

Education and the Global Economic Crisis:

Summary of results of the follow-up survey

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Introduction

Education International (EI) has been gathering data on, and closely following developments of, the global economic crisis and its impact on education sectors the world over since December 2008. In January-March 2009, EI undertook a first global survey and collected information on the impact of the crisis in 40 countries from all regions. This took place in a period when countries were just beginning to feel the impact of the crisis on their economies, and the effects this could have on their education systems.

With a global follow-up survey conducted between August and September 2009, EI aimed a collating more detailed information on the precise impacts of the global economic crisis on education systems, addressing the following issues: what the consequences for education budgets are, and how this affects teachers' working conditions and salaries; what the impact is at the school level; what the role of financial 'aid' instruments (IFI loans, stimulus packages, ODA) has been and their impact on education; and how unions have responded and what they expect the impact of the crisis to be in the future.

The following attempts to provide an overview of current developments and provides a summary of the findings of the follow-up survey on the impact of the financial crisis on education from a global perspective. In total, 62 union responses were collected representing 48 countries in all regions¹. The majority of responses were collected from Europe and Latin America. Together with North America, these are the best-represented regions in this survey. Evidence is also provided from countries in Africa and Asia-Pacific.

The impact of the global economic crisis on growth, employment and income has not been consistent across countries and within regions, and as a consequence the effects on education sectors have similarly been varied, and heavily dependent on policies adopted by governments. Many governments have been protecting their education budgets, although it is expected that budgets will decrease in the future due to reduced tax revenues and fiscal deficits. Stimulus packages have additionally been launched in numerous countries, but it is uncertain how long these can last. In other countries, governments have reduced public expenditure, including education.

Europe

Countries in Central and Eastern Europe (CEE) have been particularly hard-hit by the financial and global economic crisis that has heavily impacted the region since the end of 2008. CEE countries have been vulnerable to the collapse of cross-border financial services, generally because their economies had high exposure to external markets and were largely dependent on foreign investments following their integration into the EU economic area. The rapid disappearance of demand in the West, combined with the drying-up of cheap credit provided generously by Western banks in the past, led to a dramatic recession in some countries. Hoping to reverse their soaring fiscal deficits, governments have reduced public spending resulting in slashed public budgets, severely lowered salaries, redundancies and hiring freezes within

¹ An overview of all responses by region, country and union can be found in Annex I.

education sectors. Countries that requested loans from international financial institutions - such as the IMF - to help restore their heavily destabilised markets, have further tightened public spending as part of loan conditionalities, eroding possibilities for quickly reversing the blow to the public sector.

In Western Europe the impact of the crisis has been much lower on education in the countries surveyed, with the exception of Iceland and Ireland, whose economies have suffered considerably: expenditure for education has been cut, leading to redundancies and hiring freezes. Some countries have increased public debt in order to invest in public services, and have announced increased investments in education (e.g. France, Germany, and the U.K.). In others, governments have invested in education as a recovery strategy, for example the investment in higher education in Norway and Sweden. These diverging government reactions to the economic crisis are revealing: while some governments have cut public spending, others have taken measurements to maintain their spending, and a few governments have gone so far as to increase public investments in education. The latter approach reveals that through increased public investment in education, some governments are actively meeting their commitments to move towards a knowledge-based society.

North America

In some ways the impact of crisis in North America resembles the situation in Western Europe. While the **United States** is considered to be the source of crisis, it was also one of the first countries that launched an exceptional stimulus plan, including investments in education. However, the situation remains fragile in many states which depend strongly on tax revenue, federal aid and concomitant increases or decreases of funding to education systems. Many states are facing severe revenue shortages and have implemented budget cuts in education, leading to lay-offs. In Canada, unions expect that cutbacks in education will lead to layoffs, larger classes, interventions by governments in the collective bargaining process and a lower of teaching and classroom resources.

Latin America

In Latin America, despite the region's relative macroeconomic stability, high public debt levels in some countries in the region suggest that there could be decreased public funding in the future. During 2009, many countries in the Latin American region saw their tax revenues fall as commodity exports decreased, remittances from the US declined sharply and investment flows slowed down. A number of governments have introduced countercyclical policies to cushion the impact on people living in poverty and to maintain social spending levels. While countries in Latin America have invested considerably in education over the past decades, resulting in increased enrolment in primary and secondary education, it should not be forgotten that there are many school-age children who have never seen the inside of a school in some countries in the region.

Africa

In Africa, the macroeconomic impact of the crisis, particularly on Sub-Saharan Africa, has been made apparent in reports commissioned by UNESCO. Direct impacts include a reduction in private financial flows (foreign direct investment, bank loans, international bonds), and 'many low-income African countries including Nigeria, Ghana, Kenya, Mozambique, Tanzania, Uganda and Zambia have seen a sharp reduction in access to market financing' (Martin & Kyrili 2009: 2).

Indirect impacts have been reduced global demand for African exports, lower remittance inflows and lowered prospects for aid flows, which have all led to reduced economic growth in African countries. As UNESCO has highlighted in the EFA GMR report of 2010, a combination of slower economic growth, concomitant rising poverty levels, and budgetary pressure, the gains made towards the EFA goals could be stalled or even reversed, particularly in Sub-Saharan Africa. Donors have been falling severely short of aid commitments, and in the context of the crisis development assistance may decline considerably. The unions from Cote d'Ivoire, Swaziland and Togo who responded to the survey, indicate that teachers shortages are high in their countries, and teacher training is poor and lacking. Without proper and effective financial support, much-needed progress cannot be made in this region.

Asia-Pacific

The global financial and economic crisis has exposed the vulnerabilities of the Asia-Pacific region: growth severely affected through lower export demand, declining Foreign Direct Investment, and lower remittances due to reduced global demand for migrant labour. Reports for the region indicate that, as in Africa, the global economic crisis could marginalise an additional 21 million people in the Asia-Pacific region in extreme poverty (UNESCAP et al. 2010: 2) and thwart steady and considerable progress achieved towards the EFA and Millennium Development (MDG) goals in recent years. An Asia-Pacific regional progress report prepared jointly by the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), Asian Development Bank and the UN Development Programme (UNDP), has indicated that in 12 countries of the region, including countries such as India, Fiji, Mongolia, Pakistan, Philippines and Thailand, governments have not reduced expenditure on social sectors including education, and in fact many have increased investments, despite expected higher deficits (UNESCAP et al. 2010: 3). This reveals that some countries are determined to protect their social sectors.

