

EI : The voice of educators worldwide

Education International is the Global Union Federation representing teachers and education workers from pre-school to post-graduate levels around the world. EI's affiliated organisations are active in more than 170 countries and territories, and their combined membership is about 30 million educators.

EI's head office in Brussels, Belgium, also serves as the base for its European operations. Regional offices serve member organisations in Africa, Asia Pacific, Latin America and the Caribbean. These are located in Accra, Ghana; Kuala Lumpur, Malaysia; and San José, Costa Rica.

Wherever EI is active in the world, our message is the same: Education is fundamental to democracy. Our members, activists and staff are dedicated defenders of teachers' rights, both as workers and professionals. We are united in advocating for the goal of quality public education, freely and universally accessible to learners of all ages.

Aim 1 : Quality education for all

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

1.1 Defending quality education in the face of global crisis

As 2008 came to a close, people around the world watched in growing alarm as it became evident the world was headed for the worst crisis in the real economy since the Great Depression of the 1930s. The global financial and economic crisis threatened much of the progress towards achievement of the Millennium Development Goals (MDGs), and unions everywhere faced unprecedented challenges: massive unemployment, deep cuts in public services, increased pressure, decreased social stability and dashed hopes.

In 2009, the international labour movement responded with a bold agenda and a new degree of global cooperation. Within the education sector, EI and its affiliates led the way with a vigorous defence of public education, affirming the need to put education at the heart of national economic recovery plans – both for future prosperity and for social justice.

EI campaign on the financial and economic crisis

The impact of the crisis on education was the main focus for the EI Officers when they met in Åre, **Sweden**, in December 2008. They considered how EI and its member organisations could take the initiative as financial pressures on public school systems grew in the wake of the near meltdown in global financial markets. Work was begun on a major EI campaign to emphasize education as a vital investment in the future of every nation.

In January, EI participated in a major meeting of Global Unions with top officials of the World Bank and the International Monetary Fund in Washington, DC, **USA**. The General Secretary stressed to World Bank President Robert Zoellick the risks posed by the crisis for the achievement of the MDGs, especially Education for All, and called on the Bank to lead efforts to protect the most vulnerable developing countries. The Managing Director of the International Monetary Fund (IMF), Dominique Strauss-Kahn, underlined the need for coordinated national stimulus packages and the benefits of spending in public sectors, including education. (For more detail, see the sections on Global Unions, World Bank and IMF below.)

During the period from January to March, EI set out both to provide the maximum amount of information to affiliates on the development of the global crisis, and to obtain information from affiliates on the impact on education and members at the national level. Information circulars were sent on 15 December 2008, 20 and 26 January, 10 and 25 February, and 17 March 2009. At the same time, the Research Unit sent a questionnaire to all member organisations, backed up by the Research Network.

The Officers met again in Washington, **US**, in February, where they held meetings with leaders of NEA and AFT, learned of the severe impact of the crisis on US schools, and measures taken by the new administration of President Barack Obama to support states' efforts to prevent teacher lay-offs. Preliminary results of the research survey of EI member organisations were presented. They continued work on the EI Action Plan, which was then circulated to all EI member organisations.

This Action Plan was presented to the EI Executive Board at its 33rd meeting which took place on 24-26 March 2009. The Executive Board then decided to launch a campaign entitled "Hands Up for Education," based on the concept of education as part of the solution to the crisis, and as a critical factor in sustainable recovery.

In reaching this conclusion and approving the Action Plan, the Board had a great deal of information obtained by the Secretariat, including details on the latest developments at the global level, and the research survey of responses from member organisations on the impact on education at the national level. A substantial report was presented to the Board on the origins of the crisis, the likely consequences for education, teacher and other employees, the role of the international agencies, and the basis for the EI Action Plan.

International developments in relation to the global financial and economic crisis included the second G20 Summit, held in London, **UK**, shortly after the Board meeting, on 2-3 April. As the Board met, initial drafts of the Summit conclusions paid little attention to education, being concerned mainly with financial regulation. EI worked through our two main coalitions – the Global Unions and the Global Campaign for Education (GCE) – and through EI member organisations in the G20 countries, and with the ETUCE. EI, in cooperation with the Public Services International, ensured that the Global Unions' London Declaration included sections on the role of education and the public sector.

The GCE produced a report on the impact of IMF policies on education, including teacher salary levels, in countries supported by IMF loans. EI sent a circular to all member organisations in the G20 countries providing information for lobbying of their governments – pressing EI's messages

that investment in education was a major factor in recovery, and that education was a right for all. There was coordination with the ETUCE, which presented these key messages to the European Union.

The Leaders' communiqué from the London G20 included EI's two key demands:

- Renewed commitment to meeting the MDGs; and
- Investment in people by investing in education and training.

EI released a communiqué stating "G20 promises provide basis for action."

“Hands Up for Education!” Campaign

Following the Executive board decision in December 2008, EI set up a campaign to combat the negative effects of the global financial and economic crisis.

The rationale for this campaign is to: emphasise to governments the importance of avoiding short-term actions with long-term negative consequences and of adopting strategies which prepare students and education systems for the future; and to emphasise that education gives people the tools to build their own future and is a cornerstone of social and economic development.

The key messages of the campaign are: invest in education now; invest in public education, available to all; make education part of the solution to the crisis; avoid cuts in budgets for education; do not make future generations of children pay for the economic crisis; and continue to provide development aid for education in low-income countries - otherwise they will be left even further behind economically.

Through this campaign EI aims to support the work of member organisations in negotiating and arguing the case for the protection and development of educational services; to develop regional and local strategies and responses to government initiatives; and to persuade the global financial and other intergovernmental institutions to support maintaining and increasing investment in education and teachers.

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The EI campaign “Hands Up for Education!” has been based on:

- *Research*: on the situation in individual countries, regionally and globally - undertaken and reviewed continuously. This included two surveys conducted with EI affiliate unions in February and September 2009;
- *Monitoring*: of national and international developments and of policies and strategies of international bodies;

- Resource Provision for Members: in the form of information, survey reports, factsheets, speaking notes, press packs, posters, etc.
- *Representation*: with international institutions including the IMF, the World Bank, the G8, the G20, UNESCO, the Organisation for Economic Cooperation and Development (OECD); the International Labour Organisation (ILO), etc.
- *Collaboration*: with a number of actors, including the International Trade Union Confederation (ITUC), Global Union Federations, the Global Campaign for Education (GCE), Action Aid International, UNESCO, the Trade Union Advisory Committee to the OECD (TUAC), Public Services International (PSI), etc.

The campaign is planned to continue to run until the next EI congress in **South Africa** in July 2011.

Pursuing implementation of the Action Plan adopted by the Executive Board, the EI Secretariat formed a staff campaign group. The dedicated website “Hands-Up for Education” was developed rapidly as a global campaign tool to be used through the campaign (<http://www.ei-ie.org/handsup/en>). This website contains an action page; a news page with updated ongoing news; a page for country reports; a page for regional break-down of impact; and a page for resources and tools for unions.

The site also includes information provided by affiliates, through the research survey, appearing on Google maps for each region. Resources include the Global Unions’ declarations for each of the G20 Summits, the GCE report on the impact of IMF policies, fact sheets, articles, EI communiqués, posters that can be downloaded, and statements on the crisis by EI leaders. The site is updated continuously. As it has become apparent that the impact of the crisis on education and teachers varies significantly from one region to another, the site will in future include a regional focus.

In conjunction with the “Hands-Up!” campaign website, EI has established a blog called *Funding Education: Crisis Watch*, written by Senior Consultant Bob Harris. The purpose of the blog is to provide rapid updates, as well as commentary on developments in the financial and economic crisis by international agencies and government through summits and other meetings. Major sources for the blog are the Global Unions Forum on IFI and the Global Unions Office to the IFIs in Washington (supported by EI), as well as TUAC and ITUC.

The progress of the campaign and the use of the “Hands-Up!” website were reviewed by the Officers at their September meeting.

Regional and country level

The campaign has also been taken out directly to the regions and the country level. The campaign and the “Hands-Up!” site were presented to EI Chief Regional Coordinators in Brussels, **Belgium**, in June. It was agreed that the campaign should become an integral part of every EI activity throughout the regions.

In April it was presented to the Annual Seminar of Regional Leaders of the UEN, **Norway**. The PowerPoint presentation on the crisis at the March Executive Board meeting was sent to all Board members for their use. For example, this presentation was used at a CTF Canada Directors’ meeting in April. Prior to the NEA Representative Assembly in San Diego in June/July, the NEA organised a global “Education Summit” on the consequences of the crisis, where EI made the presentation to state and national leaders.

CEE 2009 Roundtables on the Economic and Financial Crisis

In many European countries, particularly those of Central and Eastern Europe, the global financial and economic crisis has resulted in drastic cuts to education budgets. This has led to declining enrolment rates, school closures, firing of teachers and reduced wages for educators.

In September 2009, EI organised a High Level Seminar in Warsaw, **Poland**, for regional trade union leaders to discuss an action plan to better respond to the crisis. As many trade unions were faced with impossible choices between lay-offs, closing down schools and salary reductions, there was a real need to act quickly.

A report was published at the seminar called Education: *The Cost of the Crisis*, which showed that loans from international financial institutions are creating huge problems for education budgets. The participants at the seminar adopted a strategy to combat the crisis, inviting EI to continue its work on a regional basis.

The seminar was followed up by the annual CEE Round Table, which took place in Budapest, **Hungary**, in October. Participants further explored the impact of the crisis in the region, and strategised ways and means that unions could fight the consequences of the crisis.

The crisis was also the main issue in the General Secretary's opening addresses to the Latin American Regional conference in Sao Paulo, **Brazil**, and to the Asia-Pacific Regional conference in Bangkok, **Thailand**, both in September.

G8 and G20

As indicated earlier, the London G20 Summit came out with statements on education and the MDGs that were missing in drafts circulated prior to the Summit itself. This was a significant outcome for the EI campaign and the advocacy exerted through the two coalitions – Global Unions, and Global Campaign for Education.

For more detail, read the full text of the EI communiqués in the Background documents section of this CD.

The context for these G20 Summits is important. The G20 brought in the major emerging economies, together accounting for 90% of global GNP, 80% of world trade, and two-third's of the world's population. While the need for a coordinated response to the crisis was evident, and the desire to bring in a more representative group of economic actors was understandable, the G20's origins are firmly rooted in the closed circles of Finance Ministries and Central Banks. This has resulted in a primary emphasis on issues of financial regulation, and broader social questions, including employment and education, were initially given less attention.

At the second summit, in London, **UK**, in April, trade union advocacy resulted in a role being established for the ILO on employment, and EI advocacy together with Global Unions and the GCE resulted in recognition of the role of education, as well as reaffirmation of the MDGs.

The momentum thus generated on social issues was carried forward into the annual G8 summit in L'Aquila, **Italy**, in June, where the G8 Leaders were joined by 20 other national leaders. The leaders' declaration from this G8+20 summit included the strongest yet affirmation of EI's key messages: that education for all is a fundamental right, and that investment in education and training is a key factor in sustainable recovery. EI highlighted the relevant sections of the G8+20 Leaders' statement on the "Hands-Up!" website.

However, while the momentum on employment issues was carried forward to the 3rd G20 summit in September in Pittsburgh, USA, this was not so for education. Global Unions rightly pushed hard for Pittsburgh to be the “Jobs Summit,” and won important advances in terms of commitment to priority for jobs, and a stronger role for the ILO. In so doing, however, the advances on education at the G8+20, just three months earlier, were not carried forward. In reaction, EI’s General Secretary said: “We must redouble our efforts.” EI will insist that at future G20 consultations, the Global Union delegation must include at least one GUF speaking for the public sector.

1.2 Organising and supporting activities to achieve the Dakar EFA goals, including participating in the Global Campaign for Education and in Global Action Week

The Global Campaign for Education

EI continued its collaboration with the Global Campaign for Education. The two EI representatives elected in 2008 attended the two face-to-face Board meetings: one in Dacca, **Bangladesh**, in January and another in Johannesburg, **South Africa**, in July. These meetings were mainly dedicated to an assessment of the implementation of the Action Plan adopted in 2008 in Sao Paulo, **Brazil**. A contract with the World Bank has been signed and activities in the three regions can begin, financed by the Civil Society Education Fund (CSEF).

In Africa and Asia EI affiliates are on board, but a problem still remained to be solved in Latin America, where no EI affiliates are part of the GCE project. One of the main points for discussion was the governance of GCE. Following a meeting between the founding organisations of the GCE in Brussels in June, the Board decided to set up four sub-committees to deal with all GCE activities. Those sub-committees will act under the responsibility of Board members. It was also decided to set up a “constitutional arrangements committee” which has a mandate to develop amendments to the GCE Constitution.

