

# Resolutions

from Education International's 10<sup>th</sup> World Congress



Education International  
10<sup>th</sup> World Congress  
*Buenos Aires 2024*



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



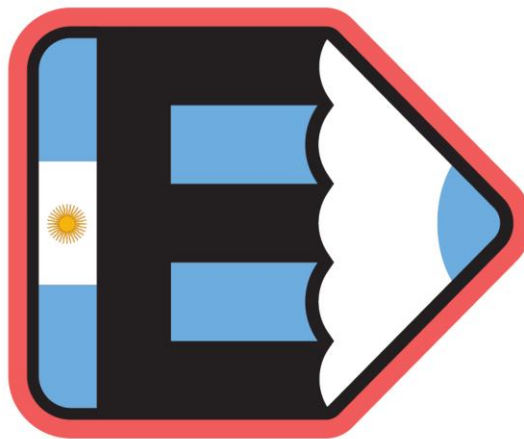
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# SECTION A

## Growing our unions



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## Resolution from the 10<sup>th</sup> World Congress:

# WORKING STRONGER TOGETHER

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:**

### Considering

- (1) The increasing need for educators and their unions to cooperate across borders to work towards the global common good of high-quality public education;
- (2) The unprecedented opportunity presented by United Nations Secretary-General's High-Level Panel on the Teaching Profession recommendations and the Go Public: Fund Education! campaign to pursue and realise our policy objectives as they relate to elevating the status of the profession by better organising and mobilising the membership;
- (3) The Resolution entitled "Education Union Renewal: the New Imperative" adopted by the 8<sup>th</sup> World Congress (2019) urging us to adapt, renew and build capacity to be able to face actual and future challenges.

### Recognising

- (4) That in order to successfully achieve the recommendations of the UN High Level Panel, the collective global effort of all education personnel from the workplace up to national union leadership will be needed;
- (5) That teacher agency is key in achieving quality education, democratic workplaces and education systems. As are democratic vibrant unions organised from the ground up. That teacher agency, now too often constricted to their own school or institution, is fostered and strengthened by broadening horizons of teachers. That a global perspective will allow teachers to see possible and different futures and be the cocreator of those futures;
- (6) The impact the COVID pandemic has had on the rapid advancement of online working and collaboration by education personnel and their unions. Which presents unique opportunities for enhancing global union organising and policy work on workplace representative level;
- (7) That individual member organisations within Education International are already undertaking significant and innovative work in various areas of education policy and practice, union organising, policy advocacy and strengthening the profession, but that these valuable efforts often remain underrecognised and underutilised yet beyond their immediate contexts;
- (8) That there is a pressing need to foster stronger bilateral, multilateral and international cooperation among education unions and their members worldwide to facilitate the exchange of those best practices on education and teacher policy, policy advocacy and organising teachers around professional and labour issues;

- (9) That a lot of work is already being done by EI and the regions on union renewal research, the development of union renewal toolkits and the further development of online collaboration and courses;
- (10) That several successful global 'organising for power' online courses organized by the Rosa Luxemburg Foundation and Jane McAlevey have taken place which brought together tens of thousands of trade union organisers and representatives, many of whom were members of the EI family.

**Calls upon the Executive Board to:**

- (11) Build upon the work of the last five years as laid out in the Education Union Renewal resolution;
- (12) Identify specific groups which will benefit from a global perspective and successful strategies and actions from other countries, such as
  - (a) Teacher leaders in the education union space
  - (b) Workplace representatives
  - (c) Policy, organising and communications officers
  - (d) Union leaders;
- (13) Identify specific themes for these specific groups, such as
  - (a) National policy advocacy and lobbying
  - (b) National legislation, collective agreements, frameworks and protocols
  - (c) Organising members around labour issues
  - (d) Organising members around professional issues
  - (e) Organising members around social justice issues;
- (14) Identify relevant means, such as courses, research, reports, programmes, resource libraries which would benefit teachers and their unions globally;
- (15) Encourage member organisations to share best practices and open up a global perspective and space for their members and officers;
- (16) Explore the best way to collaborate for these groups on the global level and to share practices on different topics. Unlock national resources of those unions willing to share their best practices;
- (17) Consider creating a platform where member organisations can share, learn and collaborate so that we will collectively elevate the status of the profession and achieve quality education for all by better organising and mobilising the membership;
- (18) Invest the human and material resources needed to create this platform;
- (19) Strengthen support for linguistic groups that promote exchanges and strategic collaboration at an international level.



## **Resolution from the 10<sup>th</sup> World Congress:**

# **BUILDING PROFESSIONAL AND UNION AGENCY FROM THE BOTTOM UP**

### **The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina from 29 July to 2 August 2024:**

- (1) Recognises that strong workplace union groups supported by active local districts and branches are the foundation blocks enabling the union to win real change for members within and across workplaces. This is how we will shape the future of education to make it more inclusive and equitable for staff and students;
- (2) Notes how resources that empower representatives and local officers to negotiate tangible workplace wins can also boost professional autonomy and enhance members' collective agency to bargain around pedagogy, curriculum and assessment, not to mention fair pay progression, excessive workload and flexible working;
- (3) Affirms that to value education, we must also value educators. Every issue must be a union issue.

### **The 10<sup>th</sup> EI World Congress:**

- (4) Affirms that Education International's strategic focus must be on building professional and union agency from the bottom-up;
- (5) Urges EI to support the roll-out – locally, regionally and nationally – of a bottom-up strategy to deliver material gains within and across education workplaces and in particular to support member organisations to:
  - (a) Develop detailed organising plans to build strong union groups, grow membership and boost representative density within and across every workplace;
  - (b) Recruit and train a growing army of activists and representatives to deliver these plans in the workplace;
  - (c) Establish and support national and international activist networks that scale-up wins, exchange best practice and build a movement for educators to re-build their professional agency;
  - (d) Engage members in our international campaigns to shape the future of education where valued professionals play a pivotal role in actively defining public policies that influence the conditions of teaching and learning.

## Resolution from the 10<sup>th</sup> World Congress:

### RESEARCH

#### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:

1. Emphasises that union advocacy is at its most powerful when it is supported by research-based evidence;
2. Recognises the need to continue to strengthen the knowledge base of both the teaching profession and education unions and to build strategic capacity to act in the face of emerging challenges;
3. Notes that member organisations have a great interest in research particularly in a time of emerging technologies which can inform the development of their policies and underpin their advocacy and that this has led to a growing need for Education International to commission and disseminate research;
4. Acknowledges the inequity of research and knowledge construction, production, and financing in the world, the exclusion of perspectives of marginalised peoples and the consequential data gaps and their continuous impact on our understanding of education;
5. **Recalls the UNESCO 2017 Recommendation on Science and Scientific Researchers providing a vision for science that goes beyond growth and productivity and puts human wellbeing and inclusion at the centre and welcomes the UNESCO 2024 call to Action on the Freedom and Safety of Scientists;**
6. Notes that the Executive Board is responsible for providing strategic guidance on the use of research to achieve EI's aims between world congresses;
7. Welcomes the establishment by the Executive Board of an *Ad-hoc Advisory Group on EI's Research Policy* and their development of a set of research principles as well as a research checklist;
8. Recognises that the EI Research Institute (EIRI) Board has an ongoing role in providing advice to EI and the Executive Board about the wider research landscape;
9. Recognises further that the EI Research Network (ResNet) has an ongoing role in shaping and responding to EI research.

#### This Congress calls on member organisations to:

10. Continue to share research undertaken in their national context with EI and other member organisations and advocate for additional long-term funding;
11. Continue to collaborate on research within their respective regional structures.

**This Congress mandates the Executive Board to:**

12. Endorse the Research Principles (Annex I) and the Research Checklist (Annex II) as strategic tools designed to guide and strengthen EI's research;
13. Oversee the development of an EI Research Policy based on the Principles and Checklist and providing appropriate measurements for success;
14. Strengthen the organizations' capacity to conduct research by providing technical and financial support.

# ANNEX I –

## Research Principles

### Introduction

Educational research today sets the empirical framework for policy development, reforms and measures in the education sector - and for the knowledge base of the teaching profession, researchers and education personnel.

Education International (EI) has developed a significant body of research to guide its work in the education and research sector. The research principles will guide EI's involvement and engagement in educational research projects and research advocacy work in accordance with its policy. The principles are not considered to be exhaustive or to list operational considerations but to provide important guardrails for research practice.

1. EI considers research and a dynamic evidence base as a crucial way of involving and gaining recognition for the perspectives of teachers and education personnel in the design and implementation of education policy.
2. The research projects that are initiated by EI, or that EI is part of through collaboration with others, should contribute to achieving our goals, advancing EI member organisations' interests, and further strengthening EI as a research policy actor.
3. Equity and equality will be at the heart of all EI research.
4. EI will use its role as a research policy actor to increase the body of reliable and quality educational research – covering the entire range from early childhood to higher education sectors.
5. EI will work to actively support and involve educators and their unions in designing and implementing research projects at the international, regional, and national level.
6. EI research will contribute to a knowledge base of policies and activities which will provide support to member organisations in helping them to enable teachers to take part in educational research throughout their professional careers.
7. EI supports the right of every education union to carry out and disseminate context specific research.
8. EI research will be relevant, of high-quality, and contribute to counteracting the spread of misinformation.
9. EI research will show due consideration of regional balance and the diversity of the research produced.
10. Research dissemination will be integral to all research projects that are initiated by EI. Research should be easily accessible to member organisations and available, where appropriate, for professional use.
11. EI research will bridge the gap between research and practice by facilitating more cooperation between teacher unions and researchers, as partners in the research process, as applicable.
12. Research projects and collaborations carried out or commissioned by EI must be considered based on professional and research ethics guidelines, relevance, and their ability to add to the educational evidence base for member organisations. The benefits

of the projects must be weighed against risks, and the total use of resources must be transparent.

## ANNEX II –

### Research Checklist

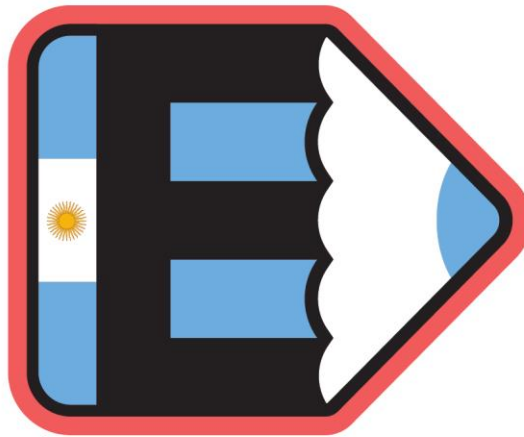
#### Purpose

This checklist should be used when EI initiate research projects, when EI carries out or participates in research in collaboration with others. The checklist can also be used by member organisations. An overall assessment based on these guidelines must form the basis of decisions on whether to initiate or participate in research projects. The checklist is an articulation of the research principles.

- Does the research align with EI’s aims, values, and research principles?
- Does the research project strengthen EI as a research policy actor and advance EI members organisations and teachers and education personnels’ interests?
- Is the Research Project suitable for further developing EI, member organisations or the teaching profession?
- Does EI, teacher unions or members have a role in designing and implementing the research project?
- Are the perspectives of unions, teachers, and education personnel integrated into the design and content of the research project?
- Has the research undergone, or does it outline appropriate ethics screening at all levels/stages of the research process?
- Are equity and equality considered in the research project?
- Does the research have regional balance where appropriate?
- Does the research consider a broad range of sectors where appropriate?
- What are the economic, ethical and professional risks of participating in the research project?
- Is data sufficiently protected? (Privacy policy)
- Are risks mitigated and benefits shared?
- Are there any commercial interests in the research project?
- Is research dissemination part of the research project and results made easily accessible to member organisations and the teaching and other education professions as well as education personnel?
- Is the research available for professional use?
- Are there any potential, known, or possible financial or non-financial conflicts of interest with EI and any participating organisations, collaborators, consultants, researchers, or others involved in the project?
- The purpose of the research: advocacy/knowledge production/ knowledge transfer
- Translation of the research, not only the languages but also the ideas

## SECTION B

# Elevating our professions



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## Resolution from the 10<sup>th</sup> World Congress:

# TACKLING THE TEACHER SHORTAGE

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina from 29<sup>th</sup> July to 2<sup>nd</sup> August 2024:

- (1) WHEREAS, EI, as a global federation representing education professionals worldwide, recognises the right of every student to a trained and qualified teacher and the critical importance of a well-supported and diverse teaching workforce in achieving equitable, quality education for all;
- (2) WHEREAS, schools and education institutions are the centre of communities and this unique role requires a trusted, supported and valued workforce, where teachers and education support personnel are fundamental;
- (3) WHEREAS, the world is facing an unprecedented teacher shortage, threatening the right to education for millions of students, exacerbating inequalities and discriminations, and undermining the long-term social and economic development of communities and nations;
- (4) WHEREAS, at the root of this shortage lies underinvestment in the teaching profession, resulting in uncompetitive salaries, unmanageable workloads and intensification of work, poor working conditions and precarious employment;
- (5) The urgency of this crisis demands that EI redoubles its efforts to address the teacher shortage and enhance the status and conditions of the teaching profession globally.

### The 10<sup>th</sup> EI World Congress recognises:

- (6) The severity of the global teacher shortage, with UNESCO estimating the need for an additional 44 million teachers to attain universal primary and secondary education by 2030, with Sub-Saharan Africa alone requiring 15 million new teachers, and even more teachers needed for the early childhood, technical, vocational and higher education levels;
- (7) The commitments made by the member states of the United Nations to SDG 4.C, namely by 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states;
- (8) The indispensable role of education support personnel (ESP) for inclusive equitable quality education and the fact that public education funding shortfalls lead to poor employment conditions, precarious contracts and ESP roles being cut;
- (9) That millions of students across the globe, especially in low- and lower-middle-income countries, are being denied the right to quality education and therefore their futures;
- (10) That whilst systemic in some jurisdictions, the shortage in many others is uneven and context-specific, with heightened shortages found for instance in certain levels of education

such as early childhood education, certain subjects such as science, technology, engineering and mathematics, and certain specialisms such as special education;

- (11) That the shortage disproportionately affects marginalised communities, exacerbating educational disparities, limits educational opportunity, and impedes universal access to free quality education;
- (12) That even in cases where there is an adequate supply of trained and qualified teachers, teacher shortages can be fuelled by austerity policies and public sector wage bill constraints imposed by the International Monetary Fund and many national Governments, which limit recruitment;
- (13) The efforts of many governments to denigrate the profession by hiring under-/unqualified teachers in antithesis to EI's professional standards resolution adopted in Bangkok in 2019;
- (14) That underqualified personnel are less prepared, which creates an additional workload for experienced staff who have to offer support, and have far higher attrition rates than qualified teachers with comprehensive training;
- (15) That training and recruiting new teachers is more costly than investing in policies to retain the existing workforce;
- (16) That in many countries teachers earn less than similarly educated professionals;
- (17) That the low status of the profession, and in particular that of early childhood educators, is linked to teaching being a predominantly female profession and a systematic devaluation of women's work;
- (18) The need to expand recruitment, preparation and retention of qualified teachers with professional autonomy to ensure diversity and their equitable deployment , so that schools and communities facing particular challenges are properly supported;
- (19) The need to ensure gender pay equity for the education workforce, equal pay for work of equal value, and the development of policies to promote and ensure women's leadership;
- (20) The special role human relationships play in teaching and learning and that teachers can never be replaced by technology or artificial intelligence.

#### **Increasing the attractiveness of the profession to ensure recruitment and retention:**

- (21) EI underscores the need for attractive salaries that are comparable with those of other professions requiring similar qualifications, secure contracts, and terms of employment for all teachers at all levels that ensure work-life balance;
- (22) EI stresses the importance of an appropriate career policy with attention to all stages of careers in education with initial guidance and mentorship programs for early career teachers, continuous professionalisation for all teachers and an end-of-career policy to make working in education feasible and attractive;
- (23) EI demands safe and adequate working environments, improved working conditions, including manageable workloads and class sizes, and inclusive, safe, supportive and non-

discriminatory teaching and learning environments that mitigate emotional and relational strains;

- (24) EI stresses the importance of multiple opportunities and guarantees for free, quality continuous professional development (CPD) that meets teachers' needs and enables teaching staff to assert their professionalism, including training in digital tools and resources, and sustainability and environmental education, thereby supporting an up-to-date, relevant and engaging educational environment;
- (25) EI recognises that a good start in the teaching profession is crucial and highlights the importance of new teachers being included in induction programs that involve mentoring from qualified mentors;
- (26) EI recognises the diverse needs of educators, EI encourages the development and implementation of tailored continuous professional development programmes that enhance teachers' skills, efficacy, and job satisfaction, including comprehensive psychological support, mental health services, stress management resources, and other initiatives designed to reduce burnout among teachers. Staff delivering these programmes should have decent, secure jobs;
- (27) EI further demands workplaces that are free from political and cultural interference, which help maintain a diverse workforce. Micromanagement from local and central authorities must not come in conflict with teachers' professional autonomy or academic freedom and the opportunity to exercise professional judgement;
- (28) EI calls for a workplace free from all violence, including gender-based violence and harassment, and for all countries to introduce targeted prevention and teacher retainment strategies to foster a strong and diverse workforce;
- (29) EI emphasises the importance and necessity of expanding both the reach and scope of social dialogue and collective bargaining in developing effective and sustainable solutions to the teacher shortage;
- (30) EI calls for the active involvement of education professionals, unions, governments, parents, students, and other stakeholders in defining the policies to raise the status of teachers. In addition to addressing pay and conditions, this requires a guarantee and respect for professional autonomy and academic freedom.