Reduced education spending as a reaction to the global economic crisis

In Europe the effects of the crisis can broadly be assessed in terms of impact on Western Europe on the one hand and Central and Eastern Europe on the other. Central and Eastern Europe has been the hardest-hit by the crisis, which resulted in an immediate impact on education (e.g. **Latvia** where teachers took to the streets as early as April 2009). In Western Europe, impacts on education have been much less severe with the exception of some countries, for example: **Ireland** where considerable cuts have taken place through the education sector, and **Iceland** where the collapse of the financial system put the country in debt almost immediately.

At the time of the survey, a majority of countries from Central and Eastern Europe represented in the survey had cut expenditure on education at almost all levels, often including higher education (**Croatia, Estonia, Latvia, Lithuania, and Romania**) or were expecting to do so within the next year (**Macedonia**). From a report prepared by EI on the impact of the crisis on Eastern Europe in early September, it was revealed that also in **Serbia** the state budget for education was cut by 25 percent in April 2009, in **Hungary** by 10 percent, and plans for 2010 in the **Czech Republic** are to reduce government spending on education 5 percent, which will

include a cut to teachers' salaries. Likewise in **Slovakia**, revisions to the state budget during the summer of 2009 will lead to expenditure cuts in all public sectors including education.

Latvia is a particular case in point, where cuts in the education sector have been the highest: the state budget for teachers' salaries in primary and secondary education was reduced by 50,9 percent in September, following a previous cut of 20 percent (significantly higher than cuts faced by other public sector employees). LIZDA in **Latvia** reports that: 'there are municipalities that must close schools due to a lack of funding'. **Croatia** is an exceptional case where reduced education expenditure at the early childhood education, primary, vocational education and higher education levels is offset by increased expenditure at the secondary level. The total education budget in **Croatia** has seen a 9 percent cut. Generally, in those countries where spending on education has been reduced, other public sectors have been affected as well (in particular health and social welfare).

In Western Europe, the majority of countries included in the survey have not seen budget cuts to education (**Belgium**, **Denmark**, **Germany**, **Norway**, **Spain** and the **United Kingdom**) as the impact of the crisis on the education sectors in these countries have been quite limited. In **Norway**, spending has even increased in vocational education (9 percent) and higher education (2,1 percent). UEN in **Norway** reports that: 'the government has increased public spending to prevent strong implications of the crisis in sectors that are particularly sensitive to market fluctuations. [...] Furthermore, public spending on higher education has increased'. By contrast, **Iceland** and **Ireland** have both have faced cuts to education. In **Iceland** all education levels have suffered budget cuts and particularly municipalities weakened by debts face difficulties in maintaining prior spending, which affects not only the education sector, but also health and social care. In **Ireland**, spending on primary education has been cut by 10 percent, and expenditure at other education levels are expected to be reduced during 2010. In **Sweden** and **Switzerland**, municipalities and cantons have announced, but not yet implemented, decreased spending.

In some countries that have seen reductions in certain areas of the education sector (**France**) or where unions have noted an increasing trend towards privatisation (**Germany** and **Spain**), unions reported that these policies were often already planned before the financial crisis became an economic crisis, but that governments have used the current poor economic climate as a pretext for their realisation. For example, in **Germany**, GEW reports that: 'politicians used to the crisis to demand and promote more private spending in education'.

In North America, spending on education has increased in the **United States** at the early childhood education (ECE), primary, and lower secondary levels, and has announced loans at the higher education level, as part of the American Reinvestment and Recovery Act (ARRA). However, AFT points out that half of the states have implemented budget cuts in K-12 education. NEA reports that: 'many states are facing severe revenue shortages. The federal governments' ARRA funds are only for certain projects and will not provide sufficient relief to meet all needs'. Similarly, in **Canada**, certain provinces have been hit harder by the recession than others and there are indications that spending on education is being affected.

In Latin America, cuts have generally not taken place in education. In the majority of countries included in the survey, the announced budget expenditure on education has remained the same (**Argentina**, **Ecuador**, **El Salvador**, and **Paraguay**), or expenditure on education is expected to increase or has in fact increased (**Chile**, **Guatemala**, **Honduras**, and **Venezuela**). News reports

indicate that Chile's budget for social assistance programmes is intended to increase by 5.8 percent during 2010, including funding for education.

Cuts in education spending at all levels have been announced in **Costa Rica** as from September 2009, and reduced spending has been implemented in **Nicaragua** (10 percent cut in higher education) and the **Dominican Republic** (20 percent in higher education), but it is not clear whether these cuts are a direct effect of the crisis. The allocation of funding responsibilities to municipalities is noted as an increasing trend in some countries, for example in **Costa Rica** and **Honduras**, yet this is not considered to be an effect of the crisis. In **Argentina, Honduras** and **Nicaragua**, certain internal regions have been more heavily affected by reduced public spending in other sectors, such as health. The government in **Nicaragua** has opted to cut the budgets for health and education by 12 percent and 7 percent respectively.

In Asia-Pacific, unions in **India** and **Nepal** report that spending on education has remained the same (in India at all levels, and in Nepal at the early childhood, primary and lower-secondary levels). In both countries, unions indicate that there are policy initiatives in place to devolve funding responsibilities for education on municipalities (**India**), and private entities (**Nepal**). In **Malaysia** increased spending has been noted at the early childhood and vocational education levels, but reduced spending at the primary, lower- and upper-secondary levels. Similarly, in Nepal spending has been cut slightly at the upper secondary and higher education levels. In **New Zealand**, education spending has been reduced at the lower and upper-secondary levels, and NZPPTA reports a 1.5 percent cut in the teacher salary bill to be made from 2010. Education cuts are reported to be the highest of any ministry, affecting in particular tertiary education.

