

Mexico City, July 7, 2016.

To Mexican workers of education
To Mexican society
To Institutions of the Republic

The National Union of Education Workers in Mexico, SNTE, has always been a proactive actor in the development of the national educational system; this fact gives our organization the right to assert our position statement over the progress, contradictions and shortcomings that records the implementation of the Education Reform, and to lead -as the legal and legitimate representative of the teachers-, their demands, concerns and proposals arising from schools teachers all over the country.

The national leadership and 55 general sectional secretaries of the SNTE, representing over one million 600 thousand of educational workers, including 1.2 million teachers- make public the following

Resolutions:

- 1 To reiterate the commitment of SNTE to continue its participation proactively, in the process of transformation of the education system, because we are the first to defend the right of children and young people to receive a quality education; that conviction does not imply **giving up fight for respect for our rights** as workers of education.
- 2 To require the Ministry of Public Education, SEP, and the local education authorities in the States of the Republic, to accelerate the actions corresponding to the integral transformation of **the infrastructure and the technological equipment**, of schools to meet the needs and demands of an educational system for the XXI Century.
- 3 To require the SEP, the Mexican National Institute of Educational Evaluation, INEE, and the local educational authorities in the States of the Republic, to recognize that the initial and continuous training, and the permanent professionalization of teachers, represent the axis of the General Law of Professional Teaching Service. In this regard, we demand the

evaluation process to eliminate any vision or rule to impose **penalties or punitive actions**.

4 To require the SEP , the INEE and the local educational authorities in the States of the Republic, as we teachers demand, **to diversify the instruments of teaching evaluation**, taking into account the context to ensure equal opportunities, fairness and inclusion of marginalized communities, including the indigenous peoples.

5 To require the SEP, the INEE and the National Coordination of Professional Teachers Service, the immediate installation of a review mechanism and rigorous analysis of the first stages of evaluation; **to reframe the whole process**, under the light of the comments and fair complaints of the evaluated, and to consider the demands and proposals of the Union:

- Invariably respect the **dignity and professional prestige** of teachers, especially in the evaluation processes.
- **Correct the set of faults identified**, so that the INEE and the SEP with the accompaniment of the SNTE, in the scope of their faculties and responsibilities, develop new instruments for evaluation.
- **Diversify performance evaluation** based on the criterion of **contextualization**, with the participation and collaboration of teachers.
- Reduce the bureaucracy of the evaluation process by **simplifying procedures** to make them closer to the teaching practice, with the modality of **face workshops**, when warranted.
- Identify new criteria that allow the State to comply with **incentive policies**, which are more attractive to teachers for further continued training, the evaluation and the results.

- To demand for teachers who work in **marginalized areas**, special incentives to encourage their initial and continuing training to improve their professional practice.
 - Incorporate to the process of performance evaluation: the self-assessment, the peer assessment, the evaluation of principals and teachers groups, and other forms of direct participation of workers in the whole process, in order to achieve a **more realistic assessment**, relevant and closer to everyday life and to the contextual experience of teachers.
 - Demand that teacher evaluation is carried out **within the working day journey**, in appropriate spaces, at appropriate times, with guaranteed classroom technology infrastructure and under the procedures as required by law.
 - Require **the immediate operation** of the national system of initial training, continuous training and **professional development**.
 - Establish as a general criterion for evaluation, the **prior involvement** of teachers in the different modalities and refresher **courses**, continuing education and professional development.
 - The INEE, given its autonomy, has to be the guarantor of a process relevant, professional, comprehensive, training and contextualized , with full respect for the dignity and professional prestige of teachers evaluation.
 - To demand SEP a plan for **the transformation of Normal schools**, to strengthen them as a privileged space for teacher training.
- 6 Demand the SEP that shortly an **educational and pedagogical model** is presented to teachers, through their Union, for its analysis, in order **to enrich it from the teaching experience**.

7 To mandate the National Executive Committee to manage the immediate **solution** to the various **problems** arisen around the implementation of evaluation processes related to the Entry, the Promotion and the Performance Evaluation:

a) Respectfulness to the equality and inclusion of in-service teachers to participate in similar circumstances in the process of **entering the service**.

b) The immediate application **and payment of wages, economic incentives**, allocation of places and promotion of teachers featured in the first stage of the evaluation of teaching performance.

c) Demand immediate **regularization** of key budgetary and the free and quality educational support.

d) Require that federal and local education authorities assume their institutional responsibility **to inform** wide, timely and sufficiently, the characteristics of each type of evaluation.

e) Demand to the educational authorities establishes accurately instances of attention, analysis and resolution for teachers who request review of their evaluation process. Carry on actions to prevent cases of unjustified dismissals and improper deductions.

f) Require that the process **of inter-state changes**, and internal adscription in each state, are developed with the participation of the representation of the SNTE.

g) Request the implementation of a mechanism of easy access to teachers, to profiles, parameters and indicators, pre-evaluation.

h) Require that rights acquired by teachers in the **Teaching Career Program** are respected, so that the amount of demand that stimulus is updated on the same terms as the salary scale; the effect of the impact of stimulus the Teaching Career Program, in benefits as

vacation pay and Christmas bonus ratified, as well as the impact on the listing for retirement.

Require the respect of the acquired rights of our colleagues, regarding working hours. No one should be affected with the flexibility of the **school calendar**.

- 8 It mandates to the president of the SNTE, to manage immediately meetings with the governors of the states of the Republic, the state education authorities and the general secretaries of the respective union sections, in order to demand the resolution of the professional, labor and administrative agendas, in every state of the Republic.
- 9 To request the Federal Government that since the beginning of the integration of Project Expenditure Budget of the Federation 2017, sufficient resources for implementation of this profound and structural transformation of the education system are considered.

It also mandates the bodies of union government to dialogue with the various parliamentary groups of the Congress and local congresses to build consensus on the importance of investing in education, to achieve the educational system that we Mexicans aspire.

- 10 In the SNTE, we aspire to full citizenship, free of violence and discrimination. We **categorically reject any act of violence** carried out in the framework of the implementation of the reform in education. We call for peace, dialogue and harmony, as ways to resolve conflicts and to exercise the defense of human rights, political, social and labor of workers of education.

The SNTE reaffirms its commitment to the **defense of the rights** of education workers and with the improvement the quality of public education.