**The 10<sup>th</sup> EI World Congress calls on Governments to:**

- (31) Act according to the commitments to SDG 4.C to tackle the teacher shortage;
- (32) Invest in the profession; pay teachers a competitive salary and improve their pay relative to other professions requiring the same level of education;
- (33) Guarantee the human and trade union rights of teachers without discrimination, including freedom of opinion and expression, and freedom of association;
- (34) Invest in quality working conditions and a healthy learning environment, to attract and retain teachers in the profession;

- (35) Invest in quality educational infrastructure, facilities and materials;
- (36) Invest in and expand quality initial training, induction programmes and free continuous professional development opportunities during working hours. Ensure an adequate student-teacher ratio and good working conditions;
- (37) Engage in and expand collective bargaining and social dialogue and foster a relationship with education unions based on trust and mutual respect, observing ILO Convention 98 and 87;
- (38) Protect teachers, especially women and marginalised groups to create work zones free from violence and ensure the implementation of ILO Convention 190;
- (39) Recognise and act on the recommendations of the United Nations High-Level Panel on the Teaching Profession, notably its recommendation on establishing national commissions on the teacher shortage;
- (40) Develop a positive narrative around teachers and educators using specific data and timelines that enhance their key role in society and increases the perceived value of the profession;
- (41) Eliminate precarious employment contracts;
- (42) Eliminate the use of un/underqualified personnel. Staff working without the requisite qualifications should receive paid in-service training leading to full recognition;
- (43) Reject austerity policies and public sector wage bill constraints imposed by the International Monetary Fund and many national governments that limit the number of teachers hired; and
- (44) Investigate the degree to which there are shortages of education support personnel and the nature, scope and causes of such shortages as well as their impact on the equity, inclusion and quality of education.

**This Congress calls on member organisations to:**

- (45) Continue and deepen their engagement with the EI campaign *Go Public! Fund Education* at local, national and international level, taking stock of the measures taken in each country on World Teachers' Day on 5 October 2024;
- (46) Hold governments accountable for the demands addressed at them and maintain involvement in governance arrangements;
- (47) Monitor and address the teacher shortage at the national level and, where possible, include concrete targets for staff-student ratio, teacher-pupil/student ratio, class sizes, number of teaching hours and other concrete targets which influence the workload of teachers in collective bargaining campaigns and agreements; and
- (48) Grow membership and improve the coverage and scope of collective bargaining.

**This Congress calls on the Executive Board to:**

- (49) Intensify efforts through the campaign *Go Public! Fund Education* to increase investment in public education to secure quality education for all, which requires investment in the teaching profession to ensure a qualified teacher in every classroom, every day, every lesson for every learner, globally;
- (50) Continue efforts to keep the teacher shortage high on the global policy agendas and demand the full implementation of the recommendations of the High-level Panel on the Teaching profession, including in its engagement with intergovernmental organisations;
- (51) Provide resources and advocacy materials to support EI member organisations to advocate for policy actions to tackle the root causes of the teacher shortage in their country and for the full implementation of the recommendations of the High-level Panel on the Teaching profession;
- (52) Recognise the need for a strategic, long-term vision for the teaching profession that anticipates and prepares for future educational needs, demographic shifts, and technological advancements that guides the development of policies to enhance the quality of education globally and in the future; and
- (53) Support the development of this strategic vision, promoting together with member organisations consultations, exchanges, and reflections on topics such as the attractiveness of the teaching profession, the retention of young professionals, as well as the design of effective and transparent recruitment processes that are based on real needs, and resistant to corruption and cronyism.

## Resolution from 10<sup>th</sup> World Congress:

# TEACHER AND ESP WELLBEING AND MENTAL HEALTH: VITAL FOR QUALITY EDUCATION

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina from 29 July to 2 August 2024:

- (1) Recalls the EI resolutions on Teacher and Education Support Personnel's Mental Health adopted by the 8th EI World Congress in 2019; and on the Status of Teachers adopted by the 1st EI World Congress in 1995;
- (2) Recalls the ILO/UNESCO Recommendation concerning the Status of Teachers (1966); the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997); and the ILO Policy Guidelines on the promotion of decent work for early childhood education personnel (2013).

### The 10<sup>th</sup> World Congress recognises that:

- (3) Teacher and education support personnel (ESP)<sup>1</sup> wellbeing is a complex, subjective, and culture-dependent issue, for which the definition is context-driven, affecting individuals and groups differently;
- (4) There is common consensus framing wellbeing as a broad concept that refers to positive psychological functioning, mental health, self-efficacy and other factors;
- (5) Scholarly research on teacher and ESP wellbeing has increased since COVID-19, however, a gap remains in global research. Despite studies commissioned by EI there is only a limited range of robust and global research and literature on teachers and ESP perspectives on wellbeing, with a chronic gap for marginalised and vulnerable communities and in crisis and conflict settings;
- (6) Few government policies address teacher and ESP wellbeing directly, or provide resources for effective implementation, and the alarming deterioration of the conditions which foster wellbeing during the COVID-19 pandemic have amplified existing deficiencies;
- (7) Often where policies on wellbeing exist, they rely not on an overall changing of working conditions but on individual teachers and ESP seeking external guidance and being expected to proactively take care of their own wellbeing, thus encompassing extra costs and placing responsibility on teachers for systemic conditions over which they have little or no control;
- (8) 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;

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<sup>1</sup> For the purpose of this resolution, the category 'teachers and ESP' will be used to refer to a broad category of educators, teachers, trainers, academic staff and researchers that are represented by EI member organisations. The term 'teaching' in this paper should be understood to include research, in the context of working in higher education and research.

- (9) Evidence is emerging of a strong correlation between teacher and ESP wellbeing and student success, satisfaction, wellbeing, and achievement;
- (10) Evidence is also emerging that there is a strong correlation between levels of child poverty and deprivation and teacher and ESP wellbeing;
- (11) Whilst teachers and ESP play an important role in supporting students, they should not be a substitute for appropriately qualified and specialist mental health professionals;
- (12) The wellbeing of teachers and ESP must be prioritised as a collective responsibility for the global education community to uphold commitments outlined in Sustainable Development Goal 4 to ensure inclusive, equitable quality education for all;
- (13) Poor teacher and ESP wellbeing presents a significant, long-term risk to the quality of education across most countries, as it is linked to deteriorating working conditions, ill-health, reduced satisfaction, exhaustion, burnout and, ultimately, attrition, exacerbating the global teacher shortage;
- (14) When global, national, and local education stakeholders implement policies and practices that support teacher wellbeing, especially in low resource, crisis, or conflict-affected contexts, there is an opportunity to increase teacher retention, make the profession more attractive and create inclusive learning environments that support greater equity opportunities.

**The 10<sup>th</sup> World Congress notes that teacher and ESP wellbeing is worsened by:**

- (15) Shrinking public spending and education budgets, depriving teachers and ESP of dignified and reliable salaries and the resources to do their jobs;
- (16) Large class sizes whose composition (challenges and difficulties encountered by pupils) makes the work of teachers more complex;
- (17) A lack of quality and accessible continuous professional development to meet the changing needs of students and the actual training needs of teachers and ESP;
- (18) Excessive and increasing workload, role expansion, administrative demands, and continued gender-imbalance in care work in professional and personal contexts which hinder an individual's ability to have a satisfactory work-life balance;
- (19) Constant reforms imposed on the governance of education systems and the teaching profession that change with each new government or without adequate teacher and ESP union representation and participation in decision- and policy-making processes;
- (20) High stakes and punitive accountability and evaluation systems;
- (21) Limited opportunities for career progression and precarious and temporary contracts;
- (22) A disregard for teacher leadership, and a lack of respect for teacher professional judgement which is integral to teachers' sense of self-efficacy;

- (23) Low social status, lack of respect for the profession and attacks from the employer, the media, community, and/or parents;
- (24) Government interference and/or bans in the creation and use of curriculum, materials, and teaching methods;
- (25) Increased violence and attacks directed at students, teachers, ESP, schools, and universities, acutely affecting marginalised and vulnerable groups;
- (26) Systemic discrimination impacting individual or communal characteristics such as, ethnicity, gender identity or expression, sexual orientation, Indigeneity, disability or displacement status;
- (27) The increasing role of digital technology and Artificial Intelligence (AI) in education which has contributed to higher workloads, diminishing work-life balance, and the further commodification and privatisation of education;
- (28) Inadequate health and social protection policies and collective agreement language surrounding parental leave, childcare, and mental and physical healthcare, particularly as a largely feminised profession in many contexts;
- (29) The ongoing existential climate crisis, which both threatens humanity and therefore the well-being of all people, but also undermines young people's optimism for the future.

**The 10<sup>th</sup> World Congress calls on members organisations to:**

- (30) Further their understanding of factors impacting wellbeing, including a gender lens, in their national and local contexts through member consultations and research activities;
- (31) Include issues of wellbeing and mental health as an integral part of their policies and advocacy, alongside other professional issues such as working conditions and wages, and lead by example, adopting internal policies and practices that promote the well-being of the union's personnel, as well as their elected representatives;
- (32) Develop mechanisms or suitable measures that are context specific to monitor the wellbeing of members and ultimately, guide organisations' policies and activities;
- (33) Advocate for their governments to take appropriate policy, legislative and other concrete measures to:
  - a. fully fund their education systems to ensure teacher and ESP pay is adequate and fair and all infrastructure and basic education needs are met as any policy change without substantial government financial investment is unsustainable;
  - b. advocate for the inclusion of teacher and ESP mental health and wellbeing in national education policies and for effective partnerships between schools, governments, and teacher organisations to create systemic change in supporting teachers and ESP wellbeing and mental health;
  - c. pursue policies which result in sustainable, long term reductions in the level of child poverty aimed at its eradication;



- d. develop mentorship programmes for beginning and novice teachers and integrate support for teacher wellbeing into teacher and ESP training programmes working as partners with teachers, ESP, and their unions;
- e. develop support and structures for adapting work for teachers and ESP in the later years of their careers;
- f. to ensure that all school leaders receive government-funded, contextually relevant and tailor-made leadership training, continuous professional development and support in order to be able to play a constructive role in assuring the wellbeing of their school team;
- g. provide opportunities and support for teachers and ESP to exercise leadership in the development and improvement of professional practice;
- h. work in partnership with education unions to create guidance on the introduction on distributed and teacher leadership within schools;
- i. establish for the education unions the right to be heard and to be influential at all levels of policy making including the content and structure of the curriculum and decisions around the use of technology and AI;
- j. protect and enhance teachers' and ESP professional learning with their colleagues and enable teachers to participate in activities which lead to the creation and transfer of professional knowledge;
- k. develop gender-diverse and culturally-sensitive equitable recruitment, deployment, and advancement policies for teachers and ESP;
- l. develop policies which engage and sensitise school leaders to the importance of teacher and ESP wellbeing;
- m. ensure adequate social protection, retirement benefits, childcare provisions, as well as work schedules that enable resting time and work-life balance including through the right to be disconnected ideally through collective agreements;
- n. advocate for the recognition that the work environment for teachers is important both for good learning and teaching and for teachers to thrive in their job and have a long and fulfilling professional commitment to teaching;
- o. advocate for a partnership between the teacher organisations and employers' organisations in order to establish the conditions which prevent situations of violence and threat among teachers and ESP.

**The 10<sup>th</sup> World Congress calls on EI to:**

- a) Continue advance the positive ideals of the profession and by so doing highlight powerful links between the well-being of teachers, ESPs and students' mental health and well-being and the quality of their work;

- b) Make all efforts to ensure that research commissioned, experts consulted, and speakers invited to EI sponsored events and activities related to teacher and ESP wellbeing at national, regional and global events represent a wide variety of perspectives, bodies of knowledge and approaches;
- c) Support members in achieving jurisdiction wide policies on enhancing teacher and ESP wellbeing and mental health;
- d) Develop further research and policy on the role of social protection on wellbeing, particularly for women and marginalised and vulnerable groups;
- e) Develop practical guidance and materials that members can use to promote a satisfactory work-life balance in their contexts;
- f) Further develop strategic collaboration and partnerships with international institutions and stakeholders to seek the best paths forward to advance teacher and ESP wellbeing;
- g) Advocate for the promotion of the wellbeing of teachers and ESP working in situations of conflict, crisis and displacement, through robust and targeted policies and support measures that address their specific physical, emotional, and psychosocial needs;
- h) Continue documenting the factors impacting the well-being and health of education personnel at work, including by conducting EI's survey on the Global Status of the Teaching Profession and collaborating with international partners;
- i) Advocate for the expansion and funding of childcare provisions to alleviate the burdens of caring responsibilities that traditionally impact the wellbeing of women in the profession;
- j) Facilitate exchange among EI member organisations including through conferences, seminars and the creation of an online database for member organisations to enable them to network and share knowledge, experiences and resources related to teacher and ESP wellbeing and mental health.

## Resolution from the 10<sup>th</sup> World Congress:

# TECHNOLOGY, ARTIFICIAL INTELLIGENCE AND THE FUTURE OF THE TEACHING PROFESSION

### Preamble

- (1) The expanding presence of technology and artificial intelligence (AI) in education has been felt deeply by students, teachers, institutions, and education systems. For the foreseeable future, this expansion will not only continue, but accelerate. This brings added complexity to our defence and promotion of inclusive and equitable quality education, the status and rights of teachers and education support personnel (ESP), and democratic societies. Wherever new technologies do aid the members of the profession, we can support these technologies.

### **The 10<sup>th</sup> Education International (EI) World Congress meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024, recognises that:**

- (2) The development and use of technology accelerated during the Covid-19 pandemic and continues to gather pace with rapid advances in the field of AI;
- (3) While the integration of technology has the potential to enrich the teaching and learning process, it does not inherently have a positive impact on equity, inclusion, and quality in education;
- (4) Whilst there is considerable research on technology, there is a palpable lack of rigorous, independent research dedicated to understanding the role and impact of AI in educational settings and on the quality of education;
- (5) Policies on the introduction and use of new technologies in education institutions have too often been developed without consulting the teaching profession and without adequate understanding of effective teaching and learning practices;
- (6) As technology becomes more prevalent in education, the digital divide is growing ever wider. Inequality in access to technology exacerbates existing inequalities in access to education;
- (7) The implementation of new technologies can exacerbate existing inequities beyond the digital divide. Systemic inequities and discriminatory practices in society are reflected in digital spaces. Online violence and harassment based on gender, racial, ethnic, sexual, cultural, and social identity have a harmful impact on the targeted users and may therefore impact their use of and access to technology;
- (8) The utilisation of technology and, more specifically, AI, can have profound implications for human rights. Operating on vast amounts of largely unregulated data, the use of AI in education can lead to the violation of student, teacher and ESP's data privacy or install biases and stereotypes that can impact students' results and wellbeing and lead to discriminatory outcomes. It can also enable their surveillance;

- (9) The commercial imperatives of the technology industry have not only shaped the direction of educational technology development but have also resulted in a significant and still increasing transfer of public funds to private entities;
- (10) The increasing use of advanced technology in education risks public education systems becoming dependent on private technology corporations. This would shift education from being a public good to a commercial, for-profit, enterprise and disempower the teaching profession;
- (11) Algorithms embedded in technology play an increasingly significant role in shaping our personal and professional experiences. Yet there remains a widespread lack of transparency and understanding regarding their operations and implications for education systems as well as democratic societies. Due to biased input data, many algorithms reinforce structures of discrimination found in society, including racism and sexism;
- (12) The digitalisation of knowledge, or adjusting curriculum for digital purposes, can lead to a narrowing and impoverishment of curriculum. Furthermore, the excessive use of technologies and AI can cause technological dependency, leading to a loss of cognitive, social-emotional and motor skills;
- (13) The digitalisation of teaching resources can improve teachers' access to quality teaching and learning materials. However, online teaching resources too often lack quality assurance. They also too often lack language diversity, reinforcing the privileging of dominant languages and cultures, which may enhance neocolonialism;
- (14) Technology generally and AI specifically are changing the world of work, underlining the importance of a broad-based quality education that provides students with socio-emotional skills, critical thinking skills, collaboration skills and problem-solving abilities. These competences are difficult to teach and measure using technology and AI;
- (15) Some functions within the education system risk being replaced by AI, which may result in positions being cut or job displacement. This is likely to affect ESP to a greater degree at first but will undoubtedly affect teachers and other educators in the future;
- (16) The rise of the platform economy, closely connected to advances in AI, reveals a concerning trend of non-unionised, precarious employment conditions. The transformation of the State and public sector in this context poses risks of creating a detrimental gig-economy model in education, a trend already evident in the higher education sector. This new face of privatisation erodes traditional employment standards and poses challenges to union organisation.

**This Congress further asserts that:**

- (17) Education is a human endeavour, and nothing can replace the relationship between a student and an educator.
- (18) Technology and AI must complement existing pedagogical methods, and face-to-face interactions must be maintained. The risk of standardisation posed by widespread technology and AI must be balanced by policies that preserve teachers' pedagogical freedom and creativity in their pedagogical approaches.

