



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



**HEALTH AND
WELL-BEING OF
THE EDUCATION
COMMUNITY**

1995 Education International 1st
World Congress
Harare, Zimbabwe

**Resolution on Health Promotion
and Education for the Prevention of AIDS
and Health-Threatening Behaviours**

**The Education International First World Congress
meeting in Harare (Zimbabwe) from 19 to 23 July 1995 :**

1. Deeply concerned with the rapid expansion of the AIDS pandemic in all regions, and particularly in Africa and Asia, as well as other threats to healthy human development around the globe;
2. Particularly troubled by the growing number of children, adolescents and women of child-bearing age infected by the HIV virus, and other threats to health;
3. Convinced that schools have a critical role to play in promoting the health of children, adolescents and school personnel in preventing HIV/AIDS and other health risks;
4. Noting with satisfaction the development by the UN of a common programme to fight the disease which will enable the various UN institutions to work more closely and better coordinate their efforts;
5. Adhering to the Declaration of Consensus on AIDS and Schools adopted at the World Consultation of Teachers' Unions held at UNESCO in April 1990;
6. Also noting with concern the increase in the use of intravenous/illegal drugs, a major factor in the transmission of AIDS;
7. Considering that these afflictions can be hazardous to the social, economic and even political stability of nations;
8. Considering that health status affects learning and academic success and that education should influence or modify attitudes and behaviours to allow children or adolescents to become the first persons responsible for

their own health;

9. Considering that comprehensive school health programmes including instruction, health services and school environment can support healthy behaviours for children, adolescents and school personnel;

The Congress urgently asks States to :

10. Adopt and implement global, concerted policies to prevent the use of intravenous/illegal drugs;
11. Actively promote a comprehensive school health policy that includes prevention of HIV/AIDS notably by implementing effective sex education programmes;
12. Establish partnerships based on solidarity, particularly with developing countries;
13. Be specifically attentive to children, adolescents and women of child-bearing age;
14. Develop policy and programmes on AIDS;
15. 15. Improve the availability of choice and the use of protective means and methods;
16. 16. Eliminate all forms of discrimination at school and the work place and all forms of exclusion by prohibiting, notably, unfair dismissals or pre-employment detection tests as well as all forms of exclusion by the marginalisation of groups considered to be "at risk";
17. 17. Better assess the negative effects of AIDS on social and economic development.

The Congress encourages EI member organisations to :

18. Give greater consideration to the crucial role that the school system and the entire educational staff can play to combat expansion of the disease by means of health education and education for the prevention of HIV/AIDS;
19. Play an active role in developing health education policies for school programmes in close collaboration with the ministries of education and health;
20. Become further involved in all stages of planning, implementation and assessment of programmes combatting AIDS and sexually transmitted

diseases;

21. Take action to ensure that all education personnel receive initial and in-service training on HIV and AIDS, and overall aspects of a comprehensive school health programme;
22. Combat all forms of discrimination and exclusion against students or educational staff infected by HIV/AIDS;
23. Create or develop relationships with organisations of health care professionals.

Role of Education International : EI should :

24. Continue and strengthen its collaboration with the institutions in the United Nations system particularly with WHO, UNESCO and ILO;
25. Actively participate in international meetings on the issue of comprehensive school health programmes and HIV prevention, and in the organisation of regional and world events aimed at heightening public awareness, especially among youth, with regard to health education issues;
26. Gather as much information as possible on these issues and address it to member organisations;
27. Introduce a theme on comprehensive school health programmes HIV/AIDS prevention in its cooperation and development programmes.

Moreover, the Congress applauds the joint Conference to be held from 24 to 26 July with WHO and UNESCO and fervently hopes that this congress will be the occasion of concrete proposals and real commitment of all those men and women who contribute to health education in the educational system.

