

Education International Annual Report 2008

At the outset, the year 2008 was seen as an important landmark year for education activists around the world. Just over halfway to the deadline of 2015 for achievement of the Millennium Development Goals, teachers and their unions experienced a new sense of urgency and redoubled their efforts to help make Education for All become a reality around the world.

Education International continued its efforts on the global stage, lobbying and persuading the highest-level policy makers at the United Nations, the International Labour Organisation, the World Economic Forum and more. At the same time, our affiliates continued their creative and constructive advocacy from the grassroots up to the national and regional levels. Together, we raised many voices with one resounding message: Everyone everywhere has the right to quality education, which is the key to democratic development and future hope and prosperity.

Few policy-makers and politicians actually need persuading that education is vital to the health of every society. Everyone understands this to be true. However, fine words and empty promises do not train teachers, do not build classrooms, and do not give the gift of learning.

That's why EI continued to strengthen its efforts through ongoing collaboration with the Global Campaign for Education, UNESCO, Action Aid, Oxfam and other partners who share our passion for education, equal rights and social justice. At the same time, we worked together to confront the year's developments because, as always, breaking news on the international scene had an impact in classrooms and communities around the world.

In January 2008, for example, Kenya's education unions struggled to respond to the post-election violence that convulsed the country, killing 1,000 people and displacing 300,000 more. The Kenya National Union of Teachers called for dialogue to resolve the conflict and EI helped provide emergency assistance to affected members and their families.

The Zimbabwe elections also placed teachers and other trade unionists right in the heat of events. The Zimbabwe Teachers' Association and the Progressive Teachers' Union of Zimbabwe both reported violence against their members, and some unionists were singled out for arrest, beatings, abduction, torture and even murder. Here too, EI responded with solidarity, advocacy and assistance.

Natural disasters took their toll on teachers and students alike in 2008. In May EI's affiliates supported the international relief agencies rushing to Sichuan province in China, where a massive earthquake killed about 70,000 people including 11,000 children, many of whom died because their schools collapsed. Students and teachers also died in collapsed schools in Haiti, which was struck by a devastating succession of four hurricanes. EI provided assistance to members and demanded that governments ensure school buildings meet rigorous safety standards.

EI affiliates and members also faced war and civil strife in countries around the world. The right to education continued to be severely threatened in Afghanistan, Palestine, Pakistan and Somalia where schools were attacked, teachers and girls targeted. In December, EI adopted a declaration requesting that schools must be violence-free zones and safe sanctuaries. In August, after conflict broke out between Georgia and Russia, schools were destroyed or were used to house refugees. EI offered humanitarian relief and issued an urgent appeal for contributions from member organisations to its solidarity fund.

Vigorous defence of human and trade union rights continued to be at the heart of EI's work this year, when particular effort was devoted to rights violations in Colombia, Ethiopia, Guatemala, Georgia, Korea, Italy, Mexico, Philippines and Zimbabwe. Even though as yet it has no member organisation in Iran, EI made efforts to build solidarity by launching an urgent action appeal on Iran and an online letter-writing campaign on behalf of Farzad Kamangar, a teacher facing the death penalty. Other urgent action appeals were also launched regarding Ethiopia, Zimbabwe and Georgia/South Ossetia. On International Human Rights Day, 10 December, EI launched a Trade Union Rights Manual to help teacher organisations worldwide to defend their union rights.

Fighting all forms of discrimination also remains central to EI's fundamental aim of equality. In 2008, the ILO conducted a Gender Audit of EI's head office operations; EI actively participated at the 52nd session of the UN Commission on the Status of Women; launched a global campaign on pay equity; hosted a seminar on Indigenous education; and continued with PSI affiliates its strong advocacy for LGBT rights.

EI continued making progress on two key initiatives launched at the 2007 World Congress: the Central Asia Initiative and the Middle East and North Africa (MENA) Initiative which have as their main goals building strong independent democratic teacher unions through union capacity-building and professional development.

However challenging all of these issues seemed at the beginning of 2008, they seemed immeasurably more difficult by year's end, when larger economic and political forces combined to create a global economic, food and climate crisis of unprecedented scope, one that would put all of the MDGs at severe risk, cost millions of jobs, and push tens of millions of people out of their homes and into deeper poverty and despair.

The Global Union Federations had been issuing urgent warnings for years that rampant speculation in financial markets would have disastrous effects on the real economy, but tragically the International Financial Institutions and Wall Street ignored labour's warnings. EI had agreed to continue for one more year in the chair of the Council of Global Unions, which of necessity grew in its capacity to mobilise jointly. As the worldwide economy teetered on the brink of collapse, the Global Unions spoke out about the impact of the growing financial crisis on working people, who had no role in creating the crisis but who were suffering its consequences most acutely.

EI and other leading organisations in the international trade union movement urgently called for a new kind of global economic architecture based on decent work, social justice and sustainability. Now, more than ever, EI and all its affiliates must raise their voices in defence of public education and quality public services. Governments cannot be permitted to cut education funding in response to the crisis. In 2009, EI's key commitment will be to support educators everywhere as they strive to ensure that governments invest in public education as part of any strategy of economic recovery.

Aim 1 : THE RIGHT TO QUALITY EDUCATION FOR ALL PEOPLE THROUGH PUBLICLY-FUNDED AND

PUBLICLY-REGULATED SYSTEMS OF EDUCATION.

Enshrined in international law and accepted as a fundamental moral principle, education is recognised as the birthright of every person, everywhere. However, it remains a distant dream for the hundreds of millions of children and adults who are still deprived of this fundamental right. Education International's 30 million members are working to make the goal of quality education for all become a reality.

1.1 ORGANISE AND SUPPORT ACTIVITIES TO ACHIEVE THE DAKAR EFA GOALS, INCLUDING PARTICIPATE IN GLOBAL CAMPAIGN FOR EDUCATION AND THE GLOBAL ACTION WEEK

In 2008, EI continued its collaboration with the Global Campaign for Education. The GCE held its World Assembly in January in Sao Paulo, **Brazil**. Two EI representatives were elected respectively chair and member of the Board. The World Assembly adopted 22 motions on specific fields of action to achieve the EFA goals by 2015. In the knowledge that the next three years will be critical, GCE developed an action plan along three goals:

1. To make measurable progress towards the achievement of Education For All at the national level in poorer countries,
2. To secure the 'Fair Share' investment and conducive policies from all richer countries and international institutions, and
3. To grow the scale and strength of the GCE, GCE members and the Education For All Movement.

These goals will be achieved along three strategic themes:

1. Focus on impact and results,
2. More focus on poorer countries, quality and the full EFA agenda, and
3. Bolder messaging and actions all year round.

EI facilitated the participation of affiliates in the Global Action Week (GAW). As a partner organisation of GCE within the SALIN programme, it is appropriate that EI promote and publicise the involvement of education unions.

To this end, EI encouraged the involvement of all members and offered financial support to allow unions to coordinate targeted GAW activities. As a result, 35 EI member organisations registered for

Global Action Week, while 28 qualified for a grant from EI to organise their activities. Supplementary information and resources on Global Action Week were distributed to all affiliates in March, with pre-registered participants receiving additional material.

In the run-up to Global Action Week, two “Connect” newsbriefs and an article in the EFAIDS newsletter encouraged unions to participate. During the week daily updates of activities of unions and the GCE were posted on the EI website. Staff from the EI Regional Office in Africa attended the GAW events in Liberia.

A synthesis of activity reports from members were compiled and sent to our partners at the GCE for inclusion in the Big Book, their annual publication which details activities undertaken during Global Action Week. As a result, the activities of teacher unions received increased coverage in the Big Book 2008.

In terms of advocacy, the GCE participated in the FTI meeting in Japan, the G8 and the European Council. It has also launched a global advocacy campaign involving all actors in order to make a difference at the MDG UN summit (25 September), launching “Class 2015” and the next EFA Working Group and High Level Group meetings. In terms of funding, the GCE is finalising the transition from the Commonwealth Education Fund (CEF) to the Civil Society Education Funds (CSEF) that will be active in 80 countries and reinforce the advocacy capacity of the GCE national coalitions.

In December GCE managed to get approval in principle from the Education Programme Development Fund committee for \$6.5 million for January 2009 to June 2010. EI and GCE are working together in the Global Action Week that repeated last year’s success in terms of participation. GCE is also doing work on quality in education and on financing of education.

EI will continue its partnership with the GCE in 2009 and its concomitant contribution to GAW. The theme for 2009 is Youth and Adult Literacy and Lifelong Learning, and EI hopes to further increase union involvement with and leadership in the Global Action Week campaign.

Fast-Track Initiative (FTI)

EI participated in the Fast-Track Initiative (FTI) annual meeting of government aid agencies, held in Tokyo, Japan, in May, and made a presentation on the role of teachers’ unions. Following this meeting, the EI Management Team discussed the role of the Global Campaign for Education and its major constituents in such significant meetings, and will pursue these discussions within the GCE Board and with our NGO partners.

1.2 ADVOCACY WORK ON EDUCATION AND EMPLOYMENT WITH THE OECD, THE UN AND ITS AGENCIES, ILO,

WORLD BANK, IMF, G8, AND COMMONWEALTH SECRETARIAT.

OECD

EI was represented at the annual meeting of the OECD Ministerial Council held in Paris, **France**, in June. At a consultation between the Ministers and the recognized social partners at OECD – TUAC and BIAC - EI made an important statement on behalf of the TUAC delegation, emphasizing the need to translate ministerial declarations into policy and practical action at the national level. In particular EI referred to the consensus achieved among governments, business and employee organisations on the priority that should be given to life-long learning. Yet, EI pointed out, the facts showed that most governments and many companies were reducing, not increasing their investments in education and training. At the OECD Forum, held consecutively with the Council meeting, NUT of the UK participated in the speakers' panel of a session on Education: A Good School for Every Community.

In 2008, EI continued to participate in activities related to OECD through the Trade Union Advisory Committee (TUAC). EI attended the TUAC Working Group on Education, Training and Employment meetings held in Paris, **France**, in April and November. EI presented a paper on “The use and misuse of education benchmarking for policy – the trade union experience.” The paper was based on EI’s experience primarily with PISA, and it raised a substantial debate about the role of EI in international indicators development in general, and in the PISA project in particular. The outcome of this discussion was strong endorsement to pursue EI’s own research and analysis and a practical consequence of this was the development of EI Impact Analysis of PISA 2006 (see Research report under Aim 5). Prior to the TUAC WG meeting there was also a special session organized for interested unions with the OECD Secretariat to update the progress of TALIS.

In September, participants from EI member organizations in most of the 30 OECD countries, as well as national trade union centres, received detailed briefing on “Education at a Glance,” from the Head of OECD’s Indicators Division, Andreas Schleicher. The EI paper on the Impact of PISA was presented with Mr. Schleicher, the founder of PISA, present. An important discussion followed on the political use and abuse of PISA results and media coverage across the 66 countries which participated in PISA 2006. The OECD has subsequently decided to present the paper to the PISA Governing body and EI has been invited for the first time to participate in the Board’s discussion of the future of PISA. This is a major achievement.

Other issues addressed at the September meeting included the Feasibility Study for the OECD project on Assessment of Higher Education Learning Outcomes (AHELO), the Programme for International Assessment of Adult Competencies (PIAAC) and OECD projects of Migration and Jobs for Youth. Of particular concern is the growing involvement of the OECD’s Economic Department, which relates primarily to national Finance Ministries, in education studies and reviews, with a narrow analysis of educational outcome (based essentially on PISA scores) in relation to financial inputs.

EI and TUAC pursued these and related matters in consultation with the OECD’s Education Policy Committee, representing national Education Ministries in the 30 OECD countries. Consultations were held in April and November. Presenting the views of EI on the OECD working programme in

education, concern was expressed over OECD's growing emphasis on quality measurement and indicators development.

EI also represented TUAC at an OECD seminar on Highly Skilled Immigration, held in June and hosted by the government of the Netherlands in Amsterdam. EI referred to questionable practices that have developed in the international recruitment of teachers and called for OECD cooperation in extending the Commonwealth protocol to all countries through the ILO. OECD plans to convene another seminar in Madrid, **Spain**, in early 2009, on immigration and mobility of those with fewer skills, including problems of legal and illegal migration and the social impact on countries.

In April, an EI delegation attended a conference in Lisbon, Portugal where the report of the OECD's thematic review of tertiary education was released. The report contained many troubling recommendations concerning financing, institutional autonomy, accountability, academic freedom, and terms and conditions of employment. The EI delegation produced an analysis of the report and circulated it to higher education affiliates. Affiliates have been encouraged to lobby their respective governments about their concerns.

EI secretariat and representatives of higher education affiliated organizations attended the OECD/IMHE Conference on Outcomes of Higher Education: Quality, Relevance and Impact held in Paris, France, from 8-10 September. The conference focused on debates around measuring the outcomes of higher education, with a particular focus on learning outcomes. Working group discussions related to this topic addressed institutional measures to assess and improve quality, the assessment of learning and employment outcomes, balancing the needs and expectations of society with the autonomy of institutions, the impact of rankings, and ensuring value for money and efficiency in higher education.

In the frame of its project on the future of higher education, the OECD's centre for educational research and innovation (CERI) organised on 8-9 December, in Paris, **France**, an international conference on "higher education to 2030: what futures for quality access in the era of globalisation?" This conference, organised in partnership with France during its presidency of the European Union, was the final event held in 2008 marking the 40th anniversary of CERI. It also signaled the end of the analytical work of the CERI project on the future of higher education. In addition, the first volume of a new book series entitled higher education to 2030 was launched. The first volume addresses the impact of demographic changes on higher education. Future volumes will examine technology, globalisation, and future scenarios for higher education. Speaking on the concluding panel, an EI Deputy General Secretary emphasized that academic staff need to be considered more centrally in the discussions on higher education, as they are at the heart of the academic mission. Academic freedom and working conditions of staff are critical in ensuring that universities can play a positive social role. She also warned about the impact of the current financial crisis and emphasized that other parts of the world that are affected by OECD policies also need to be considered.

The OECD is also proceeding with the development of a so-called PISA for higher education — now formally known as the Assessment of Higher Education Learning Outcomes (AHELO). EI and its member affiliates have expressed serious concerns about the feasibility and desirability of a standardized test for higher education students, particularly in light of the diversity of institutions, missions and programs across OECD countries. The danger is that AHELO will be seriously misused, much as PISA is for secondary schools, to create a simplistic ranking of institutions and systems outside of their cultural, linguistic, and economic contexts. EI, through its participation within the Trade Union Advisory Committee to the OECD, has raised these concerns directly with OECD officials. EI will be participating in the Stakeholders Group which will be held by the OECD in February 2009. Affiliates have been updated in particular through circulars sent to affiliates

outlining the challenges posed by AHELO and encouraging them to lobby their governments on the issue.

EI continues to follow a number of initiatives undertaken by the OECD and UNESCO with respect to higher education and research. The focus of this work is on ensuring that the voices and interests of higher education teaching and research personnel are properly represented and reflected in the OECD's policy recommendations and in the ongoing UNESCO activities.

By December the reality of the global financial crisis was evident, and was the major focus of the TUAC Plenary session in which EI participated actively. This session marked the 60th anniversary of TUAC's creation as the officially recognized voice of the trade union movement, firstly with the OEEC established to implement the Marshall Plan in Europe after the Second World War, then with the OECD, established in 1961 to bring together the industrialized democracies in all regions. Speakers including the former Prime Minister of Denmark, Poul Nyrup Rasmussen, highlighted the gravity of the developing crisis, and the way in which governments had ignored warnings from TUAC and the trade union movement generally.

UNESCO

2008 Global Monitoring Report on EFA

Education International carried out an analysis of the 2008 EFA Global Monitoring Report (GMR). The Report, which was released in November 2007, is a mid-term assessment of the progress towards attaining the EFA goals, hence its title, *Education for All by 2015: Will we make it?* EI's analysis highlights the main issues raised in the GMR and gives EI's response. EI is particularly concerned about the neglected EFA goals, including early childhood education, educational quality and skills for youths and adults. EI argues that the EFA goals and educational quality, in particular, cannot be achieved without adequate numbers of properly trained and qualified teachers. Quality, equity and equality matter and should always be taken into account when formulating educational policy. The analysis was sent to all the EI affiliates, together with the GMR Executive Summary.

EI attended the 9th EFA Global Monitoring Report Editorial Board Meeting, held in Paris, **France**, from 19-20 May. UNESCO Director-General Koïchiro Matsuura stressed the importance of the education-related MDGs and EFA goals. However, he said he was concerned about declining funding for EFA and said UNESCO would use the forthcoming high level meetings, including the EU Council, the G8 Summit, the UN High Level Conference on MDGs and others, to remind multilateral agencies and other stakeholders of the need to increase the momentum towards the achievement of EFA goals. Nicholas Burnett, UNESCO Assistant Director-General for Education, informed the meeting about the recent creation of an MDG Africa Initiative chaired by UNESCO and spearheaded by multilateral agencies, the EU and the AU.

The Board commended the current proposal for the 2009 report on Governance, Financing and Management: "Overcoming Inequality: Why Governance Matters." It was launched in November in Geneva, Switzerland, during the International Conference on Education. It was confirmed that teachers will be a central theme in the 2010 report.

In Paris, **France**, in July 2009, UNESCO will hold a world conference on higher education and research. It is to be entitled "The New Dynamics of Higher Education." The conference will take stock of changes in higher education since the World Conference on Higher Education of 1998 and will deal with the new dynamics that are likely to shape the strategic agenda for the development of higher education policies and institutions in the foreseeable future. In preparation for this event, a series of regional conferences have been and will be organized to bring specific regional concerns,

expectations and proposals to the 2009 World Conference. See www.unesco.org/education/wche for regular updates.

In order to prepare this conference with all stakeholders, UNESCO has set up a World Conference Preparatory Committee which held its first meeting in June. EI attended this meeting and expressed the views and main expectations of the higher education and research community. This conference will constitute an important event, and EI is expected to hold a side event to ensure its participation in the conference.

In the perspective of reinforcing collaboration with the international student movement, EI is cooperating with the European Students Union (ESU) and UNESCO to organise an international students' forum in Paris, **France**, to prepare, in particular, the students' contribution to the next UNESCO World Conference on Higher Education and Research.

INTERNATIONAL LABOUR ORGANISATION

EI's engagement with the ILO was further strengthened in 2008 in terms of work on the elimination of child labour and the ongoing defense of human and trade union rights.

ILO held the second meeting of the new Advisory Body for Education and Research. This body brings together representatives of teachers and other employees in education, through EI, representatives of public and private employees, and governments. At the 2008 meeting, public employers were represented by the Education Ministry of Finland. Agreement was reached on the organization of a Global Dialogue Forum on Vocational Education and Training (VET) in 2010, and a study on Early Childhood Education (ECE). Proposals will be presented to the ILO Governing Body in March 2009. The Advisory Body also pressed for the completion of an ILO toolkit on standards and conditions for employment of teachers, as decided in 2007. EI expects this toolkit to be of practical help to member organizations in their negotiations with governments and employing authorities.

Consideration will also be given to convening a Forum on Higher Education. The concept of a Global Dialogue Forum, is to hold an efficient two-day meeting at ILO Headquarters, prepared by the global union and employer representatives together with interested governments. The EI taskforce on VET is active in this preparatory work and the EI taskforce on ECE is actively pursuing the study. EI agrees with the ILO Director General that such activities could be more cost effective than traditional ILO tri-partite meetings, and will help project ILO's important sectoral work to the regions and the country level. In order to achieve this objective, EI's regional offices will be more involved in cooperation with ILO Regional Offices.

In his address to the International Labour Conference in June, the EI's General Secretary warned that in education today we are seeing de-professionalization on a massive scale. Statistics show more children are in school, he said, but quality standards are falling. He noted that teachers have died with their students in poorly constructed school buildings hit by earthquakes, and the financial crisis was hitting school budgets everywhere. He called for the sectoral dimension of ILO's work to be strengthened, and for all ILO constituents – workers, employers and governments – to do a better job on promoting gender equity.

G8

This year's G8 summit was held on the island of Hokkaido in **Japan** on 7-9 July. Prior to the summit, EI made input to the paper presented by TUAC on behalf of trade unions, again

emphasizing the need for governments to implement the declarations and commitments made at these summits. EI and TUAC pointed out that the G8 countries had first committed themselves to support Education for All in the developing countries at the Okinawa summit held in Japan eight years previously.

The EI General Secretary, in his capacity as Chair of the Council of Global Unions, participated in two major preparatory meetings for the G8 summit in May. The first was held with G8 Labour Ministers in Niigata, with both trade union and business leaders from the G8 countries. While in Niigata, the TUAC delegation also had frank in-depth meeting with the Director General of ILO and the Secretary General of the OECD, then took part in a meeting of local union members, chaired by the regional JTU President. The second meeting was held with the Prime Minister of Japan, as G8 host, in Tokyo. The General Secretary took the opportunity to challenge the Japanese government on its investment in public education. He also participated in a press conference hosted by RENGO, the Japan Trade Union Confederation.

WORLD BANK

Notable among World Bank publications released in 2008 are: *The Road Not Traveled: Education Reform in the Middle East and Africa*, *Global Monitoring Report 2008: MDGs and The Environment and Education Quality and Economic Growth*. What is emerging from these reports is the importance attached to competition, testing, and performance-related pay for teachers and school principals. Therefore, EI and the teachers' unions face an enormous challenge to respond appropriately and collectively to these developments.

The study on Education Quality and Economic Growth was launched in Brussels, **Belgium** on 23 June. EI attended the launch and challenged the study's narrow view of educational quality and its measurement. A brief analysis of this study was produced and shared with the unions. While the MDG Global Monitoring report recognizes the need to achieve better results in human development, including education and health, it seems to focus much more extensively on other MDGs, on environmental issues such as climate change, and on the emerging food and oil crises. EI ought to be vigilant to ensure that increased global attention to these other, and also important, issues does not overshadow or sideline education-related MDGs.

COMMONWEALTH

EI collaborated with the Commonwealth Secretariat in hosting the 3rd Commonwealth Teacher Research Symposium. The symposium, which was attended by researchers, educationists, trade union leaders and other stakeholders, was held in Maputo, **Mozambique**, from 19-21 February. Its theme was Gender, HIV/AIDS and the Status of Teachers. EI, through the EFAIDS Programme, sponsored three representatives from each of the following countries: Ghana (GNAT), Kenya (KNUT) and South Africa (SADTU).

The Commonwealth Secretariat announced the second round of Education Good Practice Awards at a launch held on 30 April in London, **UK**, this year. Ministries of Education, civil society and non-governmental organizations, including teachers' unions, within the Commonwealth have been invited to submit their work. This information was passed on to the affiliated unions in the Commonwealth.

UKEI attended a seminar convened by the Commonwealth Education Fund (CEF) in London, , from 10-11 June. The CEF is coming to an end this year. There will be a successor fund to the CEF, known as the Civil Society Education Fund (CSEF) and it would be established in 85 countries. The fund, which will be accessible to civil society organisations including teachers' unions, would be

used for advocacy-related activities: for example, on strategies to influence education policy and plans, budget tracking etc.

The Commonwealth Teachers Group (CTG) met on 28 November to review progress and plan for 2009, particularly for the next Conference of Commonwealth Education Ministers and the Teachers' Forum, to be held in June 2009. The CTG decided to review its Constitution, taking into account the issues raised at a meeting held during the EI Berlin World Congress.

FRANCOPHONE NETWORK

Representatives from Ei and EI's Francophone affiliates such as SNEAB/**Burkina Faso**, CSQ and CTF-FCE/**Canada**, SNES-FSU, SNUipp-FSU/**France**, CNEH/**Haïti**, SNEN/**Niger** and SER/**Switzerland**, were among the roughly 50 delegates of Francophone countries from Africa, Asia, Eastern and Central Europe, and the Middle East, present at the 11th meeting of the *Comité syndical francophone de l'éducation et de la formation* (CSFEF) on 11-12 March.

Delegates issued a Declaration to the *Sommet de la Francophonie*, reminding leaders to consider issues with an education perspective, and that working conditions for education personnel must be improved if measures adopted on the global and national levels are to be successfully implemented. Delegates also called for wider access to quality public education, for responsible citizenship and social and sustainable development, and highlighted the important role teachers' unions play in that regard.

1.3 ADVOCACY WORK AGAINST PRIVATISATION OF EDUCATION SERVICES AND LOBBYING ON GATS

As part of its ongoing work to defend quality public education and to promote the Millennium Development goal of Education for All, EI continues to monitor negotiations on the General Agreement on Trade in Services (GATS), and to lobby World Trade Organization officials to ensure that education is excluded from trade agreements. The principal danger is that the rules and restrictions of the GATS could, if applied to education, lock-in and intensify the pressures of privatization and commercialization.

In 2008, EI continued to retain the services of a consultant on trade and education services. Six issues of TradEducation News have been produced in electronic format, providing affiliates with updates and analysis of the latest developments in the GATS talks. EI's trade consultant participated in a special meeting of the ITUC's Trade and International Labour Standards (TILS) working group in Geneva, Switzerland, from 13-14 March during which meetings were arranged with WTO Director General Pascal Lamy as well as with the ambassadors of South Africa and New Zealand.

As well, EI was present at the WTO Ministerial meeting from 21-25 July in Geneva, **Switzerland**, which included a one-day GATS "signaling conference" during which ministers from about 30 to 35 countries were asked to indicate where they are prepared to make further market access openings. EI was active in lobbying delegations to exclude education services from further commitments.

Other advocacy work in this area included more active participation in this year's WTO Public Forum on 24-25 September. EI, in cooperation with Public Services International, hosted a panel session at the forum and has invited experts to address the impact of GATS on education and other public services.

Although the negotiations in the Doha round failed at the end of 2008 EI will continue to closely monitoring developments and lobbying delegations as needed. As well, further attention will be paid to bilateral and regional trade agreements with the aim to ensure that trade liberalization does not undermine that quality and accessibility of public education at all levels.

1.4 STATUS OF TEACHERS: ENHANCING THE STATUS OF TEACHERS, TERMS AND CONDITIONS OF EMPLOYMENT AND TEACHER EDUCATION

QUALITY EDUCATORS FOR ALL PROJECT

As decided at the 31st Executive Board meeting, the Quality Educators Project is designed to complement public authorities' efforts by helping to develop and provide training programmes, especially for unqualified teachers, who work in both formal and non-formal schools. The Quality-Ed Project seeks to bridge the gap between formal and non-formal education. The envisaged training will involve governments, local teacher education institutions, and other stakeholders in the country and result in recognised certification.

The project is managed by the Project Steering Committee Group with high level representation for both EI and Oxfam Novib. The Project Group is in charge with the daily management and includes the Project Leader, Sylvia Borren, two EI representatives and Oxfam Novib staff. First the Project Group defined the working methods, the composition of the Steering Group and the budget. In its September meeting, the Steering Committee adopted "Principles of partnership, and related structure, roles and responsibilities in phase 2 of the Quality Educators for All Project," providing a basis for further cooperation between the two organisations.

The Project Group decided to select eight countries where the feasibility studies would be conducted. Out of these eight, four countries will be selected for the pilot project. At the end of January, on the basis of agreed Terms of Reference, Europe External Policy Advisors (EEPA) was contracted to prepare the feasibility studies (desk studies and field studies) and to assist in the development of the project. Terms of reference have been developed for the field studies. In each of the selected countries, independent consultants have been contracted to do the field studies, and EI and Oxfam Novib focal points have been identified. Also a team of education experts has been identified and contacted to offer first comment on the desk studies so as to make the field studies

more effective, and also give their opinion on the feasibility studies and the country as a possible candidate for the pilot project.

Feasibility studies have been carried out in five countries. These are: Burkina Faso, Mali, Niger, Peru and Uganda and are still are currently being carried out in Afghanistan and Liberia. Specific pilot projects will be implemented in some of these countries. The Project's Steering Group on the basis of the results of the feasibility studies decided in September to carry out pilot project in Mali, Uganda and Peru.

Today the pilot projects in all three countries are being finalised so that concrete steps can be undertaken towards possible funding agencies.

PROMOTE THE ILO/UNESCO RECOMMENDATION ON THE STATUS OF TEACHERS AND UNESCO RECOMMENDATION ON HIGHER EDUCATION TEACHING PERSONNEL

As part of its ongoing work on the promotion of the Recommendations, EI will contribute to the dissemination of the new joint ILO/UNESCO brochure with users' guide in particular in the perspective of World Teachers' Day. EI has also helped and supported the complaint lodged on 22 May by its affiliate, *Dansk Magisterforening* (DM) which organises researchers and teachers in Danish universities.

At the end of the year the Secretariat contacted affiliates in order to start preparing the EI contribution to the 2009 CEART Report and meeting.

CEART mission to Japan

In April the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) undertook its first ever field mission to investigate allegations of violations of provisions of the ILO/UNESCO Recommendation on the introduction of disciplinary and other procedures affecting teachers, without proper negotiation or consultation with teacher unions.

The mission originated with a complaint filed to the CEART some years ago by a minority teacher union, ZENKYO, which is not a member of EI. The Japan Teachers Union, NIKKYOSO (JTU), and its local affiliates had in fact been dealing with the same issue. EI made representations to the ILO and UNESCO to ensure that the focus of the mission would be on the central issues of social dialogue, and that the JTU and its local affiliates would be fully involved in the hearings. The mission attracted considerable attention in national and local media.

EI worked closely with the JTU national officers and their advisers, as well as the leaders of the JTU affiliates in the Tokyo and Osaka prefectures, in order to present strong and effective submissions to the CEART experts, who commented on the high quality of these submissions. Very useful exchanges took place during the national hearings as well as the prefectural-level hearings held in the major cities, and at a final session with the JTU officers at the ILO office on the campus of the UN University in Tokyo. The particular focus of the mission was on measures introduced throughout Japan to evaluate so-called "incompetent" teachers (or teachers with "unsatisfactory teaching skills"), as well as remedial provisions in such cases, and provisions for transfer, suspension or dismissal. While the government had previously stated that these issues were considered to be management questions under the responsibility of prefectural authorities, it was

clear that national guidelines had been given to those authorities. The government also reasoned that management issues like these did not require negotiations or consultations with teacher unions. The JTU submissions were able to show that such assertions were in violation of the ILO/UNESCO Recommendation.

The CEART was represented by two experts, Professor Mark Thompson from Canada and Professor Konai Helu-Thaman from Fiji, and was accompanied by two senior officials for the ILO and one from UNESCO. The report of the mission will be presented firstly to the full Committee of CEART, then to the ILO Governing Body and will finally be presented to the UNESCO Executive Board. EI facilitated the attendance of JTU President and EI Executive Board member Yuzuru Nakamura, in the meeting of the ILO Committee on Legal Issues and International Labour Standards (LILS), where he presented the Japanese situation and the views of JTU to the Workers' Group. The Japanese government also sent a representative from Tokyo. JTU's President proposed in particular that the report be the basis for consideration by a special unit of the Prime Minister's Office set up to deal with public service reform. The report, which reflected the submission made by JTU national officers and leaders of the Tokyo and Osaka branches, could help, if accepted in a positive spirit by the government, to overcome long-standing difficulties in the management approach followed in the education system, which has become increasingly decentralized to the prefectural level. It could provide the basis for a new and more constructive approach to social dialogue in education in Japan. However, much will depend on whether the government will take up the constructive proposals of the JTU.

STUDY ON PROFESSIONAL STANDARDS FOR TEACHERS

The aim of this activity was to commission a study on professional standards to be met by qualified teachers and on the content and format of teacher education. However, there is no separate budgetary allocation for this activity, which is supposed to be carried out in the framework of the Quality-Ed Project. Taking the above into account, it was decided that for 2008, the focus should be on the competency profile of a primary school teacher and on alternative teacher education models.

A research question on the competency profile of a primary school teacher has been developed, highlighting the main issues to be investigated. The main focus is on the competencies that should be part of the profile of a quality primary teacher. These include the knowledge base, pedagogical skills, cognitive skills, social skills, and other essential life skills, as well as personal attributes.

The competency profile would be developed using information obtained during the Quality-Ed Project feasibility studies. Alternative models of teacher education would also be identified through the same mechanism. In addition, a mapping exercise of alternative teacher education models would be carried out in Bangladesh, Burkina Faso, Lesotho, Madagascar, Senegal, South Africa, Tanzania and Zimbabwe. A desk study on alternative models would also be carried out, taking into account information provided in the various EFA Global Monitoring Reports, UNESCO's Teacher Training Initiative for Sub-Saharan Africa (TTISSA) and World Bank initiated programmes, among others. A more extensive study, building on the preliminary findings of the current initiative, is envisaged in 2009.

1.5 CONFERENCES, SEMINARS, WORKSHOPS, TASK FORCES

CONFERENCE ON HIGHER EDUCATION AND RESEARCH

EI's work on higher education and research continues to focus on developing and expanding policy for the sector in light of recent developments at the world level as well at the European level. The last Conference was held in Malaga, **Spain**, in November 2007.

For more information, visit:

<http://www.ei-ie.org/highereducation/en/calendarshow.php?id=98&theme=highereducation>

The next conference is to be organised in 2010.

