

RESOLUTION 2.1

EDUCATION SUPPORT PERSONNEL

Proposed by the Executive Board

Original language: English

The 7th World Congress:

1. **Reaffirming** EI's commitment to promoting and protecting the right and freedoms of all education employees;
2. **Reaffirming** the commitments outlined in the Resolution on Education Support Employees, adopted at the 6th World Congress in 2011;
3. **Recognising** the vital role of Education Support Personnel in ensuring quality education for all, and their rightful place in the education community;
4. **Recognising** the different contributions and responsibilities of staff at all levels of education systems, from early childhood through to higher education, and noting that Education Support Personnel comprises, inter alia, the following categories of personnel: administration and clerical, career guidance and counselling, documentalists and librarians, maintenance and skilled trades, food and nutrition, health and welfare, tutors, teaching and learning assistants, security, technical, technological and communications, transport, and specialist professionals;
5. **Notes with great concern** the lack of recognition of and respect for Education Support Personnel, the lack of quality professional development, the casualization of their work, the negative impacts of privatisation on their employment opportunities and working conditions, and the violations of their trade union rights;
6. **Taking cognisance of** the results of EI's mini-survey on Education Support Personnel as well as the recommendations of the EI Task Force on Education Support Personnel;
7. **Mandates the EI Executive Board:**
 - a. To continue its work to ensure that the diversity of the sector is reflected in EI policies and practices, and that Education Support Personnel may see themselves, their needs and their priorities adequately reflected in the work of the organisation;
 - b. To launch an annual EI International Education Support Personnel Day to give visibility and recognition to education support personnel, their work and their contribution to quality education;
 - c. To continue collecting data and evidence on Education Support Personnel, notably on their working conditions, levels of unionisation and forms of representation, and gender issues and trade unions rights;
 - d. To encourage and support affiliates in advocating for Education Support Personnel and their inclusion in collective agreements and career development plans.
 - e. To develop a long-term strategy for Education Support Personnel within EI, including strategies and tactics for campaigning, organising and mobilising.