The GCE, along with other partners, has launched an ambitious campaign called “1GOAL: Education for All.” Linking in to the 2010 World Cup of Football to be held in South Africa, the campaign will work in cooperation with global football stars and the sport’s governing body, [FIFA](#). The main objective is to voice our expectations to world leaders that they must keep their promise of giving everyone an [education by 2015](#). Football fans will be asked to sign up to give 75 million children a fair chance in life.

For more information, visit 1GOAL: www.join1goal.org/

Global Action Week

From 20-26 April 2009, the GCE's Global Action Week put the spotlight on literacy, using the theme of "Youth and Adult Literacy and Lifelong Learning." By participating in the 2009 campaign and its principal activity, "The Big Read," teacher unions in 40 countries played an important role in this powerful collective action to tackle youth and adult literacy.

World Teachers' Day

EI worked intensively with UNESCO to organise publicity material and activities for World Teachers' Day 2009. The theme for World Teachers' Day 2009 was "*Building the future: Invest in Teachers NOW!*", in view of the global shortage of teachers and the impact of the global financial and economic crisis on education budgets and teachers' salaries and recruitment

EI, together with the International Labour Organisation, UNESCO, UNDP and UNICEF issued a joint communiqué calling upon governments, communities, national and international institutions everywhere to act decisively to achieve Education for All. The joint communiqué also called for mechanisms that protect teachers and that ensure that education investments match demand at all levels of education.

On the EI World Teachers' Day 2009 website www.5oct.org, a main poster was made available in seven languages (English, French, Spanish, German, Arabic, Russian and Chinese) while there were also five regional variations of the posters that unions could choose from! On the World Teachers' Day site, unions were also invited to make full use of its interactive features for their celebrations, namely: Twitter, for updates on World Teachers' Day Events; Flickr, for uploading World Teachers' Day event photos; and electronic greeting cards for paying tribute to individual teachers.

Posters, in their various forms were also sent to affiliate unions by post, and financial assistance was also provided to a number of affiliate unions in order to help them organise World Teachers' Day events.

Cooperation with Action Aid International

EI and AAI evaluated their cooperation and decided to revitalize it by developing a toolkit on education financing, with the goal of helping members in developing countries build strong campaigns around the need for adequate funding of education. It is also an effort to build trust between organisations that have different histories and working cultures, but very strong common goals. The toolkit is available at: http://download.ei-ie.org/docs/webdepot/EI-ActionAid_Toolkit.pdf

The two organisations also organized a joint review of the Parktonian Recommendations. (See Africa regional report for more information.)

Cooperation with Students' Organisations

EI attended and gave support to a meeting of leaders of student unions from across Africa, Asia Pacific, Europe and North America. They came together in Paris, France, from 21-23 January to prepare for the UNESCO World Conference on Higher Education. Organised by the European Students' Union through its International Cooperation Working Group, student activists from 17 organisations around the world have forged a new alliance to assert a principled and equitable approach to the challenges of higher education. EI salutes the Global Student Statement which was adopted and which, for the first time, represents a united student voice that was heard during the UNESCO World Conference.

Trade Union Advisory Committee to the OECD (TUAC)

EI works closely with TUAC, which is recognized as the consultative body for the trade union movement at the OECD. EI chairs the TUAC Working Group on Education, Training and Employment Policy and plays an active role in the TUAC Working Group on Economic Policy, TUAC Plenary Sessions held twice a year, and consultations with official OECD organs. The trade union movement today works with a stronger spirit of cooperation than ever before, a development that has proven to be timely as the financial crisis turned into an economic crisis affecting working people around the world. EI has played a strong role in promoting such cooperation – a role recognized by partner Global Unions (see Council of Global Unions below).

OECD Liaison Committee

In March, the Chairs of both the Education and Economic Policy Working Groups (respectively from EI and AFL-CIO, USA) took part in a special meeting on the crisis of the OECD Liaison Committee (the Ambassadors of the 30 OECD member countries with the OECD Secretary General and Heads of Directorates). As at a similar meeting in December 2008, this provided an opportunity to press EI's key message on the role of education in recovery. While this message was strongly supported by the OECD Secretary General, it should be noted that several Ambassadors, reflecting no doubt instructions from their national Finance Ministers, spoke of the need to restrain public sector spending because of declining government revenues and rising debt due to stimulus packages. This is precisely the scenario that EI has warned against – one that carries serious dangers for education funding not only after the crisis but also into the medium to long term. TUAC maintained that talk of "exit strategies" was highly premature. This continued to be a major issue in the lead-up to the G8 and G20 Summits.

TUAC Economic Policy Group

The TUAC Economic Policy Work Group has been the main forum for drafting of the Global Union Declarations to the G20 Summits (Washington, November 2008, London April 2009 and Pittsburgh September 2009) as well as the G8 Summit (L'Aquila, Italy, June 2009). The Working Group brings together labour economists from the ITUC and TUAC affiliates in G8/G20 and OECD member, candidate and enhanced engagement countries, together with the ETUC, ETUI and GUFs. Because of the crisis, three meetings were held in 2009 – in March, May and September.

There has been growing cooperation between the Economic and Education, Training and Employment Policy Working Groups, and their Chairs. ITUC and TUAC take joint responsibility for initial and final drafting on behalf of Global Unions. After each summit they send evaluations to affiliates and GUFs. EI has worked closely with other GUFs, notably PSI on public sector issues, speaking for both organisations under the EI/PSI agreement, and with the UNI banking sector. Through its active participation, EI has ensured that the role of education and the public sector has been given due attention in these major declarations, which formed the basis for trade union advocacy at the summits, and also at the national level with many governments.

The group also prepared trade union input to the meetings of Labour and Employment Ministers from G8/G14 held in Rome, **Italy**, in March, and from OECD member countries in Paris in September. It worked on the TUAC statement to the OECD Ministerial Council in June, heard reports from the Heads of the OECD Economics Department and the Employment, Labour and Social Affairs Directorate, and analyzed the annual OECD Economic Outlook, which was widely reported in the media. A major debate is emerging over the future direction of OECD economic

advice to member governments in the wake of the crisis. Trade unions are critical of a staff paper entitled *A new model of growth, changing the OECD paradigm*, on the grounds that it would not change policies and behaviour that had led to the crisis. A TUAC delegation will meet the Liaison Committee on 13 November to pursue this debate.

The Working Group also considers the Global Unions statements to the International Financial Institutions (IFIs), ie. the World Bank and the IMF. In other words, there is a significant effort to ensure coherence in the Global Union advocacy to all the economic agencies.

Education, Training and Employment Policy Group

The Working Group, chaired by EI, meets twice a year, bringing together representatives of education unions in OECD countries with training specialists from national union centres. At the April meeting the Group considered the education and training aspects of the G20, G8 and IFI Global Unions statements, and a key agenda item proposed by EI on investment in education and training aspects of recovery packages.

The Group also addressed policies to promote youth employment and received preliminary results of the OECD policy review on Vocational Education and Training (VET). Ongoing issues that are monitored by the Group include the OECD feasibility study on Assessing Higher Education Learning Outcomes (AHELO), the policy impact of the Programme for International Student Assessment (PISA) (including a report of the first meeting of a TUAC/EI delegation with the PISA Governing Body on the basis of a study produced by the EI Research Institute) and the first report of the Teaching and Learning International Survey (TALIS). Arrangements were made for TUAC/EI consultation with an informal meeting of Education Ministers held in Oslo, **Norway**, in June. The TUAC/EI document presented for that consultation emphasized equity issues, as well as the impact of the crisis. Since then, the OECD secretariat has circulated a paper entitled *Making Reform Happen in Education*, which was debated at the November meeting of the Working Group, where discussion also took place on: the OECD policy reviews on VET and the OECD programme Learning for Jobs; on the OECD Education Lighthouse (OECD work on the crisis); on Education at a Glance 2009; on input to the OECD Ministerial Meeting of 2010; on OECD activities related to education and training; on interaction with the OECD Education Directorate; on a report and ongoing thematic review on the education of migrants; and on the Implications of the OECD Labour and Employment Ministerial for future work of the OECD.

As a direct consequence of EI's close cooperation with TUAC, relations with the OECD Education Directorate continue to develop. EI is invited to participate in an increasing of OECD activities in the field of education, to the extent that pressure on the human resources of the Secretariat has also grown. For further information see Aim 5.1 "Research to inform advocacy."

TUAC Plenary

TUAC meets in Plenary session twice a year. The June meeting adopted the TUAC statement to the annual meeting of the OECD Ministerial Council (generally comprising Finance and Trade Ministers from the member countries) and the Global Union statement for the G8 summit in L'Aquila, **Italy**. Debates were dominated by issues arising out of the crisis. The Plenary also considered the status report on OECD enlargement and enhanced engagement. Finally, the Plenary received a report on a Global Unions' mission to Korea, where the government has failed to respect the commitments made when joining the OECD 10 years ago, to respect and apply ILO fundamental labour standards, including in the public sector.

Global Unions

The **Council of Global Unions** held its third Annual Meeting in Brussels, **Belgium**, on 9-10 February. EI was represented by the President, General Secretary and Senior Consultant, and several EI staff members attended sessions. The two-day agenda covered the range of challenges confronting the global trade union movement: the financial and economic crisis, climate change and migration. Detailed attention was given to organizing and recognition for trade unions nationally, (including support for the EFCA in the United States), public policy and public sector issues, company strategies and International Framework Agreement (IFAs), Export Processing Zones (EPZs) and the situations in China and the Middle-East. The Council discussed how best to support mobilization by national affiliates in the face of the crisis, with particular emphasis on the World Day for Decent Work on 7 October.

Recognizing the importance of developing effective communication strategies, the Council encouraged the Global Unions Communication Task Force to continue its work. For more detail, see the report under Aim 5, Communicating EI's message.

The Council approved a proposal from PSI and EI to convene a major international conference in 2010 on Quality Public Services (see below), and received a report from the Global Unions group on workplace relations, including the growing problem of precarious, informal and irregular employment. It was agreed to pursue a proposal from ITGLWF to develop globally the concept of a living wage.

These matters were pursued at the CGU General Secretaries meeting, held at the ILO in Geneva, **Switzerland**, on 12 June. That meeting also approved the appointment of a coordinator for the Global Unions Action Programme on HIV/AIDS, changes in members of the Steering Committee, as well as a change in CGU representation on the Board of the Global Labour University, with UNI designated to succeed EI.

A Global Agenda for Quality Public Services

Planning began in 2009 for a major international conference with the theme: A Global Agenda for Quality Public Services, to be convened by the Council of Global Unions in Geneva, **Switzerland**, 12-14 October 2010.

The conference will chart an agenda for the future: new directions for quality public services and strategies for unions to take the lead in countries and communities around the world. It will adopt a *Charter on Universal Access to Quality Public Services*, and an *Action Plan*.

For the first time, the ITUC, GUFs and TUAC will bring affiliates together in a common cause. Global Unions are seeking the cooperation of major global media networks to take the debate out to the world. National and local leaders and activists will be able to follow the discussions through on-line streaming over the internet. A major personality will be invited as a keynote speaker, leading academics, and trade union, IGO and NGO leaders will also be invited to launch debates on specific themes.

Initial planning is for 400 participants actually present in Geneva, with many more participating via internet from their home countries. Participation will also be invited from civil society organisations, particularly those which work closely with the global labour movement, and from international agencies. It is proposed to hold the conference in English, French and Spanish.

EI-PSI cooperation

EI and Public Services International (PSI) management teams met in Brussels, **Belgium**, on 16 June. They exchanged information on the outcomes of the recent Executive Board meetings of the two organisations, and on regional conferences held or under preparation. This was also an occasion to share analysis on the impact of the crisis specifically on the public sector, and to coordinate EI/PSI action within Global Unions.

It was agreed that EI and PSI had a common interest in confronting the policies of the IMF, whose conditionalities have changed little from the past, despite statements from the top about the importance of public sector spending, especially on education and health. As part of the EI and PSI campaign on the crisis, it was agreed that both organisations would work with affiliates to lobby IMF Executive Directors (as EI did with World Bank Directors in the 1990s), and to intervene in national processes with influence on IMF funding, such as congressional hearings in the US.

Particular attention was given to a proposed research project on Corporate Taxation and Resources for the Public Sector. Other issues discussed included ILO sectoral activities, GATS and trade and labour standards, and countries in conflict situations, or where affiliates face violations of human and trade union rights. EI and PSI will also work together on Workers Capital, giving particular attention to the use of large public sector employees' pension funds by private equity and other financial actors.

International Trade Union Confederation

EI attended the Executive Bureau meeting of the ITUC held in Brussels, **Belgium**, in June, and the General Council meeting held in Berlin, **Germany**, in October. Preparations are underway for the next ITUC World Congress, to be held in Vancouver, **Canada**, from 21 to 25 June 2010.

