referred to *Article 21* (Official Languages) and to *Article 13a*, was not moved.



## 1.9 Resolutions: Section E – Other Resolutions

### STRENGTHENING EI TO MEET FUTURE CHALLENGES

*Resolution E2* was introduced and moved by **Odile Cordelier** (SNES-FSU/France) on behalf of the proponents and seconded by **Rossella Benedetti** (UIL-Scuola/Italy).

Odile Cordelier recognised EI's work to date in making the organisation more efficient and transparent. She said the resolution's sole purpose was to ensure that all member organisations become more involved in the work of revising EI's structures. She said member organisations had the capacity to reinforce EI to take on challenges such as the privatisation and increasing commercialisation of education, declining membership, and attacks on human and union rights.



### Interventions:



**Christine Blower** (NEU/UK) spoke in support of the resolution. She said EI should make sure its governance structures were the best possible – this could be done by further consultation with member organisations, with final recommendations presented to Congress 2023. Thus, the Executive Board should provide a calendar of consultation and urge all member organisations and regional structures should fully engage and participate in this.

**Mugwena Maluleke** (Executive Board) agreed that more input from member organisations was required.

The resolution was carried.

## 1.10 Progress Report

The President invited the General Secretary of EI, **David Edwards**, to present the Progress Report 2015-2019.

He reassured delegates that despite all the world's tyrants, dictators, haters, racists and democracy in disarray, he believed that *"progress has not paused; progress is not retreating or failing as some in the commentariat would have you believe"*.

The General Secretary reminded delegates that, four years ago, EI was months away from the United Nations' passage of the Sustainable Development Goals, including Goal 4, the stand-alone goal for education: "It was an outcome that had been one of our highest priorities and the centrepiece of our first global campaign.

*"From Ottawa to Bangkok, we mapped out a multi-tiered strategy across numerous platforms at the global and regional level. Together with you all, we chose the places and spaces that positioned us, our ideas, our values and our aims squarely at the point where we could have the most influence and impact."*

Throughout his speech, the General Secretary highlighted EI's major achievements, campaigns, and research initiatives related to the privatisation and commercialisation of public education, gender equality, Indigenous education, refugee and migrant rights, higher education personnel, education support personnel (ESP), climate change, funding of education, trade deals, and copyright.

He concluded by saying that the education profession, organised locally, nationally, regionally, and internationally to inspire and empower, was in a good position to construct a different architecture, and maybe even elevate fairness and decencies as global priorities.







*"What happens next, how we build power, navigate complexity, and fend off the democratic assaults can best be posited by beginning with a single but oh-so-powerful word, We. Nous. Nosotros. Wir!"*

In the discussion that followed, contributions were made by 17 delegates and these are summarised below under the themes raised rather than chronologically:



### Privatisation

**David Hecker** (AFT/USA) thanked EI for its work fighting the privatisation of public education. Educators must organise against enemies of public education, he said.

**Mary Busted** (NEU/UK) said privatisation in UK education had led to 10 per cent of the UK's school population disappearing from school rolls between 2011 and 2017. The children most likely to disappear were black, working class, children with special educational needs, and children with low prior educational attainment.

**Roberto Trochez** (COLPROSUMAH/Honduras) said that, with the support of EI and the pedagogical movement, unions could defeat plans to privatise education in Honduras.

**Hugo Yasky** (CTERA/Argentina) expressed his union's pride at being part of EI, mobilising against privatisation and giving voice and leadership to affiliates.

**Correna Haythorpe** (AEU/Australia) said it was important that EI build the capacities of unions to fight privatisation.

**Wilson Sossion** (KNUT/Kenya) informed Congress of his union's dealings with Bridge International Academies and commended EI on its work against BIA.

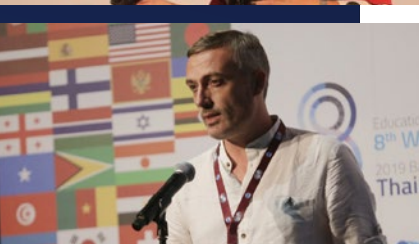
**Fatima da Silva** (CNTE/Brazil) urged EI to continue fighting against the commercialisation and privatisation of education.



### Austerity

**Clément Poulet** (FNEC.FP-FO/France) said teachers' rights were being attacked more than ever on all continents by austerity politics and the reduction of public expenditure against public services and servants.

**Mário Nogueira** (FENPROF/Portugal) recalled Portugal's seven years of austerity and noted that more than 15 per cent of teachers in Portugal are over 60. Teachers under 30 are almost non-existent, he said, with up to one in four teachers facing burnout.





### Indigenous Rights

**Darcel Russell** (AEU/Australia) called on indigenous rights to be protected and commended EI's 25 year-review of indigenous education available on the conference app.



### Fascism

**Jocelyn Martinez** (ACT/Philippines) said that unions would not be defeated by fascists and misogynists.



### Sanctions

**José Antonio Zepeda López** (CGTEN-ANDEN/Nicaragua) said economic sanctions affected pupils and public investment.



### Fear

**Agni Singh** (FTU/Fiji) said fear was widespread in Fiji where three trade union leaders had been detained and teachers were fearful of attending union meetings.





## Congress Plenary Session II:

Day 1 - Monday 22 July – Afternoon

### 2.1 Progress Report 2015-2019 (cont.)

#### Rights

**Juan Gabriel Espinola** (OITEP-Auténtica/Paraguay) said peace and human rights needed to be protected in the face of neoliberalism with a fascist tint.

**Bibekananda Dash** (AIFEA/India) urged EI to continue to advocate for education for the poorest of people.

**Cuqui Vera** (FE.CC.OO/Spain) said education was a right and society should not have to pay for that right.

#### Terrorism

**Hussein Boujarra** (FGESRS/Tunisia) called for Arabic to be adopted as an official language of EI. With regard to privatisation, he said there was a difference between the risk of privatisation in Northern countries and the Global South. He added that terrorism was a significant issue, with teachers and students targeted on purpose.

The motion to adopt the report was moved by **Mugwena Maluleke** and seconded by **Marlis Tepe**, both of the Executive Board.

The Progress Report was adopted.





Ram Pal Singh added that the resolution reaffirmed educators' role in protecting and promoting trade unions and human lives, upholding democracy and democratic values in society, and ensuring quality public education for children.

### Amendments:

**Amendment (1)** was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (2)** was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (3)** to insert the words "*radicalism, populism*" between the words "*bigotry*" and "*and hatred are on the increase*" in paragraph 3 was moved by **Samuel Rohrbach** (SER/Switzerland). He said it was important to also list "*radicalism*" and "*populism*" as these were tools often used in debate at all levels. This amendment was seconded by **Michelle Olivier** (SNUipp/France).

**Sonia Alesso** (Executive Board) spoke against the amendment, saying that the term '*populism*' had different meanings in different parts of the world.

**Amendment (3)** was not carried.

### Friendly amendments:

**Amendments (4) to (6)** were proposed by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (4)** sought to insert the words "*together with their civil society allies,*" after "*and their unions*" in paragraph 6.

**Amendment (5)** sought to insert the words "*initial and on-going*" before the word "*training*" in paragraph 7.

**Amendment (6)** sought to replace "*ensuring*" with "*promoting*" in paragraph 8.

**Amendment (7)** to insert the words "*or regional*" between the words "*at the national*" and "*level*" in paragraph 9 was proposed by SER/Switzerland.

**Amendment (8)** to insert "*and should be elaborated*" after "*national level*" in paragraph 9 was proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium, and VSOA-Onderwijs/Belgium.

**Amendment (9)** to replace "*is*" with "*should be*" developed in paragraph 9, proposed by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (10)** to insert the word "*social*" between "*dialogue*" and "*institutionalized*" in paragraph 9, proposed by SNUipp-FSU/France and SNES-FSU/France.



**Amendment (11)** was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (12)** to replace "our schools, our universities and other educational institutions" with "all educational institutions" in paragraph 15, proposed by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (13)** to add to the end of the sentence in paragraph 18 (ii) "and guarantee quality initial and continuous training for all teachers" was proposed by UNSA Education/France.

**Amendment (14)** to replace "sufficient domestic funding" with "public funding" in paragraph 18 (iv) was proposed by the SNUipp-FSU/France and the SNES-FSU/France.

### **Intervention:**

**Joaquim João Martins Dias da Silva** (FNE/Portugal) said the right to education and training for everyone was a responsibility of each state that should ensure the resources for the establishment of a public education that must be of high quality.

**Resolution A1**, as amended by all of the friendly, accepted amendments, was carried.

## **SCHOOL LEADERSHIP**

**Resolution A2** was moved by **Nkosana Dolopi** (SADTU/South Africa) and seconded by **Basil Manuel** (NAPTOSA/South Africa).

Nkosana Dolopi said that school leaders played a pivotal role in the provision of quality education and ensuring equity and equal education opportunities for all children and students. SADTU recognized the critical role of school leaders in supporting teachers, ESP, and students including the creation and maintenance of a positive school climate and culture of peace, tolerance, and equity, inclusivity, and cooperation. Seconder Basil Manuel called for improved development of school teachers and leaders.

### **Friendly amendments:**

**Amendment (1)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium, and VSOA-Onderwijs/Belgium, sought that a new paragraph be inserted after paragraph 2. Paragraph 3 would read as follows: "Recognising that good school leaders who are respectful towards their personnel and respect the social dialogue play a crucial role in guarding the mental health of the teaching staff" and re-number subsequent paragraphs accordingly.



**Amendment (2)**, proposed by NASUWT/UK, sought that a new paragraph be inserted between paragraphs 6 and 7. The new paragraph 7 would read as follows: *"Concerned about the increasing incidence of bullying, exploitation and other adverse leadership and management practices which are contributing to low morale, stress and ill-health, the loss of committed teachers and other injustices detrimental to teachers and education support professionals."*

**Amendment (3)** to insert the word *"specific"* before *"continuous professional development"* in paragraph 9 (i) was proposed by SER/Switzerland.

**Amendment (4)** to replace *"exercise leadership"* with *"collaborate in the successful running of education institutions"* in paragraph 9 (ii) was proposed by SER/Switzerland.

**Amendment (5)**, proposed by NASUWT/UK, referred to paragraph 9. It sought to insert a new sub-clause (ii) between 1<sup>st</sup> sub-clause (i) and 2<sup>nd</sup> subclause (ii) to read as follows: *"Urges governments and education authorities to take all appropriate steps to eliminate bullying and other adverse leadership and management practices in schools;"*.

**Amendment (6)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium, and VSOA-Onderwijs/Belgium, sought to insert, after paragraph 10 at the end of subclause (i): *"Congress advises the Executive Board that this study should incorporate reports of academic research and scientific knowledge on the topic of school leadership and to work with researchers throughout the world specialised in this matter"*.

### **Interventions in support of the resolution:**

**Patrick Roach** (NASUWT/UK) said good leadership had a profound impact on the morale and motivation of teachers and ESP, and also on students' learning, progression, and achievement.

**Melissa Cropper** (AFT/USA) said policymakers should not only engage educators in creating policy but should also invest in them and further their leadership growth.

**Resolution A2**, as amended by all of the friendly, accepted amendments, was carried.

## **DISASTER PREPAREDNESS AND RESPONSE**

**Resolution A3** was moved by **Julian Monrose** (SLTU/St. Lucia) on behalf of all member organisations in the North America and Caribbean Region. It was seconded by **Evelyn DeJesus** (AFT/USA).



Julian Monrose told Congress that natural disasters, whether caused by floods, hurricanes, storms, tornadoes, drought, earthquakes, tsunamis, etc., often result in damaged educational infrastructure, displaced students and teachers, schools completely destroyed, and lost teaching and learning material. He said this resolution sought to enhance EI's work in terms of the education response at the preparedness, relief, and recovery phases of natural disasters. Seconder Evelyn DeJesus called for union involvement in the development of employers' emergency preparedness, response, and continuity.

### **Friendly amendments:**

**Amendment (1)**, proposed by three South African unions, SADTU, NAPTOSA, and the SAOU, sought to have the words "*Idai and Kenneth*" inserted in paragraph 2 between the words "*Florence*" and "*were amongst the most...*"

**Amendment (2)** to insert the words "*and Africa*" between the words "*Latin America*" and "*have suffered from several severe earthquakes*" in paragraph 2 was proposed by three South African unions, SADTU, NAPTOSA, and the SAOU.

**Amendment (3)** to insert the words "*Mozambique, Malawi, Zimbabwe and South Africa*" after "*Texas, Louisiana*" in paragraph 2 was proposed by three South African unions, SADTU, NAPTOSA, and the SAOU.

### **Interventions:**

**Jack Boyle** (NZPPTA/New Zealand), recounted the devastating impacts on children and teachers of the 2011 Christchurch earthquake and the 2019 terrorist attack on two local mosques in New Zealand.

**Khayaletu Mdingi** (SADTU/South Africa) also spoke in favour of the resolution, saying that unions needed to be more proactive in support they offered to victims of natural disasters.

**Resolution A3**, as amended by all of the friendly accepted amendments, was carried.

## **ON THE VALUE AND IMPORTANCE OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)**

**Resolution A4** was moved by **Douglas Chalmers** (UCU/UK) and seconded by **Warren Chambers** (NEU/UK).

Douglas Chalmers said that TVET faced different issues globally, including inadequate resourcing in the UK, marketisation and privatisation in Australia, and infrastructure issues in the Cote





d'Ivoire. He said this resolution called on the Executive Board to ensure that TVET was a key part of EI's work over the next four years. This meant including TVET in the flagship campaign on the global response to the commercialisation of education and in EI's effort to ensure the proper implementation of the United Nations' Sustainable Development Goals.

### Amendments:

**Amendment (1)** was withdrawn by the GEW/Germany.

**Amendment (2)** was withdrawn by the GEW/Germany.

### Friendly amendments:

**Amendment (3)** to insert "access to" after the first two words "Believes that"; to delete "and" and insert "," in front of "education support personnel" in paragraph (3); and to insert ", and the establishment of real career pathways" at the end of the paragraph was proposed by the NEA/USA.

**Amendment (4)** called for a new paragraph 4 to be inserted between paragraphs 3 and 4: "Contends that TVET must lead to certification and integration into a specific sector of activity. Initial vocational training, which should already result in certification and lead to a diploma, is the first and fundamental stage of lifelong vocational training. Qualification is an essential issue. Diplomas and certifications constitute legal recognition and carry a normative value of knowledge and know-how acquired." It was proposed by FERC-CGT/FRANCE.

**Amendment (5)** to move "Calls on governments to elevate the status of the TVET sector and in its workforce" in paragraph 6 to after the sub-heading "Congress, furthermore, mandates the Executive Board:" was proposed by SADTU/South Africa, NAPTOSA/South Africa, and the SAOU/South Africa.

### Interventions:

**Jan Hochadel** (AFT/USA), spoke in support of the resolution, saying that high-quality, well-funded, and supported TVET programs had a proven record in preparing students for lifelong learning and well-paid careers supporting their families and communities.

**Ansgar Klinger** (GEW/Germany) said that vocational training included technical training for technical professions like engineers and also for service professions such as the healthcare and education sector.

**Matthias Perez** (FERC-CGT/France), said that liberal policies were trying to fragment the concept of qualification, and this had an impact on TVET professionals and on the working conditions and



pay conditions of the future employees that are current TVET students. Vocational training was a tool for the emancipation of citizens, he added.

*Resolution A4*, as amended by all of the friendly accepted amendments, was carried unanimously.



## 2.4 Address by Nobel Peace Prize Laureate Kailash Satyarthi

**Kailash Satyarthi** began his address to Congress with a metaphor. *"This room is filled with fire and light, because you symbolise sparks and ignition,"* he said of the 1400 teachers and educators at Congress.

Recalling the theme of EI's Congress, *"Educators and their unions taking the lead"*, Satyarthi said that this action was timely and crucial given the current *"dark times"* with children's rights, educators' rights, democracies and the climate put at risk by conflict and greed.

Satyarthi shared figures that showed an *"unacceptable"* increase in inequality: 428 million children below the age of 10 are living in multidimensional poverty; of the 1.3 billion people worldwide living in this condition, over half are under the age of 18. *"Children are bearing the brunt of inequality everywhere,"* he stated.

He said that the global situation does not point to a positive outcome for the Sustainable Development Goals adopted in 2015, especially in relation to the target of achieving free quality education for all. One-quarter of adolescents is expected to be out of school by 2030, and the world needs 69 million more qualified teachers. A lack of political will and the push towards the privatisation of education were standing in the way of justice and progress, he said.

He referred to the solidarity and partnership between child rights' groups, child labour groups, and educators in organising the





Global March Against Child Labour across 103 countries. *“And in most countries, the march was led and organised by the unions, by teachers,”* he said. *“And since then, not only have we succeeded in unanimous adoption of ILO Convention 182 on the worst forms of child labour, but we have been able to see the reduction of child labour by half.”*



Satyarthi highlighted the importance of working together with other social movements in order to *“spread compassion”* in the world. His own initiative is collecting signatures in support of children through the 100 Million Campaign, with EI and other movements as strong allies. The campaign aims to mobilise 100 million for the 100 million young people who are victims of violence, slavery, trafficking - denial of education is also a violence, he said. *“This way, we are able to globalise compassion. This way, we are able to build strong momentum for global citizenship by bringing the two different constituencies together.”*



In conclusion, Satyarthi told delegates: *“When the forces of evil are assassinating the truth, you cannot sit back. When the democracies are shrinking, you cannot wait for a leader, for a hero, for a champion to descend on the earth. You are that hero. You are that change. You are the leaders.”*

## 2.5 Response to the Discussion on the Progress Report

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

He acknowledged the importance of the global response to the privatisation and commercialisation of education. EI will take the fight to new levels, he said, tapping into the US\$6 trillion that the education sector represented. In response to FGESRS/Tunisia, the General secretary that said about 90 per cent of all the resources being invested by EI into the global response against the commercialisation, privatisation of education was going to the Global South. Research had also been undertaken into profit-making from the refugee crises in Lebanon, Iraq, and Jordan, and Morocco.

The General Secretary said that the conditions that allowed terrorists and radical groups to be able to attack students, schools, and the curriculum, were linked to the privatisers that were trying to take away the right to education and to workers' rights. EI would continue to invest and campaign around democracy and democratic education, he said.

Addressing concerns raised by CGTEN-ANDEN/Nicaragua about the organisation of ESP, the General Secretary said EI and the PSI were looking at ways of strategising together and taking the fight forward around democracy at the global level.

The new Executive Board intended to ensure that it had solid communication, actions, and solidarity to support the rights and education of indigenous people, he said in response to the issue raised by the AEU/Australia.

The General Secretary agreed with Otep-Auténtica/Paraguay that fighting for peace was important – in that context, he mentioned EI's role in been trying to build peace, particularly in Colombia.

EI remains focused on Fiji and committed to solidarity with the country and the FTU/Fiji.

He acknowledged the work done by COLPROSUMAH/Honduras in moving the global response forward and fighting against the World Bank with regard to the privatisation of health and education. He praised the ongoing efforts of KNUT/Kenya, CNTE/Brazil, AEU/Australia, CTERA/Argentina.

## 2.6 Resolutions (cont.)

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### **STRENGTHENING EQUITABLE ACCESS TO TEACHING, LEARNING AND RESEARCH MATERIALS**

**Resolution A5** was moved on behalf of the Executive Board by **Manuela Mendonça** and seconded by **Luis Grubert Ibarra**.

Manuela Mendonça said the resolution highlighted the importance of the broadest dissemination of knowledge including academic works and educational materials as a fundamental part of the right to education, highlighting the obligation of governments to ensure this right and give teachers access to books, other didactic materials, and open resources. She said many teachers, academics, researchers, and students had no access to an adequate infrastructure of technology and communication. Or they could not make use of work in digital format due to restrictive regimes of copyright or paid access.

#### **Friendly amendments:**

**Amendment (1)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to delete paragraph 8 and replace it with: "*Condemning the fact that commercialism and business practices can be used to exploit the knowledge and efforts of educators, researchers and education support personnel as they contribute to the development of works.*"

**Amendment (2)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to delete the last two words "*and rewards*" in paragraph 14 (ii).

**Amendment (3)** sought to insert a new additional clause (vii)



in paragraph 14 to read: "(vii) for the development of social dialogue between the social partners, employers' and workers' organizations, in order to reach 'collective agreements' and insure their implementation, especially for public education institutions at the national level"; and to renumber subsequent paragraphs accordingly. It was proposed by SBASHK/Kosovo.

### Intervention:

**Yamile Socolovsky** (CONADU/Argentina) said this resolution was about defining a strategy for acting in an area that was key to the democratisation of knowledge. She said the rights of authors would be protected, including those of authors who were teachers, professors, and researchers as they were members of EI affiliates.

**Resolution A5**, as amended by all of the friendly accepted amendments, was carried unanimously.

## ■ DEFENDING EDUCATION, SUSTAINING THE WORLD

**Resolution A6** was moved on behalf of FE.CC.OO/Spain, STEs-I/Spain, and FeSP-UGT/Spain by **Cuqui Vera Belmonte**. It was seconded by **Sonia Ethier** (CSQ/Canada).

Cuqui Vera Belmonte said that climate change was going to lead to increased poverty, displacement, and more extreme ecological phenomena. Educator could equip students with knowledge, skills, and the necessary attitudes to deal with these issues, with the education community, students, environmentalists, and society all contributing to a sustainable and fair future.

### Friendly amendments:

**Amendments (1) to (4)** were proposed by CSQ/Canada

**Amendment (1)** sought to insert at the end of paragraph 2 "*If nothing is done, between now and 2100, global warming could reach 5°C, leading to the disappearance of millions of species and almost 75% of the world's population.*"

**Amendment (2)** sought to insert in paragraph 3: "*The most vulnerable populations, such as indigenous peoples, are also most directly affected by these impacts*" after the words "*girls and women disproportionately affected by crises and emergencies.*"

**Amendment (3)** sought to delete in paragraph 5 the words "*Teachers' unions*", and replace them with "*the unions affiliated to Education International*".

**Amendment (4)** sought to insert in paragraph 6 the phrase "*and education is one of the best vehicles for tackling it*" after the words "*a very high human cost*".