- (19) Teachers and ESPs must be proactively involved in the development of educational technologies and the assessments of them to ensure these tools are pedagogically sound and meet the practical needs of teachers, ESP and education institutions.
- (20) Educators need to be trained and supported to teach socio-emotional skills, critical thinking skills, collaboration skills and problem-solving abilities, as well as to teach students how to understand and use AI appropriately and ethically, given its increasing role in the world of work.
- (21) Local teachers and ESP should be involved in the development and dissemination of teaching resources to avoid neo-colonialism.
- (22) Teachers and ESP must be trained, supported and trusted to make decisions on the use of technology and AI tools in their work. Teacher professionalism and autonomy are preconditions for the successful integration of technology in pedagogy and practice.
- (23) Teachers and ESP must be offered ongoing professional development designed to effectively integrate technology and AI into their instructional and educational support practices. These programmes must be accessible, free, continuous, and evolve along with technological advancements.
- (24) Since the spread of disinformation poses a threat to democracy and is amplified by emerging technologies including artificial intelligence, quality education must include a focus on digital, online and media literacy.
- (25) The introduction of technology must not undermine the breadth of the curriculum by undervaluing subjects or competences that are more challenging to digitalise.
- (26) Fair and balanced intellectual property rights must be defended in the context of technological advances. Educators and researchers need protections against generative AI using their intellectual property without attribution and compensation.
- (27) Education professionals, including ethicists and data scientists, as well as students, families and communities, each according to their own expertise, must be involved in the development, piloting, implementation, and evaluation of EdTech and AI tools in education to ensure that the tools are based on solid evidence regarding standards of quality.
- (28) Teachers and ESP have the right both to connect and to disconnect. Teachers and ESP should be provided with access to internet connectivity and devices to support teaching and learning. On the other hand, technology can pose a risk to teacher and ESP wellbeing if they are unable to disconnect outside of working hours.
- (29) Governments must regulate data mining in education and ensure data confidentiality. Education must not become a data mining market for private companies: teacher and students' data should be collected following the principle of "as much as necessary, as little as possible". The purpose for data collection should always be to enhance the equity, inclusion and quality of education. Data must not be tradeable for private profit. Education unions should be involved in policy discussions over ownership and control to ensure data privacy and security in the collection and storage of data of teachers and students;

- (30) Governments must ensure the use of transparent algorithms in all systems relating to education;
- (31) There is a growing need for transparency and democratic accountability in the deployment and financing of technology in education, ensuring that students, rather than corporate profits, remain at the forefront;
- (32) There is also a growing need for inclusive technology and AI developments in education emphasising perspectives from vulnerable and marginalised social groups.

**This Congress mandates member organisations to:**

- (33) Call on their government to ensure equitable access to technology for all students, teachers and ESP in all their diversity. This includes meaningful access for all gender, racial, ethnic, sexual, cultural, and social identities, and actions to address and tackle online violence and harassment against marginalized people;
- (34) Advocate for the implementation of enhanced data privacy, data security and data ownership measures for both teachers, ESP and students. Education institutions must address ethical considerations, including consent and the use of student data, in the deployment of AI in education. Education data must be publicly owned and democratically accountable;
- (35) Advocate for transparent algorithms in all education related systems used by education stakeholders such as education employers, knowledge institutions, and developers of learning materials;
- (36) Insist on education professional's agency and autonomy as a precondition for equitable, inclusive and quality technology in education, and the representation of education professionals in the development, piloting, implementation, and evaluation of technology and AI tools in education, including their transparency, fairness and accountability.
- (37) Advance the competencies of member organisations to engage with technology companies in the determination of content and methodologies that enable professional teaching and learning;
- (38) Engage in social dialogue to assume governance and oversight responsibilities around the acquisition, development, and use of technology in public education systems;
- (39) Work to establish policies that support the mental health and wellbeing of teachers and ESP, recognizing the unique challenges posed by an increasingly digital work environment;
- (40) Advocate for equitable access to professional development in technology and AI for all educators, ensuring no teacher or ESP is left behind in the technological development of education;
- (41) Facilitate collaboration among teachers, parents, students, and other educational stakeholders to ensure a holistic, inclusive, and humane approach to the integration of technology and AI in education.

**This Congress mandates the Executive Board to:**

- (42) Establish a network on education technology, providing member organisations a collaborative space to navigate this rapidly evolving domain;
- (43) Advocate for responsible use of social media. To this end, EI will carry its advocacy to the Internet Governance Forum (IGF) – a body of global stakeholders convened by the United Nations – calling on the IGF to direct multinational companies in ensuring that their models and algorithms are developed and employed ethically and transparently, with developers being held accountable for real-world harm and impacts. Social media companies have shown us that they have the expertise to design their products to achieve specific goals. We call on them to focus that expertise on the safety of children instead of elaborate strategies that prioritize profit;
- (44) Collaborate with other Global Union Federations to call for better conditions for all workers across sectors around issues related to technology and AI;
- (45) Advocate for union leadership in the governance and monitoring of educational technologies;
- (46) Continue to work for every teacher and ESP's right to both connect and disconnect, promoting the adoption of policies that defend the right to privacy;
- (47) Continue to work with international organisations to ensure that teacher and ESP professional autonomy is not undermined but supported by technology in a human-centred education system where human interactions are at the core.

## Resolution from the 10<sup>th</sup> World Congress:

# DATA COLLECTION AND PRIVACY IN EDUCATION

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:

- (1) At the 8<sup>th</sup> EI World Congress in Bangkok, the resolutions on the Future of the Teaching Profession and on The Relationship Between Information and Communications Technology, Teacher Policy and Student Learning, already pointed to the increasing impact of technology and Artificial Intelligence (AI) on education. In recent years, it has also become increasingly clear how the data collection associated with this digitisation creates additional challenges;
- (2) With the rise of digitisation and technological tools in education, education is becoming increasingly data-driven. This can be useful, as long as the data retrieved through those tools are collected with respect for the privacy of learners and teaching staff, it is clear how and for what purpose those data are collected and what will happen to them afterwards, e.g. how long they will be stored. Data collection should be done to improve the quality of education, not for profit;
- (3) Education is people work. It cannot be driven by data alone. Indeed, data often ignore the many contextual factors that impact the work of teaching staff and the learning of students. Data should always serve the work of teaching staff, not the other way around;
- (4) Today, there are too few guarantees that data collected locally, nationally and worldwide about and by education will always be handled in a correct and respectful manner. Nor is there a guarantee that this data will not be used to limit the autonomy of education personnel. This is why it is necessary for us as education unions to take action. Because again, it is crucial that educators and their unions take the lead.

#### Considering that:

- (5) Digital tools and Artificial Intelligence are here to stay, also in education, and continue to evolve rapidly;
- (6) They offer opportunities but also major challenges;
- (7) The use of digital tools and AI also involves large-scale data collection from learners and teaching staff;
- (8) It is often not clear who owns that data, what data is collected, how long it is kept and what the privacy implications are for learners and teaching staff;
- (9) The definition of what "privacy" is and how it should be protected worldwide may differ;



- (10) Processing that data can give private companies and governments great power over curricula and didactic forms of work in education and can lead to great standardization of education and threaten the autonomy of teaching staff and pedagogical freedom;
- (11) Digitization and data collection is not neutral. It influences the conception of what (good) education is and (co)shapes the teaching and learning process.

**Concerned about:**

- (12) Safeguarding children's and human rights, particularly with regard to protecting the privacy of teaching staff and learners;
- (13) Too technical an approach to education - Working in education is working with people;
- (14) The impact of profit-driven multinationals and governments on the content of education and on the work and autonomy of education personnel;
- (15) Biases and stereotypes based on big data that can lead to discriminatory outcomes, including in education;
- (16) Using AI-generated data too unilaterally in evaluating teaching staff and learners.

**The 10<sup>th</sup> World Congress calls on EI and its member organisations:**

- (17) To continue continuous research and lobbying efforts on the use of AI, technology tools and data collection in education worldwide;
- (18) To establish a clear definition of what "privacy" means;
- (19) To always point out that the right to privacy is part of universal children's rights and human rights;
- (20) To establish (ethical) guidelines for the use of AI;
- (21) To make the principle of human-in-command and human-in-the-loop paramount everywhere, especially when using data to evaluate staff and learners;
- (22) To establish a broad education and awareness campaign among all EI member organisations about:
  - (a) The importance of privacy when introducing, purchasing and using digital tools;
  - (b) The impact that governments and multinationals can have through data collection on the content of education, pedagogical freedom and the autonomy of educational personnel.
- (23) To require that any new digital tool for education, be required to undergo a DPIA (Data Protection Impact Assessment). Producers should be required to disclose that risk analysis. Schools/school groups/school boards can thus align their purchasing policies with this analysis;

- (24) To empower EI member organisations to negotiate privacy with governments and companies when purchasing digital tools;
- (25) To encourage member organisations to demand transparency on the use of data from the producers of digital tools;
- (26) To provide member organisations with tools to bring the use of data to the social dialogue even at the local level. Transparency must be ensured, enabling protection against the commercial or punitive use of data collected in the workplace as well as the right to be forgotten;
- (27) To use every possible opportunity, as the world trade union for education, to enforce the right to privacy of learners and education personnel with governments worldwide, through supranational organisations such as the UN, at summits such as the G8, and with private companies and major players in education technology. Data minimisation must be the rule;
- (28) To continue to insist as a world trade union on the importance of education professionals as the only true professionals in education. Data, AI and other technological tools should be at the service of professionals and not the other way around. Human first, not digital first.

## Resolution from the 10<sup>th</sup> World Congress:

# STRENGTHENING THE STATUS AND QUALITY OF EARLY CHILDHOOD EDUCATION POST COVID-19 PANDEMIC

### Preamble

- (1) Considering how the Covid-19 Pandemic affected the teaching profession, the focus was on the protection of the world's teachers, the promotion of social dialogue and how to handle the pandemic. At the same time, early childhood education (ECE) was the sector in the education system that suffered the harshest setbacks in development. These setbacks have had a huge influence on the youngest children, their feeling of safety as well as the importance of foundational learning as stipulated in the Tashkent Declaration 2022. As a consequence, the children have not returned to pre-primary school in the same numbers as before the pandemic. Thus, a re-affirmation of the ECE Resolution from 2019 at the EI World Congress in Bangkok is required to ensure that Education International (EI) is committed and fully engaged in promoting ECE teachers' education and professional development. Furthermore, EI commits to strengthening the ECE professions and improving the availability, accessibility, adaptability, acceptability, and quality of ECE.

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:

- (2) Reaffirming the ECE Resolutions of EI World Congress 2015 in Ottawa and 2019 in Bangkok;
- (3) Recognising that the EI ECE Advisory Body has taken an important step towards promoting education and working conditions of ECE teachers and personnel worldwide;
- (4) Noting the UN 2015 Sustainable Development Goals especially, target SDG4.2 aiming at ECE, provide a solid platform for development and improvement of quality education and lifelong learning for all children, also the ones growing up in precarious circumstances, from ECE and onwards;
- (5) Recalling that the privatisation and commercialisation of ECE-services are a fast-growing trend worldwide, including in countries where public sector ECE has been the norm and tradition;
- (6) Considering that there is only sparse documentation on the effects of privatisation regarding the quality of ECE and in relation to the most vulnerable and disadvantaged children (Nordic Council of Ministers, Expert Seminar on the Economic Significance of Qualitative ECE, 2023);
- (7) Convinced that ECE is an important defense against the proliferation of child labour in several countries and regions of the world;
- (8) Pointing out that ECE is not yet considered a universal right in several countries;

- (9) Pointing out that the research of Nobel Prize Winner James Heckman proves that quality ECE heavily influences health, economic and social outcomes for individuals and society at large;
- (10) Acknowledging 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 engage in play therefore, play must be put on the agenda in ECE;
- (11) Bearing in mind that the 2013 International Labour Organisation's (ILO) Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel are not yet familiar to nor implemented by all the key actors involved in ECE around the world;
- (12) Acknowledging the UNESCO definition of ECE as an organised and purposeful set of learning activities in a safe and healthy environment. Thus, ensuring ECE curricula and pedagogy are building on local knowledge to develop child-centred, play-based, fully inclusive, and environmentally and gender-responsive learning approaches to support children's learning, well-being, development of socio-emotional skills, active participation in school, and awareness of democratic values as per the 2022 Tashkent Declaration<sup>2</sup>;
- (13) Recalling that under certain circumstances, digital technologies can be supporting tools for ECE teachers and children within the learning processes, whilst respecting the professional autonomy and academic freedom of teaching professionals as well as safeguarding the privacy of children and education professionals;
- (14) Emphasising the need to invest in sustainable school buildings and safe, quality digital infrastructure. Highlighting that digital infrastructures and equal access to digital technologies for all teachers and children are of paramount importance, with particular attention to the most disadvantaged groups and the socio-economic divide at the expense of rural and poorer areas;
- (15) Taking into account that recent evidence from EI reveals that ECE is the sector most affected by the global teacher shortage, leading to worsening of the working conditions. This is connected to the low attraction and retention of ECE teachers and personnel, the diversity of employment and the challenges of unionisation among the ECE workforce, and the implications of the female-dominated profession;
- (16) Recognising the 2024 recommendations of the UN High-Level Panel on the Teaching Profession to transform education through the use of social and policy dialogue including collective bargaining as the main mechanism for determining professional and fair salaries, good working conditions and education policies to limit the extraordinary global teacher shortage and enhance the status of the profession.

### **The 10<sup>th</sup> World Congress:**

- (17) Urges EI to adopt the opportunities presented by SDG4, target 4.2 and the international declarations, stating the right to learning begins at birth. Thus, future progress on ECE requires support and new organisational initiatives from EI;

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<sup>2</sup> <https://www.unesco.org/sites/default/files/medias/fichiers/2022/11/tashkent-declaration-ecce-2022.pdf>

- (18) Calls for an organised approach in view of the ILO Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel. EI, the EI Regions, and the member organisations must manage the necessary follow up work to secure the implementation of the guidelines. Furthermore, acknowledge the UNESCO action agenda on the reinforcement of effective ECE programme delivery as outlined in the 2022 Tashkent Declaration;
- (19) Recalls that ECE in some countries is a battlefield for privatisation and commercialisation. Capital funds recognise ECE as an object of investments with large profits. Marketisation of ECE as a commodity prevents equality, equity and social justice and holds the potential to intrude other sections of public education. Thus, appreciating the Paris Declaration Commitments and the EI global campaign *Go Public! Fund Education* are of paramount importance for the ECE sector.

**The 10<sup>th</sup> World Congress mandates the Executive Board to:**

- (20) Prepare an action plan for ECE to address and recommend policies and activities to be undertaken in the following congress period by EI to promote ECE in society, in education, and in the trade union movement including the following actions:
- (a) Coordinate and organise activities, share knowledge and experiences, and create synergy;
  - (b) Promote research on ECE, and in particular, in relation to girls' attendance and participation, child labour as well as on a holistic high quality ECE framework;
  - (c) Continue research on the causes and consequences of privatisation of ECE around the world;
  - (d) Promote the ILO's Policy Guidelines on the Promotion of Decent Work for ECE Personnel;
  - (e) Advocate to improve initial education, continuous professional development and decent working conditions for ECE teachers especially, due to the harsh setbacks during the Covid-19 pandemic;
  - (f) Continue to support EI member organisations to unionize ECE teachers and educators;
  - (g) Ensure full prioritisation and integration of ECE in EI policies, programmes, activities and campaigns;
  - (h) Appoint a new advisory body on ECE to advise EI and the Executive Board on ECE issues, as well as support advocacy with the United Nations, its agencies (UNESCO, ILO, UNICEF, UNDP, the World Bank, etc.), regional bodies, and governments. This body, constituted in a transparent and democratic manner, must be inclusive, ensuring the representation of the different regions of EI.

## Resolution from the 10<sup>th</sup> World Congress:

# PROTECTING HIGHER EDUCATION AND RESEARCH STAFF FROM ATTACKS ON ACADEMIC FREEDOM

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:

- (1) The resolutions of the 7th World Congress of EI in Ottawa, in July 2015, and the 8th World Congress in Bangkok, in July 2019, upheld and reiterated EI's commitment to defend academic and research freedoms;
- (2) The UNESCO 2024 Programme for the promotion of Scientific Freedom and Safety of Scientists underline that our world needs science more than ever. Attacks that silence the critical voices of researchers, undermine the ability to produce relevant knowledge. Scientific inquiry can only flourish in an open and safe science ecosystem;
- (3) Higher education and research and their staff, teacher researchers and researchers, are currently facing pressures of all kinds, including outright attacks of varying severity, in all countries around the world. These acts are often targeted at the humanities and social sciences, where societal issues are directly at stake, but also environmental sciences, at a time when understanding global change has become an issue that reaches far beyond the scientific community;
- (4) In some non-democratic countries, these attacks take the form of arrests, imprisonment and even killings;
- (5) In democratic countries, the attacks are less brutal. They take the form, for example, of public interventions by certain political leaders, activist organisations and/or individuals launching witch-hunts on the subject of teaching and university debates, going as far as injunctions and threats to remove certain subjects from teaching or research. These attacks are sustained enough to lead to dismissals, in extreme cases;
- (6) The involvement of scientists in society, as experts called upon to address matters of concern to all citizens, is also called into question when it risks upsetting industrial and economic interests. The reactions can take the form of harassment and threats, in some cases affecting the private lives of the scientists concerned;
- (7) Universities, as well as research institutions and specialised agencies, are subjected to pressures arising from the implementation of policies that seek to subordinate higher education and research to economic or ideological imperatives, often resulting in drastic cuts to their financial and human resources;
- (8) The 10th Congress of EI recognises that the defence of the rights of higher education personnel requires a joint effort of organisations from all educational levels. Thus, calls on EI and its member organisations to campaign in defence of scientific personnel and their

institutions and against policies that call into question academic and research freedoms and prevent scientists from expressing themselves, both within their institutions and society at large.