1998 E.I. 2nd World Congress *Washington, United States*

Resolution on Health Promotion and School Health

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. Profoundly concerned by the rapid expansion of infectious and transmittable diseases, which pose an enormous threat to healthy human development on the planet as a whole and which can affect the social, economic and political stability of countries;
2. Particularly alarmed by the growing number of adolescents confronted with particularly difficult situations that expose them to numerous health risks;
3. Convinced that education and health are mutually complementary and reinforcing;
4. Convinced that the school is the irreplaceable and most useful place in a country for the improvement of both health and education;
5. Convinced that the state of health affects learning and success at school and that health education should give children the essential skills to enable them to make choices and adopt behaviour that will determine their health for their rest of their lives;
6. Recalling the joint declaration "Education and health: an alliance for development" signed with the World Health Organisation (WHO), the United Nations HIV/AIDS Joint Programme (UNAIDS) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on the occasion of the 45th International Conference on Education in 1996;
7. Considering the "Global School Health Initiative" launched by the WHO as a relevant initiative to increase the number of school establishments involved in the promotion of health;
8. Recalling the Jakarta Declaration on leading health promotion into the 21st century (adopted in 1997), which reaffirms that health is a basic human right and an indispensable factor in economic and social development;

9. Expressing its delight that EI has been invited by UNAIDS to become one of the partners in the 1998 international campaign against AIDS, which targets people under the age of 24 years.

The Congress immediately calls upon governments:

10. To adopt and implement concerted global policies of health development;
11. To strengthen policies and resources to support the promotion of school health;
12. To actively promote a global policy of health education including the prevention of HIV/AIDS and STDs, above all by the implementation of genuine sex education;
13. To reinforce and broaden the partnerships for health based on solidarity, transparency, respect and recognised and accepted ethical principles, particularly with developing countries;
14. To pay specific attention to children and adolescents faced with difficult situations;
15. To eliminate all forms of discrimination at school and at work and all forms of exclusion which could be connected with the state of health or genetic characteristics.

The Congress calls upon the member organisations of Education International to:

16. Play an active role in the development of school health education policies in close collaboration with the ministries of education and health or oppose their plans when they are destructive of school health services;
17. To take more account of the crucial role that the school system and workers in education as a whole can play, through health education, particularly with regard to the prevention of HIV/AIDS and STDs and the prevention of drug abuse;
18. To become more involved at every stage of the conception, implementation and evaluation of school health programmes;
19. To take action to ensure that all educational workers receive initial and in-service training, enabling them to promote health and health education;

20. To combat all forms of discrimination and exclusion affecting pupils, students or workers in education affected by HIV/AIDS or because of their genetic characteristics;
21. To establish or develop contacts with parents and health professionals at local or national level and where necessary, take action to ensure the recruitment of doctors and nurses to work in schools to provide specific medical services;
22. To commit themselves, especially in the framework of the “health promoting schools” networks, to making the school a healthy place that offers a reliable infrastructure that guarantees protection from diseases, violence and harmful substances.

**Role of Education International:
EI should :**

23. Pursue and strengthen its collaboration with the institutions within the United Nations system, particularly the WHO, UNAIDS and UNESCO;
24. Actively participate in international events relating to the promotion of health, health education and the prevention of HIV/AIDS, STDs and drugs, and in the organisation of regional and international consciousness raising events aimed at the general public, workers in education and young people on questions relating to health education;
25. Collect as much information and informative material as possible on these questions and pass it on to the member organisations;
26. Pursue and strengthen the introduction of themes on every aspect of health education in cooperation and development programmes.

Resolution on the Societal Alienation of Children Due to «Kokoro-No-Are» (Emotional and Mental Stress)

The Education International Second World Congress meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Notes:

1. The increasing alienation of children from societies due to “Kokoro-no-are” (emotional and mental stress); in particular the increasing

incidence in developed countries of teenage suicide, assault and murder of friends and teachers by young people.

2. Bullying, pregnancy amongst young girls and drug abuse continue to plague our societies all of whom are seeking solutions.

Recognises that :

3. Problematic behaviour of children and young people in our societies is often caused by their ill-treatment. There is a lack of respect for their human rights. Many experience violence and abuse. They suffer from stress caused by increasing academic expectations in rigid school structures and the absence of environments where they can recover from mental trauma or simply grow in a safe and relaxed atmosphere.
4. Modern society puts enormous pressure on the amount of time and support available, from within the family and community.