In Africa, cuts in spending on education in relation to the crisis have not yet been noted by the unions. However, in both **Cote d'Ivoire** and **Swaziland**, unions point to the increased devolution of education funding responsibilities onto private entities. SNEPPCI in **Cote d'Ivoire** notes that: 'Regions that are controlled by rebels, and that do not have appropriate administration, are particularly lacking funding.'

Impact on teachers: hiring freezes, layoffs, reduced salaries and non-salary compensation cuts

Teacher unions in the majority of European countries represented in the survey, particularly countries in Western Europe, report that teachers have generally not been affected by the crisis, in terms of reduced salaries, lay-offs and reductions in non-salary compensation (including in **Albania, Belgium, Cyprus, Denmark, Germany, Macedonia, Norway, Portugal, Romania, Russia, Spain, and Switzerland**).

Most cuts to teachers' salaries, redundancies and non-salary compensation cuts have taken place in countries in Central and Eastern Europe and in the Western European countries most severely affected by the crisis (**Iceland** and **Ireland**). For example, according to INTO in **Ireland**, ECE teachers' salaries have been reduced by 7 percent, and approximately 1000 primary teacher posts have been taken out of the system.

In Central and Eastern Europe, teachers' salaries have been reduced at all levels, as part of reduced basic pay in all public sectors, in **Croatia** (6 percent), **Latvia** (50, 9 percent), **Lithuania**

(4.7 percent) and in the **Republic of Moldova** (8 percent). In **Latvia**, teachers' salaries have been reduced at all levels and the most serious cuts have taken place as from September 2009, following salary cuts already implemented earlier in the year. In **Estonia**, initial increases in salaries have been reverted, and salaries reduced back to their 2008 level. In **Romania**, teachers have faced delayed payments of their salaries, as well as redundancies. Moreover, the government has failed to give effect to a law governing a rise in teachers' salaries that was previously approved in October 2008. Unions report that teachers have been laid off in the **Republic of Moldova** and **Poland**, and administrative and support personnel have been laid off and a recruitment freeze applied in **Estonia**.

Non-salary compensation has also been affected by the crisis across Europe, mainly in Central and Eastern Europe, where education budgets have seen the highest cuts. Expenditure by employers on retirement programmes has been reduced in a number of countries (**Poland**, **Croatia**, and **Lithuania**), but health care, disability insurance, and subsidised child care have also been considerably cut (the latter by 20 percent in **Estonia**). In **Latvia**, as from September 2009, unemployment compensation has been reduced from a prior four month compensation period to a mere 30 days. In Western Europe, in **Iceland**, maternity benefits have been reduced.

Although direct effects such as salary cuts have not been reported in the majority of countries in Western Europe, a few unions however report that teaching posts are not being filled. For example, in the **United Kingdom** (particularly in the private, but also the state sector), and in **France**, where, according to Sgen-CFDT 16,000 jobs have been 'cut' in 2009 due to the non-replacement of one member of staff for every two persons retiring. In **Sweden**, Lärarförbundet undertook a survey in May 2009, which revealed that nearly 400 teachers from pre-school to secondary education have been laid off. According to the union, compensation schemes and retraining programmes are not in place for these teachers. Similarly, in **Iceland**, teachers at the ECE, primary, lower and upper secondary, and vocational education levels have been laid off.

In North America, in the **United States** the impact of the crisis on education staff has been considerable. Teachers' salaries have been reduced at all levels between 1-5 percent, and at all levels teachers. Teaching assistants and administrative staff have also been laid-off (this varies by state and municipality). AFT comments: 'we estimate that the total number of teachers laid off or reduced by attrition in the **United States** so far approaches 40, 000. [...] In higher education, we believe that there are several thousand job losses, with California being a major focus.' Health care/insurance, expenditure by employees on retirement programmes, and other forms of social insurance, as well pension schemes have been reduced. By contrast, in Canada the impact on education staff has been slight: cut backs in some jurisdictions have resulted in job losses for instructional and non-instructional staff (e.g. literary specialists, educational assistants and bus drivers).

In Latin America, the impact of the crisis on teachers has been minimal in terms of salary reductions, non-salary compensation cuts and lay-offs. In **Chile**, pension schemes have been cut considerably and investments into private pension systems have been heavily affected by the crisis as a result of speculation. In the **Dominican Republic**, where plans have been announced to reduce education spending, teachers' salaries have already been reduced at all levels, and expenditure on healthcare has also suffered cuts. Similarly, in **Honduras**, according to COLPROSUMAH, teachers' salaries have been reduced at all levels.

In Asia-Pacific, only AIFTO in **India** has noted that teachers' salaries are being reduced, at the upper secondary level in some states between 8-9 percent. In **New Zealand**, NZPPTA expects that staffing cuts and cutbacks in non-salary compensations will take place during 2010 when the collective agreement is to be renegotiated. NZPPTA notes that: 'At the moment - pending possible reductions in the next negotiation round - we have redundancy provisions which include payouts and retiring options. Members can choose either, and choose a retraining course if that is their option.' Unions in both **India** and **Nepal** point to the increased hiring of para-teachers instead of qualified teachers, as a cost-minimising strategy.

Similarly in **Africa**, the union in **Cote d'Ivoire** points to the increased hiring of unqualified teachers: 'Reduced payment of teachers has led to the increased enrolment of teachers without qualifications.'

Impact at the school level: closure, merging and/or reorganisation of schools

In all regions, it is difficult to discern whether the closure, merging and/or reorganisation of schools and the removal of subjects and reduction in curricula are directly caused by the crisis or rather follow previous policies already planned by governments. The cutting of subjects such as foreign language classes and facilities such as guidance-counselling suggests that these might be considered as costly and superfluous expenditures by national and local governments.

In Europe, there is an increasing trend towards the closure and merging of small public schools (particularly in rural areas), that has been noted by unions in the majority of countries represented in the survey: **France, Germany, Ireland, Latvia, Lithuania, Poland, Romania, Russia, Spain, Sweden**, and the **United Kingdom**. INTO in **Ireland** reports that: 'there are proposals to amalgamate small schools, but it has not happened yet. A report recommending closure of schools under 100 pupils and colleges of education has been presented to the government.' In **Poland**, it is possible to privatise small schools in accordance with a new government policy. As a result of the closure and merging of schools, it is expected that class sizes will increase, a trend which is noted by the same unions.

