

Education International Annual Report 2007

The year 2007 marked a significant milestone in the growth of Education International: our membership grew to 30 million and our 5th World Congress was the most successful ever.

The year, however, presented enormous challenges for teacher trade unionists. Half way to the target date of 2015 for the Millennium Development Goals and Education for All, much has been achieved, but much more remains to be done. Early childhood care and education, free and compulsory primary education, life skills for young people, increased adult literacy, gender equality: all these goals remain as yet unrealised.

All over the world, EI members struggled to improve the quality of public education, both for themselves and for their students. But with global economic inequities growing, social pressures increased in many regions. The principle of universal access to quality public services, including education, came under intensified threat. Teachers and other trade unionists responded with energy and determination, but faced growing risks as a result.

Demands for decent teaching and learning conditions, living wages, adequate learning resources, fair labour laws: these were some of the factors that led teachers to go on strike in countries including Greece, Angola, Argentina, Senegal, Peru, DR Congo, Bulgaria, South Africa and France.

Repression and injustice sparked additional teacher protests in Iran, Indonesia, Mexico, Nepal, and Burma. And, in many parts of the world, courageous teachers paid the ultimate price for their activism. In 2007, teacher trade unionists were beaten, tortured and killed in Colombia, Ethiopia, the Philippines, Thailand, Cambodia, Zimbabwe, Mexico and Argentina. Throughout the year, as always, EI strove vigorously to defend the fundamental rights of teachers in all these countries and to speak out when those rights were violated. The EI Barometer of Human and Trade Union Rights, launched at Congress, provides an authoritative guide to the situation in every country.

With all this important activity in every region, EI worked to strengthen the linkages between the global and the local. Communication and information are obviously critical to that effort. Through our ever-expanding web portal and improved print and electronic publications, we were able to share the stories of our struggles and successes. Research also played a key role in 2007, with the foundation of the EI Research Institute and an expanded range of publications and projects on PISA, migrant children, teacher shortage in Anglophone Africa .

Our solidarity with the international labour movement has been enhanced through our leadership role in the Council of Global Unions. Our partnership and advocacy with other global bodies such as UNESCO, the ILO, the OECD and the World Bank also was ongoing. Our work in solidarity and development cooperation expanded to include about 200 projects in 90 countries. Through this work, we are reminded that we are all fundamentally interconnected as educators in classrooms, as activists in communities, as leaders in our unions and as citizens of this globalised world.

And certainly that sense of connection could be clearly felt at the 5th World Congress. Throughout the first half of the year, EI staff and leaders worked intensely together to prepare for the Congress, which took place at the Estrel Convention Centre in Berlin from 22-28 July. The event had as its theme: Educators Joining Together for Quality Education and Social Justice. It brought together more than 1,700 teacher trade unionists from around the world.

The Congress agenda was packed with a wide-ranging policy agenda and spirited discussion on key

issues affecting teachers and learners everywhere. Among others, resolutions were passed dealing with vocational education and training, the place of religion in schools, education in correctional institutions and school leadership. Congress dealt with broader issues of cultural diversity, peace and an end to violence, gender and pay equity, and international migration.

Delegates passed resolutions condemning trade union rights violations in Ethiopia, defending Colombian teachers persecuted for trade union activity, and in solidarity with Iraqi workers. They also passed urgent resolutions on the situation in Oaxaca, Mexico, in the Philippines, and in Peru.

All concerned agreed it was by far the most successful Congress ever, and participants returned to their home countries with warm memories of the solidarity between old friends and colleagues, and the opportunity to make new ones.

The task of implementing the Congress resolutions is enormous, and our Executive Board, management and staff have set themselves to it with great zeal and determination. By year's end, we had seen concrete action on a number of issues, including new cooperation on the effort to eliminate child labour, a new initiative to support teachers who are HIV-positive, a new network on gender equity in Latin America, outreach to the Middle East and Central Asia. A new project in the former Yugoslavia was also launched in November.

Progress is expected to continue apace into 2008, as we continue to build the strength and the scope of Education International's positive impact on the global education scene.

Fred van Leeuwen
General Secretary

Strategic aims

Aim 1 : Quality education for all

The achievement of the fundamental right to quality education for all, without discrimination, through the establishment, protection and promotion of publicly funded and regulated systems of education that will provide equality of educational opportunity.

1.1 The struggle to achieve Education for All

In 2007, Education International continued its vigorous advocacy of the right to quality education for every child, youth and adult worldwide. This year saw a greater sense of urgency, as we are almost half way to the target date of 2015 for accomplishment of the Millennium Development Goals and the six points on the Education For All agenda. They are:

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50 per cent
- Achieve gender parity by 2005, gender equality by 2015
- Improve the quality of education

EI activists and staff in every region continued to work energetically to advance the MDGs and make progress towards EFA. It is simply not possible to record every activity undertaken, but the reports below give a sense of the scope of the work accomplished and the enormity of the task that still lies ahead.

Africa

With the declaration of EFA, countries across Africa struggled to meet the increased demand for primary education. Enrolment in some countries doubled and even trebled. The implications of these massive increases in enrolment became even more urgent as millions of pupils who had completed primary education then came knocking at the doors of secondary schools.

“Secondary Education Reforms in Africa” was the theme of a conference held from 1-4 April, hosted by the government of **Ghana**, organized by the World Bank in cooperation with the Association for the Development of Education in Africa (ADEA), and funded by the government of Norway. It brought together EI representatives along with ministers and deputy ministers of Education from all over the continent, NGOs, development partners and civil society organizations to chart a way forward in reforming secondary education.

The thrust of the debate was how to expand and at the same time improve on secondary education in the continent. Ministers were not amused at the mixed policy signals they were getting from the World Bank. The participants therefore demanded a holistic Sector-Wide Approach in making reforms so that all sectors of the education system are addressed at the same time.

Education policy makers should look at secondary education reforms concurrently with technical and vocational education. Expanding and improving secondary education would require additional resources including space, as well as books and trained teachers. Issues such as multi-grade teaching, shift systems, and mobile schools were proposed. Distance learning was proposed as an interim solution to the shortage of trained teachers.

EI stressed the need to improve the status of teachers in Africa. Ministers agreed that there was a direct relationship between teacher morale and motivation to learners' achievement levels. According to Ms. Pando, Minister of Education of South Africa, "if we give teachers peanuts, we get monkeys." She lamented the loss of South African science teachers to New Zealand, UK and Australia because of relatively low salaries.

Representatives of civil society stressed the need for strong partnerships and respect for each others' views. Inclusive education was also stressed as an important step toward attaining Education For All. Other recommendations included the obvious need to expand on secondary education, relevant curriculum, the use of national languages in schools, to retain teacher trainers, to improve the status and profile of teachers, for countries to explore alternative means of training their teachers to cope with the demand, and for donors to make timely funding of programs.

EI also attended the UNESCO Collective Consultation of NGOs on EFA held in Dakar, **Senegal**, from 3-5 September. The main purpose of the meeting was to assess the civil society participation in education policy dialogue and the EFA Process since 2000. Through its various representatives, EI played a prominent role which will enhance its visibility in Africa.

The regional forum "Education for All—Dakar + 7" was organised by the regional office of UNESCO for Education in Africa (BREDA), from 13–14 September in Bamako, **Mali**. It aimed at a mid-term review of the implementation of the Dakar framework of action, but with a focus on post-primary and the EFA coordination mechanisms. The issue was to evaluate the progress and to review the challenges to the development of African education systems, so as to suggest ways forward.

The conference brought together about 180 participants, including EI representatives, EFA coordinators, partner groups, civil society, and national and international experts, all seeking concrete ways to accelerate progress towards Education For All, in respect of the principle of education as a human right.

The review revealed a weakening of the initial mechanisms of elaboration, coordination and evaluation of EFA, the progress in the coordination of sponsors, and the harmonisation of international support. There was also noted a decrease by UNESCO of the implementation of its support strategy for the EFA devices and mechanisms, and an insufficient exploitation of the potential contribution of civil society. The following statements were issued:

- Education is a basic and public right. But, for it to become a reality, one has to take into account the economic and financial context of the countries and yet remain watchful of the quality of teacher training;
- The report Dakar +7 presents a mid-term review of the Dakar framework of action, on the basis of recent data. It was purposely decided not to make a systematic review of the six

objectives of EFA, but to stress the post-primary. For the future, it is necessary to re-consider the process and modalities of elaboration of the report and to take into account the economic, financial and human resources of the countries;

- The African Union has taken the decision to set up an Observatory of Education. Under these circumstances, the relation between this Observatory and the platform of expertise put in place by BREDA should be defined;
- Efforts should be made to strengthen or put in place mechanisms of coordination by the support of those showing a demonstrated potential. It is also important to renew the national coordination mechanisms of EFA, and to strongly link them to sub-regional and regional stories through a regional EFA follow-up agenda;
- The coordination efforts have to go beyond the three leading forces which are: Governments, “PTF”, and the civil society organisations, in order to integrate other parts of the society;
- At the regional and sub-regional level, it is important to include the reinforcement of coordination mechanisms in the framework of the second decade of education in Africa, in the perspective of a general agenda and clarify the question of leadership; and;
- The challenge of quality remains a major issue and should mobilise future efforts. Better piloting in terms of quality and better management at the local level could be a way to improve the level of learning. It is also important to systematise the interventions around the main quality factors revealed by different studies, but also to enlarge the quality approach to the socio-affective and behaviour dimension.

Asia-Pacific

In **India**, the All India Primary Teachers’ Federation, in cooperation with the Australian Education Union, is conducting an Education for All programme aimed at increasing enrolment and reducing dropout in rural Uttar Pradesh. In 2007 three surveys were undertaken, thousands of audio/video materials were developed, five training sessions took place, and three rallies with associated press conferences were held.

Policy recommendations from the programme were submitted to the state government, especially focusing on increasing the number of trained teachers in the region. The programme was successful in attaining 100% enrolment in the 42 schools targeted but, despite the programme and the interventions of Uttar Pradesh Prathamik Shikshak Sangh (Primary Teachers Association of Uttar Pradesh), 100% retention was not achieved.

The 2007-2009 proposed Education for All cooperation between AEU and AIPTF/ UPPSS aims to raise awareness of the teachers, students and community, focusing on measures to tackle the obstacles to 100 per cent enrolment and retention, and ways to pressure the government to recruit trained teachers in permanent positions in 192 schools. A number of surveys, trainings, awareness meetings, and press conferences are being scheduled.

After two national workshops on Education for All in the **Philippines** from 21-23 June and 20-22 September, EI’s Filipino affiliates -- the ACT, TF VIII-FFW, SMP-NATOW, and TOPPS -- are now working hand in hand as part of their commitment to the realization of Education for All in the country. The EI affiliates formed the “Education for All Movement,” a broad alliance with other teachers’ organisations, students, parents and community leaders to lead the campaign for quality education for all by pressuring the Philippine government to fulfil its EFA commitments. A number of activities took place, including launching of the EFA Movement on 26 September, a rally on World Teachers’ Day, and actions in connection with the national budget deliberations in Congress.

EI Asia-Pacific also organized a national workshop on Reducing Drop-outs/Out of School Children in Basic Education and Achieving EFA by 2015. The workshop was held in Manila from 21-23 June, and was attended by officials from the Department of Education, NGOs and top leaders of the four Filipino EI affiliates. Highlights of the activity included:

- A national analysis of the underlying causes of drop-outs/out of school children;
- Analysis of what has been done so far to address the problem;
- Action planning for the future; and
- Development of tools or indicators to monitor government compliance with national and international instruments on EFA.

Education for All includes people with disabilities

Members of KTU/**Korea** and the Coalition for Disabled People's Education Rights held a sit-in strike in the headquarters of the National Human Rights Committee for two weeks in March to push for legislation at the National Assembly supporting disabled people's education rights. In South Korea nearly 50% of disabled adults have received no schooling whatsoever beyond primary level. The advocacy resulted in the passage of a new law for the education of the disabled. The KTU and CDPER are now monitoring the appropriate resources and teachers, according to the new law.

Europe

EI attended the EFA Working Group Meeting, which was held at the UNESCO Headquarters, Paris, France, from 14-16 November. The Working Group Meeting focused on three main themes, equity, quality and financing.

EI participated to the UNESCO General Conference and took the floor in the plenary and in several Commissions and meetings.

The General Secretary led a delegation for a meeting with the new appointed Deputy Director General for Education of UNESCO, Nick Burnett. It was an opportunity to present the outcomes of EI Berlin Congress and for UNESCO to share the results of the last UNESCO General Conference. It was decided to reinforce the cooperation notably through a possible memorandum of understanding. Main issues to be considered: EFA, teachers' status and teachers training, vocational education and higher education with the forthcoming International Conference to be held by UNESCO in July 2009.

Latin America

In **Guatemala**, as in other post-conflict states, achieving Education For All is a major challenge. EI's affiliate, STEG, held a meeting 9-11 July in Guatemala City with the objective of analysing the education policy situation and including pedagogical themes on the union's agenda.

A comparative analysis was carried out between the conclusions of the National Dialogue for Educational Reform and the General Framework of Curricular Transformation at territorial level, which resulted from the dialogues held in the context of the Peace Agreements, and the "Plan Visión de País" document deriving from the Education Framework Bill, reflecting the neoliberal reform which the government wished to introduce.

The main conclusion was that the Educational Reform, now in effect but not applied in its entirety in practice, remained valid for several reasons:

1. the democratic nature of its preparation (all the social players involved participated in the Peace Agreements);
2. the contents agreed upon reflected the cultural diversity of Guatemala; and
3. the Municipal Education Boards were bodies of democratic participation in local decision-making processes.

The agreed objectives were therefore to:

- Disseminate the elements of the current Educational Reform, which was a result of the Peace Agreements;
- Encourage debates validating the Educational Reform resulting from the Peace Agreements;
- Carry out local diagnoses to prepare the representatives of the Municipal Education Boards; and
- Promote the compliance of the Municipal Education Boards.

EI also participated in a meeting held 4-5 December in **Panama** with representatives of the Global Union Federations at regional level. The objective was to promote regional coordination, both within the structures of the Federations and among the different organisations at national level. The meeting was attended by not only Education International but also the Public Services International, the International Federation of Journalists, the International Trade Union Network, the Inter-American Regional Organisation of Workers and the International Labour Organisation.

North America/Caribbean

A participatory workshop was held in the **Dominican Republic** from 27-29 August with the objective of analysing the school dropout situation. The Executive Board of the Dominica Association of Teachers aimed to define the action needed to contain and improve the situation.

Following an analysis of the causes and effects of dropping out, the Board members deliberated on the appropriate decisions to confront this problem. It was agreed that the causes of dropping out in the Dominican Republic included:

- The deterioration in public education as a result of policies introduced by the government in association with the policies of the international financial institutions;
- The fact that education had ceased to be attractive for a large section of the population due to its poor quality;
- Quality was also related to the availability of qualified teachers, as a result of the insistence by the authorities on a punitive assessment of teaching staff, the downgrading of the teaching profession and the absence of teacher training, among other things;
- The lack of a decent professional salary meant that education professionals had to take up different work options and were prevented from devoting their full attention to their classroom duties; and
- The problem of poverty, which resulted in families having to focus on seeking out precarious informal work in order to survive. This meant that priority was not given to school attendance but to dropping-out by boys and girls to swell the ranks of child labour.

The Association undertook to continue analysing the problem of school drop out and promoting proactive management to bring this situation to the attention of the education authorities.

1.2 The struggle to end child labour

In 2007, Education International increased its actions related to child labour issues worldwide, strengthened its partnerships and raised the teacher union voice in the debate on child labour and education. EI reactivated its networks and strengthened its collaboration with key partners to tackle the issue of child labour, particularly with the Global Union Federations, the International Labour Organisation, especially the ILO's International Programme on the Elimination of Child Labour (IPEC) and ACTRAV Department (Workers' Activities), as well as the Global Task Force on Child Labour, which links closely to the Education for All campaign.

EI shone the spotlight on the plight of child labourers by publishing articles on the issue in its flagship magazine, *Worlds of Education*, and regularly updating the child labour section on its website.

EI also produced a new brochure entitled *Child Labour: Quality Education is the Right Response*. It discusses the important role of education in ending child labour and outlines some of the ways EI and its affiliates are combating child labour and ensuring Education For All. The brochure is available in English, French, Spanish and German.

World Day Against Child Labour

World Day Against Child Labour 2007 focused on agriculture, the sector in which the majority of the world's child labourers are found. This provided EI with the opportunity to raise awareness of the links between child labour and education, in particular in rural areas, as a solution. Commemoration of the World Day helped to increase the level of knowledge and awareness of child labour issues among teachers and their unions worldwide.

EI worked in close collaboration with the ILO–IPEC to produce a joint brochure entitled: *Harvest for the Future: Agriculture Without Child Labour*. The brochure explained the problem of child labour in agriculture and outlined ways teachers could contribute within their unions, schools, and communities to tackling this issue. The brochure, which was produced in English, French and Spanish, also suggested classroom activities. EI distributed copies to all affiliates and encouraged them to use the booklet to mark the World Day Against Child Labour on 12 June 2007, and beyond. In addition, a press release was issued, special articles were written for the EI website and EFAIDS newsletter, and interviews were given for teacher union magazines.

EI was successful in seeking the support of FNV/**Netherlands** in developing activities on child labour issues and education. After several meetings between the two organizations, EI developed a project proposal on how teachers and their unions can contribute to the fight against child labour. EI submitted the project proposal in December 2007 and it was approved by FNV the same month for an amount of € 78,000. The project is composed of two main elements: (1) the analysis and review of previous activities and actions on child labour carried out by EI members in four selected countries, and (2) the implementation of activities in the campaign to raise awareness for the 2008 World Day Against Child Labour Campaign. This is the first phase of a broader project including a more comprehensive set of actions, dedicated to the implementation of national projects. The project is to be implemented during the first half of 2008.

Child labour work with the Global Union Federations

EI's collaboration on child labour issues was particularly significant with the Building and Woodworkers International (BWI) and the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF). Both were invited to speak at the break-out sessions on child labour at the EI World Congress in Berlin, **Germany**. Anita Normark, General Secretary of BWI and Svetlana Boicean from IUF both participated at Congress.

In 2007 EI had several meetings with the BWI about organising an international conference for Children' Rights Campaigners, which will take place in New Delhi, **India** in early 2008. Similarly, EI was in close contact with the IUF about organising an international/regional conference which would aim to share the GUFs' visions of how to tackle the child labour phenomenon and to establish a joint strategy for the future.

Chocolates without child labour

Child labour continues to be a significant problem in the cocoa industry. The IUF has succeeded in establishing a joint foundation with the major companies in the cocoa sector to fight and eliminate child labour. It is called the International Cocoa Initiative (ICI). EI is represented on the board, together with ITUC, the ILO and a major consumer organization. EI Vice-President Irene Duncan-Adanusa participated in a special meeting of the ICI board in Accra and Elmina, **Ghana** in October. She accompanied board members on field trips where they saw the reality of child labour on the cocoa farms. Building schools in rural communities will be an integral part of the ICI programmes. Cooperation with government will help to ensure these schools are staffed by qualified teachers. The ICI programme is being extended to Senegal, and there are also plans to expand to Brazil and Indonesia.

Work with IPEC, ACTRAV

Within the framework of our partnership with IPEC, an EI representative, a representative from AIPTF/**India** and another from GNAT/**Ghana** participated in an international capacity-building and training workshop on child labour and education from 5-9 November at the ILO's International Training Center, in Turin, **Italy**.

The main objective of the workshop was to deepen the understanding of child labour and education and to enable the EI representative to serve as a resource person. It provided an excellent opportunity to raise EI's profile, articulate its strategy, approach and priorities, and publicize the work of EI's affiliates in this field.

EI also participated at the "ACTRAV-IPEC Inter-regional Workshop for Workers' Organisations on Social Dialogue and Child Labour," 26 -30 November again in Turin, **Italy**.

This workshop was to train child labour focal points for national workers' organisations; to develop a global trade union network of child labour focal points; to develop national action plans for the elimination of child labour; to identify key issues for the elimination of child labour and to understand the central importance of workers' organizations in this fight; to facilitate the sharing of experiences and information; to develop strategies and approaches that leverage and expand the role of workers' organizations in combating child labour.

Global Task Force on Child Labour and Education for All

Following the High Level meeting in Beijing in November 2005 EI was invited to join the Global Task Force on Child Labour and Education For All. The members of the GTF are: ILO, UNESCO, UNICEF, UNDP, the World Bank and the Global March Against Child Labour. The GTF seeks to mobilize political will and momentum towards mainstreaming the issue of child labour in national and international policy frameworks contributing to the EFA objectives.

During 2007 the GTF had two meetings: 23 May in Bonn, **Germany**, and 13 November in Paris, **France**. The main outcomes of the meetings were:

- Reports from governments of Norway and Brazil;
- Joint initiative on child domestic labour and education;
- Training resource materials for future use in field programmes;
- EFA Working Group – three main themes of equity and inclusion, quality and finance, and opportunity to raise issues relating to child labour and education for all;
- Mainstreaming equity issues in education sector plans, following up from joint session with UNGEI, through development of a common checklist of points for governments to consider in developing education sector plans;
- Research agenda on child labour and education within the framework of the UCW project;
- Country level activity on child labour and education – Mali and Zambia; and
- Publications: GTF Bulletins and “Reaching the unreached - our common challenge “.

EI also participated in a stakeholders’ meeting on child domestic workers, organized by Human Rights Watch and Anti-Slavery in February, London, **UK**, and in a roundtable organized by Europe External Policy Advisors (EEPA) and the Stop Child Labour Coalition, in November in Brussels, **Belgium**.

South-South cooperation to fight child labour

A visit by the Albanian Teachers’ Union FSASH and Indian organisation MV Foundation to teachers’ unions in Central America marked a new beginning in South-South cooperation. For the first time ever, teachers’ unions and civil society organisations from Europe, Latin America and Asia came together to share experiences of how they are fighting child labour in their respective countries. The visit was not only to exchange information, but also to deal with context-specific issues relating to child labour and enrolment. Successful approaches and strategies to enrol and retain working children in formal, full-time education and the specific role of teachers’ unions to prevent and eliminate child labour were the main topics of discussion.

Stavri Liko from FSASH met with Central American teachers’ unions from Honduras (COLPROSUMAH, PRICMAH, COPRUM, COPEM and COLPEDAGOGOS) and Nicaragua (ANDEN) as well as other organisations involved in the fight against child labour in the region (Compartir, Cidenic and Cenidh). The discussions were fruitful and participants learned a lot about successful approaches followed by their teacher colleagues in other countries who face similar challenges. The Exchange of Experiences mission is a follow up activity of last year’s regional conference “Out of Work into School.” The latter was organised by the Stop Child Labour: School is the best place to work campaign in cooperation with Compartir in Honduras. At this event, more than 80 organizations signed the Honduras Declaration which reflects a commitment to work towards the total elimination of child labour and the provision of Education for All.

A similar South-South cooperation experience on child labour is planned for 2008 in the African region.

Award-winning work against child labour in Albania

EI coordinated the participation of its member organisation FSASH-TUFESA/**Albania** at the "Nederlandse Onderwijs Tentoonstelling" (NOT) - Dutch Education Exhibition, 23-27 January in Utrecht, **The Netherlands**. Together EI and FSASH-TUFESA/**Albania** developed a project proposal on the contribution of Albanian teachers' unions to EFA. The project and a photo exhibit was submitted to the NOT Education Awards, and the jury awarded it a prize amounting to € 17,750. This award recognized the efforts of Albanian teachers' unions to tackle the child labour problem and also provided some support for continuing the work.

The main objective of this project was prevention of child labour in rural areas by keeping children in school. The project directly benefited 130 children aged 10-15, their families and communities, as well as 68 teachers and school trade union leaders. In addition, more than 4,000 students and 200 teachers and trade union members indirectly benefited from the project. The initiative identified children at risk of becoming child workers; raised awareness of the importance of promoting Education for All and child labour prevention, as well as strengthening the role of teachers and their unions in progressively eliminating child labour. A gender approach was followed, paying special attention to the situation of girls and encouraging them to attend school and complete their education. The project also sought to bring into the education system children from minority ethnic groups.

EI World Congress

EI World Congress was an excellent opportunity to highlight the issue of child labour. Two break-out sessions were devoted to the topic.

One was designed to raise awareness and to mobilize members in the fight against child labour, present child labour as a global issue and show how Global Union Federations and member organisations contribute to the cause as well as how they can do more. The keynote speaker was Geir Myrstad of ILO-IPEC and panellists were: Anita Normark of BWI, Svetlana Boincean, migrant workers specialist for the IUF, and Andre Dumont, International Secretary of Dutch Teachers' Union AOb, **The Netherlands**.

The other session provided participants with an overview of the situation regarding child labour and addressed educators' potential to contribute to the elimination of child labour by focusing on prevention through quality education. It also provided concrete examples of unions actively combating child labour, and presented a number of policy choices/theses related to education and child labour. The keynote speaker was again Geir Myrstad of ILO-IPEC. Panellists included: Juçara Dutra Vieira, EI Executive Board member from **Brazil**, Stavri Liko of FSASH, **Albania**, and Helen Toth of the AFT, **USA**. Lok Yim Pheng, EI Executive Board member from Malaysia, chaired both sessions.

1.3 GATS: The struggle against commodification of education

EI affiliates around the world report growing concerns about the intense pressures from governments and corporations to privatise and commercialise various aspects of their public education systems. The General Agreement on Trade in Services poses major threats to the preservation of education as a public service, rather than a private good to be bought and sold on the international market place. The implications for equity and access for millions of children are serious, and EI is taking a lead role in raising the issues, educating members and the general public about the potential impact if public education is considered as a saleable commodity under international trade agreements.

During the World Congress, EI presented a draft report on *Hidden Privatisation in Public Education*, which was discussed in the breakout sessions. For more information on this study, see the Research part of this report in Aim 5.

Asia-Pacific

Research started in the last quarter aimed at examining the spread and practical consequences of policies of liberalisation, commodification, decentralisation and commercialisation within public education systems in Malaysia, Philippines, India, Indonesia, Bangladesh, Australia, New Zealand and Kyrgyzstan. The findings of the research will be disseminated to member organizations for their use in advocating better national policies to enhance quality public education for all.

Europe

EI attended a meeting of the Global Unions' Trade, Investment and Labour Standards Task Force held in Geneva, **Switzerland**, from 7-9 March. It was an opportunity for updating, sharing and discussing the last developments concerning trade negotiations issues at the World Trade Organisation.

The major topics were non-agricultural market access, or NAMA issues; the ILO/WTO report on trade and employment; and an extensive discussion about bilateral negotiations, including a draft trade union guide. Concerning trade union responses, several options were discussed including a strike.

Pascal Lamy, WTO Director, presented his views and preoccupations concerning future developments.

EI also organised lobbying meetings in Geneva and met Ulla Burchardt, Chairperson of the Committee on Education, Research and Technology Assessment of the German Bundestag.

EI continued to produce "Tradeducation News" and finalized new fact sheets in relation to GATS and TRIPS. EI also produced a CD for Congress with these materials.

Latin America

“Strengthening and coordinating regional unions in defence of high-quality public education and opposing the commercialisation of education” was the theme of the Latin American regional conference, held in Buenos Aires, **Argentina**, from 4-6 March.

Two conference participants presented papers on the issues facing education in the context of globalized trade pressures. Hilda Sánchez spoke on service businesses within the framework of WTO/GATS, and Dr. Juan Arancibia reported on research examining education projects approved in Latin America by the World Bank and the Inter-American Development Bank from 1990 to the present.

The conference declared the importance of continuing this research and analysis work in order to obtain specific data to counter the policies of both international financial institutions in the deterioration of public education in Latin America. Delegates endorsed a statement urging the exclusion of education from the GATS negotiations.

Trade in services, its impact on education, and a trade union strategy to confront the General Agreement on Trade in Services in Latin America: these were the topics under discussion at another event in San Jose, **Costa Rica**, which took place from 12-14 November.

The following organisations took part: CTERA and CEA/**Argentina**, CNTE/**Brazil**, FECODE/**Colombia**, SEC and ANDE/**Costa Rica**, SITEK/**Curaçao**, ANDES 21 DE JUNIO/**El Salvador**, STEG/**Guatemala**, CGTEN-ANDEN and FEPDES/**Nicaragua**, SUTEP/**Peru**, ADP/ **Dominican Republic**, SINAFUN and FETRAENSEÑANZA/**Venezuela** and BCTF/**Canada**.

The objectives were:

- To determine the situation in education in connection with the GATS negotiations in each country in the Latin American region and take stock of its present and future impact;
- To identify negotiations not passing through the GATS negotiating mechanism but also presupposing transnational commodification and commercialisation, such as free trade agreements and laws on the protection of foreign investments; and
- To define a strategy for each country to be implemented by each of the education organisations in the Latin American region in terms of monitoring the agreements and their impact on education. This strategy would contain a position and an action plan to combat commercialisation.

The following presentations and themes were addressed during the three-day meeting:

- What is GATS? Presentation by the Education International Office for Latin America.
- Trade in services and its impact on education: A trade union strategy vis-à-vis GATS in Latin America: Presentation by Lic. Hilda Sánchez, Consultant with ORIT/CSI.
- The current status of the GATS negotiations: Presentation by representatives from the GATS World Office.
- The position of the Nicaraguan government on the GATS implementation process and progress made.
- Review of the current status and implementation of GATS and position on this issue: Presentation by Elie Jouen, EI Deputy General Secretary.
- Definition of a strategy on GATS to be implemented in each country by each education organisation.
- Proposals for a regional action plan.

1.4 Working with international organisations

Cooperation with UNESCO

EI participated in a consultative conference of UNESCO and NGOs in Dakar, **Senegal**, from 3-5 September. The conference attracted participants from all parts of the world including representatives of NGOs, faith-based organizations, civil society organizations and teachers' unions. The conference applauded the role that civil society was playing in the areas of advocacy and campaigns for quality education, but regretted that not much space was provided for them at national level.

National governments through the final communiqué were urged to be more inclusive and transparent in the implementation of EFA programs. NGOs should be considered key partners in the process. Seven years after the Dakar Framework for Action was adopted, much still needs to be done at country level, and governments were urged to adopt an open door approach in the formulation of education policies. Donors, on the other hand, should not be seen to be driving the process. Countries must be in the driver's seat to be aided and/or supported by donors and other agencies.

Participants called upon UNESCO to take a leading role in the EFA Process and question some of the policies of the World Bank with respect to teacher training and teacher salary ceilings, as illustrated in the indicative framework of the Fast Track Initiative. The conference ended with an appeal to improve the quality of teacher training and called on governments not to institutionalize the recruitment of parateachers. Quality teachers are a MUST for quality education!

EI attended a meeting of the EFA Working Group held at the UNESCO Headquarters in Paris, **France**, from 14-16 November. The Working Group focused on three main themes: equity, quality and financing.

EI participated in the UNESCO General Conference and took the floor in the plenary and in several commissions and meetings.

EI attended the different meeting of the NGOs Liaison Committee and the International Conference of NGOs in relation with UNESCO held in Paris, **France**, from 5 to 7 December. EI was particularly active and visible chairing the two main commissions and serving as the rapporteur for the session on a possible code of conduct for researchers. The conference elected a new President, Bernard Loing from the ICDE, and a new Liaison Committee. A resolution was adopted mandating, in particular, the Liaison Committee for mobilising the NGOs community for the celebrations marking the 60th Anniversary of the Universal Declaration of Human Rights, which will take place in 2008.

EI also participated in the EFA High Level Group Meeting, held in Dakar, Senegal, from 11-13 December. The meeting expressed concern about neglected EFA goals, such as early childhood education, educational quality and life skills. Declining funding or failure by donors to meet previous commitments was also highlighted as a matter of concern. In the final communiqué, the High Level Group pledged to maintain the political momentum on EFA and to raise the profile of EFA in development, as a human right and as a fundamental tool in economic growth. The next High Level Group Meeting would be held in Oslo, Norway, from 16-18 December 2008.

The General Secretary led a delegation to meet with the newly-appointed Deputy Director General for Education of UNESCO, Nick Burnett. It was an opportunity to present the outcomes of EI's Berlin Congress and for UNESCO to share the results of its last General Conference. It was decided to reinforce cooperation between our organisations, possibly through a memorandum of understanding. The main issues to be considered are: EFA, teachers' status and training, vocational education and higher education, with the forthcoming International Conference to be hosted by UNESCO in July 2009.

Advocacy at the World Bank

EI was present when the World Bank, in concert with the government of Kenya, organized a workshop in Nairobi, **Kenya**, on the theme "Teacher Matters." It brought together Ministries of Education, Teaching Service Commissions, and teacher unions from **Eritrea, Gambia, Kenya, Lesotho, Uganda, Zambia and Zanzibar**.

The seminar was centred on the following themes: Teacher supply and demand, teacher deployment, financing of teachers, and teachers' career ladder. The main thrust of the discussion focused on the cost of education and the impact of teacher cost on the education sector budget. It examined the country studies presented on the various subjects.

Union participants, while appreciating the World Bank report, questioned some of the conclusions. This was so particularly where it was asserted that teachers' salaries, for example in Zambia (about 3000 dollars a year), were very high and constituted 5% of GDP per capita. The issue of reducing the duration of teacher training and recruiting parateachers was frowned upon by the union representatives, who called on the Bank to review its position. Unions asserted the need to professionalize teaching by improving the quality of pre-service and in-service education. Teacher morale, they said, was low due to several reasons: Low public regard for teachers, low salaries often not paid on time, inadequate teaching and learning materials, over crowded classrooms, lack of collegiality in schools, etc.

EI presented a robust response to some of the issues. The ceiling on teacher salary and recruitment was unacceptable to EI, which called for institutionalized dialogue between unions, governments and other stakeholders to seek solutions to the problems from a socio-economic perspective, rather than economics alone. Education is a public good and its availability is a basic right for all citizens. We need quality in education and this can only be provided by well-motivated quality teachers with high professional standards. Reference was also made to the EI survey undertaken on similar themes.

The meeting concluded by calling on the World Bank and national governments to make a follow up program at national level and to involve all stake holders before the findings and conclusions become policies.

In agreement with the World Bank, Education International is conducting follow-up/evaluation missions on the recommendations of the conference of Bamako, **Mali**, on the non civil servant teachers, in the 13 French-speaking countries in Africa that attended the conference. The delegations of the missions are composed of staff of EI Brussels and Lomé, with the assistance of Mr. Toussaint Tchitchi, a consultant who has been especially recruited to prepare the report of all the missions. The general idea is to hold as soon as possible, and not later than 2008, a general

evaluation conference gathering the same actors as in Bamako in 2004. The objectives of the missions included:

- Gather information on the minimum level required for teaching and other recruitment conditions of non civil servant teachers;
- Collect information on the fact that an initial training of six months at least is actually given to non civil servant teachers, and that, there is a plan of developing continued training; the delegation has also to keep in mind various pedagogic supports for their capacity building;
- Make sure that there is a long term contract including a plan of career, possibilities of qualification and promotion, social protection guarantees, rights and duties;
- Ensure regular payment of a salary which guarantees a decent life;
- Get information on the management of the coexistence of different categories of teachers (harmonizing recruitment, initial and continued training);
- Make sure that there is a structuring and regulating of the strategic planning of the transition of non civil servant teachers towards their integration in a stable statutory framework;
- Get informed on the way the social dialogue should be conducted and on the cooperation between various actors so as to regulate training actions or to improve living conditions of teachers by pooling available resources.

The following French-speaking countries have been visited: Senegal, Mauritania, Mali, Burkina Faso, Guinea, Côte d'Ivoire, Madagascar, Niger and Togo. In each country, the EI delegation met with officials of the Ministry of Education, teachers' organisations, parents' associations, partner organisations such as the United Nations, the World Bank, UNICEF, the French Development Agency and the Coopération Française.