**Amendment (5)**, proposed by the NEU/UK, sought to add at the end of the resolution: “Congress instructs the Executive Board to encourage affiliates to: “(i) Defend education, sustain the world; (ii) Stand in full solidarity with all students striking or protesting against climate change;” (iii) Oppose any reprisals against students taking action to fight climate change, such as detentions, exclusions. The rights to strike and protest are fundamental democratic rights for students and workers alike. To call on schools not to take action against students. We pledge to support student defence campaigns as necessary; (iv) Pledge to support future student actions by approaching student representatives to offer trade union speakers, stewards and organisational support.”

### **Interventions:**

**Leonora Quarte** (SMP-NATOW/Philippines) spoke in support of the resolution on climate change. She said that bringing environmental consciousness into the classroom, and embedding genuine concern and love for nature and for natural resources in the minds of young learners would be a good way to move towards sustainable development.

**Jan Hochadel** (AFT/USA) said millions of good jobs could be created by moving towards greater energy efficiency, reliance on renewable energy, and the rebuilding of the world’s civilisation infrastructure.

**Debbie Hayton** (NASUWT/UK) spoke against Resolution A6, specifically Amendment (5) which, she said, extended the right to strike to students. She asked Congress to oppose the amended resolution saying it offered blanket support for any student strike with no consideration for the impact that these may have on their education and safety.

**Kevin Courtney** (NEU/UK) said the student strikes around climate change involved young people who were fighting for their future and their world. He said teachers should support these young people – and not discipline them – with regards to the actions that they were taking.

**Guilherme Silva** (SINPROF/Angola) highlighted the effects of climate change on Angola where drought had led to the decimation of harvest and the deaths of children.

**Resolution A6**, as amended by all of the friendly accepted amendments, was carried.



## EDUCATION AND RESEARCH PLAY A CRITICAL ROLE FOR THE ENVIRONMENT AND FOR THE FUTURE OF HUMANITY

**Resolution A7** was proposed by SNCS-FSU/France, SNESUP-FSU/France and FQPPU/Canada and moved by **Patrick Monfort** (SNCS-FSU/France). It was seconded by **Andreas Keller** (GEW/Germany).

Patrick Monfort said that new knowledge and research must be part and parcel of education right from kindergarten to the highest level of education. He called for international cooperation on the basis of the freedom of academic freedom and the freedom to teach and to do research. Seconder Andreas Keller said society needed researchers who emphasised the importance of the freedom of science, freedom from undemocratic regimes or from influence from industrial sectors.

### Friendly amendments:

**Amendment (1)**, proposed by CSQ/Canada, sought to insert the phrase *“in order to implement a fair transition towards an environmentally more responsible life and socially more equitable society”* at the end of paragraph 4.

**Amendment (2)**, proposed by BUPL/Denmark and UEN/Norway, sought to insert the words *“early childhood,”* before *“primary, secondary and tertiary...”* in paragraph 5.

**Amendment (3)**, to insert *“including by subjecting economic and trade agreements to these criteria.”*; at the end of the paragraph 6 (iv), was proposed by CSQ/Canada.

**Amendment (4)**, to delete the word *“change”* and replace it with *“ecological and social crisis”* in paragraph 8, was proposed by CSQ/Canada.

**Amendment (5)** was proposed by CTF-FCE/Canada. It sought to insert a new paragraph following paragraph 8. This new paragraph would be numbered 9, pending other possible amendments) and would read as follows: *“Education International will advocate for Ministries of Education to collaborate with the teaching profession to develop meaningful curricula related to climate change.”*

### Interventions:

**Jeff Freitas** (AFT/USA) said the global community must come together and develop shared scientific knowledge on climate change so that informed policies and curricula could be developed.

**Lucie Piché** (CSQ/Canada) explained the rationale behind the CSQ/Canada amendments, saying that the aim was to create a more socially equitable, fairer world, to fight for sustainable



development and to question the capitalist process, particularly in northern countries.

**Ugwalubu Mikes Mowana** (PNGTA/Papua New Guinea) asked EI to take an interest in deepwater mining as it, and climate change, were affecting the livelihoods of people on the smaller islands in the Pacific Ocean.

*Resolution A7*, as amended by all of the friendly accepted amendments, was carried unanimously.

### **ACHIEVING AGENDA 2030 BY MOVING AWAY FROM CORPORAL PUNISHMENT TOWARDS POSITIVE APPROACHES TO CLASSROOM DISCIPLINE**

*Resolution A8* was proposed by NAPTOSA/South Africa and SADTU/South Africa and moved by **Basil Manuel** (NAPTOSA/South Africa). It was seconded by **Chris Klopper** (SAOU/South Africa).

Basil Manuel said that teachers needed to ensure that school was a place of safety for children. Seconded Chris Klopper added that corporal punishment perpetuated the prevalence of the culture of conflict and violence in many schools.

#### **Friendly amendments:**

*Amendments (1) – (7)* were proposed by BUPL/Denmark:

*Amendment (1)* sought to replace “CLASSROOM DISCIPLINE” with “LEARNING ENVIRONMENT” in the title of resolution A8.

*Amendment (2)* sought to replace “classrooms” with “learning environments” in paragraph 1.

*Amendment (3)* sought to replace “classrooms” with “learning environments” in paragraph 5.

*Amendment (4)* sought to replace “classrooms” with “learning environments” in paragraph 8.

*Amendment (5)* sought to replace “positive discipline” with “positive learning environment” in paragraph 15

*Amendment (6)* sought to replace “classroom discipline” with “learning environment” in paragraph 17.

*Amendment (7)* sought to replace “classroom discipline” with “learning environment” in paragraph 18.

*Amendment (8)*, proposed by SER/Switzerland, sought to insert, before paragraph 16 following the title, the phrase, “Calls on EI and all EI member organizations to”; to add a new paragraph 16: “Uphold and broadly publicize the 1989 UN Convention on the Rights of the Child (CRC)”; and to renumber the subsequent paragraphs.







### **Interventions:**

**Terrence Martin** (AFT/USA) spoke in support of the resolution. He said it was outrageous that the physical abuse of students was still seen as a legitimate educational practice in hundreds of thousands of schools around the world. He agreed with the resolution's statement that school discipline flourished in a caring environment which encouraged the physical, emotional, and intellectual development of students.

**Fatima da Silva** (CNTE/Brazil) highlighted the increasing incidence of military involvement in Brazilian schools under the pretext of administering discipline.

**Line Isaksson** (Lärarförbundet/Sweden) said that ongoing discussions between teachers and teachers, between teachers and principals, and between teachers and students and children were critical in creating good learning environments.

*Resolution A8*, as amended by all of the friendly accepted amendments, was carried.

## **Regional Meetings**

Day 1 – Monday 22 July – Evening

The evening of Day 1 of Congress was devoted to parallel meetings of the:

**ETUCE Region**

**EI Asia Pacific Region**

**EI Latin America Region**

**EI North America & the Carriibbean Region**

**EIRAF Region (Africa)**

**EI ACCRS**





# DAY 2

Tuesday 23 July

EI 8<sup>th</sup> World Congress  
Bangkok, 2019



Education International  
Internationale de l'Education  
Internacional de la Educaci3n  
Bildungsinternationale



## Congress Plenary Session III:

Day 2 – Tuesday 23 July – Morning:

### 3.1 Address by Guy Ryder, Director-General of the International Labour Organization (ilo)

In his address, **Guy Ryder**, Director General, International Labour Organization (ILO), offered words of encouragement and solidarity to the delegates.

*"These are times of intolerance. When untruths are peddled as facts and truth is dismissed as fake news,"* he said. The former General Secretary of the International Trade Union Confederation and of the International Confederation of Free Trade Unions further described the circumstances of our times in which wages fall and inequalities grow. He explained how the ILO constitution stipulates that labour is not a commodity, *"and nor should education be a commodity"*.

He highlighted how the ILO's focus on the future of work included discussions that have identified access to lifelong learning as a key policy priority. He also highlighted that education must be supported financially by governments and must be delivered by qualified, properly paid educational staff who know their rights and are free to exercise them.

Guy Ryder praised EI for successfully lobbying and securing a sustainable development goal focusing on access to quality education: *"It is a tribute to the ethics of EI and affiliates."*

*"Education must safeguard democracy, global citizens and a common goal,"* added Ryder who also reaffirmed the ILO's





commitment to work with EI to ensure that education is placed at the centre of the agenda.

## 3.2 Report from the Resolutions Committee

Lily Eskelsen García, Resolutions Committee chair, said the committee had received eight proposed urgent resolutions from member organisations. Five of these were found to be in order in accordance with EI By-law 10(e) on urgent resolutions.

The report was carried.



## 3.3 Resolutions (cont.): Section B - Promoting Democracy, Human and Trade Unions Rights

### WOMEN AND GIRLS' RIGHTS

Resolution B2 was introduced and moved by **Esther Thirkettle** (NASUWT/UK). **Sonia Ethier** (CSQ/Canada) seconded the proposal.

Esther Thirkettle highlighted the challenges facing women and girls, including access to healthcare and education, sexual exploitation, access to decent work and equal pay. She noted EI's work in championing gender equality, and applauded member organisations' campaigning and advocacy to secure progress to stop gender violence at work and in securing ILO action to tackle sexual violence and harassment at work. Seconded Sonya Ista urged EI to also work to pay equality.



### Friendly amendments:

Amendment (1), proposed by FERC-CGT/France, sought to insert a new paragraph after paragraph 10 to read: "*the regressive policies of some governments prevent women from having autonomy over their own bodies; genital mutilation has not yet been eradicated and has irreversible effects on the health of girls and women*", with subsequent paragraphs being renumbered.

Amendment (2) sought to insert a new paragraph 15 (iii) between subsections 15 (ii) and 15 (iii), to read: "*Continue to demand for pay equity between women and men (equal pay for work of the same value)*", with subsequent paragraphs being renumbered. It was proposed by CSQ/Canada.

Amendment (3), proposed by the CTF-FCE/Canada referred to paragraph 15 (v). It sought to insert a sub-clause (vi) to read: "*Make efforts to increase the number of women holding leadership roles in EI whilst encouraging affiliates to also increase the number*





*of women leaders in their unions. Such efforts may include designating seats for women and programs to encourage women to run for leadership roles."*



### Interventions:

**Appoline Fagla** (SNEP/Benin) highlighted discrimination in Benin and called on male delegates at Congress to support the resolution.



**Debra Beale** (NEU/UK) said that educating girls allowed them to take control of their bodies, helped to break the cycle of poverty, and boost national economies by increasing the level of female participation in the labour market.



**Mia Rebecca Lund** (BUPL/Denmark) said unions must see women's freedom as a sign of social freedom because women's rights are workers' rights. She said unions needed to integrate a feministic agenda in both their constitutions and in their practices.



**Jenni Arnkil** (OAJ/Finland) said that extending opportunities for learning, developing new paths for education and strengthening of transition from school to a professional life were key in getting girls more involved in the labour market.



**Emna Aouadi** (FGEB/Tunisia) highlighted how her union had launched a major campaign within education institutions to combat and eliminate violence in educational institutions. Violence was one form of discrimination, exclusion and marginalisation, and inhuman treatment against women and girls.



**Nomarashiya Caluza** (SADTU/South Africa) highlighted challenges facing girls in accessing education, such as trafficking, menstruation, and other work-related issues.



**Liz Stuart** (CTF-FCE/Canada) said the ILO's adoption of a Convention concerning the elimination of violence and harassment in the workplace recognised the need for action and created a framework to assist in shaping the future of work free from violence and harassment.



**Marietta English** (AFT/USA) said the levels of achievement of women who became policy-makers, entrepreneurs and community leaders were in direct correlation with their level of education. As they became educated, girls and young women became more empowered by acquiring the skills and confidence to make positive change in their communities.

**Samuel Rohrbach** (SER/Switzerland) said that, as a man, he felt it was important to support this resolution, having also attended the first EI World Women's Conference in Bangkok, Thailand, in 2011.

**Resolution B2**, as amended by all of the friendly accepted amendments, was carried unanimously.

## **MULTIPLE AND INTERSECTING FORMS OF DISCRIMINATION**

**Resolution B4** was introduced and moved on behalf of the Executive Board by **Dianne Woloschuk** and seconded by **Alfonso Cepeda Salas**.

Dianne Woloschuk said that the resolution indicated that, what are often perceived as separate or one-dimensional forms of discrimination such as ableism, classism, homophobia, racism, sexism, transphobia and xenophobia, among others, are actually multi-dimensional and intersect with one another. Seconded Alfonso Cepeda Salas said that anything relating to initial education and the ongoing training of teachers and educational support staff meant delving into the root causes of existing forms of discrimination throughout the world.

### **Friendly amendments:**

**Amendment (1)** was proposed by the AFT/USA and sought to insert, in subsection (6) the following additional phrase at the end "*recognizing that diversity is a fundamental value of the labour movement, and a source of our strength, consider within our own ranks that we must expand and protect opportunities for women among the roles of teacher union leadership at every level.*"

**Amendment (2)** was proposed by CSQ/Canada and sought to delete the word "*teachers*" and replace it with "*education staff*" in paragraph 9.

**Amendment (3)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to delete the word "*respectively*" in paragraph 12 (iv).

### **Interventions:**

**Frauke Guetzkow** (GEW/Germany) said the GEW was analysing the language in textbooks, distinguished between male and female language.

**Marie-Josée Dallaire** (CSQ/Canada) said nobody must be left aside when it came to decision-making, particularly when looking at subjects such as multiple and intersecting forms of discrimination and equality for women and girls.

**Dave Kitchen** (NASUWT/UK) said the NASUWT believed that it was important to highlight the challenges facing teachers. He cited examples of his union's work in this area.

**Loretta Johnson** (AFT/USA) highlighted the increase of hate crime in the USA and called on people to show up at the



workplace to promote tolerance, solidarity in schools, in healthcare facilities and State and local government offices.

*Resolution B4*, as amended by all of the friendly accepted amendments, was carried.

## **GENDER EQUALITY**

*Resolution B5* was withdrawn and thus not considered.

## **ELIMINATING ALL FORMS OF SEXUAL HARASSMENT AND SEXUAL VIOLENCE IN EDUCATION UNIONS**

*Resolution B6* was moved by **Johanna Jaara Åstrand** and seconded by **Okju Bak** on behalf of the Executive Board.

Johanna Jaara Åstrand said that real-life and social media campaigns had highlighted how a new generation of girls and women testified that they were not respected and not safe from sexual harassment in school, at work, in the street, at meetings and concerts or at home. She said Resolution B6 was the next step in the fight for gender equality and recognising that education unions and EI need to evolve to make their organisations safe spaces, free from sexual harassment and sexual violence. It was also a contribution to the recently adopted *ILO Convention 190* on violence and harassment. Seconder Okju Bak highlighted how the global #MeToo movement had inspired the KTU to take a step forward in advancing gender equality by introducing gender equality education, and sexual harassment prevention training, lectures and workshops.

### **Friendly amendments:**

*Amendment (1)*, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to delete "throughout most societies" in paragraph 4.

*Amendment (2)*, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to replace the word "on" with the words "to combat" in paragraph 9 (l).

### **Amendments:**

*Amendment (3)* was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

*Amendment (4)* was withdrawn by the NEA/USA.







### Interventions:

**Mairead Canavan** (NEU/UK) highlighted how a 2017 UK Feminista/NEU report on sexism in schools found that sexual harassment, sexist language and gender stereotyping were commonplace in school settings. Consistent and ongoing action was required from schools, government and education bodies to tackle sexism in schools, she concluded.



**Neselinda Meta** (VTU/Manuatu) said sexual harassment and violence against women and girls was a reality in the Pacific Islands and tackling it was difficult because of the status accorded to women.



**Marietta English** (AFT/USA) said that it must be recognised that, in schools, workplaces, and union halls, violence against women and girls, including sexual harassment, was rooted in historical and structural inequalities in power between men and women. It seriously violated the employment of human rights and remained an impediment to women and girls in full, equal participation in society and education and civic life.



**Thirona Moodley** (NAPTOSA/South Africa) said union leaders are responsible for giving opportunities to women and finding progressive solutions to eliminate sexual harassment and sexual violence in the workplace. Unions must also be cognisant of the fact that men are also victims of sexual harassment and sexual violence.



**Robert Rodriguez** (NEA/USA) said the NEA encouraged EI to robustly fund and support training against bullying and sexual harassment. Educating members on how to assert their rights when faced with bullying and harassment culture was an important service, he said.



**Jennifer Moses** (NASUWT/UK) said it was important that unions hold a mirror up to themselves to identify whether there were any barriers in terms of the progression of women, and to tackle those barriers.



**Annariza Alzate** (ACT/Philippines) highlighted how gender equality was under attack in the Philippines and how unions were proactively fighting against all forms of sexual harassment and violence.



**Eva Fernandez** (CTERA/Argentina) noted the ILO Convention 190 on harassment in the world of work and said that young people were leaders in the fight for gender justice, equality and freedom from violence.

Resolution B6, as amended by the friendly accepted amendments, was carried unanimously.



## SECURING LGBTI RIGHTS

**Resolution B3** was moved on behalf of the NASUWT/UK by **Debbie Hayton** and seconded by **Eric Brown** (NEA/USA).

Debbie Hayton said that, every day, lesbians, gay men, bisexual, trans and intersex people of all ages were exposed to discrimination, violence, intimidation and other human rights violations. She added that educators had a key role to play in ensuring that schools, colleges, and higher education institutions were free from the hatred, prejudice and discrimination of all LGBTI people. Seconder Eric Brown said educators must take the lead in order to ensure that LGBTI rights get back on track.

### Amendments:

**Amendment (1)** was proposed by SADTU/South Africa, NAPTOSA/South Africa, and SAOU/South Africa. It sought to insert the letter "Q" between the letters "T" and "I" and thereby change the acronym to read "LGBTQ" in the heading and the content of resolution. **Basil Manuel** (NAPTOSA/South Africa) said this addition would make the term more inclusive.

NEU/UK spoke against the amendment, saying that it was unclear in the UK what the "Q" stood for.

**Amendment (1)** was not carried.

**Amendment (2)** was not moved and thus not considered.

**Amendment (6)** was withdrawn by UNSA-Education/France.

### Friendly amendments:

**Amendment (3)**, proposed by FERC-CGT/France sought to replace "often" with "on average" in paragraph 5.

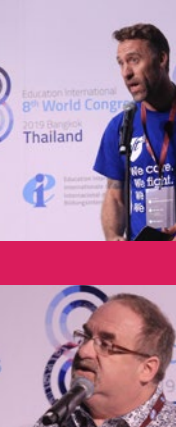
**Amendment (4)**, proposed by SNUipp-FSU/France and SNES-FSU/France sought to insert ", harassment" after "bullying" in paragraph 6.

**Amendment (5)**, proposed by UNSA-Education/France, sought to delete the word "mental" in paragraph 9.


**Amendment (7)**, proposed by CSQ/Canada referred to paragraph 17 (iii) and sought to delete the word "and" and add at the end of the sentence "and adults" to read "for all children, young people and adults".

**Amendment (8)**, proposed by CTF-FCE/Canada, referred to paragraph 17. It sought to insert a seventh sub-clause after sub-clause (vi) to read as follows: "Highlight the need for national and local actions to ensure schools are safe environments for LGBTI teachers and students".

### Interventions:



**Jeff Freitas** (AFT/USA) said that all workers should experience employment security, fair promotions and benefits regardless of their race, religion, age, ability, sexual orientation or gender expression or identity. He said that, despite recent progress in visibility and legal protections, many LGBTQI students, educators and support personnel still lived in places that allow societal and employment discrimination based on sexual orientation or gender expression or identity.



**Jerry DeQuetteville** (CTF-FCE/Canada) highlighted the challenges facing LGBTI youth in Canada. He said there was a lot of work to be done to ensure that schools were safe and inclusive places for students, and that workplaces were safe and inclusive workplaces for union members.



**Meredith Peace** (AEU/Australia) said it was essential that continue to highlight and raise awareness within unions about the impact of discrimination against LGBTIQ students and staff. She said unions have to raise awareness and share their protections and strategies to ensure that both students and staff can rightfully be who they are every day when they attend work, when they attend school. They have to be able to do that without fear of harassment or discrimination.

*Resolution B3*, as amended by the friendly accepted amendments, was carried.

### **CONDUCT RESEARCH EXPLORING THE CONTRIBUTIONS STRONG TRADE UNIONS MAKE TO SOCIETIES WITH ROBUST HUMAN RIGHTS**



*Resolution B8* was moved on behalf of the CTF/Canada by **Clint Johnson**, who said that research evidence was needed to show the benefits of trade unions and their work. Societies with a strong trade union density also had strong human rights and strong democracies, he said, adding that a well-organised defence was needed in the face of attacks on trade union work and functions. Seconder **Becky Pringle** (NEA/USA) said research was necessary to provide evidence that unions needed to exist to promote the basic principles of our democracies, to fight for the right of all people, for economic equality and to ensure students have that right to learn.

### Amendments:

There were no amendments to *Resolution B8*.

### Intervention:

**Larry Carter** (AFT/USA) highlighted attacks on human rights globally, including attacks on trade unionists. He called for support for Resolution B8.

**Resolution B8** was carried unanimously.

## **3.4 Elections Committee – Report on Nominations for Regional Seats**

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The Chair of the Elections Committee, **Anders Rusk**, said valid nominations were submitted for the regional seats on the Executive Board. Article 10 (c) of the Constitution provided for two seats for each region. At least one member from each region must be a woman. At the close of nominations, two nominations had been received for election to the regional seats assigned to each region, except Asia Pacific. Four nominations had been received for the regional seats assigned to Asia Pacific. Thus, an election by secret ballot was required for the Asia Pacific region's regional seats.

The Elections Committee's report was moved on behalf of the Executive Board by **Lily Eskelsen García** and seconded by **Marlis Tepe**.

The report was adopted.





## Beakout sessions

Day 2 - Tuesday 23 July - Afternoon

The early afternoon of Day 2 of Congress was devoted to the following breakout sessions:

- Stream 1** Union Renewal
- Stream 2** Living Our Values
- Stream 3** Taking the Lead in New Political Landscapes
- Stream 4** Making it Happen: Effective Ways of Influencing and Campaigning

In each session, a panel of EI and external speakers stimulated open debate among member organisations.