## Resolution from the 10<sup>th</sup> World Congress :

# EDUCATION SUPPORT PERSONNEL

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:**

- (1) Recognising education support personnel's (ESP) important contribution to ensuring equitable, inclusive and quality education for all and fostering the development of the whole student;
- (2) Further recognising education support personnel's role in supporting student learning, wellbeing and safety;
- (3) Reaffirming the vision outlined in the Education International Declaration on the Rights and Status of Education Support Personnel;
- (4) Affirming the power of trade unions to advocate for improved working and employment conditions for education support personnel;
- (5) Yet noting that 85% of world's population will live in the grip of stringent austerity measures by the end of 2023 and that this trend is likely to continue until at least 2025 unless governments take decisive action;
- (6) Concerned that public education funding has stagnated or declined in the education sector in a very large number of countries since 2020;
- (7) Observing that reductions in education budgets impact the job security, rights, wellbeing, and employment conditions of education support personnel;
- (8) Further observing that insufficient education funding can lead to increased privatisation and outsourcing of education support personnel roles;
- (9) And observing as well the negative impacts on the learning conditions for students;
- (10) Noting that education support personnel often have low salaries, and that the cost-of-living crisis has worsened education support personnel's living conditions;
- (11) Further noting that many education support personnel roles are female dominated professions and that ensuring their quality working conditions is necessary for the realisation of diversity and gender equity;
- (12) Aware that digitalisation and climate change are adding new challenges and realities to the role of education support personnel;
- (13) Alarmed by the continuing prevalence of reports of violence and harassment, including gender-based violence and harassment, against education support personnel;



- (14) Notes with concern the threat to labour rights, professional rights and, where applicable, academic freedom of education support employees.

**The 10<sup>th</sup> EI World Congress calls upon governments to:**

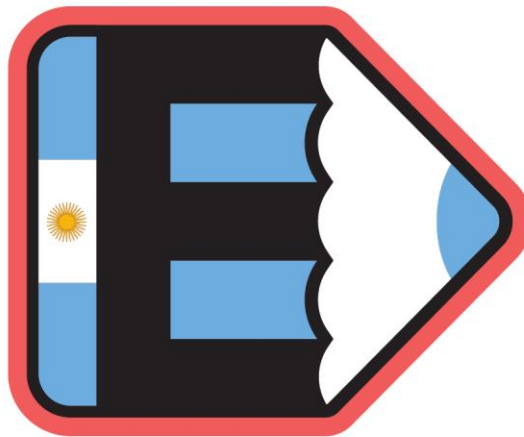
- (15) Urgently increase investment in public education in line with international targets and the Transforming Education Summit Call to Action on Financing;
- (16) Invest in sufficient numbers of trained and qualified educational support personnel, who have good working conditions and salaries that enable a life with dignity, and quality career pathways, within the scope of the 'Aveiro Statement, dated 18 May 2023;
- (17) Provide education support personnel with quality training and free professional development opportunities according to their needs;
- (18) Increase the attractiveness of a career as an education support worker;
- (19) Investigate the degree to which there are shortages of education support personnel and the causes;
- (20) Take concrete actions to enhance the status of education support personnel and ensure that they are recognised as part of the education community;
- (21) Ensure gender pay equity;
- (22) Halt and reverse the privatisation of education and the outsourcing of education support personnel roles to contractors;
- (23) Ensure that education support personnel have secure and permanent positions, with access to full-time employment;
- (24) Ratify and implement Convention C190 of the International Labour Organization to ensure education support personnel are safe from all forms of violence including gender-based violence in the workplace;
- (25) Ensure a just transition in the education sector by protecting education support personnel's safety and labour rights in the context of the worsening impacts of the climate crisis;
- (26) Collaborate with education support personnel and their unions to define how information technologies can support their work, and provide high quality training on how to use them effectively;
- (27) Respect the labour rights of education support personnel and their right to join unions;
- (28) Respect trade union rights, including the right to organise, bargain collectively, and strike, as well as engage in meaningful social dialogue with organisations representing education support personnel.

**It further encourages education unions to:**

- (29) Continue to advocate for the worldwide application of the Education International Declaration on the Rights and Status of Education Support Personnel;
- (30) Call for increased domestic and international public education financing and specific funding for education support personnel as part of Education International's Go Public! Fund Education campaign;
- (31) Build union power to defend the rights and status of education support personnel by recruiting and organising members, promoting their active participation in the formulation of claims as well as promoting the elimination of the political, structural and legal barriers to unionisation where they exist;
- (32) Encourage ESP and teacher representatives to support each other and work hand in hand to defend common rights and values to ensure student needs are met.

# SECTION C

## Defending democracy



Education International  
**10<sup>th</sup> World Congress**  
*Buenos Aires 2024*



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



## Resolution from the 10<sup>th</sup> World Congress:

# DEFENDING DEMOCRACY AGAINST RIGHT-WING POPULISM AND EXTREMISM IN EDUCATION

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:

- (1) Recalls the EI resolution on “Education for Democracy” adopted by the 8<sup>th</sup> EI World Congress in 2019;
- (2) Reaffirms the concern about the state of democracy in the world and the need to identify the threats to democratic values;
- (3) Emphasises the critical role of education trade unions in outlining the contribution which quality education for all can make to reinforce democratic values in society.

### The 10<sup>th</sup> World Congress notes that:

- (4) In the last five years we have seen far-right political parties succeed in various ways across the world;
- (5) The expansion of far-right ideologies has been accompanied by far-right led assaults on parliaments, government offices and trade unions;
- (6) As economic crises and social inequalities deepen, there is a danger that there will be a further rise of right-wing populism, autocratic regimes and antidemocratic alliances in countries globally;
- (7) Many education unions now consider right-wing populism and extremism to be one of the major challenges they face and are at the forefront of local responses fighting against authoritarian forces;
- (8) Right-wing populist narratives can creep from the public debate into the playground and the classroom. As children’s exposure to social media grows and these narratives spread on such platforms, views such as hostility towards migrants and refugees, promotion of misogynistic, racist and reactionary influencers, attacks on minority groups and the LGBTQ+ community increase. Covid and Climate Change denialism are also increasingly likely to make their way into school discourse;
- (9) Education personnel are currently targeted by far-right groups, they are openly abused and they regularly experience parental attacks, inspired by far-right ideology, such as ‘book-banning’ campaigns. These attacks question professional autonomy and seek to impose an educational censorship that restricts the freedom and rights of children and youth;

- (10) Students are being urged by the far-right to denounce teachers who express a political opinion and to report 'left wing indoctrination' in the classroom to special hotlines;
- (11) Researchers are threatened by far-right groups who deny facts, e.g. on the climate crisis, and question academic freedom;
- (12) The violent manifestation of far-right politics is having a dangerous impact on students and young people, both in the rise of hatred and abuse in schools, and also in terms of attacks on peaceful protest.

**The 10<sup>th</sup> World Congress asserts that:**

- (13) The global growth of the extreme far-right is a grave threat to democracy and a particular threat to trade unions;
- (14) Any anti-trade union legislation must be resisted;
- (15) Actions by governments to undermine and remove the right to protest must be opposed.

**The 10<sup>th</sup> World Congress recognises:**

- (16) Education unions' efforts to support their members to deliver quality education for all children;
- (17) Education unions' engagement in civil society alliances to promote democracy and to build community-based school cultures;
- (18) Education unions advocating to strengthen civic and political education;
- (19) Education unions working with national and international partners to tackle extremism and the far-right;
- (20) EI's commitment to supporting education unions to respond to right-wing populism and extremism, the enforcement of anti-discrimination education laws, and the promotion of diverse, inclusive and supportive education systems.

**The 10<sup>th</sup> World Congress mandates EI to:**

- (21) Organise a campaign to respond to the impact of the growth of the far-right on teachers and education;
- (22) Establish an online global forum of Education trade unions to document local campaigns and case studies; discuss strategies to respond to right-wing populism; and to act as a resource for education unions to oppose the rise of fascism;
- (23) Work together with other Global Union Federations to develop strategies to tackle the growth of the far right, their attacks on democracy and workers' rights.

## Resolution from the 10<sup>th</sup> World Congress:

# GLOBAL CAPITALISM AND THE CYCLICAL CRISIS OF PANDEMICS (COVID-19)

### Preamble

- (1) In the aftermath of the deadly and devastating Covid-19 pandemic, capitalism and cyclical crisis reared its ugly head by taking advantage of an already crumbling economy that was plunged into disarray from the pandemic. Instead of humanitarianism prevailing during that period, the world rather saw a cyclic bust in profits of those taking advantage of the pandemic such as multinational financial institutions stemming from the Global North and pharmaceutical companies.

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024, recognises that:

- (2) The crisis of global capitalism resulting from the Covid-19 pandemic has resulted in the reassessment of Neo-liberalism.

### This Congress calls on member organisations to:

- (3) Call on their governments to cease from allowing health care to be a commodity and as a matter of urgency implement publicly funded health care that is free and accessible to all its citizens;
- (4) Demand that governments strictly regulate pharmaceutical companies to stop profit making during times of crisis;
- (5) Fostering and maintaining the unity of the working class and their representative trade unions.

### Mandates the Executive Board to:

- (6) Work together with the other Global Union Federations to advocate for universal health coverage systems as well as for universal social protection systems that support children's health and their education;
- (7) Shift the focus from the pandemic to the broader education and health system and how they work together by focusing on existing conditions of education systems and how best to improve them;
- (8) Organise and work against capitalist exploitation of healthcare by targeting the policies of the World Bank, WTO and the IMF and class collaboration with those against privatization and outsourcing in particular healthcare and education for the sake of our children, and the future.

## Resolution from the 10<sup>th</sup> World Congress:

# EDUCATIONAL, HEALTH AND WEALTH INEQUALITIES: PANDEMIC RECOVERY

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024 notes:

- (1) At the height of the Covid-19 pandemic more than 1.6 billion learners were affected by school closures and that at the beginning of 2022, more than 616 million children were still affected by full or partial school closures with the youngest and most marginalised students experiencing the greatest learning loss;
- (2) The rise in persistent absence since the Covid-19 pandemic and that students from disadvantaged backgrounds are much more likely to be persistently absent;
- (3) The rise in public debt levels facing developing countries in the wake of the pandemic, resulting in 3.3 billion people now living in countries that spend more on debt interest than on education or health, a situation that is expected to worsen, with more than half of low-income countries currently either in or at high risk of debt distress.

### Congress commends:

- (4) EI's report, *The unintended consequences of Artificial Intelligence and Education*, in highlighting the risks posed by the increased commercialisation of education.

### Congress condemns:

- (5) The widening of inequities between advantaged and disadvantaged students and communities;
- (6) The increased commercialisation of education and the companies who have used the crisis to gain a foothold in education and are promoting their EdTech products as a solution for recovery;
- (7) Governments in high income countries who continue to renege on their commitment to allocate 0.7% of gross national income (GNI) for overseas development assistance (ODA);
- (8) The impact of worsening debt burdens on governments' ability to properly fund their education systems, and the inaction of donors, international development partners and international financial institutions to reduce the burden of debt.

### Congress resolves:

- (9) To take action to secure high-quality equitable and inclusive education for all students and the targeting of resources and support towards those who are at greatest risk. This must include an unrelenting focus on recruiting and retaining a high-quality teacher and



education workforce, including support professionals and those preparing to become educators, and ensuring that teachers and educators enjoy good working conditions, including the right to organise and be a member of a trade union;

- (10) That unions in high income countries should press their governments to fulfil their commitment to allocate 0.7% of GNI for ODA and for at least 15% of this funding to be allocated to education and that the use of this funding be defined with the participation of the unions, ensuring that external funds meet national needs and priorities;
- (11) That unions should work collaboratively to ensure a progressive taxation, reforming their national tax systems so that the tax/GDP ratios increase and that 4-6% of GDP and/or at least 15-20% of total public expenditure is allocated to education;
- (12) To intensify efforts through the 'Go Public! Fund Education' campaign to secure bold international action and reform that supports progressive taxation, and debt relief and forgiveness, for countries whose debt burdens are threatening their ability to adequately invest in public services;
- (13) That unions should acknowledge the recommendations of *The unintended consequences of Artificial Intelligence and Education* when framing their opposition to the inappropriate use of AI and EdTech in recovery strategies;
- (14) To conduct research that examines the extent to which private technology companies and the use of educational technology employed during the pandemic have become further embedded into national education systems and how this has affected teaching and learning including curriculum, pedagogy and assessment.

## **Resolution from the 10<sup>th</sup> World Congress:**

# **SOLIDARITY FOR EDUCATION AND EDUCATION FOR SOLIDARITY**

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024, recognises that:**

- (1) The world is undergoing a profound transformation that is impacting on the future of humanity as well as that of trade unionism and education. The deepening crisis of capitalism has resulted in the growing army of "never educated children" or deepening mass illiteracy in society. In Africa, the continent regarded as the least contributor to world knowledge production, this is felt more directly. The future of education rests in solidarity. At the core of solidarity is the principle of leaving no one behind. Solidarity is the key to achieving Sustainable Development Goal 4. We need to promote and embrace unity in diversity;
- (2) There is a direct relationship between knowledge and the elimination of hunger, diseases, poverty, unemployment, and inequalities;
- (3) Humanity is tied together by the bonds of solidarity, care, and justice, to overcome all odds that hold back progress, justice, and development;
- (4) The world is focused on conflict that has economic implication or where the western world has interest but turns a blind eye to areas where mass killing takes place;
- (5) The ITUC Global Rights Index depicts the world's worst countries for workers.

### **Congress calls on member organisations to:**

- (6) Transform their education curriculum into a progressive one that encourages critical democratic citizenship based on core values such as solidarity and humanism;
- (7) Teaching and learning should relate to the historical and present experiences of those who suffer varying forms of imperialism, modern day slavery, exploitation, racism, sexism, and all forms of oppression on all nations to understand the struggles experienced globally.

### **Congress mandates the Executive Board to:**

- (8) Consider conducting a survey among EI member organisations based on the ITUC Global Rights Index;
- (9) Address workers' rights in those countries without encroaching on the autonomy of the member organisation.

## Resolution from the 10<sup>th</sup> World Congress:

# ORGANISING AGAINST THE POLITICAL AND IDEOLOGICAL ATTACKS ON ACADEMIC FREEDOM AND INSTITUTIONAL AUTONOMY

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina from 29 July to 2 August 2024:

- (1) Notes with alarm that an increasing number of governments, local and regional authorities and education employers are restricting or banning the teaching of subjects such as critical race theory, gender studies, and studies on (anti-)colonialism in higher and further education.
- (2) Further notes that some governments are also limiting or prohibiting equity, diversity, and inclusion programs, undermining tenure or its functional equivalent, weakening trade union rights, and violating principles of shared governance and institutional autonomy contrary to the principles of the *1997 UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel*.
- (3) Observes that these attacks go hand in hand with attempts by governments, conservative and religious groups and right-wing pressure groups to target, monitor, discipline, and silence individual academics.
- (4) Recalls the UNESCO 2017 Recommendation on Science and Scientific Researchers and endorses the UNESCO 2024 call to Action on the Freedom and Safety of Scientists.
- (5) Recognises that the impact of global events – particularly conflict and war – have also cast their shadows over our education institutions at a time when higher and further education's role as a place for the flourishing of free expression, free protest, and other democratic rights is more essential than ever.
- (6) Asserts that these developments represent an unprecedented political and ideological assault on academic freedom, institutional autonomy, and the trade union rights of higher and further education teaching personnel.
- (7) Strongly condemns all forms of racism, ethnic bias, antisemitism, Islamophobia, ableism, and anti-LGBTQIA+ rights within our educational institutions, communities, and societies.

### Congress calls on the EI Executive Board and member organisations to:

- (8) Collect and share information about the political and ideological attacks on academic freedom and institutional autonomy.
- (9) Share successful organising strategies and campaigns by member organisations to defend the academic, employment, and trade union rights of higher and further education teaching personnel.

- (10) Collect and share collective agreement and contract language negotiated by member organisations that protects academic freedom, tenure or its functional equivalent, and shared governance.
- (11) Communicate concerns about specific government legislation and actions with the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations Concerning Teaching Personnel (CEART) and other relevant bodies.
- (12) Ensure this issue is a major theme of the next EI International Higher and Further Education and Research Conference to be held in 2025.

## Resolution from the 10<sup>th</sup> World Congress:

# RESEARCH AND INNOVATION: SUPPORTING BASIC RESEARCH FOR RESILIENT SOCIETIES

### The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:

- (1) Scientific knowledge is a global public good. Public research can only contribute to building a better future for humanity and be developed in the interest of human societies if academic freedoms are guaranteed by publicly funded institutions.
- (2) For research to be free, we must guarantee freedom of initiative and ensure research programmes are carried out, as well as the independence of researchers and teacher-researchers (whether permanent or on contract) who must be safeguarded from pressure of all kinds. In this regard, and to ensure they are really independent, we must ensure, as much as possible, that researchers and teacher-researchers have job security.
- (3) Resolutions from the 7<sup>th</sup> EI World Congress (Ottawa, July 2015) and the 8<sup>th</sup> World Congress (Bangkok, July 2019) supported and reiterated EI's commitment to matters related to higher education and research, such as permanent employment, satisfactory working conditions, the fight against precarious work, a socially just environmental transition and open access to knowledge.
- (4) The UNESCO 2017 Recommendation on Science and Scientific Researchers providing a vision for science that goes beyond growth and productivity, puts human wellbeing and inclusion at the centre, and welcomes the UNESCO 2024 call to Action on the Freedom and Safety of Scientists.
- (5) In recent years, political discourse regarding supporting public research has shifted in many countries. Based on the pretext that research is important for addressing the many challenges our societies face, politicians have decided to steer research funding towards technological innovation: this type of innovation is supposedly the only solution that would allow us to solve, inter alia, socio-economic, environmental and health crises, through the development of businesses and consumption.
- (6) In light of the many problems caused by global changes, including climate change, this discourse and approach have also developed in the field of environmental sciences. This is why research programmes tend to be standardised and instrumentalised by being increasingly geared towards "solutionism" that is far from emancipatory.
- (7) Thus, by conflating innovation and research, political discourse ignores the fact that innovation based on research results is not research and that research doesn't always lead to innovation (even if it is well known that different applications for discoveries have been found after they have occurred, often, for that matter, in another research context).