CONFERENCE FOR MEMBER ORGANISATIONS FROM OECD COUNTRIES

Following the decision of the 31st Executive Board a Conference was organized for the affiliated organisations from OECD countries, in Åre, **Sweden**, from 2-4 December 2008, on the theme: Governance, financing, evaluation and climate change – key challenges for public education. The purpose of the conference was to enable leaders of EI member organizations in the OECD countries to exchange views and information on developments and trends affecting the education sector. Particular attention has been given to: the financing of education, the impact of OECD international comparative surveys on education policy and governance and on School leadership and institutional management. Special sessions were organized on what schools, teachers and their unions can do in addressing climate change, and on the impact of the financial crisis on the education sector. It was a great opportunity for union leaders to reflect together freely and quite openly on these issues that confront them in all countries and which they share in today's interconnected world.

TASK FORCE ON EARLY CHILDHOOD EDUCATION

The 5th World Congress held in Berlin, **Germany**, in 2007 proposed the establishment of a Task Force on Early Childhood Education. The 31st Executive Board Meeting adopted guidelines and terms of reference for the task force, and EI Officers appointed its members. The aim of the task force is to advise EI on various aspects of Early Childhood Education, including strategies for the effective implementation of the Washington EI Congress Resolution on ECE, as well as ECE policy, practice, programmes and activities. A draft action plan to guide the Task Force in carrying out its activities has been elaborated. The Task Force held its first meeting in **Malta** on 3 November. The Task Force decided to map out the ECE landscape across the globe. The mapping will focus on ECE policies, programmes and activities and on examples of good practice from several countries. The exercise will be conducted by members of the Task Force and the EI Secretariat.

The EI Pan European Structure organised and held an ECE seminar in **Malta**, from 4-5 November. The seminar was attended by 60 participants. The seminar came up with a number of recommendations, and these include the need to influence the European Union's "2020 Process", which is expected to come up with new education targets for the EU. The seminar also discussed

the EI ECE study. Its findings were appreciated and it was recommended that study should be published and widely disseminated among EI member organisations and other stakeholders.

The EI Pan European Structure commissioned a study on the organisation and funding of early childhood education systems and programmes in Europe. The study was conducted by Dr Mathias Urban, Director of Early Childhood and Profession, International Centre for Research, Studies and Development, Martin Luther University, Germany. The study's findings indicate that access to ECE is increasing across Europe although it remains uneven, both between and within some countries. Split systems, differentiating between early education and care, exist in some countries. Qualifications range from literally non-existent (particularly in childcare) to a fully qualified graduate professional. However, serious representative gender disparities exist among ECE staff, and almost all of them are women.

IMPLEMENTATION OF RECOMMENDATIONS OF TASK FORCE ON VOCATIONAL EDUCATION AND TRAINING

EI's work on vocational education and training (VET) continues to focus on developing and expanding policy for the sector in light of recent developments. The implementation of the recommendations of the VET task force, as approved by the Executive Board, guides this work.

The task force report proposed that a set of guidelines be developed that would establish best practice for the cross-border provision of VET. These guidelines were approved by the Executive Board and were disseminated to affiliates in June. Affiliates were encouraged to adopt the guidelines and to share them with their relevant national educational authorities.

Since the task force presented its report and recommendations to the Executive Board, a number of developments in the VET sector have occurred. At the European level, the EC is proceeding with the development of a European credit system for VET. Meanwhile, the OECD, as part of its Learning for Jobs project, is launching the second round of country policy reviews of VET to be undertaken in 2009-10. These reviews will assess the strengths and weaknesses of a country's VET system and provide a set of policy recommendations.

These recent initiatives will require the task force to consider several emerging policy challenges including financing, governance, recognition of qualifications, quality assurance, and the employment conditions and rights of staff. A work plan for the task force has been prepared with the aim of producing a draft comprehensive policy on VET for consideration at the next Executive Board meeting.

SCHOOL LEADERSHIP

EI attended the final international conference of the OECD School Leadership Activity in Copenhagen, **Denmark**, from 14-15 April. Its main purpose was to come up with policy levers for improving school leadership and to share successful case studies on school leadership. Studies were carried out in 22 OECD countries and partner countries. The School Leadership Activity culminated in the publication of two comprehensive documents, *Improving School Leadership: Policy and Practice* and *Improving School Leadership: Case Studies and Concepts for Systemic Action*. These documents were extensively discussed at the conference and were due to be released in June. The OECD has identified what it calls four policy levers for improving school leadership. These are: Re-defining school leadership responsibilities; distributing school leadership; developing skills for

effective leadership; and making school leadership an attractive profession. A toolkit to support policy makers and practitioners would also be released.

The 5th World Congress adopted a resolution on school principals and school leadership. The resolution pledges to promote management of educational establishments based on participative leadership, the recruitment of school principals and leadership based on transparent systems and objective criteria, the development of a set of benchmarking skills, clearly defined tasks and assessments based solely on them, initial and in-service training and continuous professional development and material conditions that recognize school leaders' responsibilities.

To follow the two seminars held in 2005 and 2007 a School Leadership meeting will be held in May 2009. The proposed venue is Helsinki, **Finland**. Finland has been described in the recent OECD publications on school leadership and other sources as one of the countries with the best models of participative school leadership in the world. A field trip to some of the schools is proposed during the seminar so that the participants can have the opportunity to learn directly about Finland's leadership model and share their own experience as well. The envisaged seminar would focus on current issues, trends and developments in school leadership at global and country levels, on the changing roles of school leaders, on strategies for achieving participative leadership and on measures for ensuring safety for teachers, students and education employees, among others.

1.6. REGIONAL ACTIVITIES

AFRICA

In Africa education has been the keystone of Poverty Reduction Strategy Papers (PRSPs) – a development agenda set up by governments through a long process of consultation with the World Bank, civil society and other governments. National education plans have also been developed taking into account the importance of basic Education for All. In countries such as **Ghana, Kenya, Malawi, Nigeria, Sierra Leone, Tanzania, Togo** and **Uganda**, governments have proclaimed free primary education along with positive action policies to encourage girls to go to school. **Kenya** and **Uganda** also provided free secondary education. That way, access to education has been accelerated in certain countries, by up to 300%.

This rapid increase in enrolment had negative repercussions on the quality of teaching and learning. Problems included: a shortage of classrooms which resulted in elevated pupil-teacher ratios, a lack of teaching and basic learning materials, and a lack of trained teachers. Teachers' workload increased and schools even resorted to hiring untrained teachers. All this constituted a serious threat to the quality of education on the continent.

In order to increase the participation of the education community in national development, numerous governments tried the policy of decentralisation, and education was one of the first sectors involved. In many countries nowadays local governments have been given the responsibility of managing basic education. These responsibilities include building classrooms, recruiting teachers, paying their salaries and managing schools.

To react appropriately to this situation, it is imperative to energise the teacher trade union movement in its entirety. Unity of teachers is an absolute necessity if they are to be able to influence policies: the strong and united voice of teachers would be too powerful for the authorities to ignore.

While preferably using a two-path approach of unionism and professionalism, unions should count on partnerships with other players in education.

It is also important to reinforce the skills of members in information and communication technologies to enable them to inform themselves more effectively about current educational developments.

World Teachers' Day is a good occasion on which to draw attention to the relevance of the UNESCO/ILO Recommendations on the Status of Teachers.

EUROPE

Higher Education: The Bologna process

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

EI has continued its ongoing cooperation with other BFUG Consultative Members. In this context EI, in partnership with the European Students Union (ESU) have conducted a Campaign on Mobility for staff and students. This campaign aims aimed at providing information on the benefits of mobility whilst promoting the removal of barriers to mobility. By motivating students and staff to go abroad it also aimed to convince higher education institutions and governments that they should remove the obstacles to mobility. An online petition, a campaign package, a 'mobility-wiki' and a mobility-barometer can be accessed through our website at www.lets gocampaign.net. The results of this Campaign were presented and discussed at a Conference held in Lille, **France**, on 6-7 October. The main recommendations will be presented to the Bologna Follow-up Group (BFUG) for consideration by the next Ministerial Conference to be held in April 2009.

HERSC meetings

EI's European committee on higher education and research (HERSC) met on 28-29 February in Dubrovnik, **Croatia**, and on 8-9 October in Lille, **France**, to follow up on the outcomes of the conference in Malaga as well as to discuss the current developments in the Bologna Process. EI is highly committed to the discussion regarding the future of the Bologna Process after 2010 and large discussions were devoted to the contribution of EI at the 2009 Ministerial meeting. Furthermore the committee assessed the work undertaken and achieved in the Mobility campaign done jointly with ESU. Other topics discussed were academic freedom, climate change, researchers' careers and matters relating to European Union work in the area of higher education and research.

European Quality Assurance Register for Higher Education (EQAR)

Following a decision taken in May 2007 at the Ministerial conference on the Bologna Process a Register was launched. This register is a landmark for European cooperation in quality assurance of higher education in the context of the Bologna Process reforms. The purpose of the register is "to allow all stakeholders and the general public open access to objective information about trustworthy quality assurance agencies that are working in line with the European Standards and Guidelines for Quality Assurance (ESG). It will therefore enhance confidence in higher education in the EHEA and beyond, and facilitate the mutual recognition of quality assurance and accreditation decisions". Education International was admitted as a member and attended the Founding and the first regular

Assemblies. EI nominated a representative for the Register Committee which comprises 11 independent quality assurance experts who will decide upon applications.

EI attended a French Presidency Conference held in Paris, **France**, on 13-14 November, which was entitled “International Comparison of Education Systems: a European Model?” The main target audience was representatives of the different ministries of education around the EU and the main stakeholders in the Bologna Process. The conference focused on how to compare European education on three different levels, namely compulsory, vocational and higher education. The part dealing with higher education focused on rankings and typologies/ classifications. In conclusion, the European Commission announced that it was going to launch a call for tender to do a feasibility study of a European Ranking system.

LATIN AMERICA

The Regional Office visited **Mexico** on 16-18 August to meet with CENSUES, an organization dealing with Higher Education issues. CENSUES showed interest in starting a process of consultation with their affiliates with a view to them becoming an EI member, as well as in participating in any national event organised by EI in the field of Higher Education.

A seminar was held on 1-2 December in Sao Paulo, **Brazil** on the impact of GATS on Latin America's public education systems. The following organizations were invited to participate: **CTERA/Argentina; CONMERB/Bolivia; CNTE/Brazil; CONTEE/Brazil; CPC/Chile; ADP/Dominican Republic; UNE/Ecuador; ANDEN/Nicaragua; OTEP/Paraguay; as well as NEA/USA.**

Also present were the Head of the Department of Economy of the Foreign Affairs Ministry in Brazil and the ITUC-Americas expert in WTO/GATS negotiations, Hilda Sánchez. After receiving updates on the WTO negotiations and Doha, the unions committed themselves to undertaking a series of actions to get the attention of political leaders and prevent their respective countries signing up to GATS, specifically:

1. **CTERA/Argentina** promoted approval of the national Law of Education establishing that the State would not sign bilateral or multilateral trade agreements which would result in commercialization of public education.
2. **CPC/Chile** warned that all foreign economic relations are open to free trade agreements. Education is treated as a commodity by private entrepreneurs, often with financial support from the State. The teachers committed themselves to lobby against trans-nationalisation of education.
3. **ANDEN/Nicaragua** reported that the Sandinista government, which had ended school autonomy previously promoted by the World Bank, is presently committed to free education and its non-commercialisation.
4. **Brazilian** affiliates had already expressed their determination to keep education outside the GATS framework.
5. **UNE/Ecuador** leaders said that, though the recently approved Constitution of Ecuador guarantees free public education, they would lobby for President Rafael Correa not to sign on to the GATS.

Aim 2 : IMPROVEMENT OF THE WELFARE AND STATUS OF TEACHERS AND OTHER EDUCATION EMPLOYEES THROUGH THE EFFECTIVE APPLICATION OF THEIR HUMAN AND TRADE UNION RIGHTS AND PROFESSIONAL FREEDOMS.

Education International asserts the rights of all teachers to organise themselves into independent, democratic trade unions and to undertake free collective bargaining to guarantee the teaching and working conditions that are essential for quality education. When educators face violations of their human and trade union rights, EI is there to defend them, to alert the international community, and to walk in solidarity with them.

2.1 DEFENDING HUMAN AND TRADE UNION RIGHTS

In 2008, EI continued to provide support and advice to member organisations confronted with violations of their human and trade union rights. EI's advocacy focused on ratification and implementation of the International Labour Organisation (ILO) Convention 87, which aims to guarantee freedom of association and protection of the right to organise, and Convention 98, on the right to organise and collective bargaining, and to a lesser extent, ILO Conventions against discrimination, child labour and slavery.

In a large number of countries, teachers from the public sector are still deprived of the right to join a union (in most cases, teachers can join a professional association), right to strike, and equally vital, the right to enter into collective bargaining to secure improvement of their status.

Particular effort was devoted to EI's member organisations in Bulgaria, Colombia, Ethiopia, Georgia, Guatemala, FYR Macedonia, Philippines and Zimbabwe. Even though EI has no member organisation yet in Iran, EI made efforts to assist the teacher representatives there, especially following the decision of the ministry of interior to suspend activities of the teachers' trade association.

EI continued to use to the fullest the international supervisory mechanisms of the ILO through complaints to the ILO's committee on freedom of association, reports to the committee of experts and participation at the ILO commission on the application of standards. EI also contributed to the ILO global report 2008 on the implementation of conventions 87 and 98. EI deplored the fact that, in some countries, education is considered an "essential service." Thus, teachers and education

workers in the public sector are excluded from the legal rights to form trade unions, bargain collectively and/or resort to strike actions.

In December, the EI officers adopted a declaration in support of persecuted teachers. The declaration stresses that schools must be violence-free. Education institutions must at all costs be protected as safe havens in which students may continue to receive their education. The notion of schools as safe sanctuaries has been used in communication with the government authorities of Somalia, Israel and Gaza.

EI undertook two regional initiatives to promote the defense of human and trade union rights in the ASEAN and Caucasian regions.

EI continued to consolidate its relationship with the ILO bureau for workers' activities (ACTRAV), as well as with the international trade union confederation and through the council of global unions. EI was also regularly in touch with human rights groups such as amnesty international, human rights watch, international human rights federation (FIDH) and frontline defenders.

In the focus countries, EI has worked with its member organisations in influential countries to involve them in lobbying their foreign offices. EI has also worked closely with the European Commission and specifically with the directorate general for development (DG DEV).

The human and trade union rights unit developed a manual to assist member organisations to engage in the defense of the human and trade union rights of teachers worldwide.

2.1.1 Africa

Carrying out trade union activities is still a challenge for many teacher organisations in Africa. The rule of law is often dependent on the good will of the authorities and it is difficult for the unions to assert their rights.

Freedom of association and freedom of speech are not always respected. Too many countries view independent trade unions as political opponents. Teacher trade union leaders and activists face threats, suspensions, fines, transfers, dismissals and sometimes arrest and detention. The regional office highlights a deterioration of human rights in Africa. The situation also worsened in the context of the food crisis, which has been acute this year.

In 2008 a lot of attention was devoted to Ethiopia and Zimbabwe where the governments have attempted to crush the independent teacher associations. In addition to supporting its affiliates in those countries, EI called the attention of trade union partners, intergovernmental organisations and media to the repression of trade union rights.

Algeria

The situation continued to deteriorate for SATEF and to a lesser extent UNPEF. SATEF continued to experience harassment and interference by the authorities. Relationships between the teacher associations and the Government are largely dependent on the goodwill of the Ministry of Education. Consultation is organised when it suits the Government. At the request of SATEF, EI issued a letter of support to striking teachers on 4 August 2008. The teachers were requesting a

permanent contract for 40,000 colleagues who have been on short-term contracts for the last 14 years.

Angola

In October, EI provided support to its affiliate SINPROF, in Angola, when union members were briefly detained in the province of Bengo. EI also liaised with the ITUC to coordinate possible support from the Angolan trade union centres to SINPROF.

Botswana

The situation of the former President of the Botswana Teachers' Union is still not resolved. Japhta Radibe, President of the BTU and President of the Southern Africa Teachers' Organisation, was "retired" from teaching on 24 October 2007, although he was only 45 years old. This sacking seems to have been a reaction to his support for social issues and teachers' welfare. The previous BTU President, Phillip Matoane, was also dismissed from his post at the Seepapitso secondary school under similar circumstances. At year's end, Radibe was still in court litigation with the education authorities. In 2007, Radibe was elected President of the Botswana Trade Union Centre. In this capacity, he is the workers' delegate from his country to the ILO International Labour Conference.

Burundi

Relations remained tense between the teacher union STEB and the Burundi authorities. STEB reported random harassment and short detentions of union activists, as well as interference in the teacher union movement intended to create disunity. In addition, STEB is not allowed to hold meetings without first notifying the town hall, which is contrary to the principles of freedom of association. STEB was hoping for an improvement in the situation and was not requesting EI to take action on its behalf.

Cameroon

Despite cooperation with EI, the teacher union SYNTESPRIC did not manage to submit a complaint to the ILO regarding the situation of teachers employed in private institutions.

Democratic Republic of Congo (DRC)

Throughout the year, EI was in contact with its affiliates in DRC in connection with the violence affecting civilians in Eastern Congo. The violence uprooted an estimated 250,000 people since late August, in addition to 800,000 people already displaced. EI issued a statement in November expressing its concern about the humanitarian crisis in Congo. In December, EI was informed that a union official from SYECO had been murdered in Butembo, North Kivu. EI was in contact with its affiliate to offer support. In September, EI was also in contact with its member organisation SYECO regarding a strike launched by the teacher organisations regarding the non-payment of wages and asking for the suppression of the salary districts in country.

Côte d'Ivoire

EI supported the decision by its affiliate SNEPPCI to observe a work stoppage on 28-30 January, following the signing by the Head of State of a decree which did not take into account the concerns of teachers from the primary degree, although negotiations were under way and commitments had been made by the Government. EI sent a letter to Minister of National Education asking for respect for social dialogue and collective bargaining.

Djibouti

EI involved the teacher union SYNESED in the ILO High Level Mission that visited Djibouti in January. EI and its affiliate have since monitored the implementation of the Government commitments. By the end of the year, no real improvement in the freedom of association rights of civil servants could be seen.

Ethiopia

In 2008, the Ethiopian Government finally played its last card in order to get rid of the independent teacher association ETA, a long-time member of EI. On 7 February, the Ethiopian Supreme Court upheld the decision of the Federal High Court of 21 June 2007 to dissolve the EI member organisation. On 26 June, after several adjournments, the Court of Cassation finally upheld the rulings which ordered EI's member organisation to hand over property, other assets and its name to the new ETA. In July, the new ETA processed an order for EI's ETA to vacate its headquarters.

This marks the end of a 15-year-long judicial process.

The dissolution of EI's ETA forced its members to create a new association, named the National Teachers' Association. In June and July, representatives of all provinces gathered to prepare the status, constitution and board of the new association. A request for registration was filed in July. After various attempts to delay the process, the Ministry of Justice took the unusual step of asking the Minister of Education for his opinion regarding the registration request of NTA. On 15 December, the Ministry of Justice officially notified the NTA that it was refused registration.

EI continued to seek a dialogue with the Ethiopian authorities in order to identify ways to resolve the conflict in a satisfactory way, guaranteeing the freedom of Ethiopian teachers to belong to the association of their choice. While the EI High Level Delegation was not able to secure meetings with Government officials, an audience was granted on 10 April by the Ethiopian Ambassador in Brussels. The audience re-opened a dialogue which had been closed in March 2007 by the Government. For the preparation of the EI High Level Delegation, the Brussels embassy had denied visas to representatives from AOb/Netherlands and EI. The High Level Delegation was comprised of representatives from NUT/UK, EI Executive Board, and EI Africa staff members. The delegation was very timely to show solidarity with EI's affiliate and highlight the commitment of the EI community to support freedom of association in Ethiopia. The delegation also secured very useful meetings with representatives of foreign embassies.

EI and its affiliate in Ethiopia were involved in the preparation of the ILO Direct Contact Mission (6-10 October) and of the European Parliament Development Committee Mission (25-29 October). Both missions had meetings with EI's affiliates and both recommended that the Ethiopian Government ought to respect freedom of association for teachers.

EI also commissioned a legal report on torture suffered by six ETA members and officials while in detention. This report was forwarded to the Ethiopian Embassy in Brussels, to the UN Special

Rapporteur on Torture and to the ILO as a supplement to the complaint lodged by EI and the ETA with the ILO Committee on Freedom of Association in 2006.

EI also networked with the other trade union federations, ITUC, ILO, Confederation of Ethiopian Trade Unions, as well as the European Union. In October, AOb and the Dutch FNV organised a letter-writing campaign on behalf of the ETA officials still in prison and ETA members who had been dismissed from their teaching duties. In November, the NTA was invited to attend an ITUC Africa sponsored trade union event in Ghana. This was the first participation of the NTA in an international trade union meeting.

Throughout the year, EI also lobbied the Ethiopian Government regarding a draft law on Charities and Societies Proclamation, which would place civil society organisations under government control. EI joined Human Rights Watch and Amnesty International in their criticism of the proposed legislation. Many of the key provisions of the draft law would violate Ethiopia's obligations under international human rights law and fundamental rights guaranteed in its own constitution, including the rights to freedom of association and freedom of expression. The new law will provide mechanisms to control and monitor civil society groups while punishing those whose work displeases the government. It could also seriously restrict much of the development-related work currently being carried out with international organisations, such as EI.

Guinea

Colleagues in the country expressed anxiety that trade union rights may be suspended following the death of President Conté on 22 December. Solidarity was expressed through an ITUC-sponsored statement. EI was in touch with its affiliates to identify possible ways to assist teacher unions in the country.

Kenya

In January, at least 1,000 people were killed and 300,000 more displaced due to post-election violence, which increased tribal tensions and even escalated into "ethnic cleansing" in some areas. Teachers and students were amongst the victims. Schools opened only after two or more weeks delay. The impact on Kenya's public school system has been devastating in both urban and rural areas, affecting more than 10 million learners.

Lesotho

In August, EI sent a protest letter to the Minister of Education and Training of Lesotho urging the government and the parliament of Lesotho to reconsider the content of the Education Bill, where a possible change in the status of teachers in Lesotho would undermine their trade union rights.

Nigeria

In July, EI sent a protest letter to the President of the Federal Republic of Nigeria, H.E. Mr. Umaru Musa Yar'Adua, in support to the Nigeria Union of Teachers (NUT) strike. The letter demanded implementation of the promised Teachers' Salary Structures, which had been unanimously approved by the National Council on Education in October 2003. At the end of the year, the NUT was still in negotiation with the Government about the implementation of the bill.

Palestine

In September, EI sent a protest letter to the Prime Minister of the Gaza Strip, condemning the use of arbitrary punitive measures taken by the Ministry of Education in Gaza against the teachers' positions and assignments. These measures prompted a five-day strike which led to various sanctions and the arrest of leaders of the GUPT, Mr. Walid Dahlan, Mr. Fadel Qandeel and Mr. Ibrahim Fares, all of whom took part in the strike.

According to the Palestinian Centre for Human Rights, the Internal Security Service of the Ministry of Interior issued a communiqué to the public schools threatening to take "necessary legal actions against whoever disrupts the educational process." EI therefore requested that the Gaza authorities reverse the measures taken against teachers and headmasters, and reinstate them in their previous positions and to ensure that the political conflict does not impact the education sector.

In December, EI issued a statement deploring continued military hostilities and calling for an immediate cessation of all acts of violence in Gaza and Israel. EI called on both governments to do everything possible to prevent more children becoming victims of the current violence. (See also Aim 4: Promoting democracy, sustainable development and solidarity).

Somalia

In October, EI sent a protest letter to the Prime Minister of Somalia, H.E. Mr. Nuur Hassan Hussein, expressing concerns shared by EI and the Somalia national union of teachers (SNUT) about the lack of effective measures to guarantee the provision of education in Somalia. Schools and teachers are continuously being targeted by various groups, including Somali government forces and Ethiopian troops. Teachers, students and education personnel went on strike for three days beginning 2 September. Despite the difficulties, local communities have pooled their resources to rebuild schools and send their children to be educated. Thus, EI on behalf of its member organization SNUT, asks that the provision of education be a priority of the Somali authorities and that all schools be recognised as safe sanctuaries. EI also requests that an investigation should be undertaken into the killing of innocent teachers and students, and the security of trade union activists must be guaranteed.

Sudan

EI continued to follow the developments in Darfur and particularly the efforts of the joint United Nations-African Union peacekeeping mission, UNAMID, tasked with protecting civilians in the war-ravaged region. An estimated 300,000 people have been killed in Darfur and another 2.7 million have been forced from their homes since fighting erupted in 2003, pitting rebels against Government forces and allied Janjaweed militiamen.

Swaziland

In September, EI protested the arrests of trade unionists who were demonstrating against the worsening political, economic and social crisis in Swaziland. Jan Sithole, secretary general of the Swaziland Federation of Trade Unions (SFTU), was part of the group arrested.

Tunisia

EI followed up the joint complaint it lodged with the Fédération générale de l'enseignement supérieur et de la recherche scientifique (FGESRS) for anti-union discrimination and restrictions on collective bargaining. In 2008, the ILO Committee on Freedom of Association requested the government to provide evidence of court decisions referred to in its defense. According to FGESRS, those court decisions do not exist. Last year, the union witnessed no further victimisation of its members.

In January, IE also sent a protest letter to the Minister of Education and Formation of Tunisia, Mr. Sadok Corbi, regarding the case of three teachers whose contracts were revoked following their participation in a strike called on 11 April 2007 by the General Union of Secondary Education (SGES).

Towards the end of the year, EI protested the prison sentences of up to 10 years against 33 trade union activists and protesters who were accused of leading the unrest against unemployment and high living costs in the phosphate-rich Gafsa region in south-east Tunisia.

Zimbabwe

Throughout 2008 EI continued to monitor the situation in Zimbabwe closely, keeping in touch with its long-time affiliate ZIMTA and its new affiliate PTUZ, which became an EI member in September 2008.

Besides the harassment of leaders of the PTUZ, teachers — like all Zimbabweans — also suffered the hyperinflation that plagued the national economy. Estimates indicate that over 30,000 teachers quit their jobs and left the country for menial jobs mostly in South Africa, while others have gone to Britain and Australia.

Special focus was placed on violence against teachers in the aftermath of the presidential election, which took place on 29 March. EI sent various protest letters to President Robert Mugabe and launched an urgent action appeal on Zimbabwe on 16 May, to which 24 EI member organisations responded.

EI provided assistance to ZIMTA so that it could carry out support activities for victimised teachers. EI received detailed reports that at least 250 schools in 23 districts throughout the country were affected by some form of violence in the period between 3 and 9 May 2008. Hatred against teachers was propagated and, in some instances, teachers were even beaten in front of their pupils and other community members. EI also monitored the difficult situation facing Zimbabwean citizens who fled to South Africa.

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. At the request of the Workers Group, the ILO called for a Commission of Inquiry which is the highest-level investigative procedure of the ILO Constitution.

In September, most teachers decided to stay away from school. The hyperinflation had spiraled out of control so that a teacher's monthly wage was barely enough to buy three loaves of bread, and the transport allowance did not cover more than one trip to school.

In December, EI protested the arrest of more than 60 trade unionists, including 14 PTUZ officials. Most unionists, including PTUZ General Secretary Raymond Majongwe, were released on the same day. They were detained in connection with peaceful marches to protest the financial and humanitarian crisis in Zimbabwe. Teachers were also protesting the fact that they have not been able to access their bank accounts. Teacher unions also requested that wages be pegged to the US dollar.

EI and ITUC, as well as some EI member organisations, issued letters requesting President Mugabe and the government of Zimbabwe to guarantee, in all circumstances, the right of workers' organisations to exercise activities relating to the conditions of work and economic and social policy. EI also requested that trade unionists, journalists and human rights defenders be allowed to operate without harassment.

EI issued numerous protest letters in 2008 about violations of teacher union rights in Zimbabwe and kept the EI community informed through regular updates on the website.

2.1.2 Asia-Pacific

Trade union rights are universally recognised human rights at work. However, not all governments in Asia are showing a clear dedication to implement the human and trade union rights enshrined in key instruments such as the Universal Declaration of Human Rights, Conventions of the International Labour Organisation and specific commitments internationally ratified such as the Beijing Platform for Women, the Education For All framework and the Millennium Development Goals, to name only a few which are of particular relevance for teacher organisations.

Asian governments have ratified some international human rights instruments, but such policy is not reflected in national constitutions or laws. The current economic crisis has also impacted negatively on the respect for human and trade union rights.

Trade union pluralism and workers' rights to set up trade unions of their own free choice are still denied in a number of Asian countries, including **Brunei, Burma, China, Laos, North Korea** and **Vietnam**, and in the Middle East and the Gulf States, including **Egypt, Iran, Iraq, Jordan, Kuwait, Syria** and **Yemen**. Being a trade union leader in the Asia-Pacific region remains a dangerous occupation.

Trade union rights are curtailed in some sectors. Civil servants faced significant restrictions on their right to freedom of association in many countries of the region. **Thailand** is a case in point, as well as **Bhutan** and the **Maldives**. **Bangladesh** and **Pakistan** imposed curbs on professional associations. In **Korea**, the teacher organisation KTU continued to deplore the absence of dialogue, the prohibition of the right to assemble for teachers, and the denial of the right to strike in the Teacher Union Act.

Trade union rights have also deteriorated in countries like **Cambodia** and **Pakistan** where the government refused to bargain with the teachers or civil servant unions and their leaders were singled out for harassment and denied promotions.

Moreover, the concept of "essential services" is frequently used and abused by governments to deny

the rights to strike, to collective bargaining and even to organise, to categories of workers whose basic trade union rights are recognised under the terms of international conventions.

In 2008, EI launched a major training project in Central Asia, focusing on **Kazakhstan**, **Tadjikistan** and **Uzbekistan**, and to a lesser extent **Kirghizstan**.

The Trade Union Rights Network Sub-regional Conference was organized by EIAP in Kuala Lumpur, **Malaysia**, 27-29 June 2008 for the 13 participating member organizations in the five ASEAN countries: Cambodia, Indonesia, Malaysia, Thailand and the Philippines. The conference discussed the ILO instruments and developed the Human and Trade Union Rights national action plans as well as the improvement and effectiveness of the ASEAN Trade Union Rights Network.

Afghanistan

In 2008, EI continued to monitor the grave violations of the human rights of women and girls, including all forms of discrimination against them and non-respect of their fundamental right to education. Girls are regularly assaulted and tortured on their way to school.

EI addressed correspondence to Kai Eide, the UN Secretary-General's Special Representative and head of the UN Assistance Mission in Afghanistan, to stress that "Education is a fundamental right for every human being."

Australia

In September, the CEART issued its recommendation following the communication sent by NTEU and supported by the Australian national centre ACTU as well as EI, requesting 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. The government was urged to cooperate closely with the teachers' organizations representing the collective voice of higher-education staff, such as the NTEU, so as to agree on policies and practices that address the concerns expressed in the allegations.

Burma (Myanmar)

EI issued a statement following the reluctance of the Burmese authorities to facilitate the delivery of aid so urgently needed by the people of the five regions hit by cyclone Nargis. (For more detail, see report under Solidarity and Development.) Many schools were destroyed and there is still little education provided in the flooded areas.

It was also reported that eight teachers were still detained following the 2007 Saffron Revolution, the protest led by Buddhist monks and workers, which was crushed by military force in September 2007.

Cambodia

Restrictions on the trade union rights of civil servants remain in place. The 1997 Labour Law does not apply to teachers. Leaders and members of the independent teacher association CITA continue

to be confronted with the whole arsenal of anti-union measures when they attempt to defend their rights.

There was no improvement of the situation in 2008, but at least the harassment of CITA leaders and members did not worsen.

CITA, which represents 10% of Cambodia's teachers, continued to promote the rights of teachers to freedom of association and lobbied for education reform and for the inclusion of teachers in developing education policy.

In June, CITA took an active part in the EI Trade Union Rights Network (TURN) initiative.

China

Freedom of association does not exist for teachers in mainland China.

In May, EI expressed its deep sympathy with the victims of the massive earthquake that struck in the Sichuan province.

An EI mission to Hong Kong took place in July, during which meetings with EI affiliates and the ITUC/GUF/HKCTU/HKTUC Hong Kong Liaison Office (IHLO) took place. As a result of these meetings, it was decided not to hold the proposed EI/Albert Shanker Institute Seminar on the role of education unions in promoting democracy and human rights. A search continues for a suitable academic from a Chinese university to undertake the research mandated by the Executive Board. The Task Force established by the Executive Board was unable to meet, despite dates being set and venues booked. It has therefore been decided to convene meetings of the Executive Board members of the Task Force in conjunction with Executive Board meetings.

Fiji

The provisional government formed following the military coup of 5 December 2006 is still in place. The advent of new labour legislation may provide reason for hope. In 2008, civil servants protested a reduction of their pay.

India

EIAP organized a National Workshop on Trade Union Rights in Orissa, India, from 20-22 June for 27 teacher leaders from the AIPTF, AISTF, AIFTO AND AIFEA. Several violations of the ILO Core Conventions were identified at workplaces. Action plans were developed by the participants to address the issues.

Indonesia

The EI programme to strengthen the trade union structures of PGRI continues to make progress. In 2008, PGRI once again successfully challenged the government to devote 20% of its national budget to education. For the third time, the constitutional court has held that the public education budget should meet the constitutional allocation of 20%. At the PGRI Congress, held 30 June-4 July, the President of Indonesia announced that the government will annually increase the education budget as well as the salaries of teachers.