ILO sectoral activities in education

The major ILO sectoral activity in education has been the preparation of an ILO Human Resource Toolkit on Best Practices in the Teaching Profession. EI has strongly supported this project. A complete draft of the Toolkit will be examined in detail at a consultative workshop at ILO Headquarters in Geneva, **Switzerland**, on 2-4 November. EI proposed workers' experts coming from all regions, to participate in this workshop. EI has also worked closely with the Workers Group Secretariat of the ILO Governing Body, and the ILO Secretariat to encourage the participation of government experts with experience as public employers of teachers. The International Organisation of Employers has nominated a number of private education employers. The workshop will be followed by a half-day meeting of the ILO Advisory Body on Education and Research, to consider wide dissemination of the Toolkit in 2010, the planning of a Global Dialogue Forum, also in 2010, on conditions of teachers working in Vocational Education and Training, and a study on conditions for personnel working in Early Childhood Education to be completed in 2011.

World Economic Forum

At the annual meeting of the World Economic Forum in Davos, **Switzerland**, the EI General Secretary was actively engaged as a panellist in sessions on education and joined other Global Union leaders in meeting with heads of international agencies, including the OECD and UNICEF. EI also took part in a special session on the WEF's Global Education Initiative (GEI), addressed by

the Director General of UNESCO, and met with corporate leaders, particularly from the IT sector, who are active in the GEI, as well as civil society leaders with whom EI works through the GCE.

As the report of the EI Taskforce on Public-Private Partnerships in Education revealed, the major international agencies actively engaged in Education for All – UNESCO, UNICEF, UNDP and the World Bank – have all developed programmes with major corporations, which are in turn active in the WEF's GEI. In the case of UNESCO, a formal agreement was established with WEF in 2007, called Partnerships for Education (PfE). EI has agreed to participate in the Technical Advisory Group of this partnership, on the basis of the decision of the March meeting of the Executive Board.

In July, the group was invited by UNESCO and WEF to prepare a Toolkit on Multi-Stakeholder Partnerships for Education (MSPEs) to be disseminated in early 2010 to education ministries around the world. The Toolkit was to provide guidelines for national ministries intending to enter into MSPEs with the private sector and civil society organisations. EI was invited to contribute a chapter on the role of professional educators, and has done so, following discussion by the EI Officers of a draft protocol on EI participation in MSPEs, as recommended by the Task Force on PPPs in Education. The EI contribution, based on the ILO/UNESCO Recommendation on the Status of Teachers, and drawing on the PPPs in Education report and the draft protocol, has been forwarded to the editor of the Toolkit, Professor Tom Cassidy of Harvard University.

The UNESCO/WEF PfE agreement was initially established for a three-year period, and is currently under review by both organisations with a view to its renewal at Davos, **Switzerland**, in January 2010. The draft protocol on Multi-Stakeholder Partnerships in Education is to be submitted to the December Executive Board meeting.

Labour Leaders Contact Group

EI participates in the Labour Leaders Contact Group of the WEF, and took part in a meeting at WEF in Geneva, **Switzerland**, on 11 June, and a “virtual conference” using telephone and internet links, on 12 October. This group receives updates on preparation for the annual meeting in Davos, **Switzerland**, and consults on participation by trade union leaders. Attention is also given increasingly to the many regional events convened by WEF, and EI has been invited to suggest names of Executive Board and Regional Committee members who could be invited. This is an opportunity which could be taken up going into 2010.

Global Agenda Council on Education Systems

WEF has also launched an ambitious new programme to bring together a diversity of actors from the private sector, international agencies and civil society to address a range of the most pressing issues confronting the planet. The bodies dealing with each issue are described as Global Agenda Councils (GACs). In the case of education, the body is called the Global Agenda Council on Education Systems. EI participates together with key figures in education from UNESCO, OECD, the World Bank and the Global March Against Child Labour. A major issue emerging within this GAC is the future of the Fast Track Initiative for EFA. Two virtual conferences have been held using new technology over the internet and the Council was to meet in Dubai at the end of 20-22 November. A major debate was emerging within the Council over the effectiveness of the Fast-Track Initiative (based in the World Bank), and the capacity of the multilateral system to support achievement of the Education for All objective by 2015. This debate was sparked largely by an intervention made by the EI representative at the UNESCO/WEF Partnerships meeting in July (see above). The US Government, supported by EI affiliates NEA and AFT, proposes a new Global Fund for Education. A report was to be presented to the December Executive Board meeting.

EI/WEF relations

While EI has welcomed the WEF's openness to work with education unions on the GEI and the UNESCO/WEF P/E Agreement, as well as the 2008 meeting with EI Taskforce on PPPs in Education, there have been difficulties, notably over the election of an additional member of the FTI Steering Committee, where WEF/GEI was "elected" rather than EI through a process which was far from clear. There are also questions about the promotion of MSPEs to national education ministries. To address these and related questions, the EI General Secretary held a meeting with the WEF at top level in Geneva on 15 October. WEF Managing Director Rick Samans and GEI Director Alex Wong welcomed the EI report on PPPs in Education and the contribution of EI on the role of professional educators in MSPEs. Views were exchanged on the debate over the future of FTI and the US proposal to create a new Global Fund for Education. It was agreed that qualified teachers were critical to the achievement of Quality Education for All, but that nine years after Dakar, progress on the preparation of sufficient numbers of qualified teachers was far from sufficient. EI presented the EI/Oxfam Novib Quality Educators for All project and invited the Forum to support this project actively among its constituents.

Report of the EI Task Force on PPPs in Education

The report presented to the March Executive Board meeting has been printed in English and translated into Spanish and French. It is planned to produce a CD with all three languages for wide distribution to EI member organisations and people with whom EI is in regular contact in the various agencies. However, problems discovered with the French translation have delayed the production of this CD. When these translation issues are resolved, all three languages versions will be available on the EI website.

As one of the key proposals of the study was to provide detailed information for the use of affiliates confronted by PPPs at the national level, every effort will be made to disseminate the report widely.

Global Labour University (GLU)

The Global Labour University, established in 2004, offers Master's programmes in Labour Policies, Globalisation, Development and Social Economy through universities in **Germany, South Africa, Brazil** and **India**. EI encourages candidates from member organisations to apply and provide internships at the headquarters office. The GLU cooperates with the Global Unions' Research Network (GURN) both having staff support from ILO/ACTRAV. The EI contact point for GTU and GURN is the Research Unit. EI previously represented the Global Unions on the GLU Steering Committee, but this role is now undertaken by UNI.

1.4 Advocacy on Education and Employment with international organisations

The Organisation for Economic Cooperation and Development (OECD)

AHELO

EI attended the OECD Stakeholders meeting in relation to the Assessment of Higher Education Learning Assessment Outcomes (AHELO) held in Paris, France, on 4 February. It was an opportunity for EI to reiterate its concerns and to propose some additional comments about the feasibility study to be launched by the end of the year in ten OECD countries.

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The final OECD International Conference on Improving School Leadership was held in Copenhagen, **Denmark**, from 14 -15 April 2008. The OECD School Leadership Activity culminated in the publication of two reports: *Improving School Leadership: Policy and Practice* and *Improving School Leadership: Case Studies on System Leadership*. The OECD also promised to produce a toolkit for use by school leaders and other stakeholders. EI purchased and distributed over 300 copies of each volume to school leadership and other relevant seminar participants.

UNESCO

The UNESCO World Conference on Higher Education and the EI Side Event

The EI secretariat and representatives of higher education affiliated organisations attended the UNESCO Second World Conference on Higher Education which took place at the UNESCO Headquarters in Paris, **France**, from 5-8 July 2009.

Prior to the conference, on 3 July, EI organised a one-day side meeting for its higher education affiliates, which were then due to participate to the conference. At this meeting, higher education affiliates adopted a statement entitled *Educators Committed to Quality Higher Education in the Coming Decade*. This statement addressed a number of issues including: the key role of academic staff, the importance of academic freedom, tenure, collegiality, the risks of public-private partnerships in higher education, the importance of access and equity in higher education, the challenges and opportunities of internationalisation and globalisation, and the need for sustainable funding of higher education and research.

EI also contributed extensively to the World Conference on Higher Education by co-organising the NGOs' conference on 4 July, and also the multi-stakeholder panel on higher education institutions and the academic community that took place on the final day of the conference. EI Vice-President Irene Duncan Adanusa also delivered a speech at one of the opening sessions on the first day of the conference while Penni Stuart, President of the Canadian Association of University Teachers, an EI affiliate, also delivered a speech during a workshop on the academic profession.

EI was also present by means of an exhibition stand in the foyer of the conference venue for the duration of the conference. EI Deputy General Secretary Monique Fouilhoux was a member of the drafting committee for the final communiqué of the World Conference on Higher Education. The resulting Communiqué referred to a number of key global issues in relation to higher education in the coming decade, namely: the social responsibility of higher education; access, equity and quality; internationalisation, regionalisation and globalisation; learning, research and innovation; and higher education in Africa. EI succeeded in securing references to respect for academics' rights in various parts of the Communiqué (paras. 21, 37, 49k, and 50c).

EI was informed that its statement to the World Conference on Higher Education had an impact beyond the conference, as Ministers were reported to quote from it once they had returned home to respective countries (e.g. in South Africa).

UNESCO General Conference 2009

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Prior to the General Conference, EI also participated in a Partners' Forum which brought together World Teachers' Day Celebrations and the beginning of the UNESCO General Conference. EI also attended some of the Ministerial Round Tables.

On 8 October, EI's General Secretary was invited to address the Plenary session of the General Conference. In his speech, he referred to the impact of the global financial and economic crisis on education and on the status of teachers, as well as the worldwide global shortage of teachers. He invited Ministers to rise to these challenges and to design adequate policies and actions to address them for the future development of education and for overall societal development.

The General Conference elected Irina Bokova from Bulgaria as Director-General of the Organisation to replace Mr. Matsuura. Ms. Bokova is the first woman and the first representative of Eastern Europe to be named to the post. At her investiture on 23 October, she expressed pride at this fact: "My accession to this high office gives confidence to all women wherever they may be. It is a signal that they must have access to knowledge and power so that they may bring their contribution to society and take part in running world affairs." She also stated her intention to spread the message that gender parity is indispensable for development.

Among the numerous decisions taken during the session, UNESCO will notably give priority in education to literacy, teachers, and technical and vocational skills development. Additional funding will be allocated to some 20 countries farthest from achieving the goal of Education For All, mainly in Africa.

UNESCO Conference on Adult Education

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The conference expressed serious concern about the general neglect of the EFA goals related to youth and adult education, including adult literacy. The proceedings of the conference were partly informed by the Global Report on Adult Learning and Education (GRALE) produced by the UNESCO Institute for Lifelong Learning (UIL). EI took part in a panel discussion on Education in Prisons, both during the FISC and CONFINTEA and was also selected as one of the two civil society organisations that took the floor during the plenary. The Conference came up with a follow up implementation, monitoring and evaluation plan, known as the Belem Framework for Action. The framework is available in several languages on: <http://www.unesco.org/uil/>.

UNESCO Work on Education for All

Global Monitoring Report and EI Analysis

The Advisory Board of the EFA Global Monitoring Report held its 10th meeting in Paris, France, on 26-27 May. The meeting noted that education and the global EFA movement were at greater risk than ever of being eclipsed by other issues on the international development agenda, as the global economic crisis shifts priorities and affects the flow of aid. Yet education is crucial in mitigating the negative impact of the crisis, particularly on the most marginalized. The Global Monitoring Report, UNESCO, civil society and other stakeholders have a vital role to play in continuing to advocate for Education for All, which is essential to bringing about economic recovery and establishing resilient, sustainable economies in the future. The major highlights of the meeting are summarised below:

The 2010 edition of the GMR would explore marginalization in education. The working title of the Report would be *Reaching and teaching the most marginalized*. The Report aims to identify the underlying causes of marginalization and ways to break the cycles of deprivation that perpetuate it. The 2011 and 2012 Reports would focus on *Conflict and insecurity* and *Skills and learning*, respectively.

The next external evaluation of the GMR would begin in September 2009. For the first time, the evaluation would attempt to assess the Report's impact on policy at the international, regional and national levels.

EI published its analysis of the 2009 EFA GMR in the form of a brochure which was distributed to all member organisations. In its analysis, EI stresses the need to tackle the neglected EFA goals (such as early childhood education, life skills for young people and adult literacy) and for more investment in education.

The UNESCO Collective Consultation of NGOs on Education for All

The UNESCO Collective Consultation of NGOs on Education for All commissioned EI to conduct a study on the impact of the financial crisis on NGOs working on Education for All in the European and North American Region. EI undertook the study in November 2009. The outcomes of this study will feed a comprehensive international report which will be the contribution of the Collective Consultation to the next High Level Group to meet in February 2010 in **Ethiopia**. The Collective Consultation will hold its next meeting in Dhaka , **Bangladesh**, in March 2010.

Fast-Track Initiative

The Fast Track Initiative is a global partnership of developing and donor countries and agencies to support global EFA goals by focusing on accelerating progress towards the core goal of universal primary school completion, for boys and girls alike, by 2015. The FTI was established in 2002. It is a new compact for the education sector that explicitly links increased donor support for primary education to recipient countries' policy performance and accountability.