Delegates discussed how trade unions could assert their relevance and engage their membership in a context of rising threats to human rights, freedom and democracy. Member organisations exchanged experiences of union-led interventions against violence, harassment and abuse in the workplace, showcased successful examples of anti-harassment policies and measures within unions, and identified recommendations to EI and EI member organisations. Recommendations were also made as to how education systems and trade unions could effectively address the climate crisis and its impacts. Delegates also explored ways for EI's Global Response to build solidarity within and across national, regional and global settings in order to confront the growing commercialisation and privatisation of education.







## Congress Plenary Session IV:

Day 2 - Tuesday 23 July - Late afternoon

### 4.1 Special Session on Education and Democracy

This session featured the launch of *“On Education and Democracy: 25 Lessons from the Teaching Profession”*, a book co-authored by Fred van Leeuwen, EI General Secretary Emeritus, and Susan Hopgood, EI President.

Celebrating the 25 years of EI, the book features 25 essential lessons from educators who work to defend democracy in a deteriorating context. *“It serves to remind ourselves of the significant role we must play in promoting and protecting democracy and to recuperate the most important lessons we have learned throughout the history of our movement and, in particular, during the past 25 years,”* said **Fred van Leeuwen**.

The lessons are, first and foremost, meant to support classroom teachers fighting their daily battles, confronting education authorities, governments and engaging with the community. *“We appeal to their professional ideals, to their ambition to make a difference for their students and the societies in which they grow up. We seek to remind them that the values underpinning democracy, social justice and human rights travel through our classrooms,”* the General Secretary Emeritus explained.

The book gives examples of breath-taking courage shown by educators and education unions standing up against the powers that be. It also warns that democracy is a process that is reversible and can easily slip away if not nurtured and protected.



Democracy has always been the cornerstone of EI's mission: *"Democracy is about free elections, but it is about a lot more. It is the very basis of everything we want to achieve. It is about the way we live and inhabit our planet. It is about teaching and learning. It is about meeting human needs and enhancing justice and human dignity. It is about vision, progress and hope,"* Fred van Leeuwen concluded.

## 4.2 Resolutions (cont.)

### EDUCATION FOR DEMOCRACY

**Resolution B1** was moved on behalf of the Executive Board by **Randi Weingarten** and seconded by **Roberto Franklin de Leão**.

Randi Weingarten said that, today, educators were called on to be the defenders of decency and the guardians of democracy. Society was confronted by an economic and social era where communities around the world were embroiled in political upheaval spurred by anger and frustration of those who felt politically and economically left behind. While those frustrations were real, she said, many political leaders were exploiting them, weaponising the fear of the other and deliberately using racism, xenophobia, and sexism, divide people to undermine civil and human rights, the rule of law in our democracy.

Secunder Roberto Franklin de Leão said the challenges of authoritarian governments had to be faced. He said democratic debates had to be held for an inclusive education, an education that allowed people to grow; an education that liberated, not an education that was harsh; not of restraining, but an education that contributes to the general training of people.

#### Amendments:

**Amendment (3)** was withdrawn by FERC-CGT/France.

**Amendment (4)** was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (10)** was not accepted as friendly. It sought to delete the words *"to acquire"* and replace with *"to become a full-fledged citizen by acquiring"* in paragraph 4 (iv). It was moved by **Lucie Piché** on behalf of CSQ/Canada, who said the school curriculum and teaching should enable each one to become a fully-fledged citizen by acquiring knowledge, skills, and values as it was stated in the original version of this resolution. This amendment was seconded by **Cécile Tshiyombo** (SYECO/Democratic Republic of Congo).







**Randi Weingarten** (AFT/ USA) spoke against Amendment 10, saying the Executive Board wanted to make sure that refugees and others who were not citizens of that nation state would be able to get the kind of education that they deserve.

**Amendment 10** was not carried.

**Amendment (16)** was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

### **Friendly amendments:**

**Amendment (1)**, proposed by FERC-CGT/France, sought to replace the word "*elites*" by "*dominant classes*" in paragraph 1, sub-paragraph (v).

**Amendment (2)**, proposed by CSQ/Canada, sought to insert "*placed the economic interests of multinational companies above fundamental human rights*" after the words "*have atomised society;*" in paragraph 1 (v).

**Amendments (5), (6), (7) and (8)** were proposed by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (5)** sought to insert the word "*amongst*" between the words "*are*" and "*the largest and most powerful democratic organisations*" in paragraph 2 (i).

**Amendment (6)** sought to delete "*or robbed of their democratic legitimacy*" on line three (the consequences of which are given on line four) in paragraph 2 (iv).

**Amendment (7)** sought to delete "*skills,*" in paragraph 3 (iv).

**Amendment (8)** sought to replace "*will advocate*" with "*will continue to advocate*" in paragraph 4 (i)

**Amendment (9)** sought to insert "*to fight against a utilitarian vision of education, setting the educational content based only on the needs of the job market*" before the words "*to advocate for reforms;*" in paragraph 4 (iv). It was proposed by CSQ/Canada.

**Amendments (11), (12), (13) and (14)** were proposed by SNUipp-FSU/France and SNES-FSU/France.

**Amendment (11)** sought to insert at the end of paragraph 4 (v), after the word "*learning*", the words "*thereby defining, by means of a democratic process, the quality criteria for their work.*"

**Amendment (12)** sought to insert the words "*work and*" before "*Teaching profession*" in the square brackets in paragraph 4 (v).

**Amendment (13)** sought to replace the word "*those*" with the word "*children*" in paragraph 4 (x).

**Amendment (14)** sought to insert the words "*girls,*" between the words "*including*" and "*refugees*" in paragraph 4 (x).



**Amendment (15)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium sought to insert “*profiting from international research that has already been done about democracy in the world.*” after paragraph 5 (i).

**Interventions:**



**Maria Ronn** (Lärarförbundet/Sweden) said the action plan proposed in this resolution defending democratic values in the education system as well as in all levels of our society could help educators make a difference. By standing together in solidarity defending democratic values, principles, and practice, educators could can be the answer to the challenges being faced, such as authoritarianism, ignorance, and extremism.



**Mel House** (NEA/USA) believed this resolution allowed for the creation of pathways necessary for active participation by all, including non-binary people.



**Petri Kääriäinen** (OAJ/Finland) also spoke in support of the resolution. He said it was vital that teachers stood up for an open society with democratic values as this was one of the most important issues facing the entire teachers’ movement in the coming years.



**Hassan Ahmad** (ISTT/Egypt) said the concept of democracy also included knowledge, skills, research, studies, as well as minorities’ rights and gender issues.



**Mary Bousted** (NEU/UK) said that unions were under threat in many places through limits being imposed on the rights of workers to associate, to bargain, and strike. She said the NEU supported the mandate in this motion for the Executive Board to prepare a report on the state of democracy in the world today, identifying the threats to democratic values and to develop a coherent and consistent action plan.



**Roberto Baradel** (CTERA/Argentina) said there can be no quality public education without democracy, and there can be no democracy without quality public education.



**Luis Grubert** (FECODE/Colombia) highlighted how teachers in Colombia fight for democracy and peace.

**Dorte Lange** (DLF/Denmark) said the fight to defend and develop democracy was at the core of teachers’ work, with teachers and unionists having a responsibility to work for democracy based on facts, knowledge, and on self-esteem from all present and future generations and citizens to be part of a living democracy.

**Resolution B1**, as amended by the friendly accepted amendments, was carried unanimously.



### 4.3 Address by Maria Ressa, journalist and 2018 time person of the year

**Maria Ressa** began her Congress speech by sharing her experience as a journalist in the Philippines under a hostile government. The editor of *Rappler* and 2018 Time Person of the Year, Ressa argued that social media had become weaponised by authoritarian regimes and special interests in many countries of the world. She recounted her own experience of being attacked on social media with the hashtag *#ArrestMariaRessa* used to target her.

Many journalists are in a battle for the truth, in a landscape where saying a lie often enough makes it become truth. *"If you have no facts, you can't have truth,"* she said. *"Without truth, you can't have trust. If you have none of these, there is no public space and there can't be democracy."*

She highlighted how social media was used and how *Rappler* used data to assess how and what disinformation was being spread. The global reach of social media platforms meant that nation-state boundaries no longer applied.

Ressa stressed the importance of educators and education in building the critical thinking skills all citizens must have in order to make informed decision: *"We have to stand up against bullies, report the lies because that's how courage spreads."*



## 4.4 Resolutions (cont.)

### **QUALITY PUBLIC EDUCATION AND FREE TRADE UNIONS ARE THE CORNERSTONE OF DEMOCRACY**

**Resolution B7** was moved by **Leo Casey** (AFT/ USA) and seconded by **Mugwena Maluleke** (SADTU/South Africa).

Leo Casey said that, across the globe, authoritarian populist movements and governments of the far right were poised to eviscerate democratic governance, to undermine free and fair elections, to violate the rule of law with impunity, and to shut down freedom of expression and a free media. Every educator that can be organised and mobilised, every resource that educators possess, every last ounce of their strength will go into defeating this danger to democracy, to public education, and to unions, he said.

#### **Fiendly amendments:**

**Amendment (1)**, proposed by NEU/UK sought to add new paragraph between 6 and 7: *"(7) Believing that the class solidarity expressed through trade unions organising and mobilising working people to defend their rights is a key bulwark against the advance of authoritarian populist movements of the far right."* It also sought to renumber subsequent paragraphs.

**Amendment (2)**, proposed by BUPL/Denmark, sought to replace "classroom" with "learning" in paragraph 7 (iii).

#### **Interventions:**

**José Antonio Zepeda López** (CGTEN-ANDEN/Nicaragua) spoke in support of the resolution. His union believed that people have the right to determine their own lives, their own destiny, their own identity, to have their own routes, to be free, to be sovereign, to make their own decisions, and to strengthen their societies.

**Walter Hlaise** (SADTU/South Africa) called on all sister trade unions and fellow trade unionists to continue in building strong unions capable of both challenging and defending democracy at all times in pursuit of quality public education.

**Shelly Moore Krajacic** (NEA/USA) said that unions must lead the fight by breaking down oppressive and authoritative structures that all too often exist within their own structures.

**Kevin Courtney** (NEU/UK) thanked the AFT for accepting the NEU's Amendment (1), saying that the threat faced from the far right is the worst since the 1930s.

**Resolution B2**, as amended by the friendly accepted amendments, was carried unanimously.



8<sup>th</sup> EI World Congress  
8<sup>e</sup> Congrès Mondial  
8<sup>o</sup> Congreso Mundial

2019 Bangkok  
Thailand



# DAY 3

Wednesday 24 July

EI 8<sup>th</sup> World Congress  
Bangkok, 2019



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



## Congress Plenary Session V:

Day 3 - Wednesday 24 July - Morning

### 5.1 Report from the Elections Committee

The Chair of the Elections Committee, **Anders Rusk**, said elections had concluded for the Asia Pacific regional seats. Accordingly, the Elections Committee declared the following nominees elected:

#### Africa:

Yohannes Benti Chokorso (M)	ETA/Ethiopia
Marième Sakho Dansokho (F)	SYPROS/Senegal

#### Asia-Pacific:

Hyunjin Kim (F)	KTU/South Korea
Ram Pal Singh (M)	AIPTF/India

#### Europe:

Johanna Jaara Åstrand (F)	Läraryrbundet/Sweden
Sławomir Broniarz (M)	ZNP/Poland

#### Latin- America:

Nelson Alarcón (M)	FECODE/Colombia
Sonia Alesso (F)	CTERA/Argentina



## North America & Caribbean:

Dianne Woloschuk (F)

CTF-FCE/Canada

Randi Weingarten (F)

AFT/USA

## 5.2 Financial Report 2015-2018



On behalf of the Executive Board, EI Vice-President and chair of the Finance Committee **Lily Eskelsen García** presented the financial report to Congress.

She said EI's general budget comprised four areas of expenditure: programme activities, governance, administration, and salaries and service. The cost of salaries and services, governance and administration, constituted almost 84 per cent of the budget. These recurring expenditures, which total €8.8 million, were the basic operational costs of EI.

She noted that EI's income remained stable for the period 2015-2018, rising slightly from €10.2 million in 2015 to €10.4 million in 2018.

Dues paid to EI were higher than expected in 2015, as a result of the re-affiliation of an organisation. However, they decreased slightly in 2016 and significantly in 2017. The latter was due to the withdrawal of one affiliate and special agreements with other affiliates. However, income was two per cent higher than expected in 2018 due to the payment of arrears and a small increase in dues paid.

Expenditures were in line with EI estimates. In 2017, the entire EI budget was revised, and savings were made under activities, administration, and governance. Unfortunately, the budget could not be balanced and €400,000 was taken from reserve funds. The 2018 budget also had to be revised due to the impact of a US court case, which had the impact of reducing union membership in the US. The celebration of EI's 25<sup>th</sup> anniversary was also an additional cost.

Over the last four years, EI has shown an overall excess in income of €52,200, meaning that EI was able to turn a reduction in dues income and a deficit in 2017 to a surplus in 2018.

She said EI anticipated the following projected increases for the 2020-2023 budget cycle:

- :: One per cent for programme activities
- :: 17 per cent for governance and administration
- :: Three per cent for salaries and services

In terms of dues and membership, a two per cent increase in dues was built into the 2020 budget with an estimated increase of

25,000 members expected per year up to 2023.

This report of the Finance Committee, as moved by Lily Eskelsen García on behalf of the Executive Board, was received.

### 5.3 Auditors' Report

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**Han Wevers**, Partner at EY in Belgium, presented the Auditors' Report.

He said that EY verifies the income EI derives from its dues, its representatives visited all the regional offices during the four-year period, reported to the Executive Board on an interim basis, and attended and presented the audit results annually during the internal audit committee meetings. EY's task was also to assess EI's compliance with the articles of the EI constitution, by-laws, and with different Belgian and other international laws and regulations for non-profit organisations.

Han Wevers said it was EY's opinion that the consolidated financial statements for the years ending in 2015, 2016, 2017, and 2018, gave a true and fair view of EI's financial position and the results of its operations in accordance with the financial reporting framework as adopted by EI's Executive Board.

This meant that, based on EY's work, it was of the opinion that the consolidated financials did not contain material mis-statements or anomalies, taking into account the legal and regulatory requirements. EY was of the opinion that the evaluation rules had been applied on a consistent basis over the past four years. And that the consolidated financial statements provided all the necessary information, such that, according to EY, a true and fair view was given of EI's assets and the liabilities, financial position and its results for the four-years period, 2015-2018.

The report was moved by **Mugwena Maluleke** and seconded by **Roberto Franklin de Leão** on behalf of the Executive Board.

The report was received.

#### **REPORT OF THE INTERNAL AUDIT COMMITTEE**

The chair of the audit committee, **Mike McPherson** (NEA/USA), said the role of the Internal Audit Committee was to examine the annual audited reports of EI and report to each Congress.

The Committee recommended that:

Attention continue to be paid to the payment of full dues by all member organisations

The solidarity funds should be examined more effectively





Visits to the regional offices should be continued by the statutory auditors

Internal Audit Committee reports should be circulated to the Executive Board

The Secretariat should prepare a balanced budget and monitor dues payments in light of global, financial fluctuations

The report was moved on behalf of the Executive Board by **Marlis Tepe**, Vice President, Europe, and seconded by **Masaki Okajima**, Vice President, Asia-Pacific.

The report was received.



## 5.4 Appointment of Auditors and Internal Audit Committee

On behalf of the Executive Board, the **General Secretary** recommended that EY be appointed as external auditor for the period 2019-2022. The proposal was seconded by **Lily Eskelsen García**, Vice President and Chair of the Finance committee.

Congress appointed EY as external auditor.

The following members were proposed for appointment to the Internal Audit Committee for 2019-2023 following recommendations from the regions:

Africa:	Basil Manuel (NAPTOSA/South Africa)
Asia-Pacific:	Avelino S. Caraan Jr. (SMP-NATOW/Philippines)
Europe:	Ronnie A. Smith (EIS/United Kingdom)
Latin America:	Yamile Socolovsky (CONADU/ Argentina)
North America & Caribbean:	Mike McPherson (NEA/USA)

Plus:

Ex-officio members of the Committee:

President	Susan Hopgood
General Secretary	David Edwards

Chair of the Finance Committee: To be appointed

Congress appointed the members of the Internal Audit Committee, as moved by **Mugwena Maluleke** and seconded by **Marlis Tepe** of the Executive Board.



## 5.5 Resolutions (cont.) Section C - Advancing the Profession

### ADOPTION OF THE EI/UNESCO GLOBAL FRAMEWORK OF PROFESSIONAL TEACHING STANDARDS

*Resolution C1* was moved on behalf of the Executive Board by **Patrick Roach** and seconded by **Mugwena Maluleke**.

Patrick Roach said that teachers and unions faced attacks on their rights to exist, to organise, and on their freedoms, autonomy, and professional agency. And they faced attacks on the very existence of the teaching profession. The best defence against these attacks on teachers was for teachers to assert their professionalism. The *EI/UNESCO Global Framework of Professional Teaching Standards* gave teachers and unions the opportunity to safeguard professional practice of teachers. Seconded Mugwena Maluleke said professional teaching standards had often been developed by governments, employers, or even consultants with very little, if any, involvement of teachers' unions. This framework was an example of how unions could take the lead in defending and defining their profession.

#### Amendments:

*Amendment (3)* was withdrawn by DLF/Denmark.

*Amendment (5)* was moved by **Jeanette Sjoeborg** on behalf of DLF/Denmark. She said the DLF valued and acknowledged that free, equitable, and quality education was the exact purpose on Resolution C1 and the proposed framework of Professional Teaching Standards. However, the political, cultural, and pedagogical foundation of education systems in different countries were distinct and different from each other.

**Patrick Roach** spoke against the amendment on behalf of the Executive Board. He said teacher unions were the only legitimate voice of the teaching profession. This Framework mattered as teachers wanted standards to protect their profession and to keep quality teaching alive.

*Amendment (5)* was not carried.

#### Friendly amendments:

*Amendment (1)*, proposed by DLF/Denmark, sought to insert the word "can" after the words "professional teaching standards" in paragraph 1 subclause (v).

*Amendment (2)*, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium, sought



to insert the words *“as a guideline”* after *“Teaching Standards”* in paragraph 2 subclause (i).



**Amendment (4)**, proposed by DLF/Denmark, sought to substitute *“lead the shaping”* with *“be aware of the possibilities”* and insert: *“may have”* after the words *“professional teaching standards”* in paragraph 2, subclause (iv).



**Amendment (6)**, proposed by CSQ/Canada, sought to insert *“and that, in all circumstances, its application be based on the teachers’ professional judgement.”* after the words *“teacher autonomy”* in paragraph 2 (vi).



### Interventions:

**Larry Flanagan** (EIS/United Kingdom) spoke in support of the resolution and outlined the experience of professional standards in Scotland, adding that the standards existed to protect the profession.



**Heleno Manuel Gomes de Araújo Filho** (CNTE/Brazil) said the resolution was important as it placed teachers at the centre of developing standards.



**Rossella Benedetti** (UIL-SCUOLA/Italy) said her union was going to abstain in the vote because any other final document presented by an international institution might weaken or impede the results that could be yielded through social dialogue.



**Nkosipedule Ntantala** (NAPTOSA/South Africa) spoke in support of the resolution, urging colleagues to fight vehemently against deprofessionalisation.



**Hege Elisabeth Valås** (UEN/Norway) said the UEN found it difficult to support this resolution as it was concerned about the language used in the framework in the Norwegian context and in the context of possible long-term effects of developing common standards.

**Frédérique Rolet** (SNES-FSU/France) spoke against the resolution, saying that basic and ongoing training of teachers was missing from the Framework. It would have been preferable, she said, for EI to have written a political document that would be sent out to member organisations for consultation before describing these standards in detail.

**Olli Luukkainen** (OAJ/Finland) highlighted the autonomy teachers experienced in Finland, where teachers’ qualifications were high.

**Randi Weingarten** (AFT/USA) spoke in support of the resolution and said that every profession had standards. She acknowledged the concerns of some who felt that supporting these standards, which would benefit the developing world, would limit their standards. She said it was clear that this Framework would not



determine the standards in any given country with existing and established standards.

**Amadou Diaoune** (SUDES/Senegal) also spoke in support of the resolution, saying that the ultimate objective was to protect quality education. This Framework was a powerful tool in fighting deprofessionalisation and there was a need to put an end to the precarious status of teachers.



**Filbert Baguma** (UNATU/Uganda) said that if people believed that teaching was a profession, then it must have standards for the profession in the same way that other professions have standards.



**Maria Ronn** (Lärarförbundet/Sweden) said professional teaching standards could help teachers to safeguard their profession from deprofessionalisation, and the profession was best placed to give the answers as to what teaching was actually about.



**Brigitte Bilodeau** (CSQ/Canada) said the Global Framework of Professional Teaching Standards was of interest because it allowed teacher unions to think collectively about their occupation and the teaching standards that they believed were relevant to help them progress in a context where a lot of external sectors were trying to define the profession.

*Resolution C1*, as amended by the friendly accepted amendments, was carried.



## 5.6 Address by Sharan Burrow, General Secretary of the ITUC

Guest speaker **Sharan Burrow**, General Secretary of the International Trade Union Confederation (ITUC), and former EI Vice-President, argued that education workers' unions must be involved in the fight for democracy, a new social contract and climate change.