The following general observation is applicable to all visited countries: volunteer teachers still have a precarious status. Officials just make political statements without a real will. In addition, the hypocrisy of the international community towards this situation is striking.

1.5 EFA advocacy during Global Action Week

EI was a founder of, and continues to play a leading role in, the Global Campaign for Education. Now based in Johannesburg, South Africa, the GCE has grown to a dynamic worldwide organisation that coordinates the efforts and enthusiasm of literally millions of teachers, students, parents, and campaigners around the world.

Under the slogan "Education as a Human Right," Global Action Week 2007 took place from April 23-29. Almost 60 years had passed since the international community agreed upon the noble principles in the Universal Declaration of Human Rights but, for more than 80 million children around the world, the right to education still exists in principle only.

This year efforts were made to draw more attention to the aims of the Global Campaign for Education both before and after Global Action Week itself. For this reason, two events were held, one in January and one in May.

On January 30 2007, EI co-organised an event with its GCE partners to launch Global Action Week in the European Parliament in Brussels. Young people and teachers from 10 countries joined up on

the day to draw attention to the EFA goals. The event was hosted by MEP and former teacher Glenys Kinnock and attended by students from the UK, Germany, the Netherlands, Denmark, Spain, France, Ireland, Greece plus Argentina and Senegal. They put tough questions to their representatives in the European Parliament urging them to push for the education rights of the 80 million children who still did not have access to school. In particular, they asked about their intentions with regard to lobbying for overall increases in Official Development Assistance (ODA) to 0.7% of GNI.

On May 2, a Donor Conference on Education took place in Brussels. “Keeping our Promises on Education” was organised by the European Commission, the World Bank plus the UK and the Netherlands. The GCE and EI saw it as the biggest opportunity since Dakar to lobby for increased and more effective financing for education. Kailash Satyarthi of the Global March against Child Labour represented the GCE in bringing six children to speak on the right to education. Whereas ultimately the campaigners were disappointed with the main result of the event (very little extra funding was pledged), it did serve as a good opportunity to draw attention to EFA after Global Action Week.

Previous to Global Action Week, EI released funding and distributed campaign materials to 58 unions in 46 countries. A new website was generated in the three languages of EI. Also a monthly newsletter was sent out from January 2007 giving information on the campaign, encouraging involvement and giving practical examples of the plans developed by unions in the different regions.

For example, in the Netherlands, students and teachers were introduced to an exciting new educational board game developed by students at a teacher training college in Rotterdam. The game simulates the obstacles faced by children in developing countries in terms of child labour, health and education.

EI-affiliated unions everywhere took part in national coalitions that came together to take a stand for everyone’s right to go to school. In a number of countries, unions have taken on the leadership of the GCE coalitions, such as is the case with **ASTI/Ireland**.

An enormous range of activities were organised: petitions to governments, mock hearings on the legal right to education, ‘teach-ins’ where children taught legislators and one another about the right to education, human chains of people holding hands and standing up for their rights, the list goes on and on. The aim was to hold governments to account for underfunding or neglecting their duty, and to remind them that education is not a favour, but rather a right which they must uphold.

Below are a few examples of events that took place during Global Action Week, and which highlight some of the problems facing public education in developing countries. *For much more detailed information on the week’s activities, see the full report for 2007 at: www.ei-ie.org/globalactionweek/en*

In **Ethiopia**, the Ethiopian Teachers’ Association marked Global Action Week at Dale Dembel, a public primary school 25 km north of Addis Ababa, in order to celebrate a concrete example of development cooperation between the ETA and the Dutch teachers’ union, AOb.

The Dale Dembel community will not forget 27 April because, for the very first time, they could get drinking water directly from the new pump that had been installed at their school. Early in the morning, pupils, teachers, and parents from eight surrounding schools came to Dale Dembel school, playing drums while waiting for officials and partners. Representatives of EI, ETA, AOb, and

UNATU from Uganda were present, along with officials of the regional education management and the water department. Pupils and teachers presented a concert of poems, folklore, and slogans on the themes of education as a right for every child, and international solidarity.

Many speeches were delivered. The Deputy Headmaster of the school recounted the history of the project and thanked the various partners: Parent Teacher Association for their help in collecting materials, AOb for its financial support, ETA for its mobilising role. The president of the parent's group expressed appreciation for this international solidarity. In turn, EI's Chief Regional Coordinator, the General Secretary of the ETA and the International Secretary of AOb all exhorted the audience to a greater commitment to ensuring all children, both boys and girls, have access to education and stay in school.

In **Liberia**, the national EFA coalition focused its advocacy around three issues:

1. Writing off the school fees for 6th grade students so that they do not pose a barrier to access.
2. The implementation of a section of the new Education Act which requires all gainfully employed residents in Liberia (with the exception of diplomats) to pay an education tax of 10 Liberian dollars per year, an amount less than 30 cents US.
3. To improve on the payment system of teachers' salaries so that they do not incur travel expenses to collect their pay checks. A decentralized system, as was enforced in pre-war times, was advocated for.

Banners and posters advocating for the three issues were distributed around the country. A press release was issued highlighting the events for the week, visits to schools and communities to talk about the three issues, radio and television talk shows on these issues and on the relevance of Global Action Week.

Teachers, students, coalition members, parents and community leaders paraded through the streets of the capital city, Monrovia, stopping in front of the auditorium of the University of Liberia. They formed a human chain by holding hands together, depicting the fact that EFA means each for all and all for each, and that the Dakar goals are indivisible.

In **Brazil**, the CNTE also organised a march in Brasilia to celebrate the 8th National Week in Defence of the Promotion of Public Education. More than 20,000 teachers from all over the country took part. In addition, a delegation of representatives from the CNTE and EI's Latin American Regional Committee met the President of the Republic Luiz Ignacio "Lula" Da Silva. They urged him to approve the budget to guarantee quality public education.

Over the course of the week, CNTE and its affiliated unions from the Brazilian states and municipalities organized demonstrations and public events in support of national demands, including establishment of the National Professional Minimum Wage, policies to implement democratic forms of management, improving the prestige of the teaching profession and improved financing for education.

CTERA of **Argentina** took advantage of the Global Action Week to promote its position in defence of quality public education among its members and the population in general. CTERA encouraged reflections on the concept of "Education as a human right," especially at the level of basic education. To this end, a national meeting of primary school teachers and a roundtable were organised in Buenos Aires, along with a campaign called "Let's embrace education throughout the country." Students and teachers symbolically hugged their school buildings in defence of public education.

In **Dominica**, the Dominica Association of Teachers, the Federation of Associations of Teachers at the Autonomous University of **Santo Domingo** and the Association of Education Professionals and Technicians organized a human chain along the Santo Domingo sea wall in defence of education. Hundreds of teachers and their families, trade unionists, citizens and the social movement in general all played an active part in favour of quality public education for everyone.

In **Tanzania**, teachers and other education advocates conducted a survey on human rights and education.

In **Georgia**, teachers collected data on children left out of the education system and compiled a series of photographs of child labourers.

In the **Democratic Republic of Congo**, Canadian and French unions demonstrated international solidarity by helping to organize a capacity-building seminar. Many colourful activities took place all around this large country, including a human chain involving more than 1,000 children joined up in front of the Parliament. A massive mobilisation also took place in India, where activities were organised in 13 states and a human chain joined up 5,000 participants.

In **Finland**, OAJ produced a brochure on problems hindering the implementation of EFA around the world.

In the **United States**, the NEA set up a website where educators could find resources to organise activities in the classroom and join the world campaign.

In **Uganda**, schools across the country invited politicians to come back to school for a day to witness the problems facing teachers and students in the classroom. UNATU also participated in radio and TV talk shows, and organised a debate for children, parents, teachers and politicians on the right to quality Education for All.

Aim 2 : Improving the welfare and status of education personnel

The improvement of the welfare and status of teachers and education employees and the full application of their human rights, trade union rights and professional freedoms.

2.1 DEFENDING HUMAN AND TRADE UNION RIGHTS

EI published its latest *Barometer of Human and Trade Union Rights*, and launched it at World Congress in Berlin. This year's Barometer provides the most comprehensive reports yet on the

quality of education and respect (or lack thereof) for human and trade union rights around the world. It looks at all levels of education, from early childhood to tertiary, and it explores a whole array of issues that concern the global education sector today: academic freedom, gender equality, the rights of students with special needs, refugee and minority children, and child labour.

The on-line Barometer allows scholars and researchers to easily compare statistics from different countries and will, no doubt, prove an invaluable tool for human rights defenders.

To access it, go to: www.ei-ie.org/barometer

In 2007, EI developed tailored support for a number of member organisations confronted with disrespect of their bargaining rights. The work focused on ILO Convention 87, on Freedom of Association and Protection of the Right to Organise, and Convention 98, on the Right to Organise and Collective Bargaining. Particular effort was devoted to EI's member organisations in **Algeria, Colombia, Côte d'Ivoire, Djibouti, Ethiopia, Georgia, Korea (South), Lithuania, Peru, Philippines, Tunisia** and **Zimbabwe**. Even though EI currently has no member organisation in **Iran**, the problems faced by Iranian teachers and unionists did not go unnoticed and EI made efforts to assist them.

EI lodged complaints to the ILO's Committee on Freedom of Association against the governments of **Korea** (South) and **Iran** (through the ITUC because EI has no affiliate in Iran). Additional information was provided to the Committee regarding trade union rights abuses in **Ethiopia**. EI also endorsed complaints filed by member organizations from **Peru** and **Tunisia**. EI considered lodging complaints to the ILO only when all avenues for dialogue with the government in question had been exhausted.

EI continued to consolidate its relationship with the International Labour Standards Department of the ILO and the Bureau for Workers' Activities (ACTRAV), as well as with the International Trade Union Confederation, some Global Union Federations (PSI, ITF, IFJ) and national trade union centres. EI was also regularly in touch with human rights groups such as Amnesty International, Human Rights Watch, FIDH (International Human Rights Federation) and Frontline Defenders.

The Human and Trade Union Rights unit developed a draft manual for member organisations on international supervisory mechanisms. The draft manual was presented at the World Congress break out session on violations of trade union and human rights.

EI also submitted its input to the ILO Global Report on the implementation of Conventions 87 and 98. This report will be presented at the International Labour Conference in June 2008. EI's contribution focuses on the fact that, in a number of countries, education (along with other services in the public sector) is considered an "essential service." Thus, teachers and education workers are excluded from the legal rights to form trade unions, bargain collectively and/or take strike action. EI, in line with the ILO, is opposed to legislation that regards education as an essential service, thus preventing teachers and education personnel from taking industrial action and exercising their full trade union rights.

2.1.1 Africa

Since 1993, when the African Regional Office of Education International was founded, no regional report has failed to underline the concern and the urgent need for vigorous coordinated actions to confront the sad situation of trade union and human rights in Africa. It is not possible to provide an

exhaustive list of the violations of human and trade union rights in the 53 countries of Africa, especially since some countries even seem to feel honored when they are subjects to denunciations and recriminations at the international level. Below are brief reports on EI's actions in defence of human and trade union rights in this difficult context.

Afghanistan

The situation is very difficult for teachers in Afghanistan. The Afghanistan Teachers Association faces very difficult circumstances and struggles to operate. In June, EI wrote a letter to President Hamid Karzai to express concern following the suspension of an elected Member of Parliament, Malalai Joya. An ardent human and women's rights activist, Ms. Joya has been an outspoken critic of the heavy presence of warlords and other anti-democratic forces in the Afghan Parliament. EI joined the international appeal to support her reinstatement.

Algeria

EI closely followed the situation in Algeria throughout 2007. At the EI African Regional Conference held in Cairo, Egypt, Abderrazek Salmi from SATEF presented a resolution condemning trade union rights violations in Algeria. Upon his return, Salmi was immediately suspended from his teaching job. A mediation carried out by the General Secretary of the other teacher union, UNPEF, was successful in reinstating him in his teaching position, but not at the same school.

Throughout the year, SATEF continued to deplore harassment and interference by the authorities and accused the Ministry of Education of trying to split the teacher union front. SATEF and its General Secretary are also facing a court case initiated against them by the Ministry. UNPEF and SATEF took determined action on World Teachers' Day to protest the Ministry of Education's imposition of a new pay scale without consulting the unions.

Angola

In February, EI provided support to its affiliate SINPROF, in Angola, when teachers in all sectors staged a national strike to demand changes to their status, as well as timely payment of wages. The General Assembly of Teachers decided on 16 February to go ahead with the strike, despite intimidation and harassment by government officials and the Ministry of Education. On 19 February, the President of SINPROF had to be taken to the hospital for treatment after the threats against him became violent. Fortunately, he was able to leave the hospital later that afternoon and return home safely. EI provided support to help convince Angolan authorities to reduce the pressure on the SINPROF leadership and on classroom teachers.

Botswana

The Botswana Teachers' Union President Japhta Radibe was once again arbitrarily "retired" from the teaching force, even though he was only 45 years old. The forced retirement would have meant that Radibe would have to resign from the BTU presidency on account of his not being an active teacher. However the government's move backfired: in April, Radibe was elected President of the Botswana Trade Union Centre. In this capacity, he was the workers' delegate from his country at the ILO International Labour Conference in June. In July, he also attended the EI World Congress in Berlin. Hundreds of solidarity postcards were sent to the Botswana Ministry of Education to request

that Radibe be reinstated in his job. At year's end, Radibe was still in court litigation with the education authorities.

Burundi

Relations remained tense between the teacher union STEB and the Burundi authorities. STEB reported random harassment and short detentions of union activists. Members were held for 48 hours without arrest warrants. At the end of the year a new Minister of Education, an individual from the trade union movement, was nominated. STEB considers this development to be positive.

Cabo Verde

In March, EI supported its affiliate FECAP in its strike to demand a social dialogue about the working conditions of teachers.

Cameroon

EI wrote a letter to the President of **Cameroon** in October to press the government to adopt a collective agreement covering the teachers employed by private institutions. Those teachers have been waiting for such a framework since 1998. By the end of the year, the Government had still not opened a dialogue with the teacher union SYNTESPRIC.

Chad

EI contributed to a complaint launched by the ITUC in July following the repression of a strike of all public servants called by the Chadian national centre. The EI affiliate, Syndicat des enseignants du Tchad (SET), was particularly targeted by the repression. Its headquarters were occupied by police forces throughout 10 days in June. The unions were requesting wage increase for public servants and the construction of new schools. The unions assert that the government is not investing its oil revenues in the social sectors.

Djibouti

An EI mission to Djibouti was planned to take place in May, but had to be postponed due to the refusal by Djibouti authorities to grant visas to EI's representatives. The rights to form and join trade unions are restricted in Djibouti, and union leaders in the education sector have received brutal treatment from the government. The government owes salary arrears to teachers and civil servants. Union leaders have been dismissed, and government-sponsored unions have been created to replace independent unions. Collective bargaining does not exist. Wage rates are set according to Ministry guidelines. The right to strike is guaranteed, but strikes are suppressed. The President has powers to require public servants, deemed essential, to continue to work. The 2007 International Labour Conference again deplored the restriction of the right to strike of public servants and the government power of requisitioning public servants.

Ivory Coast

Deploring government's failure to take action on the occupation of the SYNESCI headquarters, EI requested the direct intervention of the ILO in Ivory Coast in January. In April, the Deputy General Secretary attended the Global Action Week celebrations in Abidjan and used the opportunity to have

an audience with the new Minister of Education, who pledged to address the matter. However, at year's end, the headquarters remained occupied.

The school year could have happily ended for primary school teachers represented by SNEPPCI. The union, led by EI Executive Board member Salimata Doumbia, has been asking since 2002 for a career profile improving the living standards of teachers. Numerous positive working sessions were held late in 2007. On December 28, the Education Minister was still assuring primary school unions that their concerns would be taken under consideration. Yet on December 31 a decree, which is unsatisfactory for teachers, was submitted to the President of the Republic for signature. SNEPPCI was thus driven to call for a 72-hour strike to insist on having their vested benefits taken into account.

Ethiopia

EI and its member organisations in many countries have continued to support the Ethiopian Teachers' Association. EI has entered into a dialogue with the government of Ethiopia to try to find long term solutions enabling EI's affiliate to continue to exist and represent its members.

EI has also continued to raise awareness in the international community about trade union rights violations in Ethiopia through networking with human rights groups such as Amnesty International, Human Rights Watch, Action Aid and Frontline Defenders, and with trade union bodies such as the ITUC and other Global Union Federations. EI undertook diplomatic lobbying with the Western countries that invest in the EFA initiative in Ethiopia. EI was also in touch with the European Union, both Commissioners and MEPs. EI sent a number of letters of protest to the government and launched Urgent Action Appeals to protest the detention and torture of ETA activists.

In March, the ILO Committee of Experts also raised the issue of unlawful interference in the trade union activities of teachers, and particularly the detention of the Chair of the ADDIS branch of ETA in November 2005, the closure of trade union offices, the confiscation of documents, the freezing of assets, the arrest and detention of teachers and other persons, and the emergence of a new trade union organization with the same name.

In June, the International Labour Conference put the spotlight on Ethiopia at the request of EI following the re-arrest and torture of ETA activists Antenech Getnet, Meqcha Mengistu, Tilahun Ayalew, Woldie Dana, and Dana's wife, Wibit Legamo. The Committee on the Application of Standards in its June report expressed its "firm hope that appropriate steps would be taken to ensure that teachers are fully guaranteed their right to organize and to carry out legitimate trade union activities both in law and in practice without government interference and that they will no longer be subjected to detention or imprisonment for exercising their rights guaranteed under the Convention."

In July, the EI Congress unanimously adopted a resolution in which all EI member organisations resolve to continue to support the ETA and to also make representations to press the Ethiopian government to cease all interference in the internal affairs of the ETA. At the end of the year, EI was trying to obtain guarantees from the Ethiopian government that audience would be given to an EI high level delegation to Ethiopia to press the case for respect for trade union and human rights, as requested by the Congress EI resolution.

Guinea

EI and its member organisations took an active role in the international trade union conference on Guinea from 23-24 May. The teacher unions were instrumental in the national protest movement that forced the Government to give in on a number of legitimate requests from civil society. The conference, opened by the Prime Minister, came up with a "Roadmap for sustainable development." However, towards the end of the year it seemed that a number of objectives highlighted at the conference had not yet materialised and social dissatisfaction was mounting.

Mali

In June, EI addressed a protest letter to the President of Mali, Amadou Toumani Touré, following the imprisonment and suspension of a teacher after assigning students to write an essay about the indiscretions of a fictional president. EI also joined the International Federation of Journalists in their protest against the fact that journalists who reported about the jailed teacher's situation were also themselves detained.

Senegal

In 2007, EI continued to support its member organisations in Senegal in their efforts to improve the conditions of teachers. In April, the Intersyndicale de l'enseignement du Sénégal staged a 72-hour strike to protest the failure of the government to implement an agreement signed in 2003.

Somalia

EI maintained contact with the leadership of its new affiliate in Somalia, SNUT. The headquarters of SNUT in Mogadishu were closed for a number of weeks in February and March. Attempts to meet the SNUT President in exile failed. A meeting finally took place thanks to his participation in EI Congress.

South Africa

A strike by nearly one million South African public service workers began on 1 June. It involved 17 unions, including SADTU. EI addressed a message of support to SADTU for their objective of obtaining better remuneration and working conditions—not only for education workers, but for all civil servants in South Africa. EI showed particular solidarity to the colleagues who were victims of government retaliation and were dismissed for having exercised their essential and legitimate right to strike. In an attempt to intimidate workers, the Public Service Minister obtained an injunction from the Labour Court forbidding workers in essential services from joining the strike. She warned that criminal action would be taken against strikers who broke the law. More than 600 strikers were sent letters of dismissal. Eventually the unions obtained a 7.5% increase in their wages.

Sudan

EI expressed its relief following the release of Gillian Gibbons, a British teacher, from prison in **Sudan**. Gibbons was jailed for blasphemy after her students named a classroom teddy bear Muhammad. The President of Sudan, Omar al Bashir, granted the teacher full pardon for what is now considered "an unfortunate and unintentional misunderstanding." EI credits the National Union of Teachers (NUT), of which Mrs Gibbons is a member, for its role in securing her release. The NUT was in constant contact with the UK Foreign Ministry and kept EI informed of the developments in the case. EI thanks all those who contacted us to express their support for Gibbons. EI also expresses its appreciation for the discretion of member organisations that refrained from making public statements that might have complicated the sensitive negotiations for Gibbons' release.

Tunisia

In September, EI and the Fédération Générale de l'Enseignement Supérieur et de la Recherche Scientifique (FGESRS) submitted a complaint to the ILO Committee on Freedom of Association against the government of Tunisia for anti-union discrimination and restrictions on collective bargaining.

Earlier, EI had written to President Ben Ali to deplore that teacher members of the FGESRS had been victimised because of their union affiliation. Higher education assistants were not given tenure as assistant teachers, and FGESRS noted that this discrimination only affected unionized teachers who had participated in a strike. Other teachers ranked as technological assistants had been subjected to breach of their contracts before the normal termination date, which would not have been until 2009 for some of them. They did not receive their salary since last July, nor did they get written notification announcing and explaining the decision. Once more only unionized teachers were affected by these measures.

Zimbabwe

Throughout 2007 EI continued to follow the situation in **Zimbabwe** closely. Besides the constant harassment of leaders of the Progressive Teachers' Union of Zimbabwe (PTUZ), teachers — like all Zimbabweans — also suffered the hyperinflation that plagues the national economy.

In February, ZIMTA and PTUZ organised a strike to call for better wages. PTUZ estimates that in 2007, more than 25,000 teachers quit their jobs and left the country for menial jobs mostly in South Africa, while others have gone to Britain and Australia. In connection with the strike, Takavafira Zhou, Raymong Majongwe and Macdonald Mangauzane, respectively President, General Secretary and National Treasurer of PTUZ, were briefly arrested on 14 February. No charges were laid against them. Earlier, on 1 February, the police came to Majongwe's house and harassed his spouse.

Although PTUZ is a registered teacher union, there is a systematic intimidation campaign against its leaders. Teachers are sometimes taken from school to police stations for brief interrogation sessions, only to be later released.

At the International Labour Conference in June, the government of Zimbabwe informed the Director of the International Labour Standards Department that it did not wish to appear before the Committee in the discussion of individual cases on the application of the Convention on Freedom of Association, because the government disagreed with the ILO functioning. The worker members as well as the employer members expressed their indignation at the attitude of the government, which constituted flagrant disregard of the entire ILO supervisory machinery.

2.1.2 Asia-Pacific

Australia

In response to a communication sent by NTEU and supported by the Australian national centre ACTU and EI, the ILO Committee of Experts requested that the government amend sections of the *Higher Education Support Act* (2003) and the Higher Education Workplace Relations Requirements, both of which raise obstacles to collective bargaining.

Bangladesh

Following violent repression of peaceful student protests at Dhaka University, EI wrote in September and October to express concern about police brutality which resulted in 300 students being injured. EI also protested the detention of Prof. Anwar Hossain, General Secretary of the Dhaka University Teachers' Association, and other academics who were detained at the Dhaka Central Jail on 24 August. Prof. Hossain's health suffered due to the terrible prison conditions, yet he was denied medical attention and access to medication. EI's pressure on the military junta was successful and he was finally taken to hospital and given proper medical care. Prof. Hossain has since been released and cleared of all charges.

Burma

In September, EI launched an Urgent Action Appeal for Burma (Myanmar) to condemn abuses during the military government's violent crackdown on peaceful demonstrations by Buddhist monks, nuns and civilians. EI and its member organisations deplored the attacks against the peaceful demonstrators and called for an immediate end to the violence.

"It is an unacceptable and unjustifiable violation of human rights. It is deeply distressing to hear that soldiers fired automatic weapons into a crowd of unarmed demonstrators, causing the death of at least 10 people. Freedom of expression is a fundamental human right. It is the duty of a responsible government to uphold this right and to listen to and to act upon the demands of its people," said EI General Secretary Fred van Leeuwen.

EI also called on the government to immediately release those who had been unjustly arrested and to begin a process of genuine social dialogue, in a context of harmony and respect for people and their human rights. Earlier, EI had written to General Than Shwe to deplore prison sentences imposed on six labour activists, on account of their attempt to organise a seminar at the US Embassy's American Center in Rangoon earlier in the year.

Cambodia

Although it has ratified ILO Conventions 87 and 98, the government of Cambodia has done little to implement them, and teachers continued to be harassed by the authorities. The Cambodian Independent Teachers' Association has played an important role in educating and training teachers to clearly understand more about their roles and rights. The repression of trade unionists takes many forms, including blacklisting and bringing criminal charges against union members. Harassment of teacher representatives infringed not only the ILO Convention, but also the Constitution of Cambodia, which expressly provides for freedom of association.

Following a complaint highlighted by EI about the lack of trade union rights for teachers, the ILO Committee on the Application of Standards stressed in June that the right of workers' and employers' organizations could only be exercised in a climate free from violence, pressure or threats of any kind against the leaders and members of these organizations. It called upon the government to take the necessary measures to ensure respect for this fundamental principle and bring an end to impunity.

Officers of CITA took part in the launching Conference of the Trade Union Rights Network (TURN) in January.

CITA has successfully developed considerable capacity to promote teachers' rights, thanks to a union development programme implemented with assistance from EI and Lärarförbundet/Sweden. An evaluation meeting this year decided to postpone activities until 2008 and seek resolution to the leadership conflict arising out of the allegation that the leadership is not following the constitution and has expelled six former leaders without due process.

Fiji

In December 2006, EI strongly condemned the unlawful military takeover in Fiji. EI called for democracy and the elected government of Fiji to be respected. EI committed support to its affiliates, the Fiji Teachers' Union and the Fijian Teachers' Association, and monitored the situation.

India

The Government of India has ratified both ILO conventions on forced labour. Legislation abolishing bonded labour and making it a criminal offence punishable by imprisonment for up to three years has been in effect since 1976. However, cases of bonded labour still exist in India.

Nine women and fifteen men from eight state and provincial organizations in **Indonesia** and **India** participated in the three-week long John Thompson Fellowship programme, which was held from 19 November-7 December. The programme was facilitated by resource persons from CTF/Canada, NEA/USA, AEU/Australia, and SNES/France. The fellowship training is aimed at improving union skills among top leaders and strengthening of EI member organisations in the region.

Indonesia

In 2007, EI again supported its affiliate, the Teachers' Association of the Republic of Indonesia (PGRI), in its ongoing endeavours to compel the government of Indonesia to devote 20% of its national budget to education, as provided for by the Indonesian Constitution. In May, EI made representations to the President of the Republic and the Chairman of the Indonesian Parliament to remind them that the Constitutional Court had stated for the second time that the public education budget should increase from 11.8% to the constitutional allocation of 20%.

Officers of PGRI also took part in the launching Conference of the Trade Union Rights Network (TURN) in January.

PGRI continued to work towards becoming a genuine trade union, rather than a purely professional body. The transformation is supported by the EI Consortium which held its annual evaluation and planning meeting in Jakarta in January. The EI Consortium consists of Lärarförbundet/Sweden, AEU/Australia, UEN/Norway, JTU/Japan and NEA/ USA.

Iran

Throughout the year, EI supported the teachers in Iran through constant communication and support for the Iran Teachers' Trade Association (ITTA), its umbrella organisation, the Coordinating Council of Iranian Education Workers and Teachers' Trade Associations, as well as the Teachers' Association of Iran.

EI send three letters of protest to President Ahmadinejad to denounce the relentless intimidation and harassment of teachers participating in peaceful protests to demand labour rights and decent wages. EI and the ILO Workers' Group also met with the Iranian delegation to the ILO Governing Body in Geneva on 21 March to request the release from prison of detained teachers.

Mohammad Khaksari, a representative of ITTA was invited to the EI World Congress.

Unfortunately, Khaksari was arrested at the Tehran airport upon his return to his home country. He was released, but his passport was confiscated. He has been abducted two more times since.

Khaksari is not the only teacher unionist facing harassment.

Aliakbar Baghani, the Superintendent of the Teacher's Trade Association, also experienced similar attacks. Both men's apartments were raided and their computers were taken, along with all the documents relating to their organizations' applications for membership in EI.

ITTA reports a continuing pattern of abuse. ITTA figures show that more than 700 teachers who were identified with last year's protests have suffered pay cuts. Another 86 teachers have been suspended and 39 more teachers have been banned from their classrooms. The union has also gathered evidence that 286 security files have been opened on teachers who were arrested during

the protests. Security forces also seek to intimidate union officials, and to prevent them from seeking membership in EI.

On May 25, EI submitted a complaint to the ILO through the ITUC because EI has no affiliate yet in Iran. An international mission could not take place in 2007 because the Iranian authorities did not provide guarantees that the local union activists would not be harassed for meeting with an international trade union delegation.

Kazakhstan

The country's new labour code represents a change in favour of employees, offering them better pay and redundancy protection while strengthening the role of trade unions. The labour code was passed by the Kazak Parliament on 25 April. EI's Kazakhstani affiliate, the National Trade Union of Teachers and Science-Sector Workers (KNTUTSW) welcomed the new labour code, on which unions had been consulted. The union is also benefiting from a project to develop awareness of trade union rights issues. The project is co-financed by Lärarförbundet/Sweden and UEN/Norway, and coordinated by EI.

Korea

In May, EI and the Korean Teachers' Union lodged a complaint to the ILO Committee on Freedom of Association to deplore the absence of dialogue with the teacher organisation in the development and implementation of a system of teacher evaluation; the prohibition of the right to assemble for teachers; the denial of the right to strike in the Teacher Union Act; the imposition of disciplinary sanctions against 436 teachers who participated in a union assembly on 22 November 2006; and the imprisonment of two teacher union members who posted images of North Korean posters on the teacher union website in order to promote peace education.

Before submitting the complaint to the ILO, KTU and EI had sent requests to the Korean Government, but to no avail. The ILO Committee on Freedom of Association has not yet reviewed the complaint as it is awaiting comments from the government.

Malaysia

An ASEAN sub-regional workshop was held in Kuala Lumpur, Malaysia, in January, involving senior representatives of the 10 EI affiliates in Cambodia, Indonesia, Malaysia, Philippines and Thailand. The activity was instrumental in assessing the strong commitment of participating organisations to maintain the Trade Union Rights Network and to resume working together to improve respect for human and trade union rights in the sub-region.

Mongolia

The Federation of Mongolian Education and Scientific Unions held a number of workshops, seminars and training sessions with the cooperation of the CTF/Canada on professional development and UEN/ Norway on organisational development.

Philippines

The dire situation of civil liberties and trade union rights in the Philippines was a cause of deep concern in 2007. The EI World Congress adopted an urgent resolution deploring the fact that over one thousand activists fighting to uphold the rights and welfare of poor and oppressed Filipinos have been assassinated or made to disappear since 2001.

Following up on the resolution, EI addressed the President of the Philippines denouncing systematic persecution and the extra-judicial killings of activists, including two national officers of ACT/Philippines.

EI noted with regret the deaths of Danilo Hagosojos, Gloria Casuga, Joan Lingkuran, Jose Maria Cui, Leima Fortu, Napoleon Pornasodoro, Rodriga Apolinar, Rodrigo Catayong and Vitoria Samonte. All nine teachers fell victim to the violence against activists fighting to uphold the rights and welfare of Filipinos. EI denounced the fact that no perpetrators have been identified to date and urged the government to carry out proper inquiries. EI also denounced the fact that the commission set up by government claimed that those responsible for the deaths could not be identified because "due to lack of cooperation from the activist groups, not enough evidence was presented before the Commission to allow it to pinpoint and eventually recommend prosecution of the persons ultimately responsible for the killings." EI urged the government to spare no effort to ensure that all instances of violence against trade unionists are properly investigated and that any evidence of impunity is firmly combated.

The EI affiliates in the Philippines also took part in the launching conference of the Trade Union Rights Network (TURN) in January.

Solomon Islands

EI supported the members of the Solomon Islands National Teachers' Association who went on strike in July following the non-implementation of the new pay scale agreed to between the Ministry and SINTA in January.

The first-ever workshop for women teachers was held from 26-28 September. A total of 30 female and 6 male teachers attended the three-day workshop, which discussed a tripartite approach to the industrial relations framework, trade union laws and the rights of workers, human rights, international conventions and recommendations concerning teachers and their rights. The training also discussed good governance, equal employment opportunity, equal pay for work of equal value, elimination of discrimination, access to workplaces, legal provisions governing the rights of teachers at work places, reproductive health and teacher unions' role in combating HIV/AIDS. Members expressed their appreciation to EI, COPE and SINTA for organizing the training programme for women.

Thailand

On 2 April, EI wrote to the Prime Minister of Thailand about the ongoing violence against teachers and school children in Southern Thailand. The conflict has taken over 2,000 lives in the past three years, including 60 teachers. Over 100 schools have been burned down. EI and its member organisations EST, PSTAT and the NTTU have requested the authorities to ensure the security of all teachers and all schools.

Timor

The EI mission aimed to help the East Timor Teacher Union (ETTU) resume its functioning has unfortunately been postponed. Information provided by the ETTU reported riots and chaos in Dili. "Dili is in great tension. Districts of Covalima, Bobonaro, Ermera, Aileu, Ainaro, Manufahi and Same are in state of emergency," wrote Victor Soares, Vice-President of EI's affiliate in East **Timor**. Another update from ETTU on 8 March stated that the office of Ministry of Education in Vila-Verde was burnt totally by unknown groups, and that consequently teaching was interrupted in Dili. The EI mission was to help the union officials to restore the office and administration of ETTU.

2.1.3 Europe

Bulgaria

In October, EI addressed its concern to the Prime Minister of Bulgaria following the continued teacher strike. Teachers are underpaid in Bulgaria, even compared to other workers in the public sector, and the quality of public education is deteriorating.

Cyprus

EI has continued to work in conjunction with its five affiliates in Cyprus to preserve the right to education for all children, whatever their national or linguistic background.

Georgia

EI continued to support the efforts of the Educators and Scientists Free Trade Union of Georgia (ESFTUG) to improve the status and working conditions of education personnel. In June, EI wrote to the Minister of Education urging respect for social dialogue and collective bargaining. EI's attention had also been drawn to government interference in the selection of headmasters by blocking the candidacy of ESFTUG members.

Greece

EI wrote a letter to the Minister of Education of Greece in April to express concern about moves by the government to privatize higher education, and also to condemn the repression of student and teacher unionists during a demonstration on 8 March 2007.

Israel

In December, EI asked the Israeli government and the Association of Secondary School Teachers in Israel (ASSTI) to engage in social dialogue to negotiate a fair settlement for teachers. Shortly after, negotiations started and Prime Minister Ehud Olmert informed EI of the outcome of the wage agreement.

Lithuania

In February and March, EI, on behalf of the Lithuanian Education Employees Trade Union (LEETU) asked the Minister of Education to respect social dialogue in the implementation of the education reforms in Lithuania. EI shared LEETU's concern that the government of Lithuania implement "faithfully" the agreement on education reforms signed in November 2005. Subsequent to EI's letters, LEETU was invited for a discussion by the Minister.

Macedonia

The new government of Macedonia showed commitment to respect the social dialogue and to create a democratic environment for trade union activities and to respect the rule of law.

The teacher union SONK is also part of a EI Balkan project to promote the respect of fundamental trade union rights.

Poland

The Pan European Equality Standing Committee met in Krakow, Poland, from 23-24 April. In the context of the 2007 European Year of Equal Opportunities, the committee expressed support for the efforts of Polish teacher unions to advocate tolerance and non-discrimination in the education system and in society.

