



Internacional de la Educación
Internationale de l'Éducation
Education International

10º Congreso mundial
10^e Congrès mondial
10th World Congress

Buenos Aires 2024



Congress Proceedings

Buenos Aires, Argentina, 29 July-2 August 2024



Education International
Internationale de l'Éducation
Internacional de la Educación
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El Executive Board Members

President

Susan Hopgood (AEU/Australie)

General Secretary

David Edwards (NEA/USA)

Vice-presidents

Mugwena Maluleke (SADTU/South Africa)

Masaki Okajima (JTU/Japan)

Maike Finnern (GEW/Germany)

Roberto Franklin de Leão (CNTE/Brazil)

Lily Eskelsen García (NEA/USA)

Open Seats

Jalila Mohammed Ridha al-Salman (BTA/Bahrein)

Raymond D. Basilio (ACT/Philippines)

Mary Bousted (NEU/United Kingdom)

Alfonso Cepeda Salas (SNTE/Mexico)

Ann Mari Milo Lorentzen (UEN/Norway)

Manuela Mendonça (FENPROF/Portugal)

Nadine A. Molloy (JTA/Jamaica)

Helene Nekarmbaye (SET/Chad)

Marjolaine Perreault (CSQ/Canada)

Roberto Trochez (COPROSUMAH/Honduras)

Regional Seats Africa

Yohannes Benti Chokorso (ETA/Ethiopia)

Marième Sakho Dansokho (SYPROS/Senegal)

Regional Seats Asia-Pacific

Heeyeong Jeon (KTU/South Korea)

Kamala Kanta Tripathy (AIPTF/India)

Regional Seats Europe

Johanna Jaara Åstrand (STU/Sweden)

Sławomir Broniarz (ZNP/Poland)

Regional Seats Latin America

Nelson Alarcón (FECODE/Colombia)

Sonia Alesso (CTERA/Argentina)

Regional Seats North America and Caribbean:

Dianne Woloschuk (CTF-FCE/Canada)

Randi Weingarten (AFT/USA)



Congress Opening Session

Day 1—Monday 29 July—Morning

Opening and President's Address



The 10th Education International World Congress opened in Buenos Aires, Argentina, allowing EI members to meet in person again at last, with performances showcasing the nation's culture. *Orquesta Tunquélen*, a public-school orchestra from Garín in Buenos Aires province performed music with singer and teacher **María de los Ángeles "Chiqui" Ledesma**. After this came regional dances by the *Folk Dance Ensemble* of the *National University of the Arts*, under teachers **Rubén Suares**, **Candelaria Torres** and **Matías Rodogno**. The dances told the story of democracy prevailing over dictatorship.

Education International (EI) **President Susan Hopgood** called the meeting to order, welcoming the 800 delegates and 500 observers. She then introduced the host organisations: the *Confederación de Trabajadores de la Educación de la República Argentina* (CTERA), the *Federación Nacional de Docentes Universitarios* (CONADU), and the *Confederación de Educadores Argentinos* (CEA).



Sonia Alesso, the General Secretary of CTERA, welcomed everyone to Argentina, "*a country in which people fight, people dream, and people hope*." She thanked many individuals, as well as ministers, unionists, and educators fighting for human rights. In these turbulent times, she said, with war, poverty, and difficult conditions, teachers are struggling to create a fair world for all of us—and they will succeed. EI is needed everywhere, to defend rights and to get governments to listen to educators and help the profession grow.



Carlos de Feo, General Secretary of CONADU, remembered the military dictatorship and its interference with universities, and later, Argentina's emergence from those dark times. Now, universities are again at risk of losing their independence. Salaries are falling. He said, "*Universities need to work in favour of development, in favour of inclusion, and in favour of a sustainable economy, so that our people can open up a new period of well-*



being and progress." He stated that they will win in their struggles against commercialisation and privatisation.

Fabián Felman, General Secretary of CEA and speaking also on behalf of trade union centre CGT, called attention to recent caucuses for indigenous people and women. He cited Argentina as the home of Pope Francis, Juan Perón, and the mothers and grandmothers of the Plaza de Mayo. According to Felman, *"we say that when one is flanked, [one] can achieve more."* They are fighting for solidarity, social justice, peace, independence, and respect.

Sonia Alesso then introduced **Axel Kicillof**, the Governor of *Buenos Aires province*, calling him *"the defender of public schooling."*

Public education is under attack in Argentina, Kicillof said, *"where the idea is to end the state, replace public education with other types of education, which imitate market competition."* In addition to a teacher shortage, *"cruel budgetary proposals"* have led to salary cuts, university budget cuts, and abandoned building projects. Scientific and technological systems are under attack.

Even as the national government pushes budget cuts and austerity, he said, his province pursues policies *"in favour of obligatory, free, high-quality public education."* They are making progress: children are receiving free food, the school day has been lengthened, and they are distributing textbooks and computers. He declared that *"we are full of energy."*

Amina Mohammed, Deputy Secretary-General for the *United Nations* (UN), gave a video address, saying, *"Teachers are the lifeblood of education systems."* Some even risk their lives for their learners.

The world faces crises with conflict, displacement, poverty, and climate change, and people are frustrated and losing patience. While the problems are deep and sometimes overwhelming, she said that *"at no point in history has humanity been better equipped to overcome."* Profound changes in food and energy systems, technology, governance, and more can benefit people, the planet, and society.

Teachers' roles are changing. *"As we shift away from rote learning and static instruction, we must reposition teachers as knowledge producers, facilitators* of experiential and inquiry-based learning, and problem-solving." Our use of technology must be human-centred.

The profession must also change, with better pay, sufficient training, and more respect for teachers. The UN's High-Level Panel on the Teaching Profession provides a path forward, with investments in education acting *"as a strategy for growth and for development."*

Following this, President Susan Hopgood gave the opening speech as President of EI.

President Hopgood recalled the hopeful goals of the 8th Congress which were soon interrupted by Covid-19. The pandemic left behind falling budgets and a teacher shortage of 44 million.

The UN Panel has released historic recommendations mirroring many EI concerns, about pay, workloads, precarity, and more.

Hopgood mentioned the crises of war, climate change, misinformation, and democracy: *"Progress must be fought for in the most challenging period of our lifetimes and earned against opponents with far greater resources than we have."*



It's not just about money, Hopgood said. *"It's about the lack of political will."* Many countries spend more on debt interest than on education or health. International financing institutions require that countries starve their public sectors. Uncollected taxes take billions from the public good. Hopgood noted, *"Our current economic system is managed for the few, with the true costs landing unfairly on the backs of working people."*

Climate change and natural disasters are an increasing problem. Only 22% of major companies align with the Paris standards, while fossil fuel profits soar.

Technological advances are exciting but unproven and unregulated, plagued by disinformation, harmful algorithms, and hate. Access is unequal. Unions must become involved, because *"if technology is something that is done to us as citizens, and not with us and on behalf of us, then the decisions will be made by money and markets."*

Right-wing forces are rising. Institutions are being crippled, history and science denied, and legal systems corrupted. Hopgood called the stoking of fear, anger, and hatred *"a profit model, a feature, not a bug."*

However, Hopgood said, *"Education is the weaving together of a fact-based narrative about who we are, and more importantly, who we want to be."*

We may not have gone into teaching to take on larger issues, she said, but that is sometimes our task. *"Our steps forward down the path of equity bring us continually to a crossroads and new challenges, new decisions."* She declared, *"We will not be stopped."*

The speech was followed by a group photo outside, then a break for lunch.





Congress Plenary Session I

Day 1 — Monday 29 July — Afternoon

After lunch, **President Susan Hopgood** opened Congress's first session with a video tribute to colleagues who had passed away over the last five years. She asked for a moment of silence to honour them, particularly those lost to violence.

1.1 Adoption of the Agenda and Rules of Order

President Hopgood then proposed the adoption of the 10th World Congress agenda. The agenda, which was moved by Executive Board member **Roberto Trochez** and seconded by Executive Board member **Marjolaine Perreault**, was adopted.

The President then introduced the Rules of Order, saying they were mostly the same as the ones used at the 8th Congress in Bangkok. The Rules of Order, moved by Executive Board member **Nadine Molloy** and seconded by Executive Board member **Nelson Alarcón**, were adopted.

1.2 Statement on Safety and Respect

The President introduced the Statement on Safety and Respect, which is designed to make sure all those at EI gatherings are free of harassment, including sexual harassment. Deputy General Secretary **Haldis Holst** read a portion of the Statement. However, she encouraged everyone to read the full text, which includes definitions and how to submit a complaint.

1.3 Report of the Credentials Committee

The Credentials Committee had met earlier in the morning, to determine the allocation of delegate credentials and votes, based on dues paid between 2020 and 28 July 2024. The Committee also entered proxies from four member organisations, giving their votes to other members.





It also noted that thirty-three organisations at the Congress appeared not to have gender balance in their delegations. With concern, the Committee reported that only five of them had provided the justification requested by the Executive Board.

Vice President **Johanna Jaara Åstrand** presented the report, saying that the 10th Congress is validly composed.

These are the members of the Credentials Committee:

Johanna Jaara Åstrand (Chair)	Executive Board
Tamaki Terazawa	JTU/Japan (Asia-Pacific)
José Gervasio Olivera Trillo	FENAPES/Uruguay (Latin America)
Hélène Nekarmbaye	SET/Chad (Africa)
David Robinson	CAUT/Canada (North America & Caribbean)

Jaara Åstrand moved for the adoption of the report, and **Raymond Basilio** seconded it. The report was adopted.

1.4 Appointment of the Elections Committee

The Elections Committee supervises Congress elections, ensuring they are fair and conducted according to the Constitution and By-Laws. It meets periodically during the Congress to prepare and oversee elections, with the help of *ElectionBuddy Ltd.*, an external company that provides the electronic vote-counting system.

The regions provided nominations for members of this Committee, and the Executive Board recommended the following appointments:

Christer Holmlund (Chair)	OAJ/Finland (Europe)
Tsetsegmaa Gendenjamts	FMESU/Mongolia (Asia-Pacific)
Eduardo Pereyra	CTERA/Argentina (Latin America)
Loide Shaanika	NANTU/Namibia (Africa)
Carl Williams	AFT/USA (North America & Caribbean)

The appointments were moved by **Kamala Kanta Tripathy** (Executive Board) and seconded by Executive Board member **Sonia Alesso**. They were adopted.

1.5 Appointment of Tellers

The tellers help determine the outcome of votes. A team of tellers were to be in the room at all times. The President provided a list of appointees:

Latin America

Paola Giménez	OTEP-Auténtica/Paraguay
Gloria Roque	ANDES/El Salvador
Pablo Cordero	ANDE/Costa Rica
Israel Montano	ANDES/El Salvador

Asia-Pacific

Maria Teresa L. Cayabyab	TOPPS/Philippines
Hom Kumar Thapa	ISTU/Nepal
Rosalía Varomua Fatiaki	AUSPS/Fiji
SamOeun Siv	NEAD/Cambodia



Africa

Angela Chisanga	BETUZ/Zambia
Destaye Keno	ETA/Ethiopia
Gaétan Kponoukon	SYNAEM/Benin
Hesbon Otieno Ogola	KNUT/Kenya

Europe

Louise Regan	NEU/United Kingdom
Stuart Brown	EIS/United Kingdom
Dorota Obidniak	ZNP/Poland
Claudio Franchi	FLC-CGIL/Italy

North American & Caribbean

Claudia Guidolin	CTF-FCE/Canada
Luc Allaire	CSQ/Canada
María Luisa Gutiérrez Santoyo	SNTE/Mexico
Maxine Webb	BUT/Bermuda

Executive Board member **Mary Bousted** moved that that the appointments be accepted, and Executive Board member **Alfonso Cepeda Salas** seconded the motion. The motion was carried.

1.6 Report of the Resolutions Committee

Chair and Executive Board member **Lily Eskelsen García** reported on the Resolutions Committee meeting in June which reviewed 43 resolutions and 253 proposed amendments. Five resolutions did not meet the required criteria, but one will be worked into a composite with an approved one. Since then, five urgent resolutions have been added.

Many of the amendments were accepted as friendly; only those not considered friendly will be debated before the resolutions are offered.

The Committee also set out a schedule for debating the resolutions and amendments by topic:

- Section B—Elevating Our Professions
- Section A—Growing Our Unions
- Section C—Defending Democracy
- Section D—Ensuring Equity
- Section E—Promoting Peace

The Resolutions Committee report, moved by **Eskelsen García** and seconded by **Maike Finnern** (Executive Board), was accepted.

The following were the members of the Resolutions Committee:

Lily Eskelsen García (Chair)	Executive Board
Sifiso Ndlovu	ZIMTA/Zimbabwe
Kevin Bates	AEU/Australia
Larry Flanagan	EIS/United Kingdom
Yamile Socolovsky	CONADU/Argentina
Nadine Molloy	Executive Board



1.7 Progress Report 2019-2024



A video briefly summarised EI's work in each year between 2019 and 2024. Afterwards, **General Secretary David Edwards** presented the Progress Report covering the same period.

Edwards honoured those who had died keeping education alive during the pandemic.

During crises, EI helps out. It extended sympathies to Israel after the Hamas attack, then raised money for teachers in Gaza. Edwards said that *"we will always be on the side of humanity, the side that values all human life."*

EI also extended support to Ukraine in its time of war, and to Türkiye after the earthquake. It took up political problems in Eswatini and the Philippines, and in China when the Hong Kong union was forced to disband.

Anti-worker, anti-democratic governments exist in many places. Edwards noted Belarus's attacks on unions, Iran's crackdowns on women, killings in Uganda, and attacks in Mali.

Edwards also noted threats and arrests in Tanzania and Argentina, the "gangsterisation" of Haiti, and the return of the Taliban in Afghanistan. Unions have saved lives. Unfortunately, *"democracy is a process that is reversible. This is not a battle that you win once and you hold forever."*

The teacher shortage persists. *"More and more teachers are forced to leave the profession they love, and fewer people want to join the profession the world needs."* The UN recommendations aim to improve the situation, but in some countries, teachers have not been paid for months, and class sizes can be over 100.

Neglecting education costs countries—possibly as much as \$10 trillion. Edwards said, *"Large corporations and wealthy individuals should no longer be allowed to leverage the financial system for short-term profit-making"*. The UN Panel has asked international financial institutions to stop limiting education spending on teacher salaries.

Progress for gender equity and diversity still lags, but hopeful achievements have appeared in the Asia-Pacific and Arab Cross regions. More work is also needed to recognise indigenous people and to protect the LGBTI community.

EI and the OECD put out a joint paper addressing AI. Technology must not *"replace the relational with the transactional"* in education.

Migration and refugees pose special problems, in the US, Türkiye, Lebanon, and Ukraine.

The UN High-Level Panel recommendations are being recognised and discussed around the world. The Go Public! campaigns have also made strides. The G20's Education ministerial will focus on the teaching profession.

The rise in authoritarianism, war, and displacement is unprecedented in the past century. Other projects include the elimination of child labour and forced labour; the casualisation of higher education work, and sustainability with its Teach for the Planet campaign.

The four areas of systems, status, rights, and renewal are EI's strategic directions for progress. EI has refocused its Secretariat, to better assist in its plans.



Teachers carry the aspirational goals of communities. EI has *"built the knowledge, the reputation, and the power at the highest level to be a force, not only for education, but for the values of human rights and democracy around the world."* And it becomes stronger every year.

After Edwards's speech, a total of twenty-four delegates commented.

Claire Guéville (SNES-FSU/France) spoke of fighting privatisation and commercialisation, to guarantee free, public, high-quality education for all. Unions are important.

Unifah Rosyidi (PGRI/Indonesia) noted a shortage of 1.2 million teachers in Indonesia, adding that Go Public! Fund Education is their priority.

Becky Pringle (NEA/USA) praised EI for expanding teachers' power and called education the foundation of democracy.

Ibrahima Gueye (SUDES/Senegal) said teachers need dignity and adequate pay. He worries about attacks on teachers and young people. School is still a luxury in Senegal.

Clément Poulet (FNEC.FP-FO/France) defended public education for all and trade union rights. France is seeing mobilisations against retirement proposals. He also urges ceasefires in Gaza and around the world.

Michiyo Hiroto (JTU/Japan) told of an earthquake in Japan. The school became a shelter, and teachers and students were evacuated to a rural area. Students lost their homes and textbooks; sometimes their families moved away. JTU provided cars and other help for relocated teachers.

Masahiro Nomura (JTU/Japan) said the Japanese government has blocked policies on the labour rights of public employees. Overtime hours are beyond the *"karoshi"* (death by overwork) line and the country is losing teachers and staff.

Najat Ganay (SNE-FDT/Morocco) worked with unions in Morocco and the Arab world, especially in support of women. She thanked EI for its support, particularly after the 2023 earthquake.

Saed Erziqat (GUPT/Palestine) spoke of the suffering of Palestine, with more than 8,000 students killed and 250 schools destroyed. He thanked all those who have called for a ceasefire and humanitarian aid.

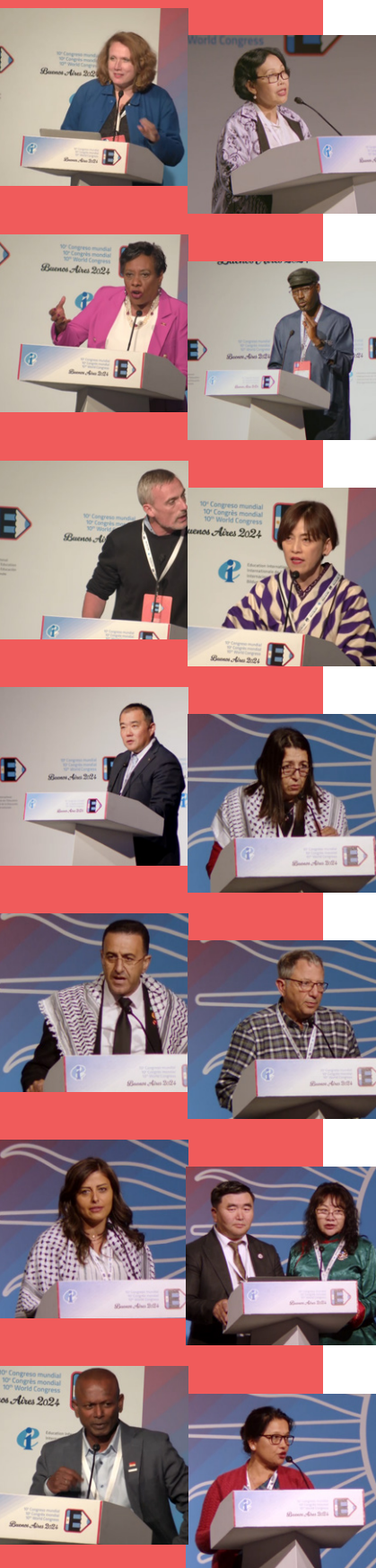
Patrick Monfort (SNCS-FSU/France) deplored the attacks on education, including riots, imprisonment, and killings around the world. Research and work on climate change are needed.