*"Unions are on the frontlines because we share a set of values," she said. "We stand for hope, not hatred; rights, not oppression; democracy, not dictatorship; freedom, not fascism; solidarity, not division; trust, not despair; fairness, not inequality; courage, not fear. We stand for the 99 per cent, not the one per cent; dignity, not exploitation."*



The ITUC General Secretary defined the new social contract as the *"the industrial agenda that complements healthy democracies"*. She called for the implementation of a Labour Protection Floor as negotiated in the Centenary Declaration of the ILO so that *"all workers regardless of the employment arrangements have the guarantee of fundamental labour rights, occupational safety and health, a minimum living wage and maximum hours of work."*

She added that a new social contract must mean that broader rights and the employment relationship are respected, *"so work is formalised, collective bargaining is strengthened; quality public education and lifelong learning for all guarantees further education and skills, workers have some control over working time; social protection coverage is universal; mandated due diligence and accountability drive business operations; women's equality is realised, modern slavery with child labour and forced labour is eradicated; and social dialogue ensures just transition measures including skills for climate, technology and displaced people."*

She strongly condemned the fact that, with very few exceptions, governments have found themselves if not complicit then incapable of changing a world where, despite global wealth, development, human and labour rights and social justice had been denied to too many. The concentration of wealth had been fuelled by a corporate greed that has dire effects on both people and sustainable economic futures. The current model of globalisation had generated a pattern of tax avoidance which deprives governments of the means to implement universal social protection floors and vital public services.

She concluded by acknowledging that *"the SDGs and the Paris Climate agreement offer a pathway to a socially just and sustainable world, but it will take all of us. Trade unions are again on the frontlines and your strength provides hope and optimism for the struggles ahead. It has always been education that has provided the enlightenment in troubled times."*

## 5.7 Resolutions (cont.)

### THE FUTURE OF THE TEACHING PROFESSION



**Resolution C2** was moved by **Dan Montgomery** (AFT/USA), and seconded by **Toshie Shiozaki** (JTU/Japan) on behalf of the proponents, OAJ/Finland, GEW/Germany, JTU/Japan, KTU/Korea, STU/Singapore, FECCOO/Spain and AFT/USA.

Dan Montgomery raised concerns about the development of artificial intelligence (AI) and its potential role in replacing and eliminating thinking. He said educators need to have professional standards about artificial intelligence and technology. Seconded Toshie Shiozaki said the introduction of AI could lead to improvements in education. However, depending on how it was used, it could undermine the rights of children. He gave an example that if AI could be used to help children with disabilities to learn. On the other hand, study apps developed to get high scores on achievement tests could drive competition among children. He said it was important to effectively utilise IT equipment as tools which will allow children to take their own initiative to teach each other, to connect, and expand their scope of learning.

#### **Friendly amendments:**

**Amendment (1)**, proposed by AFT/USA, sought to insert into paragraph (1): after "*work of*" the words "*most workers, including*" before the words "*teachers and other professionals in education.*"

**Amendment (2)**, proposed by Läraryförbundet/Sweden, UEN/Norway and OAJ/Finland, sought to replace the word "*revolutionise*" with "*change*" in paragraph 1.

**Amendment (3)**, proposed by Läraryförbundet/Sweden, UEN/Norway and OAJ/Finland, sought to replace the word "*classroom*" with the phrase "*learning environment*" in paragraphs 3, 7 and 12.

**Amendment (4)**, proposed by AFT/USA, sought to insert into paragraph 5 the words "*attempts to replace*" before the words "*human thinking.*"

**Amendment (5)**, proposed by CSQ/Canada, sought to delete "*replaces*" and substitute "*aims to replace*"; in subsection (5).

**Amendment (6)**, proposed by SER/Switzerland, sought to insert into paragraph 5 the words "*partially*" after "*Today's AI*".

**Amendment (7)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to insert one sentence at the end of paragraph 6: "*These technologies, which include AI, should not, under any circumstances, jeopardise the professional independence of teachers*".



**Amendment (8)**, proposed by Läraryförbundet/Sweden, UEN/Norway and OAJ/Finland, sought to replace the word “believing” with “asserting” in paragraph 6.

**Amendment (9)**, proposed by Läraryförbundet/Sweden, UEN/Norway and OAJ/Finland, sought to insert a new paragraph between 6 and 7 (with the paragraphs renumbered accordingly): “Asserting the importance of uniquely human skills and capabilities in the face of automation and robotisation. The role of education should increasingly be to support students in developing soft skills and non-cognitive skills, such as creativity, communication, curiosity, civic skills, and emotional intelligence. Education in a globalised and digital world must foster values of cooperation, intercultural awareness, democracy and a sense of responsibility.”

**Amendment (10)**, proposed by AFT/USA, sought to delete the word “worsened” and replace with “amplified” in paragraph 7.

Amendment (11), proposed by AFT/USA, sought to insert, at the beginning of paragraph 8, the phrase, “including recent studies on the future of work by the OECD,” after “Recalling that most researchers”.

**Amendment (12)**, proposed by CSQ/Canada, sought to insert a new paragraph 13 (i) before paragraph 13 (i) as follows: “To assess the relevance of including in the EI work plan a component to map and document the development of technologies in the different environments where EI affiliated unions are active.” and renumber the remaining paragraphs.

**Amendment (13)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium referred to paragraph 11. It sought to delete “Unions must be seen as the main place workers go to get the skills they need to remain competitive in a rapidly changing world” and substitute by: “It is crucial that unions stand up for their members and make sure that good and free continuous professional development on AI is provided so that education personnel can get the skills they need to remain competitive in a rapidly changing world.”

**Amendment (15)**, proposed by Läraryförbundet/Sweden, UEN/Norway and OAJ/Finland, sought to replace: “To have education unions” with “Encourage member organisations to” in paragraph 13 (i).

**Amendment (16)**, proposed by Läraryförbundet/Sweden, UEN/Norway and OAJ/Finland, sought to insert: “gain an understanding of” after the words “The public needs to” and to delete “understand” in paragraph 13 (i).

**Amendment (17)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to replace the phrase “what is at stake” with “the inherent risks” in the second sentence of paragraph 13 (i).

**Amendment (18)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to add the word "*possible*" before "implementation" in paragraph 13 (iii).

**Amendment (19)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to add the word "*possible*" before the word "*infusion*" in paragraph 13 (iv).

**Amendment (20)**, proposed by Läraryörbundet/Sweden, UEN/Norway and OAJ/Finland, sought to replace "*To come together and immediately call for*" with "*to consider the need to establish*" in paragraph 13 (ii).

**Amendment (22)**, proposed by AFT/USA, sought to delete the word "*tripartite*" in paragraph (13), subsection (ii).

**Amendment (25)**, proposed by SADTU/South Africa, NAPTOSA/South Africa and SAOU/South Africa, sought to remove the words "*...displaces as few workers as possible...*" and replace with the words "*...should ensure the protection of workers...*" in paragraph 13, subclause (iv).

**Amendment (26)**, proposed by AFT/USA, Läraryörbundet/Sweden, UEN/Norway and OAJ/Finland, sought to replace the initial word "*They*" with "*Unions*" at the beginning of the second sentence in paragraph 13 (v).

**Amendment (27)**, proposed by SADTU/South Africa, NAPTOSA/South Africa and SAOU/South Africa, sought to remove, "*Displaced or*" in paragraph 13, subclause (v).

**Amendment (20)**, proposed by Läraryörbundet/Sweden, UEN/Norway and OAJ/Finland, sought to insert a new paragraph (vi) after paragraph 13 (v) to read: "*To affirm the importance of uniquely human skills and capabilities in the face of automatisaton and robotisation and promote the role of teachers in developing soft skills and non-cognitive skills in addition to cognitive skills.*" The subsequent paragraphs to be renumbered accordingly.

Four amendments were withdrawn by Läraryörbundet/Sweden, UEN/Norway and OAJ/Finland: **Amendments (14), (21), (23), and (24)**.

### **Interventions:**

**Sara Sundström** (Läraryörbundet/Sweden) spoke in support of the resolution, saying that many jobs were expected to become obsolete in the next decade, many due to automatisaton and tech. However, many thought that this would create more demand for skills such as social and emotional skills, creativity, caring, teaching, negotiating, understanding. The world will always need teachers, she said, but education needed to increasingly focus on supporting soft skills, democracy, sense of responsibility.







**Olli Luukkainen** (OAJ/Finland) asked what were the consequences and challenges of the digitisation of the teaching profession and teacher education? He asked how one could utilise new technology in a pedagogical, meaningful way to make learning more relevant.



**Dean Ingram** (CTF/Canada) drew on his experience as an e-learning tutor to say that technology provided opportunities for learning, but it must not replace teachers or undermine the relationship between teachers and students.



**Joanne Irwin** (TUI/Ireland) said educators must argue convincingly for their students and their parents that a high quality public education system delivered by qualified professionals is vital. AI must be seen as a political issue, she said, and unions must work at a political level to influence regulation in this regard. AI cannot be allowed to be self-regulatory.



**Salifou Camara** (FSPE/Guinea) said that African educators did not face the same challenges as those mentioned in this resolution by teachers from developed nations. He said that EI needs to look at the future of the teaching profession in Africa, including the living conditions of teachers.

*Resolution C2*, as amended by the friendly accepted amendments, was carried unanimously.

### **THE RELATIONSHIP BETWEEN INFORMATION AND COMMUNICATIONS TECHNOLOGY, TEACHER POLICY, AND STUDENT LEARNING**



*Resolution D10* was moved on behalf of the Executive Board by **Steffen Handal**, and seconded by **Christian Chevalier**.



Technology in education was supposed to support teachers and students, allowing them to learn in their own way, said Steffen Handal. ICT could not replace teachers and must not be dictated by governments or private companies; it should be designed and discussed with teachers and their unions. Teachers must take the lead on this. Technology could also lead to standardisation and be part of a growing market of personalised learning for students, rather than designed to support systems. Massive Open Online Courses were becoming a cheap substitute for education, he said. Secunder Christian Chevalier raised concerns about cyber bullying, fake news, the manipulation of knowledge, and AI. He said trade unions must be particularly vigilant about the use of AI in education, more particularly by governments that thought learning was acquired through repeating something before a screen.

### Friendly amendments:

**Amendment (1)** was proposed by NEA/USA and sought to insert in paragraph 1 (i) the phrase “*further and higher education and research institutions*” after the word “*schools*”.

**Amendment (2)** was proposed by UEN/Norway and OAJ/Finland. It referred to the first line of paragraph 3 (ii) and sought to insert “*development of*” between “*on the*” and “*framework*” and to add the phrase “*of collection of data and development*” between the phrases “*on the use*” and “*of technology in education*”.

### Interventions:



**Nick Trier** (NASUWT/UK) said ICT was playing an increasing role in education. The scale and scope of change was unprecedented, shifting the balance of power, wealth and control. When misused, ICT could damage the wellbeing of students, teachers and ESP, and undermine the status, pay and conditions of the profession. ICT must be used under the supervision of qualified teachers, he said.



**Philippe Abraham** (AFT/USA) also spoke in support of the resolution. He said people should continue to support technology that improves their lives. However, there were some who wanted to use new technologies, not to help others, but to profit from them. Public education is under attack, he said with ICT at the heart of edu-business.

**Resolution D10**, as amended by the friendly accepted amendments, was carried unanimously.

## **TEACHERS' AND EDUCATION SUPPORT PERSONNEL'S MENTAL HEALTH**



**Resolution C3** was moved on behalf of NASUWT/UK by **Russ Walters**, who said there was evidence of teachers being under increasing stress; subjected to high-stakes accountability and performance reviews, and additional responsibilities without appropriate training or support. According to NASUWT data, in the UK alone, 67 per cent of teachers said that the job was now seriously affecting their mental health. He called for the removal of adverse management practices that cause the symptoms of stress and anxiety in the workplace.



Seconder **Candice Owley** (AFT/USA) said that teachers were increasingly exposed to poor working environments without any support. She noted an increase in mental health issues among teachers in the US, who had to contend with the additional issue of school shootings. She called for investment in teachers and ESP,

including dedicated staff such as nurses and mental health care professionals.

### **Friendly amendments:**

**Amendment (1)** was proposed by the NEA/USA and sought that throughout Resolution C3, the word “*teachers*” be replaced with the phrase “*teachers and education support personnel*”, including in the title of the resolution.

**Amendment (2)** was proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium. It sought to add a new paragraph 4 to read as follows: “*That good school leadership, which respects the school personnel, has a major impact on the wellbeing of teachers*” and re-number subsequent paragraphs accordingly.

**Amendment (3)** was proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium. It sought to add a new paragraph 14 to read as follows: “*School leaders should get appropriate training to implement practices that stimulate positive involvement and wellbeing of teachers and to implement a positive feedback culture in their schools. They should also be trained in the detection of psychosocial risks.*” and re-number subsequent paragraphs accordingly.

**Amendment (4)** was proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium. It sought to insert a line in paragraph (18) at the end of subclause (ii) to read: “*and to realize the measures stated in resolution A2 on school leadership concerning training, continuous professional development and support of school leaders*”.

**Amendment (5)** was proposed by the CTF-FCE/Canada. It referred to paragraph (18) and sought to insert a new sub-clause between sub-clauses (v) and (vi) to read as follows: “*Collate and disseminate to affiliates examples of effective practices to support teachers’ well-being in various country contexts.*”

### **Interventions:**

**Eugène Ernst** (CSC-Enseignement/Belgium) spoke in favour of the resolution on behalf of the Belgian unions. He said it was important that schools should be sanctuaries, places where teachers could work safely. And it was important that school leaders be attentive to ensuring that the workplace should be decent for everybody concerned.

**Mário Nogueira** (FENPROF/Portugal) said that more than half of 20,000 teachers surveyed in Portugal cited mental exhaustion. She said burn-out and extreme pressure were also common among teachers.





**Thirona Moodley** (NAPTOSA/South Africa) said quality education could only be delivered by teachers who were in good health. She said the burden on teachers in South Africa was increased by poor infrastructure, overcrowded classrooms, and a lack of basic facilities and utilities, such as toilets, water, and electricity, in rural areas.



**Louise Plobeck** (Lärarförbundet/Sweden) said that young teachers were leaving the profession due to the workload, responsibilities, stress, reduced time, and reduced autonomy.



**Fumiyo Fukuzawa** (JTU/Japan) said that Japanese teachers and ESP worked the longest hours among OECD countries, with 90 per cent of teachers doing more than 80 hours of overtime per month. She cited stress-related illness, no overtime allowances, a move towards the commercialisation of education, and a lowering of the professional standards as challenges for teachers in Japan.



**Anders Liltorp** (DLF/Denmark) said teachers could no longer practice the profession the way they knew it should be. The school working environment had become increasingly difficult with growing demands and physical and psychological violence, undermining the status, autonomy and authority of teachers.



**Shelley Morse** (CTF-FCE/Canada) also spoke in favour of the resolution, saying that teachers' access to mental health supports and services was a labour rights issue. She said most teachers in Canada had not received professional development in the area of student mental health or teacher mental health.



**Saddek Dziri** (UNPEF/Algeria) said the pressures of teaching could be managed better if teachers were provided with good working conditions and helped to develop their skills in order to undertake this profession. Teachers could also be helped by providing them with decent salaries so they could have a dignified living standard.



**Meziane Meriane** (SNAPEST/Algeria) highlighted how overcrowding, low salaries, and the poor living conditions of students contributed to the mental health issues of teachers in Algeria.



**Luisa Tongatama** (CITU/Cook Islands) said that teachers in the Cook Islands work and study at the same time throughout their teaching career, adding pressure to their lives. Additional challenges around the collection of pay for rurally based teachers was also a stressor for teachers.

**Resolution C3**, as amended by the friendly accepted amendments, was carried.



## Breakout session

Day 3 - Wednesday 24 July - Afternoon

The early afternoon of Day 3 of Congress was devoted to the following breakout sessions and expanded on the themes from Day 2:

- Stream 1** Union Renewal
- Stream 2** Living Our Values
- Stream 3** Taking the Lead in New Political Landscapes
- Stream 4** Making it Happen: Effective Ways of Influencing and Campaigning

Delegates discussed how social dialogue could be improved and expanded to ensure that education unions are included in policy development. They shared information on teacher unions' involvement in policy dialogue and made proposals on how EI, as a global movement, could take concrete actions to expand social dialogue in its national settings.

Union leaders reflected and discuss the best strategies to respond to political interference with education and how to defend teachers' professional freedom and academic freedom. This was increasingly relevant given recent examples from Brazil, Canada, Germany, Hungary, Iran, the Netherlands, the Philippines, the USA and Turkey, among others. Such attacks made it essential to provide support systems for teachers that would help them with their struggles to work as autonomous professionals which was their right and essential for the provision of quality education for all.

Delegates also discussed the best strategies to enhance the impact of EI and member organisations' advocacy and engagement at global, regional and national levels. This was set in the context

of the imposition of caps on public investment, increased privatisation, lower professional standards, and limitations to collective bargaining in different countries.

The role of professional teaching standards and how can they help enhance the influence of unions was also under the spotlight. This discussion was set in the context of the Global Framework on Professional Teaching Standards being developed by EI in close collaboration with UNESCO.





## Congress Plenary Session VI:

Day 3 - Wednesday 24 July - Late afternoon

### 6.1 Elections Committee: Election Procedure for Executive Board Open Seats

**Anders Rusk** announced that 18 valid nominations had been received for the 10 open seats on the Executive Board. At least five of the seats must be occupied by women, he said. He detailed the procedures for the conduct of the ballot.

#### The candidates were:

Jalila Mohammed Ridha al-Salman	BTA/Bahrain
Filbert Baguma Bates	UNATU/Uganda
Raymond D. Basilio	ACT/Philippines
Mary Bousted	NEU/UK
Alfonso Cepeda Salas	SNTE/Mexico
Christian Chevalier	UNSA-Education/France
Slim Ghriiss	SGEB/Tunisia
Steffen Handal	UEN/Norway
Shannon James	BUT/Bermuda
Manuela Mendonça	FENPROF/Portugal
Nadine A. Molloy	JTA/Jamaica
Hélène Nekarmbaye	SET/Chad
Marjolaine Perreault	CSQ/Canada



Patrick Roach

NASUWT/UK

Samuel Rohrbach

SER/Switzerland

Davanand Sinanan

TTUTA/Trinidad and Tobago

Wilson Sossion

KNUT/Kenya

Roberto Trochez

COLPROSUMAH/Honduras



## 6.2 Address by Dr Jordan Naidoo, Director of Division for Education 2030 Support and Coordination, UNESCO

Picking up on the day's theme "*Advancing the Profession*", in his keynote address, UNESCO's **Dr. Jordan Naidoo** stressed the importance of having qualified teachers for attaining the *Sustainable Development Goal 4* that seeks inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030.

However, he said recent key findings were not encouraging, and indicated that the world is not on track to deliver this goal.

*"On current trends, 220 million children and youth will still be excluded from school in 2030 and one in three young people will not complete secondary education,"* he said. *"Despite progress, many countries are still far from achieving gender parity ... This is an education crisis created by the lack of political commitment and attention to address inequality and questionable quality."*

He pointed out that, to different degrees, *"the education system is failing to deal adequately with the challenge of inequality and the 2030 Agenda's commitment to leave no one behind ... inequality related to social disadvantage, gender, disability, migration or geographical isolation."*







He argued for better policies, data, and financing to respond to the dual challenge of equity and quality because *“education is a right”*.

Among the myriad of recommended actions, Dr. Naidoo called for measures to attract good candidates to teaching through competitive pay structures and incentives and raising the status of teachers, equitable deployment policies, and building appropriate professional development and support structures.

Dr. Naidoo firmly believes that to advance teaching as a profession, *“it will require all of us - educators and their unions, governments, civil society and other stakeholders - to coalesce around action. Such a coalition is more important today than ever before, in an environment that promotes standardisation at the expense of quality and equality, and one in which many believe teachers do work that anyone can do, they can be replaced by technology, and that we need to ‘teacher-proof’ schools as demonstrated in the expanding privatisation of schooling.”*

He also underscored that sufficient investment in education was required to bridge the financing gap and ensure that there were necessary resources for long-term and recurrent education expenditure for salaries and incentives, as well non-salary expenses.

*“If we want the future dreamed of by world leaders and young and old in every part of our world, then we need to start in the classroom. We need to start with students, and we need to start with their teachers.”*

## 6.3 Resolutions (cont.)

### ACADEMIC FREEDOM IN HIGHER EDUCATION

**Resolution C4** was moved by **Brenda Austin-Smith** (CAUT-ACPPU/Canada) on behalf of CAUT/Canada and UTAG/Ghana and seconded by **David Dzatsunga** (COLAZ/Zimbabwe).

This resolution called upon EI and unions collectively to hold governments to account and to ensure that academic freedom and other professional and human rights of academic staff were fully respected, said Brenda Austin-Smith. She urged delegates to stand up against authoritarians, bullies, and the peddlers of hate and ignorance and to stand with their colleagues who risked their careers, and even their lives, to exercise their academic freedom in the name of service to the public good. Seconder David Dzatsunga called for North-South collaboration in relation to academic freedom.



### Friendly amendments:

**Amendment (1)** referred to paragraph 2 and sought to add the words “and the UNESCO Recommendation from 1974, amended in 2017, on Science and Scientific Researchers” after the words “Recalls that the 1997 UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel”. It also sought to replace ‘Defines’ by ‘define’; and add the words “and research” after the words “the right of all academic”. It was proposed by SNCS–FSU/France.

**Amendment (2)** was also proposed by SNCS–FSU/France. It referred to paragraph 3 and sought to add the words “and researchers” after the words “higher education teaching personnel”.

**Amendment (4)** sought to delete the word “teaching” and replace it with “and research” in paragraphs (6) and (7), points (ii) and (v). It was proposed by SNCS–FSU/France.

**Amendment (7)**, proposed by SNTE/Mexico, sought to delete “Campaign actively” in paragraph 7 (ii) and insert instead “Organise campaigns to disseminate the UNESCO recommendation of 1997 and”.

**Amendments (3), (5) and (6)** were withdrawn by the SNCS–FSU/France.

### Interventions:

**Jorunn Dahl Norgård** (NAR/Norway) spoke in support of the resolution. She said academic freedom was a fundamental value in higher education and research. This core value was at stake, and the consequences are of deep concern for our knowledge society, for trust in research, and for the quality in teaching in higher education.

**Andrew Bonnell** (NTEU/Australia) said neoliberal governments, by deliberately cutting university funding, had sought to make universities more responsive to private corporate interests and authoritarian university managers had all too often sought to collude with such private corporate interests.

**Rob Copeland** (UCU/UK) also spoke in support of the resolution. He said commercialisation had undermined the freedom of academics to teach and research without political interference.

**Andreas Keller** (GEW/Germany) said academic freedom was threatened when resources were cut and staff were offered precarious contracts only.