In his address to the Congress, EI General Secretary Fred van Leeuwen highlighted the role of teachers in imparting democratic values and teaching tolerance. He said: "Teachers [must] build bridges of understanding, just as those of us in Education International are trying to build bridges between the teaching profession of the Muslim world and our colleagues in the so-called western countries. And you, the teachers of Indonesia, the country with the largest Muslim population in the world, have a very important role to play in helping us build those bridges."

Due to the proximity of its Congress, PGRI representatives could not take part in the second meeting of the EI trade union rights network (TURN) initiative in June 2008. Only FESDIKARI was represented.

Iran

EI continued to support the teachers in Iran through regular communication and support for the Iran Teachers' Trade Association (ITTA) and its umbrella organisation, the Coordinating Council of Iranian Education Workers and Teachers' Trade Associations, which has applied for membership in EI. EI was informed that in 2007, the ministry of interior adopted a decree suspending the activities of the Teachers' Trade Association. In September and again in December, attempts by the association to organise union meetings to discuss issues related to teachers' status were disrupted. Teachers at the meeting were brutally assaulted and some were taken to the police station, where they remained for periods ranging from a couple of hours to several days.

EI has approached the Iranian Embassy in Brussels, **Belgium**, to try to open a dialogue about the demands of the teacher movement. By the end of the year, the audience had not yet taken place.

EI has also joined the international and Iranian campaigns to release Farzad Kamangar, a 33-year-old Iranian teacher and trade unionist who has been repeatedly tortured in custody and sentenced to death by the Tehran revolutionary court in February. On 11 July, the Iranian Supreme Court confirmed the death penalty against Kamangar. EI launched an urgent action appeal and an online campaign in support of Kamangar. Over 6,400 online messages were sent to President Ahmadinejad requesting a fair trial and commuting of the death sentence. In November and December, EI mobilized its member organisations and partners again, as information from multiple sources seemed to indicate the possible execution of Kamangar. The international support was overwhelming and Kamangar was eventually not killed. In December, Amnesty International launched an appeal for Kamangar. In a communication with Kamangar on 7 January, he thanked the EI member organisations for their vital support.

In June at the ILO Commission on the Application of Standards, EI provided information about the discrimination in access to education and about the lack of freedom of association for teachers in Iran.

EI provided an update to the ILO complaint. In November, the ILO governing body provided excellent recommendations to the government of Iran regarding workers' rights in Iran and the situation of Farzad Kamangar.

Initiatives have been taken to organise an EI mission to Iran. At year's end EI was waiting for feedback from the Coordinating Council.

Iraq

In June, the Iraqi Teachers' Union (ITU) called on its members and branch leaders to be vigilant in protecting their organisation from being used by any political party or group in the months leading up to the provincial elections, which were eventually postponed to 31 January 2009.

Japan

The ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning the Status of Teachers (CEART) provided its recommendations following allegations submitted by the All Japan Teachers and Staff Union (ZENKYO) in 2002 against the government's non-observance of the 1966 Recommendation.

In April, a CEART mission was undertaken to Japan, in which EI and its Japanese affiliate Japan Teacher's Union were involved. In September, CEART issued its recommendations inviting the government and the unions to establish mutually-agreed institutionalised mechanisms for consultation and negotiation. EI's affiliate, NIKKYOSO's leadership has made it clear that they are ready to engage in such constructive social partnership with the authorities at all levels – national and prefectural Boards.

Korea

In March, EI and the KTU filed new information under their complaint to the ILO Committee on Freedom of Association (Case n° 2569) concerning the violations of ILO Conventions 87 and 98 to deplore the absence of dialogue with the teacher organisation KTU, the prohibition of the right to assemble for teachers, and the denial of the right to strike in the Teacher Union Act.

In August, EI received a communication from KFTA requesting EI to react to the decision of the Japanese government to refer to the Liancourt Rocks in the "Commentary to the Curriculum Guideline" (*Gakushu sido yōryō kaisetsu*) for Social Studies classes in junior high school, to be released by 2012. KFTA referred to the possible impact of the claim of sovereignty over the Liancourt rocks in the Japanese teachers' curriculum guideline book. EI urged both governments of the Republic of Korea and Japan to work toward a mutually-agreed settlement and hoped for a peaceful resolution of the conflict.

In October, EI sent a protest letter to the President of the Republic of Korea concerning a possible imprisonment of former KTU leaders for legitimate union actions in 2006, particularly for taking part in peaceful and lawful union actions between July and November 2006. The KTU leaders were protesting a teacher evaluation system developed by the Ministry of Education without consultation, let alone input from the teacher representatives of KTU. A former president, a vice-president and three other executive members were sentenced from 6 to 12 months. On appeal, the Seoul High Court reduced the sentences of four of the five KTU leaders, converting the imprisonment penalties into fines and thus enabling them to keep their teaching positions. However, the court maintained the sentence of 12 months imprisonment against the former president of the KTU, Ms. Jang Hye-Ok, who lost her teaching position. In total, 28 KTU members were sentenced to pay fines from one million Won (about \$800 US) to nine million Won (about \$7,000 US) and suffered salary cuts.

Malaysia

Workers have the right to form and join trade unions, except public sector workers, defense and police officials. Collective bargaining is not permitted for public servants. Issues of transfer,

dismissal and reinstatement are regarded as internal management prerogatives and are excluded from collective bargaining, despite this being in contravention of ILO standards.

Although strikes are legal, the right to strike is severely restricted and the list of essential services includes teachers.

Following the request of the teacher unions MAE, NUTP, STU Sabah and STU Sarawak to strengthen their advocacy with regard to human and trade union rights, the four organisations are part of the EI Trade Union Rights Network (TURN) initiative.

Nepal

The restoration of democracy will be a long process in Nepal. Almost 200 teachers have been killed during the armed conflict. Still today, teachers from the rural areas continue to be threatened because they are considered to be “agents of change.” So far the government has not responded to requests from the teacher unions NTA and NNTA to have displaced teachers protected.

Teachers’ unions are also requesting the government recognise schools as zones of peace.

Philippines

EI continued to support its affiliates in the Philippines in a context of extrajudicial killings targeting civil rights organisations. Following the adoption of the EI Congress resolution on the Philippines, EI addressed a protest letter to the President of the country. EI followed the developments of complaints dealing with extrajudicial killings of trade unionists, but also denial of collective bargaining rights for the teachers from the public sector.

Following a complaint lodged at the ILO Committee on Freedom of Association by the Federation of Free Workers (FFW) (Case 2488) regarding anti-union discrimination and unfair dismissal of all officers of the University of San Agustin Employees’ Union in 2006, as well as other complaints regarding the Government’s failure to secure the effective observance of Conventions Nos. 87 and 98, which led to several infringements of the right to organize and collective bargaining, the Committee recalled that the Government is responsible for preventing all acts of anti-union discrimination and it must ensure that complaints of anti-union discrimination are examined in the framework of national procedures which should be prompt and impartial. The ILO Committee offered ILO technical assistance with a view to strengthening the current system of protection against anti-union discrimination.

The EI member organisations in the Philippines (ACT, FFW, NATOW and TOPPS) took part in the second session of the EI Trade Union Rights Network (TURN) initiative in June.

Sri Lanka

Teachers are increasingly deserting schools in the zones where the armed conflict between Tamil insurgents and government forces are raging, including heavy shelling and aerial bombardment. Schools are not considered conflict-free areas by the combatants.

Thailand

EI continued to monitor the ongoing violence against teachers and school children in Southern Thailand. Over 300 schools have been burned down. Thailand has recently emerged from two years of political chaos that began with a September 2006 military coup. The government has chosen increasingly to use laws protecting the image of the King to stifle dissent. Internet monitoring to prevent insults to the king has also been a priority, limiting freedom of association in Thailand.

The teacher organisations NTTU and PSTAT also took part in the EI Trade Union Rights Network (TURN) initiative.

2.1.3 Europe

Developments have shown once again that trade union rights can never be taken for granted. In 2008 Europe witnessed the development of some anti-union legislation and practices.

Social dialogue has been weakened as education reforms planned in Georgia, Italy and Portugal were carried out without consultation of the teacher unions.

The right to strike was also at the centre of attention in Bulgaria and France.

The level of teacher wages is also worrying in a number of countries. The average teacher wages in Bulgaria, Latvia, Moldova and Poland, to only name a few, makes it difficult for teachers to provide for their families. Other countries, including in the European Union, also witnessed a decline in the average wages and social/professional status of teachers.

Bulgaria

Teachers are underpaid in Bulgaria, even compared to other workers in the public sector, and the quality of public education is deteriorating.

Following a large-scale strike in public education in 2007, an association of parents decided in March to lodge a complaint with the Commission for Protection against Discrimination. The appeal is against the teacher union leaders, Yanka Takeva, President of SEB, and Krum Krumov, President of Podkrepa. The peculiar argument put forward by the plaintiffs amounted to saying that, due to the strike, pupils in public education had been discriminated against compared to pupils in private education. Teacher unions, supported by the trade union centres, consider the move as an attempt to curtail the right to strike of teachers.

The matter has been brought to the attention of the ILO Committee on Application of Standards.

Cyprus

In June, EI wrote a support letter to the Cyprus Turkish Secondary Education Teachers' Union (KTOEOS) following the harassment and dismissal of teaching personnel in the European University of Lefke, in the Turkish Republic of Northern Cyprus. The EI affiliate indicated that the letter helped them a lot in their negotiations with the Rector.

Georgia

EI addressed letters to the government deploring the fact that it does not engage in collective bargaining with teachers. EI also followed closely the development of a new teachers' union founded by school directors, trainers from the government-controlled teacher training centres, and a high official in the Ministry of Education. It appears that the government is not only promoting, but indeed favouring this new union, to the disadvantage of the existing teacher unions.

EI raised this issue at the Committee on the Application of Standards of the ILO in June. EI also supported the complaint lodged by the Georgian trade union centre on behalf of the teacher union ESFTUG.

In May, the teacher unions from the Caucasian region received training on how to report human and trade union rights violations. The seminar was held in Tbilissi, Georgia, with participants from the teacher unions of Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia and Ukraine.

In connection with the Russia/Georgia territorial conflict in August, EI issued a statement calling for immediate action to assist the victims of the conflict, and calling in particular for the reestablishment of the school system. During the conflict many teachers and their families were displaced and sought assistance from their unions. Many schools were destroyed or were used to house refugees. EI made an initial contribution to humanitarian relief by sending a donation of €4,000 to ESFTUG for distribution to the many teachers seeking assistance. EI also issued an urgent appeal for contributions from member organisations to its solidarity fund.

In September, the Georgia-based UNICEF office responded positively to EI's request to involve the teacher union in the UNICEF sponsored "Back-to-school campaign" in Georgia.

Italy

In October, EI and ETUCE expressed their full support to the Italian member organizations, who have jointly called for an action against plans by the Berlusconi government to cut the education budget by more than €8 billion and to eliminate more than 100,000 jobs in the education sector over four years. National strikes were held on 30 October and 14 November respectively.

FYR Macedonia

In September, the Ministry of Education signed a memorandum of partnership with the teacher union SONK expressing their mutual goodwill for promoting social dialogue. However, in November, the government unilaterally announced the postponement to January 2010 of the wage increment for teachers. When SONK called for a strike on 24 November, government officials and headmasters pressured teachers to end the strike. EI immediately issued a solidarity statement and sent a protest letter to the Prime Minister. The gravity of the situation prompted EI to send a special envoy, Branimir Strukelj, General Secretary of the teachers' union of Slovenia and an EI Executive Board member, for a direct contact mission on 1 December. An agreement was finally signed between SONK and the Ministry of Education and Science on 3 December, bringing the strike to an end.

Moldova

In September, in support of its member organisation the Education and Science Trade Union (ESTU), EI requested the Education Minister of Moldova to open a dialogue with the union to review the teachers' salaries, in order for them to have a living wage. ESTU also wanted to discuss

with the government the modification of the law 355 of December 2005 concerning the salary system of the public sector, as well as the adoption of the Code of Laws on Education and a law on minimum wage.

Montenegro

In October, EI sent a support letter in response to its affiliate Independent Union of Education, Science, Culture and Sport of Montenegro (ITUESCSM) letter informing EI about numerous problems facing them. The EI Round Table for Central and Eastern Europe adopted a statement expressing support for the colleagues in Montenegro.

Portugal

Hundreds of schools remained closed in March when teacher unions called a strike to protest the imposition of a new teacher evaluation system, based on students' grades. Police harassed unions and school directors were ordered to keep records of striking teachers. Demonstrations continued throughout the year to express the opposition of teachers to the imposition of a new model of public schools. The last demonstration in 2008, on 8 November, rallied nearly 120,000 of the 140,000 Portuguese teachers.

In recent years, the government has attacked public services, targeting the education sector: the state budget for schools was cut and thousands of rural schools have been closed. The government also imposed a profound change of school management, empowering school directors and opening school councils to include parents and local businesses.

Romania

On 16 April, teachers from three education unions in education, FSE Spiru Haret, FSLE and FEN, protested in various cities at a government decision to suppress vouchers supplementing the teacher salaries. The government's order was revoked the same day.

Turkey

In July, EI supported the PSI Campaign to free Meryem Özsögüt, a Turkish trade unionist and leader of the PSI affiliate, who was imprisoned on 8 January following her participation in a press conference denouncing the killing by the police of another woman activist, Kevser Mizrak. On 8 September, after eight months in prison, Meryem Özsögüt was finally acquitted and released.

In October, participants at the EI Central and Eastern European Round Table issued a declaration condemning the fact that the government had blocked the website of the teacher union, Egitim-Sen.

Ukraine

In November, EI supported a letter sent by ITUC/PERC to the Ukrainian authorities condemning attacks against trade union organisations affiliated to the Federation of Trade Unions of Ukraine.

2.1.4 Latin America

Latin America is going through different socio-political changes, as a result of which citizens of some countries are electing governments that are abandoning neoliberal policies. Of course, not all the countries are going in the same direction, but still the region is experiencing political transformation.

Even though some governments are now more open to trade union and social movements, some anti-union groups still remain powerful inside the state structures. This has influence on the judicial and security structures such as the police and armed forces. So even in countries where the unions might see their governments as being more progressive, murders, abductions, death threats, assaults and harassment of teacher union leaders and members continue to take place. Teacher unions also reported cases of excessive use of force by the police during demonstrations and protest marches.

Even so, unions across the region have strengthened their strategies of solidarity through protest letters to governments regarding union freedom and in defense of public education.

Colombia and Guatemala remained the countries with the highest levels of open violence and harassment, and are still the most dangerous countries for union activists. Nonetheless, in Colombia, FECODE reports that union affiliation has actually increased. In Guatemala, the teachers' union has finally signed a collective bargaining agreement, after 12 years of negotiations.

Argentina

EI and affiliates in the region supported the CTERA campaign to end impunity for perpetrators of human rights violations against teachers, specifically the murder of Carlos Fuentealba in April 2007. Teacher unions from **Brazil, Costa Rica, Dominican Republic, El Salvador and Guatemala** organised audiences with representatives of the Argentine embassies in their country. Those efforts succeeded and ultimately Fuentealba's killer was convicted in a fair trial.

The case was also pursued through a complaint at the ILO. In 2008, the ILO Committee on Freedom of Association expressed deep regrets for the killing by the police of Fuentealba. The committee requested the Government to guarantee that the right to strike be respected and that the authorities should resort to the use of force only in situations where law and order is seriously threatened "to ensure proportionality and balance in the use of force and avoid any excesses."

UTE CTERA — the local union in the capital city of Buenos Aires — denounced the new civic government for disrespecting the budget of public education for the city, reducing salaries, scholarships and food in public schools. UTE CTERA called for negotiations but the local government resisted. Several union leaders were assaulted by police and more than four teachers are now facing charges of "opposing police authority."

In December, EI condemned the harassment suffered by the movement *Chicos del pueblo de Argentina*, of which CTERA is part. This movement is campaigning for food distribution to street children in Argentina. Children in the movement have suffered attacks and two children have even been kidnapped by "unknown" security forces.

Brazil

In October, EI supported the CNTE affiliate of the State of Goias, SINTEGO-CNTE, in denouncing the delay in the payment of teachers' wages and the harassment of union leaders. Throughout Brazil, teachers are demoralized by their low salaries and poor working conditions.

Chile

EI and its affiliate CPC opposed the new General Education Bill, which would create legal conditions enabling the commercialization of public education and would increase the autonomy of schools from the state. Teachers and students fear the new bill will not address the unequal opportunities for students from low-income families. Unions also deplore the continuation of Chile's market-based strategy for school financing. During demonstrations in Santiago, the police used tear gas and water cannons. At least 150 people were arrested in July. CUT, Chile's largest labour federation, joined the teachers' protest. At the end of the year, the Education Bill had been adopted by the Chamber of Deputies and was to be presented to the Congress.

Colombia

Colombia remains one of the most dangerous places in the world to be a trade unionist. The brutal cycle of violence against teacher trade unionists in Colombia continued. Supporting the teachers' union, FECODE, and Colombian trade unions in general remained a priority for EI in 2008.

The long list of teachers killed in 2008 includes:

- Ramiro de Jesus Perez Zapata, leader of the teachers' union ADIDA, killed on 12 January in San Jeronimo, Antioquia department.
- Maria del Carmen Mesa Pasochoa, activist in the teachers union ASEDAR, killed on 8 February in Tame, Arauca department.
- Maria Teresa Trujillo, activist in the teachers union ASOINCA, killed on 9 February in Santander de Quilichao, Cauca department.
- Jose Giraldo Mamian, activist in the teachers union ASOINCA, killed on 9 February in La Vega, Cauca department.
- Carmen Cecilia Carvajal Ramirez, leader of the teachers union ASINORT, killed on 4 March in Ocana, Norte de Santander department.
- Gildardo Antonio Gomez, activist in the teachers union ADIDA, killed on 7 March in Medellín.
- Victor Manuel Munoz, activist in the teachers union ADUCESAR, killed on 12 March in Codazzi, Cesar department.
- Julio Cesar Trochez, activist in the teachers union SUTEV, killed on 22 March in Sevilla, Valle del Cauca department.
- Luz Mariela Diaz Lopez, activist in the teachers union ASEP, killed on 1 April in Valle del Guamuez, Putumayo department. Diaz Lopez was seven months pregnant when she was murdered.
- Emerson Ivan Herrera, activist in the teachers union ASEP, killed on 1 April in Valle del Guamuez, Putumayo department.
- Rafael Antonio Leal Medina, activist in the teachers union AICA, killed on 4 April in Guayabal, Tolima department.
- Omar Ariza, activist in the teachers union SUTEV, killed on 7 April in Sevilla, Valle del Cauca department.
- Luis Enrique Gutierrez, activist in the adult education workers union SINDESENA, killed on 15 April in Tausa, Cundinamarca department.

- Jesus Heberto Caballero Ariz, leader of the adult education workers union SINDESENA, killed on 16 April in Barranquilla.
- Marcelo Vergara Sanchez, activist in the teachers union SUTEV, killed on 5 June in Buga, Valle del Cauca department.
- Jose Humberto Munoz Guarin, activist in the teacher union SUTEV, killed on 22 June in Restrepo, Valle del Cauca department.
- Haly Martin Mendoza, activist in the teacher union ASINORT, killed on 9 July in Cucuta, Norte de Santander department.
- Jesus Palomeque Valencia, activist in the teacher union ASINORT, killed on 5 August in Cucuta, Norte de Santander department.

EI strongly condemned those ignominious killings and called on the government of Colombia to bring those responsible to justice.

In May, EI and CTERA Argentina supported the request from teacher union FECODE to help one of its members who had to leave the country because of death threats. Immediately after being contacted by EI, Lärarförbundet/Sweden offered support for the teacher, Stella Dominguez Valverde, who spent two months in Buenos Aires, Argentina, until she got full guarantees from the Colombian authorities and FECODE that she could go back to her home country.

In June at the International Labour Conference, a special session on Colombia was organised at the ILO Commission on the Application of Standards. Through the coordination of EI the targeting of teachers in a general context of violence against civil organisations was highlighted.

Although problems remained, the government's respect for human rights continued to improve, which was particularly evidenced by progress in implementing the Justice and Peace Law (JPL). The following societal problems and governmental human rights abuses were reported during the year: unlawful and extrajudicial killings; forced disappearances; insubordinate military collaboration with new illegal groups and paramilitaries who refused to demobilize; torture and mistreatment of detainees; overcrowded and insecure prisons; arbitrary arrest; a high number of pretrial detainees, some of whom were held with convicted prisoners; impunity; an inefficient judiciary subject to intimidation; harassment and intimidation of journalists; unhygienic conditions at settlements for displaced persons, with limited access to health care, education, or employment; corruption; harassment of human rights groups; violence against women, including rape; child abuse and child prostitution; trafficking in women and children for the purpose of sexual exploitation; societal discrimination against women, indigenous persons, and minorities; and illegal child labor.

Dominican Republic

EI supported the fight of ADP and ANPROTED to obtain an increase from 2% to 4% of the GDP allocated to Education. EI also asked the authorities to include the recommendations made by ANPROTED to the Decennial Education Plan. The unions' national campaign for the 4% of GDP for education has gained public support and, beyond that, support from national artists and famous baseball players.

El Salvador

Throughout 2008, a reform of the Constitution was under discussion following the decision of the Supreme Court to declare unconstitutional the Government ratification of ILO Conventions 87 and

98 on freedom of association and collective bargaining. Article 2 of the current Constitution does not allow all public sector workers the right to join or form trade unions.

Guatemala

EI continued to monitor a situation characterised by systematic indifference of the various governments of Guatemala to trade union rights, including freedom of association and collective bargaining.

Despite the ILO Tripartite Agreement which set a timeline for reforms and guidelines to bring Guatemala's laws in line with Convention 87 on freedom of association, there was no government programme to address the violence, especially with respect to protecting trade unionists, in 2008. EI requested that the new government set up a bona fide trade union protection programme with adequate systems of law enforcement, investigation and labour inspection. In July, Guatemalan President Alvaro Colom and the national Minister of Education both addressed the EI Latin American Committee meeting in Guatemala City. President Colom emphasized that his government attaches great importance to a continuing dialogue with the teachers' organisations.

However, the situation of Joviel Acevedo, General Secretary of the teacher union STEG, has been an issue of concern. In December, an attempt was made upon Acevedo's life, after which the rumour of his assassination was reported in the media. This attack followed a judicial decision to terminate his employment based on allegations that he had abandoned his post. This judgement violates the ILO convention on freedom of association, of which Guatemala is a signatory. EI expressed to President Colom its deep concern about the continuous attacks and harassment against Acevedo. At the end of the year, the Ministry of Education finally reinstated him in his teaching position.

The government started reversing the privatisation of the public school system, and also introduced collective bargaining in the public sector. As a result, the unions were able to sign a new collective agreement that will improve teachers' terms and conditions of employment.

EI also involved its member organisation STEG in the preparation of the ILO mission to Guatemala scheduled mid-February 2009.

Mexico

EI continued to monitor the situation in Oaxaca, where acts of violence against teachers and the arbitrary arrests of demonstrators just prior to EI 5th World Congress led to the adoption of an urgent resolution calling among other things for a process of negotiations with the Section 22, the Oaxaca teachers' union. A second EI mission to Mexico scheduled for 2008 was postponed.

The criminalization of union and social protests in Mexico is also increasing.

During 2008, many sections of SNTE played a relevant role and joined together with workers in other sectors to fight the law that was intended to break down the social security system, *Instituto de Seguridad Social de Trabajadores del Estado*. Union harassment also increased, but the union managed to create new links, alliances and reflections inside different sections in SNTE.

This reality has opened up the scenario inside the Mexican union movement, and therefore the situation in Oaxaca must be observed from a wider viewpoint, where union rights in general are being threatened.

Peru

EI has supported SUTEP's view against the Law 28988, which has defined education as an essential public service, eliminating the right of education workers to go on strike and conduct other union activities. The ILO Commission on Freedom of Association has clearly declared that education cannot be defined as essential service, since that definition violates union freedom.

Specifically regarding strike rights, the Peruvian government approved the Resolution No. 080 2007/ED that allows schools to keep a "substitute teachers list," making it possible for school supervisors and headmasters to call in substitute teachers when unionized teachers go on strike.

SUTEP also lobbied for improved working conditions for Peruvian teachers, who are among the lowest paid in Latin America, especially now that the Free Trade Agreement with the USA has been signed, opening the path for the commercialisation and privatisation of education.

2.1.5 North America-Caribbean

Haiti

In November, following the collapse of two schools in the Haitian capital of Port-au-Prince, EI appealed to the government of Haiti and school authorities to investigate all the existing schools and close the ones that do not meet safety standards. EI also expressed its readiness to help those affected and their families.

Jamaica

EI attended the CUT/CTF John Thompson training in ICT and collective bargaining in Jamaica from 10-13 April. The EI Coordinator also presented the EI Programme and Budget activities for the Caribbean for 2008-2011 to EI member organizations.

St. Lucia

A sub-regional training was held in St. Lucia from 26-28 November for union leaders from the following countries: Bahamas, **Barbados**, **Dominica**, **St. Kitts**, **St. Lucia** and **St. Maarten**. The ILO Conventions on Human and Trade Union Rights were the main focus of discussions at the training. Most of the participants were not aware of them and agreed to conduct follow-up training at their respective unions.

The issue of corporal punishment in schools was discussed at the workshop on human and trade union rights held during this training. The general view is that the use of corporal punishment is still part of the education strategy to discipline students in many of the countries in the Caribbean. However, the teachers' unions in that region have been discouraging their members from using it.

Suriname

In February, EI sent a letter to the President of Suriname supporting the campaign by the teacher unions to strengthen education policies in the country, and to develop a regular consultation mechanism with the unions regarding education policy, curriculum, standards, educational reforms, and teachers' terms and conditions of work. The EI letter also deplored the low level of teacher salaries in Suriname compared to neighbouring countries.

In July, the EI Regional Coordinator held meetings with the ministers of Education and Home Affairs. From 2-13 July, she visited the national teachers' unions and conducted meetings with BvL, SOB and KOB.

In September, following difficult months of conflict and long strikes, the teacher unions in Suriname won substantial wage increases, as well as a collective agreement which addresses discrepancies between teachers' working conditions. BvL was successful in getting a substantial increase for the teachers in Suriname after staging two major strikes. The union thanked EI and its member organisations, specifically the Dutch teacher union AOb, for their support throughout the strike. A workshop on collective bargaining was also conducted by EI.

2.2 PROMOTING HUMAN AND TRADE UNION RIGHTS

INTERNATIONAL LABOUR CONFERENCE 2008

EI took an active part in the Workers' delegation at the International Labour Conference in Geneva, Switzerland, in June. EI liaised with the representatives of the teacher unions from **Botswana, Burundi, Cote d'Ivoire, Kenya and Nicaragua**. EI participated in the work of the ILO Commission on the Application of Standards which monitors implementation of key ILO conventions by countries. This year, of particular interest were the cases on ILO convention 87 related to **Colombia, Guatemala and Zimbabwe**. EI had also a special interest in **Bulgaria (C87), Georgia (98) and Zambia (C138)** for which EI also prepared interventions. EI presented or prepared papers highlighting the situation of teachers in those countries. EI also provided information to highlight the situation of teachers and/or importance of provision of quality public education for all for discussion on **Iran, Iraq and Mexico**.

Bangladesh, Burma (C87), Egypt (C87) and Iran (C111) were also of interest, as were **Belarus (87), Czech Republic (C111), India (C29), Iraq (C98), Mexico (C182), Paraguay (C29) and Sudan (C29)**. The case of Equatorial Guinea was not addressed because no delegation is registered for that country.

EI also prepared an intervention about the ILO Director-General's Global Report on freedom of association, and contributed to the drafting of that report.

EI TRADE UNION RIGHTS MANUAL

EI launched a new Trade Union Rights Manual to celebrate the 60th anniversary of the Universal Declaration of Human Rights on 10 December 2008, Human Rights Day.

With this manual, a guide for union activists around the world, EI is strengthening its support of national unions and workers' rights. The trade union rights manual shows how national unions can draw the world's attention to local threats to freedom of association, collective bargaining, and workers' rights. It describes international mechanisms that can be called on to urge countries to live up to their commitments in support of human rights and trade union rights. Focusing on issues encountered by teacher organizations, the manual will be of practical value across the trade union movement.

EI's trade union rights manual also shows how unions can take advantage of international reporting mechanisms, both to gain and to contribute information. It gives practical advice on making submissions to relevant bodies: addresses, what to include, how to draft. The manual includes in appendices the full text versions of no fewer than 20 international conventions, charters and declarations that articulate and affirm the international legal support for democratic trade unions. The EI trade union rights manual can be downloaded from: www.ei-ie.org/rights

DEFENCE OF HUMAN AND TRADE UNION RIGHTS IN THE CAUCASUS

EI held a conference in Georgia in May for teacher organisations in **Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia** and **Ukraine** (participants from **Albania** were also present). One aspect of the conference was to provide participants with an introduction to international human and trade union rights standards, understanding of ILO and CEART instruments, complaints and supervisory mechanisms. A session was also devoted to the mechanisms of campaigning and networking to increase respect for human and trade union rights in the region. The EI Human and Trade Union Rights Manual was distributed and discussed.

TURN: TRADE UNION RIGHTS NETWORK

Following the bridging conference of January 2007, the EI ASEAN Trade Union Rights Network was launched at a conference held in Kuala Lumpur, **Malaysia**, in June 2008. Representatives of 12 unions from five countries of the ASEAN took part: CITA/**Cambodia**, FESDIKARI/**Indonesia** (PGRI could not attend due to its Congress), MAE, NUTP, STU Sabah and STU Sarawak/**Malaysia**, ACT, FFW, NATOW and TOPPS/**Philippines**, and NTTU and PSTAT/**Thailand**.

This conference was sponsored by the Friedrich Ebert Stiftung (FES). The conference aimed to inform representatives of the participating member organisations about the objectives of the project, and to help secure commitment to undertake work to promote respect for human and trade union rights in the region through TURN.

The workshops dealt with human and trade union rights issues, the Universal Declaration of Human Rights, ILO instruments, complaints and supervisory mechanisms. It identified rights violations in the workplaces, helped improve capacity in providing advice, training and support to the members and developed a national action plan. Discussions were held on the role of EI in defending and promoting rights, exercise of freedom of association and collective bargaining rights, and the ILO Core Conventions.

The workshop identified discrimination, harassment and dismissal of trade unionists, refusal to register newly-established organisations, cuts in pension benefits without negotiation, interference in the right to elect office bearers, arresting of union leaders for participating in strike or agitation, no right of collective bargaining, non-recognition of the right to strike, appointment of unqualified teachers, unequal salaries for equal services, and interference on political will as some major violations of the human and trade union rights.

TRADE UNION RIGHTS FOR KEY TRADE UNION OFFICIALS

EI Asia Pacific held two national workshops on Trade Union Rights for Key Trade Union Officials. The first was held from 26-29 May in Kuala Lumpur, **Malaysia**, with 21 participants from the Malaysian Association for Education, National Union of the Teaching Profession, and the Sarawak Teachers Union. The second was held from 20-22 June in Orissa, **India**, with participation of 27 top leaders from the All India Primary Teachers' Federation, All India Federation of Teachers' Organisations, All Indian Association for Christian Higher Education and All India Federation of Education Associations.

The participants developed action plans with the strategies to create dialogue with the concerned ministers, organize union meetings, seminars, workshops to train membership and formation of a Joint Action Committee. A memorandum of understanding was signed among the participating organizations to promote the human and trade union rights.

EDUCATION IN CORRECTIONAL SETTINGS

The 5th World Congress of Education International in Berlin 2007 adopted a resolution on education in correctional settings to reinforce the concept of education as a right and to emphasise that all inmates need to have access to publicly funded education and training within the context of lifelong education. EI is also committed to promoting adequate working conditions for teachers employed in correctional facilities. EI's Human and Trade Union Rights and Equality unit cooperated with the UNESCO Institute for Lifelong Learning to be part of the first International Conference on Education in Prisons by issuing a survey in order to identify member organisations which represent teachers working in correctional settings and/or have policies on this issue. (See also Aim 5 in the present report.)

The UNESCO will host this international meeting in 2009 which will be preceded by regional conferences. The outcome of EI's survey should be presented during working group sessions during the conference. The event is not only about education, but also about schooling, pedagogic approaches, health education and HIV AIDS.

PROMOTING CHILDREN'S RIGHTS

EI has significantly increased its work relationship with the ILO International Programme on the Elimination of Child Labour (ILO-IPEC): Global Task Force on Education and Child Labour and country level actions; Workshops in Turin, Italy, aimed at increasing teacher awareness and action on child labour; another aimed at Trade Union Congress (TUC) and the union role, with ACTRAV, with EI as resource; European Union Programme on child labour and education in 11 ACP countries - possible involvement of EI member organisations in these.

EI has also increased its work with GUFs, having regular contact with ITUC, BWI AND IUF, including possible joint actions for 2009 World Day against Child Labour.

Finally, the issue of children's rights has been highlighted within EI through articles in Worlds of Education and on our websites, and also externally through interviews with journalists.