The performance of the FTI was evaluated by an independent team in 2009. EI participated in a Stakeholder Evaluation meeting, held in Paris, **France**, on 8 December. The meeting was convened by the FTI Secretariat to solicit stakeholder views on the on-going FTI independent evaluation. The general view of the stakeholders was that the FTI needed drastic reform and, possibly, rebranding. It was necessary to create more space for recipient countries and civil society within the fund's management structures and to mobilise more funding. EI raised the need for a more transparent process, a long-term predictable funding, a review of the Indicative Framework, and called for the involvement of teacher unions and civil society at all levels.

UNESCO Working Group on EFA

The Working Group on Education for All meets annually to prepare for the EFA High Level Group meeting. Once again, EI participated in the 2009 Working Group meeting, which was held in Paris, **France**, from 9 -11 December. The meeting mainly focused on the impact of the economic and financial crisis, and on tackling marginalisation to ensure universal access to education and inclusion. The meeting was mainly informed by the findings of the 2010 GMR. Some recommendations were agreed upon and a drafting group would prepare a final document in the perspective of the next EFA High Level Group Meeting, to be held in Addis Ababa, **Ethiopia**, from 23 – 25 February 2010.

UNESCO IIEP Guidelines for the Design and Effective Use of Teacher Codes of Conduct

EI actively participated in the drafting of IIEP (UNESCO International Institute for Educational Planning) *Guidelines for the Design and Effective Use of Teacher Codes of Conduct*. These guidelines were prepared to guide countries on how to successfully design a code (or review an existing code) to make it a functional tool that will contribute effectively to the regulation of teachers' conduct at school level. They were also designed to help countries put in place the appropriate mechanism to ensure the proper dissemination, application and monitoring of the code at all levels of the system, including its integration into teachers' education and professional development. The guidelines are aimed at national and local stakeholders.

Taskforce on Teachers

In December 2008, the High Level Group on EFA decided to establish a Task Force of Teachers for EFA. The group met for the first time in March, when there was discussion to clarify the Terms of Reference and the General Programme of Activities, which were approved with some adjustments. It was agreed that although a preliminary stock-taking exercise of ongoing activities would be completed by June and a comprehensive exercise finalized in January 2010, the Secretariat would move forward in the meantime with activities listed in the one-year work plan (April 2009–March 2010). The nomination of EI as INGO representative in the newly set up Management Committee of the Task Force was approved.

The Task Force met a second time in June. After presentations by the UIS informing about the latest statistics over teacher shortage and an introduction of the newest publication, *The Teacher Challenge*, the Task Force discussed the General Programme of Activities in terms of policy gap, capacity gap, financing gap and the coordination of advocacy activities. The first year plan was looked at in terms of priorities, modalities of implementation, budget and involvement of external stakeholders.

The Task Force held a steering committee meeting on 11 December 2009 to review progress achieved since its formation and to plan for the 2010 activities. A full-time Secretariat is being established and will be housed in UNESCO. In preparation for the next High Level Meeting, the Task Force was going to analyse the 2010 GMR through a teacher lens, establish an electronic-network for teachers and carry out a literature review on teacher attrition. The Task Force would

also organise a side event at the High Level meeting and hold a conference on “Providing Teachers for EFA” in Africa during the course of 2010.

Commonwealth and the Teacher Recruitment Protocol

EI participated in the Fourth Commonwealth Teacher Research Symposium, which was hosted by the National Education Association at its headquarters in Washington, **D.C.**, from 18-20 March. The theme of the symposiums was: *Closing the Global Teacher Gap in Education for All (EFA) – Researching the Challenges and Opportunities for Global Teacher Recruitment and Retention.*

According to research data and evidence provided during the symposium, there are high levels of teacher attrition in many countries globally and this has serious implications for the future of the teaching profession. The symposium recommended that to address attrition in the profession, improved induction, mentoring, terms and conditions of employment, and different modalities in teacher training should be explored. The symposium also called for the use of evidence-based research on teachers to influence teacher policy and practice along with greater adherence to international standards on teachers such as the ILO/INESCO Recommendations on Teachers (1966 and 1997). The impact of the current global financial and economic crisis and its implications for increased teacher mobility was raised.

An evaluation of the implementation of the Commonwealth Teacher Recruitment Protocol was carried out in 2008 and presented to the Commonwealth Working Group on Teacher Recruitment, which met at Stock Rochford, **UK**, from 6-8 April.

EI participated in both the evaluation and the Working Group meeting. The review revealed that the Protocol is considered an instrument of good practice for managing teacher migration, both within and beyond the Commonwealth. For example, the Protocol has been endorsed by EI and the ILO. However, the instrument remains largely unknown, particularly to ordinary teachers and recruitment agencies. The review was later presented to the 17th Conference of Commonwealth Education Ministers in June and its recommendations endorsed by the Ministers.

The Conference of Commonwealth Education Ministers was held in Kuala Lumpur, **Malaysia**, from 14-19 June. Held alongside the Ministers’ Conference were distinct fora for teachers, stakeholders, youth and vice-chancellors. EI mainly participated in the Teachers’ Forum, which was organised and run in close collaboration with the Commonwealth Teachers’ Group (CTG). The Teachers’ Forum presented a statement to the Ministers calling for the professionalisation of teaching and continued investment in education. The Forum’s statement was received and endorsed by the Ministers without any objection. In their own statement, the Ministers urged the Commonwealth Secretariat to continue working on “the Commonwealth Teacher Recruitment Protocol and comparability of teacher qualifications, focusing on the quality and professional status of teachers.”

The CTG also held a meeting during the Forum and ratified its amended Constitution. This paves the way for the election of a substantive CTG Coordinating Committee at the next EI Congress in 2011.

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Protocol and comparability of teacher qualifications, focusing on the quality and professional status of teachers.”

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1.5 Defending education as a public good, not a commodity for private profit

Lobbying on the Global Agreement on Trade in Services (GATS)

In 2009 EI continued to retain the services of a consultant on trade and education services. Four issues of Tradeducation News have been produced providing affiliates with updates and analysis of the last developments in the GATS talks. The EI consultant attended this year’s WTO Public Forum and was invited to present our views on the impact of the proposals on domestic regulations on education issues at a workshop organized by the Geneva-based South Centre.

The 7th WTO Ministerial Meeting

The EI secretariat and representatives of affiliated organisations from **Canada, Australia** and **Taiwan** attended the Seventh WTO Ministerial Meeting which took place at the WTO Headquarters in Geneva, **Switzerland**, from 1-2 December. The meeting brought together trade ministers from 153 countries. Unlike previous ministerial meetings where the focus was squarely on negotiations, the purpose of this meeting was to engage in a “broader evaluation of the functioning of the multilateral trading system.” However, this was taken with some degree of caution, as recent developments indicated that there is renewed pressure on negotiators to produce a package to conclude the Doha Round.

EI and its affiliates played a key role in lobbying against the further extension of GATS commitments in education. Prior to the Ministerial Conference EI issued a statement to the Ministerial Conference in English, French and Spanish. EI disseminated this statement via its website and through a circular to affiliates. Reports from IFUT/**Ireland** and Lärarförbundet/**Sweden** showed use of this statement by affiliates in lobbying with national governments.

At the ministerial meeting, EI coordinated daily meetings of affiliates in attendance, widely disseminated its statement, participated in a number of WTO NGO briefings, roundtables and discussions organized by other NGOs and trade unions. EI also participated in the ITUC Trade Investment and Labour Standards (TILS) meeting and public conference held on 29 November, and ongoing TILS meetings throughout the Ministerial conference. EI’s participation in the TILS meeting and the Ministerial was important, ensuring that the voices of educators were heard and that relevant issues taken up by other NGOs were given prominence.

EI played a unique role in pressing for the exclusion of education from the GATS as well as underlining the dangers of proposed rules on domestic regulation.

The World Intellectual Property Organisation (WIPO)

In 2009 EI applied for Observer Status with the World Intellectual Property Organisation. As the international organisation representing educators and researchers, EI argued that it has an intrinsic interest in the two fields of intellectual property: copyright and related rights, and industrial property (specifically patents). In its application, EI stressed that the role of educators and researchers is key in terms of their contribution to local, national, regional and international development, and that in turn, EI has the responsibility of contributing to the debate on their right to intellectual property and the protection of their work. EI stressed that is therefore uniquely placed to contribute to the work of WIPO by bringing a balanced approach to issues of patents and copyright. In September EI's application was considered by WIPO's General Assembly, which decided to accept EI as a permanent observer member.

1.6. Enhancing the Status of Teachers, Terms and Conditions of Employment and Teacher Education

Quality Educators Project

After the decision in December 2008 by the Steering Group to select **Mali, Uganda** and **Peru** for the pilot phase of the project, the Quality-ED focused mainly on three areas: governing structures, communication materials and finalising project proposals in the three selected countries.

In June the Steering Group adopted the document, *Principles of partnership of the quality educators for all project*, fixing the guidelines for partnership at country and at global level. It also set up the management structure for the second phase of the project, with the steering group, an independent chair, project leaders in EI and Oxfam-Novib, the project group at global level and at country level, the core group and the multi-stakeholder group.

Quality-ED prepared a brochure and a flyer, as well as a standard power point presentation to introduce the project wherever possible. Most of the core documents of the Quality-ED are also available on the KICK portal: <https://www.oxfamkic.org/irj/portal/index.html>

In February, the Project Group sent in a concept note to the European Commission with a view to getting financial support for the Mali and Uganda projects. Unfortunately the good score was not quite good enough to be selected. Despite some problems with external consultants for Uganda, the draft both for Mali and Uganda would be ready to be presented to possible funders in November 2009.

While waiting for funds to start the pilot projects Oxfam-Novib has agreed to make some funds available to start activities in each country on the development of a competency profile for a primary school teacher.

EI-AAI follow-up meeting on the Parktonian Recommendations

In 2006, EI and Action Aid International met at the Parktonian Hotel in Johannesburg, **South Africa**, and agreed to work together to advance the Education For All agenda, particularly in developing countries. Through the Parktonian Recommendations, the two organisations specifically agreed to work on seven core areas:

- Macroeconomics and the IMF,
- Non-professional teachers,
- Violence against girls in schools,
- Education and HIV/AIDS,
- School level governance,
- Privatisation and public education, and
- Building a code of ethics.

Several regional/sub-regional meetings have been held in Africa and Asia since 2006. A review meeting was held in Accra, **Ghana**, on 1-2 October 2009, which was attended by 65 participants, comprising union representatives, AAI country directors and education coordinators and representatives of EFA country coalitions.

The meeting focused on reviewing implementation of the Parktonian Recommendations and training on the Education Financing Toolkit, produced jointly by EI and AAI. The meeting noted that significant progress has been realised in the seven key areas of intervention. However, there was still a lot to be done, particularly with regards to education financing and the issue of non-professional teachers. Early Childhood Education was identified as a new priority area for joint action between EI and AAI. Country groups met separately and came up with joint plans and follow-up activities. Top among them was the education financing campaign, ECE and the issue of non-professional teachers. After a fruitful two-day exchange, EI and its affiliates and AAI made recommendations to reinforce their cooperation in collaborative research and publication, advocacy and lobbying, and education financing in order to better meet the shared challenges.

Bamako +5 Conference on Contract Teachers

Representatives from ministries of education, finance and public service, teachers' unions, parent-teacher associations, NGOs and civil society organisations attended, from 27–29 October 2009, the Bamako + 5 Conference, jointly organized in **Mali** by the Ministry of Education, Literacy and National Languages of Mali, EI and the Association for the Development of Education in Africa (ADEA), with the support of the Education Programme Development Fund (EPDF) managed by the World Bank, in order to review progress made by eleven Francophone countries since the 2004 Bamako Conference on contract teachers.

The conference also provided an opportunity for experience sharing on recruitment, training and professional development of contractual teachers with Lusophone and Anglophone African countries. The conference noted that there is a generally positive (though not sufficient in many cases) trend towards increasing the period of initial teacher preparation. The conference recommended that the recruitment of untrained or contract teachers be gradually phased out (by 2015) and that all untrained or contract teachers be trained and integrated into the Public Service.

The conference urged governments to formulate policies and strategies that will ensure that all new teachers receive sufficient pre-service training before they are recruited and deployed.