Special education classes are being reduced in **Ireland** and **Switzerland**, and guidance counselling staff is being laid off in several municipalities in **Sweden** and reduced in **Spain**. In **Poland**, foreign language classes and other mandatory classes (biology, history) have been reduced. In **Ireland**, in addition to the reduction and closure of special education classes at the primary level, foreign language classes have been removed, and teaching posts in English as an additional language have been suppressed. Similarly, foreign language classes have been cut in **Cyprus**.

In North America, the picture is similar to Europe: there is closure, merging and reorganisation of public schools in rural and urban areas and expansion of classes at the primary and secondary levels in both **Canada** and the **United States**. Similarly to the feedback given by GEW in Germany, AFT in the **United States** points out that efforts at school consolidation have been part of the debate in rural education policy for decades, but there are signs that it is now increasing.

In Latin America, only unions in **Honduras** and **Ecuador** note that schools have been closed, merged and/or reorganised particularly in rural areas. **Honduras** is a special case where the *coup d'etat* in June 2009 destabilised the country. The unions note that foreign language classes and science subjects have been cut from the curriculum.

In Asia-Pacific, the crisis has not had a direct impact at the school level. However, in **India**, AIFTO reports that vocational training centres for teachers are closing: 'many education colleges have been closed because of the recruitment of para-teachers'. In **Nepal**, the union reports that public schools in rural areas are facing closure, because of a lack of teachers. In both **India** and **Nepal**, a rise in tuition fees has been noted at the secondary levels. Likewise, in **Africa** in **Côte d'Ivoire**, tuition fees have been applied at the primary, lower secondary and vocational education levels.

Financial 'aid' instruments: loans, stimulus packages and official development assistance

In both Central and Eastern Europe (CEE) and Latin America, countries have secured different types of loans from the International Monetary Fund (IMF) during the course of 2009. In CEE countries, requests for loans have emerged as a reaction to the financial crisis that has largely destabilised markets in the region. In the case of loans from the IMF, conditionalities that have been traditionally attached to such loans request rigid fiscal measures with the aim of overcoming country debts, which have meant that governments are pressured to reduce public expenditure, with inevitable consequences for education.

The governments of **Latvia**, **Hungary**, **Poland**, **Serbia** and **Romania**² have each negotiated loans from the IMF without consultation or involvement of unions in the course of negotiations. **Hungary** was the first country in the EU to receive an IMF-led bailout of 20 billion euro to avoid bankruptcy in 2008. **Poland** requested a Flexible Credit Line (FCL)³ from the IMF in early 2009, which was granted in April 2009 to the amount of 15.5 billion euro.

The IMF and the European Commission provided **Latvia** with a combined €7.5 billion bailout in December 2008, and further loans were received from the European Commission in February 2009 (one billion euro) and at the end of July 2009 (1.2 billion euro). LIZDA, EI's affiliate in **Latvia**, reports being formally involved in discussions in the context of the crisis but little more.

The government of **Romania** has negotiated and signed combined 20 billion euro financial support package/loan from the IMF, the World Bank and the European Bank for Development. Of this, the IMF is providing €12.95 billion in the form of a 24 month Stand-By Arrangement, the European Commission is providing €5 billion and the World Bank €1.5 billion. National trade union confederations were partially informed of these negotiations, however not consulted nor

² Please see the EI study entitled: 'Education: the Cost of the Crisis' that provides an analysis of IMF loans provided to countries in Central and Eastern Europe and Central Asia, for further details as to the scope of the loans in countries in this region, and specific case studies of Poland, Latvia and the Republic of Serbia.

³ The IMF's new Flexible Credit Line (FCL) introduced in March 2009, allows countries (in particular emerging market economies) to request precautionary loans, and according to the IMF is aimed at strengthening the Fund's ability to react to the global economic crisis. There is no ongoing conditionality in the FCL, which is normally the case for IMF loans, but countries must meet stringent economic pre-conditions to qualify for them (EI 2009).

included in the process. As a measure to meet conditions set by the IMF with regard to the loan, the government intends to cut public expenditure by 1 percent of GDP per year in 2009 and 2010.

Estonia has negotiated a five-year loan with the European Investment Bank (EIB) to the amount of €550 million, intended to co-finance investment projects with EU funds and for the financing of infrastructure projects.

In Western Europe, **Iceland** is the only country negotiating a loan with the IMF to which a conditionality is attached to reduce public expenditure.

In the majority of countries in Europe, 20 of a total of 23 represented in the survey, governments have developed economic stimulus packages, yet it is only in Western European countries (France, Norway, Portugal, Spain, Sweden and the United Kingdom), that there an education component in such stimulus packages, which in three countries is focused on investments in schooling buildings and infrastructure that had already been implemented prior to the crisis (**France, Portugal** and the **United Kingdom**). NASUWT in the **United Kingdom** reports that there have been major investments in school infrastructure in England, Northern Ireland, Scotland and Wales through a variety of capital funding projects. All of these initiatives have taken place before the financial crisis but are being maintained at present as part of Governments' economic stimulus packages.

In **Norway**, UEN explains that: 'the government has increased public spending to prevent strong implications of the crisis in sectors that are particularly sensitive to market fluctuations. This includes an 8 year programme to give interest free loans to municipalities and districts to build and maintain school buildings. Furthermore, public spending on higher education has increased'. Similarly, in **Sweden**, there have been investments in 10, 000 new study places in higher education for 2010.

In North America, both **Canada** and the **United States** have developed economic stimulus packages. In the **United States**, the government has provided for funds through the American Recovery and Reinvestment Act (ARRA) of 2009. The total ARRA fund for education is approximately \$100 billion spread over a two-year period.