Understands that :

5. Teachers also suffer from enormous stress in these circumstances,
6. Such social environments result in students failing to complete schooling, psychiatric problems among teachers and prevents many students from choosing teaching as a profession;
7. Confirms that there is a need for an exchange of information and discussion among its affiliates which are affected by such problems and for EI headquarters and regional organisations to address these problems as important issues;
8. Urges each affiliate to take action to address these problems through a review of the current education system with a view to ensuring appropriate environments for learning, the provision of health and counselling services and community support for families wherever necessary.

2004 E.I. 4th World Congress Porto Alegre, Brazil

Resolution on HIV/AIDS

The Fourth World Congress of Education International, meeting in Porto Alegre (Brazil) from 22 to 26 July 2004:

1. Notes with concern:
 - a. the new data presented by the UNAIDS report at the July 2004 World AIDS Conference in Bangkok, showing an increasingly rapid spreading of the HIV/AIDS pandemic, also to areas which until recently had not been affected;
 - b. the introductory remarks by the UN General Secretary, Mr. Kofi Annan, highlighting that the efforts of the international community lag behind the existing needs;
 - c. the recent shift by some important partners in the international donor community away from the crucial intervention areas such as prevention activities, including school health programmes;
 - d. that in the light of this recent shift of priority, the HIV/AIDS prevention projects implemented by our unions are under serious threat.
2. Expresses on behalf of its members its appreciation to EI and partners for the fact that through their HIV/AIDS prevention programme about 2,000 trainers of trainers have been reached; over 50,000 teachers received training on HIV/AIDS prevention in 17 countries; this was achieved in close cooperation with the ministries of health and of education.
3. Recalls the recommendations and resolutions on school health and HIV/AIDS prevention adopted by previous EI congresses in 1995 (Harare) and 1998 (Washington) and by EI's Executive Board in 2000 (Brussels).
4. Calls upon EI:
 - a. to give programmatic and budgetary priority at global and regional level to combating the HIV/AIDS pandemic in the education sector through a wide variety of activities such as teacher training, and the like;
 - b. to take the lead and coordinate activities which will ensure the continuation and the expansion of the HIV/AIDS prevention projects not only for our unions and countries but also in others countries where

the needs are increasing; we emphasise the need to expand the programme beyond prevention activities.

5. Calls upon all EI affiliates, in particular those in the industrialised countries, to support the HIV/AIDS prevention programme and make all efforts to seek support at governmental and nongovernmental level for this programme.

Resolution on Gender and HIV/Aids

"If it can be said, as it can, that by the year 2020 the number of deaths [caused by HIV/AIDS] in Africa will approximate the number of deaths, military and civilians combined, in both World Wars of the 20th Century, then it should also be said that a pronounced majority of those deaths will be women and girls. The toll on women and girls is beyond human imagining; it presents Africa and the World with a practical and moral challenge which places Gender at the centre of the human condition [...]"

STEPHEN LEWIS, UN Secretary General's Special Envoy on HIV/AIDS in Africa, July 2002

The Fourth World Congress of Education International, meeting in Porto Alegre, Brazil from 22 to 26 July, 2004:

1. Noting that the world will mark the 23rd anniversary of the HIV/AIDS pandemic in June 2004 and that according to recent UNAIDS estimations that 40 million people are living with the virus, and that the global epidemic killed more than 3 million people in 2003.
2. Concerned by the alarming growth in the gender dimension of the pandemic, that women and girls are increasingly represented among the vulnerable, infected and affected by HIV/AIDS, in Sub-Saharan Africa (the region worst affected), that women and girls are twice as likely to be infected with HIV than men, and that among people aged 15-24, this ratio is highest.
3. Noting that it is not simply because they are women, but because of the inequalities and discrimination that distorts and impairs almost every aspect of their lives, that violence of all kinds and the fear of violence may intimidate women from trying to negotiate safer emotional relationships, to discuss safer practices with partners and to leave risky relationships, that vulnerability is extremely high where women and girls have little power to decide on fundamental aspects of their lives, that trafficking of people, prostitution, including child prostitution, armed conflicts and poverty that devastates economies and impoverishes fami-

lies introduce further gender-based violence and increase the opportunities to be affected by the pandemic.