**Marc Delepouve** (SNESUP–FSU/France) was amongst contributors highlighting attacks on academic freedom globally, particularly in Turkey and Brazil.





**Philippe Abraham** (AFT/ USA) said the common good depended on research for truth, with campuses a safe space for critical thinking and free speech. The space for dissent and criticism was rapidly shrinking, he said.



**Janne Gleerup** (DM/Denmark) highlighted how, in well-established democracies like Denmark, academic freedom was gradually being eroded and undermined by both public authorities and the ongoing marketisation of higher education and research.



**Pedro José Hernández Castillo** (ASPU/Colombia) told Congress that more than 10 research scholars had been killed in Colombia for the research they were undertaking. He said political parties of the extreme right had been trying to curtail academic freedom and the freedom to research.



**Hussein Boujarra** (FGESRS/Tunisia) said there were a diversity of ways that academic freedoms were being violated. In addition, universities were often not led democratically but by partial deans. Universities must be led in a participatory approach, he said, adding that the representation of university staff on EI's Executive Board needed to be improved.

*Resolution C4*, as amended by the friendly and accepted amendments, was carried unanimously.

## **SAFEGUARDING ACADEMIC FREEDOMS IN HIGHER EDUCATION AND RESEARCH**



*Resolution C5* was moved by **Patrick Montfort** (SNCS-FSU/France) on behalf of SNCS-FSU/France, SNESUP-FSU/France and FQPPU/Canada and seconded by **Matthew McGowan** (NTEU/Australia).

Patrick Montfort highlighted direct attacks on academic freedom by governments in Europe, including Hungary and France, as well as in Turkey, Brazil, and the US. Financial interests are now influencing research in a self-serving way and not for humankind. He called on EI to be more involved in higher education and research. Seconder Matthew McGowan said people were being jailed, or losing their jobs, or finding themselves under threat as a consequence of the research that they were doing to try and improve the world.



### **Friendly amendment:**

*Amendment (1)* proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium. It referred to paragraph 1 and sought to delete the word "*public*" after "*safeguarded within a*" and replace it by "publicly funded".



### Interventions:

**Dina Bacalexi** (FERC-CGT/France) said there was a need for permanent, public and needs-based funding for universities and research. Public research was insidiously privatised and subjugated by interest groups which defined research priorities without any intervention from the academic community.



**Nilton Ferreira Brandão** (PROIFES/Brazil) said the state budget for universities in Brazil had been cut by 70 per cent. This would seriously impact on the functioning of universities, with the result that funds from private initiatives would be used instead to fund universities. This represented a serious attack to democracy in Brazil.



**Jan Hochadel** (AFT/USA) said information should not become a commodity that could be packaged, bought and sold. Trade unions must continue to fight for better working conditions for educators and researchers through stable jobs, decent salaries, and public funding. And researchers should be facilitated to publish their work for free.



**Yamile Socolovsky** (CONADU/Argentina) said commercialisation was an attack against academic freedom and therefore research and knowledge. She highlighted how the Argentinian government had recently set up a new system to assess and categorise university teachers as part of wider neoliberal reforms.



**Martin Marjoram** (TUI/Ireland) highlighted how significant cuts in funding to Irish higher education institutes had led to a growth in bureaucratic obstacles to the funding and facilities to conduct research. He said that, often, there were criteria to be met with regard to aligning research with the priority set at management level. This was limiting and quite dangerous as scientific research proposals were then subject to “an economic impact assessment”, which was a type of neoliberal filter.



**Jan Soons** (COC/Belgium) said academic freedom was a basic working condition for all and the common objective was to safeguard academic freedom everywhere.

**Resolution C5**, as amended by the friendly and accepted amendments, was carried unanimously.

### **EDUCATION SUPPORT PERSONNEL**



**Resolution C6**, proposed by the Executive Board, was moved on its behalf by **Daniel B. Lafrenière**. He said ESP played a crucial and vital role in education and were essential to the achievement of the SDGs. Their role was complementary to and interdependent with all education employees, with the resolution affirming that ESP were an integral part of the education community.



Seconded **Roberto Franklin de Leão**, on behalf of the Executive Board, said that this resolution sought to acknowledge the work of ESP, as they needed to be treated fairly and in a dignified way and to be respected.

**Friendly amendment:**

**Amendment (1)**, proposed by SER/Switzerland sought to insert a new paragraph 6 between paragraph 5 and 6. The new paragraph would read: *“Stating that ESP must benefit from quality recognized professional training”*, with the remaining paragraphs renumbered.

**Amendment (2)** was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

**Interventions:**

**Matthew McGowan** (NTEU/Australia) recounted how he was once an ESP and was now General Secretary of his union. ESPs felt undervalued and under-recognised according to EI research, he said, however they have a critical role in the workplace.

**Shelvy Abrams** (AFT/USA) also spoke in support of the resolution. She highlighted how ESP cook it, fix it, drive it, print it, type it, schedule it, plant it, file it. People might not know the extent of what ESP did but schools would not work without them, she said.

**Marjolaine Perreault** (CSQ/Canada) said ESP included many different jobs and personnel which were victims of precarity and the first victims of austerity policies. She called on Congress to support ESP and to recognise their work.

**Fátima da Silva** (CNTE/Brazil) said the ESP sector was the first sector to be hit by privatisation. She highlighted the need for dialogue about the commodification of education, privatisation that needed to be fought jointly by ESP and teachers.

**Roger Kaffo Fokou** (FESER/Cameroon) said that in, Cameroon, ESP represented one-third of the workforce in secondary education, but they had low/no pay, no status, no benefits, and sometimes no pension rights. He spoke in support of the resolution.

**Joselyn Martinez** (ACT/Philippines) highlighted how the ACT had proposed a bill in parliament in the Philippines to celebrate the School Support Personnel Day every year on May 16.

**Saul Ramos** (NEA/USA) highlighted NEA initiatives to celebrate ESP, including the ESP Professional Growth Continuum that provides a pathway for professional growth; the National RISE Award, legislation signed into law that provides recognition by





the federal government for the outstanding contributions of ESP to the nation's public schools; and a National ESP Conference.

**Paul Welch** (NEU/UK) said unions must organise ESP, as they are the first ones to suffer when funding is cut. ESP are the cornerstones of schools, he said.

*Resolution C6*, as amended, was carried unanimously.

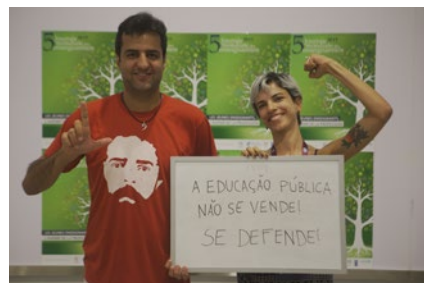
## Rountables meetings

Day 3 - Wednesday 24 July - Evening

The early evening of Day 3 of Congress was devoted to the following roundtable meetings: ESP, ECE, and Young Advocates.

Delegates discussed EI's research and advocacy document on ESP, highlighting the invisibility and challenges facing ESP. Elsewhere, delegates heard examples of union strategies and actions to promote the status of ECE personnel, with contributions from the NUT/Nigeria, GUWKPS/Palestine, SINDI2/Chile, and NTA/Taiwan. They also discussed action that education unions and EI could undertake do to ensure that the ILO policy guidelines on ECE are fully implemented by governments and employers.

Significantly, Congress hosted the first Young Advocates Roundtable. With a strict age limit of 35, participants sat together and developed strategies on how to boost union renewal.





# DAY 4

Thursday 25 July

EI 8<sup>th</sup> World Congress  
Bangkok, 2019



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



## Congress Plenary Session VII:

Day 4 - Thursday 25 July – Morning

### 7.1 Report of the Elections Committee

**Anders Rusk**, Chair of the Elections Committee, outlined procedures regarding the elections for the open seats to the Executive Board, with the election to follow later that day. He announced that **Wilson Sossion** (KNUT/Kenya) had withdrawn his nomination for election to an open seat.

### 7.2 Resolutions: Section D – Implementation of the Sustainable Development Goals

#### **EDUCATORS AND THEIR UNIONS TAKING THE LEAD**

**Resolution D1** was introduced and moved on behalf of the Executive Board by **Marième Sakho Dansokho**, who said States must show their political determination and political commitment to achieve the SDGs by investing in quality public education for all, by investing in teachers, in educational support staff, in infrastructure and in education resources. She highlighted how 220 million primary and secondary school-age children were not in school. Only 54 per cent of infants had access to early childhood education and only 38 per cent of young people and adults had access to higher education. Illiteracy is significant globally with 750 million adults, mostly women, still illiterate. In addition, 69 million new teachers are needed in order to achieve the SDGs by 2030.







Seconder **Slawomir Broniarz**, also of the Executive Board, called on Congress to support the resolution.

**Amendment:**

**Amendment (1)** was withdrawn by SNUipp-FSU/France and SNES-FSU/France.

**Friendly amendment:**

**Amendment (2)**, proposed by the NEU/UK, sought to add, at the end of paragraph 15 (iii) the phrase: *"and to tax justice and domestic resource mobilisation initiatives, recognising that stable and progressive domestic financing is key to funding public education for all."*



**Interventions:**

**Jerry Glazier** (NEU/UK) said governments had a responsibility to reform taxation, ensure tax justice, enable progressive funding for the provision of education.



**Hou Chun-Liang** (NTA/Taiwan) said that, in Taiwan, the education budget was more than 23 per cent of the country's net average budget in education, which was more than was proposed in the resolution. The NTA believed that quality public education needed more quality teachers and quality public education policies. Manpower, money, and policies were the pillars for quality education.



**Denise Specht** (AFT/US) also spoke in support of this resolution. She said governments needed to take legislative, financing, and other measures necessary to implement the SDGs, as well as the Education 2030 Education Framework for Action.



**Saddek Dziri** (UNPEF/Algeria) said public education was the only way of ensuring peace, sustainable development and global citizenship.



**Robert Fahlgren** (Lärarförbundet/Sweden) said that the task of education unions was to combine awareness-raising regarding Agenda 2030 in their ranks with promoting relevant education for sustainable development in schools, from preschool to higher education.



**Amber Gould** (NEA/US) also spoke in support of this resolution. She said that, in order to build the capacity needed to implement the SDGs effectively, unions must use the energy of young educators who understood that quality education went hand-in-hand with knowing that the union should be part of their professional identity.



**Eduardo Pereyra** (CTERA/Argentina) urged EI and unions



to strengthen and extend the global campaign against the marketisation and privatisation of education.

**Aissata Sall Diallo** (UDEN/Senegal) highlighted the rate of illiteracy and lack of knowledge about the SDGs in Senegal, which would reduce the chance of the SDGs being implemented there.



**Hassan Ahmad** (ISTT/Egypt) said providing free and equitable education was a prerequisite for all developing countries. He added that the ISTT was opposed to the commodification of education.

**Fatoumata Bintou Yafa** (SNEEL-CNTS/Senegal) said trade unions for the preschool and elementary schools in Senegal wanted to see concrete measures taken towards achieving the SDGs, and particularly towards the education of girls.



Resolution D1, as amended, was carried unanimously.

## GLOBAL CITIZENSHIP EDUCATION - IMPLEMENTATION OF SDG4.7

**Resolution D2** was moved by **Louise Atkinson** (NEU/UK) and seconded by **Larry Flanagan** (EIS/United Kingdom).



Louise Atkinson said Target 7 of SDG 4 instructed governments to ensure that all learners acquire the knowledge and skills needed to promote sustainable development and an appreciation of cultural diversity, known as citizenship education. But, as education systems were increasingly being privatised and budgets cut, citizenship education was being squeezed out of national curricula and out of the classroom. This motion called for citizenship education to be further promoted and prioritised in order to fulfil SDG 4, she said.

### Interventions:

**Leo Casey** (AFT/US) said democracy would only be saved by grassroots movements of ordinary citizens. And these grassroots movements start in classrooms, he added, where young people are educated into democratic citizenship.

**Michelle Codrington-Rogers** (NASUWT/UK), a citizenship teacher, also spoke in support of the resolution. She said it was crucial that citizenship teachers were given the opportunity to train, to network with colleagues, and to have an opportunity to interact with other teachers around the world so that they were modelling and embodying what it meant to be a global citizen.

**Resolution D2** was carried unanimously.



## 7.3 Resolutions: Section U – Urgent Resolutions

### **URGENT RESOLUTION AND CONDEMNATION OF RACIST APPEALS OF PRESIDENT DONALD TRUMP AND IN SOLIDARITY WITH WOMEN OF COLOR IN THE US CONGRESS ATTACKED BY HIM**

**Resolution U3** was moved by **Randi Weingarten** (AFT/USA) and seconded by **Lily Eskelsen García** (NEA/USA).

Randi Weingarten said President Trump had stoked white nationalism, misogyny, and racism, by telling four Representatives (Alexandria Ocasio-Cortez, Ilhan Omar, Ayanna Pressley, and Rashida Tlaib), all United States citizens, elected by their constituents to represent them, to “Go back to where they came from”. She said President Trump had emerged as a clear and present danger to the ideals of democracy and universal human rights upon which EI was founded. She said this resolution was a clarion call to be heard by educators throughout the world, saying, “*We must make sure that this racism, this misogyny, this xenophobia, is condemned in the most overwhelming way.*”

Seconder Lily Eskelsen García, the daughter of an immigrant, said that Congress was perhaps the only international body that would take up this call to denounce President Trump and support the victims of his attacks. She said this was because Congress was made up of a global family where every human being, every nation, every race, every colour, every language, every religion, every expression of family and love, every expression of gender was worthy of respect.

**Resolution U3** was carried unanimously.

### **URGENT RESOLUTION ON BRAZIL**

**Resolution U1** was moved by **Heleno Manoel Gomes de Araújo Filho** (CNTE/Brazil), who said investment in public education had been reduced, along with further cuts to resources. This had led to street demonstrations and a general strike, but privatisation of education continued, including the handing over of the management, governance and research function of public universities to private entities. Vouchers for crèches and schools had been introduced, along with long-distance learning for 6-14 year-olds and the attempt to hire non-qualified teachers in middle schools. He urged Congress to show that the world was against the privatisation of education and that it defended public schools and public universities.

Seconder **Nilton Ferreira Brandão** (PROIFES/Brazil) said that

public services and collective bargaining were also under threat in Brazil.

*Resolution U1* was carried unanimously.

## 7.4 Resolutions: Section D – Implementation of the Sustainable Development Goals

### COMMERCIALISATION OF THE SUSTAINABLE DEVELOPMENT GOALS

*Resolution D3* was moved on behalf of NEU/UK by **Gawain Little** and seconded by **Filbert Baguma** (UNATU/Uganda).

Gawain Little said that, for some, the crisis in education whereby 262 million children and young people worldwide were denied a basic human right to education was an opportunity. The estimated US\$7 trillion global education market was seen as a business opportunity, an opportunity to profit from the crisis in education. In recent decades, he said, the private education sector had grown exponentially, with more than one-quarter of all secondary school students now enrolled in private education. This trend had been driven by national governments in the Global North, who sought to use public resources to leverage private capital into the Global South, arguing that there were not enough public resources to meet the Sustainable Development Goals.

#### Amendment:

*Amendment (1)* was withdrawn by the NEA/USA.

#### Friendly amendment:

*Amendment (2)*, proposed by SNUipp-FSU/France and SNES-FSU/France, was accepted as friendly. It sought to delete the words "*instead prioritising partnerships with unions and civil society;*" at the end of paragraph 7 (i).

#### Interventions:

**David Hecker** (AFT/USA) spoke in favour of the resolution. He said that, in some countries, governments have allowed so-called public-private partnerships to run large parts of their educational systems, resulting in lower performance, questionable reporting, lack of transparency, and students being locked out of schools. Countries should work with unions and civil society organisations, he concluded.





**Souleymane Diallo** (SELS/Senegal) highlighted the widespread privatisation and under-investment in public education in Senegal. A lack of infrastructure and of quality teachers has led to increased failure rates at the baccalaureate level. Access to public education was decreasing with students directed to private institutions of higher education.



**Shelley Krajacic** (NEA/USA) said the NEA was withdrawing Amendment (1). She called on Congress to support this resolution and reaffirm that it is profoundly opposed to predatory, for-profit practices and to seek out creative philanthropic partnerships only when carefully monitored. She also urged Congress to send a strong message to governments that high-quality, equitable, inclusive education for all must be ensured.

*Resolution D3* was carried.



## 7.5 Address by Amina Mohammed, UN Deputy Secretary-General

In a video message, **Amina Mohammed**, Deputy Secretary-General of the United Nations, saluted teachers and reaffirmed her full support for delegates and their unions.

She said education underpinned 17 SDGs in the 2030 Agenda for Sustainable Development. And she highlighted that quality education is underpinned by quality teachers, teachers who are well-trained, qualified, empowered, and motivated.

*“Teachers are at the front line in ensuring education for all around the world, yet, teaching remains one of the most undervalued professions,”* the UN’s Deputy Secretary-General added. *“In many parts of the globe, teachers receive little training, are poorly paid, and work in challenging environments, including crisis and conflict areas, some of them refugees themselves. We must do far more than*

*rely on the heroic efforts of committed teachers, such as yourselves, to meet the global commitment to quality education today."*

The international community must step up to ensure that teachers are well-equipped with quality training and decent working conditions, she said. That means continuous professional development, adequate pay, professional autonomy, and attractive career pathways. Everyone had a role to play in ensuring the right to quality education for all, she said, reaffirming her full support in working with EI to ensure the teaching profession is treated with the respect and the dignity it deserves.



## 7.6 Address by France Castro, Member of Parliament of the Philippines

**France Castro**, recipient of the *Arthur Svensson Award*, shared with delegates that two educators, a high school principal and his sister, had been killed that day in their home in the Philippines by unidentified gunmen. *"Sadly, this is a normal occurrence since this government has been in power. We have seen many people murdered, including workers, farmers, lawyers, church people and now we are beginning to see teachers and educators added to the list."* Delegates held a moment of silence for the two murdered educators.

France Castro, elected MP in 2016 as a candidate from her union, the Alliance of Concerned Teachers (ACT), described the situation involving the Lumad, the indigenous people in the Philippines. After their land was given away to investors for mining and other destructive activities, they were relocated to the mountains.

Castro herself was harassed when she was on a mission to investigate the situation of the Lumad people. She was detained for two days and three nights on charges of kidnapping, child trafficking and abuse.





She regretted that martial law was still imposed in the areas where the Lumad people live and that they continue to be harassed and discriminated against while mining projects are ongoing. *"Schools will continue to stand, and the teachers will not stop educating the children, even in the evacuation areas,"* Castro said. *"We will continue to support them."*

## 7.7 Resolutions: Section D – Implementation of the Sustainable Development Goals

### EXPANDING AND SUSTAINING THE GLOBAL RESPONSE TO COMMERCIALISATION AND PRIVATISATION OF EDUCATION

*Resolution D4* was moved on behalf of the Executive Board by **Sonia Alesso** and seconded by **Raymond Basilio** also on behalf of the Executive Board.



Sonia Alesso said the Executive Board believed that attempts by private companies and corporations to influence the content, the results, and the processes of education for commercialisation and gain was an attack on democracy. Other attacks included the removal of children from their families and schools and their being placed in jails along the borders, the lack of access to education by children due to lack of transport, hunger, and war, or attacks on union leaders. All of these attacks on democracy are clearly linked to the surge in capitalism and neoliberal policies around the world, she said. Unions must continue to campaign in international solidarity and stand up against attacks by corporations trying to destroy public education and, especially, quality public education.



Seconded Raymond Basilio, on behalf of the Executive Board, said there was no reason not to support this resolution if it was agreed that education was a public good.

#### Friendly amendments:

*Amendments (1), (2), (3), (4), (5), (6) and (7)* were proposed by CONADU/Argentina (supported by CTERA/Argentina, CNTE/Brazil, PROIFES/Brazil, ADP/Dominican Republic, ANDES 21 DE JUNIO, ANDES/Costa Rica, SEC/Costa Rica, COLPROSUMAH/Honduras, UNE-SN/Paraguay, OTEP-Auténtica/Paraguay, FENAPES/Uruguay).

*Amendment (1)* sought to insert, in paragraph 1, the phrase *"the sovereign capacity of countries to establish an educational policy linked to their own projects to promote"* after *"the future of public education and..."* and before *"... Sustainable development"*.

*Amendment (2)* sought to insert, in paragraph 2, the phrase insert *"transferring public resources to the private"*



sector, or facilitating the entry of private actors into public management," after "actively facilitating and/or encouraging the commercialisation and privatisation of education,..." and before "...not only in their countries but also abroad as part of their international development programmes".

**Amendment (3)** sought to insert a new paragraph between paragraphs 2 and 3 to read as follows: *"despite readily available evidence, including their own, pointing to the detrimental effects of privatisation, international financial institutions continue to promote the privatisation and commercialisation of education in a myriad of ways, including through programmes that create markets for private actors."* Subsequent paragraphs should be re-numbered accordingly.

**Amendment (4)** sought to insert a new paragraph between paragraphs 5 and 6 to read as follows: *"a comprehensive and inclusive curriculum is under threat of being seized and shaped by corporate actors responding to neoliberal interests."* Subsequent paragraphs should be re-numbered accordingly.

**Amendment (5)** sought to delete paragraph 7 and replace it with a new paragraph 7 to read as follows: *"the importance, in light of the global expansion of the process of privatisation and commercialisation of education, of educators and their unions taking the initiative to develop a common strategy at the international level, as embodied in the Global Response, based on research, communication, organisation and mobilisation,"*.

**Amendment (6)** sought to insert a new paragraph between paragraphs 14 and 15 to read as follows: *"continue to conduct the research needed to unveil the mechanisms of commercialisation and the actions of ostensibly philanthropic organisations that influence public education policies."* Subsequent paragraphs should be re-numbered accordingly.

**Amendment (7)** sought to insert a new sub-clause (i) in paragraph 15 to read as follows: *"continuing to hold States accountable for guaranteeing the right to public education and securing relevant funding,"*. Subsequent paragraphs should be re-numbered accordingly.