Manal Hdaife (PPSTLL/Lebanon) spoke of the enormous value of quality public education. The future, she said, depends on the education of children.

Tsogtgerel Zambal (FMESU/Mongolia) reported salary increases in Mongolia, for teachers, support personnel, researchers, and scientists, and stressed the importance of the Go Public! campaign.

Mike Thiruman (STU/Singapore) reported that Singapore invests a lot in education, but says pressure and teacher burnout are problems and well-being must be prioritised.

Dhanakala Bhandari (NTA/Nepal) noted that funding for education has dropped sharply while the number of students has doubled. They are fighting privatisation.





Hom Kumar Thapa (ISTU/Nepal) said private schools in Nepal also face funding difficulties. After a protest, an agreement was reached but not fully implemented.

Cuqui Vera (FECCOO/Spain) thanked EI for its work against privatisation and austerity, and also for its online seminars and research, which have helped strengthen trade unions.

1.8 Address by Gloria Ramírez, Minister of Labour, Colombia

A break occurred in the middle of the above discussions, as General Secretary David Edwards introduced an address by **Gloria Inés Ramírez**, Minister of Labour for Colombia.

In her passionate speech, Ramírez spoke of the importance of unions and solidarity for the advancement of the teaching profession and the protection of democracy.

We need to reinvent ourselves and rethink things, she believes, because of our extensive challenges. In the fight for teachers' and women's rights, better working conditions, and peace, she has been ostracised, attacked, and pushed into exile. Thousands have been killed. In this struggle, she noted, "*international solidarity became our lifejacket.*"

The current progressive government in Colombia gives her hope, although unions still suffer from repression and attacks. She noted, "*Rights can't remain on paper. Rights have to be put into practice.*" It's vital to fight poverty, because the poor don't have equal access to education, health care, or justice. Education is a right, not a privilege, she said, and universal rights should not be commodified.

EI makes sure the voices of teachers are heard, she said. Global challenges exist, but global groups can share resources, strategies, and moral support.

More needs to be done, but Colombia is seeing reforms. Crises can be resolved. Peace can come. And when workers have more money, the economy gets a boost.

She closed by saying, "*Women no longer cry. Women govern.*"

After this address, the discussion of the Progress Report resumed. Finally, the President closed the session, with the remainder of the interventions postponed to Day 2.





Congress Plenary Session II

Day 2—Tuesday 30 July—Morning

2.1 Address by Christy Hoffman, General Secretary of UNI Global



To begin the second session, **General Secretary David Edwards** introduced guest speaker, *UNI Global Union* General Secretary **Christy Hoffman**. UNI covers postal, telecommunications, and IT workers, plus cleaners, caregivers, professional athletes, and those in media.

Hoffman opened by appreciating the importance of unions and solidarity. UNI is fighting for legal frameworks to protect workers' rights. Workers deserve fair wages, a voice in their work, safe workplaces, and dignity. When workers unionise, income differences lessen and economies improve.

Hoffman noted, "*Workplace democracy is a central pillar of democratic life.*" When Javier Milei came to the presidency in Argentina, Hoffman said, he tried to take power away from unions, knowing they wouldn't accept his harsh economic policies. The far right is on the rise everywhere.

Technology and AI need regulation. People must have a say in how they are designed and deployed. Unions can play a big part here, and we can all share strategies.

Representatives from EI and global unions visited Palestine, where people must cope with unpaid salaries, failing resources, violence, and war. UNI has called for a ceasefire and the release of hostages.

Unions want peace, less inequality, and an end to discrimination on gender, racial, ethnic, and LGBTQ bases. After the difficulties of the pandemic, people are no longer staying silent. Hoffman said, "*The power of solidarity generates the collective hope, which is the engine of change.*"



2.2 Progress Report 2019-2024 (cont.)

Continuing with the discussion of the Progress Report, more delegates offered comments.

Oday Al-Isawi (ITU/Iraq) announced the appointment of more than 325,000 teachers in Iraq in one year and highlighted the critical role of the Go Public! Campaign in that process.

Younes Firachine (SNE-CDT/Morocco) reported teachers had achieved better salaries and working conditions. He wanted work for unions to be done more globally.

Sadik Rghioui (SNE-FDT/Morocco) spoke about children's rights in Palestine. Teachers in the Arab world have won higher salaries through strikes.

Amidou Diedhiou (SELS/Senegal) called attention to crises like Covid-19, climate change, and war. He wants to talk more about teacher shortages and AI.

Agnes Bikoko (FECASE/Cameroon) expressed concerns about underfunding, privatisation and teachers' rights.

Jeremiah Omboko (KUPPET/Kenya) deplored budget cuts, the withdrawal of a wellness program, and the hiring of fully-trained teachers as "interns."

Magope Maphila (SADTU/South Africa) spoke against injustice and oppression, particularly in Palestine and Eswatini.

Kamala Kanta Tripathy (Executive Board) had concerns about teacher shortages, salaries, status, and pensions.

General Secretary Edwards replied to the comments, with thanks and recognition for many groups and individuals.

The *Go Public! Fund Education* campaign received many mentions. Edwards noted its importance in closing the global teacher gap and promised to keep fighting, for better pay and against privatisation.

With many crises in the world, he said, the well-being of stressed teachers and traumatised children needs attention. Climate change poses special challenges. Solidarity is EI's core and its lifeblood. It helps members build resilience and achieve renewal.

With EI's efforts, many groups have made strides in equality as well. EI will continue to struggle for democracy, even though those at the forefront may risk firing, violence, or death. Edwards said, "*EI demands democracy, and we will continue to fight for democracy everywhere*".

The reception of the report was moved by **General Secretary Edwards** and seconded by Executive Board member **Manuela Mendonça**.

The motion was carried.

2.3 Report of the Elections Committee on the Election of EI Officers

Christer Holmlund (OAJ/Finland) made its first report, announcing that the Elections Committee has reviewed the valid nominations for EI Officers for the 2024-2029 term. The nominations met the requirement of Article 10c that at least three persons among the President, Vice-Presidents and General Secretary be women.

The following were declared elected:

President

Mugwena Maluleke SADTU/South Africa

Vice-Presidents

Marième Sakho Dansokho	SYPROS/Senegal
Takashi Kajiwara	JTU/Japan
Johanna Jaara Åstrand	STU/Sweden
Heleno Araújo	CNTE/Brazil
Becky Pringle	NEA/USA

General Secretary

David Edwards NEA/USA

Holmlund also explained the process for nominating Regional Seats on the Executive Board.

The report was moved by Executive Board member **Lily Eskelsen García** and seconded by Executive Board member **Roberto de Leão**.

It was carried.

2.4 Resolutions: Section B—Elevating Our Professions

The resolutions were presented out of order, with [Resolution B3](#) coming first.

B3: TECHNOLOGY, ARTIFICIAL INTELLIGENCE, AND THE FUTURE OF THE TEACHING PROFESSION

[Resolution B3](#) was introduced and moved on behalf of the Executive Board by Executive Board member **Randi Weingarten**. It was seconded by **Maike Finnern** (Executive Board).

Randi Weingarten noted more independent research is needed on the use of AI and technology. They are enriching but can also be terrifying. The resolution addresses five issues: digital equity; ethical issues (including privacy, disinformation, and threats to democracy); the need for educators to be at the centre; a focus on people over profits; and the priority of people over machines.

Maike Finnern said we need to keep our eyes not on the tools but on what we're really doing as educators. The tools should not dictate the work. It's important to remember AI is run by algorithms, but Finnern wants to see it treated as a public good and legally regulated.



Amendment

[Amendment \(10\)](#) was withdrawn by [SNES-FSU/France](#), [SNCS-FSU/France](#) and [FSU-SNUipp/France](#).

Friendly Amendments

[Amendment \(1\)](#) was proposed by [AFT/USA](#).

[Amendments \(2\)](#) to [\(6\)](#) were proposed by [COV/Belgium](#) and [COC/Belgium](#)

[Amendment \(7\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(8\)](#) was proposed by [CSQ/Canada](#).

[Amendment \(9\)](#) was proposed by [AOb/Netherlands](#).

[Amendments \(11\)](#) to [\(12\)](#) were proposed by [COV/Belgium](#) and [COC/Belgium](#).

[Amendment \(13\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(14\)](#) was proposed by [COV/Belgium](#) and [COC/Belgium](#).

[Amendment \(15\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(16\)](#) was proposed by [AFT/USA](#).

[Amendment \(17\)](#) was proposed by [COV/Belgium](#) and [COC/Belgium](#).

[Amendment \(18\)](#) was proposed by [AFT/USA](#).

[Amendment \(19\)](#) was proposed by [CSQ/Canada](#).

[Amendment \(20\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(21\)](#) was proposed by [AFT/USA](#).

[Amendment \(22\)](#) was proposed by [COV/Belgium](#) and [COC/Belgium](#).

[Amendment \(23\)](#) was proposed by [NEU/UK](#).

[Amendment \(24\)](#) was proposed by [AFT/USA](#).

[Amendment \(25\)](#) was proposed by [AOb/Netherlands](#).

[Amendment \(26\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(27\)](#) was proposed by [COV/Belgium](#) and [COC/Belgium](#).

[Amendments \(28\)](#) to [\(29\)](#) were proposed by [NEU/UK](#).

[Amendment \(30\)](#) was proposed by [AOb/Netherlands](#).

[Amendments \(31\)](#) to [\(34\)](#) were proposed by [AFT/USA](#).

[Amendment \(35\)](#) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECA/ Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/ Angola](#), [ONP-SNPM/Mozambique](#), [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

Interventions

Stéphane Lapointe ([CSQ/Canada](#)), speaking on [Amendments \(8\)](#) and [\(9\)](#), said technology raises issues on ethics, intellectual property, and data. New skills and ongoing training will be needed.

Houda Benhamouda ([NEU/UK](#)), speaking on [Amendments \(23\)](#), [\(28\)](#), and [\(29\)](#), said educators should shape how AI is used. Issues include the digital divide, data privacy and security, and transparency in algorithms.





Melissa Cropper ([AFT/USA](#)) spoke of dangers in lack of privacy, loss of collaborative skills, and disinformation; but technology can also be used to teach critical thinking skills.

Alejandro Villarreal ([SNTE/Mexico](#)) asked for more research and analysis. The digital divide must be addressed and social and emotional human interaction preserved.

Katariina Kattelus ([OAJ/Finland](#)) noted digital competence is now necessary. Still, face-to-face interaction in education must be preserved.

Hyunsu Hwang ([KTU/South Korea](#)) reported South Korea is developing AI digital textbooks, with profits to be made. He believes there are better uses for public money in education. EI must pay attention to this.

Rossella Benedetti ([UIL-SCUOLA RUA/Italy](#)) noted that Europe has approved an Artificial Intelligence Regulation Act, governing the use of AI in schools and elsewhere.

Faseega Solomon ([SADTU/South Africa](#)) cautioned that technology cannot replace teachers. Teachers must retain their autonomy and agency.

Rosemary Carabine ([NASUWT/UK](#)) worried that AI may be used to replace teachers, particularly where recruitment is difficult. Unions must be involved.

Peter den Hartog ([AOB/Netherlands](#)) warned that technology applied to student grants misidentified students as high-risk or fraudsters because of a faulty algorithm.

Robin Smith ([STU/Sweden](#)) approved of the resolution's defence of values, such as dignity, integrity, and privacy. Learning requires human interaction and collaboration.

Morgane Verviers ([UNSA-Education/France](#)) said the lack of transparency may hide issues. Social media also exposes children to violent images, disinformation, and bullying.

Nico Leonhardt ([GEW/Germany](#)) worried about a lack of equal access for the less privileged or disabled. Shortages mean teachers are overburdened.

Fatima Da Silva ([CNTE/Brazil](#)) said the creation of content must be protected. Also, education cannot be standardised without recognising our differences.

Gilda Montero Sánchez ([ANDE/Costa Rica](#)) asked that more attention be paid to equal access. Educators must think ahead so they are not overwhelmed by AI.

Alfredo Velasquez Acosta ([SUTEP/Peru](#)) said technology should be freeing and serve democracy. Teachers should not be replaced by AI.

[Resolution B3](#), as amended by the friendly amendments, was carried.

2.5 Address by Laura Frigenti, Chief Executive Officer of GPE

The interventions above were suspended for a time as Deputy Secretary General **Haldis Holst** introduced **Laura Frigenti**, Chief Executive Officer of the *Global Partnership for Education* (GPE), which supports funding for education in 82 developing countries.

Frigenti opened by remarking on the high energy level in the room.

GPE was created by the leaders of the G7 specifically to finance education. Frigenti said that *“education is foundational to each and every society to grow in the right direction, to develop human capital, to create stable institutions, and to foster democratic processes.”* GPE works hard to have teachers involved at the local level where decisions are made.

Unfortunately, education still lacks funding, adequate training, good working conditions, and investments for modernisation. Covid-19 and its economic crisis have also caused strain.

Some 250 million children are still not in school. The ratio of students to teachers is still too high, she said, and even when students are in the classroom, they are not learning enough.

Frigenti noted the *“cascading effects”* of education: It gives people better skills, reduces poverty and inequality, and supports better health and nutrition, leading to global growth. It also produces people who think, who are not easily manipulated with disinformation.

Governments should see money for teachers as an investment in the future: *“The single most precious thing that they have is the future of society that happens through the work of teachers.”*

Afterwards, when delegates had concluded business for [*Resolution B3*](#), the President closed the plenary session.





Breakout Sessions

Day 2—Tuesday 30 July—Afternoon

The afternoon was spent in two sessions of six breakout meetings.

- 1.1** Go Public: Securing better salaries and conditions and harnessing the UN's High-Level Panel recommendations
- 1.2** Better salaries, conditions, and job security in early childhood education: What can unions do?
- 2.1** Reclaiming professional autonomy
- 2.2** Teach for the Planet: Quality climate change education for all
- 3.1** Ending violence and harassment in education: Promoting the ratification of C190
- 3.2** Mobilising for rights and gender equality in the face of far-right nationalism and authoritarianism
- 4.1** Artificial intelligence and education: Threats and opportunities for the profession
- 4.2** Being well, doing well: Advancing teacher well-being
- 5.1** Organising for power, including a focus on young members
- 5.2** Defending rights and democracy through international solidarity
- 6.1** Transforming education financing
- 6.2** Defending ESP rights: Organising against funding shortfalls and privatisation



Regional Meetings

Day 2—Tuesday 30 July—Evening

The evening was devoted to parallel meetings for regional groups:

- European Region (ETUCE)
- African Region (EIA)
- Asia-Pacific Region (EIAP)
- Latin American Region (IEAL)
- North American & Caribbean Region (NAMCA)
- Arab Countries Cross-Regional Structure (ACCRS)



Congress Plenary Session 3

Day 3—Wednesday 31 July—Morning

3.1 Amendments to the Constitution and By-Laws

President Hopgood opened the session with the introduction of Executive Board member **Mugwena Maluleke**, the Chair of the Constitution and By-Laws Committee, to present the Committee's report.

The Executive Board has been working on a five-year-long project to simplify EI's Constitution. The purpose was to make it more accessible to members and allow EI to respond to new challenges. The issue of cost was central—the costs of holding the Congress, carrying out campaigns, and responding to member organisations' needs. This report was short, since the Committee presented a comprehensive report in July 2023.

The motion to receive the report was made by Maluleke and seconded by Executive Board member **Dianne Woloschuk**.

The motion was carried.

Five sets of amendments proposed by the Executive Board were then submitted for discussion. Amendments to the Constitution require a two-thirds vote to pass; amendments to the By-Laws require only a 50% vote.

Amendment (1) addressed Article 9j to change the word "*four*" to "*five*." It proposed to change the term between Congresses from four to five years. For this and the two attached consequential amendments, the mover was Executive Board member **Mugwena Maluleke** and the seconder was Executive Board member **Dianne Woloschuk**.

Dianne Woloschuk spoke in favour of the amendment, saying that the number of members participating in the Congresses had increased. She noted that the costs of attendance were high, and that changing the term would help members meet those costs.

Consequential Amendment (A) amends By-Law 4c, proposing to extend the term of office of the Committee of Experts to five years.



[Consequential Amendment \(B\)](#) similarly amends By-Law 27b, proposing to extend the term of office of the Finance Committee to five years.

All three amendments were carried.

[Amendment \(2\)](#) amends Article 10d(i), proposing to change the number of terms a person can serve in the same position on the Executive Board. This was moved by Executive Board member **Mugwena Maluleke** and seconded by Executive Board member **Johanna Jaara Åstrand**.

Maluleke said that the longer term for members of the Executive Board (extended by the first amendment) required looking at the number of terms a person can serve in the same position. Previously, members could serve a first term and then two additional terms, for a total of 12 years. To increase participation and democracy, it was now proposed that members could serve for only one additional term in the same office, for a total of 10 years.

It was carried.

[Amendment \(3\)](#) proposed amending Articles 11e and 11g(i) and By-Law 18a, as to what to do if the President is unavailable. In that case, it proposes to replace the President with the longest-serving Vice President then in office. This was moved by Executive Board member **Mugwena Maluleke** and seconded by Executive Board member **Manuela Mendonça**.

Julie Douglas (NZTEU/New Zealand) supported the amendment but urged the Executive Board to review the Constitution and By-Laws in the future, to use inclusive wording. She suggested using not "*he or she*" but gender-neutral language.

The amendment was carried.

[Amendment \(4\)](#) proposed adding to By-Law 18 a new clause d. This would specify the number of Executive Board members to make up a quorum for decisions to be one-half plus one. It was moved by Executive Board member **Mugwena Maluleke** and seconded by Executive Board member **Yohannes Benti Chokorso**.