4. Concerned by the extremely difficult situations that particularly women teachers and women education personnel affected by HIV/AIDS could face at school, in the union, and in society at large. Also concerned by the situation of girls and young women students, and;
5. Convinced that women teachers and women education personnel affected by HIV/AIDS should not be considered only as victims because they could also be part of the measures aimed at effectively combating the discrimination and stigma that they could face, and that they have the right to participate in the development of such measures.
6. Considering that the fundamental role that education must play in the prevention and elimination of all forms of discrimination that could face women and girls affected with HIV/AIDS, and that several studies conducted at national and international level have shown that the lack of education in general, and particularly on reproductive health and HIV prevention, increases the vulnerability of women and girls and have also highlighted the protective role that schools could play.
7. Considering also the quantity of data and expertise gained by Education International during the past nine years through the programme undertaken in conjunction with WHO and UNAIDS.

The Fourth World Congress of Education International:

8. Calls on governments to take effective measures to:
 - a. Ensure equal and free access of girls and women to public, quality education, which includes scientific, informed programmes on human sexuality, in close consultation with teacher's unions;
 - b. Prevent HIV infection of women and girls ensuring access to appropriate sexual education and to reproductive health care;
 - c. Promote research for the development of effective microbicides;
 - d. Facilitate access to condoms in order to reduce significantly risks of HIV transmission and slow down the pandemic;
 - e. Ensure equal access of women and girls living with HIV or affected by AIDS to proper care and treatment;
 - f. Ensure access to generic medication in less developed countries and fully implement the commitments of Doha;
 - g. Reduce violence against women and girls at home, in schools, at the work place and in society at large, reducing their vulnerability to HIV/AIDS;

- h. Conduct national estimates of HIV prevalence based on gender-sensitive and disaggregated data;
 - i. Protect the economic rights of women and girls, ensuring property ownership and inheritance rights in the context of HIV/AIDS;
 - j. Firmly combat trafficking on women and girls, child labour, forced marriage, sexual and economic exploitation and all forms of discrimination against women and girls that increase their vulnerability and could facilitate their exposure to HIV/AIDS.
9. Invites EI member organisations to:
 - a. Spare no effort and to urge their governments to implement a prevention and education policy integrating sex education, with a gender perspective as well as teacher training programmes including the use of appropriate methods for education about health, life skills and HIV/AIDS;
 - b. Include in collective bargaining negotiations issues related to the gender dimension of HIV/AIDS and to train negotiation teams in this;
 - c. Develop activities to deal specifically with the situations that face women teachers affected by HIV/AIDS;
 - d. Firmly implement the EI Declaration on Professional Ethics and act to make school a safe and healthy place that guarantees to everybody protection from all forms of discrimination, harassment and violence and a friendly place in which to learn, work and live together.

Role of Education International

10. EI should:
 - a. Strengthen its collaboration with international organisations like ILO, WHO, UNAIDS, among others that deal with the gender dimension of HIV/AIDS;
 - b. Participate at international and regional level in events related to gender and HIV/AIDS;
 - c. Include the gender dimension of HIV/AIDS in developing cooperation programmes;
 - d. Develop training activities and materials specifically for women to assist member organisations on the gender-related aspects of the pandemic.

Resolution on Education for a Peaceful Environment in Schools

The Fourth World Congress of Education International, meeting in Porto Alegre (Brazil) from 22 to 26 July 2004:

1. Demands that in the follow-up to its commitments to education for peace activities, EI draws up an action plan to use its affiliates to promote peaceful behaviour in school environments through dispute resolution and peer mediation.