To advocate for the rights of the child worldwide, including the child labour issue, and promoting joint efforts through global union partners, UN agencies and NGOs, the main activities undertaken so far are:

Coordination of the World Day against Child Labour (WDACL), 12 JUNE 2008

EI encouraged all its member organisations to mark the day as this year's theme was "Education: The right response to child labour." EI also supported specific countries to develop WDACL activities. These efforts were combined with the activities under the EI-FNV project "Child labour and education: The teacher unions' contribution". Furthermore, EI increased its participation at high-level events celebrating the day; in particular, the ILC plenary session on June 12 in Geneva, **Switzerland**, at which EI spoke as the workers' representative and a panel discussion event involving ILO, UNESCO, World Bank, UNICEF, US-DOL and NGOs, in Washington D.C., USA.

At national level, besides the campaigns under the FNV project in **Albania, Brazil, Ghana, Honduras, India, Jamaica** and **Morocco**, other EI member organizations from **Argentina, Barbados, Canada, Dominican Republic, Indonesia, Ireland, Kenya, New Zealand, Pakistan, Sri Lanka, Spain** and **Suriname** also organized activities to mark the day. Activities ranged from developing promotional materials, participating in radio programmes, issuing press releases and organizing workshops and meetings with ministries of education.

The collaboration with ILO-IPEC has increased during the last two years. In addition to the elaboration of the annual EI-ILO joint brochure for the WDACL, a resource toolkit for classroom use was produced. Both documents, funded by the ILO, were available in English, French and Spanish and distributed to all EI member organizations. A follow-up meeting on future EI-IPEC cooperation was held. It focused on the next WDACL 2009, EI and member organisations' participation at workshops on Child Labour and Education at the ILO Turin Centre and in Bangladesh during last trimester of 2008, country level joint work as well as EI and member organizations' involvement in the EC funded project "Child Labour and Education."

In collaboration with the Communications Unit, a package of materials (posters, stickers and pencils in English, French and Spanish) was prepared, the WDACL 2008 webpage was created and the Child Labour video (under the VUE Project) focusing on teacher unions' work on child labour with special emphasis on Morocco was elaborated and launched for the day. Articles on child labour for the Worlds of Education magazine and EI's website, and press releases were also prepared to highlight the campaign.

Coordination with NGOs

EI collaborated with The Global March Against Child Labour for its participation at the WDACL 2008 event in Washington, USA, and also for the preparation of the Global March Pan-European and Maghreb Regional Conference in Sofia, **Bulgaria**, held in September 2008.

Together with Stop Child Labour Coalition: The best place to work is school, EI supported and informed its member organisations about the mission on exchange of experiences on child labour between teacher' unions and NGOs in the African region, including **Ethiopia, Kenya, Morocco**,

Uganda and **Zimbabwe**. A representative of SNE/Morocco was part of the delegation visiting the other participating countries.

Furthermore, EI met with the Open Society Institute on Child Labour in **Uzbekistan** and in May, EI participated in the General Assembly of the NGO Group for the Convention on the Rights of the Child in Geneva, **Switzerland**, and reactivated its involvement in the group so as to strengthen its network with participating NGOs. Finally, EI expanded its contacts with other NGOs, such as Women's World Summit Foundation (WWSF) and Solidar.

Coordination and implementation of the EI-FNV Project “Child Labour and Education: The teachers unions’ contribution”

Through the EI-FNV “Child Labour and Education: The teacher union’s contribution- Phase I” implemented during 2008, teacher unions in **Albania, Brazil, Ghana, Honduras, India, Jamaica** and **Morocco** carried out actions to tackle the child labour phenomenon and advocate for the role of education as a crucial and effective tool to tackle this problem.

As part of the Phase I project, a research was undertaken in **Brazil, Ghana, Honduras** and **Morocco**. In each of these, studies were carried out on teacher unions’ challenges and experiences in dealing with child labour issues. Such studies were undertaken by national experts in this field and thoroughly discussed in meetings with key stakeholders (Ministries of Education, UN Agencies and NGOs) so as to analyse, contrast and finally validate their findings. The results were gathered in one single publication “Teacher organizations tackling child labour: case studies of Brazil, Ghana, Honduras and Morocco”.

In 2008 again, EI coordinated the involvement of EI member organisations in the 5 African countries visited by the Stop Child Labour Africa Tour. This tour is sponsored by the Dutch trade union centre FNV and the International campaign "Stop Child Labour, School is the best place to work". The 2008 Stop Child Labour tour visited **Morocco, Ethiopia, Zimbabwe, Uganda** and **Kenya** from 8 October until 6 November. During the Africa Tour, a delegation of three representatives from Southern partner organizations – the teacher union MVF (**India**), SNE (**Morocco**) and Asamaan (**Nepal**) – engaged in field visits, exchanged meetings and workshops with local trade unions, NGOs and, government bodies and international organizations involved in children's rights programmes. EI member organisations in **Ethiopia, Morocco, Uganda** and **Zimbabwe** were heavily involved in the Tour and contributed to the exchange and discussion on experiences and best practices. The overall purpose of the Stop Child Labour Africa Tour 2008 was to strengthen the world-wide movement against child labour and for education for all.

In addition, the project carried out advocacy work and national campaigns to raise awareness on the importance of the right to education for children and the urgent need to prevent and eliminate child labour. Campaign activities were developed in **Albania, Brazil, Ghana, Honduras, India, Jamaica** and **Morocco** under the theme “Education is the right response to child labour” and culminated in June 2008 on the occasion of the World Day Against Child Labour.

EI has maintained regular contacts with FNV and a second Phase project proposal was submitted to them for a project to be implemented in 13 countries from January to September 2009 and with a total amount of 66,000 Euro.

GUF and Global Task Force on Child Labour and EFA

In April, a follow up meeting with BWI and ITUC was held in order to evaluate the International Conference on Child Rights and Campaigners, held in February 2008 in New Delhi, India. EI shared its views on the conference and also informed about the WDACL campaigns in order to coordinate with BWI affiliates. EI worked closely with IUF during the ILC and a Joint Statement was issued on the occasion of the WDACL 2008, focusing in particular on rural education and child labour in agriculture.

EI is also represented on the Board of the International Cocoa Initiative (ICI), a foundation set up by the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Association (IUF), and all the major companies in the cocoa and chocolate industry, to combat child labour which is widespread in this industry. ITUC, ILO, and the Global March Against Child Labour are also represented on the Board, as well as several NGOs. ICI has undertaken effective projects in **Ghana**, enabling children to stop working on the farms and go to school. Plans are in place to begin projects in **Côte d'Ivoire** as the political situation stabilizes. ICI also plan to extend its work to **Brazil, Indonesia and Malaysia**. A major priority will be the building of new public schools in these farming communities, and staffing them with qualified teachers.

EI prepared a text on its work on child labour to be included in the ITUC Mini-guide on Child Labour, launched on the WDACL and distributed to all its member organisation. EI had also several meetings with ITUC regarding the participation of EI member organizations in a child labour workshop in **Kyrgyzstan** and on the situation of child labour in **Uzbekistan**.

During 2008, EI followed up on the activities carried out by the Global Task Force on Child Labour. EI took part in fifth meeting of the GTF in September. The GTF is an inter agency partnership to mobilise political will and momentum towards mainstreaming the issue of child labour in national and international policy frameworks contributing to the EFA objectives. The core members of the GTF are the International Labour Organization (ILO), UNESCO, UNICEF, World Bank, UNDP, EI and the Global March against Child Labour. The government of Norway and Brazil have also joined the GTF. The overall objective of the Task Force is to contribute to the achievement of EFA goals through the elimination of child labour. The GTF members meet a few times a year to discuss the current and future prospects of the work.

In addition, a meeting was held with ILO-IPEC, UNESCO and UNICEF representatives on future plans.

Initiatives with EI member organisations

EI has been in contact with GEW/**Germany** regarding the issue of the "right to work for children" resulting in the EI Executive Board endorsing a specific focus on the child's "right to work" issue and finding ways to work with members to raise awareness and take action for the child's right to have a childhood free from labour and full participation in free compulsory quality education.

The EI Executive Board discussed the issue of the elaboration of an EI study on educational provision for immigrant and refugee children. It proposed to further expand the study beyond OECD country members and to deepen the analysis and increase the number of case studies, depending on budget constraints.

A meeting took place 24-25 September in Buenos Aires, **Argentina**, where both national affiliates *Confederación de Trabajadores de la Educación de Argentina* (CTERA) and *Confederación de Educadores de Argentina* (CEA) assessed their work in the field of children's rights. Unions deemed it necessary to train teachers and enhance their capacities both pre- and in-service, to better respond to the broad diversity in schools.

On 6-7 November, the Executive Board of the *Federación Colombiana de Educadores* (FECODE) was invited to a workshop on the theme of children's rights in **Colombia**, where they explained the work of EI in the field at both national and global levels. The importance of involving the Board in the regional activities was mentioned, as well as their sharing of information on human and labour rights violations in the country.

PROMOTING PROFESSIONALISM IN EDUCATION

World Teachers' Day

As in previous years World Teachers' Day (WTD) celebrated teachers on 5 October. WTD provides an opportunity to draw public attention to the role of teachers world-wide and their importance in society. Once again, EI encouraged affiliates to collaborate with relevant education stakeholders, including the Ministries of Education and other education authorities and to involve UNESCO, ILO, UNICEF, UNDP and GCE partners in their World Teachers' Day activities.

The main focus was on teacher education policies, the slogan being: "Teachers matter." EI participated in the event organised at UNESCO headquarters on October 3rd. As in 2007, a joint message from UNESCO, EI, ILO, UNDP and UNICEF was released for WTD.

Promoting the EI Declaration on Professional Ethics

National workshops on the role of teachers' organisations in promoting EI's Declaration on Professional Ethics were held in Manila, **Philippines** from 26-27 April and in Colombo, **Sri Lanka** from 9-11 May.

Eight top leaders each from the Philippines National Alliance of Teachers and Office Workers, the Alliance of Concerned Teachers, and the Teachers' Organisation of the Philippines Public Sector attended the workshop in Manila. Four top leaders of the Free Federation of Workers – Teachers' Group VIII also attended.

In Colombo, the workshop was attended by 28 top leaders from the All Ceylon Union of Teachers, All Ceylon Union of Teachers (Govt), All Ceylon English Teachers' Union, Sri Lanka Independent Teachers' Union and Ceylon Tamil Teachers' Union.

The workshops were both held in consultation with the EIAPR Committee, and aimed at promoting the EI Declaration on Professional Ethics among the EI member organizations in the two countries. Among the objectives were to familiarize participants with a national code of ethics and the EI Declaration; to address questions of professionalism and ethics; and assess the importance of teachers' unions in promoting the EI Declaration. In addition to the EI Declaration, participants discussed the ILO/UNESCO Recommendations, ILO Declaration on Fundamental Principles and Rights at Work, a National Code of Ethics, ethics and morality of teachers, teachers as professionals

and not semi-professionals. The workshop participants also aimed at drafting a common Declaration and an action plan for all EI affiliates in the country.

A third EI national workshop on Teachers' Organizations Promoting the Code of Ethics was held from 8-10 August in Bhopal, **India**. Twenty eight teachers' union leaders, including thirteen women, from the All India Primary Teachers' Federation (AIPTF), All India Secondary Teachers' Federation (AISTF), All India Federation of Teachers Organisations (AIFTO) and All India Association of Christian Higher Education (AIACHE) attended the meeting. The meeting developed strategies and action plans to initiate follow up on promoting the Code of Ethics using their own resources and opportunities.

A meeting was held 21-22 September in Quito, **Ecuador** to address the theme of professional ethics in both the teaching sector and the trade union movement. It was attended by 15 board members representing CEA/**Argentinan**, CTERA/**Argentina** and UNE/**Ecuador**. The work methodology consisted of an open discussion with reference to the Declaration of Professional Ethics approved by the EI Congress, and sharing of experiences. It was recommended that promotion of this Declaration should be extended to the trade union movement in general, not just the education sector.

Aim 3 : 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.

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, lesbian and gay rights, Indigenous peoples, migrants, ethnic minorities and children's rights. Equality is a core value for EI. EI raises awareness and promotes campaigns for the equity of labour standards of education unions, teachers and personnel. The fight against all forms of discrimination in employment, unions and society requires addressing traditional barriers between men's work and women's work, and other causes of inequality, unfairness and exclusion. The Human Rights and Equality Unit is involved in a range of

education, training initiatives for affiliates, advocacy work and actions relevant to promoting equality of women and men, girls and boys, in the society, the education sector and unions. The right to quality education is an overarching aim and campaign, one which empowers women, their children and the society in which they live.

3.1 EI EQUALITY WORK AT GLOBAL LEVEL

The EI Equality Unit works closely with the EI Status of Women Committee (SWC) and the Council of Global Unions (CGU) Gender Equality Work Agenda. Cooperation with other EI units ensures that gender perspective is taken into account throughout the EI programme and activities.

Special attention continues to be given to the protection of children rights, especially the right of equality and the right to education, both of which are threatened by inconsistencies in standards for the minimum age of employment, minimum age for marriage, trafficking, exploitation or just for being a poor or excluded child. EI works closely with member organisations as well as with other Global Union Federations (GUFs), the International Labour Organisation (ILO) and FNV Mondiaal.

In 2008, the EI secretariat further implemented the Congress resolutions on Gender and Pay Equity, and on International Migration. The secretariat also implemented prior Executive Board decisions such as to undertake a Gender Audit of the EI Secretariat in Brussels in 2008, working towards a World Conference for Women in 2010, the establishment of a Ad Hoc Committee on Indigenous Education and the organization of an EI Symposium on Indigenous Education. The secretariat also reflected on further improving the data collection from member organisations for the EI Triennial (now quadriennial) surveys on the Status of Women in Education, Unions and Society in two parts: one regional and one global; the Rights of Indigenous Peoples and Education; and the Rights of Lesbian and Gay Teachers and Other Education Personnel. The secretariat also deepened its focus on the girl child and mainstreaming equality issues in the EI HIV/AIDS prevention programmes and activities.

The EI secretariat also continued joint work on equality through the Global Union Federations' Equality agenda and also bilaterally with PSI and ITUC. EI contributed decisively to the Trade Union Statement delivered at the UN Commission on the Status of Women's 52nd session held in March.

Major equality work developed by the EI regional and sub-regional women's networks can be found under the regional section of this Equality chapter.

EI EXECUTIVE BOARD STATUS OF WOMEN COMMITTEE

The EI Status of Women Committee (SWC) is 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.

The SWC met on 22-23 September and nominated its co-chairs. The committee discussed the follow up to Congress resolutions on Pay Equity and International Migration. It also addressed the plan to hold a World Conference for Women in 2010. Furthermore, the committee recommended

conducting the Quadrennial Congress Survey on the status of women in education, unions and society in two parts: one regional and one global.

Updates were provided on EI's joint work with the CGU Gender Equality Working Group agenda such as Decent Work for Women, Violence against Women, the ILC Gender Equality discussion day and March 8, International Women's Day. The committee members were also provided with updates on the work of EI related to children's rights, non-discrimination policies, solidarity and development programmes and the various regional women's networks.

IMPLEMENTATION OF THE EI CONGRESS 2007 RESOLUTIONS

Pay Equity

The SWC approved a campaign proposal to raise awareness about the pay equity issue, remind governments of their commitment and enable EI member organizations to acquire effective practical tools to make progress on pay equity and share good practices through the women's networks and highlights on pay equity in EI and member organizations' conferences and publications.

EI has also resumed work with the ILO to increase the prominence of pay equity on the ILO agenda (to move beyond slogans and enable the ILO to pursue equality with greater effect) and to monitor the follow up of the ILO's June 2004 Resolution on Gender Equality, Pay Equity and Maternity Protection.

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. EI also agreed to investigate joint ILO/EI/GUF work.

International Migration

The SWC endorsed the follow up plan to the Congress resolution on International Migration. EI will focus on the following areas of work: legal and policy framework; assessment of the gender dimension of international migration, particularly in the education sector; and the integration of a gender perspective through cross-cutting areas within the EI working agenda. EI aims to increase awareness, work in cooperation with regional offices, and promote tools such as the Commonwealth Teachers Recruitment Protocol adopted in 2004 and supported by the ILO.

In cooperation with the EI Research unit, an expansion of the study on educational provisions for immigrant and refugee children in OECD countries will be undertaken. EI has also explored the possibility of a joint initiative together with UNESCO and ILO.

Joint work on the Decent Work agenda and the CGU Equality Working Group has been positive. Cooperation was organised to have EI's input on teacher brain drain and good practices into the global statement for the Civil Society Dialogue to the 2nd Global Forum on Migration and Development, held 27-28 October in Manila, **Philippines**.

In many parts of the world, racism and exclusion appear to be on the rise, including in countries with solid records of supporting the rights of migrants, asylum and refugees. The need to promote the respect for fundamental standards is a priority. EI has been part of the network initiated by the NGO Committee on Migration, CONGO, which was originally formed at the UN CSW 2006, based on the Migration Caucus work towards the UN High Level Discussion on Migration and Development (Sept. 2006). In connection with the European Union "Return Directive," EI and ETUCE have made a call to the European Parliament not to endorse the Directive, which challenges some of the core principles of human rights and in particular the children's rights recognized by international law.

A national workshop was also organised in **Guyana** (9-12 December) to discuss the impact of migration and trafficking on the teaching profession, in the quality of education in Guyana, the gender perspective on trafficking of women and girls, and also the ways the teachers union can combat migration of teachers. Delegates shared personal experience on migration and trafficking and discussed follow up action plans.

EI GENDER AUDIT

The Executive Board made a decision that EI undertake a gender audit in 2008. In accordance with this decision, the EI Secretary General requested the ILO Bureau for Gender Equality via the ILO Bureau for Worker's activities (ACTRAV) for assistance in undertaking a gender audit at the EI head office in Brussels.

The ILO participatory Gender Audit was implemented from 22-29 October, in addition to the desk, preparatory work, interviews and report writing. The EI Gender Audit was facilitated by a team comprised of the ILO Gender Bureau with the support of ILO ACTRAV and an EI Coordinator.

The Gender Audit uses a participatory and self-assessment approach to promote organizational learning about gender mainstreaming in policies, programmes and practices. It is considered a major tool for EI to use in its efforts to achieve the aim of non-discrimination and gender equality.

The audit of EI consisted of a document review, carried out by the audit facilitation team prior to October 22, individual interviews with 24 staff members, an orientation session, one day participatory gender audit workshop and a feedback session for all staff on preliminary observations and recommendations. The Gender Audit Report will be presented to the Executive Board in 2009.

WORLD CONFERENCE ON WOMEN 2010

The first ever EI World Conference on Women (WCW) will be held in Kuala Lumpur, **Malaysia**, in March 2010. An overview on the conference matters such as objectives, scope, outcomes and participants was endorsed by the SWC in September. A WCW Steering Committee comprised of members of the Executive Board Status of Women Committee was established. About 300 representatives from EI member organisations worldwide are expected to attend. The SWC requested that funding should be sought to ensure participation of women from all regions. Special effort should be made to ensure the participation of Indigenous women.

The conference will mainly be a working conference and will focus on the following themes: current status of women, including women in unions, pay equity, international migration, the girl child and EI networks. Other relevant topics such as access to education, decent work for decent lives for women, achieving the MDGs on gender equality and financing for gender equality will be addressed in working groups.

EI QUADRENNIAL SURVEY AND REPORT ON THE STATUS OF WOMEN IN EDUCATION, UNIONS AND SOCIETY

Work has started to prepare the questionnaire for the 2011 Congress survey on women. As agreed by the SWC, EI member organisations will receive questionnaires through regional structures. Key focus in the EI survey endorsed by the EI SWC will include:

Women in the Education Sector:

- Demographics of gender at all levels of education systems, including administration and leadership;
- Recruitment, retention, promotion and salary trends;
- Support on professional issues, including professional development, in-service training; and
- Education of girls

Women in the Unions:

- Gender equity in leadership positions, participation, policy and programmes; and
- Collective agreements, including provision of leaves, non-discrimination, and women in negotiations

Women in Society:

- Violence;
- Employment/labour trends;
- Social protection;
- Shared responsibility;
- HIV/AIDS; and
- New/emerging issues

THE CGU GENDER EQUALITY WORKING GROUP

The equality agenda with the Global Union Federations is making important progress. A large trade union delegation at the 52nd UN Commission on the Status of Women, labour representation at the preparatory Expert meeting on Financing for Gender Equality, the launch of the joint campaign Decent Work, Decent Life for Women for International Women's Day are some examples. EI Equality officers joined the Council of Global Unions (CGU) Gender Equality Working Group, which coordinates the work on women and gender and advises the CGU. The CGU Gender Equality Working Group meets twice a year and has set up an informal email group. The work programme covers the following themes or campaigns:

- Advocacy for women's rights and ILO standards, particularly pay equity, ILO maternity convention;
- Strategies to increase women's participation and representation at the International Labour Conference and coordinated approach on discussions and documents;
- Campaign to stop violence against women, including the issues of trafficking women and girls, migrant women workers, domestic workers and LGBT rights;
- Launch of a unified ad campaign on 8 March: International Women's Day;
- Strengthen representation and lobby at the UN Commission on the Status of Women for the voice of unions;

- Organisation of women into democratic unions, particularly in Export Processing Zones; and
- Encourage cooperation between sectoral unions and trade union centres and their affiliates on the above issues.

EI joined the Decent Work, Decent Life Campaign which started on 7 October and ran until 10 December, Human Rights Day, which this year marked the 60th anniversary of the Universal Declaration of Human Rights. Another key date for the campaign was November 25, the UN Day for Elimination of Violence against Women.

EI also contributed to the GUF input to the draft 'Gender Equality Workers' chapter to be used during the 2009 International Labour Conference discussion on Gender Equality at the heart of Decent Work. The year 2009 marks the 10th anniversary of the ILO gender equality action plan.

The participation of women trade unionists at the International Labour Conference is still low compared to the representation of women within the government and employers' delegations. Only 13% of the worker delegates were women at the ILC 2008. EI will emphasise the need for trade unions to improve the representation of women in workers' delegations to the ILO.

UN DURBAN REVIEW CONFERENCE 2009

The UN Durban Review Conference, to be held in Geneva, **Switzerland** on 20-24 April 2009, will review implementation of the Durban Declaration and Programme of Action adopted in 2001.

EI and ITUC have worked jointly to raise awareness and take action in support of unions' demands on decent work for all, fighting against racism and xenophobia in the workplace and in the community. Since EI's participation in the ILO meeting "Towards the development of a strategy for trade unions in the fight against racial discrimination and xenophobia" (Geneva, December 4-7, 2007), EI is an active partner of the trade union working group focusing on the follow up to the Durban action plan and declaration.

UN COMMISSION ON THE STATUS OF WOMEN 52ND SESSION

In March, the CSW examined the theme of "Financing equality and the empowerment of women." The meeting represented a strategic opportunity to advance the trade union Decent Work agenda on the way to the Review Conference on Financing for Development (Doha, 2008). The unions' participation and contributions were visible during the first week of the CSW 52nd session and in the preparatory process at the Division of Advancement of Women DAW Expert Group Meeting in Oslo, 2007, as a result "decent work for women" was included in the Expert Group recommendations.

The Global Unions (EI, PSI and ITUC) gained visibility. The ITUC's UN representative addressed the parallel High-Level round table on the priority theme on 26 February, and the next day an EI Deputy General Secretary addressed the expert panel on "Key policy initiatives on financing for gender equality and the empowerment for women."

Lobbying efforts throughout the two weeks were positive. The GUF's contributions on Decent Work, Girl Child and Education were included in the final statement. The Final Agreed conclusions included paragraphs on employment, with reference to decent work; stable and fairly remunerated employment for women, and developing policies on financing for gender equality. Fundamental principles and rights at work fell out of the text, however. A paragraph on education and health

included references to girls; the importance of publicly funded services, including the commitment to disaggregated data by age and sex. References to the need for institutional reforms were not included.

The GUF's interactive panel discussion on 29 February on this theme was attended by over 100 participants, including UN agencies representatives Carolyn Hannan, Director for the Advancement for Women (DAW) and Evy Messell/ILO Gender Bureau. EI, PSI and ITUC produced a joint statement on "Investing in Decent Work for Women." A first-ever preparatory labour meeting was organized prior the UN CSW to exchange information, strategies, organize team work through holding daily Labour caucuses. The GUFs delegates at the CSW evaluated the first experience as valuable. GUF work in close cooperation with ILO representatives who also attended these activities.

The EI delegation to the UN CSW 52nd session comprised 25 participants from 11 countries, out of approximately 40 in the largest-ever GUF/ITUC/PSI delegation. All regions were represented within the EI delegation. Four national education unions were assisted by CTF/**Canada**, UEN/**Norway**, Lärarförbundet/**Sweden** and NEA/**USA**.

Preparations have started for the 2009 UN CSW 53rd session (March 2-13, 2009), with the priority theme being "Equal sharing of responsibilities between women and men, including care giving in the context of HIV/AIDS." Preparatory work is ongoing, promoting affiliates' participation through online discussion (July 7 and 1 August, 2008) and follow up on the Financing for Development.

INTERNATIONAL WOMEN'S DAY

In 2008, EI marked the 100-year history of the International Women's Day by organizing an event with colleagues of the International Trade Union House (ITUH) in Brussels. The International Women's Day trade union celebration had almost 150 persons attending from EI, ITUC, ETUC and EPSU. Activities included the launching of the Global Campaign for Decent Work, Decent Life for Women, presentation of the EI poster and slide show produced by the EI Communication Unit, and a three-minute clip of the TUC on "Winning Equal Pay." Representatives of the ITUC, the ETUC and EI all addressed the gathering.

At the global level, the launch of the UN Secretary General's multi-year plan Campaign to End Violence against Women that will continue until 2015 coincides with the target date for the MDGs. The issue of violence against women has been high on the EI agenda. Throughout the year, EI dedicated important attention to this issue working in cooperation with other GUFs, making a contribution to the ITUC brochure on the topic, and releasing a statement on the occasion of the action day. The Unit is developing concrete plans to contribute to the multi-year campaign to end violence against women and girls looking forward the EI World Conference on Women 2010.

GENDER EQUALITY WORK AT THE REGIONAL LEVEL

The EI regional and sub-regional women's networks have contributed fundamentally to promoting women's empowerment and leadership. Their work is supported through provisions in the EI Programme and Budget, through development cooperation projects (CTF/FCE, UEN, Lärarförbundet, AEU, NEA, FE.CC.OO, FETE), and other means available. EI currently has 10 sub-regional or regional networks running: 1 Pan-African and 5 sub-regional; 1 regional in Latin America; 3 in Asia-Pacific; and 1 Pan-European.

Africa

As planned, the Africa region witnessed two major developments in terms of Women's Regional Network: the founding of the Pan-African Regional Network (AWEN) and the founding of the Southern African sub regional women network (SAWEN), as well as the continuation of other sub-regional women's networks in Africa.

The Africa Women in Education Network (AWEN) was launched by 40 women union leaders on 19-24 May in Cotonou, **Benin**. Cooperating organisations CTF-FCE/**Canada**, UEN/**Norway** and Lärarförbundet/**Sweden** were also present at the launch. AWEN members work to promote gender equality and the empowerment of women.

A Steering Committee was elected, composed of the coordinators of the 5 sub-regional networks: North African Women Network (RFEAN), Western Africa Women's Education Network (WAWEN), Central Africa (RESEAC), Women Network in Eastern Africa (WNEA) and the Southern Africa Women in Education Network (SAWEN). A consultative committee was also designated with 12 representatives. The committee members discussed and adopted the written proposal put together in January 2007. A strategic action plan 2009-2011 was adopted. They called on governments to create space for women in teacher education programmes, including training. The launch of AWEN was preceded by a two-day training session focused on the acquisition of skills for women leaders related to data collection, communication (oral and written) and advocacy techniques based on case studies from Kenya and Senegal. Development Cooperation partners and EI members are actively involved in supporting and developing AWEN. EI's Chief Regional Coordinator also provided information about the 2008 meetings of the sub-regional women network workshops.

The sub-regional networks carried out various workshops. The Women Network in Eastern Africa (WNEA) held a training workshop from 7-11 January in Kampala, **Uganda** in cooperation with development cooperation partner CTF-FCE/**Canada**. The purpose of the meeting was to strengthen the capacities of women leaders in their leadership positions and to develop strategies for effective promotion of networks at sub-regional level. It brought together 17 participants including the members of the Coordinating committee of WNEA (**Ethiopia, Kenya, Tanzania, Uganda and Zanzibar**).

The Central Africa (RESEAC) held a training workshop for leaders of RESEAC from 2-4 April in Douala, **Cameroon** in cooperation with development cooperation partner CTF-FCE/**Canada**, aimed at raising the lack of communication found in the RESEAC. It brought together 15 activists from 11 organizations in 7 Central African countries. The RESEAC has redefined its action plan for the next two years and stressed the local organizations to further support women's activities at national level.

The launch of the Southern Africa Women in Education Network (SAWEN) was preceded by a training workshop held from 26-28 May in Pretoria, **South Africa**. It brought together 12 participants from **Lesotho, Malawi, Mozambique, South Africa, Zambia and Zimbabwe**. The aim of the training workshop was to define the work, structures, functioning of SAWEN and establishing of coordination and consultation committees.

Finally, the Western Africa Women's Education Network (WAWEN) held two training workshops for leaders of the teachers union in West Africa. The first workshop took place from 25-27 June in Lomé, **Togo** and was based on results-based management (RBM). The second workshop was held from 15-18 December in Accra, **Ghana**, aimed at strengthening the achievements of the participants

on the RBM but also at strengthening the foundations of national structures of WAWEN. The third workshop is recommended for 2009 to assess the results of the previous training.

Asia and Pacific

Three sub-regional women's seminars were held this year. A SAARC sub-regional seminar took place in September in Kathmandu, **Nepal**, for 18 top leaders of the EI member organizations in the SAARC sub region. The ASEAN Women's Network organized two sub-regional meetings. One seminar took place in May and the second seminar took place in October in Kuala Lumpur, **Malaysia**, for 18 top leaders of the EI member organizations in that region. The seminars are planned over three days. They were held in consultation with the EI regional committee, and aim to review the networks' plans and endorse the work in 2009 based on common concerns: promoting the gender perspective in the union work; the empowerment of women; human rights awareness; and campaigns on maternity protection, pay equity, and collective bargaining. EI held a Pay Equity Seminar in cooperation with the FMESU in Ulaanbaatar, **Mongolia**, from 18-20 October. The seminar was attended by 29 top leaders of the FMESU, who discussed the question of pay parity in the country and feminization of the teaching profession. The seminar recommended the need to scientifically determine wages and put higher values on responsibilities rather than academic qualifications while determining the wages in the public sector.

A two-day meeting of the SAARC Women's Editorial Committee was held 27-28 December in New Delhi, **India**. The meeting focused on three major issues: publication of the SAARC Women's Voice newsletter, a document on Discriminatory Practices Against Girl Child in Education, and campaign materials on Maternity Protection Benefits.

The South Asian Women's Project and Editorial Committee Meeting was held from 13-15 July in New Delhi, **India**. Ten top women leaders from AIACHE, AIPTF, AIFTO, AISTF/**India**, NNTA and NTA/**Nepal**, CTTU/**Sri Lanka** and attended the meeting. The meeting discussed participation of young women in unions, SAARC website, kits on girls' education and a manual on laws pertaining to women.

The AIFTO organized a National Women's Workshop from 21-23 October in Solan, **India**, in cooperation with the Canadian Teachers' Federation. The workshop identified the areas for women's activities in the AIFTO.

An EI workshop was held in Hyderabad, **India**, from 3-5 October to assess empowerment of women through the women's networks. Twenty-one top leaders from four organizations in India (AIPTF, AIFTO, AISTF and AIACHE), two in Nepal (NTA and NNTA), and five in Sri Lanka (ACUT, ACUT-G, CTTU, SLITU and USLTS) participated in the meeting.

For the first time a collaboration of Education International and FES in the form of the ASEAN Women's Network South East Asian Sub-Regional Women Conference was held from 10-12 October in Kuala Lumpur, **Malaysia**. EI attended the conference, along with women leaders from PGRI in **Indonesia**, NUTP, Sarawak TU and Sabah TU in **Malaysia**, SMP NATOW, ACT, TOPPS and FFW in the **Philippines** and NTTU and PSTAT in **Thailand** all attended the conference. Participants set the following goals for their meeting:

- Review the current status of the ASEAN Women's Network; define goals and strategies to make it stronger, more visible and an integral part of the trade union agenda.
- Assess the progress made in achieving gender equality in the ASEAN Women's Network national member unions; define means to achieve this goal.

- Build greater awareness of the broader perspective of gender equality, including international instruments concerning women's rights and non-discrimination, such as CEDAW and ILO Conventions.
- Motivate continued efforts to empower women in the union, in education and in society especially women in leadership.
- Develop a strategic action plan to achieve the objectives at the sub-regional and national levels of the ASEAN Women's Network for 2009 and beyond.

EI, in cooperation with the CTF/**Canada** and the PGRI/**Indonesia**, organized a women's Caucus on 30 June in Palembang, **Indonesia**, prior to the PGRI Congress in July. More than 400 women leaders attended the caucus and made recommendations on improving the effectiveness of the PGRI in solving educational as well as gender equity problems in the country.

Caribbean

All the members of the CUT Status of Women's committee as well as heads of the women's committee from several unions in the Caribbean attended a Women's Network training in Health and Safety in **Antigua and Barbuda**, on 20-22 April. The training was funded by CTF-FCE/**Canada** as their contribution to the Caribbean Women Teachers' Network Programme.