The amendment was carried.

[Amendment \(5\)](#) proposed to remove obsolete transitional arrangements by deleting Article 29. It was moved by Executive Board member **Mugwena Maluleke** and seconded by Executive Board member **Nadine Molloy**.

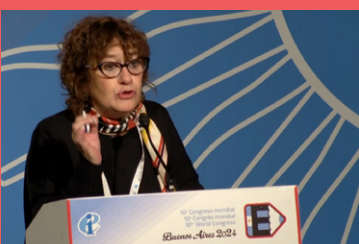
The amendment was carried.

3.2 Resolutions: Section B—Elevating Our Professions (cont.)

The presentation of Section B resolutions now continued with [Resolution B1](#).

B1: TACKLING THE TEACHER SHORTAGE

[Resolution B1](#) was introduced and moved by Executive Board member **Johanna Jaara Åstrand** and seconded by Executive Board member **Sonia Alesso**.



Johanna Jaara Åstrand noted that too many teachers are overworked, underpaid, and undervalued, so that teaching is no longer an attractive profession. This has led to a shortage of 44 million teachers. A third of that number is in Sub-Saharan Africa; 70% of countries have shortages at the primary level and 90% at the secondary level. Additional teachers are needed in early childhood education, technical and vocational schools, and higher education. Shortages affect disadvantaged communities most. The Resolution asks EI to put teachers high on its agenda with its Go Public! Fund Education campaign and to advocate for the recommendations of the UN's High-Level Panel.

Sonia Alesso said that the UN Panel and Go Public! campaign are the roadmap to address teacher shortages around the world. Imbalances exist in funding, but also in gender. Teachers should get more respect, better training, and better incomes.

Amendments

Amendment (13) was withdrawn by STEs-i/Spain.

Amendment (3) proposed to delete all words in paragraph 9 from “*with heightened shortage*” through “*special education*”. It was moved by **Touria Gandoul** (COC/Belgium) and seconded by **Thom Jambak** (UEN/Norway).

Touria Gandoul said the deletion of words would make the resolution timeless and allow nations to find different solutions to meet local needs. It would also make the resolution less utilitarian, against the neoliberal desire to train a workforce and in support of our aim to ignite curiosity, inspire growth, and produce independent thinkers and responsible citizens.

Thom Jambak said the resolution would be more inclusive if the references to education levels and subjects were removed. The specificity will not support needs in other subjects and levels as they change over time.

Interventions

Johanna Jaara Åstrand spoke on behalf of the Executive Board against the amendment, saying unions can address shortages better if they know where they are most acute. We must have the best data to do this, and the amendment would keep us from having this data.

Amendment (3) was not carried.

Friendly Amendments

Amendment (1) was proposed by AOb/Netherlands.

Amendment (2) was proposed by NEU/UK.

Amendment (4) was proposed by NEU/UK.

Amendment (5) was proposed by CSQ/Canada.

Amendment (6) was proposed by SNES-FSU/France, SNCS-FSU/France, and FSU-SNUipp/France.

Amendment (7) was proposed by COV/ Belgium and COC/Belgium.

Amendment (8) was proposed by UIL-SCUOLA RUA/Italy.

Amendment (9) was proposed by CSQ/Canada.

Amendment (10) was proposed by SNES-FSU/France, SNCS-FSU/France, and FSU-SNUipp/France.

Amendment (11) was proposed by UEN/Norway, OAJ/Finland, DLF

Denmark, and [STU/Sweden](#).

[Amendment \(12\)](#) was proposed by [AFT/USA](#).

[Amendment \(14\)](#) was proposed by [AOB/Netherlands](#).

[Amendment \(15\)](#) was proposed by [CSQ/Canada](#).

[Amendment \(16\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(17\)](#) was proposed by [AOB/Netherlands](#).

[Amendment \(18\)](#) was proposed by [UIL-SCUOLA RUA/Italy](#).

[Amendment \(19\)](#) was proposed by [AFT/USA](#).

[Amendment \(20\)](#) was proposed by [UEN/Norway](#), [OAJ/Finland](#), [DLF Denmark](#), and [STU/Sweden](#).

[Amendment \(21\)](#) was proposed by [GEW/Germany](#).

[Amendment \(22\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(23\)](#) was proposed by [AFT/USA](#).

[Amendment \(24\)](#) was proposed by [NEU/UK](#).

[Amendment \(25\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(26\)](#) was proposed by [AOB/Netherlands](#).

[Amendment \(27\)](#) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/Angola](#), [ONP-SNPM/Mozambique](#), [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

Interventions

Geir Røsvoll ([UEN/Norway](#)) spoke for the mentoring of new teachers. New teachers need recognition and support and can give older teachers fresh knowledge and new perspectives.

Julien Farges ([SNES-FSU/France](#)) said we need to attract and retain teachers. We must organise to improve salaries and working conditions.

Karine Nantel ([CSQ/Canada](#)) spoke in support of Amendments (5), (9), and (15), to address the overburdening of teachers, address their needs, and use prevention rather than cure.

Katarina Murto ([OAJ/Finland](#)) said that even Finland's excellent system is attracting fewer applicants, due to budget cuts and increased workloads.

Dan Montgomery ([AFT/USA](#)) calls the teacher shortage a child abandonment crisis. His state has instituted pay for student teaching and a minimum teacher salary.

Almoustapha Moussa ([SYNAFEN/Niger](#)) noted that terrorist attacks in Niger have worsened the teacher shortage and caused 800 school closures.

Letsatsi Ntsibolane ([LAT/Lesotho](#)) spoke against public sector wage constraints imposed by the IMF. Getting more students into schools is futile without more teachers.

Paul Sauer ([SAOU/South Africa](#)) said that Africa's population will exceed 2 billion by 2035. Quality teachers, peace, and better economic growth are urgently needed.



Alexandra Bojanic ([FSU-SNUipp/France](#)) reported that recruitment and retention are problems, leading to more contract teachers. Teachers need better pay, better conditions, and disconnect time.

Manuela Mendonça ([Executive Board](#)) claimed reversing the teacher shortage is defending democracy and elevating the profession. We must remember the human relationship necessary for learning.

Anna Olskog ([STU/Sweden](#)) said even in Sweden teacher shortages exist. Investment in education must be a priority, with both government and union action.

Delma Boggs ([NASUWT/UK](#)) said that to meet the teacher shortage, we must increase funding for pay and pensions, promote women's equality, and leverage technology.

Anne Vinet-Roy ([CTF-FCE/Canada](#)) warned that students are not getting the education they should and teachers are overburdened, worsening the situation of the underprivileged.

Younes Firachine ([SNE-CDT/Morocco](#)) reported Morocco has ended contract recruitment. They are fighting for higher salaries and against neoliberalism.

Maxine Looby ([UCU/UK](#)) pointed out the failure to fund education is always a government choice. She claims the government is slighting further education in the UK.

Moussa Sané ([UDEN/Senegal](#)) blamed the shortage in Senegal on lack of political will. He said inequalities for teachers persist between rural areas and cities.

Assane S. Bocoum ([SELS/Senegal](#)) reported that even a tripling of budget has not ended the teacher shortage in Senegal, and many schools have closed.

Thilo Hartmann ([GEW/Germany](#)) noted that Germany is missing a quarter of the teachers it needs. Berlin has seen demonstrations and strikes.

José Manuel Fernández Gayoso ([STEs/Spain](#)) blamed the shortage on neoliberalism. Social dialogue and collective bargaining are vital.

Jalila Al-Salman ([Executive Board](#)) reported that teachers in Bahrain are not involved in decision-making processes. Many are hired from overseas, since it costs less.

Thobie Mbassi Ondoa ([FECASE/Cameroon](#)) said that because rural areas have too few teachers, people go to cities, leading to 150 students per class. Efforts in virtual education are frustrated by poor Internet connections.

Leonel Mayorga ([SNTE/Mexico](#)) spoke in defence of both public education and labour rights. In Mexico, they need to improve teachers' incomes.

Meredith Peace ([AEU/Australia](#)) noted that not enough funding has been delivered to meet Australia's National Action Plan on teacher shortages.

Kouadio Arnaud Boka ([CEPENS-CI/Ivory Coast](#)) called education the key to prosperity, justice, and peace, and also to ending famine, disease, and wars.

Henry Sinkala ([BETUZ/Zambia](#)) blamed teacher shortages on underfunding, spending restrictions, careless borrowing, and a large public sector wage bill.

[Resolution B1](#), as amended by the friendly amendments, was carried unanimously.

3.3 Address by Steve Cotton, General Secretary of ITF

President Hopgood introduced the next speaker, **Steve Cotton**, the General Secretary of the *International Transport Workers Federation* (ITF). ITF brings together 677 trade unions, with 20 million members in the seafaring, port, road, rail, tourism, and aviation sector.

Cotton noted that no one at the 8th Congress in Bangkok had expected a global pandemic, the rise of the right wing in democracies, or a surge in wars and instability.

We are fighting neoliberalism, he said, concerned not just about professions but about right and wrong.

ITF has recently added an Arab region, and every ITF region now shows the impact of climate change. Transport workers will have to deal with new technology and decarbonisation.

People look to technology as a way to make things better, and Cotton said that *"we won't fight technology. We just say we want to sit at the table and make sure the workers' voices are part of the implementation when it comes to change."*

He promised to fight to help educators to reach their goals, since ITF cannot achieve its own ends without intelligent, educated young people. He called teachers *"the bedrock of the whole labour movement."* These are unstable times: *"We have to stay determined, because you have the world's future in your hands."*

3.4 Resolutions: Section B—Elevating Our Professions (cont.)

The presentation of resolutions continued with [Resolution B2](#).

B2: TEACHER AND ESP WELLBEING AND MENTAL HEALTH: VITAL FOR QUALITY EDUCATION

[Resolution B2](#) was moved on behalf of the Executive Board by Executive Board member **Mary Bousted** and seconded by Executive Board member **Hélène Nekarmbaye**.

Mary Bousted spoke of the epidemic of poor mental health for educators around the world. It is a major problem in recruitment and retention. Causes include excessive workloads, shrinking government spending, large class sizes, lack of professional development, poorly considered reforms, and punitive accountability systems. Public services cannot be run like private businesses. Three things are needed: members must understand the factors causing poor mental health; governments must properly fund education; and EI must highlight the connections between educators' mental health and children's learning outcomes.



Friendly Amendments

Amendment (1) was proposed by COV/Belgium and COC/Belgium.

Amendment (2) was proposed by SNES-FSU/France, SNCS-FSU/France, and FSU-SNUipp/France.

Amendment (3) was proposed by STEs-i/Spain.

Amendment (4) was proposed by SNES-FSU/France, SNCS-FSU/France, and FSU-SNUipp/France.

Amendment (5) was proposed by CNTE/Brazil, CONTEE/Brazil, FECAP/Cape Verde, FENPROF/Portugal, FNE/Portugal, PROIFES/Brazil, FSTECDCSA/Angola, ONP-SNPM/Mozambique, SINAPROF/Guinea Bissau, SINDEP/Cape Verde, SINPRESTEP/São Tomé and Príncipe, and SINPROF/Angola.

Amendment (6) was proposed by STEs-i/Spain.

Amendments (7) and (8) were proposed by COV/Belgium and COC/Belgium.

Amendments (9) and (10) were proposed by AOb/Netherlands.

Amendment (11) was proposed by COV/Belgium and COC/Belgium.

Interventions

Camille Aude (SNES-FSU/France) linked well-being to better working conditions, when classrooms aren't overcrowded or teachers overburdened.

Jerry Jordan (AFT/USA) said AFT is working on strategies for well-being, addressing overwhelm, personal neglect, fixed mindsets, challenges, and isolation.

Linn Therese Myhrvold (UEN/Norway) noted that, to inspire students to become teachers, they must see passionate, fulfilled teachers. Working with children is rewarding but draining. Violence and threats in schools are also rising.

Louis Swanepoel (SAOU/South Africa) reported that South Africa offered Internet resources for learning during the pandemic, but many do not have full connectivity. Some small rural schools are being closed or combined into boarding schools, adding new concerns.

Jenny Regal (CTF-FCE/Canada) said many educators face anxiety, burnout, compassion fatigue, depression, stress, and even post-traumatic stress disorder. Working conditions must improve.

Mike Thiruman (STU/Singapore) said educators should not always have to face stress and rise to any occasion. Teacher well-being is student well-being.

At this point, the interventions were interrupted for the closing of the session and the lunch break.





Congress Plenary Session IV

Day 3—Wednesday 31 July—Afternoon

4.1 Resolutions: Section B—Elevating Our Professions (cont.)

B2: TEACHER AND ESP WELLBEING AND MENTAL HEALTH: VITAL FOR QUALITY EDUCATION (CONT.)

Interventions for Resolution B2 resumed.

Ruth Duncan ([NASUWT/UK](#)) noted things teachers used to do out of goodwill are now expected. They have built up and become unsustainable. Teachers need a better work-life balance.

Nkosana Dolopi ([SADTU/South Africa](#)) said the pressure to do more with fewer resources has eroded resilience. Teachers need development programmes for awareness and support of well-being.

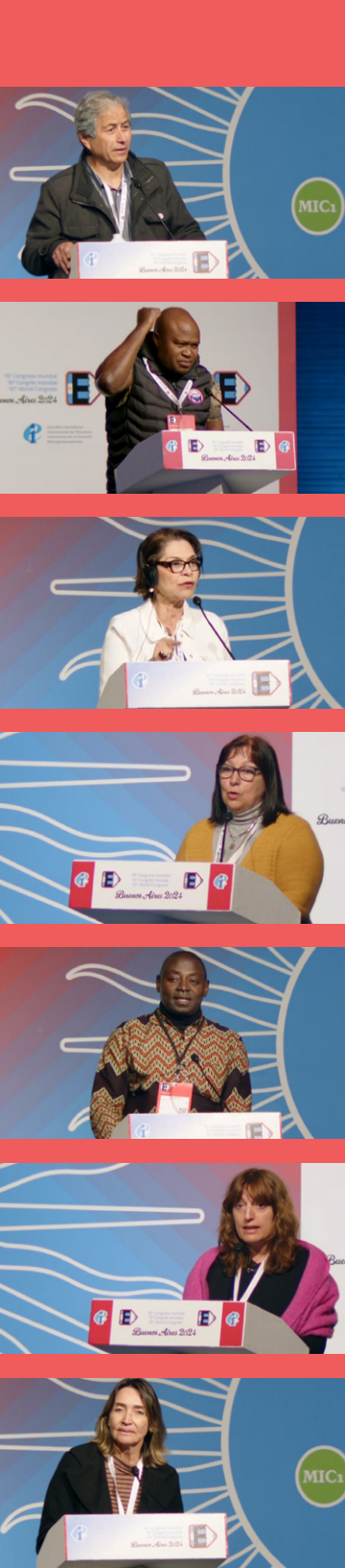
Anabela Sotaia ([FENPROF/Portugal](#)) reported a study indicates burnout is not individual but linked to long hours, bureaucracy, large classes, low pay, devaluing, precariousness, and so on. Half of all teachers in Portugal are over fifty and most are anxious to reach retirement.

Alfonso Cepeda Salas (Executive Board) said educators worry about having dignified retirements. A neoliberal government switched teachers to individual accounts, a system only four countries have; the rest have defined benefits or a mixed system.

Basil Manuel ([NAPTOSA/South Africa](#)) warned of a mental health crisis, citing bad infrastructure, crowded classrooms, poor discipline, and punitive measurement systems.

Theodora Dede Amanor ([TEWU/Ghana](#)) observed teachers and ESPs in Ghana work all year round with no leave. Better salaries and health and safety measures are crucial.





Mario Aguilar ([CPC/Chile](#)) reported harassment, violence, and abuse in Chile, sometimes leading to suicides. A national rally and strike are scheduled to explain what's happening to society.

Lot Vilakati ([SNAT/Eswatini](#)) reported teachers experience burnout, overwork, and loneliness around the world. He warned that the casualisation of teaching is by design.

Fatima Da Silva ([CNTE/Brazil](#)) claimed that we know the causes and consequences of poor mental health. Unions must go beyond a purely economic agenda.

Elbia Pereira ([FUM-TEP/Uruguay](#)) talked about the constant falling in value of the teaching and support professions. A right-wing government has threatened salary cuts for those on sick leave, taking job conditions backwards.

Filbert Bates Baguma ([UNATU/Uganda](#)) claimed Covid-19 closures were a problem in areas with little virtual class infrastructure. Governments boast of high enrolment but don't add recruitment. Teachers work amid refugee camps, war zones, school burnings, and abductions.

Martina Herraiz Portillo ([FeSP-UGT.Enseñanza/Spain](#)) praised the power of working together. But she also spoke of a silent ailment in classrooms, involving worse conditions, a lack of resources, and lower incomes, leading to more stress and a lack of motivation.

Rosilene Corrêa ([CNTE/Brazil](#)) worried about so many workers being ill. She spoke of depersonalisation, low salaries, precariousness, and even suicides because of debt. She believes that school is a place to be happy.

[Resolution B2](#), as amended, was carried unanimously.

4.2 Report of the Elections Committee on Nominations for Regional Seats

Christer Holmlund ([OAJ/Finland](#)), Chair of the Elections Committee, presented its second report, on nominations to fill the Regional Seats on the Executive Board. Article 10c of the Constitution provides for two seats for each region, with one of the seats going to a woman.

The **Asia-Pacific region** received three nominations:

Correna Haythorpe	AEU/Australia
Kamala Kanta Tripathy	AIPTF/India
Rafika Afroze	BTF/Bangladesh

An election is therefore required to fill the Asia-Pacific seats.

Since each of the other regions received only two nominations each, the Elections Committee recommended declaring the other candidates elected:

Africa

Yohannes Benti Chokorso	ETA/Ethiopia
Hélène Nekarmbaye	SET/Chad

Europe

Maike Finnern	GEW/Germany
Daniel Kebede	NEU/United Kingdom

Latin America

Roberto Baradel CTERA/Argentina
Gilda Montero Sánchez ANDE/Costa Rica

North America & Caribbean

Shelley Morse CTF-FCE/Canada
Alfonso Cepeda Salas SNTE/Mexico

Holmlund then explained the process for making nominations for Open Seats on the Executive Board.