- (8) This demand for innovation, at the heart of political discourse, leads to an approach that restricts the place basic research holds, whether this is in the natural, formal, human or social sciences. Researchers find themselves trapped in a management system that sterilises their creativity and develops research programmes focused on innovation.
- (9) The neoliberalist economic model based on extractivism cannot last in a context of global changes: climate change, collapsing biodiversity, the destruction of the planet's ecosystems (water, soil...), different types of pollutions, increasing inequalities.
- (10) Research must not be geared towards a single objective: meeting the needs created by an economic system based on extractivism, productivism and growing consumption. Without massive investment in basic research, aimed at increasing knowledge in all areas of knowledge, it is an illusion to believe that real innovations can be developed.
- (11) The 10<sup>th</sup> EI World Congress calls on EI and its member organisations to advocate for the importance of developing basic research in a context of academic freedom, where innovation, whether technological, economic, social, ecological or environmental, is not considered to be the driving force of research but rather a potential product of it that can provide urgently needed solutions to the socially just environmental transition. To this aim, we must increase the potential of public research whilst remembering that private businesses must also play their part in innovation and R&D.

## Resolution from the 10<sup>th</sup> World Congress:

# CURRICULUM IN THE FIGHT AGAINST FASCISM

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024 notes:**

- (1) Considering and recognising that Education International (EI) has as one of its fundamental principles the promotion of freedom and democracy through education.
- (2) Recognising with enormous concern the growth of the extreme right which is promoting and disseminating hate speech, misogyny, xenophobia, racism and all forms of discrimination that permeate societies.
- (3) Recognising that hate speech, misogyny, xenophobia, racism and other forms of discrimination have likewise permeated of school institutions, where limitations can already be seen in their autonomy and curricular practices, as well as in the procedures imposed on the performance of their professionals, which are, at the very least, restrictive of their professional autonomy.
- (4) Emphasising the fundamental role that trade union organisations can and must play in the fight for the democratisation of schools and in responding to these problems.

**The 10<sup>th</sup> World Congress of Education International:**

- (5) Mandates the Executive Board to consider creating a Special Task Force to address these issues, in order to:
  - (a) obtain a diagnosis of the situation at international level;
  - (b) suggest ideas and proposals to enforce our agenda in the promotion of the values of freedom and of educational construction on a democratic basis, thus avoiding the promotion of hate, scientific denialism and false facts and information;
  - (c) promote measures that seek to permanently validate curricular practices based on scientific veracity, cooperation between professionals and the effective construction of school systems that promote humanistic, democratic and inclusive values for all.

## Resolution from the 10<sup>th</sup> World Congress:

# RESTRICTIONS ON TEACHERS' POLITICAL RIGHTS AS CITIZENS IN THE REPUBLIC OF KOREA

**The 10<sup>th</sup> Education International World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:**

1. Reaffirming that the Republic of Korea, as a member of the UN, the ILO, the OECD and the G20, has a firm obligation to respect and protect the civil rights of teachers, and that teachers' political rights include not only the right to vote in an election, but also the rights to join a political party, run for the public office, and participate freely in political events without fear of discrimination or repression;
2. Noting that Korean teachers' political rights and freedom of political expressions as citizens in a society are comprehensively banned even after school hours, while students aged above 16 are fully guaranteed to join a political party, pay party dues, and students aged 18 can run for public office under the newly revised Public Official Election Act;
3. Recalling Article 80 of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers stating that *'teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for public office'*;
4. Recalling the statement of the ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR) in 2021 that *'insofar as political activities undertaken by elementary, primary and secondary school teachers are held outside of the school establishment and are unrelated to teaching, a general prohibition of political activities . . . constitute discrimination on the ground of political opinion, contrary to the Convention'*;
5. Condemning that despite the reiterated and urgent urges of the ILO Committees, the Government of the Republic of Korea has not taken any appropriate measure to ensure that school teachers enjoy their political rights as citizens.

**The 10<sup>th</sup> EI World Congress therefore mandates the Executive Board, in cooperation with member organisations, to:**

6. Strongly urge once again the Government of the Republic of Korea to take the immediate action to fully guarantee Korean teachers the civil and political rights as citizens, using all the possible means including the direct mission to South Korea;
7. Request the Government of the Republic of Korea to amend the relevant legislation to ensure that teachers and civil servants exercise their civil and political rights, in conformity with international standards; and



8. Demand the Government of the Republic of Korea to immediately cancel any disciplinary measure against teachers and public officials who engaged in political activities, which is not in compliance with the international standards.

## Resolution from the 10<sup>th</sup> World Congress :

# STANDING UP FOR PARTICIPATORY DEMOCRACY IN LATIN AMERICA AND THE WORLD

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July 29 to 2 August 2024:**

### Considering:

- (1) The different and successive attacks on democratic regimes in Latin America, particularly starting from when leftwing political forces took power in different countries on the South American continent and developed successful social inclusion policies with huge global repercussions;
- (2) The global strategy of “hybrid warfare” to destabilise western democracies and political regimes in North Africa and the Middle East, particularly since the “Arab Spring”, through the active involvement of governments or intelligence agencies linked to the state structures of global powers;
- (3) The coups on the political, legal and media front in Latin America (Honduras, Paraguay, Brazil, Bolivia, Peru and Ecuador) and the subsequent political and economic destabilisation in the region due to a clear response from the capital sector and the United States of America to economic and social policies that have given hope to the world;
- (4) The criminal United States’ blockade against Cuba has been maintained, intensified after the election of Donald Trump and continued by current president Joe Biden as a strategy to suppress the growth of a political, economic and social model that opposes capitalism;
- (5) The capture of democratic regimes and Latin American markets by returning to neoliberal policies in the region, (following the 2008 crisis) based on the expropriation of wealth (oil, gas, minerals, state-owned enterprises), the suppression of social and workers’ rights, the privatisation of fundamental public rights (education, health and welfare), the worsening of environmental sustainability and the extensive deregulation and funding of economies;
- (6) The destructive expansion of capital in Latin America and other parts of the world, through the weakening of democratic regimes and the symbiotic union between the leaders of capital and nationalist and antidemocratic policies, that in turn triggered a movement expanding the far-right in a context of crises caused by neoliberalism, which subsequently discredited in society party politics and democracy itself;
- (7) That the political, economic and social destabilisation, caused by hybrid and military interventions, directly or indirectly sponsored by the centre of global capitalism, has caused and continues to cause intense humanitarian crises, particularly in Latin America, Africa,

Eastern Europe and the Middle East, with increasing migration and xenophobia on the European continent, in the US and in other regions;

- (8) The need to combat the growth of the far-right in the Americas and the world, saving democratic debate and socially-inclusive development policies.

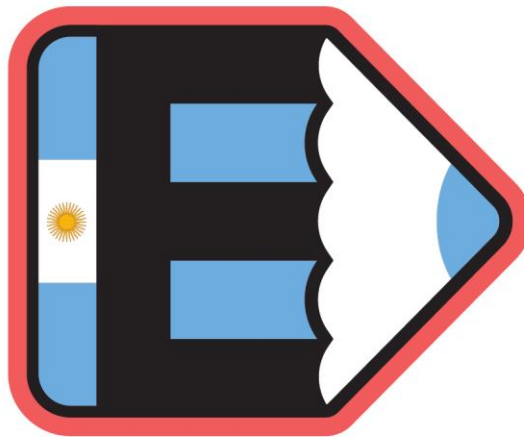
**The 10<sup>th</sup> Education International (EI) World Congress, recommends:**

- (9) Expanding the social struggle in support of democracies and the full application of human rights, in line with international conventions in Latin America and the world, to include guidelines on inclusion and social wellbeing, job creation and wages, peace between peoples and regulating productive and financial markets;
- (10) Investing in political and union training of the working class, particularly for education workers, so as to strengthen mechanisms of participatory democracy and have society participating more actively in building a possible new world;
- (11) Enhancing people's awareness about the effects of neoliberal and far-right policies on all sectors of society, especially through the capture of public goods, social exclusion and the entrenchment of reactionary and individualistic policies that go against a fair society and sustainable planet;
- (12) Increasing the participation of education workers in electoral processes for the executive and legislative branches, taking their positions straight to public and institutional debate;
- (13) Countering positions in favour of privatisation and the customs imposed by neoliberalism and the far-right on the curriculum and how schools are organised. These undermine critical thinking and the ability of education systems to resist denialism and ethno-racial, religious, gender-based prejudices and those based on sexual orientation, and to support environmental protection;
- (14) Calling on governments, parliaments and electoral systems in democratic countries, particularly through the United Nations (UN) to defend democracy through media campaigns, reshaping education and social participation in different spaces for collective decision-making (school councils, referenda, parliamentary commissions for projects and social debates, public assemblies to discuss discrimination in cities and neighbourhoods, etc.);
- (15) EI takes step to celebrate the UN International Day of Democracy, on September 15 with the aim of actively contributing to the process of collectively shaping societies.



# SECTION D

## Ensuring equity



Education International  
**10<sup>th</sup> World Congress**  
*Buenos Aires 2024*



Education International  
Internationale de l'Éducation  
Internacional de la Educación  
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## **Resolution from the 10<sup>th</sup> World Congress resolution:**

# **ASSERTING AND DEFENDING INDIGENOUS PEOPLES' RIGHTS WITHIN AND THROUGH TRADE UNIONISM**

### **The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:**

- (1) Recalls the EI resolutions: on the rights of Indigenous Peoples and on Indigenous Education adopted by the 1st EI World Congress in 1995, on the rights of Indigenous Peoples adopted by the 2nd EI World Congress in 1998, on education in cultural diversity adopted by the 4th EI World Congress in 2004, on cultural diversity adopted by the 5th EI World Congress in 2007, on language diversity adopted by the 7th EI World Congress in 2015, on decolonising education adopted by the 8th EI World Congress in 2019;
- (2) Recalls the terms of the United Nations Declaration on the Rights of Indigenous Peoples, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the ILO Convention concerning Indigenous and Tribal Peoples (No.169), ILO Convention concerning Violence and Harassment (C190) and the many international instruments on the prevention of discrimination;
- (3) Recalls that the Constitution of Education International commits EI 'to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin';
- (4) Acknowledges that the UN General Assembly proclaimed 2022-2032 as the International Decade of Indigenous Languages as many Indigenous languages are on the verge of extinction, and the freedom of language is not only a prerequisite to freedom of thought and expression, but the fulfilment of the right to education;
- (5) Acknowledges the resilient work of EI member organisations, teachers, and education support personnel on fulfilling the right to quality education for Indigenous students in the face of challenging contexts.

### **The 10<sup>th</sup> World Congress recognises that:**

- (6) The fulfilment of the human rights of Indigenous students, teachers, education support personnel, and all Indigenous Peoples, is fundamental to the full realisation of the rights of all of humanity and the protection of our planet;
- (7) The distinct cultures, languages of Indigenous Peoples, and natural resources and their relationships to them enrich the cultural heritage of humankind and deserve protection as vehicles of culture and identity;

- (8) Indigenous Peoples' relationship to their lands, waterways, territories, and resources are at the heart of their identity, well-being, culture, and sovereignty, yet Indigenous peoples' rights to lands, waterways, territories, and resources remain limited or unrecognised with increased militarisation, extraction, land encroachments and treaty violations;
- (9) There remain gaps between what international and national instruments guarantee and how States implement these rights, particularly regarding the rights of Indigenous children and youth, Indigenous women and girls, and Indigenous Peoples with disabilities;
- (10) Indigenous human and labour rights defenders and activists face enormous risks and reprisals for defending their lands and rights, especially in the face of the global climate crisis, ranging from criminalisation, online harassment, and surveillance to assault and killings;
- (11) The COVID-19 pandemic, the privatisation of education, digitalisation, food insecurity, migration, and climate change have deepened structural inequalities with disproportionate health, socioeconomic, and cultural impacts for Indigenous Peoples;
- (12) Discrimination and violence, are recurrent phenomena in the lives of many Indigenous women and girls, in online spaces, media, and social media, and perpetrators are often treated with impunity and laws are not enforced;
- (13) Initiatives led by some Governments to document and preserve historic memory and its current legacy, through instruments such as investigative committees or healing and reconciliation commissions must be grounded in truth, integrity, accountability, healing, and justice, and include meaningful participation and oversight of Indigenous Peoples in their development, work, findings, analysis, and implementation of recommendations.

**The 10<sup>th</sup> World Congress further recognises that:**

- (14) All actions taken to acknowledge and combat the legacy and continued colonisation, assimilation, exclusion, and cultural genocide impacting Indigenous Peoples, particularly in education systems, must rest on the meaningful and effective participation of Indigenous Peoples and the obtainment of their free, prior, and informed consent;
- (15) Education unions, as the organised collective voice of the teaching profession, and in line with their social justice mandate and democratic structures, have a unique role to play in furthering the rights of and addressing wrongs against Indigenous Peoples in and through education around the world;
- (16) Indigenous teachers, school leaders, and education support personnel often experience higher workloads with additional cultural loads without adequate remuneration, leave allowance, research support, and compensation. In turn, they are affected by inadequate educational infrastructure, poor sanitary services, and lack of access to information technologies;
- (17) The global teacher shortage impacts Indigenous communities most acutely, particularly in language instruction, and teachers on temporary contracts, especially since many Indigenous Peoples face discriminatory qualifications frameworks which deny access and block career advancement to the profession;



- (18) Curriculum that accurately depicts Indigenous Peoples' history, knowledge, culture, and experiences is often underfunded, met with censorship, and many systems continue to provide curriculum and resources that are culturally irrelevant, based on discriminatory stereotypes, or fail to represent the current realities of Indigenous Peoples, which negatively impacts all students;
- (19) Public spending and education budgets are, on average, shrinking globally, which directly impacts Indigenous Peoples who face already underfunded education budgets and programmes.

**The 10<sup>th</sup> World Congress calls on member organisations to:**

- (20) Promote education for Indigenous Peoples which is developed with their full participation, to meet the rights, aspirations and needs of their communities;
- (21) Reaffirm solidarity with local Indigenous human rights and land defenders and condemn any acts of intimidation, harassment, and violence targeting Indigenous Peoples and their allies;
- (22) Create welcoming, respectful union environments that are culturally affirming to recruit and retain Indigenous members;
- (23) Strengthen the voice and representation of Indigenous Peoples, particularly Indigenous youth, including internally through dedicated structures and representation in union leadership, and externally in delegations to EI conferences and events, to better meet the specific needs of Indigenous Peoples as union members;
- (24) Promote the collective rights of Indigenous Peoples to self-determination in recognition of their cultural identity, including the right to learn, to protect and enrich their land, and to use their own language;
- (25) Celebrate the International Day of the World's Indigenous Peoples on 9 August, through communications efforts nationally and in collaboration with EI; and additional national or local days of celebration or commemoration;
- (26) Advocate for their governments to take appropriate policy, legislative and other concrete measures to:
  - (a) Ratify and implement the ILO Indigenous and Tribal Peoples Convention 169, ILO Convention 190, key human rights treaties, and national corresponding legislation and incorporate those instruments into national implementation plans, with the participation of, and in consultation with, Indigenous Peoples;
  - (b) Develop and implement National Action Plans for the UN Decade of Indigenous Languages in consultation with Indigenous Peoples;
  - (c) Provide curricula, materials, and resources that reflect Indigenous education, languages, cultures, history, knowledge systems and epistemologies in Indigenous languages and the teacher training and continuous professional development to provide quality education with decent working conditions;

- (d) Ensure that the national curriculum includes knowledge of the history, cultural and linguistic richness of Indigenous Peoples as a heritage of humanity, in order to promote their appreciation and the importance of their preservation;
  - (e) Promote joint responsibility between Governments and Indigenous Peoples in the administration of educational institutions located in their territories and in the evaluation of educational policies;
  - (f) Increase investment in public education budgets specifically for Indigenous Peoples, with full inclusion of Indigenous Peoples and their education unions in spending decisions and oversight;
- (27) Integrate Indigenous Peoples into all early childhood education processes, various educational processes and education advocacy and planning processes from their early stages so that they are an integral part of the general educational fabric;
- (28) Engage with UN mechanisms around the rights of Indigenous Peoples, such as participating in calls for inputs or country visits by the UN Special Rapporteur on the rights of Indigenous Peoples and taking measures to respond to the Special Rapporteur's recommendations and conclusions in thematic or country reports.

**The 10<sup>th</sup> World Congress mandates EI to:**

- (29) Request the Executive Board to establish an Indigenous Peoples Advisory Body in conformity with the EI Constitution Article 14 to further democratise EI's structure and give authentic and legitimate voice to EI's Indigenous members. The purpose of the Indigenous Peoples Advisory Body be considered to:
- (a) Frame and develop a comprehensive policy and action plan for EI to better coordinate and organise advocacy efforts, research, and capacity-building activities;
  - (b) Propose ways of developing an Indigenous Peoples network across EI member organisations to facilitate the sharing of knowledge, experiences, and maximising opportunities for collaboration;
  - (c) Develop, through consultation with member organisations and the Indigenous Peoples they represent, a plan for the UN Decade of Languages;
- (30) Support solidarity action, where the need arises, and raise awareness of the systemic issues facing Indigenous Peoples through EI member organisations and broader civil society, including in violations of sovereignty and land rights;
- (31) Ensure that Indigenous Peoples' perspectives and issues are represented within all programmatic and advocacy work, and within and through campaigns, including the ongoing Go Public! Fund Education and Teach for the Planet campaigns;
- (32) Encourage and enable Indigenous Peoples and their representatives to connect with one another regionally to share experiences, engage in dialogue and support each other to better protect the rights of Indigenous Peoples, including by enabling space and resources

for an Indigenous Peoples caucus to meet at EI events and the World Indigenous Peoples Conference on Education;

- (33) Develop partnerships with global, national, and local Indigenous organisations to seek the best paths forward to decolonise education and knowledge systems, tackle the impact of the climate crisis on Indigenous lands and Peoples, ensure gender equality, combat Indigenous identity fraud, promote student and teacher wellbeing, and fulfil the rights of Indigenous Peoples.