Portugal

In July, EI supported a strike staged by FENPROF and other unions to protest a law threatening to undermine labour rights in Portugal.

Serbia

In November, EI wrote to President Kostunica to deplore the Serbian government's failure to engage in social dialogue and to set in motion a process of negotiations with the education union representatives. Despite the fact that a collective agreement is in place for Serbian education workers, the government has so far refused to negotiate salary conditions with teachers' unions.

Slovenia

In March, EI wrote to the Prime Minister of Slovenia about the government's plans to open up the public education system to privatisation. EI was also concerned about the lack of social dialogue in the preparation and implementation of education reforms. In his reply, the Prime Minister emphasized that social dialogue is very important for the government of Slovenia.

2.1.4 Latin America

Argentina

EI protested the killing on 4 April of Carlos Fuentealba, a 42-year-old teacher, during a teacher demonstration for a pay increase. EI wrote to the federal and provincial authorities to condemn the use of violence by the police to disperse a peaceful demonstration. The death of Fuentealba is not an isolated example of police violence against protesting teachers. The day before, on 3 April, police in Salta violently dispersed teachers who were waiting for the decision of the provincial parliament about wage increases. EI's Argentine affiliate CTERA filed a complaint to the International Labour Organisation.

Brazil

In November, the CNTE affiliate in Mato Grosso Sul, Brazil, reported a case of a union spy. The union officials discovered that a camera was recording all the discussions held in the union office. The Federation of Education Workers of Mato Grosso del Sur (FEMTES), which is affiliated to the CNTE, denounced police harassment during its meetings. The Mato Grosso State police force admitted having sent a police mission to find out what trade union demonstrations were being planned. The denunciation was presented for violation of the right to exercise freedom of association and of ILO Conventions 87 and 98.

Colombia

Colombia remains one of the most dangerous places in the world to be a trade unionist. Supporting the teachers' union, FECODE, and Colombian trade unions in general remained a priority for EI in 2007.

In view of the anti-trade union violence, the total impunity enjoyed by the perpetrators of murders of Colombian trade unionists, and the dismantling of social dialogue, collective bargaining, and the exercise of the right to organize, not to mention the right to strike, EI supported the ILO Workers' Group view that the Tripartite Agreement, reached at the International Labour Conference in June 2006 was not functioning properly. It should also be noted that the case of Colombia was not discussed at this year's International Labour Conference, on the grounds that a permanent mission of the ILO was to be established in Colombia. To date, the said representation has not materialized, for the Colombian government wishes to have control over those who will eventually establish the office. EI strongly opposes this interference and has expressed concern over this situation to the ILO.

The plight of Colombian teachers was highlighted at the World Congress. The Mary Hatwood Futrell Human and Trade Union Rights Award was given *in absentia* to Samuel Morales Flores and Raquel Castro, teachers and trade union activists of the Arauca Teachers' Association, a member organisation of FECODE. Victims of persecution by the government as a result of their union activities, Flores and Castro were arrested by the Colombian army on 5 August 2004 following a military operation, during which they witnessed the assassination of three trade union colleagues. They were later charged and found guilty, in a trial regarded as unfair and politically motivated. Castro and Morales were unable to attend the awards ceremony in Berlin and receive the recognition and the applause of the delegates at Congress. Although Morales had been released in May, the government of Colombia denied him permission to leave the country. Castro, despite the fact that she should have been released last May as well, remained in prison until 2 August. EI reiterated its commitment to human and trade union rights in Colombia by unanimously approving a resolution pledging to defend FECODE and engage in capacity building for the Colombian teachers' union federation, and to campaign continuously for the release from prison of teacher trade unionists unfairly imprisoned, such as Samuel Morales and Raquel Castro.

During 2007, the public education unions in Colombia suffered threats, unjustified arrests, displacements and murders. According to figures from the National Trade Union College, in 2006 a total of 78 trade unionists were murdered, 49 of whom were teachers. Apart from murders, there were also repeated cases of attacks and prosecutions. Also reported was the case of teacher and trade union leader Juan Carlos Martínez Gil of Educadores Unidos de Caldas (EDUCAL), who during a legal mobilisation of teachers and students was physically assaulted by the Mobile Anti-Disturbance Squadron of the Colombian National Police, suffering the loss of his left eye and other permanent physical deformations.

Guatemala

Throughout 2007, the situation remained difficult for the Guatemalan teacher union STEG. Social dialogue remained non-existent. EI wrote a letter to the President of Guatemala in April about the persecution of Joviel Acevedo Ayala, the General Secretary of STEG. EI has repeatedly expressed concern over the legal proceedings initiated by the Ministry of Education with a view to removing Mr. Acevedo from his post as a teacher.

Mexico

The situation in the southern Mexican state of Oaxaca was yet again an issue of concern for EI, as the violations of teachers' human and trade union rights continued. Acts of violence against teachers and the arbitrary arrests of demonstrators just prior to the World Congress led to the adoption of an urgent resolution calling for the release of those arrested during the demonstration, the prosecution of those responsible for the death of 25 Oaxacans and urging a process of negotiations with Section 22, the Oaxaca teachers' union.

Following up on said resolution, EI wrote to Mexican President Felipe Calderón and Ulises Ruiz Ortiz, governor of the state of Oaxaca, to express concern about the situation faced by teachers and the lack of a solution to the conflict. EI denounced the fact that the authorities have failed to identify and prosecute the perpetrators of the murders. Likewise, EI called for an end to the persecution of union and civil society activists, demanding the immediate release of prisoners of conscience. EI also requested that a process of negotiation be established to find a solution to the conflict over control of about 188 schools.

Peru

EI's affiliate SUTEP denounced the Peruvian state for Violation of ILO Convention 87 and for the content of Law No 28988, which stipulates that education is an "essential public service," limiting the right to strike by public education workers. The ILO Committee on Freedom of Association itself has established that education cannot be regarded as an essential service and that it is not valid to restrict the right to strike in education sectors.

2.1.5 North America-Caribbean

Canada

In several provinces of Canada the law still contains restrictions on the right to form a union, to bargain collectively and to strike, particularly in the public sector. The government of Quebec imposed a collective agreement on its public sector workers, thereby denying their bargaining rights and taking away their right to strike.

Canada still has not ratified three of the eight fundamental conventions of the ILO: Convention 98 on collective bargaining, Convention 29 on forced labour and Convention 189 on minimum age.

2.2 PROMOTING PROFESSIONALISM IN EDUCATION

World Teachers' Day: October 5

In 2007 again affiliates worldwide were involved in a campaign celebrating teachers and urging governments to improve their working conditions. The WTD campaign issued a series of demands including:

- **A decent working environment:** A safe and healthy learning environment for teachers and learners, appropriate class sizes and adequate pedagogical resources in the classroom.
- **Living wages:** Salaries that allow for decent living conditions and that are regularly paid.
- **Equal pay and rights for women:** Female teachers should not experience discrimination of any form, and government should ensure the empowerment of women in the education setting, in decision making and in the workplace.
- **Initial and ongoing professional development:** The opportunity to gain and develop professional skills, to be kept up to date with new information and techniques, and to develop a career.
- **Involvement in policy making:** To ensure that new policies reflect the reality of the classroom, social dialogue should be an integral part of education planning and policy formation.
- **Collective bargaining to defend and enhance teachers' rights:** Working conditions, as well as quality assessments of teaching, must be negotiated between representatives of the government/employers and representative education unions.

This year marked the tenth anniversary of the adoption of the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel. Teachers around the world celebrated World Teachers' Day in a variety of different ways. Individual testimonies were submitted to EI's website by teachers, as well as parents and other education stakeholders. They document the inadequate conditions to which many teachers from all over the world are subjected.

In all, 43 unions (or coalitions of unions) sent in their reports. Others had informed EI of their plans before the event. Country reports were published on the website, and a photo gallery was developed. For more information, go to: www.ei-ie.org/worldteachersday2007

The EI Declaration on Professional Ethics

In 2007 EI established a taskforce to develop proposals for implementation of the Declaration on Professional Ethics. The task-force comprised a number of members of the Executive Board (taking account of regional and gender balance), the chief coordinators, and those responsible for EFAIDS and development cooperation. The task force was to focus on ways of encouraging EI affiliates to raise awareness of the Declaration and its practical implications at national and school level; to propose activities in each region designed to encourage and support EI affiliates in this sense; to propose ways of integrating the EI Declaration on Professional Ethics into existing EI programs; and to develop materials, including a concept paper and references, that can be used by affiliates.

As part of this activity, the EI Research Unit prepared a conceptual paper on the implementation of the Declaration on Professional Ethics. The paper formed the basis for information materials sent to affiliates in all regions. It included references to relevant material already published on professional ethics for educators, other education employees, and related professions, such as school psychologists, counsellors and social workers. The brochure based on this paper was printed for World Congress. The paper is also posted on the EI Online Research Centre.

Africa

The EI Africa Regional Office organised a three-day workshop on Professional Ethics for teachers' organisations in East Africa in Kampala, **Uganda**, from 21-24 November. Participants were from TAE/**Eritrea**, ETA/**Ethiopia**, KNUT and KUDHEIH/**Kenya**, NUEI and UNATU/**Uganda**, TTU/**Tanzania**, ZATU/**Zanzibar** and UASU/**Kenya**.

The objectives of the workshop included:

- To share ideas and experiences of unions regarding the professional standing of the unions;
- To promote and where possible ensure ethical standards in the teaching profession
- Capacitate unions to be more pro-active in developing a code of ethics for their members;
- Help create a new image for the unions in a bid to improve their status as educators and professionals;
- To share ideas about the EI survey on *Teacher Supply, Recruitment and Retention in Six Anglophone countries*; and
- To familiarise participants with the EI Declaration on Professional Ethics so that it could be adopted by member organisations.

Participants went through the EI Declaration on Professional Ethics, with nearly all of the participants acknowledging prior ignorance of the existence of this document.

A sub-regional conference on professional ethics planned to be held in **Ethiopia** unfortunately could not take place. The Ethiopian authorities insisted that the workshop had to be postponed until a positive development of relations with the ETA.

Asia-Pacific

An ASEAN sub-regional seminar on "Teachers' Organisations Promoting the Code of Ethics" was held in Kuala Lumpur, **Malaysia**, from 24-26 August. Participants discussed the EI Declaration of Professional Ethics and made recommendations to adopt the Declaration and to seek its application at the national level. The seminar also urged the EI member organizations to seek a balance between the rights and responsibilities of teachers, and to maintain high standards of professionalism.

A South Asian sub-regional workshop promoting the EI Declaration on Professional Ethics was also held on 29-30 September in Colombo, **Sri Lanka**. It was attended by 42 teacher union leaders, of whom 21 were women representing four organizations in India, two in Nepal, one in Pakistan and six in Sri Lanka. The workshop reviewed and examined the progress in the promotion of the Declaration on Professional Ethics to enhance the image and status of teachers. Mr. Eswaran, a member of the Executive Board of EI, accentuated the importance of the teachers' relationships with the students and emphasized that in the changing educational scenario, while confronting globalization, privatization and market economy, the teachers' views and teachers' organizations responses are vital in improving the image of teachers, their professionalism, ethics and human moral values.

The difficulties encountered by the member organizations in the region while implementing the Code of Ethics were listed and thoroughly discussed. In view of the presentations made, it was observed that there is a need for a common comprehensive Code of Ethics for each country which can be suitably used as a guideline for teachers, students and society in their cultural context. It should be adopted and accepted by the respective teachers' unions as well as the governments.

Pan-European Structure

Bologna Process

EI's Pan-European Structure has continued its participation in the Bologna Follow-Up Group, in different Bologna seminars and in the working groups established after the London Ministerial Conference on the Data Collection, Employability and the External Dimension.

Bologna Seminar on Mobility of Staff and Students

The seminar on Mobility of Staff and Students took place 8-9 February in London. This was the main focus of EI's work on the Bologna Process before the London Ministerial Conference.

The seminar was very well attended by a range of stakeholders at the national level. It comprised an impressive range of speakers, workshop chairs and rapporteurs (including Ministry representatives, the European Commission, the Council of Europe, EURASHE, EUA and the International Labour Organisation).

Over 180 participants from 35 countries were present. We attribute a large amount of our success in attracting such wide participation to the fact that this was the first Bologna Seminar to provide simultaneous translation in French, Spanish, and Russian during all the plenary sessions, and one of the workshops.

All documents and reports from the seminar will be available at: www.ei-ie.org/highereducation/en/calendarshow.php?id=68&theme=highereducation

EI has continued its ongoing cooperation with other BFUG Consultative Members. In particular, EI has cooperated closely with ESU (formerly ESIB), with which it has organised a series of joint sessions at both EI and ESIB events, and with which it undertaken a campaign for mobility of staff and students.

See more about the "Let's Go" campaign on www.lets gocampaign.org

Bologna Process Ministerial Meeting, London

The Ministerial meeting of the Bologna Process was held in London from 17-18 May. Education Ministers from 46 European countries were present, and the EI Pan-European Structure, as a consultative member of the process, was present with a four-person delegation. Towards the close of the first session, Paul Bennett, EI Vice President for Europe, took the floor to comment on EI's commitment to the process. The EI delegation contributed extensively to the panel sessions that took place during the conference.

HERSC meetings

Two meetings of the Higher Education and Research Standing Committee were organised in 2007: one in February in London in conjunction with the seminar on mobility and another in Brussels in October. The latter meeting was hosted by ACOD and it was an opportunity for the Committee to elect two Vice-Chairs, Razvan Bobulescu (ALMA MATER/Romania) and Dominique LASSARRE (UNSA-Education/France). The main developments at the EU level, the follow-up of the Bologna process, including the implementation of the new work plan, and preparation of the Malaga Conference were the main points for discussion on the agenda.

Council of Europe

EI was granted observer status in the Committee on Higher Education of the Council of Europe (CDESR) in 2007. EI is now invited to participate in CDESR meetings.

2.3 PROMOTING CHILDREN'S RIGHTS

Africa

The EI Africa regional office based in Lomé, **Togo**, hosted a workshop from 26-30 June on the theme of “children’s rights in schools.” Participants included educators from five countries: **Benin, Cameroon, Côte d’Ivoire, Gabon** and **Togo**. The workshop discussed the international and regional instruments of protection of children’s rights, namely:

- African Charter of Children’s Rights and Welfare;
- The UN Convention on the Rights of the Child;
- ILO conventions 138 and 182 respectively on the minimum age of admission to employment and the worst forms of child labour.

Article 28 of the UN Convention on the Rights of the Child and Article 11 of the African Charter of Children’s Rights and Welfare particularly drew the attention of the participants. The analysis of those articles revealed that four principles govern the respect and the protection of children’ rights. They are: the right life, survival and development of the child; non-discrimination ; the right to participation and respect for the opinion of the child; and the interests of the child are supreme.

Participants concluded that African countries are still violating children' rights in all forms, in spite of the fact that they have ratified related regional and international instruments. This is clear proof of the gap between the declared intentions of African governments and the facts. There is an urgent need for the teachers' unions to undertake action that obliges governments to respect the conventions, charters and treaties that they have signed.

Latin America

A subregional event on children’s rights was organised in Honduras on 15 and 16 October. The following organisations took part: STEG/**Guatemala**, ANDES/**El Salvador**, ANDE and SEC/**Costa**

Rica, ANDEN/**Nicaragua**, FEPDES/**Nicaragua**, MPU/**Panama**, COLPROSUMAH/**Honduras**, PRICPHMA/**Honduras**, COPRUMH/**Honduras** and Colegio pedagogos/**Honduras**.

The participants concentrated on evaluating the situation of the rights of girls and boys in the Central American subregion. To this effect, the following institutions were invited to participate: the National Commissioner for Human Rights in Honduras, UNICEF, ILO/IPEC and the Social Welfare Department of the Ministry of Labour and Social Security. Following the presentations by the guest speakers, the leaders of the education trade union organisations formulated a proposal for work in each country to address this problem.

Aim 3 : Ending discrimination in education

The eradication of all forms of discrimination in education based on gender, race, marital status, disability, sexual orientation, age, religion, political affiliation or opinion, social or economic status, national or ethnic origin; and the building of understanding, tolerance and respect for diversity in communities.

3.1 THE STRUGGLE FOR GENDER EQUALITY

3.1.1 EI Equality Work at the Global Level

The programme and activities of EI at the global level related to equality of women and men in the union, education sector and society encompass the following: gender equality; non-discrimination, with particular focus on gender, racial discrimination, lesbians and gay rights, indigenous peoples, migrants, ethnic minorities; and children's rights.

The programme of EI on the promotion of equality of women and girls in society, in education and in the trade union movement is spearheaded by the EI Status of Women Committee (SWC). Composed of the women members of the **EI Executive Board**, the SWC recommends policies and activities on equality to be endorsed by the EI Executive Board.

In 2007, the secretariat began implementation of the recommendations of the SWC which met in November 2006, namely for EI to organise a Gender Audit in 2008 and to hold a World Women's Conference in 2010. The audit is a means of assessing the gender equality policies and practices in EI. The secretariat also developed draft resolutions for the 5th World Congress on Gender and Pay Equity, and on the Gender Dimensions of International Migration. The secretariat also initiated

efforts to better address the issue of the Girl Child in the EI HIV/AIDS prevention programmes and activities.

The EI regional and sub-regional women's networks have also contributed fundamentally to promote women's empowerment and leadership. Their work is supported through provisions in the EI Programme and Budget, through development cooperation projects, and other means available. EI currently has 10 sub-regional or regional networks running: 5 in Africa, 1 in Latin America, 3 in Asia and 1 in Europe. Specific information about the regional women's networks can be found in the regional sections of this report.

5th EI World Congress

The significant participation of women in the 5th EI World Congress held in Berlin shows that the gender equality issue is more and more accepted and integrated by national unions. It is also a sign of the involvement of women in the organisations at national and regional level, particularly in developing countries. EI also encourages all affiliates to guarantee a gender balance in their voting delegations, as it has been noted that at times the majority of women attending congress do so as observers. At the 5th EI World Congress, 38% of the 815 delegates were women (310), 29% of the 225 assisted delegates were women (65), 49% of the 644 observers were women (318). In total (delegates + observers) **women represented 43% of the Congress participants**, an improvement since the 4th World Congress.

Preceding the opening of the Berlin Congress, the now traditional one-day **Women's Caucus** was held. It aimed to inform delegates and observers about the equality work conducted since the last Congress, and share experiences, good practices and strategies. Almost 400 participants joined the plenary and subsequently one of the six following working groups: gender equality in education unions; the elimination of violence against women and girls; financing for gender equality; education for all and HIV/AIDS and development cooperation.

Carolyn Hannan, Director of the UN Division for the Advancement of Women, addressed the Women's Caucus and focused her presentation on "Education of women and girls for the transformation of societies."

For the Congress in Berlin, EI conducted triennial surveys among member organisations and prepared technical reports on the status of women, indigenous and LGBT people in their unions, education sector and society. Response from member organisations as well as additional documentation and research enabled EI to produce consistent analysis of existing trends.

The key findings of the **Women's Triennial Report** were presented. The Report describes the work done by the EI Status of Women's Committee, EI Secretariat, and Regional Women's Networks aiming to implement EI policy on gender equality, and decisions taken by the Executive Board in the last triennial period. Responding organisations represent 41% of the total membership of EI. Two resolutions dealing specifically with gender proposed by the SWC and endorsed by the Executive Board were adopted by the 5th World Congress:

Resolution on Gender and Pay Equity: Although pay equity is a principle enshrined in many international instruments, it has not been truly achieved in any country. The EI Pay Equity mandate is for EI and its member organisations to undertake activities/lobbying to stimulate the adoption of policy or practice that guarantee wage equity.

Resolution on International Migration: The resolution requests the EI member organisations to, among other things, include a focus on international migration in the education sector in the union's agenda, taking into consideration its gender dimension; provide gender awareness training to members on issues related to migrant women and girls and gather information on the situation of education workers who emigrate, including their access to trade union rights, pay and working conditions, and continuing education and training.

Joint Work with ITUC, the Global Union Federations and TUAC

EI is on the ITUC/GUF/TUAC Gender Coordination group which meets twice a year and advises the Council of Global Unions. The group established a work programme which covers the following themes or campaigns:

- Alliance on women workers rights and ILO labour standards
- Advocacy for women's rights, particularly pay equity, ILO maternity convention
- Women's participation in the International Labour Conference
- Campaign to stop violence against women, including the issues of trafficking, migrant women workers, domestic workers and LGBT rights
- 8 March: International women's day
- UN Commission on the Status of Women
- Organisation of women, particularly in Export Processing Zones
- Encourage cooperation between sectoral unions and trade union centres

On 28-29 February, EI also took part in the annual meetings of the Women's Committee of the ITUC and PSI.

Joint work was achieved at the Commission on the Status of Women (CSW). The 25 November is the UN Day for Elimination of Violence against Women. EI joined the global initiative to stop violence against women, which ran 25 November 2007 until UN Human Rights Day on 10 December. The global trade union bodies issued a statement highlighting the extent of violence against women in the workplace and the impact of domestic violence and forced labour on women workers.

UN Commission on the Status of Women (CSW)

The CSW meets annually to review the condition of women's political, economic and social rights. The CSW's 51st session had "the elimination of all forms of discrimination and violence against the girl child" as its priority theme.

More than 1,880 participants from all over the world attended the session, which included a strong union representation: 27 union delegates from 12 unions in 13 countries. The EI delegation was composed of Marilies Rettig (CFT-FCE/**Canada**), Joan Hippolyte (SLTU/**Sierra Leone**), Cynthia Swann (NEA/**USA**), Belinda Wilson and Adeltis Bain Stubbs (BUT/**Bahamas**), and EI secretariat: Deputy General Secretary Jan Eastman, Rebeca Sevilla from head office and Shashi Bala Singh from the Asia Pacific office.

EI, PSI and ITUC worked together on the preparatory process: briefing notes, a joint statement printed in a full colour brochure for general distribution, a labour caucus working close with ILO Labour and other specific groups (on girls, migration, Asia Pacific, etc.) and organizing a panel "Realizing girls' entitlement to quality public services." Marilies Rettig, as chair of the EI Status of Women Committee, addressed the unions' panel, which succeeded in establishing dialogue with other stakeholders.

EI Deputy General Secretary Jan Eastman presented on the ILO-IPEC panel on “Breaking the cycle of violence against the Girl Child: from child to education” which included Yakin Ertuk, UN Special Rapporteur on Violence Against Women, and Evy Messel, Director of the ILO Bureau for Gender Equality.

EI representatives valued the learning experience and model implemented this year. CSW is seen as an opportunity to meet and network among unionists. Following the UN CSW session, Joan Hippolyte (SLTU), Shashi Bala Singh (EIAP) and Rebeca Sevilla (EI HQ) visited the NEA office in Washington. The program included meeting with different sectors and a presentation on the situation of women and girls in education.

3.1.2 Advocacy

International Labour Organisation

EI was pleased that the ILO Governing Body decided to place “Gender Equality at the heart of Decent Work” on the agenda for the 2009 International Labour Conference as a general discussion item.

EI was also consulted for the drafting of the ILO report on labour market trends for women in the world of work and discussions on how to invest to create jobs and improve the work lives of women worldwide. The ILO report *Global Employment Trends for Women* provides an update on the state of women in labour markets worldwide. It undertakes a comparative analysis of labour markets at the global and regional levels, delivers the latest data on female labour force participation, and unemployment, and addresses a new indicator on the share of women in vulnerable employment. It also analyzes the evolution of female employment by sector over the past decade and the persistent gender gaps in the world of work.

The EI Human Rights and Equality Unit also established a Liaison with ACTRAV and the ILO Bureau for Gender Equality seeking cooperation in the implementation of the EI plans on the Gender Audit. The planning was agreed that it should take place in autumn 2008 in the Brussels headquarters.

EI also participated in the annual ILO/PSI/Global Union Federations discussion forum on pay equity. Issues related to the gender pay gap and pay equity are now more evenly addressed across the four sectors at ILO Headquarters, as reflected in the programme and budget proposals. The forum participants also made recommendations to continue the pay equity campaign; carry out more general and specialist pay equity training and capacity building and strengthen capacity on job evaluation. IE also agreed to investigating joint ILO/EI/GUF work.

UN Division for the Advancement of Women

As outlined earlier, EI enjoys a good relationship with the secretariat of the DAW through the intense participation of the EI and Global Unions delegation at the CSW. EI was also honoured to have the presence of Carolyn Hannan, Director of the DAW, at Congress.

International Women's Day

In 2007, EI marked International Women's Day with a demand that governments act more to halt violence against women which endangers women's lives, violates their rights, harms their families and poses an affront to humanity and international law.

Throughout the year, EI has been vocal in demanding governments to act more to halt violence against women. EI also reiterated its support to the global campaign to end violence against women which was launched on 25 February.

3.1.3 Regional Activities

Africa

Sub-regional women's networks

Further to the assessment and recommendations formulated in 2006, women's networks were set up in various sub-regions of Africa in order to promote the social and professional status of female education personnel: AWEN, ReFAN, WNEA, RESAC, RESAO/WAWEN (see below). Activities for women are on the increase, aiming at allowing for female education personnel to exchange and share views. These various activities have been implemented with the permanent participation of cooperating organisations, namely CTF from Canada and DLF from Denmark, L  r  r  rbundet from Sweden, and UEN from Norway. Activities mainly consist of seminars and training workshops organised for women leaders of sub-regional networks in order to guarantee their better involvement in national teachers' organisations.

African Women in Education Network (AWEN)

The African Women in Education Network (AWEN) is the adopted name for the African Women Network whose creation was recommended during the Round Table in Nairobi in August 2006. Its establishment is strongly wished by women. A meeting to further the development of AWEN was held in conjunction with the Pan African Regional Conference, January 2007, in Cairo, **Egypt**.

North Africa Women in Education Network (ReFAN)

Before the Pan African Regional Conference in Cairo, leaders of the North Africa Women in Education Network (ReFAN) participated in a training workshop held from 24-26 January 2007. This workshop which gathered ten participants from Algeria, Morocco and Tunisia helped encourage women leaders and gave a new breath to the network created in July 2005.

Women Network of Eastern Africa (WNEA)

25 delegates from **Eritrea, Ethiopia, Kenya, Uganda, Tanzania** and **Zanzibar** took part in the workshop from 13 – 17 May in Arusha, Tanzania, to reflect about the involvement of women in decision-making processes and to make WNEA operational. Exchanges enabled WNEA leaders to make an inventory of the situation of the involvement of women within the education system in general, and especially within trade unions. Obstacles to the said involvement were examined and challenges assessed. At the end of this meeting, the structure of the East African Network was defined, an action plan worked out, and the participants committed themselves to be more present and active despite all adverse circumstances.

Central Africa Women in Education Network (RESAC)

In order to put new life into the Central Africa Women in Education Network (RESAC) a training workshop for network leaders was held from 4-8 June 2007 in Douala, **Cameroon**. The workshop took place under the theme “Communication: a tool for social mobilization” and aimed at supplying women with communication techniques and resource mobilization techniques. 20 delegates from **Burundi, Gabon, Congo, CAR, DR Congo, Rwanda, Chad** and the host country, Cameroon, participated in the workshop. Beside issues on communication technique, union leadership, work standards, women rights, etc. which were brilliantly presented by internal resource persons, delegates went through the RESAC network with a fine tooth comb, its structure and method of functioning were defined and a three-year action plan was worked out. The delegates said their expectations were met, they themselves were motivated and ready to disseminate the acquired knowledge and know-how, promote AWEN at national level and to work so as RESAC becomes efficient and effective.

West African Women in Education Network (WAWEN)

Twenty-three leaders of the West African Women in Education Network (WAWEN) took part in a training workshop held in Lomé, **Togo**, from 24-28 June 2007. This workshop gathered delegates from 13 countries, namely **Benin, Burkina Faso, Côte d’Ivoire, the Gambia, Guinea Bissau, Ghana, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo** under the theme “Results-based management of projects.” This meeting was not only aiming at making the WAWEN more dynamic, but also at helping women build their capacities in results-based management of projects in order to have these leaders improve their project management skills. Experienced Francophone and Anglophone resource persons shared their knowledge and know-how with participants and this in the end enabled them to work out a five-year action plan based on the skills they acquired in the results based management. The structure and method of functioning were also defined and delegates said they were determined and ready to do their best and make WAWEN more dynamic.

International Women’s Day

On the occasion of the thirtieth celebration of the International Women’s Day, women unionists in education united their voices with those of other women around the world to say “Stop to the impunity of violence against women and girls!” In Togo and Congo respectively, FESEN and FETRASSEIC organized conferences to draw the attention of both male and female participants to

the reality of violence against women and girls in these countries and the need to have these violent acts severely punished.

Bursaries for women in education

The programme of bursary was initiated in 2003 by EI Africa, in collaboration with CTF/**Canada**. It aims at upgrading female teachers' professional and/or academic levels. It is especially targeting women who are members of unions affiliated to EI and activists in women networks. This programme targets also girls wanting to become teachers. The bursaries are granted for two years at the maximum and shall not exceed \$ C 1,000.

In 2006-2007, 14 unionists from Benin, Burkina Faso, Gambia, Ghana, Guinea and Togo were granted bursaries which allowed them to develop skills in gender development, education science, law, political sciences and information and communication technologies.

Asia-Pacific

Asia-Pacific Women's Network

The Asia-Pacific Women's Network should continue to be strengthened as it was vital for the growth of teacher organisations. This was among the recommendations of the women's round table on "Participation of Women's Network in Asia-Pacific," held in Kuala Lumpur, **Malaysia** from 28-30 November. Participants at the meeting also discussed the opportunities and threats faced by unions in building, maintaining and running women's networks. Progress reports from member organisations were also presented. One representative each of BTF/**Bangladesh**, AIPTF, AISTF, AIACHE and AIFTO/**India**, NNTA and NTA/**Nepal**, ACUT and CTTU/**Sri Lanka**, two representatives each from the PGRI/Indonesia, NUTP/ **Malaysia**, ACT, SMP-NATOW and TOPPS/**Philippines**, and three representatives of NTTU **Thailand**, attended the event. The network activities have helped women progress to leadership positions in their respective unions.

Sub-regional women's round table

The EI sub-regional women's round table was held in Chennai, **India** from 13-14 December. The participants reviewed the progress made by women in the SAARC in their unions, education and society. They also discussed the challenges that hinder their full and active participation and formulated strategies and action for future. Four representatives from BTF/**Bangladesh**, three representatives each from NNTA and NTA/**Nepal** and AIPTF/**India**, two representatives each from AISTF, AIACHE and AIFTO/**India**, and ACUT, ACUT (G), CTTU, and SLITU/**Sri Lanka** participated in the Round Table.

COPE: Women's Network Training Programme

FTA and FTU, the two major unions in Fiji, held a joint women's training in Suva, Fiji, from the 4-6 December. In all, 25 female district co-ordinators from outer islands and other parts of Fiji attended for the first time a joint activity. The issues covered were good governance; gender advocacy and lobbying; women, law and human rights. The main aim was to bring women members from both unions together to find some common grounds for cooperation in a divided Fiji, riddled with coup culture. The two union's women's wings have differences in the ways they are structured and operate. There were lengthy discussions on how the best practices could be adopted, how they can

bridge the gaps amongst their women members. Women leaders will encourage similar practice in each district and could even hold joint workshops at district level.

Caribbean

Women's Conference

The Caribbean Union of Teachers (CUT) 33rd biennial conference held in Trinidad and Tobago (August, 2007) organized a women's conference and elected the new committee for the ensuing biennium. Judith Spencer-Jarrett (Jamaica Teachers' Association); Vernest Mack (Antigua and Barbuda Union of Teachers); Celia Nicholas (Dominica Association of Teachers); Joy Matthews (St. Vincent and the Grenadines Union of Teachers); Indra Ramsingh-Geoffroy (Trinidad and Tobago Unified Teachers Association); Adeltis Bain-Stubbs (Bahamas Union of Teachers) and Lisa Trott (Bermuda Union of Teachers).

Women Teachers' Network Programme

The EI regional office in the Caribbean continued to access financial and human resources support from CTF/Canada to implement the Caribbean Women Teachers' Network Programme (CWTNP). The programme continued to encourage establishment of Status of Women committees in member unions where they do not yet exist, and to strengthen those that are already established. Of the 22 teachers' unions in the region, 18 have already established Status of Women Committees which are working jointly with the regional office and the CUT Status of Women's Committee.

The regional office presented a draft 2005-09 strategic plan for the network at the Women's Forum at the EI North America & Caribbean conference held in Ocho Rios, **Jamaica** on 21 January.

Research Projects

Two research projects examining the work of women educators in the Caribbean were also initiated. Happily, the survey reveals a further increase in gender equality. A survey of the member unions of the Caribbean Union of Teachers indicates a record number of women have assumed top leadership positions in recent years. At the moment there are 12 female teachers as compared to 10 males serving as presidents of their respective unions. This level of success is as a result of the leadership training done for women teachers through the Women's Network programme.

Europe

In 2007, a focus was put on the issues of the impact of pension reforms on women, gender equality in unions and violence in schools.

Pension Reform: EI launched the first phase of a pension questionnaire to assess whether pension reforms (current, past or planned) have an impact (negative or positive) on women in the education sector. Sixteen organisations responded to the first phase of the questionnaire. EI contracted a consultant, Vanja Ivošević, to work on the second phase of the questionnaire and to prepare a study to be presented in 2008.

Gender Equality: The 2007 Pan European Equality Committee organised working group discussions on the persistent obstacles to gender equality and successful strategies implemented by the participating unions. Recommendations will be submitted to the next Pan European Committee.

Violence against Women: Throughout the year, EI has been vocal in demanding governments to act more to halt violence against women. EI also reiterated its support to the EUR to end violence against women which was launched on 25 February. EI's statement for International Women's Day focused on institutionalised initiatives to end violence against women.

Teacher Pay: A joint EI/ETUCE pilot study "Teachers Pay in Europe" was begun in 2006 by the contracted research institute ETUI/REHS and continued to be developed in 2007. The pilot study was concluded. It was intended as a basis for a full scale study on Teachers' Pay in Europe, to be conducted in all countries of the region. Following the preliminary analysis of the pilot study report, EI held a one-day special consultancy session in March 2007, with research officers from unions who took part in the pilot study. The full report is expected by end of 2008.

Europe Statutory bodies

Pan European Equality Standing Committee: The annual meeting of the Pan European Equality Standing Committee took place 23-24 April, in Krakow, **Poland**. Participants addressed the issues of the impact of pension reforms on women, gender equality in the teaching profession and violence in schools. A full session was also devoted to facilitate the teacher union input in the European Year of Equal Opportunities for All. The meeting was attended by 51 participants from 24 countries. EI supported the participation of delegates from Bulgaria, Cyprus, Croatia, Georgia and Serbia. At the initiative of the Polish host ZNP, the participants to the Equality Committee honoured the memories of the victims of the Holocaust with a visit to the Auschwitz-Birkenau concentration camp memorial on 22 April.

Working Group: The 6 members of the group met in January and in October 2007.

Pan European Women's Network: PEWN was launched on 8 March 2007. PEWN is used as a tool for exchanging best practices and information on national policies on gender and discrimination. Current numbers of subscribers is 66. From 2007 to March 2008, 149 news items were forwarded to the group, mostly data dealing with pay equity, pension reforms and violence against women. The plan is for the network to move into a forum in 2008.

EI Advocacy

EI was in contact with the **European Women's Lobby** to exchange ideas about issues of concern for both organisations.

EI took part in a seminar at the **European Parliament** on the advancement of women in Europe, 50 years after the adoption of the Treaty of Rome. The event was organised by the EU Committee on Women's Rights and Gender Equality. EI was also represented in a round table on "Women in decision-making positions – sharing experiences and good practice." Participants shared experience about successful ways of overcoming barriers for women in management positions and in politics. One of the conclusions of the round table was that the policy of quotas works.