1.7 Promote the ILO/UNESCO Recommendation on the Status of Teachers and Recommendation on the Status of Higher Education Teaching Personnel

CEART

EI made an associated complaint to the complaint introduced by its affiliate DM, Denmark, in relation to the implementation of the 1997 UNESCO Recommendation Concerning the Status of the Higher Education Teaching Personnel in Denmark

EI published its triennial report to the Joint ILO-UNESCO Expert Committee on the Application of the Recommendations on Teachers (CEART) in September 2009. EI presented its report at the 10th CEART session which took place at UNESCO in Paris, **France**, from 28 September to 2 October. EI's report was based on a study undertaken in the past years through the collaboration of its 401 member organisations, as well as a number of commissioned reports on the status of teachers in various regions. The EI report to CEART addressed key issues such as working conditions and remuneration, academic freedom, collegial governance, security of employment and tenure, and HIV/AIDS. Above all, EI's report highlighted three major concerns which require immediate attention:

- **Global teacher shortage:** Education plays a crucial role in the post-economic crisis regeneration. By contrast, we are witnessing cuts to education budgets worldwide, with dire consequences for the education sector and the teaching profession.
- **Global casualisation crisis:** More and more teachers are being employed on fixed-term or part-time contracts, and as a consequence face restricted academic freedom and professional autonomy due to their casualised status.
- **Increasing number of attacks against teachers and higher education teaching personnel:** Such attacks strongly undermine democracy and the well-being of society.

At the 10th CEART session, EI stressed that although the Recommendations have been in effect for a long period of time, governments and education institutions worldwide still fail to implement the key provisions made therein. By putting forward these findings, EI strongly urged the CEART, the ILO and UNESCO to take effective action.

1.8 Conferences, seminars, workshops, task forces

Conference on Higher Education and Research:

The EI Secretariat has kept up its extensive information-sharing activity on higher education with representatives of higher education affiliated organisations, via the use of email alerts and press releases sent out for general information. In addition to this, the Secretariat has worked on establishing a higher education ‘space’ within the new Sharepoint information sharing portal, so that higher education affiliates will be able to easily access useful documents and discuss relevant topics.

EI organised a side event attached to the UNESCO World Conference on Higher education: See UNESCO Higher Education above. The next EI conference on higher education is to be held in 2010.

Conference for member organisations from OECD Countries

Taking into account the very heavy schedule for 2009, the Executive Board took the decision to postpone the next OECD affiliates’ conference until March 2010.

Task Force on Early Childhood Education

Following the decision of the 2007 World Congress in Berlin, the EI Executive Board established a Global Task Force on Early Childhood Education. The Task Force is chaired by Haldis Holst, from UNE/Norway, who is also EI Vice President. The Task Force was set up to advise the EI Executive Board on how to implement the 1998 Congress Resolution on ECE and to promote universal provision of quality early education services across the globe.

Since its formation in 2008, the Task Force has held two meetings, one in **Malta** in 2008 and the second one in Accra, **Ghana**, on 28 September 2009. Each Task Force meeting was followed by a regional ECE seminar. The Task Force decided to conduct a mapping exercise of ECE systems in various countries, and will present a report on this work to the EI Executive Board in 2010. Data from various countries was collected by members of the Task Force and analysed by the Secretariat. An initial draft report of the mapping has already been produced and was discussed by the Task Force members in Accra. The draft will be further strengthened by incorporating more case studies, particularly from Latin America and Asia and Pacific.

Task Force on Vocational Education and Training

Since EI’s last World Congress, Vocational Education and Training (VET) has become an increasingly important topic on the international level. As this sector is particularly vulnerable to privatisation and commercialisation, the information flow from the international level should be improved. In the beginning of the year, a website section was created, pointing to relevant ILO Conventions, UNESCO Recommendations and recent international developments in Europe. Also,

several messages went out to member organisations, informing them of developments in the OECD region.

EI's Task Force on VET, consisting of expert members from unions around the world, aims to develop a comprehensive policy package on VET to respond to international developments and to defend the sector against pressures of commercialisation. The Task Force follows up previous work that led to the adoption of a set of 'Guidelines on the Cross-Border Provision of VET' in 2007. Throughout the year, online discussions between members of the Task Force intensified on matters such as commercialisation, financing, and the link between education and the world of work. In Budapest, **Hungary** in October, the Task Force met and discussed a draft policy package for submission to the Executive Board.

As VET is a relatively new topic on the international level, EI's Secretariat felt the need to research members' concerns and leading publications in the academic world. Therefore, a survey was sent out to all members, seeking information on recent developments at country level, members' concerns and their representation on the ground. Specific attention was paid to the pressures of commercialisation and the problem of brain drain. The results of the survey will be published early in 2010. In parallel, a literature review was undertaken to gauge the main academic debates on the topic. The review concluded that the VET sector is indeed vulnerable to commercial pressures, as the developing world is consistently advised to focus only on primary and secondary education, leaving vocational training to the private sector. The study also found that it is hard to properly define VET, as it now takes place across a variety of levels from primary to tertiary education. The conclusions of the literature review were published at a European conference on VET in Budapest, **Hungary**, in October.

Seminar on School Leadership

EI organised a school leadership seminar in Helsinki, Finland, from 6-8 May. The theme of the seminar was "Quality leadership for quality education." It attracted 69 participants from EI member organisations across the globe, but mainly from Europe. The main conclusions and recommendations were as follows:

The significant role of school leadership in achieving quality education continues to receive more and more attention in many countries and in various international organisations.

R1. Education International and teachers' unions should take advantage of the current momentum to move the school leadership agenda forward through continued advocacy activities, involvement in policy development, organising training programmes on school leadership, collaboration with international, regional and local organisations etc.

New issues and challenges that have a significant impact on educational leadership and education in general continue to emerge in many parts of the world. Some of these include performance management/appraisal and merit pay, international comparative surveys and assessments and emphasis on competition.

R2. EI and teachers' unions should continue to monitor these developments and to engage with public authorities and international organisations in order to influence school leadership policy and practice.

The 2007 EI Congress Resolution calls for the employment of principals on the basis of a benchmark of skills (school leadership profile).

R3. The seminar recommends that school leaders should be trained teachers, should have experience as teachers and be competent as teachers. They should be offered the opportunity to train as leaders, including pre-service and continuous professional development. In addition, they should have managerial and coaching skills, including the ability to create a vision for the school, practise democratic and shared leadership etc.

R4. Violence against teachers, students and other education employees seems to be on the rise in some parts of the world.

1.9 Regional Activities

Africa

Workshop on Privatisation of Education

The “Consequences of Privatisation of Education in Chad” was the theme of a national workshop was held in N’Djamena, **Chad**, from 15-17 February. Participants included about 30 members of the two EI affiliates in the country, Teachers’ Union of Chad (SET) and the Free Teachers’ Union of Chad (SLET), along with the Ministry of Education, which took part in the opening ceremony.

Participants noted that despite the significant financial resources flowing from oil production in Doba, the educational system and other social sectors have not seen any proportional improvement in funding. For instance, public nursery schools are non-existent and only the wealthy can afford to send their children to private nursery schools.

The workshop also expressed concern about the effects of the so-called consular schools set up by Western governments. The French School, the British School and the American School were intended originally for expatriate citizens of these communities, but now they also admit children from affluent local families. This leads to neglect of the public education system, since the same affluent parents are responsible for determining educational policy.

The national leaders of the two organisations were made aware of their responsibility for the improvement of access to quality education, which is closely linked to the improvement of their living and working conditions. They agreed that to meet these challenges, they have to work closely together based on a common strategy that would eventually lead to a structural reform in which EI’s active support was required.

Global Campaign for Education (GCE)

Based on the Dakar framework, EI is actively involved in the Global Campaign for education. EI’s Chief Regional Coordinator, with other Board Members, participated in the Officers and Board annual meeting in Dhaka, **Bangladesh**, and at the meeting to establish a Middle East Regional Coalition.

EI also attended a conference for Ministers of Finance and Education from about 30 African countries, which was held in Tunis, **Tunisia**, from 15-17 July under the theme of “Sustaining the Education and Economic Momentum in Africa amidst the Current Global Financial Crisis.” The meeting was jointly organized by the Association for the Development of Education in Africa (ADEA), the African Development Bank (AfDB) and the World Bank (WB), with the support of the donor partners of the Education for All Fast Track Initiative (EFA FTI). The purpose was to engage the African finance and education ministers in a dialogue, both among themselves and with their external partners. They discussed ways to sustain—in the current context of global economic slowdown—Africa’s remarkable achievements in education and economic development over the past decade.

EI was also part of the CSEF Funding committee meeting held in Dakar, **Senegal** to analyze and select national coalitions for disbursement of funds allocated to the region.

EI Pan-African Early Childhood Education Seminar

EI held an Early Childhood Education seminar in Accra, **Ghana**, from 29-30 September and was officially opened by the Ghanaian Minister of Education. The theme was “Quality Early Childhood Education: Every Child’s Right.” Participants included 53 representatives of EI member organisations from 14 countries in Africa, members of the ECE Task Force, representatives of sister teacher unions in Europe, UN agencies and partners from civil society. The seminar was hosted by the Ghana National Association of Teachers (GNAT) and supported by the Danish Federation of Early Childhood Teachers and Youth Educators (BPUL) **Denmark**, Lärarförbundet/**Sweden**, UEN/**Norway** and NEA/**USA**. Participants shared experiences from **Ghana, Gambia, Congo, Nigeria, Togo, Tanzania** and **Zambia** and ultimately recommended that:

- Governments should prioritize ECE in their policy-making, planning and budgeting to increase access and improve the quality of ECE services for young children;
- Teacher unions and their members should be conversant with the provisions of international instruments governing child rights, education and early childhood education;

and

- EI and its member organisations should engage in advocacy activities with governments, the World Bank, United Nations’ institutions, the sub-regional institutions and other stakeholders using various strategies and media.

The seminar also had some recommendations in particular for EI:

- To engage in further research and come up with documented evidence that can be used for advocacy purposes;
- To share information and experiences with others;
- To provide information on early childhood education to its member organisations; and
- To continue to facilitate information sharing and exchange between its affiliates.

A further recommendation to the EI African Regional Committee and Regional Conference was that they should consider establishing a Working Group and developing a Regional Policy on ECE.

EI-AAI follow-up meeting on the Parktonian Recommendations

A review meeting was held in Accra, **Ghana**, on 1-2 October 2009, between EI and Action Aid International during which the two organisations agreed to work together to advance the Education For All agenda, particularly in developing countries. For further details, see 1.6 above.

Violence Against Girls at School

EI and AAI also organized a consultation on Violence Against Girls at School from 3-4 October, also in Accra, **Ghana**. Several IO and NGOs (Ancefa, Plan International, Amnesty International, Save the Children, World Vision, etc.) also participated. The meeting was an opportunity to share useful experience on ways to address violence against girls and to identify successful strategies. These included a capacity-building resource package for teacher unions, and a common platform for campaigns, advocacy, sensitization, research, etc.

Mission of investigation in Ethiopia

The Chief Regional Coordinators of Education International, Real World Strategies (RWS), African Network of Coalitions for Education For All (ANCEFA), Civil Society Education Funds (CSEF) Africa met in Addis Ababa, **Ethiopia**, from 6-8 November 2009 on the request for affiliation of the national coalition for Education in Ethiopia (BEA) to GCE, and its eligibility for CSEF.

The delegation held meetings with the executive of the coalition and its subdivisions as well as with the Ministry of Education, Literacy and other inter-governmental agencies.

The meeting with the “pro-government” Ethiopian Teachers’ Association (ETA 2) was particularly stormy with ETA 2 accusing EI of harassing it. After many discussions, the two parties agreed to continue the dialogue. ETA2 promised to be open to any proposal from EI.

It emerged from the mission that the coalition BAE of Ethiopia is an organisation composed of 92 associations in the education sector including ETA 2, which has approximately 290,000 members. The coalition is credible to the partners; it has a well-furnished office with a resource centre, an Internet pool run by qualified staff. The delegation, therefore, recommended the admission of the coalition to GCE and that it is eligible for CSEF.

The delegation could not meet ETA1/ EI. However the delegation recommended to the Executive of BAE to invite the members of ETA1 to their activities, even on an individual basis while waiting for their registration as an association of teachers.

Recruitment of a General Coordinator of CSEF-Paris, France

The meeting of the High level Group of UNESCO in Paris was also an opportunity for the GCE secretariat to organize the recruitment of a General Coordinator of CSEF.

On 10 December 2009, six GCE Board members including two EI representatives interviewed five candidates and appointed Head of Projects and CSEF coordinator.

Regional Conference on Early Childhood Development

The 4th International Conference on the Early Childhood Development opened on December 10, 2009 in Dakar, **Senegal**, in the presence of Presidents Abdoulaye Wade of Senegal and A.T. Toure of Mali, as well as several First Ladies of African countries. The conference focused among others

on the following topics: Strategies for action; partnerships; and financing early childhood development services.

Several international organisations and inter-governmental agencies including the World Bank, ADEA, UNICEF, UNESCO, and BRENDA participated in the conference. Education International was represented by a leader of BUPL and the Chief Regional Coordinator, who facilitated a panel on EI initiatives in Early Childhood development.