Reception of the report was moved by **Christer Holmlund** and seconded by Executive Board member **Nadine Molloy**.

The report was adopted.

4.3 Financial Reports 2019-2024

FINANCIAL REPORT

On behalf of the Executive Board, Executive Board member and Chair of the Finance Committee **Lily Eskelsen García** presented the Financial Report covering the last five years. Only a limited report had been presented at the online 9th Congress.

El's budget is made up of four items: (1) governance, (2) administration, (3) salaries and services, and (4) programme activities. The first three make up almost 92% of the budget. These recurring expenses, El's basic operational costs, totalled just over €10 million. Between 2019 and 2023, El's income rose by €126,810.

In 2019, El received more dues income than expected. Since El had already adjusted its expenditures downward, it had extra income, which it applied to its reserve account.

In 2020, the year Covid-19 hit, El suffered a drop in membership. One large organisation could not pay all its dues; also, El moved to a new office. However, many already-budgeted activities were changed to less expensive online events, giving El a small surplus to apply to its reserves again.

In 2021, affiliates had a difficult time, so El chose not to raise the ceiling on dues. A drop in membership did reduce income, but some members paid arrears. With pandemic travel and meeting restrictions, many budgeted activities again moved online, so El again had a surplus to apply to reserves.

In 2022, dues collections were higher. In-person activities resumed only in the second half of the year, once again providing a surplus to be applied to reserves. However, 2021 and 2022 brought global inflation.

In 2023, higher costs for governance, administration, and emergency assistance led to a budget deficit, but the reserves covered it.

Eskelsen García said El's overall financial situation is very strong, as it has handled its finances well.





One speaker commented on the report

King James Azortibah (TEWU/Ghana) congratulated EI on its transparency in having external auditors and also praised the internal auditors. He recommended adding notes to the accounts as disclosures of certain specifics in the financial statements.

Reception of the report was moved by **Eskelsen García** and seconded by Executive Board member **Johanna Jaara Åstrand**.

The report was adopted.

EXTERNAL AUDITORS' REPORT (VIDEO)



EI's external auditors, EY (formerly *Ernst and Young*) were unable to attend the conference, so they sent a video report led by **Han Wever**, the EY partner in charge of EI's audits.

EY's task is to provide reasonable assurance about EI's consolidated financial statements. It looks at EI's compliance with its Constitution and By-Laws, and with Belgian and international laws and regulations for nonprofit organisations, and it makes a risk assessment. To do all this, it tailors an audit plan that considers EI's activities and geographical locations.

Normally, EY visits each of the regional offices, but Covid-19 travel restrictions prevented this during some of the past five years.

Wever reviewed balance sheets and income statements for each of the five years. It was EY's opinion, he said, that the financial statements for the years of 2019, 2020, 2021, 2022, and 2023 present a true and fair view of EI's financial position, income, and results. Wever called this a clean audit opinion on this five-year period's consolidated financial statements.

The reception of the report was moved by Executive Board member **Lily Eskelsen García** and seconded by Executive Board member **Ann Mari Milo Lorentzen**.

INTERNAL AUDIT COMMITTEE REPORT



The Chair of the Internal Audit Committee, **Mike McPherson** (NEA/USA), a certified public accountant (CPA), presented this report. The job of the Internal Audit Committee is to examine EI's annual audited reports and to report to Congress. They met virtually four times during this term to examine the interim financial statements.

The members of the Committee included five regional members and three ex-officio members:

Regional members

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

Ex-officio members

President	Susan Hopgood
General Secretary	David Edwards
Vice-President and Chair of Finance Committee	Lily Eskelsen García

The Committee made four recommendations:

- To ensure payment of all dues by all member organisations.
- To examine the disbursements of the solidarity funds and ensure the funds' effective use.
- To ensure the external auditors make regular visits to the regional offices.
- To reappoint EY as the external auditor for the 2024-2029 term, but have a public tender for a new firm for the period after 2029.

The reception of the report was moved by Executive Board member **Lily Eskelsen García** and seconded by Executive Board member **Jalila Al-Salman**.

The report was received.

4.4 Appointment of Auditors and Internal Audit Committee

The Executive Board also recommended appointing EY as EI's external auditors for the 2024-2029 term. General Secretary **David Edwards** moved the appointment and Executive Board member **Lily Eskelsen García** seconded it.

The motion was carried.

Internal Audit Committee nominations are made based on financial expertise. Five members have been nominated from the five regions. General Secretary David Edwards moved that they be elected and Executive Board member Alfonso Cepeda Salas seconded the motion.

The following five members were appointed:

Africa	Basil Manuel (NAPTOSA/South Africa)
Asia-Pacific	Avelino S. Caraan, Jr. (SMP-NATOW/Philippines)
Europe	Odile Cordelier (SNES-FSU/France)
Latin America	Yamile Socolovsky (CONADU/Argentina)
North America & Caribbean	Mike McPherson (NEA/USA)

There will also be three ex-officio members - the President, the General Secretary, and the Chair of the Finance Committee.

4.5 Resolutions: Section B—Elevating Our Professions (cont.)

B4: DATA COLLECTION AND PRIVACY IN EDUCATION

Resolution B4 was moved by **Marianne Coopman** (COV/Belgium) and seconded by **Kris Delcroix** (COC/Belgium). Each spoke on behalf of the resolution.

Marianne Coopman wanted to see professionals making informed decisions in each unique classroom, using data, without standardisation. Students should not have to worry about the misuse of their data. We should be able to use the power of technology while retaining privacy and autonomy.





Kris Delcroix said students must learn to use AI in an objective and critical way. The data used may be biased or out of date. Edtech companies must not profit from data, and teachers must be included in the decisions about how AI is to be used.

Friendly Amendments

Amendment (1) was proposed by (CSQ/Canada).

Amendment (2) was proposed by CNTE/Brazil, CONTEE/Brazil, FECAP/Cape Verde, FENPROF/Portugal, FNE/Portugal, PROIFES/Brazil, FSTECDCSA/Angola, ONP-SNPM/Mozambique, SINAPROF/Guinea Bissau, SINDEP/Cape Verde, SINPRESTEP/São Tomé and Príncipe, and SINPROF/Angola.

Interventions

Eric Gingras (CSQ/Canada) said data should not lead to the dehumanisation of education. Data can reproduce sexist or discriminatory behaviour. We need to have a voice in its development and use.

Soralla Bañuelos de la Torre (SNTE/Mexico) warned that data can be misused—to standardise education, to punish teachers or limit their autonomy, or for sales. Teachers cannot be replaced by AI.

Anja Bensinger-Stolze (GEW/Germany) claimed digitalisation will be a key in privatisation and commercialisation. We must promote awareness and transparency.

Arnaldo Bruno Lopes Vital (CNTE/Brazil), speaking for Amendment (2), asked for transparency and protection against the commercial or coercive use of labour data. Workers should also be able to ask for the deletion of their data.

Chun-Liang Hou (NTA/Taiwan) asked that EI and everyone do research so that member organisations can lead edtech policymaking at all levels.

Resolution B4, as amended, was carried unanimously.

B5: STRENGTHENING THE STATUS AND QUALITY OF EARLY CHILDHOOD EDUCATION POST COVID-19 PANDEMIC

Resolution B5, the only standalone resolution on early childhood education, was presented by the mover, **Lasse Bjerg Jørgensen** (BUPL/Denmark) and seconded by **Anne-Marie Bellerose** (CSQ/Canada).

Lasse Bjerg Jørgensen noted the importance of a child's first thousand days of life. However, ECE pay is low and the ECE sector suffered the most during and after the pandemic.

Amendments

Amendments (2) and (4) were withdrawn by SNES-FSU/France, SNCS-FSU/France, and FSU-SNUipp/France.

Amendment (5) sought to delete the words “and the international declarations, stating the right to learning begins at birth” in paragraph 17. It was moved by **Nancy Dewulf** (COV/Belgium) and seconded by **Trudy Kerperien** (AOB/Netherlands).

Nancy Dewulf said that the referencing of international declarations creates confusion between early childhood care and early childhood



education, which in many countries are two different sectors with different budgets and working conditions. Children are entitled to care and development from birth, she said, but the right to learn only becomes important at age 2.5.

Interventions

Anne-Marie Bellerose warned that politicians keep shortening the careers of ECE educators, affecting training, pay, and working conditions. She claimed education begins at the youngest stages, including interventions for those who have vulnerabilities.

Lasse Bjerg Jørgensen spoke against the amendment, claiming the issue had already been covered in an earlier EI resolution and addressed by international declarations.

Amendment (5) was not carried.

Friendly Amendments

Amendment (1) was proposed by SNES-FSU/France, SNCS-FSU/France, and SNUipp-FSU/France.

Amendment (3) was proposed by COV/Belgium and COC/Belgium.

Amendment (6) was proposed by CNTE/Brazil, CONTEE/Brazil, FECAP/Cape Verde, FENPROF/Portugal, FNE/Portugal, PROIFES/Brazil, FSTECDCSA/Angola, ONP-SNPM/Mozambique, SINAPROF/Guinea Bissau, SINDEP/Cape Verde, SINPRESTEP/São Tomé and Príncipe, and SINPROF/Angola.

Interventions

Jaime Ciffone (AFT/USA) said his union sees ECE as part of a comprehensive plan from birth, for academic and socio-emotional competence, leading to higher earnings, better health, and positive social behaviour.

Guilherme Silva (SINPROF/Angola) asked that the consultative body be truly inclusive and representative, with input across regions and continents. Language should not be a barrier to attendance.

Alexandra Bojanic (FSU-SNUipp/France) said that ECE in France begins with three-year-olds. Classrooms are crowded, and they need more investment from the state. Inequality, particularly in gender, is a problem.

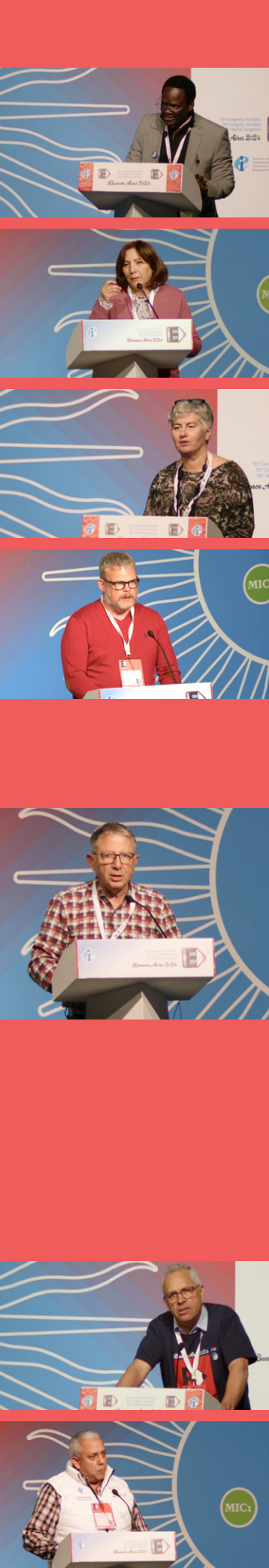
Adriana Jesús Villa Huízar (SNTE/Mexico) noted that Covid-19 caused people to leave school early, particularly at lower levels. Care at the ECE level impacts students' whole educational careers.

Anita Cirotzki (UEN/Norway) wanted to make sure that ECE gives enough space to play. Play is both a tool for learning and development but an end in itself.

Pia Rizell (STU/Sweden) claimed Sweden doesn't invest enough in ECE, leading to inequality, not enough attention to special needs, inadequate training, and high teacher sick rates.

Doreen Siebern (GEW/Germany) reported a shortage of 300,000 places in kindergarten. We must encourage curiosity and creativity; and teachers need better pay and working conditions.

Gaétan Kponoukon (SYNAEM/Benin) said that in Benin, education, particularly ECE, needs more investment. The government has not been recruiting educators, and teachers are burnt out.



Henry Sinkala ([BETUZ/Zambia](#)) called ECE the least developed subsector in education. Challenges include inequality, poor wages, job insecurity, and lack of training, but Zambia is making progress and recruiting more teachers.

Yobana Salinas ([SINDI-2/Chile](#)) reported Chile has 75% privatisation in schools. She calls ECE “invisible,” because it is not even under the Ministry of Education.

Stephanie Mills ([NZEI Te Riu Roa/New Zealand](#)) talked about different contexts, such as that of Māori children. Our opponents operate globally, so we also need global strategies.

Magnús Jónsson ([KI/Iceland](#)) reported that privatisation and commercialisation are trending in Iceland. However, ECE teachers now have wages equal to other teachers.

[Resolution B5](#), as amended, was carried.

B6: PROTECTING HIGHER EDUCATION AND RESEARCH STAFF FROM THE ATTACKS TRIGGERED BY CONSERVATIVE AND NEOLIBERAL POLICIES

[Resolution B6](#) was moved by **Patrick Monfort** ([SNCS-FSU/France](#)) and seconded by **Carlos de Feo** ([CONADU/Argentina](#)).

Patrick Monfort said academic freedom is essential to the good functioning of society. For the sake of development, scientists should not be restrained, even when their words are uncomfortable for industrial and economic interests. For example, we need to reduce pesticide use, because it harms people and ecosystems. Also, inequality is growing, and we are suffering from droughts, but our energy resources are still primarily fossil fuels.

Amendments

[Amendment \(1\)](#) was withdrawn by [UEN/Norway](#).

Friendly Amendments

[Amendments \(2\)](#) and [\(3\)](#) were proposed by [NAR/Norway](#).

[Amendment \(4\)](#) was proposed by [AOB/Netherlands](#).

[Amendment \(5\)](#) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/Angola](#), [ONP-SNPM/Mozambique](#), [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

[Amendments \(6\)](#) to [\(11\)](#) were proposed by [UEN/Norway](#), [OAJ/Finland](#), [DLF/Denmark](#), and [NAR/Norway](#).

Interventions

Christophe Schneider ([SNES-FSU/France](#)) pointed out that research must be free of political constraints. This may not be compatible with neoliberalism or far right policies.

Eduardo Zendejas Amparán ([SNTE/Mexico](#)) spoke in support of academic liberty and research freedom, free from attacks and harassment. Solidarity here is essential.



Annette Dolan ([TUI/Ireland](#)) reported protests and negotiations in Ireland for collective bargaining agreements, for a strong technological university sector.

Maria Chondrogianni ([UCU/UK](#)) called attention to cuts in the UK for the arts, humanities, and social science education. Anti-union laws often frustrate action.

Andrew Bonnell ([NTEU/Australia](#)) spoke of efforts to make universities serve commercial needs or the needs of business. He called collective agreements the only effective defences.

Ann-Kathrin Hoffman ([GEW/Germany](#)) said Germany has seen a strike and other actions against individualisation, including the use of non-union students in place of professors.

Sandra Grey ([NZTEU/New Zealand](#)) noted the far-right New Zealand government has cut research and fired science advisors. She said it is anti-academic, anti-worker, anti-union, and anti-science.

Trudy Kerperien ([AOB/Netherlands](#)) talked about pressure on academic freedom. Higher education and research suffer from insecure jobs, heavy workloads, low investment, and budget cuts.

Josefa Lopes ([FNE/Portugal](#)) noted violence and attacks on teachers and professionals in many countries. In Portugal, research jobs are tied to projects and so precarious.

[Resolution B6](#), as amended, was carried.

President Hopgood noted that, starting with Session V on the following day, speaking time will be reduced to two minutes, and she may limit debates on topics for which EI has existing policies.

Also, she reported that the movers of [Resolution E5](#) have withdrawn it.

Hopgood then closed the session.



Congress Plenary Session V

Day 4—Thursday 1 August—Morning

5.1 Report of the Elections Committee on Regional Seat Elections

After **President Hopgood** opened the session, **Christer Holmlund** (OAJ/Finland), Chair of the Elections Committee, presented its third report, on the election of the Regional Seats on the Executive Board.

Article 10c of the Constitution provides for two seats for each region. One of these seats must go to a woman. Previously, each region except for Asia-Pacific had received two nominations for its seats. These candidates were therefore declared elected.

The Asia-Pacific region received three nominations, so a secret ballot had been held. The candidates elected were:

Correna Haythorpe	(AEU/Australia) and
Kamala Kanta Tripathy	(AIPTE/India).

Holmlund then explained the procedure for making nominations for the Open Seats on the Executive Board.

The report was moved by Holmlund and seconded by Executive Board member **Lily Eskelsen García**.

The report was adopted.

5.2 Resolutions: Section B—Elevating Our Professions (cont.)

Three measures have been implemented for resolutions because of time constraints. First, the order of presentation has been changed again. Second, some of the discussions may be limited. Third, speakers are now limited to two minutes, except for the mover and seconder, who still get five minutes and three minutes respectively.



B7: EDUCATION SUPPORT PERSONNEL

Resolution B7 was moved by Executive Board member **Marjolaine Perreault** and seconded by **Lois Yukna** (NEA/USA).

Marjolaine Perreault pointed out ESPs are highly affected by austerity policies. They suffer from low pay, precarity, lack of recognition, exploitation, violence, and harassment. This resolution seeks to defend their rights and values.

Lois Yukna reported that almost three-quarters of ESPs in the US have trouble making ends meet. Her union has repeatedly stopped the privatisation of ESPs in her state.

Friendly Amendments

Amendment (1) was proposed by SADTU/South Africa, NAPTOSA/South Africa, and SAOU/South Africa.

Amendments (2) and (3) were proposed by CNTE/Brazil, CONTEE/Brazil, FECAP/Cape Verde, FENPROF/Portugal, FNE/Portugal, PROIFES/Brazil, FSTECDCSA/Angola, ONP-SNPM/Mozambique, SINAPROF/Guinea Bissau, SINDEP/Cape Verde, SINPRESTEP/São Tomé and Príncipe, and SINPROF/Angola.

Amendment (4) was proposed by SADTU/South Africa, NAPTOSA/South Africa, and SAOU/South Africa.

Interventions

Carl Williams (AFT/USA) thanked ESPs, calling them frontline workers and the backbone of our institutions. He said they deserve a voice in decisions, good pay, benefits, and more.

Francisco González Mena (SNTE/Mexico) reported that ESPs in Mexico have recently received a pay raise. They should be an integrated part of our movement.