In Latin America, the picture of loans and official development assistance is mixed. The majority of countries in the region which are represented in the follow-up survey have negotiated loans from the IMF during the past year (**Costa Rica, Dominican Republic, El Salvador, Guatemala, Nicaragua and Paraguay**). All unions in these countries report that conditionalities are attached to the loans to freeze public wages and reduce public spending.

The **Dominican Republic, Ecuador, El Salvador, Nicaragua and Paraguay** receive official development aid (ODA), that the unions claim has been reduced in all of these countries with the exception of **El Salvador**. Around 3 percent of the ODA **El Salvador** receives from the World Bank, the IMF, and the International Bank for Reconstruction and Development is set aside for investment in education, usually combined with health.

El Salvador, Guatemala, and Venezuela are the only countries in Latin America represented in the survey with stimulus packages that have funding components focused on education. In other countries in the region, governments have developed economic stimulus packages, but without a focus on education (**Argentina, Chile, Costa Rica and Paraguay**).

In Asia-Pacific, **India** receives a loan from the World Bank, which was established prior to the crisis, but to which conditionality has been attached to reduce public spending, which impacted on teachers' salaries. AIFTO comments that official development aid that India receives has been reduced. Similarly, in **Malaysia**, in remote rural areas, transport for children to and from school will be cut. However, the government has allocated considerable funds to education, to student assistance and scholarship programmes, as well as the construction of additional schools. In **New Zealand**, NZPPTA has noted that while there has been spending on infrastructure, this is offset by cuts to adult and community education (second chance learning) and planned cuts to teaching staff in 2010.

Union responses, actions and expectations for the future

In Europe, the majority of unions who responded to the survey have been formally involved in discussions with national and local governments in the context of the crisis, often concerning budgetary cuts or stimulus packages and investments in education (unions in **Croatia, Germany, France, Iceland, Ireland, Latvia, Lithuania, Romania, Russia, Spain, Sweden, Switzerland** and the **United Kingdom**). A number of these unions report that these consultations are mere formalities, and unions are not involved in decisions. Many unions have also been involved in negotiations with trade union confederations in their countries on similar topics. In Central and Eastern Europe, EEPU in **Estonia** reports having been involved in negotiations with the government concerning salaries and working conditions of teachers. For EEPU, successes include negotiating that schools have not been closed and teachers have not been laid off due to the economic crisis. However, with the layoff of support staff, teachers may face an increased workload in the future. In **Iceland**, KI expects that unemployment will rise. Due to cuts in extra hours and activities, wages may be lowered.

In North America, as in Europe, unions in **Canada** and the **United States** have been involved in consultations and negotiations with governments concerning investments in education as part of the crisis. In **Canada**, CTF is involved with others in the fight to ensure that collective bargaining rights are protected, and that education does not become the 'scapegoat' for cuts in spending as has been the case in the past during periods of recession. CTF in **Canada** reports: 'We are already seeing the beginnings of the type of rhetoric that we have seen in the past when an economic recession is in play. We can expect cutbacks in education spending which will result in: layoffs, larger classes, intervention by governments in the collective bargaining process, a lessening of resources for children and teachers in classrooms.'

AFT in the **United States**, comments: 'We expect that the 2010-11 fiscal year/school year will be most challenging. Federal stimulus funds will have begun to be used up, the state and local government reserves will have been depleted, but the size of the budget gaps faced will be larger or as large as the year before.'

In Latin America, a number of the unions have been involved in negotiations with the national or local governments on the crisis (**Argentina, El Salvador, Guatemala, Nicaragua, and Venezuela**), however others report having a poor relation with the government and not being involved in discussions (in particular the unions in **Honduras**). The following developments are expected by the unions: increased decentralisation to the municipalities in the future (**Chile**), teachers' workloads to increase with expected hiring freezes (**El Salvador** and **Ecuador**),

salaries to stagnate in the future (**Argentina**, **Nicaragua** and **Guatemala**) and there will be less capacity for teacher training programmes (**Paraguay**).

In Asia-Pacific, unions in **India**, **Nepal** and **New Zealand** all report having a poor relationship with the government, although each is attempting in cooperation with other unions and/or organisations to lobby their governments to increase investments in education, and prevent staffing cuts. NZPPTA in **New Zealand** reports that the government is reluctant to discuss with the unions: 'It is increasingly apparent that the new government is reluctant to engage with the union on matters of policy, investment, curriculum, etc.' They are collaborating with other state sector unions to maintain effective public services and to campaign against cuts and retrenchment.

Additional sources

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Annex I Overview of Responses by Countries and Unions

No.	Country	Union	Acronym
Africa			
1	Cote d'Ivoire	Syndicat National de l'Enseignement Primaire Public de Côte d'Ivoire	SNEPPCI
2	Swaziland	Swaziland National Association of Teachers	SNAT
3	Togo	Fédération des Syndicats de l'Education Nationale	FESEN
Asia-Pacific			
4	India	All India Federation of Teachers Organisations	AIFTO
5	Malaysia	National Union of the Teaching Profession	NUTP
6	Nepal	Nepal Teachers' Association	NTA
7	New Zealand	New Zealand Post Primary Teachers Association	NZPPTA
Europe			
8	Albania	Trade Union Federation of Education and Science of Albania	FSASH
9	Belgium	Christelijk Onderwijzersverbond	COV
10	Croatia	Independent Union of Research and Higher Education Employees of Croatia	IURHEEC
11	Cyprus	Cyprus Turkish Secondary Education Teachers' Union	K.T.O.E.Ö.S
12	Denmark	Danish Union of Teachers	DLF
13	Estonia	Estonian Educational Personnel Union	EEPU
14	Estonia	Federation of Estonian Universities	Universitas
15	France	Fédération des syndicats généraux de l' Education Nationale-Confédération française démocratique du travail Sgen-CFDT	Sgen-CFDT
16	France	Fédération CGT de l'Education, de la Recherche et de la Culture	Ferc-Cgt
17	France	Syndicat National des Enseignements de Second	SNES