The EI Regional Coordinator attended the Conference of the Caribbean Women's Association CARIWA in **Anguilla**, on 23-27 April as part of the cooperation with other regional bodies in the region. There was a prime focus on HIV and AIDS among women and girls in the Caribbean. The EI Coordinator also held discussions with the President and other members of the executive of the Anguilla Teachers' Unions to discuss future activities for the union.

A Women's Network sub-regional meeting took place on 3-5 November in Paramaribo, **Suriname** organized by the BvL (Bond van Leraren), SOB (Surinaamse Onderwijzersbond) and the COB (Christelijke Onderwijzersbond). The theme of this workshop was Gender Equality and Equity in the teachers' unions: A Women's Leadership Training. This three-day activity included participants from several teachers' organisations in Suriname namely the above mentioned unions and the BLTO (a union for teachers at junior technical schools). Furthermore, representatives from the DAT/**Dominica**, GUT/**Guyana**, GTU/**Grenada**, NTU/**St. Kitts & Nevis** and SLTU/**St. Lucia** attended this workshop. The main objective of this workshop was to train a core of women in the Caribbean who will eventually assume leadership positions in their unions. Furthermore, to train women to conduct workshops, help them in public speaking and to encourage establishment of women's committees.

Europe

The Pan-European Women's Network (PEWN) is an online community with over 100 subscribers. It was launched on 8 March 2007. Identified topics are: Violence against women, Pension Reforms and the outcomes of the seminar on "Building respect for diversity" held in November. The current electronic mailing list will move to an online forum with the possibility to have discussions and archive documents in 2009. A forum offers the possibility of storing documents, starting blogs and leading several discussions simultaneously.

EI Regional Statutory Equality Committees

The Pan-European Equality Committee, which is a statutory body, discussed issues related to the position of women in unions and in education, and also addressed issues dealing with equity and non-discrimination at the workplace, the education sector and the society. Particular attention is given to issues such as racism, LGBT, minorities' and children's rights.

The Pan European Equality Committee met on 1-2 April in Brussels, **Belgium**, with over 60 representatives of Pan European member organisations. A new chair was elected and members of the working group were nominated. One of the members of the working group is an expert on LGBT questions.

The committee members also launched a study on the impact of pension reforms on female teachers. About 40 member organisations in the Pan European region provided data and analysis which was compiled in a study which was presented at the Regional Committee in **Luxemburg** in November. Using the data contained in the study, EI will initiate a discussion with member organisations regarding the strategies implemented by teacher unions to amend pension reforms or to mitigate their effect on female teachers.

The Pan-European Status of Women Committee met for the first time on 14 April and then again on 11 November. It is composed of the women members of the Regional Committee. One of the main tasks of this committee is to monitor the provisions for representation of women within the Pan-European Structure. The new structure was set up to increase European women's involvement and strengthening the gender mainstreaming in unions. The second meeting focused on the preparations for the World Conference on Women and the plan to split the Quadrennial Survey into a regional and a global part which was supported by the SWC.

Latin America

Since 2000, EI has set up regional and sub-regional women's networks on all continents. Now representatives of 217 member organisations are involved in the networks, which aim to:

- Increase women's participation in union activities and in decision-making positions;
- Empower women through improving their skills regarding union finance, collective bargaining and negotiation, and communications;
- Strengthen solidarity among women teachers; and
- Strengthen gender awareness, equality plans, policies and programs.

The Women Networks in Latin America aim to promote the level of coordination among women from the various organizations in order to consolidate the participation of women in leadership roles in the union structures. A number of objectives have been met in 2008 through the Latin American women network: 93% of teacher organisations have included a discussion on gender equality in their debate; 3 unions set up women committees (ADP and ANPROTED/**Dominican Republic** and FETRAENSEÑANZA/**Venezuela**); 4 unions set up working groups to discuss gender equality issues (SITEK/**Curaçao**, COPEMH and COLPEDAGOGOSH/**Honduras**, OTEP/**Paraguay**); where elections took place, the representation of women in the union structure has increased from 7 to 12%.

A regional meeting of the Latin American Women Working Education Network was held from 3-5 March in Sao Paulo, **Brazil**. Female union representatives from the following unions participated: CTERA and CEA/**Argentina**; CNTE and CONTEE/**Brazil**, CPC and CONATECH/**Chile**; FECODE/**Columbia**; ANDE and SEC/**Costa Rica**; SITEK/**Curaçao**; ADP/**Dominican Republic**;

UNE/**Ecuador**; ANDES 21 Junio/**El Salvador**; STEG/**Guatemala**; CGTEN-ANDEN and FEPDES/**Nicaragua**; MPU/**Panama**; OTEP/**Paraguay**; SUTEP/**Peru**; FEDMYFEP and FUMTEP from **Uruguay**; FETRAENSEÑANZA and FETRAMAGISTERIO/**Venezuela**. The regional meeting was sponsored by CTF-FCE/**Canada** and Lärarförbundet/**Sweden**.

The women did an assessment for each organisation of the obstacles they face to ensure their equal participation in teacher trade unions in Latin America and they agreed on steps to take to rectify the problems.

A workshop was also organised for the sub regional women network of the teacher organisations in Central America. The workshop was held in Granada, **Nicaragua**, on 15-17 October and organisations from eight countries took part: ANDE and SEC/**Costa Rica**; SITEK/**Curaçao**; ADP/**Dominican Republic**; ANDES 21 DE JUNIO/ **El Salvador**; STEG/**Guatemala**; COLPROSUMAH, COPRUMH, PRICPHMA and COLPEDAGOGOSH/**Honduras**; CGTEN-ANDEN and FEPDES/**Nicaragua**; and MPU/**Panamá**. This sub-regional women network was sponsored by Lärarförbundet/**Sweden**.

A national workshop was also organised in **Honduras** (19-21 May) for the member organisations in that country which has recently joined the Latin American Women's Network. Meetings were organised with the Executive Boards of COLPROSUMAH, COPEMH, COPRUMH, PRICPHMA and COLPEDAGOGOSH with the aim of involving the union leadership in the gender equality work.

3.2 EQUALITY FOR LGBT PERSONS

Advocacy work at the global level achieved important successes. Earlier this year, the UN Economic and Social Council (ECOSOC) granted consultative status to two groups, COC **Netherlands** and the state Federation of LGTB of **Spain**. In recent years, ECOSOC has only granted this status to five NGOs, after overturning negative recommendations from its NGO Committee. EI also welcomed the statement endorsed by 66 member states from all regions presented on 18 December at the UN General Assembly. The statement is non-binding and reaffirms existing protection for human rights on sexual orientation and gender identity in international law.

EI followed up on action taken in coordination with CPC **Chile**. EI sent a letter to the Ministry of Education in Chile, protesting the fact that Catholic Church officials revoked a teacher's permission to teach religion after learning that she is a lesbian. She has been teaching religion for 21 years at a public elementary school in Santiago, Chile.

In **Poland**, EI affiliate ZNP and other Ministry and NGOs publicly discussed discrimination on the grounds of sexual orientation. The conference on "The Role of Trade Unions in Fighting Discrimination on the Ground of Sexual Orientation," held in Warsaw on 21 June, was the first conference of its kind to take place in Poland. The meeting was organized by Campaign against Homophobia and it brought together 60 people from Poland and abroad. EI made a presentation about mainstreaming equality in education.

Representatives from Unison/**UK** and Verdi from **Germany** are coordinating a future union mission to Poland. EI and PSI have been invited to participate.

EI's General Secretary attended the LGBT Rights in Education and Working Life activity organized by EI affiliate Lärarförbundet in **Sweden** on 1 August. The event was part of the programme of

Euro Pride, held in Stockholm, **Sweden**, 25 July–3 August. Following this good practice, Catelene Pashier, Confederal Secretary of ETUC, participated for the first time in the festival, in collaboration with the All Clear Trade union network in Sweden.

EI/PSI LGBT FORUM

Promoting the manual: trade unionists working together for LGBT rights (2007) in different activities and workshops

A joint preparation to publicize the EI/PSI equality guide at the XXIV World ILGA Conference held in Vienna, **Austria** on 5 November 5 was coordinated by EI and PSI affiliate Unison/UK. EI also participated in the XXIV World Conference of the International Lesbian, Gay, Bisexual, Trans and Intersex Association. Participants from **Canada, Italy, Nigeria** and **UK** had an interesting exchange on good practices.

Taking steps forward to renew the composition of the EI/PSI LGBT steering committee to reflect current regional developments. EI Europe and EI Latin America regions are working on specific activities

Working in cooperation with EI regional officers, the Secretariat aims to renew the composition of the EI representation at the EI/PSI LGBT Steering Committee, the body which will plan and implement the EI/PSI LGBT Forum prior to the EI World Congress in 2011.

Networking and alliance-building on the preparation for the “Workers Out” meeting at the 2nd International Conference on LGBT Human Rights held in Copenhagen, **Denmark**, on 27-29 July. In cooperation with other Global Unions, EI worked on the Workers Out track but also on mobilizing EI affiliates working on LGBT issues. A specific education track has been included in the programme for the first time.

WORKING WITH NGOS

EI sponsored the Educational Manual on Homophobic Bullying produced by MOVILH in **Chile**, which organization is working closely with CPC/**Chile**. Materials will be launched in March 2009, with representatives from CPC and EI’s Latin American regional office attending the event.

WORKING WITH CGU: EQUALITY WORKING GROUP

In January, EI participated at the ETUC conference held in Brussels, **Belgium**, on Extending Equality: trade union actions to organise and promote equal rights, respect and dignity for workers regardless of the sexual orientation and gender identity. EI also contributed to their collection of examples of good practices by trade unions across Europe/ILGA Europe Conference.

WORLD OUTGAMES

The Global Unions endorsed and welcomed the World Outgames and the 2nd International Conference on LGBT Human Rights held in Copenhagen, **Denmark**, 27-29 July. The conference aims to fight discrimination based on sexual orientation and gender identity. The International Advisory Board of the conference has as co-chairs two union officers, one EI Coordinator and one PSI Coordinator.

3.3 EQUALITY FOR INDIGENOUS PEOPLES

The imperative of the rights of Indigenous Peoples to quality education and a full share of economic benefits, political and social participation, including the respect for cultural diversity, must be an achievable but not a distant goal. Measuring human development indicators highlights the fact that Indigenous peoples continue to be disadvantaged and to face discrimination: nutrition facts, access to quality education programmes, age of school drop-out, and the disappearance of languages everywhere tells the story. EI is working with its affiliates to achieve the right to quality education for all Indigenous People, and to ensure that their languages and cultures are respected and preserved.

Support for the UN Declaration on Indigenous Peoples and government engagement in policy reform, particularly in quality education for Indigenous Peoples, was shown by formal government apologies to Indigenous People in Australia and Canada for past injustices.

Earlier this year, Australian Prime Minister Kevin Rudd made a formal and public apology to the Indigenous People for Australia's attempt to assimilate the Aboriginal community. The Prime Minister of Canada, Stephen Harper, followed suit with an important statement of apology to former students of Indian Residential Schools, on behalf of the government of Canada and all Canadians.

SEMINAR ON INDIGENOUS EDUCATION

EI together with the Australian affiliates of Education International (EI), the Australian Education Union (AEU), the Independent Education Union (IEU) and the National Tertiary Education Union (NTEU) hosted the EI Indigenous Educators Seminar entitled "Quality Education and Social Justice" in Melbourne, **Australia** on 6 December 2008. The seminar brought together 110 indigenous educator unionists from 25 education unions in 15 countries.

This gathering examined the role of education unions in addressing indigenous education. The Federal Secretary of AEU and EI Vice-President provided the keynote address on "Global perspective on key issues for Indigenous Peoples in education unions." Her keynote address was followed by a panel discussion on "Quality education and social justice."

The EI Seminar provided an opportunity to look more closely at how education in today's world economy may be a major factor in the continuing process of assimilation, colonisation, cultural and linguistic genocide of Indigenous Peoples. It also provided the opportunity to examine the role of education unions in addressing these issues in the education contexts, and to share models of unions working positively with Indigenous Peoples. A key principle of the EI Indigenous Educators' Seminar was the acknowledgement of the role that teachers, education workers and their organisations have in ensuring the promotion and preservation of cultural identity of Indigenous Peoples and in providing quality education experiences and outcomes.

This very successful initiative resulted in inputs and recommendations on future work for Education International to move forward its agenda on indigenous matters, including the role of unions in achieving quality education for all children and social justice for all people.

WORLD INDIGENOUS CONFERENCE ON EDUCATION (WIPCE)

The EI Indigenous Educators' Seminar took place prior to the 2008 World Indigenous Peoples Conference on Education (WIPCE) in Melbourne, **Australia**, 7 -11 December. The triennial WIPCE 2008 focused on "Indigenous Education in the 21st Century: Respecting Tradition, Shaping the Future," with each working day governed by a specific theme. WIPCE provided an opportunity to showcase efforts to provide educational experiences suitable to individual and unique communities and was a time to celebrate Indigenous Peoples' strengths and capacity to uphold traditions and knowledge systems. It also offered an opportunity as to how Indigenous People would like to see education shaped into the future to meet their respective needs.

The next WIPCE conference 2011 will be hosted by the Quechua people of Cuzco, **Peru**, with the goals of advocating for the adoption by the UN of the Declaration on Indigenous Peoples. Support will be sought from the GUFs and NGOs for this goal.

REGIONAL ACTIVITIES

Asia-Pacific

The EI/NTA/NNTA seminar on Teachers' Organisations Promoting Minority Rights was held from 16-18 May in Kathmandu, **Nepal**. Its goal was to strengthen the capacity of teachers' organisations in Nepal to promote and defend diversity and respect for minority rights, with a special focus on education.

The workshop aimed to understand minorities' issues in Nepal, familiarize participants with the internationally accepted human rights standards and principles, examine existing national and international mechanisms, seek effective redress, identify effective strategies for addressing minority rights violations especially in education and contribute to the role of the teachers' organisations in working on minority issues and diversity.

The Constitution of Nepal and local Self-Governance Act, (1999), the Declaration on the Elimination of All Forms of Intolerance and Discrimination based on Religion or Belief, Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, ILO Convention 169, and the EI resolutions on Indigenous People, lesbian and gay people, racism and religious intolerance, and peace formed the basis of discussion. The workshop developed a policy statement for adoption by the conferences of the two organizations on the rights of the minorities.

A national workshop on the Rights of Indigenous Peoples and Minorities and Achieving EFA by 2015 was held 7-9 November in Miri, Sarawak, **Malaysia**. The workshop was attended by 30 top leaders from the Malaysia Association of Education, National Union of the Teaching Profession, Sarawak Teachers' Union and Sabah Teachers' Union. The workshop recommended the need for teacher organizations to promote Indigenous Peoples and Minority (IPM) rights, especially in education and within the teachers' organizations.

A Social Dialogue & National Workshop on Peace and Reconciliation and Attaining EFA by 2015 had been scheduled for 5-7 September, Bangkok, **Thailand**. However, the event had to be postponed due to civil unrest.

Latin America

The regional strategy has been to promote a Latin American network that will help implement union policies regarding LGBT rights. In the first half of 2008, they developed several steps in response to commitments made earlier among the countries of Central America. Especially in Guatemala and Costa Rica, efforts have been made to include the issue on the union agenda through alliances with the gay and lesbian movement, as well as training and involvement in legislative debates.

The Inter-Union Committee on Gender and Sexual Diversity in **Costa Rica**, which reunited 21 local unions, organized a capacity building workshop on February 29. EI affiliate ANDE hosted the event. Unions have expressed an interest in developing similar working experience in the Southern Cone.

On 17 and 18 September the sub-regional Central American meeting in **Guatemala** brought together EI member organizations from **Costa Rica, El Salvador, Guatemala, Honduras** and **Nicaragua**. Its objective was to follow up the recommendations regarding the serious situation of discrimination faced by the LGBT working community in Central America, at the First Central American meeting held in **Guatemala** in October 2007 and in coordination with PSI. The activity defined concrete follow-up mechanisms of the LGBT Central America Network. It also analyzed proposals to organize similar activities in the Andean Zone and Southern Cone, with intent to create the LGBT Latin American Network in order to include LGBT rights in the education unions' agenda.

Participants: CTERA/**Argentina**, CNTE/**Brasil**, BCTF/**Canada**, ANDE y SEC/**Costa Rica**, Andes 21 de Junio/**El Salvador**, STEG/**Guatemala**, ANDEN, GTEN y FEPDES/**Nicaragua**, FETRA Enseñanza/**Venezuela** and MOVILH, a group that works closely with CPC/**Chile**.

The Organization of American States (OAS) General Assembly, in June, unanimously adopted a resolution condemning human rights violations based on sexual orientation and gender identity. Brazil sponsored the draft resolution during its 38th Session in **Colombia**, with support from 34 countries. This action will only strengthen the regional work in this field.

In terms of the Equality work, two subregional meetings were held for the Latin American Women Education Workers' Network. From 13-15 August a total of 18 participants from affiliates in the Southern Cone met in Buenos Aires, Argentina, representing CTERA/**Argentina**; CEA/**Argentina**; CNTE/**Brazil**; CONTEE/**Brazil**; CPC/**Chile**; CONATECH/**Chile**; FEDMYFEP/**Uruguay**, as well as the EI Regional Committee. From 27-29 August 17 participants from the Andean Zone met, representing FECODE/**Colombia**; UNE/**Ecuador**; SUTEP/**Peru**; FETRA Enseñanza/**Venezuela**; FETRA Magisterio/**Venezuela**; and the EI Regional Committee and Regional Office staff.

The meetings aimed to ensure continuity across the women's networks in the region, by analysing the political, economic and social situation from a gender perspective. An account was given of the progress achieved by including a gender perspective in their trade union agenda: the women reported an overall improvement in their participation in union discussions, while unions have effectively been incorporating the regional strategy on gender into their programmes.

On 10-11 November, a meeting held in Lima, **Peru**, gave three Latin American unions the opportunity to assess the current education policies being implemented in the indigenous sector. CTEUR/**Bolivia**, UNE/**Ecuador** and SUTEP/**Peru** agreed on the importance of undertaking a regional survey on related issues and committed themselves to support EI's planned study on the

education sector in the countries with the largest percentage of indigenous population: **Bolivia, Ecuador, Guatemala, Mexico and Peru.**

Europe

The seminar "Education unions: building respect for diversity" was held 3-5 November in Bratislava, **Slovakia**, and was attended by 30 participants from 22 unions in 15 countries. The seminar was highly valued by the participants. The seminar's recommendations were endorsed by the EI Pan European Regional Committee, which met in Luxemburg on 10 November. A moderated discussion was also launched in December on the Pan European Women's Network (PEWN).

For some time EI has been working closely with ILGA-Europe. ILGA Europe was invited to make a presentation at the Bratislava seminar. EI attended their Employment Seminar focusing on working with Trade Unions held in Brussels, **Belgium**, on 6-7 October. EI made a short presentation of the EI/PSI LGBT Forum background and experiences. ILGA-Europe set up an Employment Network to share relevant documents and materials.

Caribbean

A Women's Network training in Health and Safety was held from 20-22 April in **Antigua and Barbuda**. All members of the CUT Status of Women's Committee attended as well as heads of the women's committee from several unions in the Caribbean. The training was funded by the Canadian Teachers' Federation as its contribution to the Caribbean Women Teachers' Network Programme.

From 23-27 April, the EI Regional Coordinator attended the Conference of the Caribbean Women's Association (CARIWA) in **Anguilla** as part of the cooperation with other regional bodies in the region. There was a prime focus on HIV and AIDS among women and girls in the Caribbean. EI also held discussions with the President and other members of the Executive of the Anguilla Teachers' Union to discuss future activities for this organisation.

A three day sub-regional workshop was held in **Suriname** for nine teachers' unions in the Caribbean from 3-5 November. The participants came from **Dominica, Grenada, Guyana, Nevis, St. Lucia**, and five teachers' unions from **Suriname** were involved. The workshop focused on gender equity and equality in the education sector and teachers' unions. The participants agreed to continue to promote the issue of gender through the establishment of gender committees in their respective unions. They agreed to organise follow-up training at the national level.

The Canadian Teachers' Federation provided funding to the Women's Network Programme to conduct a sub-regional training for women teachers from the following countries; **Bahamas, Barbados, Bermuda, Dominica, Grenada, Guyana, Jamaica, St. Lucia and St. Vincent and the Grenadines**. The workshop focused on health and safety issues affecting women teachers in the region.

CTF-FCE/**Canada** provided bursaries to four teachers who were in great need of support for further education. One woman teacher from each of the following countries received funding to pay tuition fees: **Bahamas, Dominica, Grenada and Jamaica**.

In November EI was successful in getting its three member organisations in **Suriname** to work together in coordinating the women's training. This approach will be used for future EI activities in the country.

At the Human and Trade Union Rights workshop held in **St. Lucia** on 26-28 November, LGBT matters were discussed among union leaders for the first time. This generated lengthy discussions and debate among participants. The EI resolution on the issue was also discussed. At the end the participants agreed that the union has to defend the rights of all its members, regardless of their sexual orientation. This was seen as a major achievement at the training. EI Regional Office in the Caribbean will be linking with the NUT/**United Kingdom** to continue training for union leaders in the region on the issue of equality for lesbian, gay, bisexual and transgendered teachers.

A National Minority Group meeting took place in **Belize** from 21-23 October. Discussions were held with the national union leadership on the implementation of training for indigenous teachers and the Indigenous People in this country. A workshop will be held in 2009.

Aim 4 : 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.

Education International believes that nothing is more fundamental to the worldwide labour movement than the concept of solidarity. EI puts solidarity into concrete action through development cooperation projects, disaster relief, humanitarian assistance, and advocacy. In addition, EI works with educators in 47 different countries in a comprehensive programme to confront the HIV and AIDS pandemic and teach for life.

4.1 DEVELOPMENT COOPERATION

ANNUAL DEVELOPMENT COOPERATION MEETING

The Annual Development Cooperation meeting was held 20-21 November in Brussels, **Belgium**, with excellent participation by member organizations and EI staff.

The major goal this year was to begin the work toward a new statement of what constitutes development cooperation for EI and its member organisations, as we continue striving to achieve the Millennium Development Goals by 2015. This work will take place within the context of difficult global realities: the financial crisis, climate change, continuing economic and social conflict and inequality among people and nations. Plenary presentations and small group discussions aided the process, which will be continued in 2009, with a draft document to be presented to the annual DC meeting in November.

Other topics included presentations and discussion on key issues and priorities in the regions, DC and gender, conflict and post-conflict, new initiatives in Central Asia and Middle East/North Africa, EFAIDS and Education For All, especially the need for qualified and competent teachers. Communication, a regular topic, and many side meetings on specific DC projects, completed the programme.

A special presentation in the form of a skit honored Margareta Axel of Lärarförbundet/**Sweden** for her enormous commitment and contribution to development cooperation over many years in all parts of the world.

4.1.1 Africa

Gambia

A representative of the EI Africa office assisted a delegation from Lärarförbundet/**Sweden** from 14 to 22 December during a mission to evaluate the activities carried out with the GTU/**Gambia**. Thanks to training for schools delegates and the study circles the GTU had reached an acceptable level of development and could hence forward fend for itself. It would be good however if Lärarförbundet could provide the GTU with support from time to time, to help it maintain its current level.

Guinea

The evaluation was carried out according to the objective jointly defined by the parties concerned, namely EI, Lärarförbundet/**Sweden** and FSPE/**Guinea**. Owing to the precarious socio-political situation in the country, the meeting, attended by representatives of the FCE/CTF/**Canada** and Lärarförbundet/**Sweden**, was held in Dakar, **Senegal**.

In reviewing the fruits of 20 years of development cooperation between Lärarförbundet and the FSPE it was clear that it was time for the FSPE to take care of itself. It was therefore decided that the formal, traditional development cooperation relationship between Lärarförbundet and the FSPE would cease.

Kenya

EI expressed its solidarity with its three Kenyan affiliates following the post-electoral violence. A meeting was organised with the leaders of the three unions on 25 April in the KNUT's offices in order to get a clear view of the situation of teachers.

According to KUDHEIHA, several of their members lost their property and about 1,500 were displaced. Others have been separated from their families. Thirty members of Egerton University and Moi University in the Rift Valley province were dismissed for asking for compensation after an accident that took place on the way to the burial of one of their colleagues.

KUDHEIHA was unable to do anything, because there was no Minister to discuss the matter with at the time.

UASU reported that 400 agents from seven public universities in Maseno, Marinde and Muliro and at Moi University were affected by the conflict. The homes of 16 professors were destroyed and the universities were obliged to transfer students to hotels.

KNUT also lost several members. Others were displaced. Primary and secondary pupils lost a school term. In the Moi primary school, there were 1,000 pupils with only four teachers, and the children had to sit on the ground.

In response, the UASU set up an advice centre in each university. The trade union also launched a campaign to promote a code of professional ethics to avoid tribal aggression. The UASU presented a memorandum to Koffi Annan, the former UN Secretary General, appointed as the crisis mediator.

The KNUT used the press to raise public awareness. It organised visits to the campus and 300,000 Kshs were donated to the Red Cross to assist displaced persons from Nakuru and Eldoret. Each of the families of the nine teachers killed received 5,000 Kshs.

The three affiliates considered that teachers were extremely traumatised and that they had a leading role to play in restoring confidence among the different ethnic groups. According to the KNUT, teachers find it hard to go back to schools where they have been attacked by their own pupils.

It is important to undertake joint action in future, to ensure a greater impact.

Liberia

At the beginning of 2008, the development partners met within a consortium under the aegis of the EI to assist the National Teachers' Association of **Liberia** (NTAL) in its task of restructuring after the long civil war. The consortium, composed of FCE-CTF/**Canada**, DLF/**Denmark**, UEN/**Norway**, Lärarförbundet/**Sweden** and NEA/**United States of America**, is in line with the EI's policy of providing assistance to trade unions in post-conflict countries.

An initial contribution, financing the reorganization of the trade union branches and the holding of elections, led to a convention in May 2007. At that convention, an executive board was elected for a two-year term, and new statutes and a development agenda were adopted.

From 14 to 19 January, a delegation from the consortium composed of representatives of FCE-CTF/**Canada**, DLF/**Denmark**, UEN/**Norway** and Lärarförbundet/**Sweden**, accompanied by

representatives of the EI's Africa office, held a meeting in Monrovia, **Liberia**, with the first leaders of the NTAL aimed at identifying their short and long term development needs, activities and goals.

A joint exercise by the Executive Bureau and the secretariat to draw up an action plan enabled them to define a short term programme to be implemented up to May 2009 (the likely date for the next congress) and to focus on the recruitment of new members and the strengthening of the secretariat.

Long term issues will be discussed with the executive bureau that will emerge from the 2009 congress.

Malawi

The programme for the meeting held in Lilongwe from 14 to 18 May consisted of: financial and narrative reports for the PSUEM/**Malawi**-Läraryörbundet/**Sweden**-IE cooperation; results or progress achieved; the situation in the country; the situation of private education in Malawi, strategic planning and the protocol agreement.

In terms of results, 670 new members were recruited, 328,470 KWS collected, and training was provided for the National Executive Committee, representatives of educational establishments and local leaders.

Significant progress was recorded. A new action plan was drawn up and priority areas identified for the period 2008-2009.

Nigeria

The Regional office took part in an evaluation and planning mission within the NUT/**Nigeria**, at the invitation of the Läraryörbundet/**Sweden**, from 19 to 26 April.

The aim was to assess the progress of the "Study Circles" programme initiated specifically for the women from the north of the country and to end the project so that the NUT could take up the reins. The convincing results prove there is no longer any need to doubt the capacity of the NUT to continue the programme. It was decided that the Läraryörbundet should end its financial support for the project, but would continue to provide technical support. The Swedish trade union also promised to share all necessary information.

Given the positive impact of the project, Läraryörbundet agreed to finance the leadership programme initiated by their Nigerian colleagues with a view to strengthening the capacity of the union's leaders at all levels. As regards exchanges of experience, it was agreed that the NUT would host a visit by the president of Läraryörbundet in January 2009 following the visit by an NUT delegation to Läraryörbundet in September.

The NUT's efforts at developing its organisation should be encouraged. Its membership is on the rise and a first private teachers' Association has just joined the NUT.

Sierra Leone

After visiting several SLTU branches and schools between 31 October and 14 November, the evaluation team reached the conclusion that the delegates training programme for head teachers had

reached its objectives. It was decided to begin a new three-year project with the goal of reaching more head teachers, and that the production of an information bulletin should continue.

Zambia

South-South cooperation between the SADTU/**South Africa** and ZNUT/**Zambia** supported by the UEN/**Norway** reached another turning point after the resolutions adopted at the Berlin Congress. Hence the meeting held from 29 January to 1 February focused on the following resolutions: the rallying of members to create a more effective trade union movement; the development of public education and quality education, both present and future.

The meeting ended with the signing of an agreement between the three partners on the following specific objectives:

- Improving the computer skills of the staff, officials and regional representatives in order to improve the management of the organisation;
- The development of a workplace policy in favour of people living with HIV, and a sharing of experiences between the three organisations;
- Using the best strategies to counter the impact of decentralisation on teachers and their unions.

GNAT/ FESEN/NUT/BUPL Early Childhood Education planning committee

On 9 December in Accra, **Ghana**, representatives of the Early Childhood Education Programme partners reviewed the activities of the past year, principally the extension of the project to neighbouring countries, namely Togo and Nigeria. In both countries the programme began with awareness raising and the drawing up of curricula. The participants unanimously praised the success of the launch and the progress made.

4.1.2 Asia-Pacific

John Thompson Fellowship

The John Thompson Fellowship consortium, comprising the AEU/**Australia**, CTF/**Canada**, NEA/**USA** and SNES/**France**, undertook an impact assessment survey of the programme since its inception in 1999. The findings indicated that the programme has significantly contributed in development of the organizations.

The John Thompson Fellowship Programme planning session was held from 27-29 October in Jakarta, **Indonesia**. Twenty-four leaders from four provincial committees of the PGRI attended the meeting. The meeting reviewed the goals and objectives of the programme to better suit the needs of the participating organizations. The meeting also provided opportunities for the resource persons to gain a better understanding of participants and their organizational needs and to adapt the training content and processes to more appropriately meet their needs. The 2008 JTF training sessions were held in Kuala Lumpur, **Malaysia**, from 30 November to 18 December. Twenty-four leaders from

the PGRI provincial committees in Lampung, Jambi, East Nusa Tenggara and Sulawesi Tenggara attended the programme.

EI Initiatives in Central Asia and the Middle East and North Africa

The EI 5th World Congress decided to include within the 2008-2011 Programme and Budget a special initiative for Central Asia and the Middle East and North Africa. It aims to develop and promote union and professional development in cooperation with unions in the region. Both initiatives were launched on 14 December 2007 in a meeting in Brussels, **Belgium**, with many of EI's cooperating partners. Organizations from the **United States** (NEA and AFT), **Sweden** (Läraryrbundet), **Norway** (UEN), **United Kingdom** (NUT), **Canada** (CTF) and **Australia** (UEN) participated in the launch.

Central Asia Initiative

A planning meeting was held to implement cooperation programmes, both in terms of union capacity-building and professional development, with the unions of the Central Asia Region. It took place 6-10 May in Bishkek, **Kyrgyzstan**. Organizations from **Uzbekistan** (NTUESWU), **Kazakhstan** (KNTUTSW), **Tajikistan** (RC-STES) and **Kyrgyzstan** (TUESWK) participated. They met with the following cooperating partners: NEA and AFT/**United States**, UEN/**Norway**, Läraryrbundet/**Sweden**, OAJ/**Finland** and AEU/**Australia**.

Among the aims of the meeting were: to familiarize EI and the Consortium partners of the social, economic and political situation in the Central Asian countries and their impacts on education; to acquire better understanding of the education situation in the Central Asian countries; to share information on the organizational profile of EI, Consortium partners and the EI affiliates in Central Asia; to identify the priority areas of the participating unions and areas of possible cooperation; to plan initial activities in each country.

Participants decided that in 2008 there would be four national planning workshops, one in each country, as well as some initial training activities in Kyrgyzstan.

The Central Asia Consortium Project conducted follow-up activities as follows: The National Planning Meeting for **Kyrgyzstan**, 1-11 August, was held in Issyk-Kul and the top leaders of all the oblasts (regions) participated and the Central Committee was facilitated by the EIAP Regional Office. The National Action Plan covering the period 2009-2011 has been agreed upon by the leaders. Likewise, they proposed specific activities with the corresponding draft budgets.

The National Planning Meetings for the three other countries were held as follows: Dushanbe, **Tajikistan**, 12-14 September; Almaty, **Kazakhstan**, 16-18 September; and Tashkent, **Uzbekistan**, 20-22 September. The meetings followed similar objectives, agendas, target groups, and expected outcomes as the earlier meeting in **Kyrgyzstan**.

To maximize the resources, the National Planning Meeting in **Kyrgyzstan** was followed by two basic leadership and skills workshops in two oblasts (Naryn and Talas) from 5-8 August. Among others, discussions focused on human and trade union rights, achieving EFA by 2015, the impact on education and teachers of the current political, economic and social trends. The EI and the EI/Central Asia Consortium Project were discussed in the workshop. Action plans were also developed during the workshops.

Finally, an evaluation meeting for the 2008 activities and the approval of the 2009 proposals took place in Brussels, **Belgium**, on 19 November. A Project Assistant has been appointed and a Project Office will be opened in Tashkent, **Uzbekistan** after official approval. National plans are now finalized and staff from the EI Asia-Pacific Office, in coordination with colleagues in EI's head office in Brussels, will start implementing them at the beginning of 2009.