2009 E.I. 5th World Congress Berlin, Germany

Declaration on “Schools as Safe Sanctuaries”

Preamble

1. This declaration voices the collective demand by teachers and their unions worldwide that the international community take action to ensure that education is both protected in conflicts and enabled to realize its potential as a force for peace in the world. Therefore EI calls the international community to:
 - e. Reverse the alarming growth in recent years in the number of violence political and military attacks worldwide against students, teachers, education unionists and education officials, and against education institutions.
 - f. And deliver on its collective promise made at the World Education Forum in Dakar in 2000 to ensure that schools are “respected and protected as sanctuaries and zones of peace” (Dakar Framework for Action, Expanded commentary, paragraph 58).
2. It notes that rapid rise in the number of such attacks since 2004, as documented by the UNESCO study, Education Under Attack, and the dearth of global reporting on this phenomenon. These attacks take the form of:

- a. Multiple deaths by targeted bombings and deliberately sprayed gunfire in places where large numbers of students or education staff congregate.
 - b. Targeted assassinations of individuals.
 - c. Destruction of education buildings by bombing, rocket attacks, burning, looting and ransacking.
 - d. Illegal detention, forced “disappearance” or torture of staff, officials, union members or students.
 - e. Abduction for extortion, or forced recruitment as child soldiers, or rape by armed forces.
3. Attacks on the lives of teachers and students are abhorrent and morally repugnant in their own right. But they also have a devastating impact on the provision of education and the psychological welfare of students and teachers in those areas most affected.
 4. EI notes that attacks against students and education personnel who are not taking part in the conflict and attacks against education institutions are war crimes. When any of these are the result of carrying out a publicly declared order to target or kill civilians they are crimes against humanity. Governments and the international community bear a heavy responsibility to ensure that the perpetrators are brought to justice. Yet there has been a widespread failure to end impunity for such attacks.
 5. From a moral standpoint and in line with the internationally agreed commitment to achieving Education for All, the failure of governments and the international community to ensure protection of students, teachers, education officials and education union members from targeted attacks is wholly unacceptable.
 6. At the same time, Education International recognizes that there are situations in which education has aggravated or been a catalyst for conflict, whether because of inequitable distribution of education resources, discriminatory or inflammatory curricula, imposition of an alien language of instruction, or alien cultural or religious values, or biased management practices.
 7. For this reason, in addition to being sound educational practice, it is essential that school systems and individual schools are run in a way that promote tolerance, understanding, respect of diverse cultures and religions, and conflict resolution in line with the 1966 recommendation concerning the Status of Teachers. This would enable them to become zones of peace, actively contributing to the easing of tension, and encourage recognition and respect of places of learning as safe sanctuaries that should not be targeted.

1. Reaffirm the commitment to the principle of the right to education in safety

The international community, governments, and all parties to conflicts shall recognize and respect the right of all children and adults to a safe education in a peaceful learning environment, and shall respect education institutions as safe sanctuaries. The international community calls on the United Nations Security Council to commission the creation of an international symbol for use on education buildings and education transport facilities to encourage recognition that they must be protected and cannot be targeted for attack or used for military purposes.

2. Take practical measures to ensure protection

The UN Security Council, governments and parties to conflict shall take all possible practical measures to protect students, teachers, academics and all other education personnel from all deliberate violent political or military attacks on their way to or from, or at, their places of learning or work; and take all possible measures to deter such attacks. All governments should ensure that national legislation conforms with international law in protecting the right to education in situations where it is under threat and prohibiting attacks on education institutions and those working and learning in them.

3. End impunity for attacks on students, teachers, academics, all other education personnel and education facilities

The international community shall assist in ending impunity for attacks on education, and bring those culpable to justice. It will ensure that humanitarian and human rights instruments are used to prosecute perpetrators of attacks on schools, colleges, universities, education offices, and other education facilities; and perpetrators of attacks on students, teachers, academics, education support staff, education officials, education trade unionists and education aid workers. This explicit focus on attacks on students and staff in addition to buildings and facilities must also be included in the investigations of the International Criminal Court and the UN Secretary General's monitoring of the grave violations against children in armed conflict.