		Degré	
18	Germany	Gewerkschaft Erziehung und Wissenschaft	GEW
19	Iceland	Kennarasamband Íslands	KI
20	Ireland	Association of Secondary teachers Ireland	ASTI
21	Ireland	Irish Federation of University Teachers	IFUT
22	Ireland	Irish National Teachers' Organisation (Republic of Ireland)	INTO
23	Ireland	Teachers Union of Ireland	TUI
24	Latvia	Latvian Education and Scientific Workers' Trade Union	LIZDA
25	Lithuania	Christian trade union of education workers	CTUEW
26	Republic of Macedonia	Trade union of education, science and culture Republic of Macedonia	SONK
27	Republic of Moldova	Education and Science Trade Union	ESTU
28	Norway	Union of Education Norway	UEN
29	Poland	SKOiW NSZZ Solidanosc	SKOiW NSZZ
30	Portugal	Federação Nacional dos Sindicatos da Educação	FNE
31	Romania	National Union Federation Alma Mater	ALMA MATAR
32	Russia	Education and Science Employees Union of Russia	ESEUR
33	Spain	Federación de Enseñanza de Comisiones Obreras	FECCOO
34	Spain	Sindicato Independiente	ANPE
35	Sweden	Lärarförbundet	Lärarförbundet
36	Sweden	Swedish Association of University Teachers	SULF
37	Switzerland	Verband des Personals öffentlicher Dienste	VPOD
38	United Kingdom	National Association of Schoolmasters Union of Women Teachers	NASUWT
Latin America			
39	Argentina	Federación Nacional de Docentes Universitarios	CONADU
40	Argentina	Confederación de Trabajadores de Educación de la República Argentina	CTERA
41	Chile	Confederación Nacional de	CONATECH

		Trabajadoras de la Educación Chilena	
42	Chile	Colegio de Profesores de chile	CPC
43	Costa Rica	Sindicato de Trabajadoras y Trabajadores de la Educación Costarricense	SEC
44	Dominican Republic	Asociación Dominicana de Profesores	ADP
45	Ecuador	Unión Nacional de Educadores del Ecuador	UNE
46	El Salvador	Asociación Nacional de Educadores Salvadoreños	ANDES 21 de Junio
47	Guatemala	Sindicato de Trabajadores de la Educación de Guatemala	STEG
48	Honduras	Colegio Profesional Superación Magisterial Hondureño	COLPROSUMAH
49	Honduras	Colegio de Profesores de Educación Media de Honduras	COPEMH
50	Honduras	Colegio Profesional Unión Magisterial de Honduras	COPRUMH
51	Nicaragua	Confederación General de Trabajadores de la Educación de Nicaragua	CGTEN ANDEN
52	Nicaragua	Federación de Profesionales Docentes de la Educación Superior de Nicaragua	FEPDES
53	Paraguay	Organización Trabajadores de la Educación del Paraguay	OTEP
54	Venezuela	Federación de educadores de Venezuela	FEV
Middle East & North Africa			
55	Israel	Israel Teachers Union	ITU
North America & Caribbean			
56	Bahamas	Bahamas Union of Teachers	BUT
57	Canada	Canadian Teachers' Federation	CTF
58	Curaçao	Sindicatos de Trabajadores de la Educación en Curaçao	SITEK
59	Dominica	Dominica Association of Teachers	DAT

60	Jamaica	Jamaica Teachers' Association	JTA
61	United States	American Federation of Teachers	AFT
62	United States	National Education Association	NEA

Annex II Follow-up survey on the impact of the global economic crisis on education



Education International
Internationale de l'Education
Internacional de la Educación

EI FOLLOW-UP SURVEY ON THE IMPACT OF THE GLOBAL ECONOMIC CRISIS ON THE EDUCATION SECTOR

UPDATE ON COUNTRY SITUATIONS AUGUST 2009

Introductory Note

Education International (EI) is conducting an on-line update of the impact of the economic crisis on education around the world. This follows our January on-line survey which collated important information from 40 countries from all regions. In January of this year, many countries had not yet felt the impact of the crisis on their schools and other education institutions, nor the effects it could have on the working conditions of teachers and other education staff. This follow-up survey serves two purposes, first of all, we believe the impact of the global economic crisis is now being felt worldwide and consider it important to assess the scope of the impact, and second, this survey takes on a more detailed form to find out specifically what the impact has been on education staff, and how unions are responding.

In **the industrialized countries**, we know from the record of previous economic downturns that the impact on public revenues and therefore on education finance is usually delayed, and tends to hit hardest even when the private sector turns towards recovery. In general, **few if any countries will escape the impact of this crisis. It affects or will affect us all.**

We are also very concerned by the impact of the crisis on funding for EFA in **the developing countries**.

We know the situation is dramatic in the countries of **Central and Eastern Europe**, and we will bring our member organisations together in Warsaw on 2-4 September 2009 to address the impact of the crisis. Member organisations attending this seminar are invited to give special attention to the survey and to complete it on-line or to return it by email to EI (at the following email address: mireille.dekoning@ei-ie.org) by **21 August 2009**. Your responses will provide further elaboration of your answers to the four key questions posed in the invitation letter for the seminar.

The on-line questionnaire is more complete than the January survey. Please respond to as much of it as possible. While complete responses are desirable, it would also be helpful to receive responses to only part of the questionnaire if that is your wish. For all countries except those attending the Warsaw seminar, please respond by **15 September 2009**.

Please note that the EI secretariat has prepared fact sheets on aspects of the global economic crisis in order to help member organisations better understand, and react to, the impact of the crisis on education. These fact sheets will be available on our campaign website as from August 2009. Please look for them at: www.ei-ie.org/handsup. We encourage you to read these fact sheets carefully and to contribute to the ongoing development of them based on your situation and experiences.