The Pan European Action Programme 2007-2010 also requested to undertake a study on the impact of migration on education in Europe and to examine curricular and other issues affecting migrant

children. In 2007, EI launched a survey on **Education Opportunities for Refugee and Migrant Children in OECD** countries. The project aims to survey the obligation of governments regarding education as a fundamental human right, and their co-operation with social partners, including unions. The project also aims to evaluate the current level of educational inclusion for these children and to identify what factors work against inclusion. While a questionnaire was sent to all affiliates in OECD countries in spring 2007, several unions committed themselves to developing background papers and/or providing case studies. Nineteen responses from unions in 16 countries were received. The report will be finished in 2008.

Latin America

Gender Equality Project

One of the first undertakings was to arrange an organisation-to-organisation visit with the objective of emphasising the need for a gender equality policy, which had to be institutionalised by the organisations and incorporated in their general policy. With this in mind, the following visits were made:

- In March, the Executive Boards of the following organisations were visited: CTERA and CEA from **Argentina**, CPC and CONATECH from **Chile**, OTEP from **Paraguay**, FETRA ENSEÑANZA, FEV and FETRASINED from **Venezuela**.
- In April: ADP, FAPROUASD and ANPROTEC from the **Dominican Republic**, SEC from **Costa Rica**, and CNTE from **Brazil**.
- In May: FEPDES from **Nicaragua**, COLPROSUMAH, COPRUMH, COPEMH and PRICPHMA from **Honduras**, FECODE from Colombia, SUTEP from **Peru** and ANDES 21 DE JUNIO from **El Salvador**.
- In June: CGTEN-ANDEN from **Nicaragua**.
- In July: STEG from **Guatemala**.

The conclusions drawn from these visits were that the majority of organisations did not have a gender or equal opportunities policy; there was no promotion of institutionalisation processes; all the organisations had invested financial resources in women's activities, some with their own resources, others within national organizational agreements and others still with contributions through international cooperation. All organisations required differentiated accompaniment processes at national level.

Roundtable of Women Education Workers of Latin America

The Roundtable of Women Education Workers of Latin America took place from 4-6 June in Sao Paulo, **Brazil**. It was attended by 41 colleagues from EI-affiliated organisations and sister organisations in the region. The event was also attended by Juçara Dutra, EI Vice-President, Hugo Yasky, President of the Regional Committee for Latin America, and Fátima Da Silva, Vice-President of the Regional Committee for Latin America.

The general objective of this activity was continuity of the strategy of the Network of Women Education Workers of Latin America, as part of the construction of the gender equality policy within the region's education trade union organisations. Two specific objectives were set:

1. To prepare the Women's Caucus to be held prior to EI 5th World Congress, and
2. To underline the importance of strengthening the education workers' trade union organisations from the gender perspective.

EI Vice President Juçara Dutra delivered a report from the EI Status of Women Committee and initiated reflections on the world situation of women. The discussion was concluded with a declaration by the Roundtable expressing the need for organisations to put pressure on governments to comply with the ILO Conventions on the situation of women in the world of labour. The Roundtable also endorsed the proposals for resolutions on the theme of gender to be presented to the EI World Congress.

Subsequently, each organisation presented a report on its current work on the subject of gender. This session also served to conduct a comparison of the levels of development of the different organisations and allowed an exchange of experiences on this issue.

Finally, an assessment was carried out of the operating mechanisms of the sub-networks of Women Education Workers of Latin America, and the commitments of the sub-networks were established and/or updated vis-à-vis Gender Equality for Women Education Workers of Latin America for the period 2007-2009. The conclusion was that progress had been made in commitments and coordination, but attention was needed to develop these aspects in greater depth in the years to come.

Sub-Regional Networks

Sub regional meetings were held with a view to promoting the sub-regional networks and linking them up to the regional level. The first meeting was in the Andean Area, from 28-30 November, attended by: SUTEP/**Peru**, UNE/**Ecuador**, FECODE/**Colombia**, as well as FETRAENSEÑANZA and FETRAMAGISTERIO from **Venezuela**.

The second meeting was in the Southern Cone sub region from 6-8 December, with the participation of CTERA and CEA /**Argentina**, CNTE and CONTEE/**Brazil**, Colegio de Profesores and CONATECH/**Chile**, OTEP/**Paraguay** and FEDMYFEP/**Uruguay**.

3.2 EQUALITY FOR LESBIAN, GAY, BISEXUAL AND TRANSGENDERED TEACHERS

3.2.1 Work at the Global Level

LGBT issues were included in the working plan of the Gender Equality Group established in the new Council of Global Unions. There has been a fruitful collaboration on LGBT activities such as the Workers Out! and other meetings, particularly between EI, PSI and ITUC.

The opportunities for collaboration on job-related discrimination work are vast. The ILO Global Report 2007 “Equality at work: Tackling the challenges” included the grounds of sexual orientation among the new emerging forms of discrimination at the workplace.

From 4-7 December in Geneva, **Switzerland**, 35 trade unions delegates attended the first ITUC-ILO international seminar on the theme: “Towards a trade union strategy for combating racial

discrimination and xenophobia.” Participants included GUF representatives from ICEM and EI, representatives from national unions, UN agencies such as ILO, UNESCO and Special Reporter on contemporary forms of racism, racial discrimination and xenophobia and related intolerance were among the contributors.

The ITUC programme drew up a plan of action, and trade union materials were tested during the seminar. The outcomes included a final statement and slogan “Diversity is our strength – let’s unite against racism!” The programme will be launched next year.

LGBT Triennial Survey

EI conducted a Triennial survey on the status of gay and lesbian teachers in the education sector in 2006-2007. The survey, which was completed by 44 member organizations from 33 countries, included specific questions on feedback to EI. From the surveys and conversations it is clear that some affiliates and regions have been more involved in solidarity and advocacy work around LGBT issues, and others have been less engaged in gay/lesbian rights struggles. But in general there is an increasing trend of interest in working on these issues. EI’s work on LGBT issues within unions and towards governments lies on individual affiliates, with the support of EI regional offices and secretariat.

EI Pre-Congress event: LGBT Caucus

Ninety delegates to the 5th World Congress from all regions met to discuss issues relating to LGBT educators and students. The keynote speaker was Kevin Jennings, Executive director of the Gay, Lesbian and Straight Education Network (GLSEN), a New York-based NGO with extensive experience on safe schools programs for LGBT students. Their campaigns, such as “no name calling week,” engage in educational activities aiming at ending name calling and reducing verbal bullying of all kinds.

EI affiliates took into consideration the recommendations of the Triennial LGBT Report 2004-2007, which were based on the “EI/PSI LGBT Forum Plan of Action” endorsed by the EI Executive Board in 2005. The Caucus included a session on strategic directions: the future EI working plan 2008-2011. Its program also included a session on Education and LGBT policy development and training. Additionally, participants visited local organizations working closely with EI’s German capital city affiliate, GEW-Berlin. GEW and its LGBT group coordinated this visit that closed with a meeting at the GEW headquarters in Berlin.

The caucus and its outcomes were highly appreciated by participants who acknowledged EI’s work tackling discrimination based on sexual orientation and sexual identity in the education sector.

Advocacy

Poland: EI sent a protest letter to Roman Giertych, Polish Minister of Education and Deputy Prime Minister, who targeted teachers with different political leanings and made homophobia a centrepiece of its policy. On March 17, more than 10,000 teachers took a stand against the government's education policy in Warsaw for ignoring teachers' organization. They demanded pay raises and demonstrated against measures that increase intolerance in schools. EI affiliates sent solidarity letters in support of the teachers’ demonstrations.

In April, EI Affiliate ZNP’s national seminar on rights in civil society held in Krakow discussed the future of women in the teaching profession, the situation facing national minorities and emigrants, and the current situation of gays and lesbians in Polish society.

France: The EI General Secretary participated in a colloquium “Against Homophobia and for diversity in education,” organized by the educational collective that brings together the FSU, UNSA Education, SGEN-CFDT and UNEF, among others.

Chile: The EI General Secretary sent a protest letter to Yasna Provoste, Ministry of Education in Chile. EI affiliate CPCh reported arbitrary measures taken against a religious teacher who was denied a church-issued teaching certificate by communal Bishop, given her sexual orientation. Labour law contains provisions that give power to Church authorities. EI and CPCh requested a revision of procedures that affect religious teachers.

As a follow up, the LGBT local group requested protection before the appeal Court in San Miguel with the support of CPCh and IE-AL. The Ministry of Education’s position on this matter is still unclear, setting a precedent in that it places the church above the state when it comes to matters of public education. Meanwhile, 135 students, parents and guardians associated with Pavez’s school signed a protest letter.

EI/PSI LGBT Forum

The Second EI/PSI LGBT Forum was held prior to the 100 PSI Congress in Vienna. More than 60 delegates from 23 countries and 37 union representatives attended the two day meeting, which focused on case studies and good practices. Participants exchanged experiences in four plenary sessions and eight workshops. Informal regional caucuses set up their work on regional priorities and joint strategies for inclusion in operational plans.

At the opening plenary, PSI General Secretary, Hans Engelberts made some remarks on quality public services and LGBT issues. Keynote speakers were: Svend Robinson, the first openly gay parliamentarian in Canada, and Angela Schwartz, from the Anti-discrimination Unit for Same Sex Lifestyles, of the City of Vienna.

The Forum’s recommendations included: review the structure and activities of the Steering Committee; strengthen and enhance activities relating to LGBT issues at the regional level, encourage partnership projects between and among affiliates, increase the visibility of transgender equality, continue and enhance interaction with the ILO and other international agencies and organizations;

The EI/PSI joint publication “Working together for Gay and Lesbian Workers” and the new website were launched by EI General Secretary, Fred van Leeuwen and PSI General Secretary, Hans Engelberts at the Equality Plenary during the PSI Congress.

EI delegation: B. Chase, NEA/USA and co-chair of the Forum; M. Rettig, CTF/Canada and EI Executive Board member, AOb/Netherlands, NASUWT/UK, GEW/Germany, SNES-FSU/France, AEU/Australia, LO/Denmark and Rebeca Sevilla, EI Coordinator.

Steering Committee made up of EI and PSI affiliates representatives worked through email and telephone conferences on the preparation of the program, joint publication and web site.

The third EI/PSI LGBT Forum will take place prior the next EI Congress in Africa in 2011.

For more information: <http://lgbt.ei-ie.org/>

3.2.2 General activities

Pan European Region

The Pan-European Equality Standing Committee, meeting in Krakow, adopted unanimously a motion of support with the Polish teachers' unions in their efforts to advocate for tolerance and non-discrimination in the education system. The motion was presented by ZNP/**Poland** and seconded by SEB/**Bulgaria**.

The conference, called "Sexual Diversity, European (Comm)Unity," reunited EU policy makers responsible for sexual orientation policies, LGBT organizations, LGBT trade unionists and academics to discuss policy making and implementation of legal decisions at both the European and national levels. EI Coordinator Rebeca Sevilla joined group discussions on: Work Environment and Education, being good opportunities to exchange and network.

For more information, see: www.sexualdiversity.eu/

Latin America

As part of EI and PSI agreement to work together, both regional offices organized the first sub-regional trade union meeting on "Sexual Diversity and Labour Rights." It was held in Guatemala City, **Guatemala**, from October 22-24. Participants were 25 union representatives from both regional organizations. They included the following EI affiliates: SEC/**Costa Rica**, MPU/**Panama**, CGTEN/ANDEN, FEPDES/**Nicaragua**, ANDES 21 DE JUNIO/**El Salvador**, STEG/**Guatemala**, COLPROSUMAH, COPEMH and PRICPHMA/**Honduras**. PSI participants were USTAC and STSG/**Guatemala**, ANPE, ANEP, ANEJUD/**Costa Rica**, FENASEP/**Panama**, FESITUN and FETSALUD/**Nicaragua**, SIMETRISSS/**El Salvador**.

The first Central American meeting had the following aims: to increase union awareness of these issues, propose an operational plan and set up a regional forum on Sexual Diversity and Gender for follow up on the agreed actions, including a declaration, a recommendation to organize similar meetings in the Southern Cone and Andean countries, prior a future regional meeting.

In **Costa Rica**, the "Inter-Union Forum on Diversity and Gender" brought together 21 local unions, including EI affiliate ANDE and PSI affiliates ANEP and ASDEICE. Its operational plan includes institutional activities related to LGBT workers and implementation in collaboration with local LGBT initiatives such as *Movimiento Diversidad*. The coalition building this initiative has played an important role in the sub-regional work since 2006.

A **Central American** event was held from 22-24 October dealing with LGBT rights. This event was also jointly organised by EI and PSI. The following affiliates took part for Education International: SEC/**Costa Rica**, MPU/**Panama**, CGTEN/ANDEN and FEPDES/**Nicaragua**, ANDES 21 DE JUNIO/**El Salvador**, COLPROSUMAH, COPEMH and PRICPHMA/**Honduras** and STEG/**Guatemala**. The objectives of the event were as follows:

1. To make the participants aware of gender and sexual diversity issues, so that they would recognise the importance of including these themes on the agendas of the trade union organisations.

2. To propose a general operative plan for actions to raise the consciousness of trade unions on these themes and to define policies, committees and protocols for dealing with reports of discrimination by reason of gender, sexual identity or sexual orientation presented by trade union members.
3. To set up a Regional Forum on Sexual Diversity and Gender linking up and carrying on from the actions currently being defined.

At the end of the event, the organisations concluded and recommended that:

1. This work had to be continued, with the suggestion that a workshop with the same characteristics should be set up in the Southern Cone and the Andean Area with a view to the subsequent organisation of an event of a Latin American nature.
2. A Central American committee be formed with the organisations participating in the event to carry on this work and promote the coordination of these activities in the other sub regions.
- 3) A declaration be issued by the event in order to give meaning and continuity to this management at regional level.

As a result, in STEG/**Guatemala** has adopted a trade union policy for defence of LGBT rights and its Executive Board has created a secretariat for promotion and defence of LGBT rights. Similarly, an alliance has been formed with the gay and lesbian organisation "OASIS". STEG has indicated that it is committed to continuing to develop its work in the field of sex education and prevention of HIV/AIDS.

ANDE from **Costa Rica**, after taking part in the Central American workshop, has set up an Inter-Union Sexual Diversity and Gender Committee. This Committee brings together 21 trade union organisations in the country, with a view to strengthening institutional policies to meet the needs of LGBT workers. The Committee has organised training workshops with the objective of trade unions obtaining tools to deal with cases of discrimination by reason of sexual orientation, knowing the legislation and familiarising themselves with work experiences in other social sectors.

Below is the declaration suggested by those participating in the sub regional event in Guatemala:

EDUCATION INTERNATIONAL AND PUBLIC SERVICES INTERNATIONAL

TRADE UNION MEMBER ORGANIZATIONS OF CENTRAL AMERICA REGARDING THE SERIOUS SITUATION OF DISCRIMINATION FACED BY LGBT WORKING COMMUNITY, DECLARE:

1. LGBT working population is a vulnerable social group because it is object of all kinds of discrimination.
2. Governments of the countries in the region have not implemented inclusion public policies, for LGBT workers, in their national legislation.
3. Trade union organizations have not defined a union policy in order to confront the problems faced by LGBT working community.
4. LGBT rights are, systematically and permanently, violated by the State and the private sector.

In attention to the above-mentioned:

Since trade union organizations are called to watch over the unconditional respect for Labour and Human Rights:

1- We demand that Central American governments respect and fulfil ILO Convention 111 and the Universal Declaration of Human Rights.

2- Likewise, we demand definition and implementation of a comprehensive respectful state policy for labour and human rights of LGBT people.

3- We exhort the trade union organizations to firmly commit to research and to follow up the violation of labour rights faced by LGBT individuals.

4- In addition, we encourage rights suitable defence, and also to include this subject into the trade union agenda in order to inform workers.

5- We call EI and PSI member organizations to define strategic courses of action, in order to promote sub-regional work, in favour of defence and protection of LGBT individuals' rights.

SIGNED IN GUATEMALA CITY

October 23, 2007.

Asia Pacific

The Seventh EI Regional Conference held its first LGBT caucus.

Africa

The planned round table discussion on the recommendations of a background paper entitled "Assessing the Knowledge, Perceptions and Attitudes toward lesbians and gay men" was postponed. The paper included a survey of 110 union members from 19 affiliates in 13 countries from West, East, Southern and Central Africa. The study was conducted in 2005 by the Pan African Teachers' Centre (PATC) commissioned by the EI Regional Office in Africa.

3.3 THE STRUGGLE FOR EQUALITY FOR INDIGENOUS PEOPLE

Pre-Congress Caucus on Indigenous Peoples

The Caucus on Indigenous Peoples attracted almost 100 participants from 30 countries. Darcel Russel, Federal Deputy General of the Australian Education Union (AEU), chaired the session. After a short discussion on the definition of Indigenous Peoples, the Caucus decided to meet in two groups: an indigenous group and a non-indigenous group sharing their experiences. In the second half of the session the groups met as a whole and worked on strategies together.

Several concerns and issues were raised, among them the limited time allocated to the Caucus. EI agreed to set up an e-mail network for anyone working on indigenous issues and raised the

importance of having a dedicated website. The Caucus also explored ways to improve Indigenous participation and follow up on specific areas of work between Congresses.

Indigenous issues: follow up on UN Draft Declaration on Indigenous Issues. Website news and articles were produced.

The Caucus called on participants to attend the World Indigenous Peoples Conference on Education (WIPCE) to be held in Melbourne, Australia from 7-11 December 2008. EI's affiliates presence will bring indigenous issues into mainstream bargaining. Australian unions are organising an event prior to the conference.

Advocacy

The United Nations General Assembly adopted the Declaration on the Rights of Indigenous Peoples after 20 years. The Declaration addresses both individual and collective rights including cultural rights and identity, rights to education, health, employment, language, and others. It also outlaws discrimination against Indigenous people and promotes their full and effective participation in all matters that concern them.

The text was prepared by an open-ended inter-sessional Working Group on the draft Declaration of the rights of indigenous peoples, established in 1995 by the Commission on Human Rights. EI was active at the working groups meeting those years. The Working group resumed its work in 2006, during the first year of the Second International Decade of the World's Indigenous People (2005-2015).

The different regional activities on this theme were:

Asia Pacific

World Congress passed a resolution brought forward by Australian delegates to protest moves by the Australian Government to use army and police forces to seize control of 64 remote Aboriginal communities. Delegates considered it a basic infringement of human rights that the Australian Government used the serious issue of child abuse to undermine Aboriginal Land Rights laws in the Northern Territory. They also condemned the fact that in the communities which have been recently taken over, more than 5,000 Aboriginal children have no access to secondary and/or primary and/or early childhood education. They urged the Australian Government to establish genuine partnerships with Aboriginal leaders at all levels, and to prioritise the training of Indigenous teachers and education workers.

Following up on the resolution, EI sent on October 10 a letter regarding Aboriginal people to Australian Prime Minister John Howard, requesting a meeting. EI's affiliate, AEU, also responded to the Prime Minister's proposal with its Report "Education is the Key: An education future for the Indigenous communities in the Northern Territory."

Latin America

The 6th Regional Conference, held in Buenos Aires, **Argentina** in March, adopted two declarations, including one on Indigenous Self-determination which stressed their rights and protection. The Cultural Diversity and the Intercultural Bilingual Education Declaration called on unions to integrate these dimensions in their educational program and pedagogical theories, but also building cultural and ethnic diversity into union work and structures.

North America/Caribbean

The 33rd biennial meeting of the Caribbean Union of Teachers (CUT), was held in Trinidad & Tobago in August 2007. Delegates there passed a resolution seeking to deal with programmers for the Indigenous Peoples of the Eastern Caribbean. The conference lauded the innovative tertiary education programme for Indigenous Peoples of the Eastern Caribbean territories and expressed its support for the initiative. The CUT was mandated to call on Caribbean Governments to support the initiative which will benefit Indigenous Peoples of the Caribbean and for the other campuses to implement such programmes.

EI General Secretary Fred van Leeuwen was one of the keynote speakers at the Annual General Meeting of the Yukon Teachers' Association (YTA). In May he established contact with the First Nations Leaders in Education and a symposium is planned for an EI International Seminar in 2009.

EI is working in coordination with ITUC and other Global Union Federations on the preparatory work related to the review process of the UN World Conference against Racism, Xenophobia and other forms of discrimination (WCAR), its Declaration and Plan of Action. The next WCAR is due to take place in 2009.

3.4 THE STRUGGLE FOR EQUALITY FOR DISABLED PEOPLE

A full Congress break out session was devoted to the rights to education of differently abled. It is EI policy that for reasons of equity and the right to quality education, education for the differently abled should not be left to the private sector alone. Where the private system is involved there should be a good coordination between private and public sectors.

The dichotomy should not be between integration and segregation but to adapt the class size, train the teachers (special teachers and others) and strong and proactive unions. Unions should take up the issues of lack of resources, inadequate infrastructure and learning environment in their negotiations and their actions.

Asia-Pacific

Members of KTU/**Korea** and the Coalition for Disabled People's Education Rights (CDPER) held a sit-in strike in the building of the National Human Rights Committee after the national parades for two weeks in March 2007 pushing for legislation supporting disabled people's education at the National Assembly. In South Korea nearly 50% of disabled adults have received no schooling beyond primary level. The advocacy resulted in the passage of a new law for the education of the disabled. The KTU and CDPER are now monitoring the appropriate resources and teachers according to the new law.

Aim 4 : Promoting democracy, sustainable development and solidarity

The promotion of democracy, sustainable development, fair trade, basic social services and health and safety, through solidarity and cooperation among member organisations, the international trade union movement and civil society. In 2007 EI continued its work to contribute to a more just and healthy world, in which equality, sustainability, knowledge and international solidarity help to improve the lives of working women and men, and their families. This work was undertaken through the Global Unions, the ILO, the international financial institutions, the EI Research Institute, the EFAIDS programme, the development cooperation programme, and other means.

4.1 SOLIDARITY THROUGH THE INTERNATIONAL LABOUR MOVEMENT

Global Unions

January 2007 was the occasion for an important new step towards united and effective trade union action in the globalised economy – and EI played a key role in it. On 9-10 January the new Council of Global Unions held its inaugural meeting in International Trade Union House in Brussels.

The new Council brings together the leaders of the International Trade Union Confederation (ITUC), ten Global Union Federations, including EI, and the Trade Union Advisory Committee at the OECD (TUAC).

As stated in the agreement establishing the Council, it is “an instrument for solidarity, mobilization, joint advocacy and campaigns.” EI’s General Secretary was elected as the first chair. Getting straight to work, the Global Union leaders identified strategies for improved cooperation with a focus on:

- union organizing and growth;
- countering the impact of private equity funds and financial speculation in the global economy;
- bolstering the trade union response to the challenge of China;
- solidarity and development cooperation; and
- mobilization around core issues, including the elimination of poverty.

The Coordinating Committee (EI, ITUC, BWI and UNI) appointed a coordinator, former ILO/ACTRAV Director Jim Baker.

In June, the General Secretaries met at the ILO in Geneva to follow up on the major priorities. They launched preparation of the Council’s first major conference (see below) and drafted a work Program and Budget for 2008. Carrying forward the inaugural meeting’s decisions, two priorities

were the issues of financial speculation and the UN Millennium Development Goals aimed at Education for All and Quality Public Services. Union warnings on the first issue turned out unfortunately to be accurate, as the US sub-prime mortgage crisis began to emerge and to spread around the world. The Council also helped to consolidate earlier global union cooperation on development cooperation, the campaign against HIV/AIDS, contract and precarious employment (which increasingly affects teachers and other education employees), the new approach to ILO Sectoral Activities, and union communication strategies.

In December, the Council convened a unique event in Washington DC. Some 200 national and international leaders met to strategize around the issues of union recognition and growth. Setting aside the usual formalities of an international meeting, the leaders confronted together the decline in union membership in many countries, the restructuring of economies, the globalization of manufacturing, trade and services, deregulation and the prevalence of the market over values of public service and social justice.

Worth noting politically, this was the first time since the 2006 split in the US labour movement that the two groups – the AFL-CIO (hosting the event) and Change to Win – had come together to address larger global issues. EI affiliates AFT (a strong member of the AFL-CIO) and NEA (non-affiliated, but numerically the biggest union in the United States) were present in force. Outcomes of two days of intense discussion included recognition that no national organization can win struggles alone in today's global economy, that ways must be found to strengthen the capacity of the global union movement, and that the global movement must in turn be identified more visibly with the issues confronting workers and their families in their local communities.

At the 2007 World Congress, the EI Constitution was amended, so as to replace a reference to “the Milan Agreement” by “participate in the Council of Global Unions.” Reference to the ICFTU was changed to the ITUC (Article 3 General Principles).

International Trade Union Confederation (ITUC)

EI participated in the General Council meetings of the ITUC in Brussels in June, and in Washington DC in December. ITUC President Sharan Burrow of Australia is a former EI Vice-President. A major debate on China took place at the December meeting. EI's General Secretary intervened to underline the particular problem of the role of the official Chinese trade unions in the public sector. Acting as government agencies, these unions, including the teachers' union, can hardly represent the interests of public employees. At the same time EI recognized the need for Global Unions to find ways to intervene in China's rapidly expanding private sector.

Together with PSI, EI continued to present the case for union support for the MDGs and quality public services as instrument for equity and social justice.

EI continued to contribute financially to the Global Unions office for the IFIs (World Bank and IMF) in Washington DC. Following a decision of the Executive Board, EI will contribute in future to the ITUC/Global Unions office in Hong Kong.

Public Services International (PSI)

EI attended the World Congress of the Public Services International (PSI) in Vienna in September. This Congress was marked by the retirement of long-serving General Secretary Hans Engelberts, who had been a steadfast friend and supporter of EI since its inception. Peter Waldorf from Denmark was elected as the new PSI General Secretary.

EI and PSI management teams continued to cooperate on a range of issues, including the operation of the joint regional offices, and action on GATS.

ILO Advisory Body for Education and Research

Sectoral activities at the ILO have long been considered by the Global Union Federations as an important means of taking the principles of ILO to the workplace. Education was previously considered to be one of 22 sectors at the ILO, and an important Action Programme to promote the status of teachers in the context of quality education for all, was undertaken in a number of countries over the period 2004-2007. A meeting of EI member organizations from participating countries was held with the ILO during the World Congress.

In concert with the ILO Director General, EI played a leading role, working with other GUFs, to give new impetus to the ILO sectoral programme, winning the support of both employers and governments in the ILO's tripartite Governing Body. The new approach, approved in March, entails the establishment of 8 advisory bodies, including a new Advisory Body for Education and Research. Education will no longer be considered as a single sector. The new Advisory Body will address issues affecting employees working in 5 sectors:

- Preschool and child care
- Compulsory years of schooling (primary and secondary)
- Vocational Education and Training
- Higher Education and Research
- Non-teaching personnel

While tight resources will limit ILO action in the short-term, it is intended to create a new dynamic influencing ILO work across the entire range of sectors in the field of education and research.

The Advisory Body for Education and Research held its first meeting in Geneva in October, to advise the Governing Body on activities for the 2008-2009 biennium. Significantly, the National Education Ministry of Brazil was represented at a senior level, underlining the point often made by EI that public authorities continue to be the main employers for teachers and other education workers. Brazil has made a commitment to continue such participation in future. Consultations are continuing with the governments of South Africa, Finland and Canada, aimed at ensuring future participation of these governments by Education Ministries. The International Employers Association attended and expressed support for this approach. Other governments were represented by the labour attachés at the permanent missions in Geneva.

The Advisory Body considered 5 options presented by the ILO Office for Activities in 2008-9. Given the central importance of issues such as careers, salaries and working conditions of teaching personnel, a consensus emerged that the preparation of a human resources toolkit and accompanying training programme would be the most globally useful for educational authorities, public and private, as well as teachers and the organizations representing them. In the development of this toolkit, the Office will pay close attention to the central issue of salaries. Other international organizations, notably UNESCO, will be consulted. A major input will be the reports by CEART – the Committee of Experts on the Application of the ILO/UNESCO Recommendations on the Status of Teachers. It was also agreed that the Office-prepared toolkit would be validated through consultations with national steering committees set up during the education action programme, and one or more workshops involving EI affiliates. These recommendations were subsequently approved by the ILO Governing Body at its November session.

EI considers that a clear breakthrough was achieved in 2007 in ILO Sectoral work in education and research. The groundwork has been laid for and work relevant to the concern of EI members in 2008-9 and beyond. But while the prospects are promising, much work will be required by EI and its affiliates to make effective use of the new opportunities that have been opened up.

Global Labour University

In 2007, a third one-year Masters course was completed at Kassel University and the Berlin School of Economics in **Germany**, and the first Masters course began at Witwatersrand University in **South Africa**. Masters programs will begin in 2008 at Campinas University in **Brazil**, and the Tata Institute for Social Studies in **India**. GLU is closely linked with the Global **Unions Research Network (GURN)** and is supported by the Bureau of Workers' Relations at the ILO.

VIth International Higher Education and Research Conference

EI held its sixth biannual international conference concentrating on higher education and research on the 12-14 November in Malaga, **Spain**. The conference dealt with current trends in higher education and research, and discussed working conditions for academic staff, funding of higher education, doctoral students and work that the OECD is currently undertaking regarding assessing learning outcomes of higher education and the Tertiary Review.

Furthermore the conference delegates devoted time to discussions about how to work with gender equality, both in higher education and research and within the unions themselves. The conference also highlighted the importance of universities and their staff working more intensively on the issue of climate change. The conference also gave consideration to the further uses of the UNESCO Recommendation on the Status of Higher Education Teaching Personnel.

The conference adopted a statement regarding the OECD initiative on assessing learning outcomes of higher education, also known as PISA for higher education. EI regards this development with great concern and strongly asks the OECD governments to carefully consider if standardizing testing of students, risking homogenised higher education in which teachers are encouraged to "teach to the test," is a path they want to take.

The full statement is available at: www.ei-ie.org/highereducation/en/policy.php

4.2 PROMOTING FAIRNESS IN A GLOBALISED ECONOMY

Trade union action at the OECD

EI continued to play an active role in the Trade Union Advisory Committee (TUAC) at the Organization for Economic Cooperation and Development. The OECD, based in Paris, **France**,

brings together the 30 industrialized nations. OECD has become a leading centre of comparative research, authoritative reports and policy development on the full range of issues dealt with by governments, including economic, employment and trade policy, as well as education, health, social affairs, development aid, and the environment. OECD also cooperates with some 70 “partner” countries in all regions. EI advocacy at the OECD is undertaken through cooperation with the Trade Union Advisory Committee (TUAC). The TUAC Working Group on Education, Training and Employment, chaired by EI, brings together both EI affiliates and national trade union centers from the OECD countries. The group met in April and November.

OECD projects

One of the key tasks of EI’s Research Unit is to participate actively in the development of international student achievement indicators by OECD, EU and IEA. A critical focus of the work in 2007 was the OECD’s activity on education. EI participated in numerous OECD meetings and events, meanwhile keeping member unions informed on the progress of important activities such as the Programme for International Student Assessment (PISA), the Teaching and Learning International Survey (TALIS), and the School Leadership Survey.

Both PISA and TALIS are of high significance for education unions in the OECD, but their importance is not limited to the OECD countries because they target key policy issues such as measurement of educational outcomes, and teachers’ pay and recognition. The OECD has put the concept of “effectiveness” of public education systems as its core objective and it has at its disposal the most powerful instruments – that is, the most advanced research methods and public relations strategies – to pursue their goals. Given the impact that OECD studies have in terms of influencing modern media, shaping the public debate and forming opinions, the EI Research Unit follows their development closely. EI aims not only to keep unions informed and involved, but also tries to mobilize unions’ responses and active engagement in the debate with the OECD.

PISA

The idea to create a publication on *How to Interpret PISA* came up during the collective consultancy between unions and the OECD on PISA, held in Paris in September 2006. In 2007, EI’s Research Unit developed a *Guide to PISA 2006*, which offered a general picture of PISA as a method for assessment. At the same time, it also warned EI’s affiliates about the political uses of PISA as an instrument to bring about a particular policy shift in education. It noted how politicians and the media have interpreted the latest PISA results in terms of their local education policy, and suggested how unions could respond in order to further our agenda in the public debate.

Furthermore, in preparation to the launch of the PISA 2006 Report, EI prepared a background paper with the aim of providing unions with the basic tools for reading and understanding the key results and outcomes of the report. A second consultancy on PISA 2006 between unions and the OECD was organized in November 2007. At the release of the Report, on the 4th of December 2007, EI prepared a pre-embargo message to unions, followed by a more consistent analysis of the full report.

PISA 2006 is about much more than ranking of countries; it again reveals interesting correlations between the performance of 15 year-old students in science as well as reading and mathematics, their socio-economic backgrounds, and the organization of schools. But PISA does not convey the total picture of education. It can help to stimulate debates on education. But any attempts to use the PISA results to support political agendas would be a misuse of the report and the data it contains.

TALIS

The Teaching and Learning International Survey (TALIS), conducted by the OECD, is aimed at analyzing teachers' work practices, reward and appraisal systems. A special Teacher Survey Monitoring Group (TSMG) was established among the members of EI, in the framework of TUAC. The TSMG became a recognized "Teachers' Voice" for this OECD project. In 2007 it closely followed the development of the final survey questionnaires after their field trial, engaging in substantial critical debates with OECD representatives. The full scale survey was conducted in the Southern hemisphere in late 2007, and will be under way in the Northern hemisphere in early 2008. The publication of report is expected in 2009.

School Leadership

EI has been following the OECD School Leadership Survey very closely with increasing engagement in debates. The OECD report, prepared in 2007, identified key issues and compared school leadership policy and practice in 22 OECD countries. The OECD has indicated that the final report will be released in 2009.

A questionnaire was sent to all EI affiliates in OECD countries in 2007, soliciting their views on various aspects of school leadership, particularly the recruitment of school principals from outside the education system. The survey results and other school leadership issues were discussed at an EI School Leadership Seminar held in Birmingham, **UK**, 15-16 May. The seminar, which was hosted by the National Association of Schoolmasters Union of Women Teachers (NASUWT) and attended by 30 participants, mainly from unions in OECD countries, recognised the critical role played by school principals and school leaders in promoting the provision of quality education. The meeting also noted the changing roles of school leaders and the new demands exerted by such developments as decentralisation and international assessments. The seminar stressed the need to have participative leadership in schools, to prepare teachers for leadership and to provide the necessary training, continuous professional development and support to school leaders.

OECD Education Policy Committee and Directorate

Relations with the Education Policy Directorate continued to be strengthened, both with the Director and with individual project officials. The Deputy Director participated in the meeting of EI member organizations from OECD countries in Vancouver, **Canada**, in January. As well, the official responsible for **TALIS** and **Education at a Glance** took part in a session at Congress. However, in November EI and TUAC met with the Bureau of the Education Policy Committee to request improved consultation with this political organ representing the OECD member states through their Education Ministries. The Bureau recognized the growing importance of the EI and TUAC contributions to OECD projects, reflecting the views of teachers and bringing a different perspective to that of government ministries. New modalities for EI/TUAC participation in the work of the Education Policy Committee will be established in 2008.

Economic and General issues at the OECD

EI also participated through TUAC in a number of significant actions related to economic and other broader issues at OECD and at the G8 summits.