Middle East and North Africa (MENA) Initiative

In February, April, May and July, the Solidarity and Development Unit started to implement these programmes through a series of exploratory and planning meetings with the unions in **Palestine** (GUPT), **Lebanon** (TSL and LPESPL), **Iraq** (KTU and the ITU) and **Jordan** (JUT). Progress has also been made in Yemen, where two teacher organisations (GUTEP and SYT) are now developing programmes with the support of AFT/**United States**.

In the case of **Lebanon**, UNSA-Education/**France** coordinated with EI two training workshops with EI's Lebanese affiliates, LPESLP and TSL. Planning for these workshops was done in July, and they took place 28-30 August with LPESPL and 3-5 October with the STL.

In the case of **Iraq**, a planning workshop scheduled for September did not take place in 2008 because of internal issues affecting the ITU. It was decided to postpone the workshop until the first semester of 2009. The EI Mena Initiative Project Assistant has maintained regular communication with both KTU, EI member in Iraq, and ITU.

During July and August GUPT/**Palestine**, with the support of NUT/**United Kingdom** in coordination with EI, organised their first summer camps for students. GUPT organised five camps for students in the cities of Nablus, Ramallah, Bethlehem and Hebron, where two summer camps were held. At the same time GUPT started new initiatives in training with the support of UEN/**Norway**, Lärarförbundet/**Sweden** and AFT/**United States**.

From 17-21 October, EI representatives including a Deputy General Secretary visited GUPT/**Palestine** to further develop cooperation plans and establish a working schedule. At the same time GUPT, in cooperation with AFT, implemented training sessions for regional leaders. To further strengthen the capacity of the teachers' organization in Palestine, EI is supporting the office and organizational structures of GUPT.

In August, EI's General Secretary travelled to **Yemen** to participate in the 5th National Conference of the Yemeni Teachers Syndicate (YTS). The General Secretary delivered a speech at the opening ceremony. Responding to an invitation issued to EI by the Kuwait Teachers Society (KTS), an EI Board member was present, as observer, at the founding meeting of the Islamic Federation of Teachers in Kuwait City, **Kuwait**, on 28-30 October.

EI continues to maintain follow up with union members and non-members in **Jordan, Lebanon, Iraq, Yemen, and Egypt**. This follow up is in the aim of building and enhancing the relations with teachers' unions in the region. Some unions, like the League of Primary Public Teachers in Lebanon, presented EI with proposals and expressed interest in becoming members.

EI has appointed a Project Assistant for the MENA initiative who is currently based in Beirut, **Lebanon**.

EI Head office staff and EI's Project Assistant in the Middle East have maintained constant and fluent communication and exchange of information with solidarity support organisations and global union federations working in the region. They include: Solidarity Centre, Friederich Ebert Stiftung, International Confederation of Trade Unions (Amman and Brussels offices), Public Services

International, International Transport Federation, International Federation of Energy and Mining Workers, Building Workers International, International Labour Organization (Beirut office), and the Trade Union Congress of the United Kingdom.

Afghanistan

EI undertook a mission to Afghanistan from 23-25 August 2008 and held a series of meetings with the ATSA leadership. The General Secretary and the Vice President of the ATSA have assured that the ATSA membership is alive and the leadership will make efforts to collect dues, recruit new members and hold a constitutional congress by June 2009.

Cambodia

EI's mission to Cambodia on 15 August evaluated the steps taken by the President of CITA to promote collective decision-making and in correcting unconstitutional decisions made earlier. Following the mission, CITA responded in November 2008 to the EI General Secretary's letter of 7 January 2008, assuring EI that the organization will be run constitutionally and collective decision-making promoted. A visit will be made to assess the real changes before taking any action.

During the mission in the same country on 16-17 August, EI regional office staff met the leaders of the National Education Association for Development (NEAD) to assess the organization and its application for EI membership. NEAD, though a small organization, now has potential to develop into a significantly representative organization.

India

Under the AIPTF/**India**-Läraryörbundet/**Sweden**-EI cooperation, two special planning meetings were organized from 3–6 December in Bangalore and New Delhi, **India**. The meetings developed plans for three years and discussed current issues affecting education and unions, issues relating to membership and capacity building

The special planning meetings were followed by a national planning meeting held 7–9 December in the AIPTF office, New Delhi, **India**. The meeting discussed the Right to Education Bill, the 6th Pay Commission, Uttar Pradesh state and Supreme Court ruling on non-professional duties assigned to the primary teachers.

Indonesia

EI held an orientation workshop for the newly elected PGRI Board members in Semarang, **Indonesia**, from 4-6 December to evaluate the progress made so far in the EI/PGRI cooperation and chart actions and policies on moving forward. The workshop also aimed at introducing the newly elected PGRI leadership to the EI policies and actions to improve the status of the teaching profession and their organizations worldwide. The workshop also reviewed the action plans for 2009 activities.

Mongolia

CTF/**Canada** and UEN/**Norway** undertook an external evaluation of their cooperation with FMESU/**Mongolia**. The findings of the evaluation will determine the future of the cooperation between CTF, UEN and FMESU.

Philippines

A four-day National Evaluation and Planning Meetings for TOPPS and NATOW were held 27-30 November in Manila, **Philippines**, to assess the development and progress of the EI-Läraryförbundet/**Sweden** cooperation with the two unions in the Philippines.

Sri Lanka

On 11-13 June, an evaluation team from EI and UEN visited EI affiliates in Sri Lanka to assess the current situation and recommend possible future directions. The future cooperation in Sri Lanka would be based on the recommendations of the evaluation team.

4.1.3 Latin America

Latin America

The Regional Office in Latin America conducted several workshops and seminars to enable member unions' capacity building and strategic planning. On 27-28 October, the ADP/**Dominican Republic** hosted a workshop to define the union's priorities, strategic aims and policy guidelines for the next 10 years, based on their analysis of the current political, social, economic and educational situation in the Dominican Republic.

4.1.4 North American/Caribbean countries

North American/Caribbean countries

The Canadian Teachers' Federation continued to play a major role in development cooperation activities in the Caribbean. CTF-FCE/**Canada** has been implementing in-service training through its projects overseas. In 2008, it was involved in conducting training in **Dominica, Guyana, Grenada**, and **St. Vincent and the Grenadines**. These training activities were held in July.

CTF-FCE also provided support to the Caribbean Union of Teachers in implementing ICT and collective bargaining training for union leaders from the following countries in the region: **Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Croix, St. Kitts and Nevis, St. Lucia, St. Maarten, St. Vincent and the Grenadines, Suriname and Trinidad and Tobago**. These areas were identified

by the EI Regional Office and the CUT as areas of high priority for the teachers' unions in the sub-region.

EI also provided financial support to the British Virgin Islands Teachers Union and the Anguilla Teachers' Union to conduct national training for the leadership and members of the unions.

4.1.5 NON-EU and South European Countries

On May 27-28, EI organised in Tbilisi, **Georgia**, a conference with the teacher organisations from **Albania** (SPASh, FSASH), **Armenia** (CPCST, STEESA, CRSTESA), **Azerbaijan** (AITUCEW), **Belarus** (SBPES), **Georgia** (ESFTUG, ERTOBA), **Moldova** (PESTU), **Russia** (ESEUR) and **Ukraine** (VPONU). The aim of the conference was to discuss ways to cooperate with the teacher organisations of Eastern Europe in developing their structures and professional development skills. Human and trade union rights, as well as the union structures, were analysed. EI encouraged each of the participating organisations to develop programmes to strengthen their structures and their capacities in order to have a better representation of their members and to defend their rights. Specific programmes have been developed in the second half of 2008. EIS/**Scotland** also supported this initiative.

4.2 SOLIDARITY

COORDINATE SOLIDARITY ACTIVITIES WITH DONOR ORGANISATIONS, GUFs AND MEMBER ORGANISATIONS AT GLOBAL AND REGIONAL LEVEL

On February 13, EI met with representatives of the Friedrich Ebert Stiftung (FES) to coordinate support for the Trade Union Rights Network in Southeast Asia. As a result FES is going to provide EI and its members in **Cambodia** (CITA), **Indonesia** (PGRI), **Malaysia** (MAE, NUTP and STU), **Philippines** (NATOW, ACT, TOPPS and FFW) and **Thailand** (NTTU) with human and financial resources to develop the programme over the next three years.

On March 20, the Annual Nordic-Dutch/GUFs Education and Cooperation meeting took place in Helsinki, **Finland**. The purpose of this meeting is to coordinate the policies to be developed in relation with the planning, monitoring and funding of funds from the Nordic and Dutch Trade Union Centres (LO-FTF/**Denmark**, LO/**Norway**, LO-TCO/**Sweden**, SASK/**Finland** and FNV/**Netherlands**).

During the mission to Lebanon and Jordan from 2-7 April, EI also had discussions in Beirut with staff of the ILO Office for Middle East and the Public Services International (PSI) Office for Middle East. It also had meetings with the International Trade Union Confederation (ITUC), the Solidarity Centre and the Regional International Federation of Transport (ITF) in Amman, Jordan.

On 21-23 June, EI met the Trade Union Congress of the United Kingdom in Amman, **Jordan**, to develop common policies in working with the Iraqi trade unions, especially in coordination with NASUWT/UK, KTU and ITU.

Regarding the seeking of support and coordination in Development Cooperation programmes, EI had also meetings with UNSA/**France**, UEN/**Norway**, Lärarförbundet/**Sweden** and DLF/**Denmark**.

SOLIDARITY ASSISTANCE

Colombia

Following persecution and threats by illicit armed groups over many years, Stella Dominguez, a Colombian teacher and member of EI's affiliate FECODE, had to leave the country for security reasons in May. In light of these events, FECODE requested that Education International help Dominguez leave Colombia for her own safety and seek refuge outside the country. CTERA/**Argentina** agreed to receive Dominguez, who stayed in Buenos Aires for two months. Lärarförbundet/**Sweden** and EI supported the stay of Stella Dominguez in Argentina.

Zimbabwe

In the aftermath of the 29 March elections in Zimbabwe, teachers and trade unionists faced social upheaval and targeted violence. EI's member organisations, PTUZ and ZIMTA, reported and confirmed the following acts of violence against teachers in 250 schools in 23 districts between 3–9 May:

- 67 teachers hospitalized
- 139 teachers had to flee their schools
- 213 teachers' houses have been looted
- Undisclosed number of teachers fled into neighbouring countries

In response to this political violence, EI's affiliate ZIMTA embarked on a special intervention project aiming at providing security for the victimized teachers. ZIMTA appealed to EI for assistance to provide legal services, medical care and rehabilitation for its members. EI allocated a significant amount from its Solidarity Fund to support ZIMTA's project.

DISASTER RELIEF

Kenya

In January, EI got in touch through the African Regional Office with its three member organisations: the Kenya National Union of Teachers (KNUT) Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA) and the Universities' Academic Staff Union (UASU) to develop a common strategy to help teachers and families of teachers who were affected by the ethnic and political struggles in the country following the contested elections of December 2007. EI provided funds for humanitarian relief.

Georgia

The military conflict between Russia, South Ossetia and Georgia at the beginning of August severely affected the civilian population in Georgia. Many schools and other educational institutions were damaged or looted. Hundreds of schools, from kindergartens to higher education institutions, were turned into emergency accommodation. Thousands of students and teachers were displaced. Many children suffered from post-traumatic stress disorder, anxiety crises, and depression.

EI launched an Urgent Action Appeal in order to support teachers, students and schools affected by the conflict. EI made an initial contribution to humanitarian relief by sending a donation to the Educators and Scientists Free Trade Union of Georgia (ESFTUG), its largest member organisation in Georgia. EI member organisations also made donations to the Solidarity Fund.

Haiti

From 15 August, Haiti was successively hit by tropical storm Fay, and hurricanes Gustav, Hanna and Ike. These natural disasters affected all parts of the country. Many schools throughout Haiti were completely destroyed. Others were used as shelters. Thousands of teachers and their families lost all their belongings. EI immediately provided ad-hoc humanitarian assistance to its member organisation CNEH/Haiti to support teachers and their families most severely affected. Solidarity funds, amounting to about US\$7,000 were also provided by CTF and CSQ/Canada, the Caribbean Union of Teachers, JTA/Jamaica, and T&TUTA/Trinidad and Tobago.

EI met with the Minister of Education to address a wide range of issues affecting education in Haiti and made concrete recommendations in an effort to get children back in school after the disaster.

Sri Lanka

The EI school reconstruction programme in Sri Lanka completed successfully. The Tsunami Project office was closed on 30 December. The EI programme in Aceh will be completed by the end of April 2009.

4.3 EI'S EFAIDS PROGRAMME

The core element of the EI EFAIDS programme is the implementation at national level by EI affiliates. Currently 47 countries are involved in the EFAIDS programme. A total of 80 teachers' unions in Africa, Asia, Latin America and the Caribbean are participating (see list below.)

ANNUAL EFAIDS 2008 MEETING

The annual EFAIDS Evaluation and Planning Workshop for EI staff involved in the programme coordination at international and regional levels took place from 9-11 September in Elewijt, **Belgium**. The three-day meeting was attended by all staff of the Solidarity and Development unit in Brussels, the coordinators from the regional offices involved in the programme coordination and representatives from DGIS, EDC, WHO and GCE.

COUNTRIES PARTICIPATING IN THE EFAIDS PROGRAMME AS OF DECEMBER 2008

Africa

Benin, Botswana, Burkina Faso, Burundi, Cote d'Ivoire, Gabon, Ghana, Guinea, Kenya, Lesotho, Liberia, Malawi, Mali, Namibia, Niger, Rwanda, Senegal, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

Latin America

Argentina, Brazil, Costa Rica, Dominican Republic, Guatemala, Honduras, Peru, and Venezuela.

Caribbean

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

Asia Pacific

India, Indonesia and Nepal.

STRATEGIC PARTNERSHIPS AND COLLABORATIONS

The key partners for EI in the EFAIDS programme are the Education Development Centre (EDC), the World Health Organisation (WHO) and the partnership with Dutch teachers' unions. At an operational level, EI and EDC work in partnership with regard to implementation of EFAIDS activities at all levels (global, regional and national). The partnership with WHO is better described as strategic – with the emphasis on connecting the EFAIDS programme with appropriate units within WHO and also facilitating contact with multi-lateral agencies, programmes and governments, especially Ministries of Health.

In the framework of the EFAIDS programme, EI has also developed a partnership with the University of Amsterdam, allowing students taking their Masters degree in International Development Studies to do research on specific EFAIDS-related topics. At the beginning of 2008, Herman Kruijer went to **Tanzania** to analyse the motivation factors for students to join the teaching profession and the future labour perspectives in Tanzanian primary education. He worked in close collaboration with EI's affiliate, the Tanzania Teachers' Union (TTU). Kruijer came to EI on 27 June to share his field experience and preliminary results with EI staff. He also made a video of interviews with teachers on their views about the profession.

On 10 October, another student, Janine Dortmund, came to EI to present her research conclusions on school-based AIDS education in Tamil Nadu, India. She provided EI staff with a full research report, an executive summary and a list of recommendations which will be of benefit to EI's affiliate AIPTF which is planning to launch a similar programme at primary level.

EFAIDS PUBLICATIONS

The new version of the EI/EDC/WHO Teachers' Exercise Book for HIV Prevention was produced. The title of the updated publication is *Leadership in the HIV and AIDS Response: A Toolkit for Teachers' Unions to Promote Health and Improve Education*. The book has been rewritten, with updated content and a significant amount of new content. The format is designed to be more accessible and user-friendly. A more complete introduction to the EI/EDC/WHO approach to teaching has been included, including holistic, participatory, and skills-based learning. Brief information on EFA, the EFAIDS programme, and the impact of HIV and AIDS on the education sector has also been included. Topics covered include prevention education; access to treatment, care, and support; stigma and discrimination; providing support to people living with HIV and AIDS; developing union policy on HIV and AIDS issues; lobbying governments regarding HIV and AIDS issues relevant to schools; etc. The publication is available in English, French and Spanish.

EI produces a monthly EFAIDS newsletter highlighting mainly EFAIDS-related news and achievements of EI affiliates involved in the EFAIDS programme.

The *One Hour on AIDS Initiative* was launched again on 1 December and involved many EI affiliates worldwide. A short summary of union activities during world aids day 2008 was produced and is available online.

A country-based analysis of the *Global Monitoring Report* is being finalised. This is an excellent opportunity for affiliates to discover where, according to UNESCO, the world stands on Education for All. It is hoped the compilation of the country-based analysis will open an interactive process whereby teachers' unions will be encouraged to react on their country data.

ADVOCACY

In August, Rosario Avila from COLPROSUMAH/**Honduras**, Roxana Rogalski from CTERA/**Argentina**, and EI representatives participated in the XVIIth International AIDS Conference, preceded by the Global Unions Labour AIDS Forum in Mexico City, **Mexico**.

EI participated in the UNAIDS Inter-Agency Task Team (IATT) on education semi-annual meetings and symposia, held in Chiang Mai, **Thailand**, in May and in Geneva, **Switzerland**, in November. The membership includes the UNAIDS co-sponsors, bi-lateral agencies, private donors, and civil society partners. IATT's objectives are to promote and support good practices in the education sector related to HIV/AIDS and encourage harmonisation of IATT members' efforts. More specifically, the semi-annual meetings aim to update IATT members on activities undertaken in the field of HIV/AIDS and education, to share information and materials, and to decide on the IATT priorities for the following semester. It is important to have EI's attendance at the meeting for networking possibilities, to increase EI's visibility in the field of HIV/AIDS and education, and to learn what is being done by other IATT members for better connection and coordination of efforts.

In September, an IATT Research Group was established. EI participated in the first Research Group meeting, held at UNESCO Head Office in Paris, **France**. The meeting looked at research undertaken by IATT and its members and aimed at defining research priorities. At the meeting, EI emphasised the need to make sure IATT research is used to change reality in the field and proposed that IATT budget includes allocations for dissemination of research at the country level.

EI affiliates in **Senegal** participated in the XVth international conference on aids and sexually transmitted infections in Africa (ICASA) held in December. The work of teachers' unions in Senegal under the EFAIDS programme was presented. On this occasion, CARVEE, a new inter-union network to support Senegalese teachers living with and affected by HIV/AIDS, was established. CARVEE is committed to work in partnership with international organisations to represent and include teachers living with HIV, as well as to direct policy responses to HIV and AIDS in the education sector. The Senegalese unions involved in the EI EFAIDS programme were part of the panel to launch *Courage and Hope*, a film produced by the Partnership for Child Development profiling the experiences of four African teachers living with HIV and AIDS. The film and a companion book were presented during the opening day of ICASA. The film describes not only the adversity that the teachers face because of their status, but also how they have overcome such difficulties to live positively with HIV and AIDS. The leadership of unions in the HIV and AIDS response is highlighted in *Courage and Hope*.

ORGANISE TRAINING PROGRAMMES IN REGIONS PROMOTING EFA AND AGAINST HIV/AIDS

EI and its affiliates organised several EFAIDS workshops in Africa, Latin America, Asia and the Caribbean in 2008.

4.3.1 Africa

The coordinators carried out mid-term planning, follow-up and evaluation missions in the following countries: **Benin, Botswana, Burkina Faso, Ivory Coast Guinea, Kenya, Lesotho, Liberia, Mali, Uganda, Senegal, Sierra Leone** and **Zimbabwe**. The Regional office also took part in two HIV/AIDS workshops in **Malawi** with the International Trade Union Confederation's African regional organisation, ITUC-Africa, and the Global Union Federations.

For the countries involved in the programme from the outset, these were routine missions to evaluate the 2007 action plan, and plan and or provide essential technical support for the implementation of the 2008 plan. For the new countries however, notably **Benin, Liberia** and **Sierra Leone**, the mission had to initiate the whole process of implementing the project, the trainers' training and the use of the manuals, all prerequisites for the smooth running of the programme. It is reassuring to note that the new trade unions affiliated to EI or non-associated unions within the same country begin by integrating existing programmes. **Burkina Faso** is a case in point, with the involvement of SYNTER and the FESEB, and **Uganda**, with the NUEI.

Another element to be taken into consideration is the content of the training manuals, which must be prepared with the organisations' agreement. In most francophone organisations, there has been a very lively debate on whether to introduce elements into the manuals that are seen as being akin to promoting homosexuality. They declare it as illegal and immoral for virtually all African societies, who consider these practices as foreign to them and yet another thing that the West wants to impose on them. It is important in this context to bear in mind that Africa is becoming more and more religious. Christianity and Islam consider these forms of sexual expression as offensive. Furthermore, the legislation of most African countries, inherited from colonial times, condemns homosexuality. The demonstrations that took place in **Senegal** on this subject are an illustration of

this rejection.

The trade unions themselves consider that their priorities lie elsewhere and that their energies would be better spent defending their living and working conditions, getting better legal guarantees about the possibility of negotiating with governments and securing the recognition of their other basic trade union rights.

Finally, the Portuguese-speaking countries of Africa should be taken into account in the EFAIDS programme, and be given more space in our other programmes.

The programme has met with some undeniable success, however, including:

- Restoring or strengthening the credibility of education trade unions in public opinion, as they are no longer solely perceived as defenders of corporate interests;
- The affiliation of a relatively high number of new members to the trade unions concerned, because of the services the programme enables them to provide to their members;
- Recognition by the public authorities in many countries of the level of interest in the programme within the school community;
- The growing professionalism of trade unions in formulating their demands and making suggestions for the improvement, efficiency and relevance of education policies; and
- The development and the extent of the activities carried out on symbolic days such as World Teachers' Day and World Aids Day by a growing number of trade unions and countries.

The EFAIDS programme offers greater opportunities. On the one hand it ensures the visibility of EI in the countries involved and on the other it enables the Regional office to fulfil its task of providing technical support to help affiliates develop and overcome organisational problems.

In **Kenya**, a meeting was organised with the three affiliates to examine the situation in the post-electoral period. In **Lesotho**, the crisis in the LAT following the resignation of the Executive Secretariat was on its way to being solved thanks to the meeting initiated by the regional coordinator with the LAT Bureau. The federation of the trade unions in **Botswana** was supported by the regional coordinator during his mission.

The programme also made possible the training of resource persons, within the framework of South/South cooperation, among the national coordinators who in turn train national trainers from other countries. In doing so, savings have been made where it would otherwise have been necessary to bring trainers from outside the continent.

A training workshop was held in Dakar, **Senegal**, in early February on two new EI-EFAIDS tools entitled *Inclusion is the Answer: Unions Involving and Supporting Educators Living with HIV and Building a Gender-Friendly School Environment*. The workshop involved some of the EFAIDS coordinators in Francophone Africa who were equipped with the skills and knowledge to use and impart the new EFAIDS toolkits. Reflecting EI's belief in the value of union cooperation, the coordinators will now proceed to train colleagues in their respective countries and regions and in turn strengthen EFAIDS training capacity in Francophone Africa.

A master trainers' workshop was held in Freetown, **Sierra Leone**, in late March, involving members of SLTU, and another master trainers' workshop was held in Monrovia, **Liberia**, in late June with members of NTAL. Both SLTU and NTAL members are now committed to carrying out EFAIDS activities in their country. The new EI toolkits on the integration of HIV-positive teachers in union work and the creation of gender friendly schools were introduced, as well as the Exercise

Book on HIV prevention for teachers. At both workshops EI partners - the World Health Organisation and EDC – participated actively as co-facilitators and resource persons.

A master trainers' workshop was held in Ngong Town, **Kenya**, in mid-April involving KNUT members. The workshop received significant political support from KNUT leadership. Participants talked about protecting teachers and advocacy (the Exercise Book), gender safe schools, and greater involvement of HIV-positive teachers in union work. EDC participated actively in the workshop as co-facilitator.

A colloquium on girls, and ways of ensuring their full and equal access to and achievement of basic education, was held on 12 June, organised by SADTU/**South Africa**.

On the trade union cooperation side, in 2008, Mor Mbengue of UDEN/**Senegal** travelled to **Guinea, Mali and Niger**; Junior Kwame Paulin of SYNESCI/**Côte d'Ivoire** travelled to **Benin, Burkina Faso and Gabon** and Sylvestre Vuguziga of SYPERWA/**Rwanda** travelled to Burundi to provide assistance to neighbouring unions in training teachers to use the new EI toolkits on gender-friendly schools and inclusion of HIV positive teachers.

During the first week of December, representatives of teacher unions from 24 countries across Africa met in Accra, **Ghana**, to attend the annual EI EFAIDS evaluation and planning workshop.

Unions from both Anglophone and Francophone Africa attended the joint meeting – a first for the EI EFAIDS Programme. Sharing the floor on the third day of the meeting, unionists from West, East, Central and Southern Africa exchanged their different experiences of promoting Education for All and HIV and AIDS prevention in schools and communities across the continent. The unionists were joined by EI staff from the Brussels office and Africa Regional office, as well as by partners from WHO and EDC.

The workshop was an opportunity for participants to give valuable feedback on a new edition of the core EFAIDS training manual *Leadership in the HIV and AIDS Response: A Toolkit for Teachers' Unions to Promote Health and Improve Education* ahead of its publication. The importance of promoting Education for All was emphasised, as the workshop sought a balance between the HIV/AIDS education component of the programme, in which most participating affiliates have acquired significant skill and experience, and the Education for All aspect. Participants agreed that unions must take the lead in national EFA coalitions and ensure that teachers have a significant say in education policy debates. These are crucial aspects in the pursuit of Education for All.

Educating on HIV and AIDS remained a priority as participants underlined the value of World AIDS Day activities in reaching out to schools and union members and partnering with other unions and civil society organisations. Participants were eager to strengthen the capacities of unions to respond to the needs of their members living with HIV. All agreed that inclusion is the answer and that the unions must support and reach out to members affected by HIV and AIDS, ensuring they can continue teaching in a supportive environment free of stigma and discrimination. Participants also agreed that unions' immediate response is crucial, as teacher unions are well placed to meet the needs of teachers living with HIV.

At national level

In 2008, teachers' unions were involved in the following five EFAIDS working areas: research, policy development, advocacy, training and publicity.

Under the research area, many unions conducted studies mainly focusing on the living and working conditions of teachers in relation to the quality of education and on the impact of HIV/AIDS on the teaching community.

Under the policy development area, unions developed their own EFA and HIV/AIDS workplace policies, discussed governments' policies related to EFA and HIV/AIDS, and liaised with other CSO's in tracking governments' progress in EFA.

The main advocacy activities centred around Global Action Week on EFA, World Teachers' Day and World AIDS Day, when unions joined other stakeholders in advocating for education and fighting against HIV/AIDS. Other advocacy strategies included producing brochures and news supplements in the press, publicising and sending out messages on the activities conducted by unions in relation to these three campaigns. In 2008, Eastern and Southern African unions also started working with teachers living with HIV and AIDS through existing networks or by establishing networks involving their members affected by HIV and AIDS. EI affiliates played a very important role to push for implementation of legislation prohibiting discrimination against people living with HIV and AIDS. In Gabon, Rwanda and Sierra Leone policies on HIV/AIDS have been enacted into law impelled by unions.

Under the training area, training on EFA challenges (How can unions contribute to the achievement of the EFA goals) and HIV/AIDS prevention and education (How to fight stigma and discrimination against teachers and students living with HIV and AIDS in schools) were organised by most of the unions involved in the programme in Africa.

The EFAIDS programme has considerably strengthened the unions in the region. The membership of several unions has increased because of the services the programme renders to their members. The credibility and visibility of the unions in the public eye has improved because they are no longer perceived exclusively as organisations fighting only for bread and butter issues. Unions are also more and more recognised by public authorities because of the concern of the programme for the school community. Unions are also working together more effectively (teachers' unions and non-teaching staff unions for example). In the case of Benin, Senegal, Côte d'Ivoire, Niger and Burkina Faso, there are more than five unions working together to implement the EFAIDS programme.

4.3.2 Asia-Pacific

A master trainers' workshop was conducted in Kathmandu, **Nepal**, from 25-28 June for 30 top leaders of the Nepal Teachers' Association and Nepal National Teachers' Association.

The training provided an opportunity for both the organizations and EI to discuss the EFAIDS proposal. The discussions helped develop transparency and established the good work done by the General Secretaries in developing the proposal. At the end of the training both Presidents made pledges on behalf of their organizations to encourage their members in learning how to counsel and encourage all to test for HIV and signed an EFAIDS project agreement with EI, thus marking the start of the programme in Nepal. A Training of Trainers session was planned for 26-27 December in Kathmandu, where 32 participants from the 16 targeted districts were to participate.

An EI EFAIDS planning and orientation meeting for the PGRI/**Indonesia** was held from 10-12 November. Twenty-four top leaders from the PGRI Provincial Committees in Bali, Jakarta and Papua, as well as National Board members attended the meeting. They discussed HIV/AIDS and the EFA situation in the country and EI's approach on EFA and HIV/ AIDS. The meeting also planned for possible actions in the three provinces. Action plans were submitted to the EI regional office, which was getting it translated and developing it into a single proposal for Indonesia.

The AIPTF/**India** completed research on the status of para-teachers and the effectiveness of in-service education under the EFAIDS programme. These studies have shown that teachers' training is vital for quality education, and class size and quality of learning processes are interrelated, in contrast to the findings of some NGOs.

4.3.3 Latin America

The annual EFAIDS Programme meeting for the Latin American region took place early February in Tegucigalpa, **Honduras**, involving unions in the eight countries involved in the programme in the region as well as Colombia. The meeting gathered representatives from teacher unions participating at the EFAIDS Programme from eight countries. The purpose of the meeting was to evaluate the work done by teacher unions within the framework of the EFAIDS Programme during 2007 as well as to plan the actions to be carried out in 2008 at national and regional level.

One of the most outstanding aspects of the regional work was what was achieved in the framework of the South-South situation. Important backing was received from the coordinator of the **Honduras** FOMH National Prevention Committee, who paid a visit to FETRAENSEÑANZA/**Venezuela** and ADP/**Dominican Republic**, on behalf of EI, to organise an HIV prevention workshop and step up the work and training of the Executive Committees and middle management. In the same ambit a representative from CTERA with a great deal of experience in the HIV field also made the trip to **Peru** and **Guatemala** on behalf of IE to organise workshops for the same purpose

A national seminar was held in Brasilia, **Brazil** end of March involving CNTE members. Representatives of CNTE from over 20 states participated. The main themes of the seminar were health in schools, adolescents and sexual activity, and homophobia in schools.

An HIV/AIDS training workshop was held in San Pedro Sula, **Honduras** beginning of April involving FOMH members. Similarly, in Honduras FOMH held a workshop on 2 and 3 April, bringing 2007 activities closer to completion. The themes of the workshop were how to address discrimination, self-esteem of persons living with the virus and HIV in the national curriculum.

Coming to a close in 2008, the programme has seen very enthusiastic responses from participating unions and a strong desire to gain visibility in their HIV education efforts, both amongst their membership and the wider public. In 2009, the unions from **Bolivia** and **Nicaragua** should be joining the programme, and an annual evaluation and planning meeting should be held in the spring. A key issue for 2009 will be how to balance the twin objectives of the programme through the union actions. At present, there is disproportionate attention to the HIV prevention component, to the detriment of the EFA dimension. Ideally, EI's role will in part consist of underlining the value of research and advocacy strategies in engaging decision makers on EFA issues, as has been done by

African and Caribbean unions involved in the programme.

Amongst the highlights of 2008, the success of the Asociación Dominicana de Profesores (ADP) in the **Dominican Republic** deserves particular mention. The union has energetically consolidated the network of teachers for HIV prevention, which raises awareness about HIV prevention in schools across the island. In this way, a large number of teachers and students are reached. The success of CNTE, ANDE and SEC in **Brazil** and **Costa Rica** respectively is also noteworthy. These unions have developed partnerships for HIV prevention with their governments; in **Brazil**, CNTE is even receiving financial backing from its government.

4.3.4 The Caribbean

The Caribbean has been rated as having the second highest incidents of HIV & AIDS in the world with **Guyana** and **Haiti** recording the highest number of cases.

In **Guyana**, the re-launching of the EFAIDS Programme took place in May. The EI regional coordinator conducted leadership training during the first two days and feedback from the participants indicated that the workshop was a great success

The EFAIDS annual evaluation and planning meeting for the Caribbean region took place in **St Lucia** from 10-13 November, for teachers' unions in the following countries in the sub-region: **Antigua and Barbuda, Belize, Dominica, Grenada, Haiti, Jamaica, Nevis, St. Lucia, Suriname** and **Trinidad and Tobago**. The workshop was attended by 24 participants from 12 islands, and was facilitated by EI and EDC staff. The aims of the meeting were to evaluate the EFAIDS activities in 2008, plan for 2009 and introduce the new EFAIDS materials. Including teachers living with HIV in EFAIDS activities was a major theme of the discussions. Participants acknowledged that stamping out stigma would be a major step. Merely identifying teachers living with HIV was challenging as AIDS-related discrimination meant many teachers were reluctant to share their status. The importance of having workplace policies on HIV to tackle discrimination and protect teachers living with HIV was discussed. Further AIDS-related themes included condom-use, HIV testing and care, and homophobia. Participants showed a high level of enthusiasm and commitment to the continuation of the programme and its objectives. Even if they did not participate in the training, teachers' unions in Guyana and St. Vincent and the Grenadines are also involved in the implementation of EFAIDS activities.