Leandro Carneiro Batista (CONTEE/Brazil) asked ESPs to become active in unions, developing policies and proposals. We are all workers and educators.

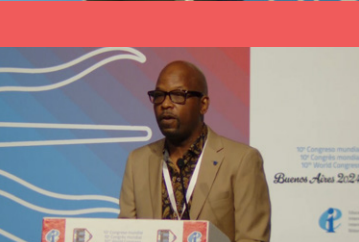
Joaquim Santos (FNE/Portugal) called ESPs indispensable and mentioned Portugal's Aveiro Declaration of 2023 for financing.

Franziska Hense (GEW/Germany) talked about vital classroom assistants who work under difficult conditions, usually without enough training, long-term contracts, or unions.

Cédric Collet (UNSA-Education/France) noted that ESPs' work is not properly recognised, but that they allow children to succeed. They need better hours and pay.

Patrick Monfort (SNCS-FSU/France) said that research cannot be done without support staff, but that there are fewer and fewer of them. Their positions are precarious.

Resolution B7, as amended, was carried unanimously.



5.3 Resolutions: Section A—Growing Our Unions

A6: RESEARCH

[Resolution A6](#) was presented on behalf of the Executive Board by its mover, Executive Board member **Nadine Molloy**. It was seconded by Executive Board member **Sławomir Broniarz**.

Nadine Molloy called research and research-based evidence critical for the development of policies on education. This resolution details what EI must consider in asking for and disseminating research. Equity is important, and members should do their own research and participate in the *Research Network* (ResNet). What works in one place does not necessarily work in another. Professional development and educational solutions must be based on context and global evidence.

Friendly Amendments

[Amendment \(1\)](#) was proposed by [CSQ/Canada](#).

[Amendment \(2\)](#) was proposed by [AFT/USA](#).

[Amendment \(3\)](#) was proposed by [NAR/Norway](#).

[Amendments \(4\)](#) and [\(5\)](#) were proposed by [AFT/USA](#).

[Amendment \(6\)](#) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/Angola](#), [ONP-SNPM/Mozambique](#), [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

[Amendment \(7\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(8\)](#) was proposed by [SADTU/South Africa](#), [NAPTOSA/South Africa](#), and [SAOU/South Africa](#).

Interventions

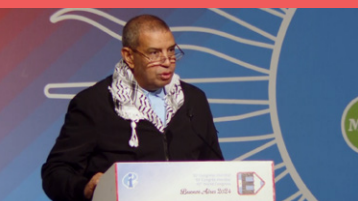
Carlos Gómez Rodríguez ([SNTE/Mexico](#)) pointed out gathering data is a dynamic process, needed for supporting educators and implementing projects. We need research on labour, and on cradle-to-university education.

Jorunn Dahl Norgård ([NAR/Norway](#)) said UNESCO is enhancing its recommendations on science and research. Mistrust in science and attacks on scientists are on the rise.

Abdelaziz Sahibed-Dine ([SNESUp/Morocco](#)) noted that Covid-19 showed how important research is. The focus should be on the well-being of humanity, on development, peace, solidarity, and threats like climate change.

Thomas Nordgård ([UEN/Norway](#)) noted that research alone isn't enough; educators must use professional judgment and experience. Ethics are also an issue.

Ana Boff de Godoy ([PROIFES/Brazil](#)) called for more resources for research. We must track teachers' mental and physical health, to avoid a brain drain.





Agang Gabana (BTU/Botswana) noted that research is necessary for educators to keep up with the knowledge economy. Unions often help draft policies and laws that require a high level of research.

Akuneni Maphosa (ZIMTA/Zimbabwe) said research is vital for union revitalisation. Bargaining requires not only power but scientific evidence as well.

Helen Johns (NASUWT/UK) called trust and respect of research vital for influencing global policy and practice. Equity and equality also matter.

[Resolution A6](#), as amended, was carried unanimously.

A3: WORKING STRONGER TOGETHER

[Resolution A3](#) was introduced by its mover, **Jelmer Evers** (AOB/Netherlands). The seconder was **Daniel Kebede** (NEU/UK).

Jelmer Evers noted that when we look past our borders, we find others have already created possibilities we might not have thought of. We can work collectively to make changes needed globally. He cautioned against two feelings: first, that certain problems are inevitable, and second, that governments cannot be changed. We need structure for more collaboration and networking.

Daniel Kebede pointed out that the issues affecting educators are global. We must build agency to fight the Global Education Reform Movement. Educators must shape education and uphold values.

Amendments

[Amendment \(3\)](#) was withdrawn by CTF-FCE/Canada.

Friendly Amendments

[Amendments \(1\)](#) and [\(2\)](#) were proposed by UEN/Norway, STU/Sweden, OAJ/Finland, and DLF/Denmark.

[Amendment \(4\)](#) was proposed by CSQ/Canada.

[Amendment \(5\)](#) was proposed by CNTE/Brazil, CONTEE/Brazil, FECAP/Cape Verde, FENPROF/Portugal, FNE/Portugal, PROIFES/Brazil, FSTECDCSA/Angola, ONP-SNPM/Mozambique, SINAPROF/Guinea Bissau, SINDEP/Cape Verde, SINPRESTEP/São Tomé and Príncipe, and SINPROF/Angola.

Interventions

Daniel Covarrubias López (SNTE/Mexico) encouraged the cooperation of unions at the regional and national levels to make a better world for education.

Saed Erziqat (GUPT/Palestine) asked for cooperation between unions globally, for a humanitarian collaboration. This helps teachers think beyond local issues to human causes.

Heleno Araújo (CNTE/Brazil) said that to implement the UN Panel's recommendations, we need to strengthen unions and collective work. Standardised assessment restricts teacher autonomy.

[Resolution A3](#), as amended, was carried unanimously.

5.4 Resolutions: Section C—Defending Democracy

C1: DEFENDING DEMOCRACY AGAINST RIGHT-WING POPULISM AND EXTREMISM IN EDUCATION

[Resolution C1](#) was presented by its mover, **Mark Dickinson** ([NASUWT/UK](#)). The seconder was Executive Board member **Raymond Basilio**.

Mark Dickinson spoke of the advance of far-right populism, bringing hatred for immigrants, anti-vax conspiracies, misogyny and homophobia, and violence. Children must learn to challenge these ideas. The UK and Germany are already sharing strategies to fight this threat.

Raymond Basilio spoke of the threat of far-right governments to unions and teachers. He himself has been attacked and 71 unionists have been killed. Far-right governments use terrorism, and they reserve power for themselves only.

Amendments

[Amendment \(3\)](#) was withdrawn by [UEN/Norway](#).

Friendly Amendments

[Amendment \(1\)](#) was proposed by [STEs-i/Spain](#).

[Amendments \(2\)](#) and [\(4\)](#) were proposed by [UEN/Norway](#).

Interventions

Roberto Baradel ([CTERA/Argentina](#)) said far-right governments and industrialists are imposing their governance. Education must teach students to think and not just obey.

Charlotte Vanbesien ([FERC-CGT/France](#)) said far-right governments increase conflicts. We need to bring together our fights against the far right, and reach students and parents.

Fedrick Ingram ([AFT/USA](#)) urged colleagues to fight together against right-wing populism and extremism, which is on the attack in his state of Florida.

Gwénaél Le Paih ([SNES-FSU/France](#)) spoke of disinformation and attacks on teachers. Unions are trying to counter this, but the right has gained strength. We must teach critical thinking.

Mário Nogueira ([FENPROF/Portugal](#)) noted that people sometimes vote against their interests to punish those who do not keep promises to solve problems. We must act to improve lives.

Juan Manuel Armendáriz Rangel ([SNTE/Mexico](#)) said more educators must participate in government to defend workers' rights and improve teachers' situations.

Sophie Evans ([NEU/UK](#)) reported that right-wing parties are bringing Islamophobia, hostility to immigrants, misogyny, and racism. Her union is joining with other organisations to fight this.

Sabrina Alvarez ([ADUR-FDUU/Uruguay](#)) said university education in Uruguay is threatened by lack of funding. She noted populism sometimes uses the far right to limit grassroots progress.





Paola O. Giménez Silva ([OTEP-Auténtica/Paraguay](#)) warned that neoliberalism and neofascism are attacking rights and working against critical thinking in Paraguay.

Martina Borgendale ([GEW/Germany](#)) reported the rise of a far-right party in Germany. Students must learn to spot fake news, check sources, and see how social media can manipulate. Teachers must defend democratic values.

Fatima Da Silva ([CNTE/Brazil](#)) cautioned that the rising far right attacks the rule of law, science, women, reproductive rights, equal pay, and other 21st century values.

Marlei Carvalho ([CNTE/Brazil](#)) said the far right is supported by large companies and think tanks. They reach children and teenagers through social networks. This resolution defends democratic schools.

Jelmer Evers ([AOB/Netherlands](#)) reported the curbing of activism and the specifying of what teachers can and cannot teach. We need ideas and inspiration.

Thomas Nordgård ([UEN/Norway](#)) said strategies must change as situations change. We must defend rights to free speech, education, and collective bargaining.

Erzsébet Nagy ([PDSZ/Hungary](#)) reported Hungary has no separate Ministry of Education. The government wants to get rid of checks and balances and disregard unions. Its new child protection law is simply homophobia.

Morgane Verviers ([UNSA-Education/France](#)) noted that the extreme right makes false promises. We must protect democracy by teaching critical thinking and the power to act.

[Resolution C1](#), as amended, was carried unanimously.

C2: GLOBAL CAPITALISM AND THE CYCLICAL CRISIS OF PANDEMICS (COVID-19)

[Resolution C2](#) followed, presented by mover **Walter Hlaise** ([SADTU/South Africa](#)). The seconder was **Agang Gabana** ([BTU/Botswana](#)).

Walter Hlaise said that capitalism both generates and profits from cycles of crisis, as demonstrated by the pandemic. Healthcare should not be determined by class, and indigenous people should not be the last to receive it. We need equitable access to education and healthcare, to save lives and increase life expectancy.

Friendly Amendments

[Amendment \(1\)](#) was proposed by [COV/Belgium](#) and [COC/Belgium](#).

[Amendment \(2\)](#) was proposed by [STEs-i/Spain](#).

[Amendments \(3\)](#) and [\(6\)](#) were proposed by [UEN/Norway](#) and [DLF/Denmark](#).

[Amendment \(4\)](#) was proposed by [AOB/Netherlands](#).

[Amendment \(5\)](#) was proposed by [SADTU/South Africa](#), [NAPTOSA/South Africa](#), and [SAOU/South Africa](#).



Interventions

Isela Licerio Luevano ([SNTE/Mexico](#)) cited the unequal access to healthcare during Covid-19 as a failure of capitalism. However, she said Mexico's democratic government did better, with free vaccines and pay raises for educators.

Theresa Sendeza ([TUM/Malawi](#)) observed that some turned the hardships of the pandemic into businesses. Healthcare should be affordable and accessible to all.

Alfredo Velasquez ([SUTEP/Peru](#)) called for the breaking down of capitalist systems of exploitation. He said that neoliberalism has created misery and poverty and that we must rebel against it.

[Resolution C2](#), as amended, was carried.

C3: EDUCATIONAL, HEALTH, AND WEALTH INEQUALITIES/PANDEMIC RECOVERY

[Resolution C3](#) was presented by its mover, **Jane Peckham** ([NASUWT/UK](#)). It was seconded by **Faseega Solomon** ([SADTU/South Africa](#)).

Jane Peckham reported that Covid-19 has widened learning gaps for the disadvantaged. Recovery programmes must address this. Although AI offers benefits, it also poses risks to teaching jobs. Governments must honour their promises on educational recovery.

Faseega Solomon talked about inequalities for the global south in education. We must fight austerity and use AI as learning support and not to enable budget cuts.

Friendly Amendments

[Amendments \(1\)](#), [\(2\)](#), [\(8\)](#), and [\(9\)](#) were proposed by [NEU/UK](#).

[Amendments \(3\)](#) and [\(4\)](#) were proposed by [NEA/USA](#).

[Amendments \(5\)](#) and [\(7\)](#) were proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/Angola](#), [ONP-SNPM/Mozambique](#), [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

[Amendment \(6\)](#) was proposed by [GEW/Germany](#).

Interventions

Silvia Luna Rodríguez ([SNTE/Mexico](#)) said Covid-19 deepened imbalances between rich and poor. We must regulate digital technology and work for international cooperation.

Vasco Almeida ([FSTECDCSA/Angola](#)) said education financing should not be wasted on non-education projects. Also, education should not be subject to the influence and interference of external forces.

Ana Simões ([FENPROF/Portugal](#)) pointed out that, in Portugal during the pandemic, only special needs students were in public schools. More than technology, Portugal needs the human resources to educate all of human diversity.



Allan Crosbie ([EIS/UK](#)) reported that Scotland suffered austerity policies followed by Covid-19. They are still experiencing cuts and more precarious employment. More progressive taxation is needed.

[Resolution C3](#), as amended, was carried unanimously.

5.5 Report of the Elections Committee on Open Seat Elections

Christer Holmlund ([OAJ/Finland](#)) presented the fourth report of the Elections Committee, on elections for the ten Open Seats on the Executive Board. The Elections Committee received 19 nominations, all of which meet the requirements of EI's Constitution and By-Laws:

Jalila Al-Salman	BTA/Bahrain
Audu Titus Amba	NUT/Nigeria
Domingo José Ayala Espitia	FECODE/Colombia
Raymond Basilio	ACT/Philippines
Olha Chabaniuk	TUESWU/Ukraine
Marie Antoinette Corr	GTU/Gambia
Evelyn DeJesus	AFT/USA
Hermínia do Nascimento	SINPROF/Angola
Jelmer Evers	AOb/Netherlands
Manal Hdaife	PPSTLL/Lebanon
Heeyeong Jeon	KTU/Republic of Korea
Ann Mari Milo Lorentzen	UEN/Norway
Manuela Mendonça	FENPROF/Portugal
Nadine Molloy	JTA/Jamaica
Patrick Monfort	SNCS-FSU/France
Luis Daniel Fonseca	COLPROSUMAH/Honduras
Jane Peckham	NASUWT/UK
Marjolaine Perreault	CSQ/Canada
Unifah Rosyidi	PGRI/Indonesia

Principal delegates must vote for exactly ten of these nominees. The five women nominees with the most votes will be elected first.

5.6 Resolutions: Section C—Defending Democracy (cont.)



C4: SOLIDARITY FOR EDUCATION AND EDUCATION FOR SOLIDARITY

Continuing with Section C resolutions, [Resolution C4](#) was presented by its mover, **Goodwill Taderera** ([ZIMTA/Zimbabwe](#)). It was seconded by **Lot Vilakazi** ([SNAT/Eswatini](#)).

Goodwill Taderera noted that the basis for EI's existence is solidarity. He cites the aims of cooperation, transformation, justice, collective responsibility, and well-being. We must unite to meet challenges like war, natural disasters, climate change, and pandemics.

Lot Vilakazi defined solidarity as awareness of shared interests, objective standards, and sympathisers. We are interconnected and fight against war, hunger, climate change, and the kidnapping of students.

Friendly Amendments

Amendments (1), (3), and (5) were proposed by SADTU/South Africa, NAPTOSA/South Africa, and SAOU/South Africa.

Amendment (4) was proposed by AOb/Netherlands.

Amendments (6) and (7) were proposed by UEN/Norway, DLF/Denmark, and OAJ/Finland.

Interventions

Gustavo Michua y Michua (SNTE/Mexico) said education changes a child's way of seeing life and the world. We must make sure that all children go to school.

Sibongile Kwazi (SADTU/South Africa) claimed illiteracy is rising in Africa and in war-torn areas. Without education, there are no solutions to hunger, disease, poverty, unemployment, and inequality.

Resolution C4, as amended, was carried unanimously.

At this point, because of time constraints, the time for movers to speak was reduced to four minutes. Seconders' time remained at three minutes.

5.7 Video Address by Gilbert Hougbo, Director-General of ILO

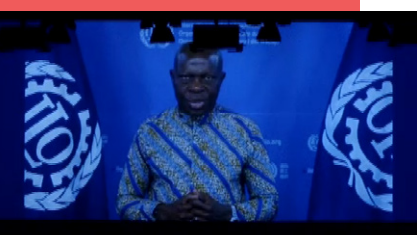
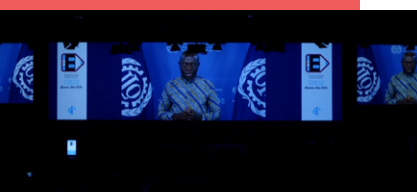
President Hopgood introduced a video of a speech by **Gilbert Hougbo**, the Director-General of the *International Labour Organisation* (ILO), which was founded in 1919 to speak for labour and human rights, social justice, and decent work for all. Its conference in the previous month discussed the implementation of the UN's High-Level Panel recommendations.

Gilbert Hougbo opened his speech by declaring that "*education is at the heart of social justice*." Education develops skills and leads to opportunities for good work and a decent standard of living. Ongoing advances in technology mean that people must keep on educating themselves throughout their lives.

The failure of services such as education undermines public confidence, so education is necessary to sustain peace and democracy. He said, "*There can be no social justice without equitable access to quality education, and there can be no education without qualified and well-supported teachers*."

ILO and UNESCO led the UN's Panel, which addressed teacher shortages and the need for social dialogue or collective bargaining. ILO plans to promote its recommendations and to continue work with UNESCO to advance the teaching profession. He said, "*This will be a challenging but potentially groundbreaking venture for which we will need your full support*."

After the speech, **Hopgood** closed the session for lunch.





Congress Plenary Session VI

Day 4—Thursday 1 August—Afternoon

After lunch, **President Hopgood** again reordered the presentations of resolutions. Also, because of lack of time, *movers* now have four minutes to speak, and *seconders* and all other *speakers* have two minutes. Other measures may have to be taken later to meet time constraints.

6.1 Resolutions: Section C—Defending Democracy (cont.)

C5: ORGANISING AGAINST THE POLITICAL AND IDEOLOGICAL ATTACKS ON ACADEMIC FREEDOM AND INSTITUTIONAL AUTONOMY

[Resolution C5](#) was moved by **Peter McInnis** ([CAUT/Canada](#)) and seconded by **Jo Grady** ([UCU/UK](#)).