With best wishes,

Fred van Leeuwen

General Secretary

A General Information

Name of the Organisation			
Which sector(s) does your organisation represent? <i>(Check any that apply)</i>	<input type="checkbox"/> Pre-school education <input type="checkbox"/> Primary education <input type="checkbox"/> Secondary education <input type="checkbox"/> Higher education <input type="checkbox"/> Other, namely:		
Which kinds of education staff does your organization represent <i>(check any that apply)</i>	<input type="checkbox"/> Teachers <input type="checkbox"/> Administrators / school leaders <input type="checkbox"/> Support staff		
Country	Region	<input type="radio"/> Africa <input type="radio"/> Asia-Pacific <input type="radio"/> Europe <input type="radio"/> Latin America <input type="radio"/> North America/ Caribbean	
Name of the person completing the questionnaire <i>(optional)</i>			
Position/Job title of the person completing the questionnaire			
Contact details (E-mail and phone number)			
Website of the Organisation <i>(if applicable)</i>			

B Cuts in Education

B1 Please indicate whether your national government has announced and/or implemented plans to reduce or increase education spending in different levels of education as a reaction to the global economic crisis. Please complete the following to show at which levels of education plans have been announced and/or implemented, whether spending has increased or decreased, and by how much (as a percentage).

Level of Education	Announced and/or implemented plans	Reduced or increased spending	How much reduced/increased of budget <i>(as a percentage)</i>
Pre-school / Early Childhood Education	<input type="checkbox"/> announced <input type="checkbox"/> implemented <input type="checkbox"/> none	<input type="checkbox"/> reduced spending <input type="checkbox"/> spending stays the same <input type="checkbox"/> increased spending	
Primary Level	<input type="checkbox"/> announced <input type="checkbox"/> implemented <input type="checkbox"/> none	<input type="checkbox"/> reduced spending <input type="checkbox"/> spending stays the same <input type="checkbox"/> increased spending	
Lower secondary level	<input type="checkbox"/> announced <input type="checkbox"/> implemented <input type="checkbox"/> none	<input type="checkbox"/> reduced spending <input type="checkbox"/> spending stays the same <input type="checkbox"/> increased spending	
Upper secondary level	<input type="checkbox"/> announced <input type="checkbox"/> implemented <input type="checkbox"/> none	<input type="checkbox"/> reduced spending <input type="checkbox"/> spending stays the same <input type="checkbox"/> increased spending	
Vocational education	<input type="checkbox"/> announced <input type="checkbox"/> implemented <input type="checkbox"/> none	<input type="checkbox"/> reduced spending <input type="checkbox"/> spending stays the same <input type="checkbox"/> increased spending	
Higher education (college, university)	<input type="checkbox"/> announced <input type="checkbox"/> implemented <input type="checkbox"/> none	<input type="checkbox"/> reduced spending <input type="checkbox"/> spending stays the same <input type="checkbox"/> increased spending	
Other level/form, namely <i>(please complete if applicable)</i>	<input type="checkbox"/> announced <input type="checkbox"/> implemented <input type="checkbox"/> none	<input type="checkbox"/> reduced spending <input type="checkbox"/> spending stays the same <input type="checkbox"/> increased spending	

B2 If your national government has announced and/or implemented plans to reduce education spending, how does this compare to possible reductions in other public sectors? (*Please choose which applies*)

- Other public sectors are also facing reduced spending, namely

- Other public sectors are not facing reduced spending

B3 If the education system in your country is facing budget cuts, are there specific regions / states / municipalities of your country that are particularly affected?

- Yes, specific regions/states/municipalities of my country are particularly affected by education budget cuts, namely: (*please indicate which regions have been affected and how*)

- No, specific regions/states/municipalities have not been affected in particular

B4 Are there policy initiatives to devolve funding responsibilities for education on municipalities and/or private entities as an effect of the economic crisis? (*please choose which applies*)

- Yes, to municipalities
- Yes, to private entities
- Yes, to municipalities and private entities
- No

If yes, please use the space below to describe:

B5.1 Are teachers' salaries and/or other education employees' salaries being reduced?

- Yes
 No (*please go to questions B6*)

B5.2 If yes, please indicate by how much and for which levels of education.

Level of Education	Have salaries' been reduced at this level? (please tick if applicable)	Proportion of salary reduced (please indicate as a percentage)
Pre-school / Early Childhood Education	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary level	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lower-secondary level	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Upper-secondary level	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Vocational education level	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Higher education (College/University)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other, namely	<input type="checkbox"/> Yes <input type="checkbox"/> No	

B6 Have teachers' and/or other education employees' non-salary compensations been reduced?
(Please complete the following to indicate which type of non-salary compensation has been reduced and by how much)

Type of non-salary compensation	Has it been reduced? (please tick if applicable)	Proportion reduced (please indicate as a percentage)
Health care/ insurance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unemployment compensation	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Disability insurance	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Expenditure by employees on retirement programmes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other forms of social insurance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Maternity benefits	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Free/subsidised child care	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Pension schemes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other, namely	<input type="checkbox"/> Yes <input type="checkbox"/> No	

B7.1 Are teachers being laid-off?

- Yes
- No (*Please go to question B10.1*)

B7.2 If yes, have teachers in specific education levels been laid off? How many teachers have been laid off? What about support and administrative staff? (*Please complete the following table*)

Type of Teacher	Have teachers been laid off? (please tick if applicable)	Number of teachers laid off
Pre-school / Early Childhood Education teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lower secondary teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Upper secondary teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Vocational education teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Higher education professors/lecturers/researchers (College/University)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Teaching assistants	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Administrative staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other, namely	<input type="checkbox"/> Yes <input type="checkbox"/> No	

B8.1 Are compensation schemes in place for education staff who are laid off?

- Yes
- No (*Please go to question B9.1*)

B8.2 Are these compensation schemes sufficient or insufficient to cover the costs of living?

- Compensation schemes are sufficient
- Compensation schemes are insufficient

B9.1 In case of lay-offs, are re-training programmes being offered to obtain new, or improve, qualifications?