Asia Pacific

Since the Dakar Declaration in 2001, significant progress has been made in improving access to education in the Asia-Pacific region. The net enrolment ratio in South and West Asia increased to 86% from 75%. While some countries would be able to achieve the goals of basic education for all by 2015, no significant improvement has been made in improving the quality of education in developing countries. One of the critical components for achieving quality education is quality teacher professionals, which is being compromised by employing millions of untrained teachers. The situation is made worse by the number of teachers leaving the profession for other jobs.

Despite economic growth in many developing countries, a great number of people in the Asia-Pacific region continue to live in dire poverty, surviving on less than US\$1 a day. Many governments' commitments to fight poverty, achieve education for all, respect universal human rights standards, democratic development are not fully realised especially due to the international economic order that promotes governments spending less money on basic social services, including education.

Shortage of funds for school infrastructure and trained teachers hampers Education For All efforts. National spending on education increased in the majority of the countries, but the share of national income devoted to education decreased in 40 countries since 1999. Several high population countries in South Asia spent just over 3% of their GNP on education. International aid has to be tripled to reach the estimated 16 billion USD required annually. Despite assurances not to reduce education funding, many countries face difficulties in continuing or increasing public funding on education due to the global financial crisis.

Global Economic Crisis in Asia Pacific

Effects of the global economic crisis are not widely felt in the education sector of many developing countries yet. The crisis forced millions of people out of work and threatens to force thousands of children out of school and into work, especially in the low income countries. Governments have stated intentions to increase funds for education, but it is not clear whether the funds will be used to provide scholarships, teacher training or would be used to develop school infrastructure.

In 2009, Western **Samoa** government reduced funding for education. In **New Zealand**, the Auckland University of Technology is likely to cut courses next year because of the government policy. The EI member organisation TEU, estimates that due to these policies up to 450 students could miss out on admission to the university next year, of whom 40% would identify as Maori. In **South Korea**, the Korea University laid-off 88 lecturers and an estimated 5,000 to 10,000 lecturers working under contractual agreements have lost their jobs.

EI is closely monitoring the impact of the economic crisis on member organisations and promoting increased public funding for education as a long term solution to the crisis.

In 2009, EI cooperated in organizing a workshop and a conference in Kerala, **India**, from 26-28 August 2009 under the theme “Global Economic Crisis; Achieving Education for All and Strengthening Teachers’ Unions to Meet the Challenges.”

Global Campaign for Education

A number of activities were held under the GCE during the Global Action Week. In September 2008, 14 donor countries agreed to provide support for the core work of the national education coalitions of NGOs to enable them to engage in the work towards Education For All and track the progress of the national governments. The fund is managed by the EI Asia Pacific Regional office. Two staff are employed in the EI regional office to assist in the disbursement and managing the funds in 10 Fast Track countries in Asia for three years. A Civil Society Education Fund Asia Pacific Committee was established to finalise the allocation of funds to the national coalitions based on the proposals submitted to the committee.

With the encouragement of EI, member organisations in **Nepal**, **India** and the **Philippines** are active in building wider coalitions and taking part in a number of campaigns for EFA. In Nepal, NNTA heads the GCE coalition, in India the AIPTF, AISTF, AIFTO and AIACHE are part of the national coalition headed by the Global March against Child Labour, and in the Philippines, EI member organisations are part of the Education for All Movement, a broad coalition of organisations of teachers, students, parents and community leaders.

In a workshop supported by EI, the top leaders of the four national organisations of India namely AIPTF, AISTF, AIFTO and AIACHE met in Gujrat, **India**, in September 2009 and agreed to have a joint declaration on Professional Code of Ethics for the Indian teachers particularly for their members. A joint document on PCOE have been prepared including a plan of action which includes massive awareness campaign among the members on PCOE, launch of campaign, contacts with international bodies such as World Bank and lobbying with the appropriate educational bodies such as NCERT, NCE and education ministries for adoption of the document.

From 14-16 July, a national workshop for 30 leaders from the Alliance of Concerned Teachers, National Alliance of Teachers and Office Workers, Teachers’ Organisations in the Philippines Public Sector, and Federation VIII of FFW was held in Manila, **Philippines** to promote Environment, Human Rights and Peace Education and make recommendations on improving Grade 7-8 textbooks on these subjects.

A seminar on Promoting Professional Ethics for 24 top leaders from NNTA and NTA was held from 4 to 6 October 2009 in Kathmandu, **Nepal**. The seminar discussed professionalism, moral conduct of teachers, made recommendations on improving the existing Professional Code developed by the organisations, and made action plans to influence government to adopt the code.

John Thompson Fellowship Programme

The John Thompson Fellowship programme for 2009 will train 24 leaders from the PGRI/ **Indonesia**, specifically activists from the provinces of Bengkulu, Banten, East Kalimantan and South Kalimantan. The training is to take place in Kuala Lumpur, **Malaysia**, from 29 November to 17 December.

EI cooperated in organizing a workshop and a conference for SAARC Teachers’ Federation (STF) in Kerala, **India**, from 26-28 August 2009 under the theme “Global Economic Crisis; Achieving

Education for All and Strengthening Teachers' Unions to Meet the Challenges." Thirteen EI member organisations of STF from India, Nepal, Pakistan and Sri Lanka participated in the workshop and conference and discussed the impact of the global crisis on education in the South Asian sub-region and prepared a plan of action to lobby with their respective government on hand and apply pressure on the SAARC Secretariat as a sub-regional grouping of the teachers' unions in the SAARC to address the issue.

Europe

Vocational Education and Training

Particularly with the onset of the global financial and economic crisis, discussions related to VET and the role of skills in securing economic sustainability have become more intense. In 2009 therefore, a literature review and a survey of EI members were undertaken to better understand the issues related to VET. In October 2009, a Pan-European round table on VET was held to present this work and to kick-start discussions at the European level. A meeting of the global EI taskforce on VET also took place prior to this meeting in Budapest.

European Round Table on VET, 21-22 October 2009, Budapest, Hungary

This marked the first occasion of European-wide discussion on this topic within EI, which was very timely, due to the impact of the global economic crisis on the VET sector in particular. This sector has suffered budget cuts, experiences increasing privatisation of provision, and suffers from an ongoing trend of recruitment of casualised, part-time teachers. On the contrary, in times of crisis, VET should be seen by governments as part of the solution in reskilling and upskilling the working force.

From the discussions that took place, it became clear that there is much diversity across Europe in terms of both definition and provision of vocational education and training. With this a starting point, the need emerged for more dialogue on VET among member organisations at European level, and for more capacity building to help member organisations overcome the challenges faced in the VET sector and to understand VET jargon, which may vary widely across countries. Conclusions from this Round Table identified the vast problems faced by teachers and education unions in this sector and the need to work more on a number of issues, including: improving the status of VET and VET teachers; unionising VET teachers; achieving parity of esteem of VET and traditionally academic qualifications; and encouraging governments to take up their responsibility in the VET sector, in view of its wider societal and economic importance. The conclusions of this Round Table identified clear paths for future work and capacity building in this sector, in order to enhance the pivotal role of VET and VET teachers in post-crisis regeneration.

Higher Education

Cooperation in the higher education sector in Europe has a longstanding tradition, in which EI staff plays an increasingly important role. Throughout 2009, efforts have been ongoing on this very significant part of EI's work.

HERSC Meetings

EI Europe organised two meetings of the Higher Education and Research Standing Committee (HERSC) in February and September 2009, chaired by Jens-Vraa Jensen (DM/Denmark) with

vice-chairs Razvan Bobulescu (Alma Mater/**Romania**) and Dominique Lassarre (UNSA-Education/**France**). The meetings primarily focused on the Ministerial Conference in the Bologna Process that took place in Leuven/Louvain-la-Neuve, **Belgium**, in April 2009 and EI-Europe contributions to the agenda of the Bologna Follow-Up Group for the period 2009-2012. Other agenda items included the preparation of the UNESCO regional meeting on higher education in Bucharest, **Romania** (May 2009) and several OECD initiatives, such as the AHELO (Assessment of Higher Education Learning Outcomes) project.

Higher Education Caucus

EI Europe organised a higher education caucus in November 2009 immediately prior to the EI Pan-European Conference/ETUCE General Assembly. During this caucus, participants mainly expressed their concerns about the impact of the global economic crisis on higher education and the negative consequences of mal-implementation of the Bologna Process across most of Europe, resulting in a number of student protests in various universities in Europe.

Bologna Process

The Bologna Process is a political project to establish a European Higher Education Area (EHEA), driven by cooperation between 46 countries, the European Union and eight consultative partners. Since 2005, EI Europe belongs to the latter group, participating in the governing body of the process, known as the Bologna Follow-Up Group or BFUG, and organising several activities to further improve the position of academics.

The latest Ministerial Conference under the Bologna Process took place in Leuven/Louvain-la-Neuve, **Belgium**, in April 2009 and the agreed communiqué outlined the agenda for the Bologna Process towards 2020, again taking up some of EI's concerns. The agreed agenda includes action lines for mobility, social dimension, lifelong learning and employability of graduates.

In the run-up to the Ministerial Conference, discussions also took place on the future of the Bologna Process, as the initial deadline would be reached in 2010. EI made several contributions in this process, stating that the initial goals, such as those on mobility, have yet to be reached and that the process should be extended towards 2020. Furthermore, EI argued for a more prominent place of academics in the implementation of the action lines on the national level and the inclusion of their conditions of work as a concern for internationalisation. EI has warned about the risk of commercialisation all along.

In future, EI will remain committed to its participation in the Bologna Process. The opposition to further commercialisation will be one of the main concerns, particularly with regards to international rankings, one of the core topics in the future. For the Bologna Process Celebration Ministerial Conference which is due to take place in Budapest, **Hungary**, and Vienna, **Austria**, from 11-12 March 2010, EI plans to issue a publication with academics' view of the state of the Bologna Process in Europe, and their involvement in its implementation.

EI attended two General Assemblies of the European Quality Assurance Register (EQAR).

Making Mobility A Reality For All Students And Staff

Following on the success of *Let's GO!*, the joint campaign on mobility mounted by EI Europe and the European Students' Union (ESU) throughout 2008, EI has now set up a working group with

ESU and the European University Association (EUA). This group will work further on mobility issues at three key levels in Europe – mobility of students, staff and higher education institutions, with a designated project to be implemented within a number of higher education institutions across Europe.

Working with Students on Student-Centred Learning

In November 2009, EI kicked off a project, together with the European Students' Union, entitled *Time for a New Paradigm in Education: Student-Centred Learning* (T4SCL). This project is based on the long-standing need to clarify and deepen the academic community and policy makers' understanding of the practical implications of the recent paradigm shift from teacher to student centered learning (SCL). T4SCL aims at a two-fold goal: clarifying and unfolding the true practical meaning of the SCL concept for policy makers and increasing the capacity of ESU/EI members to be active and constructively critical in the design and implementation of SCL systems. The project will be developed along one year, ending in October 2010 and it is expected that it will have an impact on three main levels: European, national and institutional.

Establishing Partnerships

Following the motto 'together we stand, divided we fall,' EI Europe has found it important to establish strong links with other organisations over the last few years, primarily the European Students' Union (ESU, formerly ESIB). EI Europe has also strengthened ties with the European University Association (EUA), representing higher education institutions across Europe, and the Magna Charta Observatory (MCO), which promotes the fundamental values of the university, being academic freedom and university autonomy. EI attended the MCO's annual conferences at the University of Bologna, **Italy**, in September 2009. EI has also strengthened cooperation with the European Association for Quality Assurance in Higher Education (ENQA) and attended two of its meetings, in June and September 2009.

Academic Freedom

EI participated in the Council of Europe CDESR meeting in March 2009, which launched a new initiative for the promotion of academic freedom, in which EI will be involved. In order to further promote academic freedom, EI Europe invited the President of the Magna Charta Observatory to its HERSC meeting in February 2009. He agreed with many of EI's concerns, mentioning many threats to academic freedom, such as intellectual property rights, global security problems, social deprivation, the collapse of certain academic fields, direct censorship and the shrinking reservoir from which excellent, critical and open-minded students can be drawn.

Finally, in July 2009, EI and UCU/**UK** published a report authored by James Cemmell about academic freedom in five countries: Burma, Colombia, Israel, Palestine and Zimbabwe. The report argues that academic freedom in these countries depends highly upon other types of freedoms, such as cultural and political liberties. In the coming years, these issues will be further taken up by EI Europe in order to better contextualise the problem of academic freedom.

UNESCO Regional Conference on Higher Education

In 1998, UNESCO organised a world conference on higher education, which outlined an agenda for higher education in the 21st century. In July 2009, UNESCO organised a follow-up to this conference, taking stock of activities, and discussing new challenges. The event was preceded by a number of regional conferences in all UNESCO regions.