The G8 Summit in Heiligendamm, Germany

The 2007 G8 Summit was hosted by Germany in the town of Heiligendamm. As in previous years, TUAC organized a Labour Leaders Summit with the host head of government, Chancellor Angela Merkel. The EI General Secretary attended in his capacity of Chair of the Council of Global Unions, and urged Ms Merkel to follow up on the commitments made by G8 leaders from the time of the Cologne Summit in 1999, notably commitments to Life-long Learning, and subsequently, to the MDGs adopted by the UN in 2000.

Prior to the meeting of labour leaders with Chancellor Merkel, the TUAC delegation met with G8 Labour Ministers in Dresden. Significantly, the Ministers committed to the respect of ILO core labour standards in bilateral trade agreements. At the urging of the German government, the conclusions of the G8 Summit included for the first time a commitment to the social dimension of globalization.

TUAC Plenary and OECD Ministerial Council

In May and November, EI participated in TUAC Plenary sessions in Paris. In conjunction with the May session, EI played an active role in consultations with the OECD Ministerial Council, underlining the impact of migration and mobility on schools in OECD countries, following on from the EI meeting of affiliates in OECD countries, held in Vancouver in January. The EI representative noted the declining contribution of major corporations to public services such as education, as these corporations used their global scope to avoid or minimize taxation. EI pointed out that philanthropy by such corporations could not substitute for responsible tax contributions for social purposes. Through the National Union of Teachers of the UK, EI also participated actively in the Annual OECD Forum held in conjunction with the Ministerial Council. The OECD *Observer*, highlighted the EI/NUT contribution in a special session on Education, Equity and Growth.

The May Ministerial Council decided to embark on a process of enlargement of OECD's membership. The Council decided to begin membership negotiations with five countries – Russia, Israel, Chile, Estonia, and Slovenia, and to pursue “enhanced enlargement” with 5 other countries – China, Brazil, India, Indonesia and South Africa. These decisions were taken in line with the OECD Secretary General's drive to make OECD “the hub of globalization,” but raise in certain cases, notably China, major issues about maintenance of the OECD's commitment to democracy and respect for human rights as a central condition for OECD membership.

The November TUAC Plenary session had an important exchange with the senior official designated by the G8 countries to follow up on the decision of the G8 to undertake a structured dialogue with major emerging economies – China, India, Brazil, South Africa and Mexico. This official will be located in the OECD Secretariat offices, underlining again the close links between the G8 and the OECD, and the concept of OECD as “the hub of globalization.” Another feature of the session was a presentation by former Danish Prime Minister and European parliamentary leader Poul Nyrup Rasmussen, on hedge funds and the sub-prime financial crisis.

Following this session, the issue of OECD enlargement and respect for human rights as well as core labour standards was pursued at a consultation with the Secretary General, Heads of Directorates and the Ambassadors of the 30 member countries. EI again took an active part in these discussions. A number of ambassadors expressed the strong support of their government for the TUAC position on respect for fundamental democratic rights.

Views were also exchanged with the OECD leadership and the Business and Industry Advisory Committee on the crisis developing from the US sub-prime mortgage scandal.

Korea and compliance on labour standards

EI has continued to participate in the process of monitoring the Republic of Korea's compliance with its commitment, made upon joining OECD ten years earlier, to respect international labour standards. This monitoring process is implemented through the OECD's Employment, Labour and Social Affairs Committee.

Networks and access to data

Work continued on the new TUAC website, to be launched in January 2008. With EI support, this website will enable EI member organizations to access the latest OECD studies on a wide range of educational topics. In many cases, union research departments will also be able to access raw data from member governments.

4.3 SOLIDARITY IN THE STRUGGLE AGAINST HIV AND AIDS

Teacher unions in an impressive 46 countries participated in the EFAIDS programme in 2007, more than half of them in Africa. This is fitting because, while the AIDS pandemic has circled the globe and affected people on every continent, no where is its impact more devastating than in sub-Saharan Africa.

Reports from the country meetings and visits indicate ongoing need for in-service training on the HIV/AIDS materials, and how to integrate them into the classroom work. In Botswana, for example, it was reported that some teachers did not take the teaching of HIV/AIDS seriously because it was not examined, as are other parts of the curriculum. Besides, there was no monitoring and evaluation of the teaching of HIV/AIDS.

Funding is an issue in many countries, where unions and ministries lack the required resources to make the training available as broadly as would be wished.

The issue of stigmatisation of HIV positive people continues to be extremely serious. Many teachers living with AIDS are not able to openly declare their status, and the unions have agreed upon the need to reach out to these teachers and help them organise to meet their needs.

Countries participating in the EFAIDS Programme in 2007

Africa

Botswana, Burkina-Faso, Benin, Burundi, Ethiopia, Gabon, Ghana, Guinea, Ivory Coast, Kenya, Lesotho, Liberia, Malawi, Mali, Namibia, Niger, Rwanda, South Africa, Senegal, Sierra Leone, Swaziland, Tanzania, Uganda, Zambia, Zimbabwe.

Asia

India, Nepal.

Caribbean

Antigua & Barbuda, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Nevis, St Lucia, St Vincent & the Grenadines, Suriname, Trinidad & Tobago.

Latin America

Argentina, Brazil, Dominican Republic, Guatemala, Honduras, Peru, Venezuela.

EFAIDS materials published in 2007

- *Inclusion is the Answer: Unions Involving and Supporting Educators Living With HIV*
- *Building a Gender-Friendly School Environment*
- *Training for Life A survey on HIV education for teachers at pre- and in-service levels*
- *Research Matters*
- *EFAIDS: The Guyana Case*
- *Decentralisation in Chile – A Case of Institutionalised Segregation*
- *Information leaflet on HIV and AIDS*
- *Information leaflet on EFAIDS Programme*
- *Assessment of the Awareness of HIV/AIDS in the Education Sector and the Needs of Teachers and Educational Workers*

Living with HIV/AIDS in Ghana

World AIDS Day: 1 December

This year, Education International decided on a new initiative to mark World AIDS Day. EI, in collaboration with EDC, designed an activity called 'One Hour on AIDS' to be used by teachers and learners in schools, as well as at union meetings, HIV prevention clubs, etc.

With 'One Hour on AIDS' as their guiding theme, teachers around the world, on the same day gave their students the same lesson on AIDS with the help of a simple kit provided by EI. (The day chosen was 30 November because 1 December fell on a Saturday in 2007.) The intention was not to

limit learning about HIV and AIDS to one hour a year, but rather to use this as a point of departure for activities throughout the year.

The kit provides succinct information for teachers to facilitate the activity. It describes the global AIDS pandemic according to how teachers and learners across the world are affected. The activity's objective is to sensitise learners and to encourage them to get involved in the campaign against the pandemic.

The activity challenged learners to respond to statements or stereotypes. For example: "HIV can be spread by shaking hands with someone who is HIV-positive or by sharing the same toilets, eating utensils, or chalk." The kit provides teachers with prompts to get the groups to think through the different aspects of these statements.

The classes then explored ways that people can respond to AIDS, across a spectrum from the personal to the political. For example, starting with oneself by taking universal precautions, and not stigmatising others who have the illness; making changes in the school by advocating for classes on HIV and AIDS and anti-discrimination policies; increasing awareness through performing a drama or holding a poster competition; getting involved in the community by volunteering at an AIDS service organisation, or donating food or clothing; taking global action by writing to politicians or newspapers or attending/organising a rally. Interested participants can pledge to take action on any of these and the teacher will record these pledges.

These ideas were presented on a special poster that teachers could hang in the classroom and refer to throughout the year. The poster, developed by EI and EDC, was sent to all EI affiliates. After the event, unions sent back summaries of the discussions that took place and the action pledges made which EI compiled, analysed, and included in a report.

GUF/World Bank consultations on AIDS

At the invitation of the World Bank, EI participated in a consultative meeting in Washington DC, USA, from the 10-11 December. The purpose of the meeting was to share best practices with Global Union Federations and to determine what is actually working in the area of HIV and AIDS. It became clear during the discussions the teachers and their organisations are central to prevention. The other GUF's were impressed by the work EI was doing in the field.

It was also evident that despite the awareness raising campaigns done at national level, the infection rate was rising in some countries. Education therefore should be seen as a social vaccine for HIV and AIDS prevention. There was an animated discussion as to whether or not education is fulfilling its role as a social vaccine. Compared with the use of antiretrovirals which result is concrete and evident, the measurement of the success of education needs to be researched. Notwithstanding, EI was encouraged to continue with the three following objectives:

- Prevention of new infections
- Mitigating the negative effects of HIV and AIDS
- Increasing the number of learners to attain EFA goals by 2015.

EI and the World Bank agreed to collaborate in the area of HIV and AIDS. Areas of operation were identified for joint action in the field.

4.3.1 Africa

Annual EFAIDS Coordinators' meeting

The annual workshop of national EFAIDS Coordinators was convened in Nairobi, **Kenya**, from 29 November–3 December, with participants coming from **Botswana, Lesotho, Swaziland, Zambia, South Africa, Zimbabwe, Ethiopia, Tanzania, Malawi, Ghana, Namibia, Kenya and Uganda**. The objectives of the program were as follows;

- Evaluate the progress made in the implementation of the 2007 EFAIDS programme
- Exchange experiences and good practices
- Train participants on the new EI materials developed
- Develop EFAIDS action plans for 2008

A strengths, weaknesses, opportunities, and threats analysis was made and pointed out that many unions are now developing policies on a variety of issues. At the same time they are engaged in research, training, advocacy and production of publicity materials. This has made the unions highly visible in the education sector.

Yet communication was seen as one of the weaknesses, while the weak capacity of some coordinators, lack of skills in financial management, late transfer of funds and poor linkage with other partners were some of the weaknesses.

Some of the challenges enumerated included the fact that Education Ministries are now involved in the EFAIDS Programme thus giving an opportunity for collaboration. Access to the media is now an opportunity, increasing visibility. Working in the five working areas of research, policy, training, advocacy and publications is making the unions more functional and responsive to the demands on education at country level. Consequently, unions are attracting members and retaining them in one way or the other.

Possible threats include sustainability, political will within the union, the IMF financial caps and competition with other programs within the union, lack of will power to go for voluntary counselling and testing from teachers.

Ghanaian unions complete important research

EI affiliates in Ghana, GNAT and TEWU, carried out important research on HIV/AIDS in the education sector. The report, entitled *An assessment of the awareness of HIV/AIDS in the education sector and the needs of teachers and education workers living with HIV/AIDS in Ghana* was presented to GNAT and TEWU representatives on 23 August at a meeting attended by officials from UNAIDS, WHO, EI and the Ghana Education Service. The findings were presented on behalf of the research team by Dr Anthony Yaw Baah, a researcher from the Ghana Trade Union Congress (TUC).

The participants discussed the very high degree of awareness of HIV/AIDS among teachers and education workers. This awareness was attributed to television, radio, newspapers and other people. More than half of the respondents had had direct contact with someone living with HIV/AIDS.

The report also shows that despite the high awareness, not many people are ready to know their status. The results showed that the majority thought that it was useful for every body to know their status (85%) but only a few (20%) had actually done the test to know their status. More than 70% of teachers and education workers had benefited from education on HIV/AIDS but only one in ten has attended voluntary counselling and testing probably because of lack of or poor access to facilities. Other findings included that only 16% of the teachers and education workers use condom during casual sex.

The report also explored the experiences and needs of teachers and education workers living with HIV/AIDS. Most of the infected people interviewed got to know their status when their spouse or children fell sick or when they were required to test for HIV as part of the process leading to treatment. As a consequence, many still transmit the disease unknowingly. Besides, most of them only received counseling after they got to know their status and are broken by the news. Many preferred then not to disclose their status to families or colleagues, in order to avoid discrimination and retain their jobs. The workers living with HIV/AIDS singled out financial support for food and drugs, love and care, professional counseling and education for their children as their essential needs. The research calls upon all the various partners and stakeholders in the education sector to step up for the well-being of the infected teacher and his family.

Whereas records show that the prevalence rate of HIV infection in Ghana is about 3%, among the lowest in Sub-Saharan Africa, caution was made that the consequences in the future may be disastrous as many people are not aware of their status and hence prevention strategies should be emphasized.

Quick study: Zimbabwe

At the 1st EI World Congress held in Harare, Zimbabwe, in 1995, teacher unions the world over agreed that HIV and AIDS were indeed union issues. Since that time, ZIMTA and other stakeholders have initiated and undertaken intervention programmes with impressive results, especially considering the political and economic obstacles they faced.

To date 1,805 teachers have been trained nationally. So far, the effects of the ZIMTA HIV and AIDS programme is visible and audible in the schools and the communities around the schools. Some schools have viable AIDS action clubs, which give learners a sense of responsibility to fight stigma and discrimination associated with HIV and AIDS. At some schools, members have come together in their various study circle groups to identify those learners affected by HIV. They give them material support, such as procurement of learning material and decent clothing, and advise them on medication and diet matters. ZIMTA's activities during the global Campaigns have helped to articulate some of the teachers' concerns to a wider audience that includes policy makers.

In the context of coalition building, ZIMTA shares information with other organisations such as the National Aids Council and the Food and Security Network (FOSENET). ZIMTA also participates in the shedding off stigma (SOS) campaigns. These are campaigns in which people living with HIV and other influential members of the community go out into the communities to advocate for a change in the attitude of people towards HIV positive people.

The political and economic challenges facing ZIMTA and the EFAIDS Programme are enormous. But amidst these challenges ZIMTA is able to implement its planned activities owing to the commitment of the leadership and the existence of well-developed structures and training models like the study circles.

Regional Programme on HIV and AIDS in Portuguese-Speaking Countries of Africa

A regional programme on HIV and AIDS for all Lusophone countries was organised in Tarrafal, **Cape Verde**, from 7-9 September. Participants came from **Angola, Guinea Bissau, Sao Tome, Mozambique** and **Cape Verde**.

The goal of the programme was to assess the extent to which HIV and AIDS is affecting teachers and the education system in these countries. It was also the intention to discern as to what extent the unions were involved in EFA, HIV and AIDS issues.

During the country presentations, it was apparent that Mozambique, Guinea Bissau and Angola were highly infected, though there was no data on the prevalence rate among teachers specifically. Yet, none of these countries has a comprehensive training programme on HIV and AIDS, nor have they been involved in EFA programmes at national level apart from their involvement in the national coalitions.

Participants complained about being sidelined by EI and reiterated that neither are they visited by EI to share their problems nor are cooperating partners interested in working with them.

In the presentations on the state of the unions, participants expressed their desire to improve unionism in their countries and suggested that EI develop trade union education programmes for them. None of these countries benefits from the EFAIDS programme, nor is there any South-South cooperation with them.

They agreed that language should not be used as an excuse, as they have English and French teachers who can work with EI. The workshop concluded by calling on EI to show more interest in them and to help them benefit from the EFAIDS programme.

Liberia and Sierra Leone: New to the EFAIDS programme

Because Liberia and Sierra Leone are new to the EFAIDS programme, an orientation workshop was held in Sierra Leone through SLTU from 18-20 December.

It's important they are now in the programme because they are both post-conflict countries in which education has been devastated and where there is the potential for very high HIV infection rates as a result of the high emigration and immigration during the wars. It is instructive to note that whereas these two countries are beneficiaries of the Global Fund, none of the organisations have benefited from it. In the meantime, teachers are infected and affected by the disease. Awareness and understanding of EFA and HIV/AIDS issues are low among teachers.

Teacher's organisations in these two countries were not consistently involved in the formation of the EFA national plan. Introducing the EFAIDS Programme was therefore an attempt by EI to contribute to the peace building effort and a mean of capacitating the unions to be more proactive in the EFA activities and the campaign against HIV and AIDS.

The objective of the workshop was to familiarise the top leadership with the rationale, objectives and content of the EFAIDS Programme in the hope that the programme will enjoy the political support of the union leadership. Secondly, to engage in dialogue on a sustainability plan so that a programme-based approach rather than project-based approach is undertaken. This implies that EFAIDS will be integrated into the mainstream activities of the unions.

In both countries, EFAIDS is enjoying the support of the Ministries of Education as well as that of the union leadership. The members of both unions consider EFAIDS as a welcome development because it is responding directly to the challenges facing them in their schools and communities. This year 2008, will see a full-fledged implementation of the EFAIDS programme in these two countries.

4.3.2 Asia-Pacific

India:

Under the EFAIDS programme, the All India Primary Teachers' Federation (AIPTF) conducted a number of surveys on para-teachers, absenteeism of teachers, attainment of EFA goals and the Right to Education Bill. Then a number of workshops, seminars and meetings were held on Education for All, HIV/AIDS and Right to Education Bill. Following the series of activities, a huge rally of more than 50,000 teachers was held in front of the Parliament to seek favourable Right to Education Bill.

The All India Secondary Teachers' Federation (AISTF) also surveyed its membership on their views on the Right to Education Bill and drafted a Bill for submission to the members of Parliament at the state and national level after a series of five workshops across the country. The draft Bill was distributed to all affiliates of the AISTF in order for them to distribute it to their membership.

The All India Federation of Teachers' Organisations (AIFTO) held activities on World Teachers' Day and conducted three seminars in order to propose AIFTO's recommendation on the Right to Education Bill. The AIFTO's recommendations were submitted to the President of India by the leaders of the AIFTO.

EI's four member organizations in India attended a workshop on "HIV/AIDS and Related Discrimination" organized by EI in New Delhi on 27-29 December. The workshop aimed to reinforce the links between the HIV/AIDS work and EFA. Participants offered feedback on actions undertaken earlier in the year and assessed the current situation of HIV/AIDS in India and its impact on education. They planned to develop further strategies and action plans seeking future cooperation from the various stakeholders in the fight against the deadly disease. The four member organizations decided to undertake concrete action in the selected districts where there is a particularly high prevalence of the epidemic.

Nepal:

A feasibility study carried out by EI in Nepal concluded that the spread of HIV/AIDS and the lack of access to quality, free, public education for all were serious issues that needed to be urgently addressed. In recognition of these challenges, two EI affiliates, the NNTA and NTA decided to join the EFAIDS Programme in 2007. The main activities included making temporary-teachers permanent; improving the working conditions and job security of non-teaching personnel; tackling violence in schools; and training teachers on HIV and AIDS education. The programme focused its efforts in the most affected areas in Nepal.

Indonesia:

A feasibility study undertaken in Indonesia recommended that the potential, experience and ability of EI's affiliate, the PGRI, will be well utilized to promote Education for All and combat HIV/AIDS. The study recommended launching of EFAIDS programme with PGRI, also with a view to enhancing the status of teachers and the organization.

4.3.3 Latin America

The countries taking part in the EFAIDS programme are: **Honduras, Brazil, Argentina, Bolivia, Peru, Venezuela, the Dominican Republic and Guatemala**. This group of countries has been carrying out the activities planned at a regional event organised with this objective in mind.

Significantly, Brazil, Argentina and the Dominican Republic have exceeded the proposed commitments and have continued to carry out more activities than planned, for which EI has provided financing. In this way, the financing promised by EI and sent to the said organisations has been exceeded in terms of costs at national level in Brazil, Argentina and the Dominican Republic.

Another important aspect of the development of this project has been the fact that countries such as Colombia and Costa Rica have asked to be able to participate as they have shown an interest in forming part of the group of organisations committed to the prevention of this pandemic.

Likewise, within the framework of South-South cooperation, an accompaniment and documentation visit has been planned for organisations to deal with the issue of HIV prevention. Even before this, the initiative had the benefit of the participation of a CTERA/**Argentina** representative to organise two-day workshops with colleagues from SUTEP/**Peru** and STEG/**Guatemala**.

4.3.4 North America/Caribbean

The EI North America/Caribbean regional conference was held in Ocho Rios, **Jamaica** from 22-23 January. The theme for the conference which was hosted by the JTA/ Jamaica was "Access to Quality Public Education for all." Reg Weaver, President of the NEA/ USA and Vice-President of EI, delivered the feature address on the opening day. In the plenary sessions that followed, education officials made presentations on Quality Education Case Studies, Private Pressure on Public Education and Threats to Quality Education. Presentations on the second day covered Teacher Education and Development and the Impact of Technology on Education.

Prior to the conference, there were three related activities held 19-21 January: a planning session for the 2008 Collective Bargaining and ICT Workshops, a forum for women teachers, and an EI Development Cooperation meeting.

A Shop Stewards workshop was also held on 16 April for members of the Babonneau Branch of the

SLTU/**St. Lucia**. Among the topics covered was the role of Shop Stewards, the constitution and structure of the SLTU, and the role and functions of EI and its regional office.

The North America-Caribbean regional office held in-service training for teachers in Anguilla, Dominica, Grenada, Guyana and St. Vincent and the Grenadines. With the continued support of CTF/**Canada**, the Caribbean will continue to benefit from these training.

The regional office has also worked closely with the CNEH of **Haiti** to mobilize support for the union. CNEH continues to benefit from funding provided by a consortium comprising CTF/**Canada**, EI, Läraförbundet/**Sweden** and SNES/**France**.

With financial support from the British-Irish unions, the regional office provided funding to the Nevis Teachers Union for an institutional strengthening programme initiated by the union while the SLTU/**St. Lucia** and BvL/**Suriname** received funding to implement leadership training for their members.

EI/CUT Relations

During the year, the EI Regional Coordinator attended and delivered progress reports on EI activities at two Executive meetings and at the 33rd biennial conference of the Caribbean Union of Teachers. The conference was held in Trinidad & Tobago from 5-7 August 2007.

EI also continued to provide direct financial support to the CUT to facilitate delivery of services to their members and to cover some operational costs.

Success story: Caribbean

Bond van Leraren/Suriname: A success story in partnership

Since July 2006, the BvL EFAIDS Committee has successfully trained 280 teachers and 600 students during a total of 17 training sessions based on the WHO/EI/EDC Exercise Book. The BvL are now working on the EFAIDS Programme together with a new EI union, the SOB.

The union gets a huge amount of support from the Education Ministry. That support manifests itself in a number of ways. First, it succeeded in convincing the Ministry to let six people work full time on the EFAIDS Programme on full pay. All training takes place during school time so that teachers are ensured of being paid for their time. The demand for EFAIDS training is becoming so great, that the committee members are struggling to serve all of the schools!

Almost all training materials, including condoms, come from the Ministry. On a number of occasions, they have succeeded in having the President or a representative of the Ministry of Education to come and support the training. They also have local sponsors. One private company donated a computer to the union to help them with the management of the programme.

In 2007, BvL decided to start addressing EFA issues, particularly the serious problems related to drop out in schools. They propose to start training a group of 40 teachers from the four poorest regions in the country to counsel potential drop-outs and to speak to their parents to encourage them to stay in school. Professional consultants will be recruited to help them with this training.

EI and other unions in the Caribbean continue to marvel at the tremendous amount the BvL has been able to achieve thus far with only a small amount of funding and a good measure of encouragement.

4.4 DEVELOPMENT COOPERATION

Development cooperation highlighted at Congress

At its 5th World Congress, EI organized an exhibition to illustrate EI's global engagement in Development Cooperation work with a regional perspective. It focused on capacity building, recruiting, gender equality, professional training, institutional support and human and trade union rights training.

The exhibition provided an overview of ways in which EI helps its affiliates to become autonomous, democratic and independent trade unions. To this end, cooperating organisations were invited to display their work in specific areas and to show the variety of possible approaches to reach EI's goals. The following unions participated in the exhibition: **BUPL/Denmark**, **CTF/Canada**, **CSQ/Canada**, **FETE-UGT/Spain**, **FECCOO/Spain** and **OAJ/Finland**.

Two breakout sessions on "Strengthening teacher unions, recruiting members, increasing participation" took place at Congress. The first, chaired by Julius Buski, former General Secretary of **CTF/Canada**, Tevita Koroi, President of FTA, **Fiji**; Francisco "Tito" Nenna, International Relations Secretary of CTERA, **Argentina**; Mariéme Sakho Danshoko, General Secretary of SYPROS, **Senegal** and José Campos Trujillo, General Secretary of FECCOO, **Spain**, presented the current situation on these issues within their organisations and had a discussion with the participants on common problems and possible solutions.

The second, chaired by Salimata Doumbia, member of the EI Executive Board and General Secretary on SNEPPCI, **Ivory Coast**. The panellists were Eva-Lis Preisz, EI Executive Board member and President of Lärarförbundet, **Sweden**; Tevita Koroi, President of FTA, **Fiji**, Israel Montano, General Secretary of ANDES, **El Salvador** and Mamadou SORO, General Secretary of SYNESCI, **Ivory Coast**. In this session the focus was on union recruiting processes, especially of new teachers and on the training for new union leaders in all levels of their structures.

Annual Development Cooperation Meeting

The annual EI Development Cooperation meeting was held from 12–13 December at EI Head Office in Brussels, **Belgium**. In all, 27 representatives from 18 different cooperating partners, the EI chief regional coordinators and staff from the EI headquarters participated in this two-day meeting to review the previous year and to seek common approaches to promoting and coordinating development cooperation with the aim of strengthening EI's member unions.

Before the meeting officially started, side meetings took place that had important implications for EI's global and regional development cooperation, assistance and solidarity work. On 11 December, **UEN/Norway**, **Lärarförbundet/Sweden**, the EI regional office Africa and EI Brussels had a

productive meeting regarding the future plans for the African region. It was agreed to improve the cooperation and communication, to develop new proposals and to provide more input from the regional coordinators.

The Inter-Institutional Committee of the Gender and Equality Project in Latin America (EI Latin America, UEN/Norway, Lärarförbundet/Sweden, FECCOO/Spain, FETE-UGT/Spain, NEA/USA, CTF/Canada and EI Brussels) also met and agreed on the continuation of this unique programme that involves 29 countries in Latin America and 37 unions. Finances and implementation of activities were revised and agreed upon, and a full programme of activities for 2008 was finalised.

One of the highlights of this year's meeting was the presentation by Margareta Axell of Lärarförbundet/Sweden and Andre Dumont of AoB/Netherlands on their life's experience in development cooperation work. Their presentation triggered a discussion among all participants on the concept of, and perspectives on, development cooperation.

In this context, participants decided to draft a new policy paper that lays down the main guidelines of EI policy in the field of development cooperation in order to adapt to rapid political, economical and social changes worldwide. Furthermore, group discussions took place on topics like gender equality, consortia as a model, as well as programmes and projects in zones of conflict, where outcomes will have a significant impact on the development of future strategies and concepts.

Presentations from various other units at EI on communications, publications and EI websites were very much appreciated by the participants as they demonstrated the intense linkage of all EI units and outlined how member organisations can benefit from the information and materials available at EI.

Two additional meetings took place on 14 December, on the new EI initiatives in Central Asia and the Middle East/North Africa (MENA) for those who were interested in being involved in a consortium for either or both of these initiatives.

New Development Cooperation Website and Database

EI is the first among all the global union federations to consolidate its development cooperation projects in a single online database. The Development Cooperation website was unveiled at the meeting held in December 2007. The new site contains information about EI's development cooperation policies as well as news and updates on the projects. The online database contains a multi-faceted search function which allows one to search for a project by region, country, theme, grouping, starting date, completion date, and/or projected deadline. There is also an overview of similar projects held elsewhere in the region and link to similar projects held elsewhere in the world.

It is an integrated component of the EI web portal, meaning that any useful information on other EI sub-sites relating to the country where the project is taking place is automatically transposed to the relevant project profile on the Development Cooperation website. Each project profile is also directly linked to the relevant country profile in the Barometer Online.

To help increase the visibility of the work that EI member organisations are doing in the field of development cooperation, whenever a news item is produced, a list of projects taking place in the country concerned will be automatically generated on the same page, linking to the project profiles on the Development Cooperation website. This not only helps to contextualise the content of the

news that EI produces, but also highlights the positive action that EI member organisations are taking to respond to difficult situations in many countries.

See: www.ei-ie.org/developmentcooperation

Development Cooperation Bulletin

The DC Bulletin is now available in electronic format. Once a year EI will release a special edition of the bulletin in hardcopy which will comprise an overview of the development cooperation activities carried out worldwide.

EI has also developed the **Development Cooperation RSS** feed for news relating to development cooperation so that the information is promptly available to readers via their computer desktop or mobile device.

Brochure on EI's Solidarity Programmes

A new brochure was produced at the end of 2007 outlining EI's Solidarity Programmes carried out in 90 countries worldwide. The programmes are divided into the following categories: Development Cooperation, Solidarity Assistance and Disaster Relief.

Global Union Federations

The annual meeting of the GUF/Nordic-Dutch Group was hosted by FNV. Discussions were about the LFA Handbook, the bilateral projects, and issues about the Solidarity Support Organisation coordinators in the field. In some cases, the SSO staff members have been interfering with the projects run by GUFs. Latin American projects were also discussed in light of the relations in the field between SSOs, GUFs and national organizations. Discussion arose on the role of NGOs with a trade union orientation because they are seen as trying to replace or to take over union-specific activities. Concern was expressed that they are increasingly undermining union activities in many countries.

4.4.1 Africa

Tri-annual meeting

The tri-annual meeting on Development Cooperation for the African Region took place 31 January in Cairo, **Egypt**, following the African Regional Conference. Cooperating unions from **France** (UNSA-Education, SNES), **Canada** (CSQ, CTF), **Finland** (OAJ), **Norway** (UEN), **Sweden** (Läraryrbundet), **Denmark** (DLF, BLUP) and **USA** (AFT, NEA), along with more than 50 African unions participated.

The meeting was organised to encourage all participants to fully express their opinions, so the cooperating unions formed one group, and the African unions were split into two groups: Anglophone and Francophone.

Although there were no recommendations, there was a request from the African unions to increase the development cooperation activities and to take into account the particular political and social environments where the national unions have to implement their work.

During two days previous to the meeting, EI staff met with unions from **Algeria** (SATEF), **Palestine** (GUPT), **Liberia** (NTAL-LINEWU), **Niger** (SYNATREB and SYNTEN), **Ethiopia** (ETA), **Uganda** (UNATU), **Sierra Leone** (SLTU) and **Cape Verde** (FECAP).

Solidarity and Information Mission to Democratic Republic of Congo

This mission was necessitated by the armed conflict that the DRC has witnessed for nearly a decade, with catastrophic consequences on the social fabric and the public educational system. EI General Secretary Fred van Leeuwen, Chief Regional Coordinator Assibi Napoe and Regional Coordinator Samuel Ngoua Ngou were in Kinshasa, **DRC**, from 17–19 October, on a solidarity and information mission to EI affiliate organisations, namely SYECO, FENECO and CSC/Enseignement.

The professional, living and moral conditions of teachers have worsened considerably to the extent of losing entirely their recognition by the society and the authorities. However, the government does not seem to be seriously addressing the difficulties into which such a situation has plunged Congo's educational system, even though pupils are the primary victims. Only about 2 % of the GDP is channelled into the educational sector by the government. At times, students even have to sit on the floor, such is the terrible lack of basic teaching and learning materials, all of which goes to show that DRC cannot attain the EFA objectives by 2015.

Concerning child labour, the labour age limit is not complied with, notably by the mining companies which use many children in their quarries. The poverty of the parents is an aggravating factor of this practice in the DRC. For their part, unions, especially SYECO, are striving to abolish these unbearable burdens.

Regarding union freedoms, the EI affiliates denounced the establishment by government of unions in their pay, as a way of threatening the idea of union representation in education where 16 organisations exist (from pre-school up to higher education level), and finally destroying the really genuine ones. In this connection, even though the DRC has ratified most of the relevant international instruments, and notwithstanding articles 37 and 38 of the Constitution, the State is unwilling to implement their provisions, and rather interferes flagrantly in the internal affairs of unions.

From 27 July - 8 August, the government held negotiations with the unions, notably SYECO, concerning most of the above mentioned items, but there was no formal agreement. Both parties signed a statement of conclusions (record of proceedings) by which the government agreed on a salary increase for teachers in the hinterland in order to bring them in line with those of Kinshasa, beginning from October.

Project on Early Childhood Education in Ghana

This project on early childhood education went into its third stage in 2007. The cooperating partners include the Ghana National Association of Teachers (GNAT), the Danish National Federation of Early Childhood Teachers and Youth Educators (BUPL) and the Danish Federation of Trade Unions/Danish Confederation of Salaried Employees and Civil Servants Council (LO/FTF). Members of the advisory committee met in Accra, Ghana, 21–23 February. The following points were on the agenda:

1. Conditions of service of teachers;
2. Standards of certification of early childhood education centres;
3. Educational development; and
4. Possibility of extending the project to two or three other West Africa countries.

The annual report shows that progress was made in the early childhood education sector in Ghana. Indicators of the success of this project include:

- The Early Childhood Education Project is recognised as a component of GNAT's main activities;
- More than half of the districts in four regions have early childhood education centres and all teachers have received training on mobilisation. Almost 500 teachers from the private sector are now paying dues to GNAT;
- A draft document of conditions of service is already written. Now it has to be recognised and accepted progressively by private school owners and teachers as well;
- Representatives of teachers of early childhood education centres participate in discussions with parent-teacher associations, concerning their rights and responsibilities.

GNAT is satisfied that the union has gradually succeeded in rooting itself in the ECE sector, where it was not represented before. Therefore, GNAT agreed to give important financial support to the project so that it can continue and be extended to all regions of the country.

Regarding possible extension of the project in other countries of West Africa, the Ghanaian Trade Union Confederation has already presented projects in favour of the Trade Union Confederations of Niger, Nigeria and Benin.

Professional development for child-centred curriculum in Mozambique

At the invitation of CTF/Canada, the EI regional office participated in the mission to ONP, **Mozambique**, to plan a professional development program for 2007 to 2008 in two northern provinces (Cabo Delgado and Niassa) where access to in-service training for teachers is limited.

The Ministry of Education and Culture of Mozambique was implementing a new curriculum which encourages a learner-centred rather than teacher-centred approach to primary education. Since 2004, there has been a major curriculum reform with the introduction of the use of national languages in addition to Portuguese. (Mozambique has 23 national languages, but only 16 are used for teaching purposes.) New subjects such as arts, English, moral and civic education, and music have been introduced into the curriculum.

Many untrained teachers are still recruited to teach. In-service training focuses only on pedagogy and not the content of subject matter. In this program, training of trainers is done at national,

provincial and district levels. Local staffs are also trained for monitoring but supervision is still weak partly because of lack of transportation, text books, financial resources, workload etc. There is also low morale and motivation of teachers.

The ONP, in partnership with CTF, is using this as an opportunity to provide service of use to teachers and the country by developing and supporting in-service programmes consistent with the new curriculum. This will raise the profile of ONP as an important actor in the education system in Mozambique.

John Thompson Fellowship Programme in Lesotho

Co-operating partners from LAT/**Lesotho**, SNAT/**Swaziland**, Lärarförbundet/**Sweden**, CTF/**Canada**, and EI came together in Maseru, **Lesotho**, from 8–9 January to help train teachers in responding to the daily challenges they face as union leaders. In all, there were 28 participants from LAT and SNAT.

Each day began with reflections on the learning of the day before, and daily newsletters were useful in monitoring the effectiveness and suitability of the presentations and topics. At the end of the program the fellows developed objectives and activities for their respective unions that would be pursued as a follow-up to the programme. Two recommendations were agreed upon:

- That the associations work to establish better communications technology in their national offices, including the development of a website and pod casting that is downloadable to cell phones.
- That the unions include as part of all training an ICT component that includes technology use for development of recruitment materials, and communication and writing skills, and that such a component be flexible enough to use the technology available at each training site.

Lessons learned from 20 years of cooperation in Malawi

Members of the Teachers' Union of Malawi (TUM) say they have benefited a lot from the cooperation with Lärarförbundet/**Sweden** over the past 20 years. Apart from programs on recruitment and leadership training, the Malawian teachers also received a minibus and other equipment from their Swedish partners.