Peter McInnis reported authoritarian government bans on teaching about racism, sexism, colonialism, and gender identities. They are making ideological appointments and purging those who disagree. Academic freedom is central to education.

Jo Grady pointed to right-wing attacks on critical thinking and on equality and diversity work that seeks to remedy social divisions. She spoke against casualisation, managerialism, and performance-based funding.

Friendly Amendments

[Amendment \(1\)](#) was proposed by [AOB/Netherlands](#).

[Amendment \(2\)](#) was proposed by [COV/Belgium](#) and [COC/Belgium](#).

[Amendment \(3\)](#) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/](#)



Angola, ONP-SNPM/Mozambique, [SINAPROF](#)/Guinea Bissau, [SINDEP](#)/Cape Verde, [SINPRESTEP](#)/São Tomé and Príncipe, and [SINPROF](#)/Angola.

[Amendment \(4\)](#) was proposed by [NAR](#)/Norway.

Interventions

Mary Cathryn Ricker ([AFT](#)/USA) said that high-quality education requires debate, discussion, and open inquiry. Around the world, we struggle against repressive laws and policies.

Andreas Keller ([GEW](#)/Germany) noted that science and university autonomy are under threat. Germany has blacklisted certain scientists who criticise Israel. Research funding is conditional.

Yousra Seghir ([FGESRS](#)/Tunisia) reported attacks against academic freedom in Tunisia. They affect the quality of research, teaching, and public debate.

Patrick Monfort ([SNCS-FSU](#)/France) noted difficulties, even in France, in discussions on Israel and Palestine. Without freedom in academia, he said, we do not have democracy.

Predrag Markovic ([IURHEEC](#)/Croatia) reported attacks on gender studies in Croatia. Politicians cannot be allowed to say what we can research and teach. Academic freedom is as important as judicial independence.

Vladimer Quetua ([ACT](#)/Philippines) spoke about the threat presented by the breaking of the UP-DND Accord in the Philippines. This may lead to surveillance, intimidation, and possibly suppression of criticism.

Flávio Alves Silva ([PROIFES](#)/Brazil) saw threats from conservative and religious groups pretending to be neutral, but also warned of attacks on unions from the left.

Gloria Arboleda ([ASPU](#)/Colombia) pointed out that it's not only traditionally vulnerable groups being attacked, but anyone who promotes critical thinking. Academics can be prosecuted and imprisoned.

Demetrius Dove ([NEA](#)/USA) called restrictive policies attacks on truth and truth-telling. He condemned wilful ignorance as the basis of racism, sexism, and other prejudices.

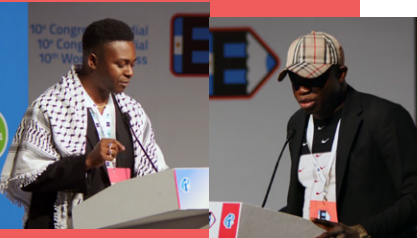
Salifou Camara ([FSPE](#)/Guinea) said attacks are not just ideological and academic; in countries at war, teachers are being shot, bombed, and killed. We should use the weapon of our pens.

[Resolution C5](#), as amended, was carried unanimously.

C6: RESEARCH AND INNOVATION: SUPPORTING BASIC RESEARCH FOR RESILIENT SOCIETIES

[Resolution C6](#) was presented by **Patrick Monfort** ([SNCS-FSU](#)/France), its mover. It was seconded by **Andreas Keller** ([GEW](#)/Germany).

Patrick Monfort claimed too much research is now technological, funded by private companies. We need research into climate and social issues, as well as fundamental research. He cited the example of research that had not previously seemed important but that led to the quick creation of the Covid-19 vaccines.



Andreas Keller said too much research now serves the interests of capitalists. Funding is tighter and more often conditional. We are too often trying to satisfy private donors.

Amendments

Amendment (3) was withdrawn by UEN/Norway.

Friendly Amendments

Amendments (1) and (2) were proposed by NAR/Norway.

Interventions

Madeleine Pastinelli (FQPPU/Canada) claimed research is too often done not for the people but for the economy. Research must advance in all areas, because we don't know what we will need in the future.

Resolution C6, as amended, was carried unanimously.



C7: CURRICULUM IN THE FIGHT AGAINST FASCISM

Resolution C7 was introduced by its mover, **Herminia Nascimento** (SINPROF/Angola). **Carlos De Feo** (CONADU/Argentina) was the seconder.

Herminia Nascimento asked for a special working group, to study democratisation at school as well as hatred and all kinds of discrimination.

Friendly Amendments

Amendment (1) was proposed by UEN/Norway, OAJ/Finland, DLF/Denmark, and STU/Sweden.

Intervention

Mark Potter (NZEI Te Riu Roa/New Zealand) reported murders at a mosque in New Zealand. Right-wing forces are suppressing ideas. We must use curricula to uphold our values.

Resolution C7, as amended, was carried.

Resolution C8 is being held for later.



C9: STANDING UP FOR PARTICIPATORY DEMOCRACY IN LATIN AMERICA AND THE WORLD

Resolution C9 was introduced by its mover, **Eduardo Pereyra** (CTERA/Argentina). The seconder was **Marlei Carvalho** (CNTE/Brazil).

Eduardo Pereyra said the dominant class wants to control cultural and political institutions. People suffer from coups, poor economic conditions, external debt, and hyperinflation. We need to fight for democracy, critical thinking, and the working class.

Marlei Carvalho noted that around the world, we are fighting the far right. Unions and public schools are under attack. We defend democracy, social inclusion, and peace.



Friendly Amendments

Amendment (1) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

Amendment (2) was proposed by [UEN/Norway](#) and [OAJ/Finland](#).

There were no interventions.

Resolution C9, as amended, was carried.

6.2 Resolutions: Section A—Growing Our Unions (cont.)

A4: PROFESSIONAL AND UNION AGENCY FROM THE BOTTOM UP

The discussion now returned to Section A resolutions with Resolution A4. It was presented and moved by **Phillip Clarke** ([NEU/UK](#)) and seconded by **Jelmer Evers** ([AOB/Netherlands](#)).

Phillip Clarke noted that trade union leaders stand on the shoulders of their workplace reps. Their actions kept schools closed in the UK when Boris Johnson tried to reopen them too soon; they delivered votes that led to good pay raises. We must join together to train, share practices, and build strength.

Friendly Amendments

Amendment (1) was proposed by [UIL-SCUOLA RUA/Italy](#).

Amendment (2) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/Angola](#), [ONP-SNPM/Mozambique](#), [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

Interventions

Kouadio Arnaud Boka ([CEPENS-CI/Ivory Coast](#)) called for raising awareness of unions so they continue into the future. Unions work for fairness and put employees on an equal footing with employers.

Jorge Cardoso ([SINDEP/Cape Verde](#)) said teachers must help set policies for education. He reported Cape Verde is withdrawing previous gains in rights and dignity for teachers.

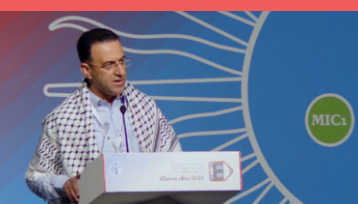
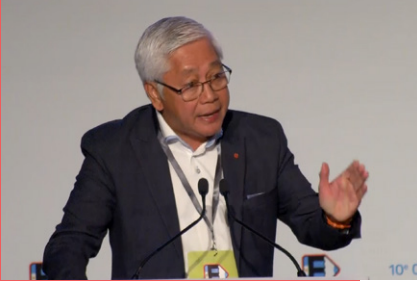
Rafika Afroze ([BTA/Bangladesh](#)) said that ECE teachers in Bangladesh are undervalued and underpaid. She had to fight authorities to be allowed to come to Argentina.

Resolution A4, as amended, was carried.

6.3 Address by Ambet Yuson, General Secretary of BWI

General Secretary David Edwards introduced **Ambet Yuson**, General Secretary of the *Building and Wood Workers' International* (BWI). BWI, a worldwide federation of unions, has 12 million members in the building, building materials, wood, forestry, and allied sectors. Their work includes defending migrant construction workers' rights in very large sporting events such as the FIFA World Cup and the Olympics.





Yuson recalled that democracy was under threat during EI's 2019 Congress. It still is, he noted, particularly in the United States, Myanmar, Ukraine, and Gaza.

Together, BWI and EI have defended trade union rights—in the Philippines, against violence; in Myanmar, after the coup; and in Palestine, trying to recover lost wages for workers banned from Israel.

BWI workers benefit from education, he said. Teachers tell us how to exercise our rights, debate, and think critically. Inclusive, free, quality education shows us how to create a better world for the future.

Yuson said, *"In a world with growing injustices, power elites, rights violation and abuses, quality public education for all is the greatest lever to make society fairer and freer and change fear to hope."* They will continue to work for social justice and peace.

6.4 Resolutions: Section D—Ensuring Equity

D1: ASSERTING AND DEFENDING INDIGENOUS PEOPLES' RIGHTS WITHIN AND THROUGH TRADE UNIONS

Discussion now turned to Section D resolutions. [Resolution D1](#) was presented by its mover, Executive Board member **Alfonso Cepeda Salas**. It was seconded by Executive Board member **Dianne Woloschuk**.

Alfonso Cepeda Salas said unions must defend the rights of indigenous people. EI should have a consultative group of indigenous people to create policy and action for research, defence, and education. It should plan for the international decade of indigenous languages.

Dianne Woloschuk declared that she, like many in Canada, has benefitted through the exploitation and subjugation of indigenous people. She urged EI not to repeat the sins of the past.

Friendly Amendment

[Amendment \(1\)](#) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/Angola](#), [ONP-SNPM/Mozambique](#), [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

Interventions

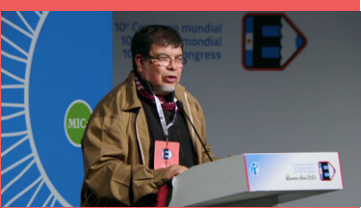
Saed Erziqat ([GUPT/Palestine](#)) claimed teachers always lead change. We should preserve indigenous cultures and history; indigenous people must also be involved in budgeting.

Tesa Fiddler ([CTF-FCE/Canada](#)) introduced herself in her First Nations language. In previous times, education was used to wipe out cultures; now, she said, it should be used to heal and empower indigenous communities.

Evelyn DeJesus ([AFT/USA](#)), an indigenous woman of the Taino tribe of Puerto Rico, reported on community schools combining education with other services. We must teach the painful but rich history as well as the current lives of indigenous people.



Berenice D'arc Jacinto (CNTE/Brazil) reported Brazil now has a Ministry of Indigenous People. She said that indigenous people should be valued, respected, and included in the school syllabus for all people.



Juan Gabriel Espinola (OTEP-Auténtica/Paraguay) greeted colleagues in Guarani. He said we should return land and water rights to indigenous people. Some communities are losing their language and culture.



Pedro Hernández Castillo (ASPU/Colombia) announced he was from a Mulatto Mestizo community. In Colombia, drug lords move indigenous people off their lands and even kill them. We can fight to defend democracy and bring prosperity and well-being.

Geir Røsvoll (UEN/Norway) said the teachers' union in Norway has an advisory board on Sami education policy. He said this can be used to strengthen indigenous rights.

[Resolution D1](#), as amended, was carried unanimously.

D2: ADDRESSING HAIR DISCRIMINATION AND CULTURAL BIAS IN EDUCATION



[Resolution D2](#) was moved and presented by **Nomarashiya Caluza** (SADTU/South Africa) and seconded by **Folasade Afolabi** (NASUWT/UK).

Nomarashiya Caluza noted that education must be free of remnants of colonialism and apartheid. Hair discrimination has been enforced by dress codes. EI must stand for cultural competence and against racial and caste discrimination.

Folasade Afolabi called hair and caste discrimination forms of prejudice. They affect well-being, self-esteem, and academic success and may lead to unfair treatment.



Friendly Amendments

[Amendment \(1\)](#) was proposed by [SADTU/South Africa](#), [NAPTOSA/South Africa](#), and [SAOU/South Africa](#).

[Amendment \(2\)](#) was proposed by [UEN/Norway](#) and [OAJ/Finland](#).



Intervention

René Marncé (NAPTOSA/South Africa) points out that, for many, hair is part of their cultural identity. School policies should allow natural or traditional hairstyles.

[Resolution D2](#), as amended, was carried unanimously.

6.5 Presentation of the Programme and Budget 2025-2029



General Secretary David Edwards presented the programme and budget for the next five years. He was the mover; the seconder was Executive Board member **Marième Sakho Dansokho**.

Edwards noted that EI is independent, autonomous, and supported by members' dues, so that "*we are accountable to our members to deliver. We are special ... because we can keep speaking truth to power.*"

EI laid out four strategic directions in Bangkok, including (1) system, (2) status, (3) rights and democracy, and (4) renewal and the building of power.

Under system, we need to hold governments to the recommendations of the UN's High-Level Panel. We have to fight against privatisation and commercialisation. We also need to work on climate change, through education, creating a just transition, and holding polluters accountable.

With status, we're concerned about academic freedom, working conditions, salaries, and casualisation. We also have a lot of work to do on technology.

As to rights and democracy, Edwards said, "*It's core to who we are.*" More work is needed around the world. Equity and inclusion matter, for women, indigenous people, LGBTI+, and other groups. In how and what we teach, Edwards said, we need to be "*raising the consciousness of the societies and the communities around their democratic purposes.*"

Renewal is also important, as we grow our membership at the top, middle, and bottom levels, at both the global and local levels. Engaging young members is a priority.

Like teaching, EI's activities depend on "*people power,*" so we can't get around expenditures on people. The proposal is to set the ceiling rate for dues at €1,719, then permit the Executive Board raise it by 2% per year if inflation requires it. For now, the fraction and floor rates will not change.

In September and October, the Secretariat and regional offices will create a list of strategic action options for discussion. In November, the Executive Board will approve a strategic plan and then the Secretariat will create the operational plan. In January, it will put these plans into effect.

EI will continue to do the good work we're doing together. We will drive forward into the future, "*winning, defending democracy, defending rights, but putting forward a new vision for our professions*" to bring everyone together—"*unified, fighting fascism, fighting the despots, yes, but also establishing a vision for the world we do want to create.*"

A discussion followed.

Marième Sakho Dansokho (Executive Board) spoke of the astounding breadth of activities EI carries out, promoting freedom, justice, and equality, and working against increasing capitalist threats. Yet we must still do more, through our will, solidarity, and investment.

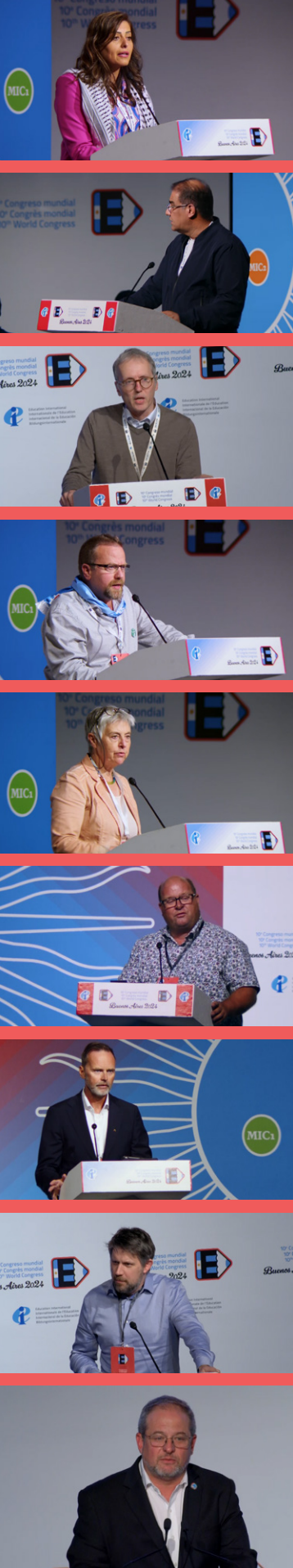
Odile Cordelier (SNES-FSU/France) noted we must adapt to realities in different countries. EI's public education campaign will help realise the UN Panel's recommendations. Organisations should make proper payments of their dues.

Correna Haythorpe (AEU/Australia) said only 1.3% of Australia's schools are funded at the minimum benchmark. The government recently offered an inadequate deal. They plan to use the Go Public! campaign and UN Panel's recommendations to fight for more.

Katarina Murto (OAJ/Finland) cautioned that we must prioritise the things we can do with current resources. We must be responsible in our financial management.

Takumi Sato (ITU/Japan) reported overtime for teachers in Japan is now 96 hours per month. Japan has a falling birthrate and an aging population. Fewer people want to teach, but this worsens conditions. The government refuses to expand its low ratio of spending on education.





Manal Hdaife (PPSTLL/Lebanon) thanked EI for its support of the Palestinian cause, hoping it will continue its support, especially because of recent attacks.

Oday Al-Isawi (ITU/Iraq) reported the new Arab Cross-Country Regional Structure (ACCRS) has more than a million members and is doing well.

Rob Copeland (UCU/UK) asked if the Further and Higher Education Conference will continue to meet every two years. He said this sector is sometimes neglected but that EI has done good work with research and apprenticeships recently.

Nick Strauss (GEW/Germany) praised EI for achieving a lot with very little. We need to make sure we pay our dues properly to make EI stronger.

Trudy Kerperien (AOB/Netherlands) noted that EI received dues for only about a third of its membership. Some countries are at war, but even the more fortunate ones may have difficulties. She asks for a more balanced income in the future.

Lasse Bjerg Jørgensen (BUPL/Denmark) said EI needs a sustainable economy, and that simply raising dues is not sustainable.

Thom Jambak (UEN/Norway) asked that we prioritise autonomy and human-centred teaching over AI. He said that too often decisions are made by politicians and administrators rather than teachers.

Phillip Clarke (NEU/UK) pointed out that programmes are the smallest part of the budget. He said this is where the work gets done and asked if EI might want to make this a larger part of the budget.

General Secretary David Edwards replied to these remarks, noting that growth was a priority. EI is currently welcoming new members from Egypt and Bolivia.

One requirement for membership is the payment of dues. Requests for special agreements have risen. Fortunately, EI is building membership, and members are staying because they see value in EI's work.

EI does have a Further and Higher Education Conference scheduled. We must help with just transitions, reskilling and fighting casualisation.