## **Resolution from the 10<sup>th</sup> World Congress:**

# **ADDRESSING HAIR DISCRIMINATION AND CULTURAL BIAS IN EDUCATION**

### **The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024 notes:**

- (1) That defending the human and trade union rights of all people around the world is a fundamental principle enshrined in international laws;
- (2) That the promotion and protection of human rights irrespective of racial identity, cultural backgrounds, social class or religion and belief is an important principle adopted by EI and its member organisations;
- (3) That discrimination in education establishments takes many forms, including institutional and personalised, and that this includes hair and caste discrimination, and other forms of cultural bias;
- (4) That these forms of cultural bias pervades the lives of many pupils and teaching staff worldwide and are based on ill-conceived perceptions and stereotypes that leads to differences in education attainment, social exclusion and other wide scale inequalities;
- (5) That teachers and other education staff, as pivotal figures in shaping educational environments, have a crucial role to play in fostering inclusivity and combating discrimination.

### **Congress further notes:**

- (6) That hair discrimination and cultural biases are rooted in systemic racism and are often expressed as micro- and macro-aggressions that impacts negatively on teaching, learning and employment practices;
- (7) Research conducted by World Afro Day that identifies how employees of African descent are expected to change their appearance to 'blend in' more with European-centred professional standards;
- (8) The importance of adopting school uniform policies and staff dress codes that do not reinforce ethnocentric and discriminatory values and beliefs;
- (9) The importance of initiatives such as World Afro Day that marks a global day of celebration and liberation for afro hair and African identity;
- (10) That caste discrimination affects more than 250 million people worldwide and has been acknowledged and condemned by the United Nations and EI member organisations.

**Congress believes:**

- (11) That hair discrimination and cultural bias create environments in which students are made to feel unwelcome or ashamed of their cultural heritage. Students may face bullying, harassment, or even exclusion from social activities based on their natural hairstyles or cultural practices. These discriminatory attitudes have resulted in suicide incidents, among other detrimental effects;
- (12) that the international trade union movement has a responsibility to address the deeply ingrained issues of hair discrimination, cultural bias, and caste discrimination in education.

**Congress resolves that the Executive Board will take action to:**

- (13) Advocate for policies within educational institutions that promote inclusivity and respect for diverse cultural practices, including diverse hairstyles, and challenge the perpetuation of caste-based discrimination;
- (14) Work with relevant organisations and member organisations to campaign against culturally dismissive policies, attitudes and behaviours in education;
- (15) Campaign for the introduction of cultural competence, anti-racism and anti-caste discrimination awareness within initial and continuing professional development education programmes;
- (16) Work with member organisations to create the conditions for creating a more inclusive and equitable educational environment for all students and school staff, regardless of their cultural backgrounds, caste or hairstyles.

## Resolution from the 10<sup>th</sup> World Congress:

# CONDEMNING THE RISE OF ANTI-LGBTQIA+ IDEOLOGY FROM THE FAR-RIGHT

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from the 29 July to 2 August 2024:**

### Notes:

- (1) In the past three months, right-wing political parties around the globe have scored election victories, seen an upsurge in support, and have put out manifestos detailing their goals should they achieve power. This is evident in the American context with "Project 2025" documents being released that call for a severe curtailing of LGBTQIA+ rights and protections; "Project 2025" is a sweeping, draconian political plan issued by a conservative advisory group that seeks to remake all aspects of American social policy;
- (2) That given the threats made by right-wing political forces, the American Federation of Teachers (AFT) believes an urgent resolution is needed to address these actions;
- (3) That as education unions, we have obligations to uphold human rights across the world;
- (4) That the protection of human rights regardless of sexual orientation, gender identity or gender expression is a fundamental principle of EI and its member organisations;
- (5) That in the United States, the right-wing is using Project 2025 to outline a path towards passing federal and state laws and regulations that would eliminate protections for students from discrimination based on LGBTQIA+ status, to require schools to use names on birth certificates and pronouns associated with their biological sex, banning transgender people from serving in the military, and to "...defend the First Amendment right of those who would discriminate against LGBTQ+ people.";
- (6) That, in April 2023, Uganda's President Yoweri Museveni signed one of the world's harshest anti-LGBTQ laws, including the death penalty for "aggravated homosexuality";
- (7) That the recent electoral victories of far-right political parties in the European parliamentary elections held between the 6<sup>th</sup> and 9<sup>th</sup> of June 2024 represent a threat to the human rights of the LGBTQIA+ community, not only in Europe, but worldwide;
- (8) That the French Rassemblement National (National Rally) party won 31.5% of the vote, is opposed to surrogacy, believing that it commodifies the human body, and is hostile towards In Vitro Fertilization (IVF);
- (9) That the Alternative für Deutschland (Alternative for Germany) party won 16% of the vote, defines marriage as between a man and a woman, rejects "gender mainstreaming", believes that "gender indoctrination" is occurring in German schools, and believes that

"Information on homo-, trans- and bisexuality should be imparted to a lesser degree in sexual education lessons...";

- (10) That the Belgian Vlaams Belang (Flemish Interest) party won 14% of the vote, and "...opposes reimbursements for gender-affirming surgeries, adjustments to gender registrations on identity cards and gender-neutral toilets.", are "...no big fans of same-sex adoption..." and believes that "There needs to be a break between LGB and everything after that.";
- (11) That the Freiheitliche Partei Österreichs (Austrian Freedom Party) won 25.4% of the vote and believes that marriage is between a man and a woman and rejects "...a separate legal institution for same-sex relations.";
- (12) That the Fidesz party in Hungary won 44.82% of the vote, has consistently curbed LGBTQIA+ rights, and has passed a law that "...prohibits the "display or promotion" of homosexuality or gender reassignment in educational material or TV shows for people under 18.";
- (13) And in this Congress's host country of Argentina, the LGBTQIA+ community and its allies are outraged by President Milei's anti-LGBTQIA+ agenda, fearing the government has set its sights on rolling back the community's hard-won gains; in fact, the brash and bigoted Milei has lambasted feminist and human rights movements as a "cult of a gender ideology".

#### **Believes:**

- (14) EI and its member organisations have a responsibility to be an advocate for its LGBTQIA+ brothers, sisters, and siblings;
- (15) That the increase of status of far-right parties in Europe, the United States, and in Africa (if not throughout the world) will result in an increasing number of anti-LGBTQIA+ policies being debated and implemented;
- (16) That increased discrimination of LGBTQIA+ youth will result in increased missed attendance, lower academic performance, higher rates of dropping out of school, increased levels of bullying and harassment, and increased rates of suicide;
- (17) That increased discrimination of LGBTQIA+ educators and education support personnel will result in members losing their rights to their jobs, rights in their communities, and, least of all, exacerbate the ongoing shortage problem facing the world.

#### **Resolves:**

- (18) To continue supporting LGBTQIA+ rights throughout all EI campaigns and policies;
- (19) To commit resources to funding LGBTQIA+ inclusive spaces and meetings;
- (20) To staunchly defend LGBTQIA+ students, teachers, and school support workers, especially trans and non-binary;
- (21) To partner with LGBTQIA+ organisations to develop and distribute educational materials on trans+ health and rights;

- (22) To continue to defend school, healthcare and public employee workers who support LGBTQIA+ youth, their families and their community;
- (23) To encourage EI member organisations to be vigilant in monitoring and opposing any efforts by the right-wing parties to roll back progressive policies and regulations on LGBTQIA+ people and communities;
- (24) To ensure that LGBTQIA+ rights are a central pillar of all EI meetings and conferences.



## Resolution from the 10<sup>th</sup> World Congress:

# HUMAN-INDUCED GLOBAL CLIMATE EMERGENCY

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024, notes that:**

- (1) There is scientific consensus that the elements of climate change being experienced as global climate emergencies are mainly caused by humans, specifically through the epoch of industrialisation by burning fossil fuels;
- (2) The human-induced global climate emergency is causing damage to the environment, destruction of livelihoods and infrastructure, and loss of lives;
- (3) The human-induced global climate emergency already poses an existential threat to some entire island nations;
- (4) The Global Risk Report 2024<sup>3</sup> found that extreme weather events posed the highest risk to the planet in the long term (ten years) and the second highest risk in the immediate future (two years). This is experienced in diverse regions as events such as frequent, severe tropical cyclones/hurricanes, catastrophic wildfires and deep droughts;
- (5) The Global Risk Report 2024<sup>4</sup> found that, in the long term (ten years), as a result of breaching a critical threshold or 'tipping point', at a regional or global level, climate change threatens a serious modification of one or more critical planetary systems causing potentially irreversible and self-perpetuating change that will have abrupt and severe impacts on planet health and/or human welfare. This includes but is not limited to: sea level rise from collapsing ice sheets; carbon release from thawing permafrost; and disruption of ocean or atmospheric currents;
- (6) COP28<sup>5</sup> Dubai concluded a "Global Stocktake" of actions taken under the Paris Agreement<sup>6</sup> (2015) and determined that progress was too slow across all areas of climate action – from reducing greenhouse gas emissions, to strengthening resilience to a changing climate, to getting the financial and technological support to vulnerable nations;
- (7) The Asia Pacific Region generally, and the Pacific Region specifically, represents the largest and most vulnerable group of nations impacted by the human-induced climate emergency;

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<sup>3</sup> [Global Risks Report 2024 | World Economic Forum | World Economic Forum \(weforum.org\)](#) accessed on 2 March 2024

<sup>4</sup> [Global Risks Report 2024 | World Economic Forum | World Economic Forum \(weforum.org\)](#) accessed on 2 March 2024

<sup>5</sup> <https://unfccc.int/cop28> accessed on 2 March 2024

<sup>6</sup> <https://unfccc.int/process-and-meetings/the-paris-agreement> accessed on 2 March 2024

- (8) The existing inequalities between countries and among social groups, particularly First Nations peoples and women and girls, within countries impacts their capacity to deal with the human-induced climate emergency and its consequences;
- (9) In both 2020 and 2021, wealthy nations failed to deliver the critical finance pledge of \$100 billion per year in the terms of the Paris Agreement<sup>7</sup>, investment that was designed to assist vulnerable developing countries to transition to clean energy sources and adapt to climate change;
- (10) The less than \$75 billion per year available for adaptation and transition represents a small fraction of the estimated \$200-\$400 billion annual cost;
- (11) The \$700 million pledged to the Loss and Damage Fund determined at COP28<sup>8</sup> Dubai represents only a fraction of the estimated repair bill of \$200- \$800 billion per year arising directly from the human-induced global climate emergency;
- (12) \$1 trillion per year is needed to fund adaptation and repair damage caused by the human-induced climate emergency.

**Further, Congress believes that:**

- (13) Human-induced climate emergencies are having a real and demonstrable negative impact on the lives of millions of people, their schools and communities;
- (14) Human-induced climate emergencies are placing at significant risk the achievement of the Sustainable Development Goals, including the achievement of the goals for the education of women and girls, and offends the principles of the UN Declaration on the Rights of the Child;
- (15) Indigenous knowledge systems are fundamental to addressing human-induced climate emergencies and should be centred within the actions taken to educate communities, target actions to adapt to new global environmental realities and mitigate the impacts on people, communities, and cultures;
- (16) A key feature of Indigenous knowledge systems is Traditional Environmental Knowledge (TEK) – specific knowledge and understandings of complex environmental systems and interconnections. Such knowledge is:
  - (a) Specific to each country and locality under threat from the human-induced climate emergency;
  - (b) Has been developed over generations of experience and interaction with specific environments;
  - (c) Could not be replicated in a new location leading to compounding impacts from cultural and environmental dislocation;
- (17) The Education International *Manifesto on Quality Climate Change Education for All* expresses the views of the teaching profession on delivering real change in communities across the

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<sup>7</sup> <https://unfccc.int/process-and-meetings/the-paris-agreement> accessed 2 March 2024

<sup>8</sup> <https://unfccc.int/cop28> accessed 2 March 2024

globe through high quality, well-funded and inclusive education programmes, equipment, facilities, and professional learning;

(18) The *Go Public! Fund Education* campaign must facilitate the delivery of significant additional funding for climate action education.

**Congress resolves that the Executive Board:**

(19) Calls on the United Nations, all governments and world leaders to:

- a. Implement meaningful climate change interventions consistent with the COP26<sup>9</sup> Glasgow Declaration to limit global temperature rise to below 2°C above pre-industrial levels and pursuing efforts to limit the increase to 1.5 °C;
- b. Mindful of the *global stocktake* completed at COP28<sup>10</sup>, provide meaningful and substantial monetary and in-kind compensation to countries and communities affected by human-induced global climate emergencies;
- c. Develop and implement increased protections for individuals and communities that are vulnerable to climate displacement and ensure mitigation of impacts on the social, emotional, economic and spiritual wellbeing of all people through complementary regional, national and international policies;
- d. Facilitate, implement and fund just transition for all countries and communities affected by climate change with particular emphasis on providing and maintaining high quality, resilient digital infrastructure to support the continuity of educational and social programmes during disruptions arising from human-induced climate emergencies;
- e. Implement fully funded education programmes in the community and schools on the underlying human causes of the global climate emergency and how governments, communities and individuals can action significant, sustainable interventions to limit the underlying factors causing human-induced global temperature increases.

(20) Encourage member organisations to:

- a. Develop internal structural responses to the human-induced climate emergency including the implementation of sustainable practices to contribute to the global efforts to limit temperature rises;
- b. Develop additional, contextualised materials to support the work of teachers and education support professionals in educating students for a sustainable future;
- c. Engage in social dialogue within their own jurisdictions to further the goals of the international community to mitigate human-induced climate emergencies;
- d. Advocate for national governments to participate in international legal processes, including access to the International Court of Justice, to hold the international

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<sup>9</sup> <https://www.un.org/en/climatechange/cop26> accessed on 2 March 2024

<sup>10</sup> <https://unfccc.int/cop28> accessed on 2 March 2024

community to account for promises made and promises broken with respect to loss and damage, adaptation and just transition linked to human-induced climate emergencies;

- e. Connect union renewal and capacity building to the work of the global trade union movement to engage in social dialogue to realise a sustainable future;
  - f. Embrace diversity and inclusion in their structures and operational processes, and in their advocacy for policies and programmes that respond to the human-induced climate emergency by recognising and promoting inclusion and diversity;
  - g. Develop proposals and policies that make schools places of reflection and concrete action on environmental issues, including how the school is built, how it purchases, consumes, recycles, and disposes of materials;
- (21) Urgently seek and develop coalitions with relevant partners at a national and international level in support of action to address human-induced climate emergencies.

## Resolution from the 10<sup>th</sup> World Congress:

# COMBATTING CLIMATE CHANGE AND ADVANCING ENVIRONMENTAL JUSTICE FOR OUR MOST VULNERABLE STUDENTS AND COMMUNITIES

### The 10<sup>th</sup> Education International (EI) World Congress meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:

- (1) Recalls the strong role that EI has played in advocating for climate solutions. Education International's 7<sup>th</sup> and 8<sup>th</sup> World Congresses, in July 2015 and July 2019 respectively, adopted the following resolutions:
  - (a) [Education and Research Play a Crucial Role for the Environment and for the Future of Humanity](#);
  - (b) [Defending Education, Sustaining the World](#);
  - (c) [Disaster Preparedness and Response](#); and
  - (d) [Education for Sustainable Development](#).

### The 10<sup>th</sup> World Congress recognises that:

- (2) Earth's climate is in jeopardy, and as citizens, we owe it to future generations to protect our planet and help build a sustainable and resilient future for all. Research has shown that increased global temperatures are at least 1 to 1.12 percent higher than the pre-industrial mean, with global temperatures projected to reach or surpass the critical 1.5°C tipping point by 2035;
- (3) The global climate emergency affecting us is a result of human activity associated with a socially unjust and environmentally unsustainable model. This model, based on extractivism, production, and consumption, accelerates the destruction of the biosphere, increases social inequality, and compromises the lives of future generations;
- (4) The negative consequences of climate change are increasingly impacting the environment and the lives of students and educators;
- (5) Despite being the least responsible for its consequences, climate change will have a significant impact on young peoples' health, well-being, learning, security, and economic prospects;
- (6) Indigenous Peoples, communities of colour, under-resourced urban and rural communities, girls and women, and people with disabilities bear the greatest burdens from these negative climate impacts and suffer disproportionately from water scarcity, extreme storms, record-high heat and more;

- (7) Every country is negatively impacted by global warming; however, African countries, Middle Eastern countries, Southeast Asia, and small island nations throughout the world are at the highest risk of devastation from climate impacts. The Caribbean has been particularly impacted, as the area has experienced progressive warming over time, with alterations in the frequency, duration, and intensity of rainfall, as well as an increase in tropical storms and hurricanes and higher concentrations of air pollutants from other parts of the world. The average estimated disaster damage as a ratio to GDP was six times higher for Caribbean countries compared to larger states, making the region disproportionately more vulnerable, despite greenhouse gas emissions from these countries being minimal. The region experienced 175 disasters between 2020 and 2022 alone, and the impact of these climatic changes have increased food insecurity by 15 to 20 percent;
- (8) Environmental stressors caused by climate change will only continue to increase food insecurity and decrease food sovereignty and have a negative impact on the most vulnerable groups in society;
- (9) Any climate actions or solutions must prioritise, elevate, and engage the most affected communities to advance equity and environmental justice. Given their experiences with the impacts of climate change and environmental injustice, these communities have crucial insight into climate solutions and must be at the helm of climate actions, both in and out of school buildings and worksites;
- (10) All students, families, and educators deserve to live in safe, resilient, healthy, and sustainable communities;
- (11) Students and educators deserve learning and working conditions that do not inhibit their health or ability to teach and learn;
- (12) All people and communities – including Indigenous communities, communities of colour and under-resourced communities – have the right to equal protection and enforcement of environmental laws and regulations and have the right to be free from environmental injustice;
- (13) Climate change has major impacts on education: disrupting the learning of over 40 million children per year. However, large-scale climate solutions often overlook the role that education can play. Educators and the education sector can take greater action in advancing climate solutions by preparing students to lead a sustainable future; fighting for climate change solutions and environmental security; and investing in safe and sustainable school infrastructure for all students while keeping an eye on energy and environmental costs.