The EI Regional Coordinator conducted leadership training for the elected officers of the **Guyana Teachers' Union** during the course of her mission from 18-24 May. There was also a training session held on the EFAIDS programme. Dr. Dorothy Raymond from the JTA/**Jamaica** made a great contribution on a presentation on the Study Circle Approach to training on HIV & AIDS.

Promoting quality education has become increasingly prominent in EFAIDS Programmes across the Caribbean. In 2008, the three unions from **Suriname** worked together to tackle issues such as the high drop-out figures in Surinamese schools. A meeting was held in this country from 2-13 July with the EFAIDS Committee of the BVL. The same month, the EI regional Coordinator met with the national Minister of Education to discuss a wide range of issues which impact on the education system some of which were: students' drop out, HIV and AIDS, salaries and conditions of service for teachers. The Grenada Union of Teachers organised workshops on school-based violence in an

effort to counteract the culture of gang violence currently affecting Grenadian schools.

The EFAIDs programme has greatly strengthened the unions in the region. They are more visible in public, they are now engaged in regular training, they become advocates for EFA & HIV/AIDS prevention, they secure more resources to implement their union programmes and they collaborate with many partners from the Ministries of Education and Health to mass media and NGOs. The JTA/Jamaica and the BvL/Suriname have recorded the highest level of success in the implementation of the programme.

GUF CAMPAIGN AGAINST AIDS

The Global Unions AIDS Programme was highly responsive to the World AIDS Campaign in their drive to establish a high-level G8 AIDS Mechanism.

The World AIDS Campaign requested interventions by the trade union sector at two junctures of their campaign. The first was a letter-writing campaign accompanied by rallies to coincide with the International Commemoration Day for Dead and Injured Workers celebrated on 28th April. The second, in the immediate run-up to the G8 conference, called for trade unions to sign-up to an online petition.

EI responded to both campaigns by disseminating the information by email and web articles, and by lobbying members to participate. EI endorsed the petition in its capacity as a GUF.

Further engagement with the other GUFs took place during the Labour AIDS Forum that preceded the International AIDS Conference in Mexico City, **Mexico**, in August. EI and its affiliates were represented by four delegates at the two-day interactive session organised by the Global Union AIDS Forum.

EI's regional staff attended the African regional Consultative and Planning Forum of the Global Union Aids Programme (GUAP) held in June in Johannesburg, **South Africa**, to evaluate GUAP activities in 2007, outline options for the future and ensure coherence and synergies in the trade union family on HIV/AIDS activities.

EI participated in the GUAP Steering Committee meetings which looked into the GUAP actions for 2009. Among the issues discussed was the need for better GUFs coordination and preparation for international AIDS Conferences to be held in Latin America and Asia in 2009.

Aim 5 : STRENGTHENING OF EDUCATION INTERNATIONAL THROUGH THE PARTICIPATION OF ALL AFFILIATED ORGANISATIONS IN THE

LIFE OF EI, AND THE PROMOTION OF UNITY IN THE EDUCATION SECTOR.

Education International continues to cooperate with the other global union federations on a great range of issues, in particular the serious challenges posed by the global economic crisis. In collaboration with member organisations, EI conducts research that forms a solid foundation for advocacy, policy proposals and public communications. Working together, we all are stronger!

5.1 COUNCIL OF GLOBAL UNIONS

The Council of Global Unions plays a key coordination role within the international labour movement, bringing together the leaders of the International Trade Union Confederation, the Trade Union Advisory Committee to the OECD, and 10 Global Union Federations, including EI. Throughout 2008, EI General Secretary Fred van Leeuwen continued to serve as chair of the Council, a position he will hold until February 2009, when Anita Normark, General Secretary of the Building and Woodworkers' International, is scheduled to take over leadership.

One of the Council's priorities in 2008 was the growing prevalence of increasingly precarious work across all sectors in terms of contract and agency labour, short-term positions, etc. The ICEM led a campaign addressing the issue of precarious work. In the education sector, the increase in untrained volunteer teachers in the developing countries and the decline in tenure-track positions in higher education are just two examples of this problem.

The Council worked to encourage passage of the Employee Free Choice Act in the United States by mobilising support through the national trade union centres and also across sectoral levels.

Improved labour communications was another element of the Council's work this year. The Global Union Federations Communications Task Force met twice in 2008, once in London and again in Brussels, to begin to consolidate an active and engaged network of labour communicators to share expertise and ideas. The Task Force members agreed to a joint publication to come out in 2009.

The Council also was key in developing the trade union movement's response to the global financial and economic crisis that began to emerge in earnest in the autumn. The members jointly mobilised ahead of crucial G7 and G20 meetings, and raised a strong voice on behalf of international labour.

EI and PSI began organising a major international conference on Quality Public Services slated to take place in 2010 under the banner of the CGU.

The Council members also began exploring the trade union role in combating climate change and confronting global migration flows as critical issues for the future.

5.2 INTERNATIONAL TRADE UNION CONFEDERATION (ITUC)

EI participated in the General Council of the ITUC, held in Brussels, **Belgium**, in July and December, while cooperating closely with the ITUC committees and secretariat on a range of issues.

The major issue confronting the December meeting was the rapidly developing global financial crisis, as it had been at the TUAC Plenary, held in Paris, **France** in the same month. Economic experts provided invaluable information and updates on the crisis as it unfolded. On the basis of this information, EI Officers held a first substantive discussion on EI action at an extraordinary meeting in Åre, **Sweden** and EI decided to participate in the Global Union meetings with International Financial Institutions (the World Bank and the International Monetary Fund) in Washington, DC, **USA** in January 2009. Through the TUAC Working Group on Economic Policy, EI took an active role in drafting the “Washington Declaration” presented to the emergency G20 Summit held in Washington on 15 November. Critically important sections on investment in education and the risks of breakdown in social cohesion, were included in the Declaration as a result, and have been widely cited in EI, TUAC and ITUC interventions to governments and international institutions. The Washington Declaration was circulated to all EI member organizations in December, together with initial circular containing information available at that time. The Declaration continues to be posted on the EI website. EI Officers planned to meet again in Washington DC in February 2009 to work on an EI Action Plan for Education and Economy, emphasizing that investment in education is part of the solution and must be an integral part of all national economic recovery plans.

5.3 RESEARCH

SUPPORT EI RESEARCH INSTITUTE

The EI Research Institute was established as a foundation under the Belgian legislation in 2007. The Institute is an expansion of the EI research programme, and is based on the collective wish of the EI Congress, Executive Board and members organisations to develop EI’s research capacity. The process up to the establishment of the Research Institute began with the establishment of the EI Research Unit in 2004, followed by the creation of a Research Network of affiliates that exchanged and shared information and data through an on-line Research Centre, and annual Research Network meetings.

The EI Research Institute will not take over all EI Research policy. There will remain a research agenda outside the Institute’s scope, to be implemented, as it is now, by the EI Headquarter Units and EI Regional Offices.

The added value of the Research Institute is that it enables EI to generate more human resources for key research projects. It will allow member unions to contribute directly to EI’s Research activity,

and to review it periodically together. The work of the Research Institute — comparative studies, trends analysis and eventually a database — will benefit not only those unions involved in the Research Network, but all EI members, in their advocacy and policy work. For example, one of the key tasks for the EI Research Institute will be to establish a database of Public Education Indicators.

The principal decision to establish the EI Research Foundation, and its statutes and interim Board, were approved by the EI Executive Board in Berlin, **Germany** in March 2007.

The first EI Research Institute Board meeting took place on 6 March 2008. The Board was advised that the EI Executive Board had accepted the recommendations from the informal meeting, and had decided to invite Linda Chisholm, **South Africa**, Marianne Demmer, **Germany**, and Claire Lapointe, **Canada**, to join the Institute Board which also included: John Bangs, **UK**, Ron Henderson, **United States**, Aashild Olaussen, **Norway**, and EI General Secretary. Ron Henderson was elected as chair of the Research Institute Board.

The initial funding of 200,000 Euro was allocated by EI to enable the Research Institute to start its operations. The Board considered a paper prepared by the secretariat, showing funds available, with proposals for projects in 2008 and possible future projects. The Board appointed the 12 persons nominated for the Advisory Committee, according to the Statutes.

The Board decided:

- That the target for expenditure in 2008 would be to expend no more than 50 percent of the funds available, and to carry the balance forward to 2009;
- To allocate 35,000 Euro for continuation of the research project on PPPs in Education, and to designate a Research Fellow to complete the project;
- To allocate 40,000 Euro for a project to define Public Education Indicators – quality and equity. The project proposal should, however, be modified. The aim would be not to create a new database, but to identify what indicators are already available in databases of this kind, and what gaps exist. The study could then be used to put pressure onto governments and intergovernmental agencies to fill these gaps with a special focus on quality and equity. Another proposal on Equity Matters in Education should be advanced further, in consultation with the Research Institute Board. The Board requested the secretariat to present a revised proposal for subsequent consideration and approval; and
- To allocate 18,500 Euros for operational costs.

The Research Institute Board considered a list of possible future projects, and discussed several of them in detail, including projects on: teacher shortages, equity matters in education, public education indicators, and a study on teacher education in Venezuela.

The board was advised that the meeting with a first potential donor – the Hans Böckler Stiftung (HBS) — would take place in April in Düsseldorf, **Germany**, arranged by the GEW. The EI secretariat attended together with a board member and the GEW International Officer. The meeting took place in the HBS Headquarters and a research proposal on Public Private Partnerships was submitted.

Following discussions with the board of the Hans Böckler Stiftung, agreement was reached on funding of the project through the EI Research Institute. A contract was signed in November, and the first installment of the grant was received at the end of 2008.

To strengthen and develop the fundraising and research activities of the new EI Research Institute (EIRI), it was decided to engage the former Professional Assistant as a consultant. The research

consultant's tasks, as defined by the Research Institute Board, include developing proposals and commissioning funding for research projects. Beginning early 2009, she will make contacts with potential donors, investigating their priorities and willingness to fund EIRI specific research activities. The EI Research Institute also plans to employ two research fellows a year, with a budget of 50,000 EUR each, to work on projects funded externally and by EIRI's own resources.

EI RESEARCH NETWORK ACTIVITIES

The Research Network (RESNET) is a voluntary and open group of EI member organizations, which have their own research capacities and wish to share their experience within EI. The first meeting was convened based on questionnaires returned from member organizations, and other organisations have since joined the network. Currently, 22 organizations participate. While most of them are from OECD countries, the Research Network is open to all EI members.

During the fourth Research Network meeting, which took place 4-5 March, in addition to sharing and consulting, the first jointly-developed research projects were presented. These were new initiatives, based on the interests of participating organizations, developed during the previous meetings, such as Hidden Privatisation in Public Education and the unions' responses to PISA. Among the topics discussed were: EI's work on Public Private Partnerships in Education, Educational opportunities for Refugee and Immigrant children in OECD countries, preliminary preparatory work a study on teachers' situation in China, and progress on a study on teachers' pay in Europe. It was agreed to follow up with the studies, involving unions' expertise and support.

Although the Research Network focuses on the agenda of its members, nevertheless the balance between OECD-region specific issues (like PISA) and EI's broader research goals worldwide has always been an imperative. Moreover, there is no contradiction between the main research interests of unions in various regions. Privatization, teacher shortage, expansion of performance-based pay and short term contracts are the concern of unions everywhere.

The Research Network was used several times for consultancy purposes, following information requests from EI members, and proved to be indispensable in cases of questionnaires and membership surveys as a resource and support mechanism.

STUDY OF EDUCATION FOR IMMIGRANT AND REFUGEE CHILDREN IN OECD COUNTRIES

There are increasing numbers of refugees and migrants in most of the OECD countries. Migration is an unavoidable by-process of globalisation in the world. Refugees, when granted legal status, are in the same position as other migrants, at least in terms of education. In many cases, migrants may face social exclusion due to economic (unemployment) or legal (status) reasons. These aspects are often exacerbated by cultural exclusion due to the different linguistic, ethnic, and educational backgrounds.

A lack of integration of migrant and refugee populations can lead to increased social tensions in OECD countries. Education is considered a key tool for integration. OECD countries' legal systems imply that all children under a certain age have access to compulsory primary and secondary education, whatever their background and status. However, there are indications of exclusion and/or drop-out of migrant children from education systems.

The rationale for this project is twofold: the need for integration of migrant populations in OECD countries as a common good; education for all children as universal human right and the obligation of governments in co-operation with social partners, such as unions, to provide this education. An evaluation of the degree of educational access and inclusion for migrant and refugee children, and what factors hinder this access and inclusion, is the primary task of the given project.

Based on this rationale, discussed at the 3rd Research Network meeting, the Research Unit developed a questionnaire, which was sent to all affiliates in OECD region. Meanwhile, several unions committed themselves to developing background papers and/or providing case studies. 19 replies were received from unions in 16 countries, with a sound geographical spread. The preliminary report was presented and discussed during the 4th RESNET meeting on 4-5 March. It was agreed to develop the study further, both in scope and depth, and expand the collected data with in-depth case studies. The work on this study will continue in the Research Unit, in close cooperation with Human and Trade Union Rights and Equality unit.

In the second half of 2008 several meetings were held discussing various aspects of this topic and possible strategies for expansion of the EI survey both in depth (building on the case studies and resources made available by several unions) and in scope (looking into ways to expand the study by bringing in evidence from other regions) rather than limiting the survey to the OECD countries. During 2009, a research proposal will be developed by an external researcher, and carried out during the course of the year.

STUDY ON PUBLIC PRIVATE PARTNERSHIPS IN EDUCATION

EI's 5th World Congress mandated the Executive Board to establish a taskforce in order to examine the implications of public private partnerships in the provision of public education. As part of this activity, the taskforce established by the EI Executive Board undertook a study, together with the EI Research Institute and the Research Network, on the impact of public-private partnerships (PPPs) on education.

The first Taskforce meeting took place on 1-2 April, in Geneva, **Switzerland**. The concepts of PPPs as well as research project outline were discussed.

PPPs are understood as arrangements which involve the private sector in the provision of public education. Such arrangements may include, for example: PPPs for infrastructure, operation of public schools, curriculum design and provision, assessment or administration of examinations. Other arrangements described as PPPs may exist in different countries.

A research fellow was employed in 2007 to conduct a survey, collect and synthesize the existing evidence and write a report. The questionnaire was developed in early 2008, and sent to members. During September and December the initial draft of the report was written and the Research Unit worked on editing it. The initial findings presented to the meeting of EI member organizations in OECD countries, in Åre, **Sweden**, in December reveal a broad scope and variety of approaches to PPPs in different countries and regions. The draft report will be discussed and feedback sought at the upcoming meeting of the EI Task Force on PPPs in February 2009.

MAINTAIN DATABASE ON MEMBER ORGANISATIONS, THEIR ACTIVITIES AND THE EDUCATION SYSTEMS AND POLITICAL ENVIRONMENTS IN WHICH THEY WORK.

In line with EI's increased focus on Quality Education and the correspondent need to help raise teachers' qualifications worldwide, the Research Unit is supporting regional studies on teachers' education and professional development systems, with the aim of seeing how unions could contribute to the quality of education.

EI Latin American affiliates are convinced of the need to carry out reforms that guarantee quality, equity, development, and equality. Affiliates have rejected the reforms in progress, which are destined to transform education into a commodity that can be bought and sold, and not as a public good that equips people with the skills and knowledge they need to fully function in a society. In line with this viewpoint, it is deemed necessary to undertake research on the situation and status of primary and in-service teaching training. For this purpose, the EI Latin American regional office has initiated a research proposal on teacher education.

The objectives of the intended study are:

- To arrange an analytical report about the situation regarding primary and in-service teaching training in the countries selected (**Chile, Nicaragua and Peru**);
- To identify the intervention experiences about the issues the trade unions have endured in the three countries; and
- To use the resulting knowledge from this research and also the unions' experiences regarding teacher training to inform EI work on Quality Education.

In December, an agreement was reached with the EI Latin American regional office on the scale and scope of the regional research study, and a budget allocation to the amount of 20,000 EUR was made available for the project.

QUALITY EDUCATORS PROJECT

Within the framework of the broader EI project Quality Educators, the Research Unit carried out a mapping exercise of alternative models of teacher education, which included an extensive literature review, and resulted in a detailed table with an overview of the findings categorized by country and type of model. In addition, a brief analytical report provided an overview and explanation of models, trends in their development and comparisons between them, supported by various case studies.

EDUCATION IN CORRECTIONAL SETTINGS

As part of the EI strategy and program on Human Rights, a new research initiative was launched on the situation of teaching personnel in correctional settings, including prisons, detention centers and all other institutions with a similar purpose. A questionnaire was developed in consultancy with UNESCO and sent to EI member organizations in November. The results are expected in early 2009 from which an analytical report will be drafted. The purpose of the report is to provide information on the working conditions of teachers employed in correctional settings, their qualification levels and degree of unionization among them.

UNDERTAKE A STUDY OF THE SITUATION OF TEACHERS AND EDUCATION SUPPORT STAFF IN CHINA

The 28th Executive Board, meeting in Brussels, **Belgium** on 25–27 October 2006, endorsed a set of recommendations on EI and China, among them to undertake a study on the situation of teachers and education in selected areas of China, in association with a Chinese university. The overall intent of these recommendations is for EI, working closely with member organizations in Hong Kong and

elsewhere, to pursue the improvement of the status of teachers in China and the recognition of their human and trade union rights.

The EI Research Unit contributed to this task by developing a brief background paper on Education in China, based on literature and online resources. Meanwhile, the possibilities of commissioning a full study with a Chinese University are being explored.

One of the main challenges facing the Chinese education system is to ensure the availability of quality education in the country's remote, poor and ethnic minority areas. Another challenge concerns the quality of the Chinese teaching force. The country does not train enough teachers, as a result of which many primary school teachers are not qualified. Salaries are low and are often in arrears.

The situation with the trade unions in general and with teachers' unions in particular remains unsatisfactory, according to the ILO standards. The background paper has been posted on EI Research Centre online.

PROVIDE INFORMATION ON INTERNATIONAL TRENDS AND SURVEYS SUCH AS PISA, TALIS, ETC. ON A REGULAR BASIS

In November 2006 the EI Research Unit organized a second major event related to PISA – a collective consultancy between unions and the OECD on PISA 2006, which was going to be published on 4 December 2007. An OECD representative gave a detailed presentation on the main concepts and indicators of PISA 2006, illustrating the key issues behind the study as well as the potential structure of the coming report of PISA 2006. Although the presentation fell short of reporting main conclusions of PISA cycle, it was indicative of the main fields and aspects of analysis e.g. section on education systems characteristics in correlation with learning outcomes. Another presentation was made by a post-graduate student at Leuven University, on the political context of PISA and how politicians and the media have interpreted the last PISA 2003 results in local education policy and what unions' response could be in order to gain their agenda in public debate. This presentation was a substantial part of EI's Guide to PISA, a publication agreed to be written in a previous Research Network meeting in 2007.

The presentations were followed by an internal and substantial discussion among unions trying to reach a joint strategy towards PISA and the OECD research work in general. The meeting was attended by 56 participants representing 36 EI member organizations from 19 countries.

Before the launch of PISA 2006, EI gained access to an advance embargoed copy of the Report and developed an analysis of the report, which was circulated to member unions in advance in order to help them prepare unions responses to the publication. The EI Research Unit attended the official launch of the PISA 2006 Report in Brussels on 4 December 2007 and consequently prepared an in-depth analysis of the report, which was sent to affiliates.

Currently a new study is being finalised; an in-depth analysis of the impact of PISA 2006 on education policy discourse through media reactions.

The Research Unit has also been following progress on the Teaching and Learning International Survey (TALIS). There was a special Teacher Survey Monitoring Group (TSMG) established in 2006, in the framework of TUAC. The TSMG was particularly active in 2006, scrupulously following the development of Survey Questionnaires and engaging in substantial critical debates with OECD experts. The group has become a recognized "Teachers' Voice" for this OECD project.

In 2007 the development of final questionnaires for TALIS were followed. The full scale survey was carried out in the Southern hemisphere in autumn 2007 and in Northern hemisphere in spring 2008. The publication of report is expected in 2009. As soon as the draft report is accessible, a critical analysis will be undertaken and members informed about the findings.

MONITOR AND REPORT ON EDUCATION RESEARCH ACTIVITIES OF OECD, WORLD BANK, UNESCO AND OTHERS, AND PREPARE RESEARCH BASED RESPONSES

As in the previous year, the main focus of the Research Unit in 2008 was the OECD's work on education. The Unit was actively participating in numerous OECD meetings and events, meanwhile informing unions on the progress of important activities like PISA or TALIS (Teachers' Survey). Both OECD studies are of high significance for Education Unions in the OECD area, and not only there, as they target key policy issues – 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 – i.e. the most advanced research methods and public relations strategies – to pursue this goal. Given the impact that OECD studies have in influencing modern media-driven societies, in shaping the public debate and in forming opinions, the EI Research Unit tried to follow their development as closely as possible, keeping unions informed and involved, but also trying to mobilize unions' response and active engagement in the debate with the OECD.

The Research Unit prepared and launched EI's official responses to the main annual OECD publications, like Education at a Glance 2008, PISA 2006, as well participated in the consultancy sessions with OECD on TALIS and School Leadership project.

Study on Impact of PISA on education policy debate

As part of the follow-up to EI's PISA-related activities, a study was undertaken on the impact of PISA 2006 on education policy debates in participating countries. This study was based on an analysis of data collected from a comprehensive questionnaire, which was sent to all EI member organizations in PISA countries. The response rate was remarkably high, which in addition to the extensive amount of media reports on this topic, provided a good basis for the analytical report. It was presented to the TUAC Working Group on Education of the OECD on 14 November in Paris, **France**, and to the EI conference of member organizations in OECD countries on 5 December in Åre, **Sweden**. The report received considerable interest from both member unions and the OECD.

Quality Education Indicators

EI and the UNESCO Institute of Statistics (UIS) held a meeting in Montreal, **Canada**, on 15 November to inform and discuss various data-gathering approaches on issues such as teachers' pay and their working conditions. UIS is developing a new strategy on ways to compile data about teachers from different countries. It is in the interest of both EI and UIS to share perspectives on which indicators would be most suitable to provide an objective and coherent overview. It was agreed that EI data will be taken into account when designing new data tools. Consultancies and exchange between EI and UIS will continue in 2009.

TALIS

The Teaching and Learning International Survey (TALIS) has become the OECD's new large-scale indicators project in the last couple of years. The TUAC monitoring group, consisting of EI member organizations, follows its work closely. On 5-6 December, its draft outline report was presented by OECD representatives at a meeting held in Paris, **France**, and EI took part on behalf of TUAC. Although the actual draft does not convey all of the data of the upcoming report, it gives a broad picture of the outline and content. It is expected that the TALIS report will provide a unique picture of teachers in more than 20 countries: their views on pedagogy and school leadership styles and practices. The value of the survey is that it is based on individual representative questionnaires. As for the policy recommendations, it is expected that these might be contestable from a stakeholder's perspective, especially in terms of evaluating "teaching effectiveness" and proposed models of good practice in school management. An important part of the report will be the survey of teacher's professional development needs, which was supported in particular by the EU Commission. The final report will be published in June 2009.

REGIONAL RESEARCH PROJECTS

Africa

The African regional office did not undertake any specific research projects in 2008, but the activities were guided by research done in past years. Reference was made to this work, notably the study done by Dennis Sinyolo, coordinator for Education and Employment at EI's head office, and to the work member unions have done in the framework of the EFAIDS programme. Numerous studies have also been done by various organisations and governments, for example, the study by Southern and Eastern Africa Consortium for Monitoring Educational Quality (SAQMEC) on Eastern Africa.

EI affiliates need to improve their skills at interpreting and using research to help advocacy and negotiations to the benefit of teachers.

Pan European activities

As part of EI Pan European activities, the EI Research Unit prepared a paper on Teacher's Education in Central Eastern European countries. It was presented and discussed at EI Pan European CEEC Round Table in Zagreb, **Croatia**, 2-4 October. The report provided an overview of the main models of teacher's education in the region, as well as current trends in teacher education.

Teachers' Pay in Europe

Teachers' Pay in Europe has been a long-standing project at EI. It was started as a pilot project in 2006, and was commissioned as a research study to the ETUI-REHS in 2007. The purpose of the study is to provide an overview and comparative analysis of the situation of teachers' pay and working conditions across Europe. The draft report was received in October 2008, and preliminary findings were presented to the EI Pan Europe committee meeting in **Luxembourg**, 11 November. The EI Research Unit is currently working on revising the preliminary report and consolidating the findings in order to develop a comprehensive report for the benefit of both member unions in Europe and beyond. While the study contains a range of data from members of the EU as well as other European countries, it must be noted that the data is time-bound. In order to become a significant resource for policy purposes, repeat surveys in future years to show trends and developments in teachers' pay and working conditions would be necessary.

5.4 COMMUNICATING EI'S MESSAGE

In late December 2007, EI management decided to more closely integrate the electronic and print elements of the organisation's communications work. Therefore, the Web Unit and the Publications and Publicity Units were merged into one. The six staff members of the new Communications and Information Unit worked closely together to clarify roles within the communications team to enable more effective and creative work on behalf of EI. In the unit we now have at least one native speaker of each of EI's four official languages — English, French, Spanish and German — plus Chinese and Russian. In 2008, we made good progress in enhancing the web portal and print publications to better communicate EI's messages.

INTERNAL COMMUNICATIONS

To facilitate improved internal communications, regular meetings called Labour Union News Directions & Ideas (LUNDI) have been scheduled weekly in the Brussels office. We expect this will help spark more comprehensive and timely coverage of EI events and news. Internal communications between head office and regional offices remains a challenge, but we continue to work on building the relationships and dialogue across the regions.

In early June, the Communications Unit held an internal "think tank" to discuss some of the following issues:

- News coverage: How can we ensure timeliness? Update more frequently? How to achieve broader distribution of EI news? Who is responsible for generating the news? Can we define clearer protocols for approvals?
- Work flow: How to deal with increasing demands for web sites, publicity materials, etc.? How to deal with the lack of respect for deadlines?
- Mid- to long-term goals:
 - To broaden news coverage of EI work, education issues in general.
 - To facilitate greater participation of EI colleagues in communications work.
 - To make the web and publications work more seamlessly together.
 - To improve media relations and outreach work.
 - To continue to enhance our graphic resources and capabilities.
 - To ensure accurate and lively translations of articles and news items.

In mid-December, the Communications Unit conducted a strategic planning day to brainstorm around numerous issues, including the web-site revamp, deadlines for all 2009 publications, VUE project themes, ComNet, Congress 2011 pre-planning, etc. Through such processes we hope to better coordinate our print and web work, and better integrate communications into all EI missions, projects and events so that EI's profile can be raised and enhanced.

EXTERNAL COMMUNICATIONS

In early 2008 we also made good links with Teachers' TV, non-profit broadcaster in London, UK, which produces quality documentaries on educational issues. An extensive interview with an EI Deputy General Secretary was featured in a 20-minute documentary entitled "Persecuted Teachers," which depicted the human rights violations against teachers in **Afghanistan, Colombia, Ethiopia, and Thailand.**

EI has contracted with PR Newswire, a leading distribution service for news releases, which also provides access to a vast data base of journalists covering education and related issues. It is a long-term investment in raising EI's public profile in the media.

Following EI news releases, diverse media outlets, including the Times Education Supplement, the Financial Times, Le Monde de l'Education, and Newsweek have shown interest in EI activities, especially concerning child labour and hidden privatisation.

EI also continued to subscribe to Meltwater News, an international media monitoring service which tracks news on selected themes from diverse newspapers and magazines worldwide on areas of relevance to EI's work. In particular, this service formed the basis of EI's research paper on the media and perceptions/impact of PISA. In 2009 the service will be utilized to track reporting on the global financial crisis and the ways in which education is portrayed as an integral part of any solutions to the crisis.

EI COMMUNICATORS' NETWORK (COMNET)

The annual ComNet meeting took place at EI headquarters in Brussels, **Belgium**, 18-20 February, with 27 labour journalists from 16 countries of North America, Latin America and Europe. The purpose of the meeting was to strengthen our network, to share technical expertise and communications experience, and to implement the new initiative launched at Congress: the Video for Union Educators (VUE), which is outlined in more detail in a separate section.

Keynote speakers at ComNet were Aidan White, General Secretary of the International Federation of Journalists, and Tim Noonan, Director of Communications for the ITUC. White and Noonan both emphasized the importance of strategic communications plans being fully incorporated into all aspects of global unions' work, from top leaders down to grassroots activists, and from international missions to local projects.

The ComNet meeting began with a half-day practical, hands-on discussion session for web developers and editors to exchange technical know-how and ideas. Participants specifically asked for the extension of the web session to a full day and to the addition of more technical training. Based on the evaluation forms, this year's meeting was widely held to be the best yet, and we aim to improve upon it for 2009.

For more information, please refer to the ComNet meeting notes contained in the Bonus.

GLOBAL UNIONS COMMUNICATIONS TASK FORCE

EI has been proactive in fostering closer cooperation on communications across the international labour movement, and participated in the first meeting of the Global Unions Communications Task Force, which was held at the ITF offices in London, **UK**, in February. Eighteen communications staff members from most of the GUFs met over two days to discuss several initiatives including:

- Launch of the redesigned Global Unions website (May 1);
- Targeted/joint campaigns;
- An annual report on an over-arching theme;
- Shared e-tools (mailing lists etc.);
- An education project and materials to deal with the "digital divide"; and

- A short film project, including a proposal to host a YouTube space

EI hosted the second meeting of the Global Unions Task Force, which took place 8-9 September in Brussels, **Belgium**. Twenty-three representatives of global unions and the TUAC attended.

Discussions focused on:

- Continuing improvements to the new Global Unions website;
- World Day for Decent Work – precarious employment;
- Labour video projects;
- New media communications techniques;
- GU's internal communications discussions;
- Joint education programme on labour communications; and
- Annual CGU report (to be done on the impact of financialisation)

For more information on the Global Unions communications work, please refer to the Task Force meeting notes contained in the Bonus section.

FECCOO COMMUNICATIONS CONFERENCE

One of EI's Spanish affiliates, FECCOO, invited EI to speak at a two-day conference held in Madrid, **Spain** 25-26 June on Education Journalism, specifically to participate in a panel discussion on Education Journalism and New Technologies.

VIDEOS ON EI WEBSITES

To broadly disseminate EI's videos, a video channel has been created on YouTube.com. The creation of the channel helps to maintain a mutual exchange of videos among EI and its partner and member organisations on this widely-used video platform. The channel contains not only video interviews conducted throughout the course of 2008, it also houses the documentaries created under the Video for Union Educators project. Member organisations have been signing up to the channel and have also been displaying EI videos by embedding them in their own websites:

www.youtube.com/user/EduInternational

VUE Project

The Video for Union Educators project brings together the skills and resources of teacher trade unions to give voice to educators and to vividly illustrate their experience in the classroom and the global community. By creating short documentary videos that can easily be shared over the internet and on DVD, we hope to raise awareness, build solidarity and help further the Millennium Development Goals, especially the EFA agenda.

In 2008 the VUE project received funding of \$15,000 from the NEA Foundation/**USA**), to be added to EI funding of €15,000. It met the commitment to completing two pilot project videos before the end of 2008. The project was coordinated by EI head office in Brussels in consultation with chief coordinators in EI's regional offices, and with support and guidance from members of the editorial board. They are: Luc Allaire, CSQ/**Canada**; Leona Hiraoka, NEA/**USA**; Steve Snider, NEA/**USA**; and two EI representatives.

After much discussion among the ComNet participants, it was agreed that the two themes for this year's pilot projects would be child labour and migrant/refugee students. Planning for the first

project got underway quickly in order to have one short documentary completed in time to launch on 12 June, World Day Against Child Labour.

No to Child Labour! Yes to Education!

Shooting was undertaken in Fez, **Morocco**, between 15 and 19 April, to shine the spotlight on the very successful child labour prevention programme implemented by EI affiliate SNE-FDT, in cooperation with AOb/Netherlands and others. The documentary is entitled *No to Child Labour! Yes to Education!* Editing and post-production of the English version was undertaken by colleagues at the NEA studio in Washington, USA, and EI wishes to express sincere thanks for their significant contribution to the success of the project. The French and Spanish versions were produced in Brussels, as was the design for the DVD cover. The tri-lingual video was distributed on DVD to all EI affiliates and posted on the internet on YouTube.com. By the end of 2008 it had been viewed more than 2,000 times.

Beyond Burma: Lessons in hope for refugee children

Following up on ComNet's second chosen theme of migrant/refugee students, the second video of the year, focused on a school for Burmese students, all of whom are refugees from the military regime. Located in Mae Sot, a town just across the **Burma-Thai** border, the Boarding High School for Orphans and Helpless Youths manages to provide a surprisingly high quality of education, considering the many obstacles facing the students and teachers there. Some students are orphans, and they live at the school. Some teachers have been political prisoners. Children and teachers alike have witnessed atrocities under the regime, yet together they are building a healthy community of learning. *Beyond Burma* will be launched in three languages in January 2009, with copies again being distributed to all affiliates and being posted on YouTube.

DIGITAL COMMUNICATIONS

Developing and maintaining EI's web portal

The EI web portal aims to be the core channel of communications between Education International, its member organisations, individual education workers and the public.