Regions have their own strategic and operational plans, based on EI's central plan. For now, Edwards is keeping programmes at a focused 10%, because we do not want to become an NGO.

Governance is what makes EI democratic. We can save money or do cost-sharing at times, but we do have to prioritise, in terms of how much research we can do, how many languages we can support, and so on. When we cut costs, we have to decide what to keep and what to give up.

EI has a transparency that many other organisations don't. Edwards feels it is in a good place, and hopes to grow the programmes eventually as well.

The resolution to adopt the programme and budget was carried unanimously.

At this point, **President Hopgood** adjourned the plenary session for the day. She invited young delegates to meet after the award ceremony to network and share experiences.



El Award Ceremony and Tribute to President Hopgood

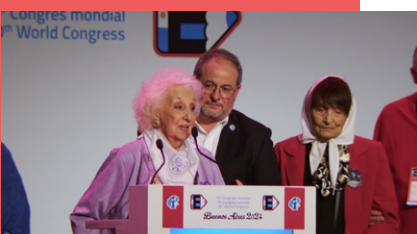
President Susan Hopgood opened the ceremony by reminding us of El's 4th Congress, which was held just a few hundred kilometres up the coast at Porto Alegre, Brazil. There, El honoured the bravery and resilience of two groups, the *Asociación Civil Abuelas de Plaza de Mayo*, the Association of Grandmothers of the Plaza de Mayo, and the *Madres de Plaza de Mayo*, the Mothers of the Plaza de Mayo. Hopgood said, "*These heroes of the Argentine dirty war fought against the kidnappers and murderers of the military junta with a legendary persistence.*"

At that congress, **Estela de Carlotto** received the 2004 *Mary Hatwood Futrell Human and Trade Union Rights Award* on behalf of the two groups. Today, both she and **Taty Almeida** are here "*as a reminder that freedom is never inevitable, and each generation must fight for democracy. For Argentina, the return to democracy came through their struggle.*"

Estela de Carlotto noted that "*it's been a hard fight, a necessary fight. ... What happened in our country will never happen again.*" There were 30,000 forced disappearances, and hundreds of grandchildren were born in captivity. The grandmothers and mothers were afraid, but they battled to stop it from happening. Now, at almost 94 years old, her wish is that those things will never happen again, anywhere in the world.

Taty Almeida recalled that one of her children, Alejandro Martin Almeida, disappeared at age 20, a medical student and political militant. They were called crazy, because in spite of their canes and wheelchairs, they were still standing. She said the current government "*wants to throw away all of the rights that we've acquired, all of the rights for human rights, labour, work, memory, truth, justice.*" However, "*the resistance continues. And between all of us, with all of us together, we are going to show that they haven't won, they have not beaten us.*" She wants to shout, for teachers around the world, and for detained and disappeared children, to say that "*we are here now and forever.*"

President Hopgood presented each of the women with a memento for their battles for human rights. Also present was **Manuel González**, one of



the grandchildren who was found. Hopgood asked for a standing ovation for the women, *"because if there is democracy, if there are laws against forgetting, if there's memory and justice, it's because of this fight, because of this battle."*

The first award of the evening was established in honour of EI's co-founder, Al Shanker. The *Al Shanker Education Award* was given to **Arlene Inouye** of the *National Education Association* in the United States of America. Hopgood said, *"An educator, labour leader, activist, and keeper of culture, Arlene has spent most of her life uplifting the plight and contributions of Asians and Pacific Islanders to American society."* Inouye was unfortunately unable to be present to receive the award.

The next award, the *Fred van Leeuwen Democracy Award*, is named for EI's founding General Secretary. The recipient is **Georgiy Trukhanov**, President of the *Trade Union of Education and Science Workers of Ukraine*. When Russia invaded Ukraine, he did not look to his own safety but stayed at his union headquarters in Kyiv, asking fellow unionists to help families fleeing the country. He could not be present in person but sent a video.

In the video, Trukhanov said the award was not for him personally but for the activities of the whole union in these difficult times. He noted that van Leeuwen had visited Ukraine in 2014, when their union headquarters had burned down during the Revolution of Dignity. Now, in spite of the shelling, destruction, blackouts, and lack of means of communication, educators are still teaching, defending the values of democracy. He said, *"Their courage and dedication inspire and strengthen faith in a better tomorrow for our children. Thanks to your support, we look to the future with hope and believe in our victory."*

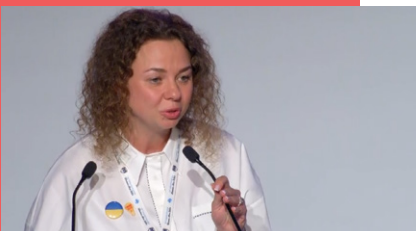
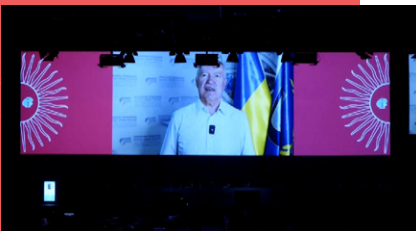
Accepting the award in Trukhanov's place was **Olha Chabaniuk** ([TUESWU/ Ukraine](#)), who thanked EI for its strong support in these times, when democracy hangs in the balance.

The *Mary Hatwood Futrell Human and Trade Union Rights Award* is given in honour of EI's founding President. This year, it was given to **Laures Park** ([NZEI Te Riu Roa/New Zealand](#)), union leader and educator, called *"an outstanding leader of Māori educators in her own union both nationally and internationally."* Park stood up for justice for Māori educators and students.

Park accepted the award on behalf of all indigenous children and people. She noted that *"when we talk about things like colonisation, we have this perception that that's in the past. ... Let me stand to tell you colonisation is right and well right here, right now."* The education system in New Zealand was built on that foundation and is still racist. She wants to see more consultation with indigenous people on general educational policies.

At this point, **General Secretary David Edwards** intervened, interrupting the ceremony for a tribute to outgoing **President Susan Hopgood**. He praised her, saying, *"She has literally circled the globe, applying her insight, her inspiration, her expertise, knitting together our many parts, our subject matter and our constituencies, bringing a level of clarity and coherence that has made EI recognised and the respected force that it is today."*

He added, *"For all of my time at EI, Susan has been the one person in my professional life that I've been able to count on absolutely, for counsel, for directions, to tell the truth."*



He then played a video tribute for President Hopgood.

Hopgood then concluded business for the day, with an invitation to the Awards Reception.





Congress Plenary Session VII

Day 5—Friday 2 August—Morning

President Susan Hopgood opened the session with the announcement that the order of resolutions had been changed again. Some resolutions would now be considered in pairs, or in groups of three, and single-country resolutions would be left until later. Speaking times remained at three minutes for movers and two minutes for all others.

7.1 Report of the Elections Committee on the Election of Open Seats

Christer Holmlund (OAJ/Finland), Chair of the Elections Committee, presented the fifth and final report, on the election of Open Seats on the Executive Board. Ten people were elected:

Jalila Al-Salman	(BTA/Bahrain)
Domingo José Ayala Espitia	(FECODE/Colombia)
Olha Chabaniuk	(TUESWU/Ukraine)
Evelyn DeJesus	(AFT/USA)
Manal Hdaife	(PPSTLL/Lebanon)
Ann Mari Milo Lorentzen	(UEN/Norway)
Manuela Mendonça	(FENPROF/Portugal)
Nadine Molloy	(JTA/Jamaica)
Marjolaine Perreault	(CSQ/Canada)
Unifah Rosyidi	(PGRI/Indonesia)

Article 10c(iv) of the EI Constitution, requiring that five of these people be women, was fulfilled, since nine are women.

The report was moved on behalf of the Executive Board by Executive Board member **Roberto de Leão** and seconded by Executive Board member **Lily Eskelsen García**.

The report was unanimously adopted.



7.2 Resolutions: Urgent Resolutions and Section D—Ensuring Equity (cont.)

U3: CONDEMNING THE RISE OF ANTI-LGBTQIA+ IDEOLOGY FROM THE FAR RIGHT

Jeff Freitas (AFT/USA) moved [Urgent Resolution U3](#), and **Youri Blanchet** (CSQ/Canada) seconded it.

Jeff Freitas pointed out the rise of authoritarian parties in Europe and Project 2025 in the United States. Beyond these areas, many countries still criminalise same-sex relationships or even impose the death penalty. Unions have a role to play in protecting people.

Youri Blanchet reported that right-wing policies in Canada are affecting the LGBTQIA+ community. He sees a wave of hostility arising in Argentina as well.

Interventions

Alex Hanke (GEW/Germany) noted Germany now has a law allowing people to choose their gender identity. Unfortunately, the far right is on the rise and stoking fear.

Patrick Monfort (SNCS-FSU/France) said that if conservative and religious movements come to power, they will attack the rights not only of LGBT people but also of women and migrants. He recalled World War II, when homosexuals were killed.

Bill Farmer (NEA/USA) contrasted love as the essence of humanity with the rise of hatred. Both teachers and students must be able to be their authentic selves.

[Resolution U3](#) was carried.

Next, two resolutions were considered together, both concerning climate change and its impact.

D7: HUMAN-INDUCED GLOBAL CLIMATE EMERGENCY

For [Resolution D7](#), the mover was **Correna Haythorpe** (AEU/Australia) and the seconder was **Paula Manumanunitoga** (FTA/Fiji).

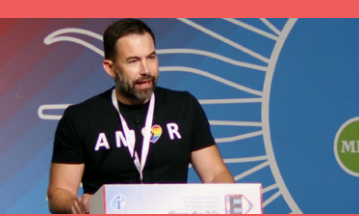
Correna Haythorpe said the Asia-Pacific region was at the forefront of the climate emergency. Last year, her home was flooded. Extreme weather is destroying homes, livelihoods, and soil. Pacific islanders may become the first climate refugees.

Paula Manumanunitoga noted a handful of people are still stalling action against climate change. EI must support this action. Inhabited islands may soon be underwater.

Friendly Amendments for Resolution D7

[Amendments \(1\)](#), [\(2\)](#), and [\(3\)](#) were proposed by [UEN/Norway](#).

[Amendment \(4\)](#) was proposed by [CNTE/Brazil](#), [CONTEE/Brazil](#), [FECAP/Cape Verde](#), [FENPROF/Portugal](#), [FNE/Portugal](#), [PROIFES/Brazil](#), [FSTECDCSA/](#)



Angola, ONP-SNPM/Mozambique, [SINAPROF/Guinea Bissau](#), [SINDEP/Cape Verde](#), [SINPRESTEP/São Tomé and Príncipe](#), and [SINPROF/Angola](#).

[Amendment \(5\)](#) was proposed by [UEN/Norway](#).

D8: COMBATTING CLIMATE CHANGE AND ADVANCING ENVIRONMENTAL JUSTICE FOR OUR MOST VULNERABLE STUDENTS AND COMMUNITIES

For [Resolution D8](#), the mover was **Christine Sampson-Clark** ([NEA/USA](#)) and the seconder was **Trevor Oswald Robinson** ([SVGTU/St. Vincent and the Grenadines](#)).

Christine Sampson-Clark cited the existential threats of heat, flooding, and scarcity of food and water. The Caribbean is severely affected, even though it produces hardly any greenhouse gases. We must stop climate change and promote environmental justice.

Trevor Oswald Robinson said all people have the right to be protected from pollution and to live in a safe, healthy place. We must address environmental injustice.

[Friendly Amendments for Resolution D8](#)

[Amendment \(1\)](#) was proposed by [STEs-i/Spain](#).

[Amendment \(2\)](#) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

[Amendment \(3\)](#) was proposed by [STEs-i/Spain](#).

[Interventions for Resolution D7](#)

Thirona Moodley ([NAPTOSA/South Africa](#)) pointed out two problems. First, food security and sovereignty: hungry children cannot learn. Second, eco-feminism: climate change has a greater impact on women. We must make a just transition.

Patrick Monfort ([SNCS-FSU/France](#)) is working on pathogens linked to climate change. Education must alter economic systems that destroy ecosystems. Scientists and educators must work together.

Chris Abercrombie ([NZPPTA/New Zealand](#)) spoke of eroding coastlines, more violent storms, and the bleaching of coral reefs in the Pacific. Food and freshwater supplies are threatened.

Ana Boff de Godoy ([PROIFES/Brazil](#)) talked about extreme flooding in Brazil, affecting 60,000 people. Forests are being destroyed and land eroded. We need to educate people and make changes.

Selina Mahe ([FITU/Tonga](#)) said students suffer from fear and anxiety due to climate change. By 2050, up to 4.7 million people in the Pacific area might be displaced. We must teach local environmental issues.

Teodoro Muidumbe ([ONP-SNPM/Mozambique](#)) reported that cyclones in Mozambique have destroyed infrastructure. Schools must be built to withstand climate change, and education budgets must be increased.



Interventions for Resolution D8

Jacques Landry (CSQ/Canada) reported Canada is seeing out-of-control forest fires. First Nations and indigenous people may lose their lands. Education has been disrupted.

Jaime Ciffone (AFT/USA) talked about school improvements. Heating and cooling systems must be replaced, ventilation improved, and asbestos, lead, and mould removed. Unions should take the lead here.

Camille Aude (SNES-FSU/France) related health issues to a need to adapt school buildings. Climate change is worsening working conditions.

Turid Buan Oefsti (UEN/Norway) proposed that children should not only learn about sustainable development; they should live it, experience it, and take responsibility for it.

Karen Littlewood (CTF/Canada) spoke of the damage of climate change, with harm to indigenous lands, a melting Arctic, and destructive fires. Education is power, but we must take that power and use it for change.

Kiaaaua Tiban (KUT/Kiribati) noted that Kiribati's islands are threatened by climate change. They do not want to lose their country. Education should cover climate justice and resilience.

Emilio Ramírez Vega (SNTE/Mexico) asked that this resolution be disseminated to even the most marginalised teachers. Water is necessary for life, but water can run out.

José Manuel Fernández Gayoso (STEs-i/Spain) pointed out our unfair and unsustainable models of production and consumption. The wealth of some impoverishes others. We must transform our societies.

Valérie Ginet (FEP-CFDT/France) said we need not only technological innovation but high levels of investment, climate education, and changes in our social models.

The resolutions were voted on separately.

Resolution D7, as amended, was carried unanimously.

Resolution D8, as amended, was also carried unanimously.

7.3 Resolutions: Urgent Resolutions and Section E—Promoting Peace

Resolutions E1, E2, and E3 were taken up together.

E1: PEACE EDUCATION

Resolution E1 was presented by its mover, **Takashi Kajiwara** (JTU/Japan). It was seconded by **Graziamaria Pistorino** (FLC-CGIL/Italy).

Takashi Kajiwara recalled World War II, with students sent to battlefields. Japan suffered damage but also inflicted damage on China and Korea. We must work for a ceasefire and to keep children out of wars.

Graziamaria Pistorino proposed opposing military recruitment in schools, banning weapons development, and restricting military spending. She believes peace is built at school.



Friendly Amendment for Resolution E1

Amendment (1) was proposed by [SNES-FSU/France](#), [SNCS-FSU/France](#), and [FSU-SNUipp/France](#).

E2: THE EFFECT OF WAR ON EDUCATION AND CHILDREN

Resolution E2 was introduced by **Mazotsho Dukwe** ([SADTU/South Africa](#)), its mover. The seconder was **Letsatsi Ntsibolane** ([LAT/Lesotho](#)).

Mazotsho Dukwe spoke about the effects of war on children, including the disruption of education, displacement, and the separation of children from parents.

Letsatsi Ntsibolane said we must stop wars and their effects on children and education. Politicians must respect international law.

Friendly Amendments for Resolution E2

Amendments (1) and **(2)** were proposed by [SADTU/South Africa](#), [NAPTOSA/South Africa](#), and [SAOU/South Africa](#).

E3: EDUCATION AND WELL-BEING OF CHILDREN DURING PERIODS OF MILITARY CONFLICT

Resolution E3 was moved by **Rashida Din** ([NASUWT/UK](#)), who introduced it, and seconded by **Nolitha Mboniswa** ([SADTU/South Africa](#)).

Rashida Din noted the large number of children worldwide affected by conflicts. Schools are being destroyed; girls and women are excluded, and sometimes abducted. We must meet the needs of teachers and students in those areas.

Nolitha Mboniswa said we must ensure that children and their right to education are protected. Teachers must be able to continue teaching, and we must promote well-being and mental health.

Friendly Amendments for Resolution E3

Amendments (1) and **(2)** were proposed by [NEU/UK](#).

Amendments (3), **(4)**, and **(5)** were proposed by [SADTU/South Africa](#), [NAPTOSA/South Africa](#), and [SAOU/South Africa](#).

Amendment (6) was proposed by [CTF-FCE/Canada](#).

Amendment (7) was proposed by [NEU/United Kingdom](#).

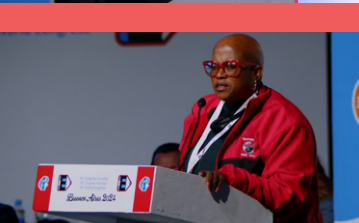
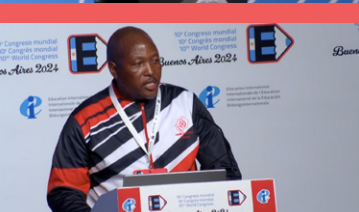
Amendment (8) was proposed by [COV](#) and [COC/Belgium](#).

Amendments (9) and **(10)** were proposed by [NEU/UK](#).

At this point, speakers were asked to limit their remarks to a minute and a half.

Interventions for Resolution E1

Claire Guéville ([SNES-FSU/France](#)) deplored the use of education to spread hate and nationalistic propaganda. We cannot allow children to be used and education to be weaponised.





Maike Finnern (Executive Board) asked that we teach about conflict resolution and understanding, and how to counter propaganda. We need to fight military recruitment, particularly of minors.

Jean Kamdem (FESER/Cameroon) claimed the number of wars is increasing exponentially. This is a failure of education but also an opportunity to replace war by love.

Thobie Mbassi Ondoa (FECASE/Cameroon) noted we've been training young people to combat unemployment. However, we must also promote the humanities and the values of humanism and tolerance.

Clément Poulet (FNEC.FP-FO/France) claimed France is developing an economy of war. We must say no to higher military budgets and the militarisation of young people.