**The 10<sup>th</sup> World Congress asks EI and its member organisations:**

- (14) To affirm support:
  - (a) Toward the advancement of climate and environmental justice for all, particularly for the communities most affected by climate change's negative consequences, including Indigenous communities, communities of colour, girls and women, people with disabilities; and under-resourced urban and rural communities;
  - (b) For every student and educators' right to clean air and water;

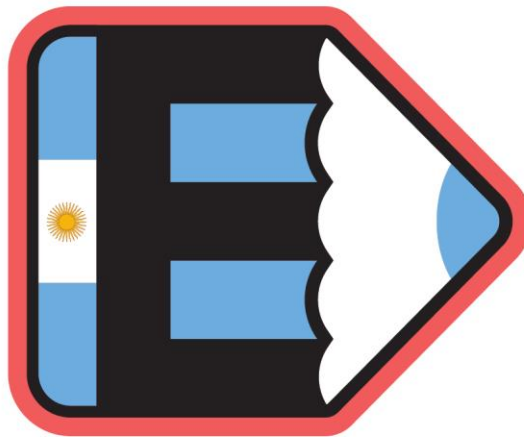
- (c) That access to clean air and water is necessary;
  - (d) For the rights of Indigenous Peoples and their land;
  - (e) For the development and use of renewable energy in school communities; and
  - (f) For a global effort to reduce greenhouse gas emissions in keeping with the Paris Agreement (COP21).
- (15) To pressure policymakers and education leaders to:
- (a) Acknowledge existing environmental inequities in our school and communities that are affecting students' ability to learn and centring these students and communities in policy solutions;
  - (b) Fund green education initiatives to create awareness and promote resilience measures for children and youth;
  - (c) Partner with international organisations to promote green education campaigns;
  - (d) Combat any attempt to introduce in education simplistic, opportunistic, or exploitative views of reality which often may hide corporate interests or divert climate justice towards individual solutions;
  - (e) Prioritise under-resourced communities and communities of colour in school infrastructure investments to build sustainable school buildings and grounds;
  - (f) Reduce schools' environmental footprints and greenhouse gas emissions;
  - (g) Improve indoor air quality and water quality in schools and surrounding communities;
  - (h) Stop using fossil fuels, utilise renewable energy sources, and shift toward zero-carbon economies;
  - (i) Support healthy sustainable food use;
  - (j) Support schools in adapting and building resilience to our changing climate;
  - (k) Ensure that new school infrastructure is made sustainably and is properly designed to withstand climate impacts;
  - (l) Ensure that existing schools are retrofitted to withstand climate impacts (e.g. floods, extreme heat), particularly in areas of high climate vulnerability;
  - (m) Put systems in place to ensure students are adequately prepared for the green jobs of the future;
  - (n) Support educators in engaging students in learning about climate change, its causes, consequences, and solutions to provide quality climate change education for all;

- (o) Ensure voices of the communities most impacted by climate change are centred in decision-making and emphasise the importance of Indigenous knowledge systems;
  - (p) Ensure a just transition in education by safeguarding educators' occupational health, safety, and well-being, and strengthening social protection;
  - (q) Campaign against conservative and neo-liberal approaches to climate change policies that would exacerbate debt dependency and food insecurity in regions of need, in order to increase the number of children who can access educational opportunities;
  - (r) Support research on impact assessments on the effects of climate change on education unions and their members in regions of need; and
  - (s) Collaborate with education unions when determining policy to advance climate and environmental justice in education;
- (16) To advocate and wield union power to advance climate and environmental justice within its own membership;
  - (17) To call for a just transition in the education sector and consider climate change's impact on education workers when engaging in collective bargaining and social dialogue;
  - (18) To promote divestment from fossil fuels by unions, educator pension funds, and education institutions;
  - (19) To promote green, environmentally sustainable operations and climate resilience programs;
  - (20) To support other member organisations in replicating best practices on a systemic level;
  - (21) To encourage United Nations (UN) agencies, governments, and strategic partners to collaborate with education unions to identify or develop comprehensive programs to support the advancement of climate and environmental justice within the context of school surrounding communities; and
  - (22) To disseminate the ["Education International Manifesto on Quality Climate Change Education for All"](#) to promote quality climate change education.



# SECTION E

## Promoting peace



Education International  
**10<sup>th</sup> World Congress**  
*Buenos Aires 2024*



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



## Resolution from the 10<sup>th</sup> World Congress:

# PEACE EDUCATION

### The 10<sup>th</sup> World Congress of Education International (EI), meeting in Buenos Aires, from 29 July to 2 August 2024 notes that:

- (1) Today, 400 million children across the globe are living in or fleeing conflict zones, that is about 1 in every 5 of the world's children, more than 315,000 grave child rights violations in areas of conflict between 2005 and 2022, and at least 120,000 children killed or maimed by wars around the world across continents since 2005, an average of almost 20 a day;
- (2) Global military expenditure rose for the eighth consecutive year in 2022 to reach an estimated \$2240 billion, the highest level ever recorded by Stockholm International Peace Research Institute. Governments around the world spent an average of 6.2 per cent of their budgets on the military, or \$282 per person;
- (3) Article 38 of UN Convention on the Rights of the Child stipulates that 'States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child';
- (4) Wars and conflicts are the greatest violations of human rights. 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.

### The 10<sup>th</sup> World Congress, therefore,

- (5) Recalls the 2009 Education International declaration 'Schools Shall Be Safe Sanctuaries', which condemns violent attacks on schools and educational institutions and calls for the protection of teachers, pupils, scientists, students and other education workers;
- (6) Encourages all member organisations 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 member organisations and civil society whenever possible;
- (7) Underlines the demands of the resolution on 'Education, Peace and Justice in Conflict Areas' from the EI World Congress in Ottawa 2015 to promote conflict resolution and education for peace and justice;
- (8) Reaffirms the resolution on the 'Promotion and Protection of Standards and Values in the World' from the EI World Congress in Ottawa, 2015. It emphasizes that quality education based on values can make invaluable contributions and that the bulk of the work to build tolerance and peace will take place in the classroom;

- (9) Reaffirms the resolution on 'Resolution on: Peace Education - No Arms Expenditure - Books Not Bombs' from the EI World Congress in Bangkok, 2019 which links to the present 'Go Public! Fund Education' campaign;
- (10) Underlines the importance of the UN Sustainable Development Goal 16 to promote peaceful and inclusive societies for sustainable development;
- (11) Welcomes the United Nations Treaty of 2017 to ban the development, production, testing, acquisition, stockpiling, transport, stationing and use of nuclear weapons and calls on all states to accede to it;
- (12) 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. They must be able to refuse to apply the content and provisions of school curricula that promote the army and conflict resolution through war;
- (13) 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;
- (14) Opposes unconstrained military spending and the expansion of the military industrial complex;
- (15) 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 realise the important role schools have to play.

## **Resolution from the 10<sup>th</sup> World Congress:**

# **THE EFFECT OF WAR ON EDUCATION AND CHILDREN**

**The 10<sup>th</sup> World Congress of Education International (EI), meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024 , recognises that:**

- (1) The world is currently experiencing a rise in armed conflict, with some states choosing to ignore international laws that protect education institutions, education, and civilians especially children. Such wars not only negatively impact education due to loss of school time, but school infrastructure is being targeted which then makes it probable that education is being targeted to be destroyed in these wars as a mechanism to annihilate a nation;
- (2) Education is the key to fostering sustainable peace and democracy;
- (3) Children from countries impacted by war are less likely to complete primary schooling which then fuels the cycle of poverty, inequality and disease perpetuating the inherited poverty of future generations of those nations.

**This Congress call on member organisations to:**

- (4) Find methods to utilise education as a mitigating strategy on the psycho-social impact of wars;
- (5) Build critical thinking in learners to spur individuals and societies to challenge oppression, tyranny, and inequality;
- (6) Condemn war and those countries complicit in war to those in authority and their governments.

**Mandates the Executive Board to:**

- (7) Urge member organisations to put pressure on their governments to adopt and endorse the international guidelines for protecting schools and universities during armed conflict;
- (8) Create a space for a dialogue around democracy and transformation among EI member organisations and social partners;
- (9) Reaffirm that schools and hospitals should remain safe havens.

## Resolution from the 10<sup>th</sup> World Congress:

# EDUCATION AND WELLBEING OF CHILDREN DURING PERIODS OF MILITARY CONFLICT

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:**

### Notes:

- (1) It is estimated that globally 222 million school-aged children are affected by crises and emergencies, including war and conflict and that 35% (78.2 million) of those children are out of school;
- (2) That two thirds of children in Ukraine are either learning online or through a mix of online and in-person;
- (3) That many children and young people in Palestine are unable to access even a basic entitlement to education, with schools closed and teachers struggling to provide virtual learning in some areas;
- (4) That there is a global teacher recruitment and retention crisis and this is particularly acute in areas of conflict;
- (5) That in many conflict-affected countries and emergency contexts, teachers are often underpaid, paid late, or are not paid all;
- (6) That in addition to the threats to their personal safety, teachers working in areas of conflict face huge challenges in carrying out their role. This includes struggling to access the resources needed if their students are to achieve the best outcomes;
- (7) That refugee teachers are often refused the right to work in the host country, depriving refugee children and children in the host country of learning opportunities in the contexts where they are needed most;
- (8) That more than half of pre-school to secondary-aged children who are refugees are not enrolled in the national education systems in countries hosting refugees.

### Condemns:

- (9) The increasing number of attacks on educators, students and education facilities;
- (10) Governments, such as the Afghan government, that ban girls and women from participating in education;
- (11) The armed groups such as those that operate in Nigeria and the Democratic Republic of Congo, that target girls and women, abducting them from schools and education settings,

subjecting them to sexual violence and forcing them to support military operations, including forced marriage.

**Recognises:**

- (12) That conflict is a driver of gender-based and sexual violence, and that this places girls and women at huge risk of being denied access to education;
- (13) The risks that girl and women students and educators in areas of conflict face as a result of attending their school or education setting, including the risk of abduction or sexual violence.

**Resolves to:**

- (14) Support our fellow educators working in areas of conflict. This includes action to realise SDG4 and secure the right to quality inclusive education for all;
- (15) Collaborate with non-governmental organisations with expertise working in war and conflict affected areas;
- (16) Challenge governments in the global north to fulfil their responsibilities in relation to the SDGs, including SDG4 through:
  - (a) the development of assistance which has an increased focus on and allocates more resources to education including through meeting international targets to allocate at least 15% of Official Development Assistance to education and 10% of humanitarian spending to education;
  - (b) the development and implementation of strategies which protect students and educators and keep them safe as well as securing their right to high-quality education and work;
  - (c) governments fulfilling their responsibilities in country and ensuring that all children and adolescents, including refugee children and adolescents have access to quality education;
  - (d) ensuring that mechanisms are in place in countries hosting refugees to recognise the skills and qualifications of refugee teachers so that they can teach and to offer them professionalization possibilities to acquaint themselves with the local education system and curriculum and to learn the local language;
  - (e) ensuring accountability for attacks on schools and other grave violations against children in situations of armed conflict, including through implementing United Nations Security Council Resolution 2601 on the protection of schools in armed conflict and endorsing and implementing the Safe Schools Declaration;
- (17) Call on unions to work in partnership with unions in areas of conflict to:
  - (a) gather evidence and raise awareness of the experiences and challenges faced by students and educators in areas of conflict;

- (b) amplify the views of educators working in areas of conflict about how their needs and the needs of their students can best be met; and
  - (c) gather evidence about the impacts of international strategies and programmes to support education in those areas; to highlight any shortcomings in those programmes; and to advocate for reforms that will secure high-quality education and work;
- (18) Prepare an action plan for mobilising EI member organisations and the international community in support of the establishment of a Global Fund for Teachers' Salaries in Emergency, as recommended in the United Nations Secretary General's High-Level Panel on the Teaching Profession.



## Resolution on the 10<sup>th</sup> World Congress:

# SOLIDARITY WITH UKRAINE

### The 10<sup>th</sup> Education International (EI) World Congress meeting in Buenos Aires, Argentina from 29 July to 2 August 2024, notes that:

- (1) On February 24, 2022, the Russian Federation carried out a full-scale invasion of Ukraine, which was a continuation of the war of aggression that Russia launched against Ukraine in 2014, occupying the Autonomous Republic of Crimea and parts of Donetsk and Luhansk regions;
- (2) The military and political leadership of the Russian Federation openly denies Ukraine's right to exist as a sovereign independent state. Russian ideology today denies the existence of Ukrainians as a separate nation;
- (3) Due to the largest war in Europe since World War II, all spheres of Ukrainian life have suffered significant losses. The education sector is among the most affected. As of February 2024, 3,800 educational institutions have been damaged by bombing and shelling launched from Russian territory, 387 of them completely destroyed;
- (4) Over the two years of war, at least 535 children have been killed and more than 1,255 injured as a result of Russian aggression. More than 19,500 children were forcibly deported to Russia by the occupiers. Children under occupation or deported to Russia are subject to forced "Russian re-education";
- (5) Ukrainian teachers under occupation are forced to conduct lessons and educational activities that justify the Russian invasion, study the symbols and attributes of the aggressor country, distort and falsify the history of Ukraine, etc. The Ukrainian language and literature and the history of Ukraine are excluded from the list of school subjects, and teachers are forced to teach all subjects in Russian. All these criminal actions of the Russian troops in the temporarily occupied territories demonstrate that the purpose of the Russian Federation's invasion of Ukraine is not just to occupy territories, but to eliminate the Ukrainian national identity and to commit acts of atrocities against the Ukrainian people;
- (6) A significant number of pupils and students are now studying remotely or in a blended learning environment because their schools have been destroyed, are located close to the war zone, or lack proper safety and shelter in case of air raids or shelling;
- (7) Thanks to the Education International Solidarity Fund, the Trade Union of Education and Science Workers of Ukraine is able to provide assistance to trade union members affected by the war. The trade union also continues to protect the rights and interests of trade unionists: it advocates for higher salaries, safe working and learning conditions, for preventing job cuts and closure of educational institutions, for keeping young people in Ukraine and motivating them to return, and for taking their position into account when developing Ukraine's recovery policy;

- (8) In 2023, Russian troops destroyed the Kakhovka hydroelectric power plant and later made several attempts to destroy the dam of the Dnipro hydroelectric power plant, which could cause the largest ecocide in European history. The Kakhovka hydroelectric power plant disaster has already led to large-scale pollution of the Black Sea and the threat of losing access to drinking water for millions of Ukrainians, including the population of occupied Crimea. These crimes demonstrate Russia's absolute and cynical indifference to the fate of the Ukrainian territories it occupies and the people who live there. And despite all the global climate challenges, Russia continues to attack Ukraine's energy infrastructure, endangering the region's ecology and even the global ecosystem;
- (9) Russia's act of nuclear terrorism at the Zaporizhzhia Nuclear Power Plant is unprecedented - for the first time in history, an armed conflict is taking place on the territory of a large nuclear facility. Russia has seized Europe's largest nuclear facility and is destroying the plant's infrastructure.

**Acknowledges that:**

- (10) Over the two years of the full-scale Russian-Ukrainian war, the Ukrainian people have demonstrated to the world an impressive example of courage, resilience, bravery and unity in the face of a brutal enemy seeking the physical elimination of Ukrainians;
- (11) Russia's aggressive war against Ukraine is in grave violation of international law and is causing numerous deaths and injuries among the civilian population;
- (12) Russia's actions pose a systemic and long-term threat not only to Ukraine but to all democratic countries;
- (13) Preserving Ukraine as an integral, independent state whose borders are internationally recognised by all countries of the world is a guarantee of global stability. The seizure and occupation of the territory of an independent country by military and terrorist means in violation of all international laws will destroy the world order and the unity of democratic countries and demonstrate that in the 21<sup>st</sup> century it is possible to disregard all laws and rules with impunity and achieve one's goals by armed means.

**Given that:**

- (14) More than 2 years have passed since the beginning of the full-scale invasion of Ukraine by the Russian Federation, and despite the struggle for democratic values around the world, Ukraine realises that its support over the past 2 years has placed a financial burden on the societies of many countries;
- (15) Constant missile attacks on Ukraine result in killings and injuries, large-scale destruction of educational institutions, a decrease in the number of students in schools and a shortage of teachers, a decrease in the quality of education due to constant interruptions in the educational process and the forced evacuation of children to safer areas;
- (16) The hostilities of the aggressor country are causing Ukrainian youth to leave the country in search of a safe place to live and a more reliable and promising future, which could lead to a demographic crisis in Ukraine in the future;

(17) The constant stress of children and youth due to lack of safety will have a catastrophic impact on the mental health of the future generation of Ukraine.