EI Europe was involved in the preparatory conference for Europe and North-America, organised by UNESCO-CEPES in Bucharest, **Romania**, in May 2009. The agenda included many controversial items, such as international rankings of higher education institutions. EI gave two presentations at the conference and was part of the drafting group for the “Bucharest Message,” which contained the outcomes of the meeting. In its representation, EI argued against increased commercialisation of higher education, for continued investment in higher education despite the financial crisis, and for better conditions of work for academics, based on the 1997 UNESCO/ILO Recommendation. The Bucharest Message contains several recommendations on equity and access, values, quality and competitiveness of higher education. It also contains a plea for increased public investments in higher education in reference to the financial crisis. The conclusions can be downloaded from: www.cepes.ro/forum

Early Childhood Education study

The EI Pan-European Structure commissioned a study on the organisation and funding of ECE in Europe, entitled *Early Childhood Education in Europe: Achievements, Challenges and Possibilities*. The study was conducted by Dr Mathias Urban, from Martin Luther University in Germany. The study was published in English in September 2009 and plans are also in place to have it available on CD in English, French and Spanish. The main findings of the study were:

- That there is continuous increase in ECE access and provision across Europe
- That there is an acknowledgement of the importance of the workforce
- That there is increasing emphasis on parental involvement
- That there is increasing focus on governance and holistic curriculum
- Teacher unions have lobbied and continue to advocate for inclusive ECE provision in many European countries

However, access to ECE services is generally uneven and quality concerns remain an issue in many countries. There is also a split between education and care in many countries, and many workers in these split systems remain non-unionised. Staff qualifications and conditions of service vary, both within and between countries. There is significant gender disparity among ECE staff, with a serious under-representation of men in this sector across Europe.

Council of Europe

The White Book on Intercultural dialogue adopted in 2008 describes the concept of intercultural dialogue in a globalised multicultural information society based on European human rights, the rule of law and equal dignity. It also underlines the role education has to play in intercultural and interfaith dialogue. In December 2008 the Committee of Ministers adopted a Recommendation to the member States on the dimension of religions and convictions in intercultural dialogue education. The Recommendation will also impact on professional development, as it addresses the recruitment of teachers and pedagogical skill.

EI contributed to the draft of the Code of Good Practice that was adopted by the INGO Conference in 2009. Meant as a tool to help NGOs optimize their action and increase their efficiency and

effectiveness, the hidden objective of this Code is to be emblematic for the commitment and the expertise of civil society organisations in order to improve relations between authorities and civil society organisations.

EI is part of the committees on Culture, Science and Education, Equal Opportunities, and Human Rights (including social rights). In 2009 the new committee on Culture, Science and Education mainly focused on autonomy in higher education, the role of education in intercultural and interfaith dialogue, inclusive education and a working group on the profile of teachers for the 21st century.

Latin America

World Social Forum and World Education Forum

Between 25-30 January, EI's Latin America office took part in organising the World Social Forum and the World Education Forum held in Belém, **Brazil**, to tackle the problems facing quality public education. Both events were characterised by the presence of a large number of Non-Governmental Organisations, which also organised and directed both events. The trade union presence was very low, except for the participation of the ITUC and the CSA, which not only formed part of various organisational and decision-making bodies for both fora, but also organised an important event where they expressed their views on various problems from a trade union angle.

Latin American and European education trade union organisations – particularly those affiliated to EI – expressed their concerns about the dominant presence and control of NGOs in the organisation and staging of the World Fora. They also expressed interest in asking EI to ensure that it has a greater presence in future. With this in mind, a meeting was held with the Instituto Paulo Freire of Brazil, a body involved in the organisation of these events, so that EI can bring its influence to bear on the planning for the next World Education Forum.

Quality Teacher Training

On 16-17 July, the EI Latin American office held a first meeting with national researchers looking into initial and in-service teacher training in **Chile, Peru, Nicaragua** and **the Dominican Republic**. One of the objectives of the research is to have a diagnosis whose conclusions will allow decisions to be taken on this subject by the Regional Committee for Latin America so that affiliates throughout the region can tackle the issues.

Higher Education

On 21-22 July, EI Latin American office took part in the Congress held by the *Federación de Profesionales Docentes de la Educación Superior de Nicaragua* (FEPDES). At the opening EI expressed its views on the situation facing quality public education, and particularly the challenges with which higher education is confronted.

Aim 2 : Improving the welfare and status of education personnel

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

2.1 Defending human and trade union rights

Throughout the year, EI continued to monitor closely whether countries adequately implemented the internationally recognised provisions of human and trade union rights of teachers and of the organisations that represent them. Most countries have ratified the fundamental International Labour Organisation (ILO) Conventions dealing with Freedom of Association and Collective Bargaining. Through their membership in the ILO and UNESCO, countries are also obligated to respect the Recommendations on the Status of Teachers (1966) and on the Status in Higher Education (1997). 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 submitted a report to the CEART Committee in September. (http://download.ei-ie.org/Docs/WebDepot/2009_EIReporttoCEART_en.pdf)

EI developed specific support for member organisations, as outlined in the regional sections below. Particular effort was devoted to teacher organisations in **Colombia, Ethiopia, Fiji, Gaza, Georgia, Guatemala, Guinea, Honduras, Iran, Montenegro, Philippines, Tunisia, Turkey 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.

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

Developments have shown that trade union rights can never be taken for granted. The economic crisis prompted some governments to take action which resulted in anti-union legislation and practices. The **Czech Republic** and **Latvia**, for example, pulled back from collective agreements and reviewed downwards the working conditions of education personnel.

In June, EI and its member organizations in the United States launched a campaign to pass the Employee Free Choice Act (EFCA). The act would protect American workers' rights to join unions and to bargain collectively, free from employer intimidation and threats of dismissal.

EI Advocacy

EI continued to cooperate closely with the ILO Bureau for Workers' Activities (ACTRAV) and the International Labour Standards Department of the ILO, as well as with the International Trade

Union Confederation (ITUC), Global Union Federations, and national trade union centres. 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.

EI involves its members in advocacy through Urgent Action Appeals. EI has also worked with its member organisations in influential countries to involve them in lobbying their foreign offices to improve the trade union situation in severely affected countries such as **Cambodia, Colombia, Ethiopia, Guatemala, Iran, Turkey** and **Zimbabwe**. EI has also worked closely with the European Commission and specifically with the Directorate General for Development (DG DEV) and Enlargement. Other regional agencies such as the African Union and the Inter-American Commission on Human Rights were also informed of developments in their respective regions.

EI also provided information to specific UN human rights bodies. EI submitted information documenting torture against detained trade union officials in Ethiopia to the Special UN Rapporteur on Torture, Manfred Nowak. EI also submitted allegations regarding the trade union rights violations in **Iran** and **Turkey** to the UN Human Rights Council under the Universal Periodic Review (UPR).

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 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, arrest, detention, violence and even murder. The situation also worsened in the context of the economic crisis, the food crisis and climate change.

In 2009 a lot of attention was devoted to **Ethiopia** and **Zimbabwe**, where the governments have continued to persecute officials and members of 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

In 2009, EI received no requests or information from its Algerian member organizations. However, EI was asked to provide support to an official of SATEF who had fled Algeria because he felt discriminated against because of his sexual orientation. EI and UNSA Education facilitated the asylum procedure and settlement of the colleague in France. The letter of support highlighting that homosexuality is criminalized in Algeria and that teacher unionists often face bullying and dismissal made a difference, according to UNSA Education. Ultimately, the Algerian colleague was granted asylum in France in March 2009.

Angola

EI continued to monitor the situation of SINPROF. The teacher union was also involved in an internal dispute within the trade union centre affiliated to the ITUC.

Botswana

The situation of the former President of the Botswana Teachers' Union (BTU) 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.

In July, EI and BTU lodged a complaint to the ILO Committee on Freedom of Association regarding the forced retirement and interference in the court case initiated by the BTU President. The ITUC endorsed the complaint (case 2722). In September, a Court ordered the Ministry of Education of Botswana to pay Japhta Radibe his leave days after he was forced into early retirement. In his capacity of President of the Botswana Trade Union Centre, Radibe was again 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 threats against the union's President, Eulalie Nibizi. The Regional Office was monitoring the situation, especially in January following the death threats issued by the *Secrétaire Générale de la ligue des femmes* at a public rally, and again in September following the STEB strike action. STEB did not request EI to take action on its behalf.

In June, EI issued a protest letter following a vote in the Burundian Parliament to criminalise homosexuality.

In November, the *Forum pour le Renforcement de la Société Civile*, founded by STEB and COSYBU, the trade union confederation of Burundi, was dissolved by the government. The Government was asking for the withdrawal of the trade unions from the Forum as a condition for its rehabilitation. The situation improved in December.

Cameroon

In January SYNTESPRIC submitted a complaint to the ILO Committee on Freedom of Association regarding the situation of teachers employed in private institutions. Despite requests, SYNTESPRIC did not communicate the complaint to EI which was therefore not in a position to support the complaint.

Chad

EI followed up with Amnesty International on the case of Issa Palkoubou, an English teacher who was abducted from his school in September 2008. He is now known to have been held in custody by security services in the capital, N'Djamena. Issa Palkoubou was released in May 2009. He did not know why he had been detained. EI member organization SET did not reply to requests for information from EI.

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. In 2008, EI had already issued a statement expressing its concern about the humanitarian crisis in Congo. In January 2009, EI was in touch with SYECO following the murder of a SYECO local official who was killed in Butembo, North Kivu, on his way home from school.

Côte d'Ivoire

In January, responding to a call from four of their unions (SYNESCI, CESCO, SYNAFETPCI, SOLIDARITE) thousands of teachers staged a work stoppage to back their demands for adoption of their new salary scale. As a consequence, more than 10,000 teachers' salaries were suspended. Following further strike action which paralysed all the public secondary schools across the country, 102 teachers were laid off on 11 March. SYNESCI informed EI that the situation was finally resolved after an audience with the President of the Republic.

The SYNESCI launched a new strike action from 12 November to 2 December. 4 union officers were beaten and arrested by the security forces. They were sentenced to a suspended prison term.

The issue of the occupation of the SYNESCI headquarters remains unresolved and the union has not requested intervention by EI.

Djibouti

In January, EI re-launched a plan about a possible EI mission to Djibouti in 2009. EI member organization SYNESED welcomed the idea, but did not pursue the issue. In March, EI provided administrative support to the former General Secretary of SYNESED who lives in exile in Belgium. Plans to meet with the workers' delegation at the International Labour Conference in 2009 did not materialize as, unsurprisingly, the Djibouti delegation did not include representatives of the independent trade unions.

Ethiopia

2009 has not been a good year for freedom of association in Ethiopia. Despite the strong recommendation made by the ILO Committee on Freedom of Association in June, the year ended with no registration for the National Teacher Association (NTA), the new group set up by independent teachers following the judicial takeover of EI's member organization by the other government-sponsored ETA in June 2008.

In December 2008, the NTA was denied registration making the promoters and activists of this teacher association vulnerable to government pressure. The government successfully controls the now only ETA through constant oversight, ensuring that their policy is in line with the ideology of the country's rulers.

Deprived of legal existence, it has been difficult for the former leaders of EI's member organization ETA to reach out to members.

EI and its member organizations continued to support the founding members of the NTA. An Urgent Action Appeal was launched in June. LabourStart and other union websites highlighted EI's web appeal. The Ethiopian authorities later informed EI that their email in-boxes had been flooded by requests for registration of the NTA!

Most of EI's efforts focused on giving visibility to the case among the international community and trade union movement. Advocacy at the ILO has been crucial. EI twice updated the ILO complaint (2516). In June, EI added Gemoraw Kassa, former General Secretary of EI's member organization and coordinator of the NTA, to its delegation to the International Labour Conference. On 11 June, Kassa addressed the ILO Committee on Freedom of Association during the discussion on the implementation of ILO Convention 87 on freedom of association by Ethiopia. There was excellent cooperation with the Workers Group, ITUC and ITUC's Africa office. The case was presented by Workers Group spokespersons Luc Cortebeek and Mademba Sock from **Senegal**, with interventions by Gemoraw Kassa from EI, Amanda Brown of NUT/**UK**), Japhta Radibe of BTU/**Botswana** and Kassahun Follo President of CETU, **Ethiopia**. CETU spoke in support of the registration of NTA and change of the legislation to extend trade union rights to teachers. The Employers Group had been approached and was very supportive. Rather strong recommendations were obtained. The Ethiopian government has been requested to provide a detailed progress report to the next Committee of Experts (November 2009).

At the request of the government delegation, a long informal meeting was organised with the EI Deputy General Secretary in the presence of CETU and of the ITUC Africa Director. EI followed up on the meeting to seek a formal dialogue with government authorities. No official response has been received.

EI also continued to inform the new EU Development Commissioner with a view to pursuing the good cooperation with his predecessor. Member organisations in **France, the Netherlands, UK, US and Sweden** also kept their Ministries of Foreign Affairs abreast of the lack of development in independent teacher unionism in Africa. In November, Gemoraw Kassa was invited to address a meeting of the diplomatic human rights group in Ethiopia. In November, following discussion with UEN, a group of **Norwegian** teachers visited NTA representatives in Ethiopia.