Amidou Diedhiou (SELS/Senegal) said the resolution promotes a positive social life with a nonviolent culture. Then we can take on sustainable development and advance education.

Mairead Canavan (NEU/UK) reported that teachers in the UK are not allowed to talk about Gaza. Wars end not with the sending of more arms but with a political solution.

Sory Kaba (FOSEF-FESACI/Ivory Coast) insisted that development is not possible without peace. The value of peace must be entrenched in the spirits of men and women.

Andrés Quishpe (UNE/Ecuador) denounced wars and genocide. In two years, military spending has increased by more than 7%, and wars are interfering with public education.

Interventions for Resolution E2

Jacquie White (UTU/UK) said the peace in Northern Ireland was welcome but precarious and asked for critical thinking about the past. With most children still in segregated schools, she said, they are actually perpetuating the past.

Ahmed Sabir Aljammoor (KTU/Iraq) said the war imposed by ISIS has just ended, but there were killings, deportations, and imprisonment. Students are still suffering from trauma and psychological disorders.

Yasser Arafat (ETS/Egypt) reported Egypt had absorbed more than 11 million refugees. Half of them were young people. They are suffering psychologically and have lost family ties. He asked EI to help with a visit, solidarity, and support.

Hussein Jawad (PPSTLL/Lebanon) spoke of the war in Lebanon, with schools destroyed, teachers and students killed, and 15,000 now refugees. He asks for pressure for a ceasefire.

John Boyle (INTO/Ireland) reported the organising of a conference on Palestine. He asked for pressure on our governments to end to wars in Ukraine, the Middle East, and elsewhere.

Agnes Bikoko (FECASE/Cameroon) said children need safe and healthy environments. In Cameroon, 850,000 children don't have access to education. Schools should be sanctuaries.

Thabo Manne (NAPTOSA/South Africa) said war disrupts schooling and causes displacement. Psychological trauma and exposure to violence can interfere with concentration and learning.



Wayne Broom ([NASUWT/UK](#)) pointed out that international laws protecting schools and children are being ignored. Education is vitally needed for peace and democracy.

Interventions for Resolution E3



Jean Kamdem ([FESER/Cameroon](#)) noted that war has spread and schools are being attacked. Teachers and students are suffering from this inhumanity. He asked EI to condemn all involved in war machines.



Augustin Tumba Nzuji ([FENECO/Democratic Republic of Congo](#)) reported that people in his country are being displaced for access to minerals. He estimates 7 million displaced with 10 million deaths.

The resolutions were voted on separately.

Resolution E1, as amended, was carried unanimously.

Resolution E2, as amended, was carried.

Resolution E3, as amended, was carried.



U2: STARVATION IN GAZA ESCALATES AFTER THE RAFAH GROUND INVASION: CALL FOR IMMEDIATE ACTION

Urgent Resolution U2 was presented by its mover, **Manal Hdaife** ([PPSTLL/Lebanon](#)). Its seconder was **Younes Firachine** ([SNE-CDT/Morocco](#)).

Manal Hdaife reported that, as of July 22, Israel has declared 83% of the Gaza Strip as a no-go zone for Palestinians. More than a fifth of the population is facing starvation. The resolution calls for compliance with international law, among other things.

Younes Firachine called the war in Palestine genocide. Women, children, and the elderly are being killed; hospitals and refugee camps are being destroyed. We need to stand up for justice.

No amendments were offered.

Interventions



Saed Erziqat ([GUPT/Palestine](#)) asked participants to stand up for Palestine. He gave a graphic description of the experiences of those who are losing their loved ones.

Sadik Rghioui ([SNE-FDT/Morocco](#)) said that Palestinians are suffering xenophobia in their own land, and that they need their own state. He called teachers the minds and souls of the world.



Andreas Keller ([GEW/Germany](#)) called for a ceasefire and humanitarian aid in Gaza, plus a two-state solution. But he said we also can't overlook the terrorist attack by Hamas that triggered the war.

Mike Thiruman ([STU/Singapore](#)) said the only side he will choose is the side of humanity. We must stop the suffering and make sure aid gets through.

Mario Nogueira ([FENPROF/Portugal](#)) said the Portuguese remember their 48 years of repression, colonialism, and war. He said they do not agree with any colonialism or war, anywhere in the world.





Cuqui Vera ([FECCOO/Spain](#)) said the situation in Palestine is getting worse. Her union is calling for a permanent ceasefire, respect for international law, and a return to their homes for trapped workers.

Louise Regan ([NEU/UK](#)) reported that more than 16,000 children have been killed in Gaza and many have lost limbs. They will be suffering from the trauma for decades. We must call for a ceasefire and humanitarian aid.

Oussama El Arnaout ([TSL/Lebanon](#)) talked about teachers suffering from bombardment, assassination, starvation, and war. Human rights are not being respected.

Luc Nhyomog ([SYNTESPRIC/Cameroon](#)) spoke of buildings destroyed, teachers forced from their homes, people killed by shelling and famine. We must show solidarity and humanity.

José Manuel Fernández Gayoso ([STEs/Spain](#)) called the war in Palestine genocide. He said that it goes back decades, and that the Palestinians must become a free and sovereign people.

Shannon McCann ([NEA/USA](#)) said we need global solidarity most in times of crisis. Her union has condemned the Hamas attack, called for hostage releases and a ceasefire, and backed a two-state solution.

Eliezer Winograd ([ITU/Israel](#)) called the resolution propaganda and said terrorism against Israel is being rewarded. Detailing the atrocities committed on October 7, he said Israel did not start the war. Education in Gaza, he claimed, teaches children to hate Israel.

Clément Poulet ([FNEC.FP-FO/France](#)) asked for support for student demonstrations. He reported France has sent police to stop them, violating university and academic autonomy.

Andrea Bradley ([EIS/UK](#)) announced her union stands for human rights, workers' rights, and children's rights, as well as for peace and justice. If we don't stand up for them, she asked, who will?

Saddek Dziri ([UNPEF/Algeria](#)) detailed the suffering in Gaza—no drinking water, no shelter, with schools, hospitals, and universities destroyed. He asked why we have the UN if it cannot put an end to this war.

Rob Copeland ([UCU/UK](#)) reported teachers and staff from Gaza's universities have announced they intend to resume teaching as soon as possible. A committee has been formed to get international support in rebuilding.

Leo Casey ([AFT/USA](#)) said nothing is more devastating to his union than the killing of children, including both the killings on October 7 and those occurring now. He said that mass starvation in Gaza can be prevented.

[Urgent Resolution U4](#) was carried.

E4: SOLIDARITY WITH UKRAINE

The next resolution presented was [Resolution E4](#), on Ukraine. The mover was **Kateryna Maliuta-Osaulova** ([TUESWU/Ukraine](#)); the seconder was **Larry Flanagan** ([EIS/UK](#)).

Kateryna Maliuta-Osaulova spoke of the conditions in Ukraine, with schools destroyed, children killed, tortured, or taken to Russia, shelling and missile attacks, contaminated air, and destroyed energy infrastructure.



Millions have fled the country. She asked EI for solidarity, to support justice and democracy.

Larry Flanagan praised Ukrainian teachers, as well as parents and the government, for maintaining education. Schools give children normality and hope, while solidarity reminds people that they are not alone.

Friendly Amendments

Amendments (1), (2), and (3) were proposed by **GEW/Germany**.

Interventions

Maike Finnern (Executive Board) spoke of solidarity with Ukrainian unions and teachers who have fled the country. She also mentioned colleagues in Belarus who run serious risks by being against the war.

Julien Farges (SNES-FSU/France) said that we must mobilise people to support Ukraine. We should not make the same mistakes as with the Spanish Republic. Our unions must use soft power, such as diplomacy, negotiation, and public opinion.

Resolution E4, as amended, was **carried**.

E6: HOPE IN HAITI

Resolution E6 was presented by its mover, **Youri Blanchet** (CSQ/Canada). The seconder was **Magalie Georges** (CNEH/Haiti).

Youri Blanchet talked about the political instability and violence, reporting that 80% of Haiti's capital is controlled by gangs. Teachers are calling for an end to violence against women and young people. We should support civil society and the rule of law.

Magalie Georges noted that public works and debt service are the government's priorities. Teacher pay is low, and 700,000 children are not being educated. Gangs are better armed than the army or police, and they are raping and killing. Haiti needs our solidarity.

No amendments were presented.

Intervention

Evelyn DeJesus (AFT/USA) reported that another 200 Kenyan police officers have arrived in Haiti to help bring order, and more will come from other countries. This resolution will highlight the work Haiti's unions have done in upholding democracy.

Resolution E6 was **carried unanimously**.

7.4 Resolutions: Urgent and Miscellaneous Resolutions

C8: RESTRICTIONS ON TEACHERS' POLITICAL RIGHTS AS CITIZENS IN THE REPUBLIC OF KOREA

Resolution C8 was presented by its mover, **Heeyeong Jeon** (Executive Board), and seconded by **Fred Grindrod** (NASUWT/UK).





Heeyeong Jeon reported that teachers in South Korea can be sued for clicking a Facebook Like button for a political poster or fired for donating to a political party. Teachers in South Korea should have basic political rights.

Fred Grindrod said that South Korean teachers should have basic political rights and freedom of expression. Teachers are being singled out and silenced.

No amendments were presented and no interventions were made.

[Resolution C8](#) was carried unanimously.



U1: CALLING FOR THE IMMEDIATE DISMISSAL OF TRUMPED-UP CHARGES AGAINST REPRESENTATIVE FRANCE CASTRO AND THE TALAINGOD 18

Next up was [Urgent Resolution U1](#), which was presented and moved by Executive Board member **Raymond Basilio** and seconded by **Rosalia Fatiaka** ([AUSPS/Fiji](#)).

Raymond Basilio said that ACT Representative France Castro and others had been falsely convicted of child abuse. In fact, he said, they were part of a National Solidarity Mission that had rescued indigenous children from the attacks of a paramilitary group. He said this was only the latest of the attacks on France for her criticism of the government and work for human rights.

Rosalia Fatiaki said France had been assisting indigenous people, teachers, and students whose schools were threatened with closure. She was resisting militarisation and displacement and upholding human rights.

No amendments were proposed and no interventions were made.

[Resolution U1](#) was carried unanimously.



U4: SOLIDARITY WITH THE GUATEMALAN EDUCATION WORKERS' UNION STEG

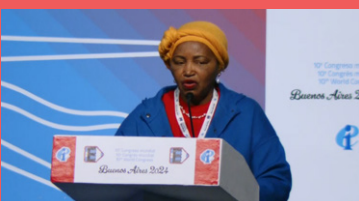
[Urgent Resolution U4](#) was presented by its mover, **Joviel Acevedo** ([STEG/Guatemala](#)). The seconder was **Isabel Olaya** ([FECODE/Colombia](#)).

Joviel Acevedo claimed that, after 36 years of war, Guatemala has attained peace. However, union leaders are being threatened by unidentified vehicles that follow them and their families. They are worried that assassinations might follow.

Isabel Olaya spoke of violence against workers and their representatives and asked for international solidarity against persecution and stigmatisation.

No amendments were proposed and no interventions were made.

[Urgent Resolution U4](#) was carried unanimously.





U5: ENDING FINANCIAL CUTS AND HARASSMENT IN THE PUBLIC EDUCATION SYSTEM AND PUBLIC UNIVERSITIES IN ARGENTINA

[Urgent Resolution U5](#) was introduced by **Yamile Socolovsky** (CONADU/Argentina), its mover. The seconder was **Roberto Baradel** (CTERA/Argentina).

Yamile Socolovsky noted that the University of the Madres de Plaza de Mayo has not been receiving the funding it is legally supposed to receive, so workers have not received their wages. There are attacks on human rights, feminism, science and technology, literature and the arts, and more.

No amendments were proposed and no interventions were made.

[Urgent Resolution U5](#) was carried unanimously.



At this point, **President Hopgood** announced that the Congress had covered all the resolutions that represented new policies or new directions for EI. As the time for presenting resolutions had run out, she proposed a Motion from the Chair to have resolutions that had not been considered referred to the incoming Executive Board.

It was moved by Executive Board member **Mugwena Maluleke** and seconded by Executive Board member **Johanna Jaara Åstrand**.

The motion was carried unanimously.

President Hopgood also noted that the disability elevator had stopped functioning, disrupting the Congress's accessibility. The intended mover of one of the resolutions was one of the people affected. The resolution was [Resolution D3](#), *A New Approach to Disability, on education and disability*.

As participants prepared for the closing ceremonies, a video of the activities of the past few days was shown.



7.5 Distinguished Associates of EI

President Hopgood honoured a number of individuals as Distinguished Associates of EI, which are members of affiliated organisations who have helped EI with the promotion and implementation of its policies. Some have held elected regional positions, but most have simply given their tireless and diligent work to help EI and its staff, especially in the regions, in their cooperation, development, and assistance programmes.

Luc Allaire	CSQ/Canada
Tore Asmussen	DLF/Denmark
Odile Cordelier	SNES-FSU/France
Eva Elmstedt Frisk	STU/Sweden
Patricia Keefer	AFT/USA
Trudy Kerperien	AOB/Netherlands
Beverley Park	CTF-FCE/Canada
Cuqui Vera	FECCOO/Spain



7.6 Presentation of Outgoing Executive Board Members

Next, President Hopgood expressed gratitude for those who are ending their service on the Executive Board and invited them to come up onto the stage.

Nelson Alarcón	FECODE/Colombia
Sonia Alesso	CTERA/Argentina
Raymond D. Basilio	ACT/Philippines
Mary Bousted	NEU/UK
Sławomir Broniarz	ZNP/Poland
Roberto de Leão	CNTE/Brazil
Lily Eskelsen García	NEA/USA
Susan Hopgood	AEU/Australia
Heeyeon Jeon	KTU/South Korea
Roberto Trochez	COLPROSUMAH/Honduras
Randi Weingarten	AFT/USA
Dianne Woloschuk	CTF-FCE/Canada



7.7 Introduction of New Executive Board Members

President Hopgood now called to the stage the new members of the Executive Board.

Heleno Araújo	CNTE/Brazil
Domingo José Ayala Espitia	FECODE/Colombia
Robert Baradel	CTERA/Argentina
Olha Chabaniuk	TUESWU/Ukraine
Evelyn Dejesus	AFT/USA
Correna Haythorpe	AEU/Australia
Manal Hdaife	PPSTLL/Lebanon
Takashi Kajiwara	JTU/Japan
Daniel Kebede	NEU/UK
Gilda Montero Sánchez	ANDE/Costa Rica
Becky Pringle	NEA/USA
Unifah Rosyidi	PGRI/Indonesia

She then called all returning Executive Board members to the stage as well, particularly the new incoming President, whom she invited to address Congress.

Incoming President Maluleke thanked President Hopgood and applauded participants for electing nine women to the ten Open Seats.

He looks forward to defending human and trade union rights, he said, and to promoting public education, social justice, dignity, and peace. He declared, *"When we fight, we win."*

He said, *"We as teachers and education support personnel are the heart, the soul, and the builders and creators of our schools and our education communities."* El fights for dignity, better pay, and safe workplaces, among other things. All people must be able to flourish, regardless of characteristics like race, gender, or caste. Our children should be curious and creative, and they should be able to learn in peace.

President Hopgood then announced that, as part of the regular rotation of venues for EI's congresses, the 11th Congress in 2029 would be held in the European region.



7.8 President's Closing Remarks

Deputy Secretary General **Haldis Holst** introduced **President Hopgood** to give the closing speech. She praised Hopgood for her kindness, and for listening. This was Hopgood's last closing speech as President of EI.

Hopgood thanked everyone for their generosity and congratulated Incoming President Mugwena Maluleke and re-elected General Secretary David Edwards. She also expressed gratitude to the staff of the Secretariat and the regional offices.

EI's upcoming work is anchored by the Go Public! Fund Education campaign, now furthered by the UN Panel's recommendations and carried out by our members around the world. It is aimed first at tackling the teacher shortage.

EI must respond to the rise of the far right and its attacks on education, democracy, workers' rights, and freedom of research. Its sustainable development goals include promoting gender equity and increasing government investments in education. Climate change and environmental justice are also immediate areas of concern.

AI has posed new challenges for education, including technology in the classroom, data collection, and privacy. Teachers must be involved in designing, testing, and deploying it.

As educators, we condemn war and oppression and work for peace, respect, and human dignity.

"Colleagues," she said, "the work you did here this week has set us on a strong course to grow our unions, elevate our profession, and defend democracy." She added, "These decisions by Congress are a global testament to our values and our mission as a federation and as unions."

We must act individually as well. *"As unionists, organising is one of our core values and one of the keys to our success."* EI's work around sustainable development goals has raised its standing in the world, but that status is not permanent. EI is an idea, and the idea must be held and renewed. We must know what we want to achieve, and then decide what actions we will take to get there.

She said that *"it's not about speeches or meetings, but about motivating and mobilising action."* We need to work with new organisations and allies and share agendas with groups like the UN and ILO. We connect the crisis in education funding with the sustainable world we aim to build, and we hold governments accountable for their roles. She noted, *"Organising also means actively pushing against the status quo."* Systems often stop working, are broken by politics, or were even designed not to work well.

Pushback may need to happen even in our unions, she said, in their structures and practices. Women, young people, and indigenous members must be brought in and advanced. But we must also look at the source of organising success.

Hopgood told her own origin story—as a young teacher and union member who was asked if she wanted to be involved in women's issues. It was not a big job and did not require experience. She accepted, later ran for office, and gradually became a leader. *"And the reason it all happened comes down to three words: I was asked."* The person who asked her has said that she considered part of her job to be to look for her successors, and Hopgood asked everyone to consider, *"Who are your successors?"*



She said, *"This organisation, this movement that we're part of, is about people. It's about relationships. It's about joining together and recognising the ordinary and extraordinary women and men around us"* who can fight and lead, on the streets, in the courts and ministries, at the bargaining table and the kitchen tables of our neighbours. Successors go on to build the next generation of strong and purposeful unions.

Hopgood thanked what she called *"my global EI family for your enduring friendship and commitment."* She concluded, *"Serving my union and my federation has been the greatest honour of my life. ... Thank you so very much."*

At the end of her speech, she gave thanks to the various parties that had welcomed EI to Argentina, provided work and services, and made the Congress a success. She then declared Congress closed, and the EI band took the stage.