- Yes
- No (*please go to question B10.1*)

B9.2 If yes, please rate the quality and usefulness of these re-training programmes. (*please choose which applies, more than one answer is possible*)

- The re-training programmes are useful
- The re-training programmes are not useful
- The quality of the re-training programmes is high
- The quality of the retraining programmes is satisfactory
- The quality of the retraining programmes is low

B9.3 Please give further comments on who provides the training programmes and what their aims are (*please use the space below*)

B10.1 Are schools facing closures, merging and/or reorganizations as a reaction to the global economic crisis? (*please choose which applies, more than one answer is possible*)

- Yes, schools are facing closures
- Yes, schools are being merged with other schools
- Yes, schools are being reorganised
- No (*please go to question B11*)

B10.2 Please indicate in the list below what kinds of schools/education institutions are facing closure, merging and/or reorganisations as a reaction to the global economic crisis? (*Please choose which applies, more than one answer is possible*)

- public schools
- private schools
- ECE centres/schools
- Primary schools
- Secondary schools
- Vocational training centres
- colleges/ universities
- special needs schools
- schools in rural areas
- schools in urban areas
- Other, namely

(*Please use the following space to describe the situation*)

B11 The following table aims to identify if, and if so, what kind of measures and reductions have taken place at the school level as a consequence of the global economic crisis. (*Please complete the following table*)

Type of measure/reduction	Yes/ No	At which school level(s)?	Comments
Curricula have been reduced/ subjects have been cut	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Pre-school / Early Childhood Education <input type="radio"/> Primary level <input type="radio"/> Lower secondary level	<i>Please specify which subjects and at which level if applicable:</i>

		<input type="radio"/> Upper secondary <input type="radio"/> Vocational education <input type="radio"/> Higher education (colleges/universities)	
Class sizes have been expanded	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Pre-school / Early Childhood Education <input type="radio"/> Primary level <input type="radio"/> Lower secondary level <input type="radio"/> Upper secondary <input type="radio"/> Vocational education <input type="radio"/> Higher education (colleges/universities)	
Government plans to shorten the school/academic year	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Pre-school / Early Childhood Education <input type="radio"/> Primary level <input type="radio"/> Lower secondary level <input type="radio"/> Upper secondary <input type="radio"/> Vocational education <input type="radio"/> Higher education (colleges/universities)	
Special education classes are being/have been reduced (e.g. classes for children with learning difficulties)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Pre-school / Early Childhood Education <input type="radio"/> Primary level <input type="radio"/> Lower secondary level <input type="radio"/> Upper secondary <input type="radio"/> Vocational education <input type="radio"/> Higher education (colleges/universities)	
Foreign-language classes are being/have been reduced	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Pre-school / Early Childhood Education <input type="radio"/> Primary level <input type="radio"/> Lower secondary level <input type="radio"/> Upper secondary <input type="radio"/> Vocational education <input type="radio"/> Higher education (colleges/universities)	
Guidance counselling has been reduced	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Pre-school / Early Childhood Education <input type="radio"/> Primary level <input type="radio"/> Lower secondary level <input type="radio"/> Upper secondary <input type="radio"/> Vocational education <input type="radio"/> Higher education (colleges/universities)	
Tuition fees have been applied/increased	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Pre-school / Early Childhood Education <input type="radio"/> Primary level <input type="radio"/> Lower secondary level <input type="radio"/> Upper secondary <input type="radio"/> Vocational education	

		<input type="radio"/> Higher education (colleges/universities)	
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C Financial aid instruments (loans by IFIs and stimulus packages of national governments)

C1.1 Is your country negotiating/receiving a loan from the International Monetary Fund (IMF) and/or other international financial institutions (IFIs)?

- Yes, my country is **negotiating** a loan from the IMF and/or other IFIs
- Yes, my country is **receiving** a loan from the IMF and/or other IFIs
- No, my country is not negotiating or receiving a loan from the IMF and/or other IFIs (*please go to question C2.1*)

C1.2 If a loan has been negotiated/received from the IMF and/or another IFI, how much of it is intended for education and for what specifically? From which IFI has this loan been negotiated / received? (*Please use the following space to explain*)

C1.3 If a loan has been negotiated/received from the IMF and/or another IFI, is there conditionality attached to reduce public spending?

- Yes
- No (*please go to question C2.1*)

C1.4 If yes, what do these conditions entail? (*Please use the following space to explain*)

C2.1 Has your government announced/approved an economic stimulus plan?

- Yes
- No

C2.2 If yes, does it include investments in education? How much is intended for education (specific areas of education)? (*Please use the following space to explain*)

C3.1 Does your country receive Official Development Assistance (ODA) / aid specifically for education?

- Yes
- No (*please go to question D1.1*)

C3.2 Has this aid for education been reduced?

- Yes
- No

Please use the following space to provide comments on the reduction of aid for education, if applicable:

D Unions response and action

D1.1 Has your union been involved in negotiations with the national/regional/local government(s) as a follow-up on the economic crisis?

- Yes
- No (*please go to question D2*)

D1.2 Concerning what issues has your union been involved in negotiations with the national / regional / local government(s) as a follow-up on the economic crisis. (*Please choose from the following list, more than one answer is possible*)

- investment in education
- stimulus packages
- loans from IFIs
- Other, namely

D2 What is your unions relationship with the national / regional / local government(s) in the context of the economic crisis? (*please choose which fits best, or choose other and describe your relationship*)

- Our union has a good relationship with the national / regional / local government(s) and engages in partnership with the government in context of the crisis
- Our union is formally involved in discussions with the national / regional / local government(s) in the context of the economic crisis but little more
- Our union has a poor relationship with the national / regional / local government(s), and is not consulted in the context of the crisis
- Other, namely

Please use the space below to give additional comments on your relationship with the national / regional / local government(s) in the context of the economic crisis:

D3 Is your union collaborating with other unions and/or NGOs and/or other organisations in the context of the economic crisis in your country?

Yes

No

Please use the space below to explain whom you are collaborating with, how, and concerning what:

D4 Please describe your unions three main demands with regard to the economic crisis in your country:

1	
2	
3	

D5 Please explain your unions three main successes with regard to the economic crisis in your country:

1	
2	
3	

D6 Please outline three unsatisfactory outcomes of your union with regard to the economic crisis in your country:

1	
2	
3	

D7 Please set out three main next steps that your union intends to undertake with regard to the economic crisis in your country:

1	
2	
3	

D8 What impact do you think the global economic crisis will have on your members in the coming year? (*Please use the space below to explain*)

D9 What can Education International do to support your union with regard to the economic crisis in your country? (*Please use the space below to explain*)

Thank you for your cooperation!