The main objective of the cooperation was to help TUM grow into a democratic, independent, strong and sustainable union. The four elements of the cooperation in leadership training were study circles, school representatives' training, district leaders' training, and zonal leaders' training. Based on the analysis it was established that the cooperation was most effective during the period of the study circles and the school representatives' training because that was when members were most active, and the union was most highly visible among the members.

It was however noted that these study circles and school representative trainings collapsed when they should have been ongoing. As a result, many skills were lost. Between 8,000 and 10,000 teachers had been trained without adequate provision for maintaining them in active service for the union. Possible reasons could include the following:

- That TUM could have been involved in too many projects, which eventually failed because of lack of adequate human capacity.

- There was a time the projects were attributed to individuals with each project with its own coordinator. When the coordinators left, the projects would fail because the remaining persons did not know how to keep them going.
- TUM relied so much on funds from abroad and avoided proposing an unpopular increase in membership subscriptions.
- The planning of the projects was done with only a few people and a good number of the political leadership was not “in the know” about the project plans.

TUM has benefited from the cooperation but it was clarified that the long term assistance had come to an end. However, the doors were still open for future cooperation. There was no definite programme for cooperation in 2008.

NUT/Läraryörbundet /EI Leadership Training

In recognition of the new global architecture, and cognisant of the effects of globalisation, the executive of the **Nigeria** Union of Teachers (NUT) decided to embark on an organisational renewal. This meant that NUT would modernise its operations and equip its leaders and staff with new ideas and tools to do their work. This certainly was to be rooted in the education and training that the leaders, staff and members possess.

Responding to this decision, the NUT secretariat invited Läraryörbundet and EI to participate in the programme as resource persons from 20-26 October. The objective of the programme was to develop an appropriate manual for leadership training at all levels in the union. The role of EI was considered crucial as it would bring to bear on the programme best practices from other countries as well as contribute to improving the content and methodologies.

Participants were drawn from the state wings of NUT. The five-day program eventually led to improving the draft manual as well as providing training techniques on various topics.

EI consortium with NTAL Liberia

Development partners came together in a consortium under the aegis of EI to assist the National Teachers Association of **Liberia** (NTAL) in its bid to revamp the organisation after a protracted rebel war. With low salary levels of teachers, and a fractured membership, NTAL leadership needs to reorganise the branches and the national secretariat so that it can be empowered to better serve the members and students in the post-conflict period.

The consortium consists of DLF/**Denmark**, CTF/**Canada**, UEN/**Norway**, Läraryörbundet/**Sweden** and NEA/**USA**. The initial contribution was used to fund the reorganisation of branches and the holding of elections so that they can deal with a legitimate leadership of the organisation. This eventually culminated into a convention in May where an executive was elected for a two-year period, a new constitution approved and a development agenda approved.

4.4.2 Asia and Pacific

Tsunami Rehabilitation Programme

On 30 June 2007, with the delivery of the last chair to a new elementary school in Aceh, **Indonesia**, EI fulfilled the promise it made two and a half years ago to the Acehnese people that it would rebuild 28 schools.

Back in January 2005, EI set up a Tsunami Rehabilitation Programme in partnership with NOVIB (Oxfam **Netherlands**) to restore education back in the areas affected by the Indian Ocean tsunami in December 2004. Entitled "Rebuilding Aceh through Education For All," the programme aimed to rebuild 28 elementary schools that were completely destroyed. Apart from the reconstruction of schools, it also aimed to:

- Supply the necessary furniture and other equipment for the reconstructed schools;
- Identify, select and provide teacher training, especially in the new curricula;
- Implement short-term courses to overcome the shortage of teachers in specific subjects;
- Provide scholarships to about 4,000 pupils over a period of two years; and
- Provide trauma counselling and specialised training for returning teachers to help themselves and their pupils.

The first school was completed as early as in April 2006. By June 2007 all 28 of the schools were completely rebuilt and refurnished. This remarkable achievement won the praise of aid organisations working in the region, which praised the diligence and hard work of EI coordinator Jerome Fernandez and chief regional coordinator Aloysius Mathews, as well as local construction workers and material suppliers.

It is the policy of the programme to engage local participation in the reconstruction process as much as possible to retain the identity of the local communities and sense of ownership. Classes have already begun in all newly-built schools. A total of 1,474 pupils are now able to receive education again and 208 teachers are able to take up their careers once again.

In-service Teacher Training

No society can provide quality education without highly trained teachers. To ensure that teachers are well-prepared when they return to their classrooms after an enforced absence of more than two years, the EI-NOVIB programme includes an in-service teacher training programme to help them get back on track. The programme trained 1,000 teachers in the current national curricula.

Trauma Counselling

Many of the children who survived the tsunami of 2004 lost one or both parents. Many of the teachers lost a spouse, one or more of their children. To help both teachers and children continue with their lives, the programme has put in place a trauma counselling course to enable teachers, as

trained trauma counsellors, to better help their colleagues and pupils. A total of 338 teachers have taken the course.

Scholarships for children in need

Thanks to the many generous donations from around the world, the EI-NOVIB programme is able to provide scholarships to 4,000 pupils over two years. So far 3,481 children (1,643 of whom are girls) are now receiving scholarships.

EI would like to extend its gratitude to thousands of teachers, education workers, students and children who responded to the plight of the Acehese victims of the tsunami. Without their generosity, all of this would not have been possible. The success of the programme is proof that solidarity within the global teaching community is not only strong — it works!

ABN-AMRO schools

Encouraged by EI's programme in Aceh, the international bank ABN-AMRO, with its home base in the **Netherlands**, decided at the beginning of 2007 to fund the reconstruction of two more schools under the Oxfam Novib project. The two schools will be completed by March 2008.

Extension of the project

A thorough evaluation of the project was carried out from 26 January-15 February 2007. The positive outcome of the evaluation led NOVIB to decide to make another 1 million EUR available for the continuation of the programme up to December 2008.

The new proposal is based on the findings and recommendations of the evaluation mission which reviewed the progress of the project, the impact and efficiency, the project design and steering mechanism. The overall objective is to guarantee the sustainability of the project through a responsible exit strategy. The programme consists of seven components:

1. Teacher Training
2. Strengthening the School Committees
3. Strengthening the Teacher Union, PGRI, in Aceh
4. Education and Health
5. Scholarship
6. Equipment
7. Construction of five additional schools

As part of the post-tsunami reconstruction and rehabilitation work, a leadership course for principals was held in late 2007 in Aceh, Indonesia.

Jointly organised by AEU/**Australia** and the EI's Tsunami Project Office in Aceh, the professional development course ran from 30 October-1 November, and it targeted the principals of the 28 schools rebuilt by EI and NOVIB.

A key focus of the course was how to include more effective teaching and learning strategies. This requires principals to challenge teachers, while at the same time providing them with the necessary support and resources. This initiative represents an important step towards the creation of a strong and sustainable basis for the education sector in the Indonesian province of Aceh.

Sri Lanka School Reconstruction

Under the EI-NOVIB Post-Tsunami Rehabilitation Programme, eight schools were completed in Sri Lanka by the end of 2007. In total, these schools will provide education to nearly 6,500 students and enable over 250 teachers to resume their profession in the Sinhalese, Tamil and Muslim areas of the country.

Due to the local initiatives by the Joint Committee of Teachers' Unions, the project had strong local ownership and commitment. The unions represent teachers throughout the country from different religions and ethnic groups. The project therefore reached all communities equally. The quality of the school buildings is very high, according to an evaluation undertaken in 2007. The communities are all very enthusiastic and proud of the schools. They reported that the schools are better than they had been before and better than they ever expected.

The programme included some additional work in furnishing the schools, this done with the support of Solidarité Laïque, a French NGO that works with unions and on social issues all over the world.

EI Tsunami Student Tour

Twelve international students from the UK, Japan, Australia and the Netherlands were invited by Education International to visit Aceh, Indonesia, from 19-24 February 2007. The students, aged 17 to 24, were nominated by EI member organizations (AEU/**Australia**; AOb/**Netherlands**; NASUWT & NUT/**UK**; JTU/**Japan**). They had all been active in raising contributions to the EI Tsunami Solidarity Fund, which supported the EI/Oxfam International-Novib Tsunami Reconstruction Programme in Aceh. The students were accompanied by their teachers and by Christine Blower, Deputy General Secretary, NUT/**UK**.

The idea behind organizing such a tour was to provide the international students with an opportunity to see firsthand what their funds had been used for, and to witness personally the progress made in the reconstruction of schools and the impact these schools have had, not only on the students but on Acehnese communities. By doing this, EI hoped to build understanding and positive relations between the international and Acehnese students through further exchanges of information and experience.

The tour comprised visits to the EI reconstructed schools, to the barracks where tsunami victims are still living, cultural visits, a meeting with the Rehabilitation and Reconstruction Agency, BRR, and visits to tsunami-affected areas and housing reconstruction sites.

The tour exceeded the expectations of all participants and was seen by many as a life-changing experience. It not only raised awareness among the participants of the whole situation in Aceh, which is still marked by devastation and poverty, but it also showed the hope the newly-built schools provide for students and the communities.

“I wish that I could have another chance to see all those children’s faces which were so full of enthusiasm and hope again!” said Emily Jones from the UK, when thinking back to the kids she met in the EI reconstructed schools. “I have heard the stories that the children, teachers and pupils my age have to tell me about the tsunami and their experiences. I am amazed by the sheer optimism of the children and the dedication that the students have for learning. It makes me realise how well off I am and how I should be so grateful for my family, friends and education.”

Phuoc Huynh from Australia summarised her experience by saying: “This trip has been a great eye opener for me and it had made me appreciate more things.”

“In most cases it is not the job of trade unions to rebuild schools. But this was an exceptional situation and extraordinary challenges need extraordinary work – this has been done here by EI!” concluded NUT Deputy General Secretary Christine Blower.

In the view of EI this student tour was a great success. It provided an opportunity for young people to witness the beneficial impact of well-planned, well-organised assistance based on collaboration and cooperation between people, even in the most difficult of circumstances. The tour has also opened the door for further cooperation among the schools, students and teachers!

Tsunami Video

In cooperation with NEA/USA and CSQ/Canada, a video on the Tsunami Student Tour and EI’s Tsunami Reconstruction Programme in Aceh was produced. It can be found at: <http://www.ei-ie.org/solidarityfund/en/>

Humanitarian Assistance

Tsunami hit Solomon Islands

On 2 April 2007 a tsunami struck the Solomon Islands following a strong undersea earthquake in the South Pacific. It caused extensive loss of life and injury as well as significant devastation to property and community resources.

The death toll was in excess of 50 people, with an estimated 9,000 people displaced.

The effects the tsunami had on the education system was quite significant. Many schools were damaged or totally destroyed, and thousands of teachers lost their homes and belongings.

In cooperation with EI’s Pacific Coordinator, Govind Singh, the Solomon Island National Teachers Association (SINTA) assessed the impact of the tsunami on its affiliates and provided a project proposal on how to assist teachers most severely affected. On basis of this project proposal, EI allocated resources from the Solidarity Fund to assist 185 teachers in need.

Floods in India

Incessant rain for about 20 days in July 2007 caused the worst flooding in South Asia in decades, and affected about 25 million people. The Indian state of Bihar was hit hardest by the inundation. EI received a request for assistance from our affiliate, AIPTF, which stated that 2,500 primary teachers and their families have been severely affected by the floods. EI provided financial assistance from

its Solidarity Fund to AIPTF to be allocated to these teachers who were hit hardest by the floods in order to help restore their livelihoods.

Floods in Bangladesh

Tens of thousands of people including teachers and children were badly affected by Cyclone Sidor which devastated many areas in Bangladesh on 15 November 2007. EI provided ad-hoc financial assistance to teacher unions affiliated to the Bangladesh Teachers' Federation (BTF) after receiving an urgent request for support.

Regional development cooperation meeting

The Asia Pacific region had its tri-annual development cooperation meeting 9-10 May. Four cooperating unions attended the meeting and all members of the regional committee. Special attention was paid to Central Asia: policies, capacity building and union strengthening programmes, etc. As well, focus was on certain countries, in particular **Bangladesh, Pakistan, East Timor and Afghanistan**.

Other special programmes like the Trade Union Rights Network (TURN) and the Women's Networks, both in South and Southeast Asia, were revised. Participants also heard an update on progress in school reconstruction through the "Rebuilding Aceh through the Education for All Programme," as well as the **Sri Lanka** school reconstruction work.

Solidarity with colleagues in Central Asia

EI conducted two workshops in **Kyrgyzstan** in cooperation with the Lärarförbundet/Sweden on "The Role of Teachers' Unions in the Market Economy and Trade Union Leadership" from 8-10 October in Batken oblast and 13-15 October in Jalalabad oblast. The workshops discussed the current education situation and the challenges faced by the teachers, children and schools and possible solutions. They also explored concepts and principles of union leadership and administration, programmes and activities of EI, and the essential components and strategies of the campaign for Education for All.

Consortium on Central Asia: EI presented the Central Asia initiative to cooperating partners 14 December. Representatives of member unions, including AEU/**Australia**, NEA and AFT/**US**, NUT/**UK**, Lärarförbundet/**Sweden**, UEN/**Norway**, CTF/**Canada**, met with EI staff to discuss the idea of bring together a consortium to work on Central Asia. This consortium, to be coordinated by the Asia-Pacific Regional Office in close cooperation with EI Brussels, will develop and implement the programmes and activities for the region.

The second big conclusion was to hold a first meeting in the region with the involvement of the following national unions: **Kazakhstan** National Trade Union of Teachers and Sciences Workers, KNTUTSW; Trade Union of Education and Science Workers of **Kyrgyzstan**, TUESWK; the Republican Trade Union Committee of Education and Scientific Workers, RC-STES; National Trade Union of Education and Scientific Workers of **Uzbekistan**, NTUESWU, along with members of the EI Central Asia Consortium and EI Staff to assess the needs of the unions, develop activity plans and set up a time line for the implementation of these plans.

This meeting will take place in Bishkek, Kyrgyzstan, in mid-spring 2008. The EI Consortium will have common planning, monitoring and evaluation of the programmes.

Development of a plan and program for the MENA Region and the Central Asia countries

EI presented a comprehensive and extensive labour education programme for education unions in the Maghreb, Middle East, Gulf States and Central Asia countries, after the mandate given by the EI Fifth World Congress in July 2007.

In effect, within the Programme and Budget for 2008-11, EI has been mandated by Congress to develop programmes and activities to support the strengthening of teacher organisations in the region, to cooperate with them in order to reinforce the effectiveness of its representation, to develop programmes that will reinforce democracy, autonomy and independence within these organisations.

The period for the initial program will be four years (2008-11) and EI will allocate human and financial resources to provide the necessary infrastructure and staffing support for the project. Additional funding will be sought from cooperating organisations.

Social dialogue

In September, the Asia Pacific regional office organized a national workshop and social dialogue in Zamboanga City, **Philippines**. The topics were “Peace and Reconciliation” and “Attaining Education For All by 2015.” Attendees included representatives of the Department of Education, the Human Rights Commission, human rights NGOs and top leaders of the Filipino EI affiliates, most of whom were coming from the conflict areas.

The participants discussed the impacts of the on-going conflict in Southern Philippines and other affected areas on the education of children and effectiveness of teachers. They developed strategies and recommendations on ways education and teachers can play a part in the national peace and reconciliation process. They promoted social dialogue and cooperation among the government, autonomy fighters, human rights groups, teachers and other civil society organizations to ensure that all displaced students and teachers can be reintegrated to schools that are safe and secure.

Similar activities scheduled in **East Timor** and **Thailand** had to be postponed until a suitable political and social environment would permit them to take place.

4.4.3 Europe

The Balkans Project

From 27-30 September, 11 education unions from countries in the former Yugoslavia gathered in Montenegro to start a programme of union-building and strengthening. The unions involved in this programme are: TUPEWBH, TUESCRS and ITUSS, **Bosnia and Herzegovina**; ETUC and TUWPSEC, **Croatia**; ITUESCSM, **Montenegro**; SONK, **Macedonia**; NTTU and TUS, **Serbia**;

ESTUS, **Slovenia**; and finally SBASHK and SOK/**Kosovo**. AOb/**Netherlands** is EI's partner in the implementation of the project.

In a three-day seminar, representatives from the Balkan region discussed the effectiveness of their current union organisations, especially regarding representation of members and financial structures. Almost all unions, with the exception of ESTUS, Slovenia, are having problems either in the way that teachers are represented, the distribution of membership fees or, more importantly, reconciliation between the different ethnic groups they represent.

Although there were very good proposals to be implemented at the national level, this three-year programme is still facing huge problems due to the instability in the region, especially with regard to the status of Kosovo.

4.4.4 Latin America

The regional Development Cooperation meeting

The regional Development Cooperation meeting for Latin America took place 7-8 March in Buenos Aires, **Argentina**. In attendance were: EI Vice-President Juçara Dutra Vieira, EI Deputy General Secretary Jan Eastman, members of the regional committee, EI regional and head office staff, and representatives of cooperating partners including FECCOO/**Spain**, FETE/**Spain**, UEN/**Norway**, Lärarförbundet/**Sweden**, BCTF/**Canada** and Codesarrollo/**Canada**, along with EI affiliates: CNTE/**Brazil**, CTERA/**Argentina**, CPC/**Chile**, OTEP/**Paraguay**, SUTEP/**Peru**, FECODE/**Colombia**, FETRAENSEÑAZA/**Venezuela**, STEG/**Guatemala**, ANDES/**El Salvador**, ANDEN/**Nicaragua**, ADP/**Dominican Republic** and UNE/**Ecuador**.

Before the meetings started, Eastman launched the Gender Equality Project for Latin America. The project involves 32 unions from all over Latin America, along with six other cooperating partners from outside the region.

The participants conducted an exhaustive review of the management of development cooperation at world and regional level. All agreed that the defence of quality public education calls for strong education trade unions, and therefore efforts had to be made strengthen the organizations and define the sort of cooperation relationships that were required to promote this new context.

The results of a study on the impact of cooperation in Latin America by UEN/**Norway** were presented, debated, and analysed. At the end of the meeting a declaration and a recommendation were presented as follows:

“Having analysed the situation and the new context of international cooperation, especially that involving players present at this meeting, its impact in Latin America and its future prospects, we recommend:

- Making the necessary efforts to encourage cooperation processes allowing long-term projects with a strategic content and a political perspective to be promoted.

- Ensuring that the said processes are oriented towards strengthening organisations, their structure and their organisation, as well as strengthening and coordinating regional trade union action.
- Promoting and strengthening cooperation among organisations in the region.
- Continuing with the analysis of and reflections on this process with a view to establishing mechanisms guaranteeing coordination and preventing duplication of efforts.
- Making the central objective of cooperation relations that of helping trade union organisations in the education sector to acquire greater capacities for effective political action enabling them to step up their defence of quality education and the rights of education workers.”

At the same time, there was a strong recommendation to develop regional cooperation programmes and to support South-South cooperation activities.

EI/FECCOO/FPS/AECI project: Strengthening education trade unions

In 2007 three sub-regional events were held within the context of the EI/FECCOO/FPS/AECI project. There were meetings in the Southern Cone area 26 to 28 April, in Central America from 20 to 22 June, and in the Andean area from 26 to 28 September.

At each of these events, the theme was strengthening the education trade unions. The key subject identified for analysis by the union leaders was the urgent need to develop the organisational structures to be able to operate effectively and be genuine interlocutors in the defence of quality public education. This central theme will continue to be the focus for work at each of the events that are organised.

EI/UEN project: Evaluation of the cooperation process in Latin America

In 2007, there were ongoing evaluations of the cooperation developed by UEN/Norway in conjunction with EI in Latin America. Organisations such as STEG/Guatemala, ANDEN/Nicaragua, ANDES/El Salvador, SUTEP/Peru and OTEP/Paraguay took part in these workshops. Participants worked on strengthening their organisations in terms of: financial autonomy, education policy, pedagogy and communications to defend quality public education.

Aim 5 : Strengthening EI and membership participation

The strengthening of the Education International, the participation of all affiliated organisations in the life of the organisation, and the promotion of unity in the education sector.

5.1 RESEARCH TO INFORM ADVOCACY

This year saw increased development of EI's research capacity through both the Research Network and the Research Institute.

Research Network

The EI Research Network, created in 2005, continued to be active in 2007. EI Research Unit staff members were mandated to co-operate with the research departments and institutes of member organisations. Our goals were to provide swift, research-based responses to national and international policy initiatives, and to systematically collect, process and disseminate basic education data.

Today, the Network includes 31 member organisations, mainly in OECD countries. The members meet in Brussels once a year. The third annual meeting took place 18-19 April. The Research Network meeting was organized on a very interactive basis. Besides the more typical Power Point presentations, the staff makes use of other technical means, such as on-screen demonstrations, direct on-line search of topics and websites, etc. to illustrate different items on the agenda.

The main topics discussed among members concerned the activity of the Research Unit in carrying out studies and surveys. These are often done in cooperation with other EI units; for example the Triennial Surveys on Women, Indigenous Peoples and LGBT rights in education, or the study on Educational Opportunities for Migrant and Refugee Children. They are also conducted vis-à-vis key international organisations and agencies, such as the OECD, World Bank, UNESCO, etc.

The Online Research Centre and the Online Forum were launched as tools for communicating and sharing material among members of the Research Network. At present, besides illustrating the EI Research activities and policy and the functioning of the Research Network, the Online Research Centre contains links to EI studies and papers (in particular, five studies – on Latvia, Burkina Faso, Chile, Uganda and Australia). It also connects visitors to the Guide to Websites, which is a database of research work done by EI affiliates, allowing users quick access to information and data provided by other members, and to find out other affiliates' positions on various key topics, such as Education Funding, Privatisation and Commercialisation of Education, and Collective Bargaining. The Online Forum is accessible from the Online Centre. It is a restricted area, containing different topics for discussion and document downloading.

EI Research Institute

The EI Research Institute was established and its statutes approved by the Executive Board at its meeting in Berlin in March 2007. It is the logical continuation of the EI research programme, and is based on the wish of the Congress, Board and members to develop EI's research capacity. The EI Research Institute will not take over all of EI's research policy. There will continue to be a research agenda outside the Institute's scope, to be implemented both by EI Headquarters Units and EI Regional Offices, as is now the case.

The added value of the Research Institute will be that it will enable EI to generate more human resources for key research work. It will allow unions to contribute directly to EI research activities, and to review them periodically together. The results of the Research Institute's work —

comparative studies, trends analysis and eventually a data-base — will benefit all members of EI in their advocacy and policy work, not only those unions involved directly in the Research Network.

Research projects 2007

Teachers' pay in Europe

The joint EI/ETUCE pilot study “Teachers Pay in Europe” was begun in 2006 by the contracted research institute ETUI/REHS and continued to be developed in 2007. The pilot study was concluded. It was intended as a basis for a full scale study on Teachers' Pay in Europe, to be conducted in all countries of the region.

Following the preliminary analysis of the pilot study report, EI held a one-day special consultancy session in March 2007, with research officers from unions who took part in the pilot study. The intention was both to analyze the weaknesses of the questionnaire and to propose ways to proceed with the full-scale study. The recommendations from this consultancy formed the basis of the full-scale study proposal.

During September and October 2007, the Research Unit held several discussions within the EI/ETUCE and with ETUI-REHS. The full report is expected by end of 2008.

Hidden privatisation

A comparative study of trends towards privatization in public education systems around the world was conducted in 2007. EI commissioned Deborah Youdell and Stephen J. Ball, both of the Centre for Critical Education Policy Studies, Institute of Education, University of London, to undertake the study.

The report is mapping and examining the spread and practical consequences of policies of liberalisation, commodification, decentralisation and commercialisation within public education systems and the reconfiguration of education in the “market form.”

The report focuses on the range of forms of privatisation present in public education systems across a selection of countries. It presents these forms under two main concepts: “endogenous” privatization (changes to make the public sector act more like a business) and “exogenous” privatization (the participation of private for-profit companies in the delivery of public sector education). The report identifies differences between and continuities across countries as well as patterns of privatisations or the global story that is emerging on this issue.

To the extent that it is possible with existing evidence, the report identifies the impact of these reforms in terms of fairness, quality and cost-effectiveness.

The report is also considering the ways in which the effects of reform are changing the experience and meaning of education and educational work for professionals, as well as the roles, experiences and responsibilities of students and parents.

A preliminary report was published for the World Congress and was presented by the authors at a break-out session on privatisation. The final report has been submitted to EI late in 2007 for publication in 2008.

Education Opportunities for Refugee and Migrant Children in OECD countries

There are increasing populations of refugees and migrants in most of the OECD countries. This migration is an unavoidable consequence of globalization. Refugees, when granted legal status, are in the same position as other migrants, at least in terms of education. In most cases, migrants face social exclusion due to economical factors, such as unemployment, or legal factors, such as an uncertain status in the host country. These problems are often exacerbated by cultural exclusion due to differences in linguistic, racial, ethnic, religious, and educational backgrounds.

The rationale for the project is twofold: the need for integration of migrant populations in OECD countries as a common good; and education for all children as a universal human right. It also looks at the obligation of governments, in co-operation with social partners such as unions. Evaluating the current level of educational inclusion for these children and identifying what factors work against it are the primary tasks of the project.

Based on this rationale, discussed at the third Research Network meeting, the Research Unit developed a questionnaire, which was sent to all affiliates in the OECD countries. Meanwhile, several unions committed themselves to developing background papers and/or providing case studies. We received 19 replies from unions in 16 countries with a rather good geographical spread. The report will be completed in 2008.

Research Matters!

The paper entitled “Research Matters!” was undertaken under the umbrella of the EFAIDS programme with funding from the EFAIDS budget. Paloma Burgonje of the University of Amsterdam was commissioned to conduct the research and write the report, which was published and distributed at the World Congress.

The report was based on assumption that each of the national union programmes implemented under the EI EFA programme between 2003 and 2005 included research as a compulsory component. This component was to be implemented along with the four other working areas: i.e. policy development, advocacy, training and communications.

The paper is intended to be used by EI affiliates (both by those that are involved and those not involved in the EFAIDS programme) as a basic support and guideline in their efforts to increase the use of research as a fundamental tool in their advocacy and policy-making activities. The document is also to be used as part of the training programme, both within and beyond the EFAIDS programme. Even though the document is meant to be used broadly among the EI members, it is first and foremost intended for EI affiliates in developing countries.

In broad terms, the paper addresses the following questions: the importance/relevance of studies and research in the education sector; the relevance and influence of studies on government policies; the international research agenda on EFA; and the relevance of research for unions. It also shows through practical examples and case studies how unions in very different environments have successfully commissioned and published their research.

“Research Matters!” was produced in English, French and Spanish. During the breakout session at the World Congress, there was a substantial discussion on the paper and common agreement was

reached on the follow-up, both in terms of an expanded study on how unions use research tools in their advocacy work and in organizing practical seminars and training.

Teacher Supply, Recruitment and Retention in Six Anglophone Sub-Saharan African Countries

This study was undertaken with funding from the EFAIDS Programme. The study examines teacher supply and recruitment, teacher attrition, teacher remuneration and motivation, teacher absenteeism and union involvement in policy development in The Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia. The study reveals that most of these countries have a serious shortage of qualified teachers. For example, in 2006, 44% of the primary school teachers and 42% of the secondary school teachers in Lesotho were unqualified. Kenya and Zambia do not have adequate numbers of teachers in their schools (as evidenced by high pupil-teacher ratios), yet they have over 15,000 and 40,000 qualified teachers, respectively, who have not been employed. This is mainly due to financial caps on education budgets imposed by the IMF and the World Bank.

The average rate of teacher attrition in the six countries is 4%. Most attrition is attributed to retirement, resignations, death and dismissals. Many respondents felt that death due to AIDS-related illnesses has contributed to the high rate of attrition, especially in Lesotho and Zambia. Brain drain has also contributed to the high level of teacher attrition in Zambia, particularly at secondary school level. The main causes of brain-drain were cited as low salaries and poor conditions of service.

The survey reveals that teachers' salaries are generally low and below the cost of living. Conditions of service are also poor and many schools do not have accommodation, or adequate accommodation for teachers. The situation is even worse for unqualified teachers, most of whom earn between 40 and 60% of the salary of the lowest paid qualified teacher. The low salaries and poor conditions of service have contributed to the high level of brain drain in countries like Zambia and to a general decline in the status of the teaching profession in all six countries. As a result, teaching has become a stepping stone or a profession of last resort in many of the countries visited. There is an urgent need to improve the teachers' conditions of service in order to make the teaching profession more attractive.

Teacher unions in all the six countries are generally involved in policy development. However, in most cases, the involvement comes at a later stage of the policy-making process and is not institutionalised. On a positive note, in The Gambia, Kenya and Uganda, the involvement of the union is provided for in the country's legal statutes, such as The Education Act or in education policy papers or plans. Generally, all the unions were working closely with civil society organizations like Education for All (EFA) country coalitions and this strengthened their ability to influence education policy. Active involvement in educational or professional issues, over and above the bread and butter issues, earned the unions a lot of respect from governments and other stakeholders. Collaboration between the EI affiliates and UN agencies, such as UNESCO, UNICEF and the World Bank, was either weak or non-existent in most countries, and needs to be strengthened.

5.2 COMMUNICATING EI'S MESSAGE

In 2007, EI continued its efforts to enhance the overall quality of its communications work and to expand its reach and effectiveness. The Publications and Publicity Unit and the Web Unit worked together to improve the links between print and digital communications vehicles and strategies. In an effort to better publicise and promote EI's work globally, we also worked to improve coordination both with other units in the Brussels office and with colleagues in the regional offices. This work is ongoing.

Our communications agenda included all of the ongoing campaigns and events, such as International Women's Day (March 8), Global Action Week (April), World Day Against Child Labour (June 12), World Teachers' Day (October 5), and World AIDS Day (December 1). In addition, many publications and publicity materials including posters, brochures, pins, stickers and banners were created for the EFAIDS programme, the Research projects, Bologna Process, etc. A brochure and photo exhibit on child labour in Albania had a particularly marked impact on the minds of those who viewed the material. Indeed, in January the photo exhibit won an award from the Nederlandse Onderwijs Tentoonstelling, the Dutch Education Exhibition in the Netherlands.

5.2.1 EI Communications Work

EI Communications Network (ComNet)

Because no meeting of the EI Communicators' Network was organised in 2006, two were held in 2007. The make-up meeting took place 11-14 February in Vancouver in conjunction with a conference for affiliates from OECD countries, and the other took place in Berlin in July, to coincide with the World Congress. The Vancouver meeting served to build stronger links between EI and the affiliates involved in the ComNet, and to lay the groundwork for union communicators to cooperate on Congress communications and other projects.

In Vancouver ComNet members visited a local teacher union office and also a secondary school with a highly multicultural student body. The school's successful efforts to integrate children from more than 50 different cultural and linguistic groups, including indigenous students, were of interest to the labour communicators. ComNet journalists also had the opportunity to interview EI's President Thulas Nxesi and General Secretary Fred van Leeuwen.

However, there can be no doubt that planning, writing, editing, designing, printing and publishing the many Congress publications and promotional materials was a substantial part of the work for the first half of 2007.

5th World Congress:

Web sites, publications, promotions and media relations

The Education International 5th World Congress, held in Berlin 22-26 July 2007, was the largest and most successful Congress to date, as stated by both EI's President and General Secretary in their respective closing speeches.

“As teachers, we are optimists,” said Fred van Leeuwen. “We have to be – our students depend on it! And so we are optimistic that, with the continued advocacy and outreach of the global teacher trade union movement, governments of the world will do the right thing and commit the resources necessary to achieving the crucial goals of free, universal, quality public education for all.”

Indeed, a team of 70 EI staff members were enthusiastic throughout the World Congress in their efforts to host, accommodate, inform, communicate, advise, direct, cater to, translate for and even entertain approximately 1,700 participants from 155 countries. The participants included over 300 teachers and education workers from Africa, more than 200 from the Asia-Pacific region, around 600 Europeans, nearly 100 professionals from Latin America, and almost 400 from the North-American and Caribbean region.

This represented a unique opportunity for EI staff, members and leaders from all regions and backgrounds to meet each other and share a unique experience. The sense of strength through unity and solidarity was reflected in the practical aspects of shared work and a collective sense of accomplishment for the cause of public education for all.

A great deal of intellectual energy, technical know-how and graphic creativity went into writing and designing all the many electronic and print publications and promotional materials for the 5th World Congress.

The Congress 2007 logo was a bear, symbolic of Berlin, with the German flag and EI logo incorporated into the design.

A range of customized promotional items were created using the Berlin bear, which proved to be a very popular mascot. Indeed, many delegates posed in front of the display unit bearing the largest rendition of EI's Berlin bear in order to have their souvenir photos taken.

Promotional materials

These included banners and signs for the convention centre, canvas briefcases for delegates and observers which were packed with customised USB sticks, note pads, pens, binders for documents, key chains, EI and Congress logo pins, etc. The Berlin-branded T-shirts, baseball caps, CD pouches, mugs, candies, etc. were also for sale at cost.

Congress publications

The *EI Barometer of Human and Trade Union Rights* was one of the major efforts of 2007 for both publications and web staff. Due to the substantive length of the document (+300,000 words) EI did not have the capacity in-house to edit the *Barometer*. Therefore, we recruited a professional freelance editor in Canada who worked in close collaboration with EI staff and Sheena Hanley, a former EI Deputy General Secretary and author of the *Barometer*. The full document was created as a web-based research tool and was also launched at Congress on a CD. (See web report below for further important details about the EI Barometer On-Line.)

Annual Reports 2004-06 in print

Annual Report 2006 on CD

Congress Guide

Congress Program

2007 Resolutions

Reports of Triennial Studies

- Status of Women
- Indigenous peoples
- Lesbian, Gay, Bisexual and Transgendered Educators

Research reports

- *Hidden Privatization in Public Education* - preliminary report
- *Research as a tool for union policy development* - EFAIDS programme

Research Institute promotional brochure

“Set Them Free!” Postcards for human/trade union rights campaign

Declaration of Professional Ethics explanatory brochure

Breakout sessions program

GATS kit for breakout session

EFA materials

World Teachers’ Day materials

Congress letterhead

News release letterhead

Power point templates for plenary and caucus sessions

Name badges X 2,000

Voting cards

Request to speak forms

Nomination forms

Awards dinner program, tickets, and slide show

Many of the other publications and collateral items were colour-coded to allow differentiation by each of the four working languages at Congress: English = blue, French = red, Spanish = yellow, German = black.

Media relations and news coverage

In March, the pre-publicity work for Congress was launched with a successful news conference held at the National Press Centre in downtown Berlin. Speakers were EI General Secretary Fred van Leeuwen and the presidents of the three German affiliates: Ulrich Thöne for GEW, Dr. Ludwig Eckinger for VBE and Berthold Gehlert for BLBS. More than two dozen media outlets attended, and the early coverage was positive. This trend and tone continued throughout the Congress itself. “We came together united by our shared concern for children, and for the future of democratic quality public education as a fundamental right for all,” said EI President Thulas Nxesi. He echoed the words of Bundespräsident Horst Köhler, who called teachers “everyday heroes,” in whom societies entrust their most precious asset – their children.

The EI Communications staff made sure these words echoed beyond the massive Congress hall. Almost every day throughout Congress, EI news releases were sent out on the European General News Wire to the leading media and news agencies in 17 different countries. In some instances the releases were printed verbatim.

We collected much of the very extensive news coverage of Congress which was published or broadcast in at least 17 different countries. One national public radio station, Deutschlandfunk, even

dispatched an entire crew from Bonn and set up a radio station broadcasting live from the Congress centre. EI President Thulas Nxesi, General Secretary Fred van Leeuwen and other leaders did one hour of live radio broadcast across Western Europe.