4. Strengthen monitoring of attacks and efforts to end impunity

The international community, governments and human rights organisations shall develop systematic means of gathering information to aid the global monitoring and analysis of the frequency, scale, and nature of violent military and political attacks on students, teachers, academics, all other education personnel, and education institutions; and to monitor efforts to end impu-

nity for all attacks. The international community calls on the UN Security Council to support such efforts, as a means of encouraging further action to prevent attacks on education.

5. Prioritise action and share expertise on resilience and recovery

The international community and governments everywhere shall prioritise efforts to increase the resilience and recovery of education systems and institutions subjected to attacks and share information on such efforts.

6. Make education an agent for peace

Teachers, their unions, governments and the international community shall work to prevent education from aggravating conflict. They shall enable schools, colleges, universities and all other education institutions to become zones and agents of peace, promoting tolerance, understanding, conflict resolution, and respect for cultural and religious diversity both in their curricula and by fair, inclusive and transparent management in line with the 1966 and 1997 Recommendations concerning the Status respectively of Teachers and Higher Education Personnel.

7. Support campaigns of solidarity

Teachers, their unions, non-governmental organisations and civil society are urged to join solidarity campaigns in support of victims of attacks and threats of attack, as a means to put pressure on governments and the international community to take action to end impunity; protect students, teachers, academics and all other education personnel; and make education institutions safe sanctuaries in which all students have equal opportunities to fulfil their individual potential and become advocates for peace in the world.

2011 E.I. 6th World Congress *Cape Town, South Africa*

Resolution on Education and the Elimination of Violence against Women

The Sixth EI World Congress, meeting in Cape Town, South Africa from 22-26 July 2011

1. Highlights the fundamental role of public equality policies in the development of non-discriminatory education for girls and the prevention of gender-based violence.
2. Observes with concern the possibility that the serious effects of the current economic and social crisis, made worse by recent international events, may displace the efforts being made to ensure complete schooling for girls at primary level and combat situations of discrimination and gender-based violence that take place in countries all over the world.
3. Stresses that the practice of punishment by stoning is inhumane in that it constitutes sanction of torture and gradual death that is an insult to humanity; and that, although the practice of stoning can be against men or women, it has largely been practiced against women.
4. Notes that International Declarations such as those made in the World Conference in Beijing or the fight to achieve the Millennium Development Goals, as well as the actions promoted by Education International, have contributed towards giving visibility to the problems faced by female students when attempting to complete a type of education that guarantees their rights and independence without incident.
5. Strongly rejects the situations of discrimination and violence experienced by girls and women worldwide and believes that the field of education should be considered a safe place for female students and teachers, who should be assured access to and continuation in schools and all the guarantees of a public and high-quality education for all individuals.
6. Observes with concern the fact that the progress made in schooling girls and boys is slow, as shown in the 2010 EFA Report, which highlights that

54% of girls worldwide still do not have access to schooling and that of the 759 million adults who do not know how to read or write, two thirds of them are women.

7. Reiterates its conviction that equality in education is an essential requirement for achieving fair and equal development in society, as well as for guaranteeing the fundamental rights of girls and women.
8. In this sense, manifests its conviction that only by incorporating gender policies that are transversal to all fields and levels of education will real change be achieved in terms of eradicating all types of discrimination, making progress in wiping out gender-based violence and achieving more equitable quotas for girls and boys, as well as for education workers.

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

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

Resolution on Social Protection Education

Education International 6th World Congress, Cape Town (South Africa), 22-26 July 2011

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

children and adolescents to take primary responsibility for their social protection and that of their family, and become future citizens aware of their rights and duties in terms of social protection;

10. Given that the EI has created together with its partners from the world of mutual societies the Education and Solidarity Network that strives to promote solidarity-based, quality social protection through the mobilisation of educational professionals and their trade union organisations:

Congress urges States :

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

Congress commits EI member organisations to :

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

The role of Education International:

EI must:

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