Apart from the regular updates of news items concerning activities of both EI and its member organisations (about 750 news items were posted in 2008 in all three languages), the web portal contains a wealth of information regarding EI's diverse areas of work, from education and professional issues to human rights violations.

The portal also acts as a doorway to various sub-sites, which are identified by their regional or topical division. In the course of 2008, the following sub-sites underwent significant revision: Human and Trade Union Rights, Professional Ethics, School Leadership, and Vocational Education and Training.

In 2008 preliminary planning started for an overhaul of EI's web portal over the course of the next 1½ years. The exponential growth of information available via the portal demands new, stringent and consistent information architecture in order to enable users to find the information they need as easily and quickly as possible. The current web portal still focuses more on the institutional way of organising information, sometimes neglecting basic principles of user-centred information models, such as:

- Presenting information in commonly understood concepts rather than departmental naming conventions and lingo; and

- Persistent and consistent layout structure such as navigational menus, feature placements and toolboxes. All sub-sites should be laid out identically and should not sway to the wishes of the staff in charge of the issue.

A re-design of the appearance, on the other hand, is merely a cosmetic aspect which can be tackled effectively only after the re-organisation of the information architecture. The estimated time frame for development and revamp (from first assessments to going live) is at least 12-18 months.

EI Policy Library

An important development in EI's web communications in 2008 is the launch of the EI Policy Library. The EI Policy Library is a web site which houses EI's constitutional texts and world congress resolutions. To make it easy for users to navigate and find relevant content, the site contains five different search functions: a quick search, an advanced search, a set of browse-by drop-down menus, a narrow-results capacity, and last but not least, a "tag cloud" of the most popular search terms.

Once a particular policy document has been located, the user is able to browse the same text in other language versions, print it in a printer-friendly format, send it to someone by email or save it as a PDF document. Each document also provides the user with a list of related documents.

The site aims to be an advocacy tool for all EI member organisations and a research tool for union activists and researchers. For more information, please visit the site: www.ei-ie.org/library

Using the web as a research tool

EI has made more efforts in 2008 in making use of the web as a research tool. Four important surveys were conducted via the web:

- Survey on the pensions of women teachers;
- Survey on Staff and Student Mobility in the Bologna Process;
- Survey on Education in Correctional Settings; and
- Survey on Vocational Education and Training

There are two main advantages of using the web for conducting surveys: respondents can personalise their answers, and they can fill in the survey at their convenience. Results collected through the web can also be directly exported to any statistics software for analysis. Participation statistics show that because of their user-friendliness, on-line surveys are very well accepted all around the globe, even in regions where internet access is not as readily available as in the industrialised countries.

Electronic Outreach

EI sends out various electronic newsbriefs, such as CONNECT, TradEducation News, the EFAIDS Newsletter and the Development Cooperation Bulletin. The total number of subscribers at the end of 2008 reached 9,316 and a total of 108 electronic newsbriefs were dispatched throughout the year.

On-line Campaigns

The web is an important platform for campaigning and EI ensures that all its campaign efforts contain a strong web element. Examples of EI campaigns such as Global Action Week, World Day Against Child Labour or World AIDS Day all made use of the web as an interactive tool to communicate with member organisations. Other campaigns made use of the web in a variety of ways to increase EI's visibility and expand its support base further into grassroots communities, such as the following:

Save Farzad

Save Farzad is a web campaign that arose out of an Urgent Action Appeal launched on 14 August 2008 to stop the execution of Iranian teacher unionist Farzad Kamangar. The web campaign aimed at getting EI's member organisations, grassroots teachers and union activists to send an online appeal to Iranian President Mahmoud Ahmadinejad. By December, over 6,200 messages had been sent using the campaign's on-line form – an unprecedented number for EI. EI also worked together with other GUFs' web teams, Amnesty International and a union community website, www.Labourstart.org in getting the message out around the world. To view EI's Save Farzad campaign, please visit: www.ei-ie.org/savefarzad

Let's Go!

Let's Go! is a joint campaign of EI and the European Students' Union. Targeted at both teacher and student unions in the European region, the campaign used the web as a central platform to not only garner support to make free mobility for higher education staff and students in Europe a reality, but also to educate the public about issues concerning mobility. The site not only serves as a news portal for the campaign and as a central document repository for campaign materials; it also contains various interactive features built especially to engage its audience: a mobility wiki was set up as a platform for users to share and learn from one another's experience in teaching/learning in another country; one can test one's knowledge about staff and student mobility by participating in a mobility quiz; there is also the Mobility Barometer, which is the only comprehensive Europe-wide reference about the ease and/or obstacles to higher education mobility in each European country. One of the most important features is an on-line petition which one can sign to support the campaign. In December, the petition contained 1,893 signatures from both individuals and organisations. For more information, please visit: www.lets gocampaign.net

World Teachers' Day

World Teachers' Day 2008 represented a tremendous success in EI's web campaigning developments. For this web campaign, EI received more feedback from grassroots teachers and students than ever before. This was achieved through careful planning and implementation of web tools to allow for the active participation of users on the site. The site itself contains just the necessary minimum of text, so as to entice users. Attractive graphics were used to highlight the theme of the year: "Teachers matter."

EI also responded well to requests by member organisations to create material in their languages. As a result, 12 different language versions, plus one Australian version (with a different date) of the World Teachers' Day poster were created.

The site also enabled users to send electronic greeting cards to teachers or colleagues. A total of 4 cards in 8 languages were available to engage as many users from around the world as possible; 9,390 e-cards were sent in all language versions.

Using the popular photo-sharing and networking site Flickr.com as a hosting platform, the EI site allowed users to upload photos of their World Teachers' Day activities directly into EI's Flickr photostream. A total of 63 photos and 1 video were uploaded and photos came in from countries including Pakistan, Iran and the Democratic Republic of Congo where access to the internet is

expensive, difficult or dangerous. Hence the website not only proved itself to be a successful campaign tool to promote World Teachers' Day and teachers' rights, it is also a democratic channel through which the voices of teachers can be heard. To visit the site, please go to: www.5oct.org

Web-based training and communication programmes. Assisting member organisations in further developing their capacity in web communications

In each issue of Worlds of Education, a feature on internet technology or web communications is included to assist member organisations. EI makes sure that it keeps itself abreast of all technological developments in the field by attending important meetings on web technology, such as the "Future of Web Applications" seminar held in London in November and the Adobe MAX seminar held in Milan in December. The knowledge and information gained will be shared with the participants of the web session of the 2009 Communications Network meeting, who are web developers and IT specialists in member organisations.

In April, specific discussions were held on web-based communications and web technologies within the framework of the meeting of the EI Communicators' Network (ComNet). Topics discussed included: how to measure the success of one's website, how to drive traffic to one's site, how to make use of existing social networking sites such as Facebook and Second Life as tools for one's web campaigning. Moreover, training sessions were held by the more experienced member organisations on using videos to enhance web communications with an organisation's constituency.

EI has undergone an overhaul of the IT infrastructure at its headquarters. Some of the computers withdrawn from service will be shipped to Morocco to be distributed by EI affiliate SNE-FDT for use in schools participating in the child labour prevention project.

Preparation for World Congress 2011

The 5th World Congress held in July 2007 in Germany proved the huge success of employing the web as a primary communications, publicity and organisational tool for the Congress. Because of this, EI is already undertaking efforts in 2008 to further improve its use of the web in organising the 6th World Congress in 2011 to be held at the Cape Town International Convention Centre, in South Africa.

PUBLICATIONS

In 2008 EI has been working to ensure that, unlike in the past, all EI publications are properly copyrighted and stored in the national archiving systems and libraries. The inventory of publications was reviewed, and some outdated publications were recycled while extra copies of current ones have been distributed where they still can be used. Updating of mailing lists for better distribution of publications is ongoing.

To improve the graphic appeal of EI publications, we are expanding our image library, seeking new sources of strong photographs and investing in new graphic resources, such as a package of world maps in digital format. These are highly useful for all manner of publications and publicity materials.

Worlds of Education: With the first issue of 2008, EI launched a redesigned version of our flagship magazine. It now is printed in a larger format on recycled paper, and it has a new cleaner, more professional look with higher quality design, photography and reporting. All articles published in *Worlds of Education* are subsequently made available on the website, both in PDF and HTML formats. Along with the traditional coverage of education and trade union news, a number of new columns are now regular features of each edition: A column by the General Secretary, a guest speaker on a topic of interest, a good news page, and more timely journalistic treatment. We also developed new working relationships with freelance labour journalists who have contributed high-quality reportage to the magazine.

Unless otherwise noted, all documents listed below were published in English, French and Spanish, both in print and online:

- EI Annual Report 2007 published on CD only;
- EI 5th World Congress Report published in print, on CD, and online;
- EI Handbook;
- EI Analysis of the Global Monitoring Report 2007;
- EI Human and Trade Union Rights Manual was published online on 10 December to mark the 60th anniversary of the Declaration of Human Rights;
- EI brochure Quality education: The right response to child labour;
- Teacher Supply, Recruitment and Retention in Six Anglophone Sub-Saharan African Countries, by Dennis Sinyolo, published in English and French;
- Hidden Privatisation in Public Education, by Stephen Ball and Deborah Youdell, published in English only, with French and Spanish editions to come in 2009; and
- Teacher Education in Europe: An ETUCE Policy Paper published in English and French. EI staff did the layout and design of this book-length report.
- EI Research Institute Brochure provides an overview of EI's work in the research field
- Global Action Week 2007 Report published on-line only.
- Study on child labour in Brazil, Ghana, Honduras, and Morocco, studies conducted by local researchers and edited by the children's rights coordinator. At year's end the work was under reviewed by EI's research unit.

PUBLICITY AND CAMPAIGNS

To view and download publicity materials listed below, please go to the Bonus section.

International Women's Day: 8 March

EI commissioned Argentine artist Nora Patrich to create a painting for an International Women's Day poster. It received very positive feedback when it was launched at the ITUC/EI event on 7 March at the Théâtre National in Brussels, **Belgium**. As well the Colombian affiliate, FECODE, reprinted it on the cover of their new magazine, *La Mujer Educadora*. Copies of the posters were distributed to all affiliates, GUFs, etc.

Global Action Week 21-27 April

A special inter-unit working group was set up to coordinate EI's involvement in Global Action Week and to liaise with the Global Campaign for Education. GAW 2008 publicity materials, including lesson plans for the World's Biggest Lesson, were printed and distributed to participating affiliates. Involvement in the World's Biggest Lesson was at an all-time high and a new world

record was indeed set, with more than 7 million people around the world participating in the lesson. Further information on union activities during Global Action Week 2008 and EI's partnership with the Global Campaign for Education may be found in the under the 'Organise and support activities to achieve the Dakar EFA goals, including participate in Global Campaign for Education and the Global Action Week' section under Aim 1.

World Teachers Day: 5 October

In cooperation with UNESCO, EI developed a joint poster in 13 languages including Arabic, Chinese, Portuguese and Russian, and a joint statement with partner organisations UNESCO, ILO and UNICEF. A report on EI affiliates' activities to was published in the September edition of *Worlds of Education*.

EI also covered the WTD event held at UNESCO headquarters in Paris, **France** on 3 October, in which an EI Vice-President participated. The conference programme included a panel of teachers from diverse countries in the world, who spoke of their key challenges in attracting, recruiting and retaining qualified staff. EI staff conducted video interviews with three of the teachers on the panel. A report of the event can be found in the main website and the December edition of the magazine.

World AIDS Day: 1 December

The successful 2007 World AIDS Day activity, "One Hour on AIDS" was repeated in 2008, with updated campaign materials. The poster design was reworked and the lesson plan text modified to reflect the feedback received from unions who used the material in 2007. Once again the materials were made available in English, French, Spanish and Portuguese. To encourage broader participation in World AIDS Day 2008, unions were invited to apply for funding to translate the materials into their respective languages. This initiative proved highly successful. A number of unions responded and the "One Hour on AIDS" lesson plan was translated into nine additional languages: Wolof and Joola (Senegal), Ffulde (Burkina Faso), Setwana and Sepedi (South Africa and Botswana), Isixhosa (South Africa), Kirundi (Burundi) Kiswhaili and Nepali, bringing the tally of languages to 13. Limited quantities of this material were sent to all EI affiliates, with further quantities allocated to unions participating in the EFAIDS Programme.

International Human Rights Day: 10 December

In cooperation with the HTURE staff, EI Communications staff created a package of materials, both on the web and in print, to mark the 60th Anniversary of the Universal Declaration of Human Rights on 10 December 2008. The December issue of *Worlds of Education* became a special edition on different items related to Human and Trade Union rights. On 10 December, the Trade Union Manual was launched online.

"Let's Go!"

EI and the European Students' Union mounted an energetic and multi-faceted joint campaign on mobility of staff and students across Europe. EI staff designed the website, logo, brochure, posters, banners, and news releases.

EI Calendar 2009

The 2009 wall calendar has a new design look, which has received much positive feedback from affiliates.

REGIONAL COMMUNICATIONS

Africa

Communication remains a major problem facing EI in Africa, mainly because of the lack of infrastructure and skills. Even when the affiliates have trained members, other pressures and priorities often deflect attention away from improving communications. It is necessary to help train affiliates in dealing with communications as a top priority, and to focus their communications on the union's interests and improve contact between union head offices and branches.

It is now possible to make contact with affiliates via email addresses, whether private or official. Nevertheless, some union leaders, even if they have computers, are not able to use them efficiently and still prefer to use fax. Many unions still cannot afford to buy computers or to pay maintenance costs for them. Many of them still lack electricity and cybercafés are not always easily accessible.

The telephone continues to be the main method of communication and the proportion of union leaders and members using mobile phones is continuously growing in most countries of Africa. Text messaging has become quite affordable and there is still much to be done to develop the use of SMS messaging for official communications. Numerous leaders still use regular postal services for union correspondence.

In June EI's Africa regional office produced an edition of the newsletter for the African Women's Network. Editions of the regional bulletin were also published in June, August and December. Most of the articles in these publications were reporting on the celebrations that took place during Global Action Week or to mark World Teachers' Day.

As soon as the regional office is established in Accra, a qualified professional was to be recruited to work on the EI Africa regional web site.

Latin America

The monthly publication of *Coyuntura Regional* (The Situation in the Region), produced by the IE Regional Office in Latin America, has continued, providing an account of the news and events taking place in the education field in Latin America. This publication is distributed to each of the member organisations in the region and is available on the internet so that the general public can become involved and better informed.

A leaflet covering the HIV/AIDS prevention project under way in Latin America has been produced and distributed. The purpose of this publication is to explain the work which is being carried out by each of the organisations in their respective countries aimed at preventing HIV. The activities period shown by the publication starts from the moment when the opening of a project is planned, then the execution process begins country by country and runs up to the regional assessment undertaken in February of this year in Honduras. This publication will also be distributed in all IE member organisations in the region and will serve as a handbook for union training as well as a forum for explaining the activities undertaken during the first eighteen months of the execution of the project in the region.

1. Governing Bodies

Two thousand eight was the first year of the quadrennial programme of activities adopted by the fifth World Congress of Education International (Berlin, July 2007). In the months following the Congress, the Secretariat worked on turning principal aims and strategic objectives into specific programme activities. The effort included plans to integrate into the four-year programme additional tasks arising from the resolutions adopted in Berlin without generating extra costs. But 2008 was also the first year of an unprecedented worldwide economic and financial crisis, which forced EI to revisit these plans and consider reallocating resources to inform affiliates about the impact of the crisis on education and urge them to take action.

While Part A of this annual report looks at activities organised at world and regional levels in 2008, Part B focuses on the decision-making process itself and on the governance of the organisation.

The **World Congress** is EI'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; and amends the Constitution and By-Laws. With EI's sixth Congress scheduled to take place in Africa in 2011, the Secretariat gathered in the first half of 2008 information about convention centres in a number of African countries. Potential venues were then rated in terms of their compliance with a series of criteria identified as contributing to the success of EI congresses. By year's end, the decision had been taken to hold the next Congress in Cape Town, South Africa, from 22 to 26 July 2011.

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." After meeting four times in 2007, including in late November, the Executive Board met just once in 2008. However, there were also two meetings of the EI Officers, the group comprising the President, Vice-Presidents and General Secretary, in addition to the one held immediately prior to the Executive Board meeting.

The 32nd Executive Board meeting took place at the International Trade Union House in Brussels on 23-24 September 2008. One of the first items of business was the resignation of two Board members, Marilies Rettig (CTF-FCE/Canada) and Yasuo Morikoshi (JTU/Japan). After seeking nominations to replace them, the Board elected Emily Noble (CTF-FCE/Canada) and Yuzuru Nakamura (JTU/Japan) and welcomed them to their first meeting as Board members. The Board then considered a series of reports, including a progress report covering activities held in the first half of 2008 and reports of meetings of regional governing bodies. A detailed programme and budget for 2009 was adopted. The Board also agreed on a programme and on parameters for the annual conference for member organisations in OECD countries, which took place in Åre, Sweden, on 2-4 December 2008.

The Board meeting featured three special presentations. The first, on Education under Attack and Persecuted Teachers, drew from a UNESCO study focusing on political and military attacks on education. Following the presentation, the Board adopted in principle the concept that schools should be universally recognized as safe sanctuaries, and that teachers and students should be afforded protection from violence in times of conflict. The Board also asked the Secretariat to prepare a Declaration on the subject, to be considered at a future meeting. The second presentation concerned education in the Pacific area, with Regional Coordinator Govind Singh describing the poor legal framework for trade unions operating on the various island countries of the region. The

final presentation concerned the participation of EI in a network aiming to develop mutual insurance schemes for teachers and education communities.

Among other issues discussed by the Board in September was the memorandum of understanding between EI and Public Services International (PSI) for 2008-2011. A review of EI's involvement in the Global Campaign for Education (GCE) was initiated. Finally, the Board also considered a number of membership applications, a draft financial report covering the first half of 2008, requests for special agreements on the payment of membership dues and a report on the establishment of an international Islamic teachers' federation.

The next meetings of the Executive Board were scheduled to take place in March 2009 and in December 2009.

COMPOSITION OF EI EXECUTIVE BOARD

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

Yuzuru NAKAMURA *

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

Emily NOBLE **

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

* Yuzuru NAKAMURA replaced Yasuo MORIKOSHI (JTU/Japan) in September 2008.

** Emily NOBLE replaced Marilies RETTIG (CTF-FCE/Canada) in September 2008.

In 2008, there were also three 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. That is why, meeting in Åre, Sweden, immediately prior to the conference for affiliates in OECD countries (2-4 December), the Officers considered a report on the impact of the economic and financial crisis on education and discussed an action plan for EI and its member organisations, which the Executive Board would ratify at its next meeting in March 2009.

The **Finance Committee**, which reports to the Executive Board on financial matters, comprises the EI Officers and two Board members – Alain Pélissier (CSQ/Canada) and Ed McElroy (AFT/United States). As a matter of practice, Committee meetings are held in conjunction with Officers' meetings. There were thus in 2008 three meetings of the Committee, which 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. In 2008 the Committee also advised the Secretariat regarding the possible purchase of new premises in Brussels for the EI head office. By the end of the year, those plans were being dropped due to the financial crisis and to the possibility of extending EI's lease on its current head office premises in the International Trade Union House in Brussels.

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. At its only meeting in 2008, on 22-23 September, the Committee took note of the decision of its Chair, Marilies Rettig, to step down from the Executive Board. To replace her, Juçara Dutra Vieira (CNTE/Brazil) and Salimata Doumbia (SNEPPCI/Côte d'Ivoire) were elected as co-chairs. The Committee debated parameters for the EI World Conference on Women, to be organised in Kuala Lumpur in 2010, as well as early preparations for the Report on the Status of Women in Education to be presented to the World Congress in 2011. The Committee also discussed the implementation of the 2007 Congress resolutions on Pay Equity and on International Migration, preparations for the 53rd Session of the United Nations Commission on the Status of Women (CSW) and other equality issues that are part and parcel of EI's four-year programme.

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. On the agenda of the meeting held on 23 September was a draft paper on regional structures, which prompted the Committee to come to the view that EI should retain existing regional arrangements. The Committee also recommended to the Board the adoption of further guidelines to filter amendments to Congress resolutions more pragmatically. Last but not least, the Committee endorsed new procedures for the processing of membership applications and initiated reviews of existing Congress standing orders and rules of procedures and of provisions in Article 7 of the Constitution guiding the suspension of member organisations.

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 13th meeting of the Committee of Experts was held in Brussels on 18 September 2008. The Committee discussed the membership applications of KUPPET/Kenya and PTUZ/Zimbabwe, both of which the Executive Board subsequently admitted into membership. The Committee also looked

into the membership applications of FGII/Indonesia and GST/Libya, which were still to be investigated.

COMPOSITION OF COMMITTEE OF EXPERTS ON MEMBERSHIP

Hon. RJL HAWKE AC

Australia
Chair

Agneta ANDERLUND

Sweden
Member

Don CAMERON

United States
Member

Marguerite CUMMINS WILLIAMS

Barbados
Member

Kjeld AAGARD JAKOBSEN

Brazil
Member

Paï OBANYA

Nigeria
Member

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 (world) Executive Board is elected by the (World) Congress.

The EI regional offices in Africa (Lomé, Togo), Asia-Pacific (Kuala Lumpur), Europe (Brussels) 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. By the end of 2008, preparations were being made to transfer the African Regional Office from Lomé to Accra, Ghana.

Africa

The theme for the meeting of the EI African Regional Committee held in Accra on 26-27 March 2008 was “Uniting for Stronger Unions.” In her opening remarks, Irene Duncan Adanusa, EI Vice President and Chair of the Committee, highlighted the constant violations of human and trade union rights in several African countries as well as the consequences of the privatisation of public services, resulting in growing inequalities between countries and between citizens in the same country. She pointed to the ever-increasing needs in terms of teachers’ qualifications, the exponential demand for education due to the rising population of school age children and the lack of infrastructure and of improvements in the living and working conditions of teachers and other education personnel. These, she said, are all factors challenging the ability of most African countries to achieve significant progress in meeting the 2015 Education for All (EFA) objectives. It is against that backdrop that the Committee evaluated the outcomes of the 5th EI World Congress (Berlin, 22-26 July 2007) and of the African Regional Conference held in Cairo in January 2007. The Committee also discussed the implementation at regional level of decisions taken in Berlin and in Cairo, including resolutions and the EI programme and budget. The division of the African region into six geographic zones was reviewed in terms of the desirability to organise activities at sub-regional level in an effort to bring down travel costs. Finally, the Committee discussed the impact on teachers’ unity of applications for EI membership from a number of African teachers’ unions, including some from countries where EI already has several member organisations.

The next meeting of the Committee was not scheduled to take place until the first quarter of 2009.

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, Epouse Agbo

Benin
SNEP

Daniel Ayim Antwi

Ghana
TEWU

Zone IV

Jean Kamdem*

Cameroun
FESER

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

Djokoloum 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

Grégoire Kono

Congo

FETRASSEIC

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

Thulas NXESI

South Africa

SADTU

EI Executive Board

Teopista Birungi Mayanja

Uganda

UNATU

EI Executive Board

Salimata Doumbia

Côte d'Ivoire

SNEPPCI

* Following the deaths of Edouard Nzino, Zone IV representative, and of his substitute Faustin Kanamugire in 2008, a special election took place among representatives of Zone IV organizations present at a regional EI workshop on the Declaration on Professional Ethics, held in Yaounde, Cameroon. Jean Kamdem, representative, and Grégoire Kono, substitute, were elected to fill the vacancies.

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 Asia-Pacific Regional Committee convened in Chiang Mai, Thailand, on 5-6 June. The meeting featured a comprehensive discussion on the strengthening of EI member organisations in Asia-Pacific to help them lobby for Quality Public Education for All (EFA) and address issues such as school dropouts, HIV/AIDS, child labour, teacher shortages, quality teacher training, and remuneration of teachers. The Committee also discussed recent natural calamities in Burma and China, countries where EI does not have member organisations, and the role EI could play to help teachers in those areas. On human and trade union rights issues, the Committee welcomed the Australian government's initiatives to stop individual contracts and restore collective bargaining rights, a positive development which would hopefully inspire governments throughout the region. The Committee also expressed continuing support for the work of the sub-regional women's and human and trade union rights networks. After sessions on indigenous education and on the Commonwealth Teachers' Forum, the Committee decided to create a special sub-committee to study the impact of EI activities in the Asia Pacific region and propose strategies to effectively address problems arising from the changes in government policies.

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

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). Since the last **Regional Conference** (Luxembourg, 2006), there have been wide-ranging discussions on the future of EI's European structures, with a view to further integrating the work of EI and ETUCE and avoiding duplication of tasks.

In 2008, there were two meetings of the **EI Pan-European Committee**, which integrates the **ETUCE Executive Board**. On 14-15 April, the Committee adopted an ETUCE Action Plan on Stress and welcomed the announcement of a similar project on violence. The committee also had a comprehensive discussion concerning the further implementation of the ETUCE Action plan on Sectoral Social Dialogue. In another lengthy debate, the Committee examined the main political messages and recommendations in the draft ETUCE Policy Paper on Teacher Education, highlighting in particular the call for all teachers to be educated to Master's level. As usual, the Committee also received a series of reports on activities held throughout the region and on the meetings of the various standing committees and taskforces, including – for the first time – the European Status of Women Committee, which is composed of all the women members of the Pan-European Committee.

The second meeting of the EI Pan-European Committee/ETUCE Executive Board took place in Luxembourg on 11-12 November. Discussions on the future of the European structures again featured prominently on the agenda, with the Committee adopting a recommendation setting out procedures for the development of revised European By-Laws. The Committee also decided that the next Regional Conference, scheduled for late 2009, would be held in Warsaw instead of Luxembourg, its usual venue. With respect to the ETUCE Action Plan on Sectoral Social Dialogue, the Committee endorsed additional steps to be taken, notably in relation to the establishment of a European Federation of Employers in Education (EFEE) at EU level. Also approved were an ETUCE Action Plan on Violence in Schools and a recommendation to establish a working group to initiate a joint European campaign against the privatization of education. The meeting also included a long discussion on the outcomes of an EI/ETUCE Survey on Teachers' Pay.

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

Costas HADJISAVVAS
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

Piroska GALLÓ ISTVÁNNÉ

Hungary

SEH

Country seat

Elna 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

Śławomir 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 ÁSTRÖM

Sweden
LR

Country seat

Béatrice ROGÉRE PIGNOLET

Switzerland
SER

Country seat

(vacancy)

Tajikistan

Country seat

Mehmet BOZGEYIK

Turkey
EGITIM-SEN

Country seat

Leonid SACHKOV

Ukraine
STESU

Country seat

Martin JOHNSON

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

Ulrich THÖNE

Germany
GEW
Executive Board

José CAMPOS TRUJILLO

Spain
FE.CC.OO
Executive Board

Eva-Lis SIRÉN

Sweden
Läraryrbundet
Executive Board

Jerry BARTLETT

United Kingdom
NASUWT
Executive Board

Latin America

The EI Regional Committee for Latin America convened in Guatemala City on 18-19 July 2008. In his opening address, Hugo Yasky, Chair of the Committee, explained that Guatemala had been chosen as a venue for the meeting to express political support for STEG's measures in defence of quality public education. After an overview of human and trade union rights violations and of problems arising from the privatization of education in the region, the Committee discussed the programme of activities and projects to be undertaken in Latin America in the following months. The membership of SNTE/Mexico and parameters for a study on the situation of public education in Venezuela were the subjects of special sessions during the meeting, which also featured an extended discussion regarding relations between teachers' unions and education NGOs in the region. In that regard, the Committee noted that most education NGOs had established extensive business links with education and that they were also trying to replace trade unions. Thus, the NGOs were playing into the hands of governments and international financial institutions.

The next meeting of the Latin American Regional Committee was scheduled to take place in the first half of 2009.

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

North America and the Caribbean is the only EI region that does not have a Regional Committee. There have been informal discussions among member organisations in the region to develop new structures and arrangements to coordinate EI activities. The Caribbean Union of Teachers (CUT), which is based in Kingston, Jamaica, is a sub-regional body of EI member organisations. The CUT and EI’s sub-regional office in St. Lucia both service EI affiliates in the island countries of the Caribbean.

Membership

Education International is composed of organisations of teachers and education and research employees. On 31 December 2008, 401 national organisations from 172 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 2008:

- CONADU/Argentina (Federación Nacional de Docentes Universitarios)
- CNEC/Côte d'Ivoire (Coordination nationale des enseignants du supérieur et des chercheurs)
- DAÛ-SEN/Cyprus (Eastern Mediterranean University Union of Academic Staff)
- SNESUP-FSU/France (Syndicat National de l'Enseignement Supérieur)
- GUWT/Jordan (General Union of Workers in Teaching)
- KNUPST/Kenya (Kenya National Union of Private School Teachers)
- KUPPET/Kenya (Kenya Union of Post Primary Education Teachers)
- PTUZ/Zimbabwe (Progressive Teachers' Union of Zimbabwe)

Please visit www.ei-ie.org/en/membership/ for the most up-to-date EI membership list.

Membership by Region on 31 December 2008

Region

Countries

Unions

Membership

Africa

51

119

2,518,572

Asia-Pacific

37

77

10,404,037

Europe

45

141

10,967,386

Latin America

19

35

3,173,220

North America & Caribbean

20

29

2,930,586

TOTAL

As a membership-based organisation, EI draws most of its income from membership dues paid by affiliates on an annual basis. Member organisations pay according to their declared membership and their country's per capita Gross National Income or Gross Domestic Product, whichever is lower. In 2008, the per capita floor rate was € 0.035 and the per capita ceiling rate € 1.25. In some regions supplementary dues are levied to finance regional activities. Member organisations which are unable to meet all their financial obligations may apply for a special agreement, to be considered by the Executive Board, pursuant to Article 26 of the Constitution.

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 for implementing the programmes 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 is 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, Deputy General Secretary; as well as the three Chief Regional Coordinators Assibi Napoe (Africa), Aloysius Mathews (Asia-Pacific) and Combertty Rodríguez García (Latin-America).

Staffing as at 1st January 2009

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 programme activities allocated to the Unit

- C2 Ponsard, Stéphane
- D1 Odermatt, Olivier
- D2-pt Berghmans, Kristel
- D2 Jonckeer, Roger (ETUCE)
- D2 Rivoson, Hery

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, 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 for EI and education workers.
- to develop and maintain the EI web portal as the primary communication tool with member organisations and the general public
- to plan 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 programme activities allocated to the Unit.
- C1 Knickerbocker, Nancy
- C2 Tor, Harold
- D2 Carroué, Claude
- D2-pt Destrée Frédéric
- D2-pt Gorsse-Sanchez, Eva
- D2 Linsenmaier, Timo

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 programme activities allocated to the Unit
- C1 Smith, Duncan
- D1 Gwyn-Jones, Petra
- D1 Pijman, Edwin
- D1 Van Woensel, Raphael
- D2-pt Degbomont, Claire
- D2 Thomaere, Wim
- E El Barhmi, Dalila

- E Green, Odette
- E Gutierrez, Jean Paul (assigned to E&E)
- E Kikangala, Serge
- 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 programme activities allocated to the Unit.
- C1 Smith, Duncan
- D1 Gwyn-Jones, Petra

Solidarity & Development Unit (ASP) - Eastman, Jan

- to coordinate trade union education and professional development programmes
- to raise extra budgetary funds and develop and maintain contacts with donor organisations
- to assist regional offices organizing (sub) regional training programmes
- to administer the EI Solidarity Fund and all extra budgetary programmes
- to coordinate membership recruitment and retention programmes
- to carry out programme activities allocated to the Unit
- 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 programme activities allocated to the Unit
- C1 Richards, Nicolas
- C2 Berriel Pessi, Jefferson
- D1-pt Sanglan Delphine
- D2 Gelister, Yann
- D2 Kavanagh, Julie
- 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 programme activities allocated to the Unit
- C2 Catlaks, Guntars
- D2 De Koning, Mireille

Education and Employment Unit (E&E) - Fouilhoux, Monique

- to develop and advocate EI policy
- to identify initiatives by international agencies (i.e. UNESCO, World Bank, OECD) of relevance to EI and propose responses to those initiatives
- to coordinate all sectoral activities (Higher Education)
- to carry out programme activities allocated to the Unit
- C2 Sinyolo, Dennis
- D2 Trauscht, Florence

Human and Trade Union Rights and Equality Unit (HRE) - Eastman, Jan

- to develop and advocate for 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 programmes and programmes promoting indigenous and LGBT rights
- to carry out programme activities allocated to the Unit
- C1 Marlet, Dominique
- C2 Sevilla, Rebecca
- D2 Drews, Christina
- D2 Magermans, Jérémie
- E Batsukh, Undarmaa

Europe - Lennon, Charlie

Europe is defined as an EI region serviced from EI Head Office. The programme 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 programmes 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 Lomé, Kuala Lumpur, San Jose and St. Lucia are

- to maintain contact with member organisations in the regions,
- to monitor and report on 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 programmes
- to carry out the regional components of the Working Programme 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 Khoury, Huda - Coordinator, Middle East and North Africa project

Special consultants

- David Robinson - GATS
- Gustavsson, Nina - Higher Education, esp. Bologna Process, and Vocational Education
- Geven, Koen - Higher Education, Mobility Campaign
- Scarpato, Marta - HRE
- Khoury, Huda - Middle East and North Africa Project
- Figazzolo, Laura - Research Institute

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

(E) 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