Media monitoring reports document Congress coverage from the following outlets:

Mainstream Media

- **News agencies:** Reuters and DPA
- **TV stations:** ARD Tagesschau, Reuters TV, ZDF heute, RDD Abendschau, Tagesschau.de, and N-TV.
- **Radio stations:** Deutschlandfunk, Deutsche Welle (which broadcast in German, but also conducted interviews with delegates in Hindi, Swahili and Amharic), Radio France International, rbb Nachrichten, SWR 1, HR Info Morgenmagazine, WDR 5 Morgenecho, and Dradio.de.
- **Newspapers:** Suddeutsche Zeitung (about 1 million readers), Der Spiegel (one of the two largest-circulation news magazines published in Germany), Berliner Zeitung, Bild, Der Welt, Frankfurter Rundschau, Die Tageszeitung Hamburger Abendblatt, Berliner Morgenpost, Der Taggespiegel, Neues Deutschland, Mitteldeutsche Zeitung, Passauer Neue Presse, Schwäbische Zeitung, Kölner Stadt-Anzeiger, Net Tribune, Deutsches Verbände Forum, Islamische Zeitung, Ebel Team, Berliner Umschau, Lausitzer Rundschau, Sächsische Zeitung, Rhein-Zeitung, Teachers News, Osnabrücker Zeitung, Wiesbadener Tagblatt, and possibly others.

Web-based Media

Most of our internet coverage originated in Germany, but EI stories were also picked up on sites in France, Italy, Netherlands, Spain, Canada, the USA and others.

Reuters.com, Spiegel online, Welt online, bildungsklick.de, Stimme.de, Zeit online, dw-world.de (Deutsche Welle online), taz.de, Presseportal.de, Rheinischer Merkur, Schulministerium.nrw.de, [web.de](#), Baden online, dw-world.de, bundespräsident.de, net-tribune.de, fr-online.de, utdanning.ws, arbeitsrecht.de, lobbying.de, Life PR, infomercados.com, immediapress.it, capital.fr/actualite, pdafrance.com, nieuwsbank.nl, nd-online.de, stiftungen.de, lastampa.it, windpress.it, manilatimes.net, newsinfo.inquirer.net, berlinonline.de, etc.

ComNet 2007

The communicators' meeting in Berlin attracted more than 100 registrants, by far the largest ComNet gathering ever. The full-day meeting incorporated story briefings and interview opportunities regarding a number of important EI stories that would emerge during Congress. Thus, it allowed visiting labour journalists to meet some of the people making news at Congress, including Ernestine Akakpo-Gbofu, the Albert Shanker Award winner from Togo; Sheena Hanley, the author of the EI Barometer of Human and Trade Union Rights; and Teopista Birungi, EI Executive Board member and strong supporter of the EFAIDS work in Africa.

Video for Union Educators launched

The 2007 meeting also saw the launch of an exciting step into video documentary by and for teacher trade unionists. The Video for Union Educators (VUE) project is an effort to build a new international network of union communicators. Working together, we aim to tell the universal stories of teaching and learning, the inspiring stories of union activists with the courage to confront

injustice, and the hopeful stories of international solidarity at work. Short video documentaries will be made on topics of broad concern, and shared with affiliates, members and the general public over the internet.

The initiative was greeted with much enthusiasm by the ComNet participants. Indeed, by autumn the VUE project had been successful in securing a grant from the NEA Foundation. With matching funds from EI, we will undertake two pilot projects of short documentaries to be completed during 2008.

World Congress Follow-up

Proceedings report

The follow-up print report on the proceedings of Congress was published in three languages. The Berlin Congress CD contains the report of the proceedings as well as photos, video of some of the keynote speeches, text of the resolutions, news releases, etc.

Digital photo album

An on-line collection of more than 500 photos (of the approximately 4,000 that we have from Congress) were edited and captioned, and are now available for affiliates to download and use in their publications or web sites.

Other EI publications

News releases

As usual, EI issued a number of news releases throughout the year, dealing with the institutional campaigns, international days, etc. For World Teachers' Day we issued a general news release and an editorial opinion pieces targeted to Anglophone and Francophone affiliates in Africa.

We also released EI's reaction to major reports, such as the OECD's major report, *Education at a Glance 2007*. In collaboration with the OECD communications department, we obtained advance news releases and electronic copies of the report on results of the Programme for International Student Assessment (PISA) 2006 to send to member organisations via the ComNet. In cooperation with EI's Research unit, we distributed preliminary analysis. EI's public reaction to PISA emphasized its impact as a media exercise that reduces complex educational policy issues to a simplistic ranking. Our news release was picked up widely, especially across Europe.

In 2007, three staff completed training on Media Atlas, a new service we have subscribed to that gives access to a global data base of journalists and allows us to target our news releases to education, trade union and human rights reporters, for example, and to generate email lists of those working in various languages.

Worlds of Education

Again four editions of Worlds of Education were published in 2007. They highlighted special reports on teachers' rights violations in Somalia, Ethiopia, Colombia, and Guinea, development cooperation on child labour (AOb-Albania) highlighted at a photo exhibit in Utrecht, women's issues, Global Action Week 2007, the Bologna process conference in London, and the OECD conference in Vancouver and much more. At year's end, a process of redesign and expansion of

Worlds of Education had begun, with the new look and layout to be launched with the first edition of 2008.

Child Labour brochure

A brochure on education as the best response to child labour was printed and distributed in early 2007. EI presented it at the Stakeholder Meeting on Child Domestic Labour and in New York at the 51st Session of the Commission of the Status of Women.

EFAIDS publications

Brochures on greater involvement of people living with AIDS and Building a Gender-Friendly School Environment booklet were produced in English, French and Spanish.

World AIDS Day

In collaboration with the Campaigns Unit, various materials were designed and distributed to mark World AIDS Day. These included posters, pencils, stickers, etc.

Development Cooperation

A new brochure was published to update information on EI's solidarity and humanitarian assistance involving more than 200 projects in 90 countries.

Archive of photos and children's art

We are continuing to create a larger array of visual resources for attractive publications.

Outreach

In October, EI communications staff hosted 20 members of the Utdanningsforbundet communications department for a one-day information seminar. The journalists from UEN/Norway were interested in the interventions by a range of EI colleagues, who introduced them to our campaigns and initiatives.

5.2.2 EI Web Portal List of Projects in 2007

The EI Web Portal - www.ei-ie.org (2) - remains the major means of communications between Education International, its member organisations, individual education workers and the public. A total of 358 news items were produced in 2007 to report on the latest developments in the education sector worldwide. The electronic news brief CONNECT brings the most important news to the mailboxes of subscribers the very instant the information has been produced. 23 issues of CONNECT were dispatched in 2007, informing subscribers about an Urgent Action Appeal or

updates regarding the 5th World Congress.

(2) For the French version of this text, please use this URL instead: www.ei-ie.org/fr
For the Spanish version of this text, please use this URL instead: www.ei-ie.org/es

Two major developments took place in 2007 in the use of internet technologies to connect member organisations and grassroots education workers to EI:

- **RSS feeds:** Apart from subscribing to EI news via email news briefs, one can now subscribe to EI news via RSS feeds. The huge advantage of this is that now, information from EI is made available to the subscriber via his computer desktop or mobile device. One is able to read every single news item from EI the moment it has been produced without having to visit the EI websites at all. This means that EI campaigns and appeals will reach a wider audience and hence garner more support and awareness. EI's RSS feeds are divided into themes, regions, programmes:

- **Latest News**
- **Child Labour**
- **Differently-abled**
- **Early Childhood Education & Training**
- **Education For All (EFA)**
- **GATS, Trade Agreements and the Commercialisation of Education**
- **Gender**
- **Higher Education and Research**
- **HIV/AIDS Prevention**
- **Human & Trade Union Rights**
- **Information and Communications Technologies**
- **Indigenous Peoples**
- **Peace Education**
- **Professional Ethics**
- **Lesbian, Gays, Bisexuals and Transgender (LGBT)**
- **Solidarity Fund**
- **Status of Teachers**
- **School Health and Safety**
- **Africa**
- **Asia-Pacific**
- **Europe**
- **Latin America**
- **North America-Caribbean**
- **Development Cooperation**
- **EFAIDS Programme**

Working with its member organisations, EI is building up a library of RSS feeds, so that member organisations can consult and subscribe to one another's feeds. This enables member organisations to read about the situation of the education sector and education unions in another country and use the information to compare with one's own country.

For more information about EI's RSS feeds, please visit: www.ei-ie.org/en/rss

FR: www.ei-ie.org/fr/rss

ES: www.ei-ie.org/es/rss

- **Online Videos:** EI produced two major film clips in 2007. One is about the Education For All and HIV/AIDS Prevention (EFAIDS) Programme and the other is about the EI Tsunami Rehabilitation Programme in Sri Lanka and Indonesia. Both videos are posted online and available for viewing on the EI websites. In addition to the two film clips, EI also produced videos of interviews and speeches during the 5th World Congress and all videos are made available online for viewing. This has greatly enabled persons who could not make it to the Congress to watch the major highlights of this important event. A total of 37 video clips were produced during the Congress. All of EI's videos are hosted on Youtube, which makes it more searchable on public search engines and allows it to reach a wider audience. EI will continue to develop videos both online and offline (as DVDs) as an outreach and advocacy tool.

EI's Youtube channel was visited over 600 times in 2007. This number is expected to rise as online videos become increasingly used by member organisations. To watch the full collection of EI's video clips, please visit EI's Youtube channel: www.youtube.com/EduInternational

- **Further developments of the main EI website:** the main EI website functions extremely well as the entry point to the EI Web Portal. The majority of the hits on the EI Web Portal come directly from visits through the main website, followed by links from the RSS feeds. This shows that an increasing number of visitors keep the EI web URL (www.ei-ie.org) as a bookmark item in their web browser and many of them subscribe to the newly-developed RSS feeds.

FR: www.ei-ie.org/fr

ES: www.ei-ie.org/es

A new theme section was developed to coincide with the launch of an EI study on "Professional Ethics in Teaching and Professional Teachers Organisations" during the World Congress. Like the rest of the theme-based microsites in the portal, the new microsite on Professional Ethics contains six sections: Introduction, Policy, Activities, Documentation, Links, and Contact Us. Both the study and the EI Declaration of **Professional Ethics** are available for download on the site. To access the site, either go through www.ei-ie.org, or directly to www.ei-ie.org/ethics.

FR: www.ei-ie.org/fr, www.ei-ie.org/ethics/fr

ES: www.ei-ie.org/es, www.ei-ie.org/ethics/es

EI's Education For All and HIV/AIDS Prevention (EFAIDS) Programme website

The Education For All and HIV/AIDS Prevention (EFAIDS) Programme website was completely revamped and launched in February 2007.

The aim was to streamline the channelling of the information placed on the site and tie it up with the news database of the EI Web Portal. Information related to the thematic discussions of the programme, such as Education For All, Child Labour etc are now also available on this microsite.

A major improvement to the site is the archiving of news and how the **EFAIDS news bulletin** was tied to the site. First of all, anyone who is interested in the programme can now subscribe to the new EFAIDS electronic bulletin on the new EFAIDS microsite. One receives the bulletin via email, and rather than to inundate the subscriber with text, he is now presented with a summary of headlines which leads him to the microsite directly if he is interested in a particular news item. Secondly, rather than to archive the information by issue, news published on the bulletin is archived by date,

hence eliminating the need for a visitor to sieve through issues. As is the case with the other news bulletins produced by EI, the EFAIDS bulletin automatically detects the reading capacity of the subscribers' email client programme. One whose email client is made to read HTML emails will see the full colour version of the bulletin. If not, one gets the full text of the bulletin and not the jumbled codes a HTML bulletin might otherwise produce. This is done to ensure that EI's electronic bulletin gets read by everyone, independent of the speed of one's internet connection or the limitation of one's computer hardware.

The new EFAIDS website also features a selection of **video clips** about the programme, including a DVD film clip which was presented to the 5th World Congress. In 2007, a total of 9 video clips were featured on the site.

As an alternative to the news bulletin, EI has developed an **RSS feed** for the site. This allows us to retain subscribers interested in the programme's updates but do not want to be flooded with emails. Using an RSS reader either on your computer or mobile device, you can easily subscribe to EFAIDS news by clicking on the RSS icon.

To know more about the EFAIDS programme, or to subscribe to its news bulletin or RSS feed, please go to: www.ei-ie.org/ef aids

FR: www.ei-ie.org/ef aids/fr

ES: www.ei-ie.org/ef aids/es

5th World Congress website

For the first time in EI's history, a website which manages all aspects of its World Congress was created. The 5th EI World Congress website does not only contain a public website, which showcases daily news, photos and video footage of the Congress, but also a private secure site for participants to manage their participation and hotel reservations.

The **public section of the site** provided both participants and the public alike with up-to-date information about the congress with daily news coverage and document downloads. A total of 37 video clips were produced for and during the congress, containing speeches and DVD releases.

The **private section of the site** hosted both individual and organisational accounts for the 331 organisations and 1,538 participants who attended the congress. The section allows both the organisation and the individual participant to book hotel rooms, register flight details, apply for support letter for visa application, register for pre-Congress events and breakout sessions as well as indicate their dietary preferences.

The interface greatly facilitated the logistical organisation of the 5th World Congress, such as badge printing, allocation of meeting space, estimation of the number of congress bags and gifts, estimation of the linguistic groups of the participants, arrangement of transport and food etc. The system also features an on-site registration function, which helped greatly in the recording of the attendance rate and servicing of each participant. The function produces a live report, which enabled staff to track the total number of participants and their demographics so as to run the congress events better.

As a result of its success, the site contributed to the smooth-running of this gigantic event, and since its launch in February 2008, it received **180,297 hits from March to July 2007!**

For more information, please visit: www.ei-ie.org/worldcongress2007/ei-ie

Global Action Week website

Global Action Week 2007 was held from 23-29 April and it is a yearly event coordinated by EI to encourage member organisations around the world to lobby their governments to fulfil the 2015 Education For All (EFA) goals.

The campaign website featured the history and the aims of the event to encourage education personnel around the world to take part in it, as well as an **Activity Package download**.

A major improvement of the 2007 Global Action Week website is **that registration of activities** can now be done online. This has greatly facilitated the work of EI staff coordinating the campaign both internally and with our partners in the Global Campaign for Education (GCE) coalition.

As was the case in 2006, a yearly report of activities undertaken by EI member organisation during Global Action Week was published in a report. The report for Global Action Week 2006 was featured prominently on the front page of the site to encourage continued participation. One can also sign up for the electronic bulletin which was sent out four times before the week itself. Each bulletin featured new activities highlighted to EI and provided information on national-level activities around the world and whom one can contact to take part. The site received 1,201 unique visitors from Jan-Apr 2007.

Four electronic news briefs were sent out during the build-up towards the week to step up public support for the campaign. One is able to sign up for the news via the sign-up box featured on the front page of the campaign website.

To know more about Global Action Week, please visit: www.ei-ie.org/globalactionweek

FR: www.ei-ie.org/globalactionweek/fr

ES: www.ei-ie.org/globalactionweek/es

Barometer Online

For the first time, the *EI Barometer of Human and Trade Union Rights in Education* was transformed into a website. This demonstrates a further improvement of EI's services to its members in the area of the protection of human and trade union rights, as the advantages of this move are multiple:

The *Barometer* is now easily accessible to anyone anywhere in the world. Compared to the three-yearly update in the printed format, the content of the *Barometer* is updated as and when the information about a country or territory has changed. *Barometer Online* is also a fully integrated site within the EI web portal. This means that any useful information relating to the human and trade union rights situation in each country reported in any other sites of the web portal is automatically transposed to the relevant country profile on *Barometer Online*. Each country profile contains 13 different thematic areas:

- **education rights,**
- **early childhood education,**

- **primary education,**
- **secondary education,**
- **vocation education and training,**
- **tertiary/higher education,**
- **children with special needs,**
- **refugee children,**
- **minorities and indigenous peoples,**
- **academic freedom,**
- **gender equality,**
- **child labour,**
- **trade union rights**

One can also read about the latest news, articles, events as well as EI Development Cooperation projects held in the country. This is because *Barometer Online* is a fully integrated component of the EI Web Portal. Information posted on other EI websites about a particular country will automatically be channelled to the relevant country profile in the *Barometer*. This gives the visitor a broad overview of the work that EI and its member organisations are doing in each country, and provides the context to the activities that we are conducting there.

For example, the list of development cooperation projects in the country profile of Burkina Faso shows EI's responses to the situation of the education sector there, which is provided in the main content of the page. The list of news and articles is updated as and when a new development arises, this automatically provides a more detailed and immediate update to the main analysis. This approach allows visitors to the website to zoom in on the area that they are interested in, as well as the context of the activities undertaken by EI in the area of human and trade union rights.

An important component of *Barometer Online* is the **statistical database**, which contains important statistics about the education sector worldwide. EI works with the UNESCO Institute of Statistics (UIS) to obtain the most up-to-date data on the education sector. In each country profile, one is able to obtain a history of these statistical data so as to get a general overview of the development of the education sector over a number of years. One is also able to do a country comparison, i.e. to select two countries' education data in a particular year. The aim of the statistical database is to enable EI member organisations to perform research-based analysis of the human and trade union rights situation in their own country.

EI aims to further develop its statistical database and Barometer Online by enriching the data sets as well as developing more statistical tools.

The site has received 928 unique visitors since its launch at the Congress in July 2007.

To access Barometer Online, please go to: www.ei-ie.org/barometer

FR: www.ei-ie.org/barometer/fr

ES: www.ei-ie.org/barometer/es

World Teachers' Day website

World Teachers' Day is held every year on 5 October to commemorate the signing of the UNESCO-ILO Recommendation concerning the Status of Teachers on 5 October 1966. Together with education workers around the world, EI celebrates the day and strongly encourages all member

organisations to use the day to lobby their government to implement the terms stated in the 1966 Recommendation.

The World Teachers' Day website was created as a one-stop information point for all activities held around the world. One can visit the site to consult what activities are taking place in his country and take part in the event.

An added feature of the site for World Teachers' Day 2007 was the “**Have your say on teaching conditions**” message board. One can leave messages on the board about the working conditions of education professionals in his country.

Printed campaign material such as stickers, posters and brochures are likewise available for download on the site.

Five **electronic news briefs** were sent out during the build-up towards 5 October 2007 to step up public awareness about the day. One is able to sign up for the news via the sign-up box featured on the front page of the website.

The site had 8960 views from July-October 2007. For more information, please visit: www.ei-ie.org/worldteachersday

World AIDS Day webpage

It was the first time that EI developed a web page for World AIDS Day in 2007. The slogan for EI's World AIDS Day 2007 campaign was “Make a Difference. Spend One Hour on AIDS”. The page was housed within EI's Education For All and HIV/AIDS Prevention (EFAIDS) Programme website to contextualise EI's approach to this global occasion. An activity kit was developed and available for download from the World AIDS Day page to help teachers sensitise their learners about HIV and AIDS. EI collected the activity reports that came back from the participants and will publish them in a report. For more information about World AIDS Day, please visit our EFAIDS website: www.ei-ie.org/ef aids

FR: www.ei-ie.org/ef aids/fr

ES: www.ei-ie.org/ef aids/es

Development Cooperation website

EI is the first among all the global unions to consolidate its development cooperation projects in a single online database. The Development Cooperation website was unveiled to the participants of the Annual Development Cooperation meeting held in December 2007.

The new site contains information about EI's development cooperation policies as well as news updates on the projects. One is able to sign up to receive the new electronic Development Cooperation Bulletin on the site, as well as subscribe to the news via RSS feed. EI member organisations participating in the development cooperation activities can also consult the calendar of events and download documents from the site.

An important feature of the site is the development cooperation database. The online database contains a multi-faceted search function which allows one to search for a project by region, country, theme, grouping, starting date, completion date as well as projected deadline.

On each project page, one is able to obtain basic information about the project such as the participating organisations, the starting date, what the project is about. There is also an overview of similar projects held elsewhere in the region and link to similar projects held elsewhere in the world.

It is an integrated component of the EI web portal, meaning that any useful information reported on other sites within the EI web portal relating to the country where the project is taking place is automatically transposed to the relevant project profile on the Development Cooperation website. Each project profile is also directly linked to the relevant country profile on Barometer Online.

To help increase the visibility of the work that EI member organisations are doing in the field of development cooperation, whenever a news item is produced, a list of projects taking place in the country concerned will be automatically generated on the same page, linking to the project profiles on the Development Cooperation website. This does not only help to contextualise the content of the news that EI produces, but also highlights the positive action that EI member organisations are taking to respond to difficult situations in many countries.

As the site was unveiled only in December 2007 and launched in January 2008, an accurate overview of its visitor rate could not be obtained.

Visit the site today, by clicking on: www.ei-ie.org/developmentcooperation

FR: www.ei-ie.org/developmentcooperation/fr

ES: www.ei-ie.org/developmentcooperation/es

The **Development Cooperation Bulletin** is now available in electronic format. One can simply subscribe to the bulletin on the new Development Cooperation website by entering his email address. The bulletin can be received by the subscriber in either html or plain text format to ensure maximum outreach of the email bulletin.

Email bulletin is not the only way one can subscribe to development cooperation news. EI has developed the **Development Cooperation RSS feed** for news relating to development cooperation so that the information is available to anyone via his computer desktop or mobile device.

EI Electronic Newsletters

EI produces four electronic news bulletins. They are:

CONNECT is an electronic news briefs which aims to provide important EI news flash to the subscriber. It is not a regular news “publication” but aims to direct the subscriber to the crucial information in short, concise language. This news brief is particularly useful when it comes to announcing Urgent Action Appeals, as subscribers tend not to ignore this news brief and the click rate leading to the full appeal on the EI main website is extremely high. In addition to the EI member organisations which automatically receive the news brief, **CONNECT** has a total of 4,037 public subscribers. 23 issues of **CONNECT** were dispatched in 2007. To subscribe to **CONNECT**, just type in your email address in the sign-up box on the main EI website: www.ei-ie.org

FR: www.ei-ie.org/fr

ES: www.ei-ie.org/es

TradEducation News (3) is a collection of news items concerning the WTO's GATS negotiations and the privatisation and commercialisation of education. The news bulletin was reformatted in November 2007 and was dispatched for the first time in electronic format. Anyone interested in the issue may subscribe to it on the GATS microsite: www.ei-ie.org/gats

(3) FR: CommercEducation - ES: Educación vs. Comercio

FR: www.ei-ie.org/gats/fr

ES: www.ei-ie.org/gats/es

EFAIDS Programme (4) news bulletin was revamped and launched in February 2007. For more information, please refer to the section on the new EFAIDS Programme website and news bulletin.

(4) FR: Programme EPT/SIDA - ES: Programa EPT-SIDA

Development Cooperation bulletin was revamped as an electronic news bulletin and was launched in December 2007. For more information, please refer to the section on the new Development Cooperation website and news bulletin.

5.2.3 Communications work in the regions

Africa

African unions face problems of disunity

Since the last Annual Report, EI has increased its membership in nearly all countries of Africa and some in the Middle East. It is encouraging to see this growth, but many of the newly-affiliated organisations are still weak in terms of the number of members, their financial, information and human resources. Most of these unions have neither a vision nor an organisational development plan. The leaders do not have the appropriate union culture, thus they do not know which services they must provide to their members.

Pan-African Conference

The EI Pan-African Regional Conference was held in Cairo, **Egypt**, from 26-29 January. A number of resolutions and recommendations were made, of which the most important concerned trade union unity. Apart from the HIV/AIDS pandemic and ongoing armed conflicts, the most significant challenge to EI in Africa is the fragmentation of the teacher unions. This problem became worse when the former affiliates of WCT merged with EI, because they are having difficulties fitting into the existing structures. Some of the existing affiliates also are unwilling to accept the new ones or to involve them in projects such as the EFAIDS Programme. Priority should be given to any actions in Africa which help nurture national dialogue between teacher unions, and lead to unity of action.

Communications challenges in Africa

A lack of feedback from affiliates poses significant problems to EI's ability to disseminate news from Africa, coordinate campaigns and build support for urgent actions and other solidarity work. Regional office staff report that attempts at communication with affiliates, especially on campaign issues, do not receive ready responses. For example, this year the following attempts were made to communicate with the affiliates:

- All affiliates were written to in order to update the regional office on what they had done during the Global Action Week, but only GNAT/**Ghana** and ETA/**Ethiopia** responded even though activities took place in many other countries.
- For World Teachers' day, only GTUNRS/**Mauritius**, COSEN/**Niger**, FESEN and FENASYET/**Togo** responded.
- A call was made for affiliates to participate in the Poverty Requiem but only CNTS/**Senegal** gave an update.
- A request was extended by the regional office on behalf of Lärarförbundet/**Sweden** to affiliates in **Niger**, **Benin**, and **Senegal** but only those from Benin responded.
- Other communications were received from FESEN/**Togo** on May Day celebrations, from UNATU/**Uganda**, and on KNUT activities in **Kenya**. The office also received requests for update of activities from **Cameroon**.

Communications were most effective when a regional office staff member actually visited the affiliate.

It should be noted that communication between the regional office and the women's networks is relatively better, although it is not yet satisfactory. It could be that the structure and/or working methods do not as yet support the communication adequately.

It should also be noted that some affiliates have the good practice of consistently copying correspondence with the cooperating partners to keep the regional office informed of projects and developments. Notable is ZIMTA/ Zimbabwe, PSEUM/Malawi, and the countries involved in the EFAIDS programme.

By implication, either our affiliates need more sensitization on these issues or they require more incentive to become active in the campaigns and communicating about them. Others prefer corresponding directly with the Brussels head office.

African Regional Newsletter

The African regional office put out four newsletters in 2007. Each one featured a key event: the Pan-African Congress, the Global Action Week, the EI World Congress in Berlin, and World Teachers' Day. Only the first and last editions were actually printed due to lack of resources. The other two were only published electronically on the website.

Several attempts were made to send out articles from news sites such as AllAfrica.com, asking affiliates their opinion on matters arising from the education news. Very few responded, but those who had their opinions included in the newsletters. A deliberate attempt ought to be made to create a network of contributors to the newsletter. This will require the political support of the leadership of the unions who quite often retain the responsibility without the know-how.

Asia and Pacific

Two issues of the Asia Pacific Newsletter were published and circulated to all affiliates in the region in March and July.

Latin America

The Latin American regional office has successfully developed its own web page, which carries the latest news concerning educational and trade union issues in the region. It has become a reference site for the different affiliates and there are plans to develop it into a major database with documents, declarations, publications and other news. The site has been strengthened by contributions from affiliates, especially CNTE/Brazil, which provides content and also helps with translation of news and documents into Portuguese.

The regional office also publishes a newsletter entitled Coyuntura, which is distributed throughout Latin America. Other publications of the Latin American office in 2007 were:

- *2007 Planner*. It has a basic format in three languages: Papiamentu (Curaçao), Portuguese (Brazil) and Spanish. It also carries information on the key figures in Latin American politics, to identify and underline the strength of education trade unions in Latin America and their leaders.
- *Trade in services and its impact on education: trade union strategy vis-à-vis GATS in Latin America*. A political proposal on the strategies for the Latin American teaching profession faced with trade agreements and the inclusion of education as a service on demand.
- *Gender Network 2007* poster in Portuguese and Spanish. Features one of the most active and productive trade union groups in the region.
- *Poster on the Prevention of HIV/AIDS* in Portuguese and Spanish.

Operations

1. Governing Bodies

The fifth **World Congress** of Education International was organised in Berlin, Germany on 22-26 July 2007. Around 1,700 participants from 150+ countries attended the Congress, which is the organisation's supreme authority. Among other important tasks, the Congress:

- Determines the policies, principles of action and programme of the organisation;
- Elects the President, Vice Presidents, General Secretary and other members of the Executive Board;
- Considers the activity report of the General Secretary;
- Appoints the auditors;
- Considers the audited financial report, adopt the general budget, and determine the membership fees;
- Amends the Constitution and By-Laws.

By all accounts, the Berlin Congress was a great success both politically and logistically. Its most important decision perhaps was to change the frequency of the EI Congress itself from every three to every four years. Those who opposed the proposal argued that a four-year interval would represent a loss in democracy. But those supporting the motion pointed out that most other Global Union Federations used four-year programmes and that a longer interval would free up funds to be used for new, ambitious programmes in the Middle East, North Africa and Central Asia, where trade unions enjoy little democracy or influence.

The full report of the 5th EI World Congress may be accessed at www.ei-ie.org/worldcongress2007/ei-ie/docs/Bonus/CongressReport/EIWC05_CongressReport_eng_final.pdf

Key Congress documents are available at www.ei-ie.org/worldcongress2007.

[List of resolutions adopted by the 5th EI World Congress, Berlin, Germany, 22-26 July 2007 \(click here to read the full text\)](#)

Resolution on the Strategic role of Educators
Resolution on fixed-term higher education teaching personnel
Resolution on Trade Union Rights Violations in Ethiopia
Resolution on the Australian Government's incursion in to Aboriginal communities
Resolution on joining together to build a more effective union movement
Resolution on vocational education and training
Resolution on defence and development of public education
Resolution on education in correctional settings
Resolution on the place of religion in schools
Resolution on the school principals and school leadership
Resolution on Quality education: present and future
Resolution on "United for greater social justice"
Resolution on defending the Federación Colombiana de Educadores (FECODE) and teachers persecuted for trade union activity
Resolution on cultural diversity
Resolution on peace and an end to violence
Resolution on higher education and research as a public service
Resolution on gender and pay equity
Resolution on international migration
Resolution in solidarity with Iraqi workers
Urgent resolution on the Situation in Oaxaca, Mexico
Urgent resolution on the situation in Peru
Urgent resolution on the situation in the Higher Education system in France
Urgent resolution on the situation in the Philippines

According to the EI Constitution, the **Executive Board** "directs the affairs and activities of the Education International between World Congresses in conformity with the resolutions and the decisions of the latter."

The year 2007 marked the first year since the establishment of EI in 1993 that four meetings of the Executive Board were organised in the same year.

The 28th Executive Board meeting, the last full Board meeting before the Congress, took place in Berlin on 27-28 March. Having the meeting in Berlin provided the Board and EI staff with an opportunity to familiarize themselves with the infrastructure and environment of the Estrel

Convention Centre, which would welcome the Congress less than four months later. Not surprisingly, Congress preparations and issues for deliberations at Congress featured prominently on the agenda for the Board meeting itself. Among other decisions, the Board formally adopted the draft agenda and programme for Congress, the Congress theme paper and the texts of draft resolutions it wished to propose to Congress in July. The Board also adopted recommendations in support of or against proposals from member organisations to amend the Constitution and By-Laws. Also in relation to Congress, the Board decided on the recipients for the 2007 EI Albert Shanker Education Award and Mary Hatwood Futrell Human and Trade Union Awards, which were to be formally attributed during the Awards Dinner at Congress. Among non-Congress decisions, the Board adopted a series of reports and policy documents, including the 2006 Annual Report, the recommendations of the EI Advisory Group on the Middle East, the statutes of the EI Research Institute and a framework policy document on EI's disaster relief work. SYNTER/**Burkina Faso**, SLET/**Chad**, SNEF/**Mauritania**, SNEM/**Mauritania**, YTS/**Yemen** and NAGRAT/**Ghana** were admitted into membership. Finally, the Board adopted a resolution in support of the teachers of Iran.

The 29th Board meeting, which took place in the afternoon of 20 July, was the occasion for the Board to review one last time the programme and all arrangements for Congress. Board members were assigned responsibility over particular Congress areas and discussions. The Board adopted the composition of the Congress Credentials Committee as well as draft proposals for the composition of the Elections and Resolutions Committees. On non-Congress business, the Board endorsed a proposal from the Secretariat regarding the composition of the Interim Board of Directors and Reference Group for the EI Research Institute. The Board also adopted a special motion for EI to take steps following threats made by the Costa Rican government against LGBT trade unionists. At the close of the meeting, Board members Colin Greene (A&BUT/**Antigua&Barbuda**) and Rosario Avila de Dominguez (COLPROSUMAH/**Honduras**) announced that they would not seek re-election at Congress. They were thanked for their valued contributions to the work of the Executive Board and indeed of Education International during their time as members of the Board.

The World Congress elected the following Executive Board for the 2007-2011 period:

COMPOSITION OF EI EXECUTIVE BOARD, 2007-2011

Thulas NXESI

South Africa

SADTU

President

Irene DUNCAN ADANUSA

Ghana

GNAT

Vice-President / Africa

Susan HOPGOOD

Australia

AEU

Vice President / Asia-Pacific

Juçara Maria DUTRA VIEIRA

Brazil

CNTE

Vice President / Latin America

Reg WEAVER

United States
NEA
Vice President / North America & Caribbean

Patrick GONTHIER

France
UNSA-Education
Vice President / Europe

Fred VAN LEEUWEN

Netherlands
AOB
General Secretary

Abdelaziz MOUNTASSIR

Morocco
SNE
Regional seat / Africa

Salimata DOUMBIA

Ivory Coast
SNEPPCI
Regional seat / Africa

Yasuo MORIKOSHI

Japan
JTU
Regional seat / Asia-Pacific

Lok YIM PHENG

Malaysia
NUTP
Regional seat / Asia-Pacific

Maria Teresa CABRERA ULLOA

Dominican Rep.
ADP
Regional seat / Latin America

Jorge PAVEZ URRUTIA

Chile
CPC
Regional seat / Latin America

Marilies RETTIG

Canada
CTF-FCE
Regional seat / North America & Caribbean

Ed McELROY

United States
AFT
Regional seat / North America & Caribbean

Haldis HOLST

Norway
UEN
Regional seat / Europe

Branimir STRUKELJ

Slovenia
ESTUS
Regional seat / Europe

Jerry BARTLETT

United Kingdom
NASUWT
Open seat
José CAMPOS TRUJILLO

Spain
FECCOO
Open seat
S. ESWARAN

India
AIPTF
Open seat
Grahame McCULLOCH

Australia
NTEU
Open seat
Alain PÉLISSIER

Canada
CSQ
Open seat
Eva-Lis PREISZ

Sweden
Läraryrbundet
Open seat
Ulrich THÖNE

Germany
GEW
Open seat
Teopista BIRUNGI MAYANJA

Uganda
UNATU
Open seat
José Antonio ZEPEDA LÓPEZ

Nicaragua
CGTEN-ANDEN
Open seat

The newly elected Executive Board convened briefly in the afternoon of 26 July for the purpose of designating Board members to serve on the Status of Women Committee, the Constitution and By-Laws Committee and the Finance Committee. This 30th meeting also aimed at identifying issues arising from Congress which required urgent attention. However, the Board expressed the view that all pending issues were not of urgent character and would be best investigated in greater depth at the November meeting.

After three meetings in Berlin, the Executive Board held its 31st meeting (19-20 November) in the International Trade Union House in Brussels, the traditional venue. Having the meeting near the end of a budget year enabled the Board to make timely decisions regarding the implementation of the new quadrennial programme and budget and of the resolutions adopted by the Congress. The political and logistical aspects of the last World Congress were reviewed, and the Board initiated a discussion on the venue for the next Congress. The Board also agreed on parameters for the establishment of several special committees and taskforces and for the implementation of a study into the situation of teachers and of public education in Venezuela and another, as yet to be named

Latin American country. During the meeting, there was a special presentation by the authors of a UNESCO-IIEP study on corruption in education. Finally, the Board adopted a set of revised procedures for dealing with membership applications, while **UNE/Ecuador**, **AUSPS/Fiji**, **FERC-CGT/France** and **PRICPHMA/Honduras** were granted affiliation.