**The 10<sup>th</sup> World Congress of Education International:**

(18) Acknowledges that Ukraine is fighting not only for its existence as an independent and sovereign state, but also for peace, democracy and justice in Europe and around the world;

(19) Recognises the bravery and dedication of teachers and educators of Ukraine, as well as the consequences of the aggressor's invasion of their country, which has seriously affected the Ukrainian education system, the teaching profession, students and their families;

(20) Pays tribute to the bravery and heroism of Ukrainian men and women defending the country;

(21) Continues to contribute to international pressure on the Russian Federation to immediately cease fire, stop shelling critical and civilian infrastructure, including educational institutions, and withdraw military forces and equipment from all internationally recognised territory of Ukraine.

**The 10<sup>th</sup> World Congress calls on member organisations around the world to:**

(22) Condemn all acts of military aggression on the territory of Ukraine and recognize the impact of the ongoing war on education and the teaching profession in Ukraine;

(23) Support the Trade Union of Education and Science Workers of Ukraine and its members in their struggle for freedom and independence, for peaceful life and for safe, quality education and decent working conditions; continue to support Ukrainian educators who have been affected by the attacks, injured, or whose homes have been destroyed;

(24) Continue to support Ukrainian educators and students in their home countries;

(25) Oppose Russian propaganda in their countries;

(26) To support teachers, academics and all educational personnel who speak out for peace and against the war against Ukraine in their countries and are therefore subject to repression and imprisonment;

(27) Call on their governments to continue and strengthen their comprehensive and critically needed support for Ukraine and its people.

## Resolution from the 10<sup>th</sup> World Congress:

# STARVATION IN GAZA ESCALATES AFTER THE RAFAH GROUND INVASION: CALL FOR IMMEDIATE ACTION

### Education International's 10<sup>th</sup> World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024, notes that:

1. On 22 July 2024, 83% of the Gaza Strip has now been declared by Israel as “No-Go zones” for Palestinians, but the remaining areas are being bombed (UNOCHA OPT);
2. The Israeli offensive in Rafah captured the border on 7 May 2024, leading to an average number of aid trucks entering Gaza (in July) dropping to 42 per day, less than 10% of pre-war imports to Gaza Strip (UNOCHA OPT);
3. As of 23 July 2024, 8,719 students and 397 teachers have been killed, 497 of 563 schools damaged or destroyed, 12 universities destroyed (UNOCHA OPT). 15,000 students and 200 teachers have left Gaza to Egypt due to the catastrophic situation;
4. The International Court of Justice decision of 19 July 2024 deemed settlements in the Occupied Territories illegal, building on its earlier findings on plausible genocide in Gaza.

### Congress further notes:

5. More than 400,000 people across Gaza – more than a fifth of the population – are facing the most severe starvation; the death of more Palestinian children due to hunger dehydration and malnutrition leaves no doubt the famine has spread across the entire Gaza Strip;
6. A UN-backed assessment says almost half a million Palestinians across Gaza are still facing “catastrophic levels” of hunger and that a “high risk” of famine persists as long as the Israel-Hamas war continues and [humanitarian access is restricted](#);
7. The United Nations suspended food distribution in the southern Gaza city of Rafah in May due to a lack of supplies and an untenable security situation caused by Israel’s expanding military operation.;
8. We are deeply concerned about the impact of the war on teachers, education support personnel and students as well as the destruction of education infrastructure in Gaza. The number of children reported killed in 9 months in Gaza is higher than the combined number of children killed in four years of wars around the world;
9. UNRWA-run schools, which have become shelters for hundreds of thousands of civilians who are forcibly displaced, have been and continue to be the target of intense Israeli

attacks. Further on 22 July, the Israeli Knesset voted to declare UNRWA a terrorist organisation, marginalising education for Palestinian refugee children.

**Congress believes:**

10. That the inaction of all countries is seen as a lack of concern for the consequences for the exhausted civilian population. It is unacceptable, and immediate action must be taken to prevent further suffering;
11. The first step for all States in upholding their own legal obligations to ensure international humanitarian law is respected is to stop the invasion, open all land crossings and lift internal barriers for humanitarian access;
12. *In fact*, all suppliers of arms have to respect the [Human Rights Council resolution](#) voted on April 5 calling on them to cease the sale, transfer and diversion of arms, munitions and other military equipment to Israel. All states must act now to ensure an immediate and sustained ceasefire;
13. The overcrowded so-called ‘humanitarian zones,’ where many people cannot even find shelter are not safe. It is time to put maximum pressure on Israel and the international community to end the repeated forcible displacement of the people of Gaza;
14. That schools and other education institutions should be safe sanctuaries and protected from attack in accordance with the [Safe Schools Declaration](#) adopted in 2015, noting that over 625,000 students are still denied their right to an education over the course of an entire academic year.

**The 10<sup>th</sup> World congress resolves to:**

15. Support the call for the urgent implementation of UN security Council (UNSC) resolution demanding an immediate and lasting ceasefire, along with securing entry of aid, the immediate and unconditional release of all hostages and prevent forced displacement and the recognition of Palestinian people’s rights;
16. Call for the reopening of the Rafah crossing, which is the only lifeline for more than 1.5 million vulnerable people and call for a massive increase in humanitarian aid;
17. Call for a binding implementation of international law in its entirety noting the selective implementation of international law diminishes us all;
18. Call on the International Criminal Court (ICC) Prosecutor to expedite the investigation into all allegations of crimes against humanity;
19. Support the two-state solution promoted by the United Nations General Assembly and UN Security Council resolutions 242 and 338, end the occupation and address the plight of Palestinian refugees. The first step towards this goal is the recognition of Palestine as a state.

**Congress calls on the Executive Board to:**

20. Support educators refusing to deliver education content that incites racial and ethnic hatred;
21. Establish a peace committee to work with UN agencies, peace organisations, labour organisations and Global Unions to secure the rights of children and educators affected by conflicts;
22. Implement measures to ensure the safety and well-being of 625,000 students and 22,500 teachers in Gaza;
23. Support social, emotional and wellbeing programmes for teachers and children in Palestine and those who left Gaza since 7 October;
24. Pressure the international community, UN Institutions, the Global Partnership for Education, the World Bank, amongst others, to prioritise the support for rebuilding the Gaza schooling system and demand the establishment of a Global Fund for Teachers' salaries in crisis affected countries consistent with the recommendation 56 of the UN High level Panel on the Teaching Profession;
25. Urge all EI member organisations to continue their crucial support through the EI Solidarity Fund.

## Resolution from the 10<sup>th</sup> World Congress:

# HOPE IN HAITI

### **The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:**

- (1) Recognising that the challenges facing Haiti are daunting. It is a country wounded by struggles for power, divisive politics, crime, climate change, financial greed, and the failure of its central government to deliver well-needed public services for its people;
- (2) Acknowledging that the transformation of Haiti rests ultimately in the hands of its own people creating a multi-party dialogue, and the election of a new government that delivers human rights, civil liberties, and equality. It must be a solution for Haitians, by Haitians. Teachers, and their unions, will remain on the frontlines to defend an education sector that will produce the next generation of citizens to safeguard and advance the Republic;
- (3) Noting that through years of civil strife, educators have been strong voices for the protection of the people: they have denounced the country's episodes of violence against women girls; fought against the recruitment of schoolboys into criminal gangs; fought against the illegal trafficking in arms, drugs, and forced labour; and reached across political lines to oppose the growing polarization of society;
- (4) Knowing that the government has tried to intimidate teacher unions through such harassment as the sudden transfer of teaching personnel to distant and unfamiliar school districts. It has failed, because unions and their community allies have stood in resistance for what is right and fair. These personnel have been returned to their posts, but the fight continues for trade union rights and the right to organise;
- (5) Declaring that despite all the challenges facing Haiti, we remain resolutely positive in the power of educators and their unions in promoting democracy and social justice.

### **The 10<sup>th</sup> Education International World Congress:**

- (6) Recognises that the humanitarian needs of this vital country remain great. EI will support efforts by international aid organisations, religious groups, its trade union network, and others in the donor community, to show humanitarian solidarity with the people of Haiti;
- (7) Commits to defending and promoting the teaching profession in Haiti, because we know the classroom is the vehicle through which people worldwide gain access to opportunity and freedom;
- (8) Calls on the government of Haiti to recognise the fundamental right of every child and, therefore, meet its duty for sufficient funding to ensure that schools have adequate resources for providing inclusive quality education in healthy and safe learning environments;
- (9) Urges EI member organisations to advocate that their governments work through their good offices to help guarantee in Haiti: security, stability, and the rule of law; respect for

international labour standards, such as the right of freedom of association and collective bargaining; and decent working conditions for teachers and education support personnel.



## Resolution from the 10<sup>th</sup> World Congress:

# STOP THE HARASSMENT AND PERSECUTION TARGETED AT PUBLIC EDUCATION AND PUBLIC UNIVERSITIES IN ARGENTINA

**The 10<sup>th</sup> World Congress of Education International, meeting in Buenos Aires, Argentina, from 29 July to 2 August 2024:**

### Considering

- (1) That on 24 July 2024 the Argentine government – through the Ministry of Human Capital, on which the Secretariat of Education and the Undersecretariat of University Policies depend – decided to appoint an Organising Rector for the National University Madres de Plaza de Mayo (UNMa), an act of intervention by the Executive Power that violates the principle of university autonomy enshrined in the Constitution and laws of Argentina.
- (2) That this arbitrary decision disregards the authorities legitimately elected by the co-government of this institution, which was regulated on 6 December 2023. And that it represents an escalation in the attack being levelled against Argentina's public universities by the Javier Milei government, which is subjecting them to a historically unprecedented budgetary and salary crisis, as well as waging a campaign to discredit their activity under the baseless accusations of inefficiency, corruption and indoctrination.
- (3) That the Javier Milei government has totally blocked, since December 2023, the transfer of the resources corresponding by law to the UNMa, leaving this institution without funding, and its employees without pay.
- (4) That the government's bitter attacks on the UNMa are also part of the stigmatisation of the fight to defend human rights and the unceasing vilification of the Mothers and Grandmothers of Plaza de Mayo, a fundamental pillar of Argentina's democracy.
- (5) That, in turn, this decision has been made in the context of a policy to cut public spending and shrink the state, which has seriously defunded the entire education, university and scientific-technological system, based on the national government's decision to abdicate its responsibility to uphold the right to education and its obligation to guarantee adequate pay and working conditions for employees. This policy is reflected in the decision to eliminate the National Teachers' Incentive Fund, and in the obstruction of dialogue and collective negotiating in the national teachers' and universities' collective bargaining committees (Paritaria Nacional Docente and Paritaria Nacional Universitaria), trampled on by the executive branch's unilateral decisions, which have been rejected by the unions.
- (6) That the government of Javier Milei is also deploying a policy of criminalising protest and persecuting grassroots organisations, the correlate of which is the proposed labour and criminal law reform that, if materialised, would affect nationally and internationally enshrined rights, which are democratic gains won through the struggles of the Argentine people.

- (7) That, as part of this policy of persecution, the government is pushing for education to be declared an essential service, with the clear aim of curtailing the right to strike in the sector. And it is also within this framework that the government has established a protocol for the intervention of the security forces in public demonstrations, the directives of which violate freedom of expression, freedom of association and the right to peaceful protest. The implementation of this protocol has already led to abuses of power on several occasions, intimidation, police violence, and, particularly during the demonstration of 13 June 2024 in front of the National Congress in Buenos Aires, arbitrary arrests and very serious charges against demonstrators, accused of attempting to stage a coup d'état and acts of "terrorism".

### **Denounces**

- (8) That the government's intervention in the UNMa represents an attack on university autonomy, and this decision reflects a clear bid to silence critical voices and to impose a single ideological viewpoint, which runs counter to human rights and the principles that should guide a democratic society.
- (9) That the policy of budget and salary cuts in the education system, universities and research institutions, together with the stigmatisation of the teaching role in public schools and universities, together with the statements and actions of government officials seeking to repress any form of criticism, not only violate human rights and democratic principles but also curtail the right to education, to knowledge, to work in decent conditions, to collective representation and trade union activity, as well as undermining teachers' academic freedom and freedom of expression at all levels of education.
- (10) That these actions contravene the fundamental rights recognised by the ILO, as well as the guidelines and standards contained in the ILO and UNESCO Recommendation concerning the Status of Teachers (1966) and UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel (1997), as well as the recent Recommendations of the UN High Level Panel on the Teaching Profession (2022).

### **Therefore expresses**

- (11) Solidarity with the struggle of the trade unions and the people of Argentina in defence of public education, public universities, human rights and democracy.
- (12) Rejection of the government's intervention in and defunding of the UNMa.
- (13) Recognition of the struggle and courage of the Mothers and Grandmothers of the Plaza de Mayo.
- (14) **Demands that the Argentine government** cease the harassment directed against the public education and public university systems, and end the persecution of their trade union organisations and representatives.
- (15) **And calls on EI** to continue to support its Argentine affiliates in denouncing this situation before the relevant national and international bodies, and to lead an international campaign to raise awareness, mobilise and express solidarity with the demands presented.

## **Resolution from the 10<sup>th</sup> World Congress:**

# **SOLIDARITY WITH THE GUATEMALAN EDUCATION WORKERS' UNION STEG**

**The 10<sup>th</sup> World Congress of Education International, meeting in Buenos Aires, Argentina, from the 29 July to 2 August 2024:**

### **Considering:**

- (1) That the Sindicato de Trabajadores de la Educación de Guatemala (STEG) has denounced that its municipal, departmental and national leaders have received death threats since May 2024 and that this violence continues to this day;
- (2) That these threats began just as the union was mobilising its members across the country to demand that the collective bargaining process become effective in May;
- (3) That, while the union has experienced threats against the national leadership in the past, this type of intimidation against the leadership at the local and middle levels of the union is a new expression of anti-union violence, marking a turning point and putting the functioning of the union at risk;
- (4) That the death threats began immediately after the mobilisations in May and reveal a clear intent to use intimidation and threats to stop mobilisation, hinder collective bargaining and, above all, weaken the union's freedom of association and effective participation at municipal, departmental and national levels;
- (5) That these obstacles to the negotiation of the Collective Agreement between the Ministry of Education of the Republic of Guatemala and the STEG are mostly driven by actors outside the educational communities and that want to impose a policy of intimidation and fear in the education sector, as was the case during the worst years of the war in Guatemala;
- (6) That strengthening public education in Guatemala requires good working conditions for the entire sector and achieving this requires guaranteeing the right to collective bargaining and freedom of association and safeguarding the lives and physical integrity of all teachers and union leaders.

### **In response to these developments, the 10<sup>th</sup> EI World Congress:**

- (7) Condemns the threats and acts of intimidation against the STEG and its national, departmental and municipal leaders;
- (8) Insists that these events must stop, and the Guatemalan authorities must ensure the safety and protect the lives of Joviel Acevedo and the STEG leadership;

- (9) Urgently calls on the Guatemalan education authorities to negotiate and agree on a Collective Agreement with the STEG that guarantees public funding for Guatemalan public education and meets the economic and social demands of education workers;
- (10) Urges the Guatemalan authorities to respect the human rights and trade union freedoms of STEG members and their national, departmental and municipal leadership;
- (11) Calls on EI to continue to support the STEG in denouncing this situation in national and international bodies, to emphasise the rejection of anti-union violence and the international solidarity with the demands presented.

## Resolution from the 10<sup>th</sup> World Congress:

# CALLING FOR THE IMMEDIATE DISMISSAL OF TRUMPED-UP CHARGES AGAINST REP. FRANCE CASTRO AND THE TALAINGOD 18

**The 10<sup>th</sup> Education International (EI) World Congress, meeting in Buenos Aires, Argentina from 29 July to 2 August 2024:**

- (1) WHEREAS, Representative France Castro, a dedicated educator, union leader, and elected member of the Philippine House of Representatives, along with 17 other human rights defenders collectively known as the Talaingod 18, face baseless and politically motivated charges;
- (2) WHEREAS, these charges stem from their humanitarian mission in November 2018 to provide relief and support to the displaced Lumad indigenous communities in Talaingod, Davao del Norte, who have been victims of militarisation and human rights violations;
- (3) WHEREAS, the criminalisation of humanitarian work and advocacy for Indigenous Peoples' right to education is a clear attack on human rights defenders, teachers, and union leaders;
- (4) WHEREAS, these charges are part of a broader pattern of harassment and intimidation against progressive educators, unionists, and human rights advocates in the Philippines;
- (5) WHEREAS, such actions by the Philippine government violate international human rights standards, including the right to freedom of association, freedom of expression, and the right to defend human rights.

**THEREFORE, BE IT RESOLVED that the 10<sup>th</sup> World Congress of EI:**

- (6) Strongly condemns the ongoing persecution of Rep. France Castro and the Talaingod 18;
- (7) Calls on the Philippine government to immediately and unconditionally drop all charges against Rep. France Castro and the Talaingod 18;
- (8) Urges the Philippine government to cease all forms of harassment and intimidation against educators, union leaders, and human rights defenders;
- (9) Demands that the Philippine government respect and protect the right to freedom of association, freedom of expression, and the right to defend human rights;
- (10) Calls on all member organisations of Education International to express solidarity with Rep. France Castro, the Talaingod 18, and all educators and unionists facing persecution in the Philippines;

- (11) Requests the Education International leadership to communicate this resolution to the Philippine government and to monitor and report on the situation of educators and unionists in the Philippines.