**Amendment (8)**, proposed by SNUipp-FSU/France and SNES-FSU/France, sought to insert the words "civil society, NGOs" between the words "broader union movement" and "like-minded allies" in the last sentence of paragraph 14.

**Amendment (9)** sought to insert the words "documentation and" between the words "member organisations" and "research capacity" in paragraph 15, subclause (ii). It was proposed by UEN/Norway.

**Amendment (10)** sought to insert a new additional subclause (iv) in paragraph (15) to read as follows: *"(iv) develop lobbying*



materials, talking points and other resources to assist member organisations in lobbying their national governments. Activate targeted member organisations to connect with academics and lobby their national governments regarding matters of high concern to Global Response." It was proposed by UEN/Norway.

**Amendments (11), (12), and (13)** were proposed by SNUipp-FSU/France and SNES-FSU/France

**Amendment (11)** sought to replace the word "where" with the words "whenever" in paragraph 15 (ii).

**Amendment (12)** sought to replace the words "where it impacts negatively" with the words "where it is likely to impact negatively" in paragraph 15 (ii).

**Amendment (13)** sought to insert the words "in all countries and, in particular," before the words "in developing countries" in paragraph 16.

**Amendment (14)**, proposed by CTF-FCE/Canada, sought to insert a new paragraph following paragraph 16 to read as follows: "(17) Supporting the halting of the encroachment of the private sector on publicly funded public education in developed countries."

### Interventions:

**Fatima da Silva** (CNTE, Brazil) said it was important to tell international bankers, multilateral bodies, stock market investors, and edu-businesses that unions would never allow the privatisation of education.

**Chris Klopper** (SAOU/South Africa) also spoke in support of the resolution, highlighting the challenges of privatisation of education in South Africa and the role of NGOs in increasingly assuming the role of the Ministry of Education.

**Hugo Yasky** (CTERA/Argentina) said defending public schools was a defence of the core of democracy, as he highlighted the challenges faced in Latin America.

**Yamile Socolovsky** (CONADU/Argentina) also spoke in support of the resolution and said that Latin America valued the Global Response as privatisation of education not only affected the achievement of SDG 4 but also states' abilities to choose their own development path.

**Tinus du Preez** (NAPTOSA/South Africa) said it was imperative that EI, as a collective, took the lead to ensure free quality public education for all.

**Louise Plobeck** (Läraryförbundet/Sweden) highlighted the decline in Sweden's education rankings in the OECD. She said this negative trend coincided with the school choice system and for-profit actors entering the stage in Sweden.





**Jens Vraa-Jensen** (DM/Denmark) also spoke in support of the resolution, saying that education was about developing human beings with intercultural understanding and the capacity to collaborate with others.

**Ruby Ana Bernardo** (ACT/Philippines) gave examples of how the ACT and EI affiliates in the Philippines were campaigning and intensifying their struggle against all forms of neoliberal attacks on education.

**Melissa Cropper** (AFT/USA) said businesses provided important resources for schools. However, there was a significant difference between providing resources for schools to support free, high-quality education and powerful corporations and international monetary funds using their wealth to take over education and make it a private, for-profit enterprise.

**Maurie Mulheron** (AEU/Australia) said privatisation was the defining issue of this generation of trade unionists, with high-stakes testing, attacks on qualifications, and technology driving pedagogy all part of the broader drive towards privatisation.

**Emiliano Mandacén Alves** (FENAPES/Uruguay) also spoke in support of the resolution, adding that fighting for the rights of everyone across the world meant fighting against the destruction of democracy.

**Jonavon Rustin** (SADTU/South Africa) highlighted how legislation was passed in Cape Town to privatise education, despite the opposition of teacher trade unions.

**Wilson Sossion** (KNUT/Kenya) urged unions to fight against the rise of public-private partnerships in education as they were moving into curriculum design development in order to take over the development of content and of learning materials.

**Samuel Johnson** (NTAL/Liberia) highlighted the fight against the expansion of Bridge International Academies in Liberia. He called for support for quality, equitable, accessible education for all children, irrespective of their political, socio-economic, and cultural backgrounds.

**Heidi Yetman** (CTF/Canada) said that, in Quebec, private schools were subsidised significantly by the government. In Montreal, one-third of pupils in secondary schools attended a private school. Quebec, she said, had the most inequitable school system in Canada.

**Gabriel Caldentey Ramos** (STEs-Intersindical/Spain) explained that education was under attack in Latin America, with privatisation driven by US intervention and international funding.

**Luc Nhyomog** (SYNTESPRIC/Cameroon) also spoke in support of the resolution. He explained how schools had become commercialised in Cameroon, with precarity in terms and conditions for teachers.

*Resolution D4*, as amended, was carried unanimously.

## ■ **QUALITY EARLY CHILDHOOD EDUCATION FOR ALL**

*Resolution D5* was proposed by AFT/USA, CSQ/Canada, BUPL/Denmark, GEW/Germany, GNAT/Ghana and KNUT/Kenya. It was moved on their behalf by **Elisa Rimpler** (BUPL/Denmark) and seconded by **Wilson Sossion** (KNUT/Kenya).

Elisa Rimpler said quality ECE provided children with the tools to help them develop into empathic, curious, and social human beings. Securing ECE as a universal right would help to protect more children and ensure their right to a childhood with play, friends, and safe communities. Seconded by Wilson Sossion called on EI to develop an action plan based on research in ECE, an action plan that targeted privatisation and commercialisation of ECE, and that promoted ILO guidelines on ECE.

### **Friendly amendments:**

*Amendments (1)* and *(2)* were proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium.

*Amendment (1)* sought to add a new paragraph (7) to read as follows: "(7) Convinced and reaffirming that quality early childhood education is crucial for the school career, equal opportunities and lifelong learning of all children, especially the ones that grow up in precarious circumstances" and to re-number subsequent paragraphs accordingly.

*Amendment (2)* sought to add a new paragraph (9) to read as follows: "(9) Pointing out that the research of Nobel Prize Winner James Heckman proves that quality early childhood education heavily influences health, economic and social outcomes for individuals and society at large." Subsequent paragraphs to be re-numbered accordingly.

*Amendments (3), (4), (5)* and *(6)* were proposed by UEN/Norway and Läraryrörbundet/Sweden.

*Amendment (3)* sought to insert a new paragraph between paragraphs 13 and 14 to read as follows: "Agrees that ECE is an intrinsic part of the education system and that play has a central role in children's lives. According to Article 31 of the Convention on the Rights of the Child, children have the right to play, therefore play must be put on the agenda in ECE." Subsequent paragraphs to be re-numbered accordingly.

*Amendment (4)* sought to insert in a re-numbered paragraph 15 sub-clause (v) the words "advocate to" before "improve initial education".



**Amendment (5)** also referred to re-numbered paragraph 15 and sought to substitute “*educators*” with “*educational support personnel*” in sub-clause (vi).

**Amendment (6)** also referred to re-numbered paragraph 15 and sought to substitute “*fundamental labour of the*” with “*continuation of a*” in sub-clause (vii).

### **Interventions:**



**Sonia Ethier** (CSQ/Canada) said EI should work in concert with the others so that children receive an education of quality which is accessible to all. These services should be public, she said, and unions should ensure that governments make it one of their top priorities so that early childhood is the very first link in the education system.



**Turid Buan Oefsti** (UEN/Norway) said that, whilst interest in ECE had grown, much of that interest was about how ECE could be used to improve children's school performances later in life. He highlighted the importance of play in ECE in terms of wellbeing, development, and breaking down barriers.

Rest of the interventions were postponed to the afternoon session.



## Breakout sessions

Day 4 - Thursday 25 July - Afternoon

The early afternoon of Day 4 of Congress was devoted to the following breakout sessions and expanded on the themes from Day 2 and Day 3:

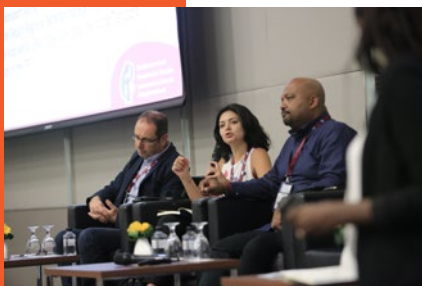
- Stream 1** Union Renewal
- Stream 2** Living Our Values
- Stream 3** Taking the Lead in New Political Landscapes
- Stream 4** Making it Happen: Effective Ways of Influencing and Campaigning

Delegates explored how trade unions could become better at reaching and involving young members. This session on union renewal looked at young workers as a group with distinct needs and a legitimate right to influence and shape the policies of the union. It aimed to promote youth involvement and representation in EI affiliates by providing a space for exchange of experiences, needs, and challenges; identifying good practice of youth participation within unions; and supporting the networking and cooperation between youth platforms within EI affiliates.

The Living Our Values session discussed how unions could promote inclusive education in schools and communities and respond to growing isolationism and segregation. It highlighted how unions develop and put in practice inclusive education agendas within communities and schools and the impact of this work, both in terms of advancing inclusion and changing the perception of education unions by the broader community and stakeholders.

Stream 3 looked at the risks and opportunities presented by the fourth Industrial revolution for education systems and trade unions. Delegates discussed how big data, artificial intelligence (AI), robotics, 3D printing, neurotechnologies, virtual reality and automation were increasingly being tested in education and research.

The breakout session on SDGs examined how the SDGs were an opportunity to advance the priorities of EI member organisations and hold governments accountable.





## Congress Plenary Session VIII:

Day 4 - Thursday 25 July – Late Afternoon

### 8.1 Report of Elections Committee: Election of Open Seats

The Chairperson of the Elections Committee, **Anders Rusk** (OAJ), announced the results of the elections to the Open Seats.

Ten candidates with the highest number of votes were elected. In total, 240 valid and two invalid ballots were received.

Elected in alphabetical order were:

Jalila Mohammed Ridha al-Salman	BTA/Bahrain
Raymond D. Basilio	ACT/Philippines
Mary Bousted	NEU/UK
Alfonso Cepeda Salas	SNTE/Mexico
Steffen Handal	UEN/Norway
Manuela Mendonça	FENPROF/Portugal
Nadine A. Molloy	JTA/Jamaica
Helene Nekarmbaye	SET/Chad
Marjolaine Perreault	CSQ/Canada
Roberto Trochez	COPROSUMAH /Honduras



## 8.2 Resolutions (cont.)

### QUALITY EARLY CHILDHOOD EDUCATION FOR ALL

#### Interventions (cont.):



**Sandra Davis** (AFT/USA) said the commitment to our children must include a promise that all young children should experience early learning programs that set the stage for a lifetime of education. These programmes should be age-appropriate and engaging, foster social and emotional development, and include oral language and literacy, early math concepts, art, music, and an exploration of nature and the sciences.



**Katrien Vercauteren** (COV/Belgium) said that ECE was the first stage in children's education and crucial for the rest of their school career and the start of lifelong learning. Therefore, schools should be good places where children can feel free to grow and explore.



**Elaine Merriweather** (NEA/USA) said unions must continue to fight to improve the working conditions of ECE teachers and ESP who work alongside those teachers. Unions must continue to improve policies that will make quality early childhood education a priority all over the world.



**Yobana Salinas Arancibia** (SINDI2/Chile) said a lot of work had been done in Chile to defend ECE. However, there was concern about the commercialisation of education, so it was important to fight hard on setting the cornerstone for the future of ECE.



**Björn Köhler** (GEW/Germany) highlighted how much of the work in ECE is conducted by women. That was why it was so important to pass this resolution unanimously to ensure solidarity with colleagues in ECE.

*Resolution D5* was carried unanimously.

## 8.3 Presentation of Programme and Budget 2020-2023



The **General Secretary** introduced the proposed *Programme and Budget for 2020-2023*. It was seconded by **Mugwena Maluleke**.

The General Secretary said EI was committed to taking the lead on the rights of its members and of working people globally, taking the lead on quality educational systems, and the lead of the status of our professions. And yet, each one of those pillars was under attack and many education unions operated in hostile environments. Finances had become an issue for many affiliates,





with special agreement requests to EI on union dues increased by nearly 50 per cent since the last Congress. However, EI recognised the critical importance of global collaboration and solidarity in the face of the growing influence of global actors on national policy. EI's advocacy and campaigning during the past 25 years had made a visible difference, with global education higher on the agenda of many international agencies and global initiatives. In addition, educators and education policy were increasingly at the centre of education debates.



However, inflation and increased costs in the last four years threaten EI's effectiveness, he said. Despite severe cost-cutting and a top-to-bottom realignment for the next four years, the Executive Board was recommending a limited dues increase of two per cent for the ceiling rate. In addition, the Executive Board had cut the number of deputy general secretaries to one and had instituted a hiring freeze in downsizing at the headquarters and regional offices. The number of planned conferences, meetings, and allocations for regional conferences had been reduced along with significant cuts in travel and increased use of ICT. So far, the budget had been cut by about 20 per cent - a total savings of more than €400,000.



He reminded Congress that the active participation of member organisations was always a strength of EI. And whilst intergovernmental agencies might be larger than EI, EI was a representative trade union organisation with representative trade union affiliates – making EI independent of everybody else.

This programme and budget represented EI building on the values and aims of member organisations and investing in operations that reflect their assignment to EI. He reiterated that unionism and solidarity did not stop at national borders and that there were global, intergovernmental institutions undermining trade unions and education, along with private, for-profit corporations organised against unions globally. EI's strength was to be found in its members, its numbers, its union density. EI's strength at the global level was a direct measure of the strength of its member organisations. Its challenge was to amplify that strength, and that could be done by ensuring that everyone worked together in a focused, committed, and determined way to deliver on its promise to the future by creating an EI in which the whole was stronger than the sum of the individual parts.

He said this was a tight, focused, responsible union budget with a minimal increase in dues at a time of maximum challenge.

### **Interventions:**

**Odile Cordelier** (SNES-FSU/France) agreed that the political context globally had changed. She said that EI needed to



speak with a louder voice to bodies such as the OECD, the IMF, the World Bank, and UNESCO as well. She urged unions with difficulties in paying their dues to implement more robust financial systems so that they could partake even more in EI activities. And she acknowledged the importance of EI staff and the work they undertook.



**Terje Skyvulstad** (UEN/Norway) urged EI to further develop the quality and reach of its research and to include the profession in the research.



**Correna Haythorpe** (AEU/Australia) said that it was the responsibility of unionists to lead, to organise, to campaign, to train, to teach, and to learn from each other. And to do that, to build EI's capacity as a global body, to tackle the challenges being face right now, EI needed resources.



**Cuqui Vera** (FE.CC.OO/Spain) said that EI, as the biggest trade union globally, needed a good budget in order to continue to have a greater bearing on international institutions and global debates.



**Roberto Baradel** (CTERA/Argentina) asked delegates how they contributed to the continued growth of EI in their own countries. He said EI would grow if trade unions grew at national level. It was vital to state the importance of international solidarity which saves lives. In order to have quality public education, strong unions and a strong Education International were needed.

The **General Secretary** also responded, saying that EI needed to strengthen at the national level and needed to be able to share strategies so that it could grow, build capacity, and fight against privatisation, fight for trade union rights and dignity, fight for members on the front lines, fight for the vulnerable, and fight for democracy.



A final contribution was made on dues by **Russ Walters** (NASUWT/UK), who said member organisations must make sure not to place unreasonable and costly demands on EI. He added that each member organisation had to justify to its own members how it spent their subscriptions and that its membership of EI represented good value.



The *Programme and Budget 2020-2023* as presented was adopted unanimously.

*Recommendation B* regarding the principles underpinning the current dues payment system (see page 5) was carried unanimously. It was proposed by **Mugwena Maluleke** and seconded by the **General Secretary**.



*Recommendation C* referring to the changes to the current dues payment system (see page 5) was carried unanimously. It was proposed by **Mugwena Maluleke** and seconded by the **General Secretary**.

## 8.4 Resolutions (cont.)

### **OFFICIAL DEVELOPMENT ASSISTANCE (ODA) – MEETING THE 0.7% COMMITMENT AND RECOGNISING THE IMPORTANCE OF EDUCATION**

**Resolution D7** was proposed by AOb/Netherlands, BUPL/Denmark, GL/Denmark, Lärarförbundet/Sweden, and NASUWT/UK. It was moved on their behalf by **Trudy Kerperien** (AOb/Netherlands) and seconded by **Rosemary Carabine** (NASUWT/UK).

Trudy Kerperien highlighted how the UN resolution on the allocation of 0.7 per cent of countries' gross national income for ODA. However, only five OECD countries met this target, including the Netherlands for a long time. The lack of sign-up to this ODA target had a significant impact on the ability to meet the SDGs. She urged countries to return to the original commitment and to advocate countries to meet the 0.7 per cent ODA.

Seconder Rosemary Carabine said that EI, working with partners including the Global Campaign for Education, must continue its efforts to ensure a strong and united voice calling for more investment in public education. EI must renew its commitment to challenging governments and international institutions to exposing those that fail to prioritise education.

#### **Friendly amendments:**

**Amendments (1)** and **(2)** were proposed by SNES-FSU/France, SNUipp-FSU/France, SNEC/Mali, and SNEN/Niger.

**Amendment (1)** sought to insert a sentence at the end of paragraph 3 to read; *"furthermore, globally, less than 10% of official public aid goes to education."*

**Amendment (2)** sought to insert a sub-clause (v) in paragraph 4 to read: *"Monitor governments' use of official development assistance to ensure that they do not impose harmful education policies on recipient countries."*

#### **Intervention:**

**Issoufou Arzika** (SNEN/Niger) said that ODA was indispensable but there should not be any instructions attached to it dictated by the donors so that countries could develop their own programs with their own priorities and use the money in the best way possible. Demands from international donors often forced countries to move in the wrong direction in terms of policy.

**Resolution D7** was carried unanimously.



## **REQUEST FOR AN EXCHANGE OF STUDENTS AND TEACHERS OF JUNIOR SECONDARY, SECONDARY OR TERTIARY BETWEEN EI MEMBER COUNTRIES TO CREATE A GLOBAL SCHOOL COMMUNITY**

**Resolution D8** was proposed by **Upasena Gamage** (USLTS/Sri Lanka), who called for exchanges to allow countries and teachers to learn from each other. Such exchanges would allow students and teachers to acquiring and share knowledge, attitudes, skills, and good ideas. The proposal was seconded by **Poshini WS Jayaweera** (ACUET/Sri Lanka).

### **Interventions:**

**Carol Bauer** (NEA/USA) said that, although exchanges might not always be possible, unions had the ability to invite their EI sisters, brothers, and non-binary family to help unionists continue to be lifelong learners. People could share their strengths and support one another to learn more about their world community.

**Luis Grubert Ibarra** (FECODE/Colombia) said that, through this resolution, EI could play a proactive role in opening up new perspectives, creating a healthy quest for universal knowledge. Exchanges would also facilitate unionists to learn about and recognise union practices in other countries, which would create a pool of future, globally minded leaders. It would also create an expectation that those who participate in the exchange could improve the equality of public education, which would help in the achievement of SDG 4.

**Resolution D8** was carried.

## **PROTECTING THE RIGHTS OF IMMIGRANT AND REFUGEE CHILDREN AND YOUNG PEOPLE**

**Resolution D9** was proposed by **Becky Pringle** (NEA/USA) and seconded by **Israel Montano** (ANDES/EI Salvador).

Becky Pringle yielded to **Gladys Marcus** (NEA/USA), who said she was the daughter of migrant Mexican parents. In the United States, over 100 for-profit detention centres were housing over 15,000 children in camps across the nation. She recounted her experience of visiting the largest camp in Homestead, Florida, a detention facility that had grown from housing over 1,300 children in March to over 4,000 as of in July 2019. She referred to the creation of tender-care facilities to house newborn babies and infants taken from their mothers as they arrive to detention centres or give birth while in custody. She called on Congress to unite against these types of injustices and fight for these children.

Israel Montano recounted the impact of poverty, gang violence, and migration in Central and Latin America, with families seeking



the American dream but finding exclusion and suffering.

### **Friendly amendments:**

**Amendments (1), (2) and (3)** were proposed by SER/Switzerland.

**Amendment (1)** referred to the title and text of Resolution D9 and sought to insert *"and young people"* after *"children"*.

**Amendment (2)** sought to insert the words *"and training"* after *"Education"* and rewrite *"Education and training are basic human rights"* in paragraph 1.

**Amendment (3)** referred to paragraph 1 and sought to replace the current second sentence with *"All children and young people have a right to free, inclusive and equitable quality public education and training, no matter where they are"*.

**Amendments (4), (5), and (6)** were proposed by UEN/Norway.

**Amendment (4)** sought to substitute *"deserve"* with *"have the right"* in paragraph 2.

**Amendment (5)** sought to insert after – *"and should"* before *"not"* and insert *"be"* after *"not"* in paragraph 2.

**Amendment (6)** sought to substitute in the same sentence above *"for months or years"* by *"at all"*.

**Amendment (7)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium and UEN/Norway, sought to substitute the word *"deserve"* by *"have"* in paragraph 4.

**Amendment (8)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium referred to paragraph 4 and sought to insert *"and should have the same access to quality education"* after *"countries"*.

**Amendments (9), (10) and (11)** were proposed by UEN/Norway.

**Amendment (9)** sought to delete *"National governments must open detention facilities for"* and *"to visits by"* in paragraph 6.

**Amendment (10)** sought to insert *"have the right to get medical care and education from"* before *"health workers, etc"* in paragraph 6.

**Amendment (11)** sought to add at the end of paragraph 6 *"while staying in reception centres and detention facilities;"*.

**Amendments (12), (13) and (14)** were proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium.

**Amendment (12)** sought to substitute *"Educators are"* by *"Education is"* in paragraph 9.

**Amendment (13)** sought to substitute *"schools"* by *"society"* in paragraph 9.

**Amendment (14)** sought to insert *"the means,"* after *"should be given"* in paragraph 9.

**Amendment (15)**, proposed by SNTE/Mexico, sought to insert a new paragraph 10 between paragraphs 9 and 10 to read: *"10) to urge their Governments to address the migratory cycle in a comprehensive way (origin, transit, destination and return), with particular emphasis on the rights of boys, girls and adolescents"*, with the subsequent paragraphs renumbered accordingly.