In 2007, there were also six meetings of the **EI Officers**, the group comprising the President, Vice-Presidents and General Secretary. The Officers usually meet immediately prior to each Executive Board meeting and at least one more time between Board meetings, in order to review progress in the implementation of EI policies and decisions. The Officers are often mandated by the Executive Board to deal with urgent matters between Executive Board meetings or to finalise matters on behalf of the Executive Board.

Until July 2007, the Officers also acted as the **Finance Committee**, which reports to the Executive Board on financial matters. However, the Board decided on 26 July that the new Committee would also include two Board members. Still, Committee meetings will continue to be held in conjunction with Officers meetings. The Committee analyses the balance sheets prepared by the Secretariat, discusses the auditors' reports, makes recommendations on requests for special agreements on dues payments and reviews other financial issues as relevant.

The **Status of Women Committee** advises the Executive Board on gender and equality issues. The Committee, which brings together all the women Executive Board members, meets immediately prior to each full Board meeting. Its work in the months leading up to the Berlin Congress focused on preparations for the Women's Caucus, LGBT Caucus and Indigenous Peoples Caucus at Congress, but also on finalising the triennial surveys and on preparing the resolutions on equality issues that were presented by the Board to Congress. After Berlin, the Committee discussed the implementation of gender and equality programmes in the next quadrennium and started making preparations for EI's participation in the work of the UN Commission on the Status of Women in March 2008.

Finally, the **Constitution and By-Laws Committee**, the last of the three Executive Board Committees, also meets before each full Board meeting. Its mission is to review the EI Constitution and By-Laws and to advise the Board on all constitutional matters. In the weeks before Congress, the Committee prepared the draft constitutional amendments that the Board wished to propose to Congress, as well as the Board's recommendations in relation to draft amendments proposed by member organisations. At its November meeting, the Committee embarked on new constitutional debates, some of which may eventually result in draft amendments to be proposed to Congress in 2011.

The **Committee of Experts on Membership** advises the Executive Board on membership matters which the Board has referred to the Committee. Its role is to determine whether an organisation that has applied for affiliation or is already a member, is in compliance with the EI membership criteria. The Committee does not make recommendations. It functions as an independent advisory body. Members of the Committee may not hold positions in the governing structures of member organisations.

The 12th meeting of the Committee of Experts was held in Brussels on 15 March 2007. The Committee discussed the membership applications of **NAGRAT/Ghana**, which the Executive Board subsequently admitted into membership, and of **TETU/Turkey**. The Committee also looked into the membership applications of **PTUZ/Zimbabwe**, **KUPPET/Kenya**, **FGII/Indonesia** and **GST/Libya**, which would all be investigated in detail in the next year.

In November, the Executive Board decided to re-appoint Hon. R.J.L Hawke, Chair, and Agneta Anderlund, Don Cameron and Marguerite Cummins-Williams as members for a four-year term. However, the Board also mandated the Officers to appoint two additional Experts, one from Latin America and one from Africa, to secure regional balance on the Committee. By year's end, the Secretariat was expecting candidacies for both positions, with the appointments scheduled to be made by the Board in March 2008.

2. Regional Bodies

Introduction

When EI was established in 1993, five regions were established – Africa, North America and the Caribbean, Asia and the Pacific, Europe and Latin America. Regional structures were created to advise the Executive Board on policies and activities to be undertaken in the concerned region. These regional structures are governed according to regional By-Laws. With the exception of North America and the Caribbean, all regions have a regional committee, which is elected at a regional conference, much like the Executive Board is elected at Congress.

The EI regional offices in Africa (Lomé, Togo), Asia-Pacific (Kuala Lumpur, Malaysia), Europe (Brussels, Belgium) and Latin America (San José, Costa Rica) as well as the EI sub-regional office in the Caribbean (St. Lucia) help coordinate the work of the regional structures.

Africa

The 6th EI **African Regional Conference** took place in Cairo, **Egypt** on 27th-31st January 2007. The theme for the Conference was “Uniting for Quality Education and Sustainable Social Development.” A total of 264 participants, including 165 delegates, representing 87 unions from 44 countries in Africa and the Middle East attended the conference, which was officially opened by the Egyptian Minister of Labour and Immigration. In her speech, the Minister stressed the role of unions in upholding human and trade unions rights and in combating child labour and discrimination against children. On the fourth day of the conference, there were special presentations and group work on the three sub-themes, i.e. unity within and among unions, partnerships for quality education for sustainable development and response for the social and professional development of teachers, as well as on GATS and EFA/HIV-AIDS, which were treated in working groups on the first day. The conference also adopted resolutions on each sub-theme, on GATS, on EFA/HIV-AIDS and on the situation of teachers in eight countries of the region.

There were meetings of the **African Regional Committee** immediately prior to and immediately after the Regional Conference. The next meeting of the Regional Committee was not scheduled until March 2008.

COMPOSITION OF AFRICAN REGIONAL COMMITTEE, 2007-2011, as elected by the Regional Conference in Cairo in January 2007.

President

Irene Duncan Adanusa

Ghana

GNAT

Vice-President

El Sayad Abu All Magud Hamza

Egypt

GTUESR

Representatives from the different zones

Zone I

Adamou Imirane Maiga

Niger

SYNAJECS

Ben Mansour Khedija

Tunisia

SGEB

Zone II

Omar J Ndure

Gambia

GTU

Marienne Sakho Dansokho

Senegal

SYPROS

Zone III

Dagba Thérèse, Epse Agbo

Benin

SNEP

Daniel Ayim Antwi

Ghana

TEWU

Zone IV

Edouard Nzino

Congo Brazzaville

FETRASSEIC

Eulalie Nibizi

Burundi

STEB

Zone V

Janet Kumwenda

Malawi

TUM

Musa Omar Tafurwa

Zanzibar

ZATU

Zone VI

Japtha Radibe

Botswana
BTU

Freda Chawira

Zimbabwe
ZIMTA

Elected substitutes

Zone I

Djicoloum Mougabaye

Chad
SET

Baqi Mostafa

Morocco
FAE
Zone II

Joao Pedro Cardoso

Cape Verde
FECAP

Margaret H. Flomo

Liberia
NTAL
Zone III

Soro Mamadou

Côte d'Ivoire
SYNESCI

Helena Awurusa

Ghana
GNAT
Zone IV

Tshiyombo Kankolongo Cecile

DRC
SYECO

Kanamugire Faustin

Rwanda
EER
Zone V

Fred Ontere

Kenya
KNUT

Vinoshiri Parian

Mauritius
GSSTU
Zone VI

Pitso Musothwane

Lesotho
LAT

Stones Gimindza

Swaziland
SNAT

EI Executive Board

EI Executive Board

Abdelaziz Mountassir

Morocco
SNE-FDT

EI Executive Board

Teopista Birungi Mayanja

Uganda
UNATU

EI Executive Board

Salimata Doumbia

Côte d'Ivoire
SNEPPCI

According to By-Law 4A(iii) for Africa, all EI Executive Board members from the region shall also be members of the African Regional Committee.

Asia-Pacific

The last **Asia-Pacific Regional Conference** took place in Jakarta, **Indonesia** in September 2006 and was covered in the Annual Report for that year. There may be an interim Regional Conference in Cambodia in late 2008.

The **Asia-Pacific Regional Committee** convened in Kathmandu, **Nepal**, on 11-12 May, following a special Asia-Pacific development cooperation meeting on 9-10 May. The Committee observed one-minute silence in remembrance of Basil da Silva, EI Coordinator for the Tsunami Project in Sri Lanka, who had passed away on 16 April. The Committee also accepted an invitation from Nepalese hosts NTA and NNTA to join their rally to the Ministry of Education on 11 May. The Committee subsequently adopted a motion expressing solidarity with Nepalese affiliates in their struggle against decentralisation of education and worsening working conditions of teachers. During the meeting, the Committee reviewed progress in the implementation of programme activities for 2007 in the region and discussed preparations for the Congress. The Committee also expressed the hope that solidarity work in the region will contribute to further strengthen teacher unions in their struggle for quality education.

COMPOSITION OF ASIA-PACIFIC REGIONAL COMMITTEE, 2006-2010, as elected by the Regional Conference in Jakarta in September 2006.

Yuzuru NAKAMURA

Japan

JTU

President

Susan HOPGOOD

Australia

AEU

Vice President

Ram Pal SINGH

India

AIPTF

Vice President

Angela WIJESINGHE

Sri Lanka

ACUT

Member

Marie-Laure KALTONG

Vanuatu

VTU

Member

D. TUNGGALAG

Mongolia

MEFTU

Member

Jennie RICHARD KOME

Papua New Guinea

PNGTA

Member

Mike THIRUMAN

Singapore

STU

Member

Tevita KOROI

Fiji

FTU

Member

HEE Ju Cho

Korea

KTU

Member

Hira PRASAD

Nepal

NNTA

Member

Anah Suhaenah SUPARNO

Indonesia

PGRI

Member

YOO Mi-Hwa

Korea

KFTA

Member

Boonpun SANBHO

Thailand

NTTU

Member

Norsirhon AKBAROV

Uzbekistan

NTUESWU

Member

Maira T. AMANTAIEVA

Kazakhstan

KNTUTSW

Member

P. RAMANATHAN

Malaysia

MAE

Member

Yasuo MORIKOSHI

Japan

JTU

EI Executive Board

Grahame McCULLOCH

Australia

NTEU

EI Executive Board

S. ESWARAN

India

AIPTF

EI Executive Board

LOK Yim Pheng

Malaysia

NUTP

EI Executive Board

According to By-Law 5(d) for Asia-Pacific, "EI Executive Board members in the Region shall also be members of the Regional Committee."

Europe

The regional structure of Education International in Europe is the **EI Pan-European Structure**, incorporating the **European Trade Union Committee for Education (ETUCE)**. The EI Pan-European Structure is composed of EI member organisations in the European region. The ETUCE is an autonomous organisation within the EI Pan-European Structure that is composed of EI member organisations in the member states of the European Union (EU) and the European Free Trade Association (EFTA).

The last **EI Pan-European Conference**, which doubled as the **ETUCE General Assembly**, was held in **Luxembourg** on 4-6 December 2006. The next Conference/General Assembly will be held in late 2009, unless ongoing work on EI's European structures requires the organisation of an extraordinary Conference.

In 2007, there were two meetings of the **EI Pan-European Committee**, which integrates the **ETUCE Executive Board**. On 16-17 April, the Committee adopted a revised ETUCE action plan on sectoral social dialogue. The committee also reviewed the ETUCE Position Paper in first

response to the European Commission's Consultation on the ECVET, which is the European system of accumulation and transfer of credits designed for vocational education and training in Europe. Finally, the Committee discussed the reports from the Higher Education and Research Standing Committee, the Bologna Follow-Up Group, the Equal Opportunities Standing Committee and from the ETUCE Quality Advisory Panel and ETUCE Working Group on Teacher Education.

The second meeting of the EI Pan-European Committee/ETUCE Executive Board took place in Luxembourg on 28-29 November, on the heels of a meeting of the ETUCE Council. The Committee received a report of the Pan-European Structure Review Group, which presented different models for improved European structures. The Committee also endorsed an approach for the implementation of an EI-ETUCE Survey on Teachers' Pay and adopted statements on school education and on the draft joint EU Council and Commission 2008 Progress Report on education and training.

COMPOSITION OF PAN-EUROPEAN REGIONAL COMMITTEE, 2007-2009

Ronnie SMITH

UK

EIS

President

Odile CORDELIER

France

SNES-FSU

Vice-President

Kounka DAMIANOVA

Bulgaria

SEB

Vice-President

Jörgen LINDHOLM

Sweden

Läraryrbundet

Vice-President

Ulrich THÖNE

Germany

GEW

Vice-President

Paul BENNETT

UK

UCU

Vice-President

Galina MERKOULOVA

Russia

ESEUR

Vice-President

Xhafer DOBRUSHI

Albania

FSASH

Country seat

Karlen HARUTYUNYAN

Armenia

CPCST

Country seat

Helmut SKALA

Austria

GÖD

Country seat

(vacancy)

Azerbaijan

Country seat

Aliaksandr BOIKA

Belarus

SBPES

Country seat

Rudy VAN RENTERGHEM

Belgium

COC

Country seat

Dzenana TANOVIĆ-HAMZIC

Bosnia-Herzegovina

ITUSS

Country seat

Kroum KROUMOV

Bulgaria

PODKREPA

Country seat

Božena STRUGAR

Croatia

TUWPSEC

Country seat

George ZISSIMOU

Cyprus

OELMEK

Country seat

František DOBŠÍK

Czech Republic

CMOS PS

Country seat

Stig ANDERSEN

Denmark

DLF

Country seat

Vaike PARKEL

Estonia

EEMU

Country seat

Marjatta MELTO

Finland

OAJ

Country seat

Laurent ESCURE

France

UNSA Education

Country seat

Jean-Luc VILLENEUVE

France

SGEN-CFDT

Country seat

Manana GHURCHUMALIDZE

Georgia

ESFTUG

Country seat

Ludwig ECKINGER

Germany

VBE

Country seat

Knut KRAFT

Germany

BLBS

Country seat

Themistoklis KOTSIFAKIS

Greece

OLME

Country seat

Antal ÁROK

Hungary

SEH

Country seat

Katrín JÓNSDÓTTIR

Iceland

KI

Country seat

John CARR

Ireland

INTO

Country seat

Joseph WASSERMAN

Israel

ITU

Country seat

Fiorello Michele MACRO

Italy

UIL Scuola

Country seat

Ilze TRAPENCIERE

Latvia

LIZDA

Country seat

Tatiana BABRAUSKIENE

Lithuania

LEETU

Country seat

Danièle NIELES

Luxembourg

SEW/OGBL

Country seat

(vacancy)

Macedonia

Country seat

John BENCINI

Malta

MUT

Country seat

(vacancy)

Moldova

Country seat

(vacancy)

Montenegro

Country seat

Walter DRESSCHER

The Netherlands

AOb

Country seat

Haldis HOLST

Norway

UEN

Country seat

Ślawomir BRONIARZ

Poland

ZNP

Country seat

Ana GASPAR

Portugal

FENPROF

Country seat

Razvan BOBULESCU

Romania

ALMA MATER

Country seat

(vacancy)

Russia

Country seat

Branislav PAVLOVIC

Serbia

TUS

Country seat

Ján GAŠPERAN

Slovakia

OZPŠAV

Country seat

Branimir STRUKELJ

Slovenia

ESTUS

Country seat

Carlos LÓPEZ CORTIÑAS

Spain

FETE-UGT

Country seat

Sonja ÅSTRÖM

Sweden

LR

Country seat

Béatrice ROGÉRE PIGNOLET

Switzerland

SER

Country seat

(vacancy)

Tajikistan

Country seat

Alaaddin DINÇER

Turkey

EGITIM-SEN

Country seat

Leonid SACHKOV

Ukraine

STESU

Country seat

Gerald IMISON

United Kingdom

ATL

Country seat

Christine BLOWER

United Kingdom

NUT

Country seat

Darren NORTHCOTT

United Kingdom

NASUWT

Country seat

Patrick GONTHIER

France

UNSA-Education

Executive Board

Jerry BARTLETT

United Kingdom

NASUWT

Executive Board

Eva-Lis PREISZ

Sweden

Lärarförbundet

Executive Board

José CAMPOS TRUJILLO

Spain

FE.CC.OO

Latin America

The **Latin American Regional Conference** took place in Buenos Aires, **Argentina** from 4—6 March on the following theme: “Strengthening and Coordinating Regional Unions in Defence of High-Quality Public Education and Opposing the Commercialisation of Education.”

As was the case at other EI regional conferences, the EI General Secretary provided an overview of the main issues and challenges in education worldwide which would be the subjects of debates at the 5th World Congress in July. There was also a special information session regarding the Congress and how representatives from Latin America could contribute to the debates at Congress.

The Conference was also addressed by Daniel Filmus, the Argentinian Minister for Education, and by Victor Baez Mosqueira, the General Secretary of CIS/ORIT, the regional organisation of the International Trade Union Confederation. Mr. Filmus spoke of the need to increase efforts to maintain and to strengthen quality public education in Latin America. In his address Mr. Baez stressed the importance of strengthening the process of reorganisation of the union movement in Latin America in the context of the unification process taking place at world level and in other regions.

Conference participants also discussed the conclusions of two research papers. The first looked into the commercialisation of public services within the framework of GATS and other trade agreements discussed by the WTO. The second reviewed progress in the research carried into the implementation of education-related projects by the World Bank and the Inter-American Development Bank in Latin America since 1990.

Fourteen resolutions were adopted by the Regional Conference on issues ranging from the participation of teacher union leaders in education reform to solidarity with the teachers and people in Oaxaca, Mexico.

There were two meetings of the **Latin American Regional Committee** in 2007, both held in Buenos Aires immediately before and immediately after the Regional Conference. On 3rd March 2007, the Committee reviewed preparations for the Conference including the adoption of the triennial regional report and the appointment of Conference committees. On 6th March, the newly-elected Committee (see composition below) gathered to discuss procedures and take decisions in relation to the programme of regional activities for the following four years.

COMPOSITION OF LATIN AMERICAN REGIONAL COMMITTEE, 2007-2011, as elected by the Regional Conference in Buenos Aires in March 2007.

Hugo YASKY

Argentina

CTERA

President

Fátima DA SILVA

Brazil

CNTE

Vice President

Sidney JUSTIANA

Curaçao
SITEK
Vice President
Caridad MONTES

Peru
SUTEP
Member
Jesús RAMIREZ
Venezuela

FETRAE
Member
Brígida RIVERA
Nicaragua

CGTEN-ANDEN
Member

Witney CHAVEZ
Colombia
FECODE
Member

Israel MONTANO
El Salvador
ANDES 21 de Junio
Member

Joviel ACEVEDO
Guatemala
STEG
Member

Juçara DUTRA VIEIRA
Brazil
CNTE
EI Executive Board

Jorge PAVEZ URRUTIA
Chile
CPC
EI Executive Board

Maria Teresa CABRERA ULLOA
Dominican Rep.
ADP
EI Executive Board

Jose Antonio ZEPEDA LÓPEZ
Nicaragua
CGTEN-ANDEN
EI Executive Board

According to By-Law 17 for Latin America, “the members of the Executive Board of the Education International for the Region of Latin America will be members of the regional Committee in their own right.”

North America and the Caribbean

The Fifth **EI North American and Caribbean Regional Conference** was held in Ocho Rios, St. Ann, Jamaica, West Indies, on 22—23 January with “Access to Quality Public Education for All” as the main theme. Hosted by the Jamaican Teachers’ Association (JTA), the conference brought together over 100 representatives from EI’s 29 member organisations in the region.

The Conference was officially opened by Hon. Noel K. Monteith, the Jamaican Minister for Education and Youth. Reg Weaver, President of NEA/USA and EI Vice-President, delivered the keynote address.

Reaffirming that quality public education was a fundamental human right, the participants in the conference adopted 14 recommendations regarding e.g. mentoring programmes for young teachers, the involvement of teacher unions in discussions concerning national education budgets, funding for school buildings and the maintenance of safe and healthy school environments, teacher unions vs. corruption etc.

North America and the Caribbean is the only EI region that does not have a Regional Committee.

Membership

Education International is composed of organisations of teachers and education and research employees. On 31 December 2007, 394 national organisations from 171 countries and territories were affiliated to EI. Membership is not open to individuals or to organisations that are not representative of teachers and/or education workers in their country.

Annually EI receives between 15 and 20 requests for membership. Each applicant organisation is invited to fill out an application form and to send a copy of its statutes. The application is then referred to the Executive Board, while the Secretariat consults with existing members in the country of the applicant. The Secretariat also examines the applicant’s compliance with the membership criteria, which are spelled out in Article 4 of the EI Constitution.

To qualify for membership, an applicant organisation should, among others,

- Be composed predominantly of teachers and education employees;
- Be national in character and scope and representative of teachers and/or education employees in their country;
- Subscribe to the aims and principles of Education International;
- Practice internal democracy in the designation of its leadership, in the determination of its goals, policies and activities and in the management and administration of all of its affairs;
- Be self-governing and not under the control of any political party, government or ideological or religious grouping;
- Not be affiliated to or formally associated with another international teachers’ trade union organisation;
- Not be part of an organisation already in EI membership
- Pledge to fulfill the obligations of EI membership.

The following organisations were admitted into membership in 2007:

- SYNTER/Burkina Faso (*Syndicat National des Travailleurs de l'Education et de la Recherche*)
- SLET/Chad (*Syndicat Libre des Enseignants du Tchad*)
- UNE/Ecuador (*Unión Nacional de Educadores*)
- AUSPS/Fiji (*Association of the University of the South Pacific Staff*)
- FERC-CGT/France (*Fédération CGT de l'Education, de la Recherche et de la Culture*)
- NAGRAT/Ghana (*National Association of Graduate Teachers*)
- PRICPHMA/Honduras (*El Primer Colegio Profesional Hondureño de Maestros*)
- SNEF/Mauritania (*Syndicat National des Enseignements du Fondamental*)
- SNEM/Mauritania (*Syndicat National des Enseignants de Mauritanie*)
- YTS/Yemen (*Yemen Teachers Syndicate*)

Please visit www.ei-ie.org/en/membership/ for the most up-to-date EI membership list.

Membership by Region on 31 December 2007

Region

Countries

Unions

Membership

Africa

51

116

2,495,169

Asia-Pacific

36

76

10,402,037

Europe

45

139

10,966,886

Latin America

19

34

3,158,740

North America & Caribbean

20

29

2,930,586

TOTAL

171

394

29,953,418

3. EI Secretariat

The purpose of the head office units and regional offices is to provide a method of organising the work of EI in order to fulfil the responsibilities of the secretariat to implement the programs and policies of EI in the most efficient and effective manner possible. Given the limited human and financial resources available, head office units and regional offices are not intended to create exclusive work areas. Units, regional offices and individual staff work together in a collaborative manner to achieve the best results for EI and the most satisfactory and successful working relationships with each other.

The EI Management Team was composed of: Fred van Leeuwen, General Secretary; Elie Jouen, Deputy General Secretary; Jan Eastman, Deputy General Secretary; Gaston de la Haye, Deputy General Secretary; Robert Harris, Senior Consultant to General Secretary; and Charlie Lennon, Chief Coordinator Administration; as well as the three Chief Regional Coordinators Assibi Napoe (Africa), Aloysius Mathews (Asia-Pacific) and Combertty Rodríguez García.

Staffing as at 1st January 2008

Key: B - Chief Coordinator; C1 - Senior Coordinator; C2 – Coordinator; D1 - Senior Professional Assistant; D2 - Professional Assistant; E - Administrative Assistant; F - Technical/clerical assistant; -pt - Works less than full time

Head office units

Financial Services Unit (FIN) - Lennon, Charlie

- to conduct the financial and membership administration
- to handle all financial aspects of personnel matters
- to assist with the preparation of budgets
- to monitor and report regularly to management on expenditure
- to establish and implement the accounting policies and practices of EI
- to keep the financial records of the organisation
- to prepare the accounts for audit and liaise with the auditors
- to monitor and make arrangements for appropriate investments
- to examine and report on the financial implications of implementing policies and activities
- to carry out program activities allocated to the Unit
- C1 Vacant
- D1 Odermatt, Olivier
- D2-pt Berghmans, Kristel
- D2 Jonckeer, Roger (ETUCE)
- D2 Rivoson, Heri (temporary)

Communications and Information Unit (COM) - Lennon, Charlie

- to produce all EI print and electronic publications, including Worlds of Education and the annual report;

- to produce information and promotional material material, including banners and brochures, etc.;
- to maintain contacts with member unions' communications staff
- to prepare and issue press releases
- to develop and maintain links with the international media
- to implement a strategy designed to promote good public relations
- to develop and maintain the EI web portal as the primary communication tool with member organisations and the general public.
- to plan and and implement a continuous process of development of the content, presentation and technical capacity of the web portal
- to develop and maintain web-based support for the work of other units
- to provide training in the use of web-based technology
- to carry out program activities allocated to the Unit.
- C1 Knickerbocker, Nancy
- C2 Tor, Harold
- D2-pt Destrée, Frédéric
- D2-pt Gorsse, Eva
- D2 Linsenmaier, Timo
- E Carroué, Claude

General Services Unit (GSU) - Lennon, Charlie

- to provide administrative, technical and clerical support, including travel arrangements, translation services, copying, mailing, faxing etc. to all units and staff
- to manage and further develop the data communication network
- to assist with recruitment and training of staff
- to maintain personnel records
- to provide reception and switchboard facilities during normal office hours
- to monitor and distribute all correspondence and maintain a record of replies thereto
- to maintain the EI archives and develop and maintain data-banks
- to organise and supervise office cleaning and maintenance
- to assist with the planning and development of office facilities
- to organise and maintain storage facilities
- to carry out program activities allocated to the Unit
- C Smith, Duncan
- D1 Gwyn-Jones, Petra
- D2 Van Woensel, Raphael
- D1 Pijman, Edwin
- D2-pt Degbomont, Claire
- D2 Thomaere, Wim
- E Magermans, Jérémie
- E Kikangala, Serge
- E Green, Odette
- E Gutierrez, Jean Paul
- E SONDY, Elvis
- F-pt Decrick, Monique

Governance Unit (GOV) - Lennon, Charlie

- to prepare meetings of the Management, Officers, the Executive Board and the World Congress;
- to monitor internal communications and the planning of activities
- to collect reports on activities
- to provide assistance to the President
- to assist the Committee of Experts on Membership
- to provide a monthly information Bulletin sheet for members of the Executive Board
- to maintain the special website section for the information of executive board members only
- to coordinate policy development activities to liaise with the Regional Offices on governance and membership matters
- to carry out program activities allocated to the Unit.
- C1 Smith, Duncan
- D1 Gwyn-Jones, Petra

Assistance Programmes Unit (ASP) - Eastman, Jan

- to coordinate trade union education and professional development programs
- to raise extra budgetary funds and develop and maintain contacts with donor organisations
- to assist regional offices organizing (sub) regional training programs
- to administer the EI Solidarity Fund and all extra budgetary programmes
- to coordinate membership recruitment and retention programs
- to carry out program activities allocated to the Unit
- C2 Richards, Nicolas
- D2 Rethorst, Juliane

Research Unit (RES) - Harris, Robert

- to coordinate and undertake research activities
- to assist with the development of EI education, social and economic policies
- to develop research networks of member organisations and experts
- to carry out program activities allocated to the Unit
- C2 Catlaks, Guntars
- D2 Figazzolo, Laura

Campaigns Unit (CMP) - Jouen, Elie

- to coordinate information, training and advocacy on selected issues, i.e. Education for All, Child Labour, Combat against spread of HIV AIDS
- to contribute to the development of EI policy on these issues
- to seek partnerships with appropriate international organisations
- to encourage and coordinate the participation of member organisations in campaigns
- to carry out program activities allocated to the Unit
- C1 Van der Schaaf, Wouter
- D1-pt Sanglan, Delphine
- D2 Sullivan, Laura
- D2 Montaldo, Donatella

Education and Employment Unit (E&E) - Jouen, Elie

- to develop and advocate EI policy
- to identify initiatives of relevance to EI by international agencies such as UNESCO, UNICEF, UNDP, the World Bank, the IMF and the OECD and propose responses to those initiatives
- to coordinate all sectoral activities (Higher Education)
- to carry out program activities allocated to the Unit
- C1 Fouilhoux, Monique
- C2 Sinyolo, Dennis
- D2 Trauscht, Florence

Human and Trade Union Rights and Equality Unit (HRE) - Eastman, Jan

- to develop and advocate EI policy
- to identify initiatives by international agencies, i.e. ILO, Unesco, UN, of relevance to EI and propose responses to those initiatives
- to identify infringements of human and trade union rights and to undertake legal and other action in support of member organisations, including the lodging of complaints, interventions at national and intergovernmental levels etc.
- to organize solidarity campaigns
- to coordinate all gender equity programs and programs promoting indigenous and lgbt rights
- to carry out program activities allocated to the Unit
- C2-pt Sevilla, Rebeca
- C1 Marlet, Dominique
- C2 Berriel Pessi, Jefferson
- D2 Drews, Christina
- E Cogels, Alexandra

Europe - Lennon, Charlie

Europe is defined as an EI region serviced from EI Head Office. The program and activities for the Region are defined by the Pan-European Structures, viz, Bureau, Committee and Conference. All units and individual staff contribute to the implementation of programs and activities in the region, as appropriate.

- C (Vacancy)

Project Manager (EFAIDS, QUAL ED) - De la Haye, Gaston

Regional Offices

The general tasks of the regional offices in Lome, Kuala Lumpur, San Jose and St. Lucia are

- to maintain contact with member organisations in the regions,
- to monitor and report on regional developments and educational and trade union developments in the region
- to organize regional committee meetings and conferences
- to cooperate with the regional bodies of the ICFTU, ITSs and other regional organisations
- to liaise with the regional branches of intergovernmental agencies

- to assist cooperating organisations and member organisations in carrying out assistance programs
- to carry out the regional components of the Working Program allocated to them in cooperation with the Head Office Units

Lome - Napoe, Assibi

- C Fatoma, Emmanuel
- C Etonu Eringu, Richard
- C Ngoua Ngou, Samuel

Kuala Lumpur - Mathews, Aloysius

- C Singh, Shashi Bala
- C Pyakuryal, Sagar Nath
- C Dolot, Rey
- C Savitri, Chusnul
- C Singh, Govind (COPE)
- C Fernandez, Jerome (Tsunami Project)

San Jose - Rodríguez García, Combertty

- C Bonilla Pacheco, Gabriela
- C Muñoz, Loreto

St. Lucia

- C Albert, Virginia

Special Projects

- C Jerome Fernandez - Tsunami school rebuilding project
- C Mr. Galawala - Tsunami school rebuilding project

Special consultants

- David Robinson - GATS
- Nina Gustavsson - Higher Education, Bologna Process & Vocational Education
- Marta Scarpato - HTURE

Glossary

ACTRAV

ILO Bureau for Workers' activities

ADEA

Association for the Development of Education in Africa

AI

Amnesty International

ASEAN

Association of South-East Asian Nations

BFUG

Bologna Follow-Up Group

BIAC

Business and Industry Advisory Committee to the OECD

BREDA

UNESCO Regional Office for Education in Africa

BWI

Building and Wood Workers International

CEART

Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning Teaching Personnel

CEDAW

Convention on the Elimination of All Forms of Discrimination against Women

CERI

Centre for Education Research and Innovation (OECD)

CGU

Council of Global Unions

ComNet

(EI) Communication Network

COMEDAF

Conference of Ministers of Education of the African Union

CONGO

Conference of NGOs (Economic and Social Council of the UN)

COPE

Council of Pacific Education

CSFEF

Francophone teachers' union committee

CSW

UN Commission on the Status of Women

CUT

Caribbean Union of Teachers

CWTNP

Caribbean Women Teachers' Network

DG

Directorate-General

DPE

Declaration of Professional Ethics

ECE

Early Childhood Education

ECOWAS

Economic Community of West African States

EDC

Education Development Centre

EdStats

World Bank's database of education statistics

EFA

Education For All

EI/AATO

Education International / All-Africa Teachers' Organisation

EIAL

Education International Latin America

EIAP

Education International Asia-Pacific

EIAPR

Education International Asia-Pacific Region

EI/E

Educational International Europe

EIRAC

Education International Regional African Committee

ELSA

Employment, Labour and Social Affairs (OECD)

EPZ

Export Processing Zone

ERLC

South African Education Labour Relations Council

ESIB

National Unions of Students in Europe

ETUC

European Trade Union Confederation

ETUCE

European Trade Union Committee for Education

EU

European Union

EUMC

European Monitoring Centre on Racism and Xenophobia

EURYDICE

Information Network on Education in Europe

FAT

Federation of Arab Teachers

FES

Friedrich Ebert Stiftung

FTI

Fast Track Initiative (World Bank)

G8

Group of eight most industrialised countries

GATS

General Agreement on Trade in Services

GAW

Global Action Week for Education

GCAP

Global Call to Action Against Poverty

GCE

Global Campaign for Education

GDP

Gross Domestic Product

GIVE

Global Indigenous Voice on Education

GLU

Global Labour University

GMR

Global Monitoring Report on Education for All

GNP

Gross National Product

GUF

Global Union Federation

GURN

Global Unions' Research Network

GUTS

Global Unions Tsunami Solidarity Project

HIV/AIDS

Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome

HLG (UNESCO)

High Level Group

IAEA

International Arts and Entertainment Alliance

IATT

Inter Agency Task Team

IBE

International Bureau of Education

ICATU

International Arab Trade Unions Confederation

ICE

International Conference on Education

ICEM

International Federation of Chemical, Energy, Mine and General Workers' Unions

ICFTU

International Confederation of Free Trade Unions

ICFTU-APRO

ICFTU-Asian and Pacific Regional Organisation

ICFTU-ORIT

ICFTU-Inter American Regional Organisation of Workers

ICT

Information and Communication Technology

IEA

International Association for the Evaluation of Educational Achievement

IFJ

International Federation of Journalists

IILS

International Institute for Labour Studies

ILC

International Labour Conference

ILGA

International Lesbian and Gay Association

ILO

International Labour Organisation

IMF

International Metalworkers' Federation

IMF

International Monetary Fund

IOE

International Organisation of Employers

IPEC

(ILO) International Programme on the Elimination of Child Labour

ITF

International Transport Workers' Federation

ITGLWF

International Textile, Garment and Leather Workers' Federation

ITUC

International Trade Union Confederation

IUF

International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations

LGBT

Lesbian, Gay, Bi-sexual, Transgender

LMP

OECD's Labour/Management Programme

MDGs

Millennium Development Goals

MERCOSUR

Common Market of South America

MNC

Multinational Corporation

NEPAD

New Partnership for Africa's Development

NGO

Non-Governmental Organisation

NOVIB

Dutch Organisation for International Development Co-operation (member of Oxfam International)

OATTU

Organisation of African Trade Union Unity

OAU

Organisation of African Unity

ODA

Overseas Development Aid

OECD

Organisation for Economic Co-operation and Development

OECD/INES

Organisation for Economic Co-operation and Development /International Indicators of Educational Systems

OECS

Organisation of Eastern Caribbean States

OHSE

Occupational Health, Safety and Environment

PATC

Pan African Teachers' Center

PIRLS

Progress in International Reading Literacy Study

PISA

OECD Programme for International Student Assessment

PSI

Public Services International

PWE

Promotion of Women in Education

ReFAN

Women's Network in Northern Africa

ResNet

(EI) Research Network

RET

Refugee Education Trust

SAARC

South Asian Association for Regional Cooperation

SADC

Southern African Development Community

SAP

Structural Adjustment Programmes

STF

SAARC Teachers Federation

TI

Transparency International

TILS

Task Force on Trade and International Labour Standards

TIMMS

Trends in International Mathematics and Science Study

TUAC

Trade Union Advisory Committee to the OECD

TURN

EI/PSI Trade Union Rights Network

UN

United Nations

UNAIDS

Joint UN Programme on HIV/AIDS

UNCHR

United Nations Commission on Human Rights

UNHCR

United Nations High Commissioner for Refugees

UNDP

United Nations Development Programme

UNESCO

United Nations Educational, Scientific and Cultural Organisation

UNI

Union Network International

UNICEF

United Nations Children's Fund

UNIFEM

United Nations Development Fund for Women

VSO

Voluntary Services Overseas

WB

World Bank

WCL

World Confederation of Labour

WCT

World Confederation of Teachers

WDR

World Development Report (World Bank)

WEF

World Economic Forum

WHO

World Health Organisation

WIPCE

World Indigenous Peoples Conference on Education

WNEA

Women's Network in Eastern African

WoE

Worlds of Education

WSF

World Social Forum

WSIS

World Summit on the Information Society

WTD

World Teachers' Day

WTO

World Trade Organisation