**Amendments (16), (17) and (18)** were proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium.

**Amendment (16)** sought to substitute *"immigration detention facilities"* by *"available schools"* in paragraph (11) sub-clause (iv).

**Amendment (17)** sought to insert *"and with adaptive language instruction"* after *"language"* in paragraph (11) sub-clause (iv).

**Amendment (18)** sought to add a new sub-clause (iii) to paragraph 11 to read as follows: *"to provide families with children with better living and learning conditions in open residences."* Subsequent paragraphs should be renumbered accordingly.

**Amendment (19)** was proposed by UEN/Norway. It sought to replace paragraph 11 (vi) as follows: *"(vi) to secure immigrant and refugee children's right to health care, education and all other social and legal assistance while staying in reception centres and detention facilities."*

**Amendment (20)**, proposed by SNTE/Mexico, sought to delete the word *"forced"* in paragraph 11 sub-clause (vii).

**Amendment (21)** was proposed by UEN/Norway. It sought to insert a new additional (x) sub-clause in paragraph 11: *"(x) to secure that all immigrant and refugee children, included the unaccompanied minor asylum seekers, are treated as children up to the age of 18 and get the care, services and education that they need and are entitled to according to the Convention on the Rights of the Child."*

**Amendments (22) and (23)** were proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium.

**Amendment (22)** sought to insert a new additional sub-clause (x) in paragraph 11 to read as follows: *"to provide lifelong learning possibilities for refugees and migrants of every age, to be able to contribute to society."*

**Amendment (23)** sought to add a new sub-clause (xi) in paragraph 11 to read as follows: *"to facilitate consultation and coordination between the many actors involved, starting from the perspective of education, in order to make an integrated and comprehensive approach possible"*.

## Interventions:



**María Antonieta García Lascurain Vargas** (SNTE/Mexico) said that, globally, the number of boys and girls who were fleeing with their parents or without them was increasing. Thousands of children, male and female, were denied the right to education, health, security, or love, and were incarcerated far from their parents. She urged Congress to support this resolution to give a voice to these migrants.



**Hilde Lavrysen** (COV/Belgium) said that, in Belgium too, refugee families with children had been put into detention houses before being deported, despite objections from civil society and teacher unions.



**Randi Weingarten** (AFT/USA) also spoke in support of the resolution and recounted how immigrant children were being held forcibly in detention in the USA. This was not the way to treat children in 2019, she said.



**Lass Bjerg Jørgensen** (BUPL/Denmark) highlighted how successive governments had made it unbearable to be a refugee in Denmark. Policy makers must be put under pressure and solidarity sought for all, including refugee and immigrant children.



**Manal Hdaife** (PPSTLL/Lebanon) called on the international community for more funding and support to help Lebanon educate increasing numbers of refugee children.

*Resolution D9* was carried unanimously.



## 8.5 EI Awards

A ceremony was held late on Thursday afternoon to honour the recipients of the 2019 EI Awards.



**Jalila Al Salman from Bahrain** received the *Mary Hatwood Futrell Human and Trade Union Rights Award* for her dedication to representing teachers in Bahrain. She has been imprisoned on false charges, held in solitary confinement, threatened, beaten, and subjected to acts of humiliation and torture by the authorities.

In accepting the award, Jalila Al Salman recounted her experiences as a BTA union leader where the union mobilised in defence of education and came to be regarded as an enemy of the government. *"Our position changed from union leaders to criminals. We were arrested, tortured, tried in military court, fired from our work, and BTA was dissolved. It was the only union being punished in that way. And why is that? It was because of the leadership, the strength, the power, and the ability to mobilise and gather teachers in our country."*







Canadian researcher **Curtis Riep** received the *Albert Shanker Education Award* for his ground-breaking research into the low fee, for-profit Omega schools in Ghana, APEC schools in the Philippines, and Bridge International Academies in Uganda. His research, and persistence despite being arrested on false charges in Uganda, has been an outstanding contribution to ensuring all children have access to quality, inclusive, public education regardless of their socio-economic status, gender, or the country they call home.

In accepting the award, Curtis Riep said: *"For the better part of a decade, I have been researching and studying a growing trend in education. That is the commercialization and privatization of public education. In particular, my research has focused on the growth of so-called low-cost, private, for-profit schools emerging in parts of Africa, Asia, and Latin America... The spread of the commercialisation and privatisation and education are not isolated events only affecting certain parts of the world. It is a global phenomenon. In response, we need to adamantly defend public education worldwide that works for the people rather than for profit-seeking elites or the one per cent. We need an education system for the 99 per cent."*





# DAY 5

## Friday 26 July

El 8<sup>th</sup> World Congress  
Bangkok, 2019



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



## Congress Plenary Session IX:

Day 5 - Friday 26 July – Morning

### 9.1 Resolutions: Section B - Promoting Democracy, Human and Trade Unions Rights

#### EDUCATION FOR REFUGEES

**Resolution B12** was moved by **Line Isaksson** (Läraryrket/Sweden) on behalf of FE.CC.OO/Spain, NASUWT/UK, Läraryrket/Sweden and GEW/Germany.

Line Isaksson said the refugee crisis was persisting globally, with the attitude towards refugees and immigrants deteriorating in many parts of the world. The human rights of refugees were being threatened, including their right to quality education. EI and its member organisations needed to maintain their commitment to refugees and their right to quality education.

Seconded **Cuqui Vera** (FE.CC.OO/Spain) said it was the responsibility of education trade unions to defend the right to shelter for refugees and to create a new perception of a citizenship in which stereotypes and prejudice needed to be dismantled.

#### **Friendly amendments:**

**Amendment (1)**, proposed by Läraryrket/Sweden sought to add URLs to the sources quoted in section (2) sub-clauses (i-iv) as follows:



- (i) 68.5 million people are forcibly displaced worldwide, of whom 25.4 million are refugees; (<https://www.unhcr.org/uk/figures-at-a-glance.html>)
- (ii) 85% of refugees are hosted by countries in the global south; (<https://www.unhcr.org/uk/5b27be547.pdf>)
- (iii) 52% of refugees are under the age of 18, with 7.4 million being of school age; (<https://www.unhcr.org/uk/news/latest/2018/8/5b86342b4/four-million-refugeechildren-schooling-unhcr-report.html>)
- (iv) 4 million refugee children do not attend school at all. (<https://www.unhcr.org/5b852f8e4.pdf>)

**Amendments (3) and (4)** were both proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium.

Amendment (3) sought to insert a new sub-clause (v) in paragraph 2 to read: *"The Convention on the Rights of the Child, ratified by 196 countries worldwide, states in article 28 that every child has the right to good quality education"* and re-number subsequent paragraphs accordingly.

Amendment (4) sought to insert in paragraph 4, sub-clause (ii) the phrase *"referring to the Convention on the Rights of the Child"* after *"international institutions"*.

### **Amendments:**

**Amendments (2), (5) and (6)**, as proposed by the NEU/UK, were not accepted and were moved before Congress by **Robin Head** and seconded by **Saed Erziqat** (GUPT/Palestine).

**Amendment (2)** sought to insert at the end of Point 2 (i): *"With the largest and longest suffering group being the 5 million plus Palestinian refugees."*

**Amendment (5)** sought to insert at the end of Point 4 (ii) the following: (a): *"Including the reinstatement of UNWRA funding for schools in Palestinian refugee camps."*

**Amendment (6)** sought to add new point, 4 (iv), to read: *"4 (iv) To investigate and support the provision of education for the Rohingya refugees in Myanmar & Bangladesh."*

### **Interventions on the amendments (2), (5) and (6):**

**Robin Head** said **Amendments (2), (5) and (6)** added specific references to particular issues that had developed since the last World Congress, with reference to Palestine, Myanmar and Bangladesh. **Amendments (2) and (5)** sought to commit EI to call for UNWRA (*United Nations Relief and Works Agency for Palestine Refugees in the Near East*) funding to be reinstated. **Amendment (6)** sought to ask EI to investigate and support the provision of education for the Rohingya refugees.





Seconder **Saed Erziqat** said that the international community should not forfeit and abandon its responsibility towards education of refugees, and Palestinian children should not pay the cost of political decisions.



**Manal Hdaife** (PPSTLL/Lebanon) said that it would be inhuman and unethical to stop funding UNRWA which was the only international organisation that took care of the conditions and status of Palestinian refugees.

*Amendments (2), (5) and (6)* were not carried.



***Interventions on the resolution:***

**Christopher Weavers** (NASUWT/UK) said neglecting the right to education left children more vulnerable to exploitation and to abuse, including recruitment into armed groups and child labour. He highlighted NASUWT work with sister unions on practical projects to include refugee children in schools and in local communities, done with the support of the EI: Education for Refugees programme.



**Ann Mari Lorentzen** (UEN/Norway) highlighted how Norway had not succeeded in delivering education for all, particularly for refugee children. Teachers' trade unions need to pressure national governments and international institutions to invest in education for refugees, she said. There was no time to lose in reaching SDG 4 but, most of all, refugees had no time to lose.



**Evelyne DeJesus** (AFT/USA) said migrant children deserved a learning experience in secure and safe environments. She urged unions to make the safe resettlement of migrant children a reality. Educators needed to meet the educational needs of migrant children and also attend to their families' needs for jobs, housing, security, and healthcare.



**Nathalie Schäfer** (GEW/Germany) said refugee students needed multi-professional teams, including teachers, psychologists, and social workers among others, to tackle their specific and individual needs

*Resolution B12* was carried.

**DEMAND, RESIST, CONQUER**



*Resolution B9* was proposed by FNEC-FP FO/France, SNETAA-FO/France, F-SYNTER/Burkina Faso, SYNAFEN/Niger, SNAPEST/Algeria, UNPEF/Algeria, GEW/Germany, Eğitim Sen/Turkey, OLME/Greece and KTOEOS/Cyprus. It was moved on their behalf by **Meziane Meriane** (SNAPEST/Algeria) and seconded by **Moustapha Guitteye** (SNEC-UNTM/Mali).



Meriane Meziane said education workers have suffered from cuts in public spending, leading to job losses, blocked or diminished salaries or pensions, and privatisation. This resolution stressed the role and responsibility of national trade unions and EI in mobilising and reinforcing resistance to policies affecting education. Moustapha Guitteye said that, in Africa, public education had been abandoned by the state with multinationals now running the education sector.

### **Amendments:**

**Amendment (4)** was withdrawn by SBASHK/Kosovo.

### **Friendly amendments:**

**Amendment (1)**, proposed by CSQ/Canada, sought to insert ' , tax avoidance' after the words 'tax evasion' in paragraph 2.

**Amendment (2)**, proposed by NEA/USA, sought to delete "most notably" and to insert "as well as some rich" between "poorer" and "countries" in paragraph 2.

**Amendment (3)**, proposed by AFT/USA, sought to insert a new paragraph between paragraphs 4 and 5 to read as follows: "*Noting, over the past decade, trillions of dollars of individual and corporate income have flown into opaque offshore tax havens through financial loopholes created by politicians to benefit the wealthy; this tax avoidance adds tremendously to global inequality and corruption, and the money lost through tax havens has a significant impact on governments' budgets already under tremendous fiscal stress;*". Subsequent paragraphs to be renumbered accordingly.

**Amendment (5)**, proposed by AFT/USA, sought to insert a new subsection in paragraph 19, between sub-section (ii) and (iii), to read as follows: (and reorder accordingly) "*Resolved, that Education International will work to raise awareness and advocate for transparent reporting about the high cost of tax avoidance among affiliates, government officials, and our communities that rely on public services; E.I. will also advocate for the exposure and closure of the worst offshore tax loopholes, and any other financial manipulations that undermine the stability and fairness of public revenue systems.*"

### **Interventions:**

**Saddek Dziri** (UNPEF/Algeria) spoke in support of the motion, saying that the freedoms of unions required changing regulations and laws in countries so that they were aligned and harmonised with international conventions and agreements particularly, the right to establish unions and the right to have collective bargaining powers.





**Tim Parker** (NEA/USA) highlighted how recent tax cuts in the USA had primarily benefited the wealthy over the poor. The net result was to deprive public sectors, mainly public schools, of necessary resources. Devastating austerity measures ultimately harmed students, and this was clearly wrong, he concluded.



**Carlos Alberto De Feo** (CONADU/Argentina) said that resisting meant organising, standing together, uniting, and starting the battle not only at national level but also globally.



**Mário Nogueira** (FENPROF/Portugal) also spoke in support of the resolution. He said austerity had led to precariousness, salary cuts, frozen careers, a decrease in public services, cuts in pension plans, and emigration of about 500,000 Portuguese, the majority of whom were the younger and more qualified generation. Now, employment was returning but at the cost of workers' rights.



**Luc Nhyomog** (SYNTESPRIC/Cameroon) said that, given the living and working conditions of teachers in Cameroon, all that was left for them to do was to demand and reconquer and resist.

*Resolution B9*, as amended, was carried unanimously.

## ■ **DECOLONISING EDUCATION**



*Resolution B10* was proposed by the Executive Board and moved on its behalf by **Davanand Sinanan** and seconded by **Masaki Okajima**.

Davanand Sinanan said that, over the centuries, education had been used as a tool of dominance and control as civilizations and societies attempted to expand their empires. Very often, this was done at the expense of indigenous cultures, languages, and religions. Education must never be defined exclusively for and by any singular group acting on selfish principles nor should any such group be allowed to lay exclusive claim to knowledge creation based on antiquated social constructs, he said. This resolution represented a bold and significant step to ensure that all human beings regardless of race, religious beliefs or geographic location, were treated with the dignity and respect they deserved.



Masaki Okajima referred to indigenous peoples in Hokkaido and Okinawa and said the JTU focused on the significance of education which respected children's roots and ensured the rights of indigenous people.

### **Amendments:**

*Amendments (1), (2), (3), (5) and (8)* were withdrawn by SNUipp-FSU/France and SNES-FSU/France.

*Amendment (9)* was withdrawn by SER/Switzerland.



## Friendly amendments:

**Amendment (4)**, proposed by BUPL/Denmark, sought to insert a new phrase “SDG 4.2 ensure ‘all girls and boys have access to quality early childhood development, care and pre-primary education.’” before “This must be understood ...” in paragraph 8 sub-clause (ii).

**Amendment (6)**, proposed by UNSA Education/France, sought to add subparagraph after 8 (iii) reading: ‘The language of the coloniser has always been a means of domination and enslavement. Languages, even minority languages, are important markers of the culture and diversity of peoples. They must be recognised by the authorities and taught from an early age. It is both recognising their history and their culture and preserving a linguistic heritage that is the richness of humanity.’

**Amendment (7)**, proposed by CTF-FCE/Canada, sought to insert a new sub-clause in paragraph 9 before sub-clause (i) to read as follows: “(i) Develop partnerships with global, national, and local indigenous organizations in order to seek the best paths forward to decolonize education” and to renumber subsequent sub-clauses.

## Interventions:

**Michelle Codrington-Rogers** (NASUWT/UK) said that teaching a people their history showed them they belonged. Educators had the power to fight and make sure the unseen were seen.

**Nkosana Dolopi** (SADTU/South Africa) said colonised people should know and be taught to remember that they have a history that they should be proud of and celebrate. Decolonisation of the curriculum should also seek to end patriarchy and reassert the fact that indigenous people have contributed to civilisation.

**Michelle Olivier** (SNUipp-FSU/France) said all states must be allowed to craft their own curriculum and people must be sovereign in their education choices.

**Shane Motlap** (NTEU/Australia) said there were 370 million indigenous people around the world. This was a difficult complex fight, he said, with the literacy and numeracy of indigenous people the lowest in society in Australia, Canada and US.

**Marjorie Dumont** (CTF-FCE/Canada), from the Beaver Clan, First Nations, said decolonisation was not possible unless indigenous partners took the lead on changes necessary to decolonise.

**Frédéric Marchand** (UNSA Education/France) said the inclusion of minority languages in the resolution was important as minority and regional languages enabled one to affirm a thought, a culture, one's own identity.





**Anne Albers** (GEW/Germany) said education needed to be decolonised. She gave the example where she, as a history teacher from the state of Berlin, has students in her 11th-grade class with relations to 46 different countries. However, the history curriculum only included the French Revolution instead of the Revolution of Haiti, for example.



**Josué Mérilien** (UNNOH/Haiti) said Haiti was the first country to abolish slavery, however, the country was itself impoverished and colonised. Ninety per cent of schools in Haiti were privatised, with education far from being a common good accessible to all.

**Resolution B10**, as amended by the friendly accepted amendments, was carried unanimously.

## MODERN DAY SLAVERY



**Resolution B11** was moved on behalf of AFT/USA by **Larry Carter**, who said modern-day slavery could affect people of any age, gender, or race, whether they were women forced into prostitution, men forced to work in agriculture or construction, children in sweatshops or girls forced to marry older men. Most commonly, slavery affected people and communities who are vulnerable to be taken advantage of. The motion was seconded by **Wilson Sossion** (KNUT/Kenya).

### Friendly amendments:

**Amendment (1)**, proposed by NASUWT/UK, sought to delete the full stop in paragraph 2 and insert the words: "*and in other countries around the world.*" after the words "*in the United States*".

**Amendment (2)**, proposed by NASUWT/UK, referred to paragraph 3 and sought to insert the words: ", *including sexual exploitation*" after the words "*abuse and exploitation*".

### Interventions:

**Milagros Ogalinda** (SMP-NATOW/Philippines) highlighted the plight of migrant teachers where, sometimes, their passports were kept by employers, a clear violation of the human rights of every migrant worker.

**Hussein Boujarra** (FGESRS/Tunisia) said precarious work conditions affected many workers, including those in Tunisian universities where unfounded dismissals were a factor.

**Hassan Ahmad** (ISTT/Egypt) also spoke in support of the resolution. He said working without pay was part of this new kind of slavery. He highlighted the precarious nature of teachers' conditions in Egypt and the different rates of pay. Education was



being turned into a commodity, he said, and that could not lead to fair payment for teachers.

**Resolution B11**, as amended by the friendly accepted amendments, was carried unanimously.

## CHILD LABOUR

**Ekoun Kouassi** (SYNESCI/Ivory Coast) moved **Resolution B13** on behalf of SYNADDEPCI/Ivory Coast. The motion was seconded by **Lise Therrien** (CSQ/Canada).

Ekoun Kouassi said children were at the heart of SDG 4, yet children were having to work in the worst forms of labour. Child labour violated human rights, he said, denying them the right to education. It undermines ILO Conventions 138 and 182. Thus, it was absolutely necessary that EI fights against child labour as a contribution towards the realisation of SDG 4.

### Friendly amendments:

**Amendment (1)** was proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium and VSOA-Onderwijs/Belgium. It sought to substitute “*compulsory education*” for “*mandatory schooling*” in paragraph 6 sub-clause (ii).

**Amendments (2), (3), (4), (5), and (6)** were proposed by SADTU/ South Africa.

**Amendment (2)** sought to replace “*classrooms*” with “*learning environments*” in paragraph 6 sub-clause (iv).

**Amendment (3)** sought to delete the words “... *birth rulings in lieu of certificates for the benefit of children whose births have not been registered*” after the words “*issuing of*” in paragraph 6.

**Amendment (4)** sought to insert the words “*necessary documents to access education*” after the words “*issuing of*” in paragraph 6.

**Amendment (5)** sought to insert the words “*including the UN Agenda 2030*” between the words “*legislation*” and “*to prevent...*” in paragraph 7 sub-clause (ii).

**Amendment (6)** sought to delete the word “*incite*” at the beginning of sub-clause (ii) before the word “*governments*” and insert “*Urge*” at the beginning of sub clause (ii) before the word “*governments*” in paragraph 7.

**Amendment (7)** was proposed by SER/Switzerland. It sought to insert a new sub-paragraph (iv) in paragraph 7 to read as follows: “*(iv) to uphold and broadly publicize the 1989 UN Convention on the Rights of the Child (CRC)*”.



### Intervention:

**Lorretta Johnson** (AFT/USA) said child labour was a blight on the world economy. In industry ranging from textiles to agriculture to electronics, children were trapped in horrendous factory conditions working for little pay with little health care or safety protections. Many of these children were young girls who lacked access to medical care, had low social status and were vulnerable to human trafficking.

**Resolution B13**, as amended by the friendly accepted amendments, was carried.

### **CONTINUED ACTION AGAINST CHILD LABOUR BY FIGHTING SCHOOL DROPOUT AND WORKING TOWARDS QUALITY INCLUSIVE EDUCATION FOR ALL**

**Resolution D6** was proposed by SPASH/Albania, FSASH/Albania, SNE-FDT/Morocco, SNEC-UNT/Mali, TUM/Malawi and UNATU/Uganda. It was moved by **Soumeila H. Maiga** from SNEC/Mali and seconded by **Takavafira Zhou** from PTUZ/Zimbabwe.

Soumeila H. Maiga said the proposed resolution was asking EI and its member organisations to promote a better understanding of child labour and to join networks and lobby groups to put pressure on employers and companies which continue to employ children, depriving them of their fundamental rights. Takavafira Zhou spoke on behalf of the PTUZ and ZIMTA and highlighted the two unions' work in helping children out of child labour. Both proposer and seconder acknowledged the impact of research and support into child labour by EI and AOb/The Netherlands. The seconder noted how these child labour projects had led to social dialogue that involved teachers, ministry officials, traditional leaders, and politicians and increased co-operation as well as enrolment in schools and boosted the popularity of the teacher unions.

### Interventions:

**Anabela Sotaia** (FENPROF/Portugal) said child labour had been eradicated in Portugal and highlighted the role of teacher unions in this. She raised the issue of invisible child labour where families might exploit their children through working in family businesses.

**Filbert Baguma** (UNATU/Uganda) also spoke in support of the resolution, saying that child labour must be declared illegal and inhumane so that children could attend school and not work.

**Resolution D6** was carried unanimously.





and said they had attacks on human rights as well as the right to education.

*Resolution U2* was carried unanimously.

### **URGENT RESOLUTION FOR THE IMMEDIATE RELEASE OF SIX UNJUSTLY IMPRISONED TEACHERS IN DJIBOUTI**

*Resolution U4* was moved by **Jean-Hervé Cohen** (SNES-FSU/France) on behalf of SNES-FSU/France, SNUipp-FSU/France, CSQ/Canada, FGEB/Tunisia, GTU/Mauritius, STEB/Burundi, SYPERWA/Rwanda, SYNEDEC/Rwanda, FSLE/Romania, CTF-FCE/Canada, SER/Switzerland, SYNEAC/Central African Republic, UNSA Education/France, FERC-CGT/France, SNESUP-FSU/France, and FEKRIMPAMA/Madagascar. It was seconded by **Souleiman Ahmed Mohamed** (SYNESED/Djibouti).

Jean-Hervé Cohen said seven teachers in Djibouti had been arrested recently, six of them were incarcerated immediately. The charges against them changed and, whilst the French-speaking trade unions, EI and partner trade unions had protested to their embassies and the Djibouti government, nothing had changed. He called for unity for the six detainees. Seconder Souleiman Ahmed Mohamed said the authorities in Djibouti have been fighting against free trade unionism and teacher activism for the last 25 years.



#### **Interventions:**

**Lai Suat Yan** (MOVE/Malaysia) called for the immediate release of the teachers in Djibouti and for the payment of their suspended salaries. MOVE denounced in strong terms any attack on trade union activities.

**Maria Stinchcombe** (CTF/Canada) also spoke in support of the resolution, saying that freedom of speech was a fundamental right.

*Resolution U4* was carried unanimously.



### **URGENT RESOLUTION IN SOLIDARITY WITH HONG KONG**

*Resolution U5* was moved by **Hsu-Cheng Chang** (NTA/Taiwan) on behalf of NTA/Taiwan and KTU/Korea. It was seconded by **Larry Carter** (AFT/US).

Hsu-Cheng Chang said the situation in Hong Kong was getting worse with the Hong Kong authorities rejecting the requests of over two million protesters on the street. HKPTU/Hong Kong members were fighting for their beliefs in freedom, democracy and





human rights, beliefs that might be destroyed violently. Secondery Larry Carter urged Congress to lend its voice to the cause of democracy defenders in Hong Kong and in supporting self-determination in Hong Kong.

**Interventions:**



**Yuwana Podin** (MOVE/Malaysia) said MOVE urged that the citizens' demands were respected and that charges against all democracy defenders be dropped.



**Tim Chang** (HKPTU/Hong Kong) said Hong Kong was likely heading towards anarchy, which could be the pretext for China to mobilise its army to maintain order. Citizens of Hong Kong and the HKPTU have urged the government to accept the protestors' requests and the Chinese government not use the army to quell the protests.



**Kenneth Tang** (NEA/US), a Vietnamese immigrant, said it was time to stand up and fight back to stop the oppression and bullying of people in Hong Kong. Injury to one is an injury to all.



**Hyunjin Kim** (KTU/South Korea) said the KTU was still fighting to be re-installed after it was delegalised in 2015. Now, it called for support for the teachers and citizens of Hong Kong in their fight for their rights and democracy.



**Laxman Kumar Sharma** (NNTA/Nepal) urged Congress and the Executive Board to stand exclusively for peaceful solutions to restore and respect democracy, human rights, and the trade union rights of the workers and people of Hong Kong.

*Resolution U5* was carried.

**9.3 Resolutions (cont.): Section A - Educators and their Unions Taking the Lead**

***PEACE EDUCATION – NO ARMS EXPENDITURE – BOOKS NOT BOMBS***



*Resolution A9* was moved on behalf of GEW/Germany by **Marlis Tepe**, who said Congress had discussed the threats of climate change, authoritarian regimes, hate speech, the fear of other people, fascism, as wells as threats to human rights, and to LGBT rights. However, the threat of a new world war had not been discussed, which was particularly relevant given NATO's target that member states raise their defence expenditure to two per cent of their GDP. She said a new initiative for disarmament was needed.



Seconder **Trudy Kerperien** (AOb/The Netherlands) explained the AOb amendments and concluded by saying that schools should be safe places.

Some amendments were accepted as friendly and others deemed superfluous as they related to the former text.

### **Friendly amendments:**

**Amendment (1)**, proposed by NEU/UK, sought to add a new point 4(ii) to read as follows: *"(ii) encourages all affiliates to support the Safe Schools Declaration and campaign for governments to sign and fully implement the Guidelines for Protecting Schools and Universities from Military Use During Armed Conflict, working in partnership with other affiliates and civil society whenever possible."* Subsequent paragraphs to be renumbered accordingly.

**Amendment (2)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium, and VSOA-Onderwijs/Belgium, sought to insert a new paragraph (4) after the existing (3). The new paragraph would read as follows: *"4. The mission/core assignment of education should be to study the world based on the question: How can we live together in a common world? Each curriculum must take shape from that core assignment, in order to be able to contribute to a peaceful society."* Subsequent paragraphs to be renumbered accordingly.

**Amendment (3)**, proposed by AOb/The Netherlands (with the support of GEW/Germany) sought to delete the complete texts of the paragraphs 4 (vii) and 4 (viii). These paragraphs would then be replaced by the following:

*"(vii) opposes the recruitment of young people for armed forces by National Defence or Army personnel within the school premises. Teachers and other education personnel must be given the formal authority to refuse the recruiters access to the school grounds.*

*(viii) opposes all publicly funded research directed at further developing weapons of all kinds, and, calls instead, for the expansion of peace and conflict resolution research and related teaching."*

**Amendment (6)**, proposed by NEA/USA sought to add a new clause to be numbered (4)(viii) to read as follows: *"(viii) Opposes unconstrained military spending and the expansion of the military industrial complex,"*, with the original (4)(viii) renumbered as (4)(ix).

**Amendment (7)**, proposed by COV/Belgium, COC/Belgium, CSC-Enseignement/Belgium, and VSOA-Onderwijs/Belgium, sought to insert a new subclause (vii) in paragraph (4) to read as follows: *"(vii) Underlines that building tolerance and peace is an assignment for the entire society. Governments must do everything that lies in their power to support schools in this so that ways can be found*



to realize the important role schools have to play." Subsequent paragraphs to be renumbered accordingly.

### Interventions:



**George Sheridan** (NEA/USA) said the money spent on developing weapons of mass destruction could, if spent more wisely, fund high-quality education for all the world.

**Lies van Rompaey** (COV/Belgium) said that, while schools were safe places in Belgium, harassment of teachers was increasing.



**Emna Aouadi** (FGEB/Tunisia) highlighted how Tunisia had always invested in education as a mechanism to fight fanaticism and terrorism. This investment was critical in how Tunisia managed and succeeded in its transformation to a democracy.

**Jonavon Rustin** (SADTU/South Africa) said Congress must reject the issue of students and pupils being forced into armed forces in conflict zones. Governments should use resources to provide learning support materials and infrastructure, not missiles and bombs.



**José Antonio Zepeda López** (CGTEN-ANDEN/Nicaragua) explained how educators needed to work towards peace. School must be changed into safe havens of peace, with a love of peace, tranquillity, and harmony instilled in children.



**Amadou Diaoune** (SUDES/Senegal) highlighted how the flourishing trade of weapons fuelled wars in Africa and the Middle East where millions of children were condemned to not being in school and teachers were unemployed. The fight for public education for all was inseparable from the fight for global peace, he said.

Resolution A9, as amended by the friendly amendments, was carried unanimously.



## 9.4 Resolutions (cont.): Section E – other resolutions

### **EDUCATION UNION RENEWAL: THE NEW IMPERATIVE**

**Resolution E1** was moved on behalf of NEU/UK by **Amanda Martin**, who said this resolution highlighted the invaluable and excellent role trade unions played in the fight for quality public education and defending all workers in it. However, union renewal was critical given the range of attacks faced by the global trade union movement. She highlighted NEU strategies to boost inclusion and diversity at all levels of the union and how collaboration with other unions and stakeholders increased engagement among members.







**Denise Specht** (AFT/US) said unions represented a ladder up for their members and were the best vehicle for a better life, reasons why the opponents of unionism chose to divide unions and work to silence them.

**Friendly amendment:**

**Amendment (1)**, proposed by SNUipp-FSU/France and SNES-FSU/France, referred to paragraph 5 sub-clause (i) and sought to replace “for example, a focus on younger members” with “for example, a focus on improving access for young people and women to trade union activism and to responsible positions within trade union organisations.”



**Interventions:**

**José Antonio Zepeda López** (CGTEN-ANDEN/Nicaragua) said trade unions needed to change themselves if they wanted to renew and transform.

**Mélanie Faivre** (SNES-FSU/France) said her union helped young teachers with training and an induction period, and she called for unions to seize this opportunity for renewal.

**Kelera Tinai Rokomatanimoce** (FTA/Fiji), a youth representative for FTA and a young indigenous woman, said she was empowered to be one of 65 young delegates at this Congress and to have her voice heard.

**Amadou Diaoune** (SUDES/Senegal) said union renewal was pivotal to stop global capitalism which was a major obstacle to the promotion and implementation of the SDGs.

**John MacGabhann** (TUI/Ireland) said that, whilst attempts were made to coordinate the broad collective of unions both nationally and internationally, it was important for unions to be well-organised at local level within the workplace, where collegiality and capacity are built and fostered.

**Kieran Christie** (ASTI/Ireland) said that quality terms and conditions of teachers, whether undermined, removed, or attacked, must be won back because the stakes were so high for the profession.

**Paola Ofelia Giménez Silva** (OTEP-Auténtica/Paraguay) said that retirements, internal migration, and school closures were all issues affecting trade union renewal in Paraguay. Unions had to discuss how they worked and how they encouraged young people in terms of their renewal.

**Resolution E1**, as amended, was carried unanimously.



## SITUATION IN MOROCCO

**Resolution E3** was moved on behalf of proposers SNE-CDT/Morocco, SNE-FDT/Morocco and SNESUP/Morocco by **Abderrahim Sakhy** (SNE-CDT/Morocco). He said that 20 per cent of the Moroccan education system was privatised now, up from five per cent previously. Tax exemptions for private education providers, low monitoring of the curriculum, unqualified contract teachers all undermined the potential to achieve SDG 4. He called for support for the resolution, not just because commercialisation of education affected Morocco alone but because it was part of a phenomenon that was affecting countries around the world.

Secunder **Mohammed Mdahgri** (AOB/The Netherlands) said that, for the last 20 years, Morocco had become an investment zone for private education companies from France, the UK, and the US. This phenomenon had a negative impact on the working conditions and rights of union members.

### Intervention:

**Richard Bousquet** (FNEEQ-CSN/Canada) said staff at a public university in Quebec had just gone on strike for five months after attempts were made to outsource part of their work to a company based in Morocco.

**Resolution E3** was carried unanimously.





## 9.2 Resolutions: Section U – Urgent Resolutions

### URGENT RESOLUTION ON ATTACKS ON SCHOOLS IN AFRICA

**Resolution U2** was proposed by SNEC-UNTM/Mali and moved by **Marième Sakho Dansokho** (SYPROS/Senegal) and seconded by **Idelphonse Atindehou** (SYNESP/Benin).

Marième Sakho Dansokho said that, on top of poverty and conflict, attacks on education were having a negative impact, with many teachers and children killed or kidnapped, and many schools forced to close. Attacks against education were attacks against knowledge and power, attacks against democracy, freedom of choice, health and wellbeing.

#### Interventions:

**Souleymane Diallo** (SELS/Senegal) said the massacres, murders and kidnapping also led to a movement of people fleeing to safer areas and this caused issues for the host countries

**Roger Kaffo Fokou** (FESER/Cameroon) also spoke in support of the resolution. He said the international community and government needed to be more involved to guarantee safety and right to education.

**Moustapha Guitteye** (SNEC-UNTM/Mali) said SDG 4 would not be achieved if the security conditions, especially in the Sahel region of Africa, do not improve. In Mali, villages and schools had been attacked, with 130 deaths and 953 schools closed.

**Sema Blegne** (SNEAB/Burkina Faso) spoke in support of the resolution, saying that, in Burkina Faso, in Burkina Faso, 2,562 schools had been closed, more than 300,000 students were not in school, and more than a dozen teachers had been assassinated and beheaded publicly.

**Issoufou Arzika** (SNEN/Niger) said that Niger received a lot of refugees who were under attack from extremists. It was not easy to guarantee quality education for all these refugees. In one area in Niger, there had been a doubling of the early school leaving rate to 46 per cent.

**Clément Poulet** (FNEC FP-FO/France) spoke in support of this resolution and said that regions and countries had been destabilised because of terrorist groups. Unions wanted to lean towards peace, democracy, economic and social progress, and the autonomy and self-sufficiency of countries was central to this.

**Moussa Almoustapha** (SYNAFEN/Niger) said he was a commissioner for human rights in Niger. He highlighted the numbers of threats, murders, thefts and kidnappings in one area





## 9.5 Distinguished Associates

The Chair introduced the following individuals who were made *Distinguished Associates of EI* in recognition of their tireless and diligent work and commitment to assist EI and its staff, especially in the regions, to plan and implement cooperation, development and assistance programmes.

Jill Christianson	NEA/USA
Francine Fillion	CTF/Canada
Mike Jennings	IFUT/Ireland
Jens-Vraa Jensen	DM/Denmark
Michelle Olivier	SNUipp-FSU/France



## 9.6 Retired staff

The Chair also acknowledged the efforts of EI staff who had retired since the last Congress:

Charlie Lennon	Former deputy general secretary
Shashi Bala Singh	Former chief regional coordinator for the Asia-Pacific
Martin Rømer	Former European director



## 9.7 Presentation of outgoing Executive Board members

The Chair invited the outgoing Executive Board members to the platform and thanked them for their contribution to EI. They were:

Okju Bak	KTU/Korea
Christian Chevalier	UNSA-Education/France
Luis Grubert Ibarra	FECODE/Colombia
Daniel B. Lafrenière	CSQ/Canada
Patrick Roach	NASUWT/UK
Davanand Sinanan	T&TUTA/Trinidad and Tobago



## 9.8 Introduction of new Executive Board members

**President Susan Hopgood** introduced the new members of the Executive Board to Congress. They were:

Hélène Nekarmbaye	SET/Chad
Hyunjin Kim	KTU/South Korea
Jalila Al Salman	BTA/ Bahrain

Marjolaine Perreault	CSQ/Canada
Mary Bousted	NEU/UK
Nadine Molloy	GTA/Jamaica
Roberto Trochez	COLPROSUMAH/Honduras
Yohannes Benti	ETA/Ethiopia
Nelson Alarcón	FECODE/Colombia



## 9.9 President's closing remarks

**President Susan Hopgood's** closing remarks brought to an end five days of debate, agenda-setting and networking in Bangkok, Thailand.

She said EI would promote democracy, human and trade union rights, equity and social justice. It plans to advance the profession and reassert the vital role of teachers and ESP in education and in society. EI will ensure the right to free quality public education for all.

She highlighted the challenge of climate change. Congress had asserted *"the enormous power of education to save the planet – not only from environmental degradation but from the degradation of climate change and its uniquely gendered impact. We said inclusive education for all is the best tool to make the public aware of the causes and consequences of unsustainable environmental policies and provide people with the knowledge, the skills, and attitudes necessary to seek solutions."*

In addition, Congress had placed unions and the teaching profession at the heart of the fight for democracy, social justice, and quality education.

Even though 2020 marks the 25<sup>th</sup> anniversary of the Beijing Declaration and Platform for Action and the beginning of the final decade of the 2030 United Nations Sustainable Development Goals, *"131 million girls worldwide are still out of school and there is a six per cent increase in the number of girls not in primary education"*, said President Hopgood. EI had vowed to continue to advocate for the rights of women and girls in all its work and to support member organisations to ensure their trade union structures are safe and inclusive spaces for women. The Executive Board had been mandated to develop guidelines on sexual harassment and sexual violence for its member organisations. And Congress had recognised that LGBTI people had been systematically discriminated as a result of national and international policies, programmes, and laws, and the failure to challenge deeply entrenched and negative social attitudes.

The path forward, led by the policies, practices, and attitudes of EI's unions, would also include advocating on behalf of migrants and refugees. *"More than 68 million people are forcibly displaced worldwide, of whom more than 25 million are refugees and more than seven million are of school age. Four million refugee children do not attend school at all."*

Congress had expressed its alarm that private entities had used the SDGs to justify their role in education development - attempting to abrogate SDG 4 by seeking so-called partnerships with governments. *"High-stakes testing, attacks on qualifications, technology driving pedagogy – all these issues are part of the broader drive towards privatisation. This is shaping up as the defining issue of this generation of trade unionism."*

President Hopgood hailed the adoption of the Global Framework of Professional Teaching Standards, noting that member organisations may promote and use this framework to inform the development or review of standards in their jurisdictions.

She highlighted how, over the next 15 years, the use of AI technologies to assist teachers in the classroom and the home will expand significantly, as will learning based on adaptive online courses and virtual reality applications. *"Congress expressed our deep concern about attempts by private education technology providers to impose generic learning programmes on schools and to introduce cheap substitutes for teachers."*

She said EI would monitor and publicise threats to and violations of academic freedom and campaign actively to defend higher education teaching personnel whose academic freedom is threatened or violated. It will advocate for the rights and status of ESP in global education and labour fora and processes, and it had pledged to provide dedicated support to unions to start organising ESP.



In conclusion, she said unions must be the exemplars of democracy, inclusiveness and servant leadership. However, *"we cannot address the assault on our planet, the assault on human rights and democracy, the assault on quality free public education and the assault on our profession unless we look after each other, build our base and grow our strength. We must organise, organise, organise. We must and will fight."*











# Annexes

El 8<sup>th</sup> World Congress  
Bangkok, 2019



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

## EI Constitution and By-Laws

[Constitution of Education International \(2019\)](#)

[By-Laws of Education International \(2019\)](#)

## List of EI8WC adopted resolutions

The 8<sup>th</sup> Education International World Congress, taking place in Bangkok, Thailand, in July 2019, adopted the following resolutions on:

1. [Solidarity with Hong Kong](#)
2. [For the immediate release of six unjustly imprisoned teachers in Djibouti](#)
3. [Condemnation of racist appeals of President Donald Trump and in solidarity with women of color in the US Congress attacked by him](#)
4. [Attacks on schools in Africa](#)
5. [Brazil](#)
6. [Situation in Morocco](#)
7. [Strengthening EI to meet future challenges](#)
8. [Education union renewal: The new imperative](#)
9. [Protecting the Rights of immigrant and refugee children and young people](#)
10. [Request for an exchange of students and teachers of junior secondary, secondary or tertiary between EI member countries to create a Global School Community](#)
11. [Official development assistance \(ODA\) - meeting the 0.7% Commitment and recognising the importance of education](#)
12. [Continued action against child labour by fighting school dropout and working towards quality inclusive education for all](#)
13. [Quality early childhood education for all](#)
14. [Commercialisation of the Sustainable Development Goals \(SDGs\)](#)
15. [Global citizenship education – Implementation of SDG 4.7](#)

16. [Implementation of the Sustainable Development Goals \(SDGs\)](#)
17. [The relationship between information and communications technology, teacher policy and student learning](#)
18. [Education support personnel](#)
19. [Safeguarding academic freedoms in Higher Education and Research](#)
20. [Academic Freedom in Higher Education](#)
21. [Teacher and Education Support Personnel's mental health](#)
22. [The future of the teaching profession](#)
23. [Adoption of the EI/UNESCO global framework of professional teaching standards](#)
24. [Demand, Resist, Reconquer](#)
25. [Conduct research exploring the contributions strong trade unions make to societies with robust human rights](#)
26. [Quality public education and free trade unions are the cornerstone of democracy](#)
27. [Eliminating all forms of sexual harassment and sexual violence in education unions](#)
28. [Multiple and intersecting forms of discrimination](#)
29. [Securing LGBTI rights](#)
30. [Women's and girls' rights](#)
31. [Education for democracy](#)
32. [Child labour](#)
33. [Education for refugees](#)
34. [Modern day slavery](#)
35. [Peace education - no arms expenditure - books not bombs](#)
36. [Education and research play a crucial role for the environment and for the future of humanity](#)
37. ["Defending education, sustaining the world"](#)
38. [Strengthening equitable access to teaching, learning and research materials](#)
39. [The value and importance of Technical and Vocational Education and Training \(TVET\)](#)
40. [Disaster preparedness and response](#)

41. [School leadership](#)
42. [Educators and their unions taking the lead](#)
43. [Expanding and sustaining the global response to commercialisation & privatisation of education](#)
44. [Decolonising education](#)

All EI resolutions can be found at:  
<https://ei-ie.org/en/resolutions/>

## List of EI Executive Board Members 2019-2023

### **President**

Susan Hopgood (AEU/Australia)

### **Vice presidents**

Mugwena Maluleke (SADTU/South Africa)

Masaki Okajima (JTU/Japan)

Marlis Tepe (GEW/Germany)

Roberto Franklin de Leão (CNTE/Brazil)

Lily Eskelsen García (NEA/USA)

### **Executive Board members**

#### ***Regional Seats Africa***

Yohannes Benti Chokorso( ETA/Ethiopia)

Marième Sakho Dansokho (SYPROS/Senegal)

#### ***Regional Seats Asia-Pacific***

Hyunjin Kim (KTU/South Korea)

Ram Pal Singh (AIPTF/India)

#### ***Regional Seats Europe***

Johanna Jaara Åstrand (Läraryförbundet/Sweden)

Sławomir Broniarz (ZNP/Poland)

#### ***Regional Seats Latin-America***

Nelson Alarcón (FECODE/Colombia)

Sonia Alesso (CTERA/Argentina)

***North America & Caribbean:***

Dianne Woloschuk (CTF-FCE/Canada)

Randi Weingarten (AFT/USA)

**Open Seats**

Jalila Mohammed Ridha al-Salman (BTA/Bahrain)

Raymond D. Basilio (ACT/Philippines)

Mary Bousted (NEU/UK)

Alfonso Cepeda Salas (SNTE/Mexico)

Steffen Handal (UEN/Norway)

Manuela Mendonça (FENPROF/Portugal)

Nadine A. Molloy (JTA/Jamaica)

Helene Nekarmbaye (SET/Chad)

Marjolaine Perreault (CSQ/Canada)

Roberto Trochez (COPROSUMAH/Honduras)

**General Secretary**

David Edwards (NEA/USA)