From May on, EI also supported the asylum requests of two former officials of the ETA in another African country. Following EI communication with the UNHCR and Amnesty International, the two individuals were secured refugee status and a safe transfer to a third country.

The ETA, now taken over by the government-sponsored group, communicated twice with EI: once in February to invite EI to attend the celebration of ETA's 60th anniversary in the presence of the Prime Minister, and later in October to protest at the way EI was supporting the NTA. EI could not respond favourably to the invitation as it was received the day prior to the event.

Gabon

EI affiliates SENA and FESEENA together with a larger education group called CONASYSED (*Convention Nationale des Syndicats du Secteur de l'Education*), launched a strike on 5 October asking the Government to respect its commitment to pay wage arrears. The authorities reacted by intimidation, harassment and sanctions against the teachers and the union representatives. EI sent a protest letter to the Government. The situation finally improved on the last days of December when the Government showed willingness to respect its commitments. However, the question of the repressive measures taken against teachers remained unresolved.

In addition, the SENA headquarters, that was hosting the CONASYSED activities, was burnt down in the night of the 18 November, as the result of a criminal act.

Guinea

Throughout the year, freedom of association remained in jeopardy. In September EI condemned the bloody repression, which left hundreds of civilian victims. The climate of fear is such that teacher organizations were not able to communicate the real extent of the repression by phone or email. EI was in touch with its affiliates to identify possible ways to assist teacher unions in the country. EI also supported an ITUC-sponsored statement.

Palestine

Please refer to the report on the Middle East process.

Somalia

EI continued to monitor the situation in which the Somalia National Union of Teachers (SNUT) continues to experience much difficulty in reaching out to teachers. A new SNUT General Secretary was elected at the end of the year. He pledged to revitalize the union with the assistance of EI.

In December, EI denounced the suicide bomb attack that occurred at a graduation ceremony in Benadir University in Mogadishu, killing at least 22 people including medical students, doctors and the Somali government ministers for education, higher education and health.

Sudan

EI continued to follow the developments in Darfur. EI was in touch with UN agencies and NGOs, such as Save the Children.

Tunisia

EI followed up the complaint lodged to the ILO Committee on Freedom of Association with the higher education union FGESRS for anti-union discrimination and restrictions on collective bargaining. A complement of information was sent, but the ILO Committee continues to expect further communication from the Government before issuing its conclusions.

EI also monitored the court case involving 33 trade unionists, including members of the *Syndicat général de l'enseignement de base* (SGEB), who were sentenced in 2008 to as many as eight years imprisonment. They were accused of leading the unrest against unemployment and the high cost of living in the phosphate-rich Gafsa region in south-east Tunisia. In March, EI wrote a letter to President Ben Ali protesting the heavy sentences, which were reconfirmed in September 2009. EI monitored the case with its affiliates and the Francophone Committee, CSFEF, as well as with the ITUC and UGTT.

Uganda

In October, EI protested against the proposed legislative provisions punishing those alleged to be lesbian, gay or bisexual with life imprisonment and, in some cases, the death penalty. Any parent or teacher failing to report their LGBT children or pupils to the authorities could be fined to \$2,650 or three years' imprisonment; and landowners providing shelter to LGBT people with seven years' imprisonment. The legislation would apply to Ugandan citizens both inside and outside of the country.

Zimbabwe

Monitoring the human and trade union rights situation of teachers is an integral part of EI's Global Long Term Strategic Rescue Plan for Zimbabwe. For more information, please refer to the Solidarity and Development chapter of this report under Aim 4.

The formation of a coalition government alleviated the violence against trade unionists and teachers. From January to September, EI also collected information from its member organizations for the ILO Commission of Inquiry which visited Zimbabwe on 13-22 August. Because of the Commission of Inquiry, Zimbabwe was not on the list of countries to be reviewed by this year's ILO Conference.

With Zimbabwe's runaway hyperinflation, the daily lives of teachers remained very difficult in 2009. In August, Zimbabwean teacher unions ZIMTA and PTUZ declared a recent increase that put teachers' salaries at US\$155 a month as inadequate, and urged the government to provide living wages for teachers. At current costs, the average Zimbabwean family requires at least three times the increased salary for teachers to meet their basic needs. The continuing low salaries and poor working conditions force more teachers to abandon the profession, thus increasing the dramatic teacher shortage and further threatening progress towards Education for All.

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 of 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 2009, EI continued its capacity-building project in Central Asia, focusing on **Kazakhstan**, **Kyrgyzstan** and **Uzbekistan**, and to a lesser extent **Tajikistan**. For more information, see under Aim 4, Solidarity and Development.

The Trade Union Rights Network was launched in September 2009. The 13 participating member organizations in the five ASEAN countries – **Cambodia, Indonesia, Malaysia, Thailand** and **the Philippines** – will now report regularly about violations of their union rights, but will also share good practices and provide mutual support.

A South Asia sub-regional workshop on human and trade union rights was held 14-16 June in Maharashtra, India, for 22 leaders from **India**, Sri Lanka and Nepal. They developed action plans to deal with the upsurge in violations of rights in the workplace. A national follow-up meeting on human and trade union rights was subsequently held 17-18 June, also in Maharashtra, for Indian affiliates to strategise and consolidate the national action plan developed in 2008.

Afghanistan

In 2009, EI continued to monitor the grave violations of the human rights of Afghan women and girls, including all forms of discrimination against them and non-respect of their fundamental right to education.

A new law on the personal status of Shi’a peoples in Afghanistan, passed in March, dramatically rolled back the rights of women in the country. Amongst other things, this new legislation allows marital rape, denies Afghan Shi’a women the right to leave their homes except for “legitimate” purposes, and forbids them to work or take up education without permission of their husbands. EI wrote to President Hamid Karzai in April to express its grave concern and to urge the Afghan government to rescind this law. A revised version of the law was eventually adopted in August.

Burma (Myanmar)

The military junta in Burma continued to show its determination to block any form of democratic activity and to clamp down on any form of dissidence. In April, Zaw Myint Aung, a Burmese teacher activist, and four other trade unionists were arrested in their homes in Rangoon after taking part in the historic first National Congress of the Federation of Trade Unions of Burma (FTUB). They were all held without any explanation and without being formally charged. Fortunately they

were released on 10 April following international protests, but they may have been tortured while in prison.

For information on *Beyond Burma*, EI's video documentary on a remarkable school for Burmese refugee children just across the border in Thailand, [please click here](#).

Cambodia

Restrictions on the trade union rights of civil servants remain in place. 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.

In February, EI called on the Cambodian authorities to withdraw the disciplinary measures against Mr. Sun Thun, teacher and President of CITA in Kampong Thom Province. In a clear act of victimization of a trade union leader, the provincial Department of Education forcefully transferred him to another school far away from his home.

CITA also faced obstacles in celebrating World Teachers Day. Authorisation to organize a meeting in Phnom Penh was refused by the municipal authorities. CITA therefore had to limit the public celebration to a maximum of 100 participants as provided by the law. The celebrations went ahead, uninterrupted.

CITA, which organises 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. CITA also gained visibility in the country and managed to gain 10,000 new members in one year.

In April and in June, CITA officials benefited from training workshops organized by EI in the framework of the EI Trade Union Rights Network (TURN) initiative.

China

Freedom of association does not exist for teachers in mainland China. For more information, please refer to the report on EI's research into the situation of teachers in China.

Fiji

On 30 April, the Fiji Public Service Commission terminated Tevita Koroi, President of the Fiji Teachers' Association and President of COPE, from his position as a school principal, in a deliberate act to destabilize the activities of the FTA. Tevita Koroi was disciplined for allegedly breaching Fiji's public service code of conduct. The accusation was based on a statement Mr. Koroi made in December 2008, in his capacity of trade union leader, calling for a coordinated campaign to return Fiji to parliamentary rule, two years after the military coup of December 2006. He was first suspended from his position in December 2008 for the same reason.

EI urged the authorities to drop the charges against FTA's president and to reinstate him immediately, but with no avail. In July, FTA and EI consequently submitted a complaint to the ILO Committee on Freedom of Association for violation of ILO conventions 87 and 98 on freedom of association and collective bargaining. EI also called on its member organisations to take action in support of the FTA and its President. Over 25 member organizations issued support letters and

hundreds took part in the EI web campaign. In September, the trade union centre FICTU endorsed the call for support.

In October, Tevita Koroi was officially informed by the Ministry of Education that he will no longer be accepted as the representative of the FTA at major institutional education forums. EI and FTA will again report this serious infringement of the free exercise of trade union rights to the ILO Committee on Freedom of Association.

Indonesia

PGRI continued successfully to challenge the government to devote 20% of its national budget to education. PGRI rallied public and media support for its campaign. PGRI has also been very vocal about defending the right to education of all children and engaging in close cooperation with the ILO programme on the elimination of child labour (IPEC).

PGRI is also a strong member of the EI trade union rights network (TURN) and provides support and guidance to other members of the group.

Iran

EI continued to support the teachers in Iran through regular communication and support with the various Iranian Teacher Trade Associations (ITTAs) and their umbrella organisation, the Coordinating Council of Iranian Education Workers and Teachers' Trade Associations, which has applied for membership in EI.

Attempts by the Iranian teacher associations to organise union meetings to discuss issues related to teachers' status are regularly disrupted. In 2007 the Ministry of the Interior adopted a decree suspending the activities of the ITTAs. Some associations try to remain active but under difficult circumstances. Statutory meetings of the Coordinating Council also have to be scheduled and held in secrecy.

EI is one of the founding members of the Global Solidarity with Iranian Workers, an international platform grouping international and national trade union centres (ITUC, IUF, ITF, EI, TUC and CLC) as well as Amnesty International. EI mobilized its affiliates to take part on 26 June in the Global Day of Solidarity with Iranian Workers. Marches were organized throughout the world and teacher organisations were prominently highlighting the persecuted teacher unionists: Farzad Kamangar, Rasoul Bodaghi, Hashem Khastar, Jafar Ebrahimi and Mohammadreza Rezaiee. EI also highlighted the plight of Sajad Khaksari, the son of two of Iran's leading teacher trade unionists, who remains in prison in Tehran even though he has been acquitted on all three of the charges against him. In December, a letter was sent to the Head of the State, the Ayatollah Khamenei, in anticipation of Farzad Kamangar's new trial.

EI has sent various protest letters to the Iranian authorities when teacher unionists were arrested and detained following union meetings in May and again in October.

In July, the ITTA Tehran representative on the Coordinating Council, Abdurrahman Irannezhad, addressed the ITUC Middle East Committee.

In August, EI submitted an allegation to the UN Human Rights Council under the Universal Periodic Review (UPR). The UPR is a mechanism to review the human rights practices of all states once every four years. The human rights record of the Islamic Republic of Iran will be reviewed in

the 7th session of the Human Rights Council in February 2010. In its submission, done in cooperation with the Coordinating Council, EI highlighted the inconsistency of Iranian law and practice with internationally recognised human rights standards. EI raised concerns about restrictions to freedom of association, assembly and expression for teachers, the inadequate rule of law and human rights protection, as well as the torture of union activists, and imposition of the death penalty.

EI also worked closely with Amnesty International. In November, AI issued a Public Statements on the harassment of Iranian teacher unionists.

EI also continued to explore ways to organize an EI mission to Iran.

Iraq

In March, various sources indicated to EI that the Iraqi government had appointed an official body and granted it the authority to take over the Iraqi Teachers' Union (ITU). This governmental body demanded that the leadership of the union hand over the keys to its headquarters, along with membership and other records. It is also claimed that the ITU leadership did not meet the requirements to stand for union election. The elected leaders of the ITU were threatened with years of imprisonment. EI wrote twice to the Iraqi authorities requesting that the fundamental trade union rights of ITU be guaranteed. ITU indicated that the EI protests led to positive developments.

EI also sent a protest letter to the Iraqi authorities to condemn the murder of Majeed Sahib Kareem, internal relations secretary of the General Federation of Iraqi Workers (GFIW), on 26 November. He was killed by a bomb which had been attached to his car. Kareem was a leading force for the organisation of workers in the public sector.

Korea

Throughout the year, the Korean Teachers' and Education Workers' Union (KTU) continued to deplore violation of their trade union rights. KTU reported the detention of some of its leaders for issuing a statement condemning the government's education policy, as well as salary cuts and penal actions against teachers who had signed the petition. Out of the 88 teachers, 10 KTU central executive committee members including KTU President Jeong Jin-hoo will be dismissed, while the other 78, including metropolitan and provincial KTU chapter heads and full-time unionists, are suspended.

In total, 17,000 teachers signed the KTU statement criticizing the government and all are likely to receive "light disciplinary sanctions, including cautions and warnings." EI has sent a protest letter to the Korean Minister of Education and submitted additional information on the KTU/EI complaint to the ILO Committee on Freedom of Association (case 2569).

Earlier, in January, teachers were fired for not compelling all students to take the national standardized test. The fired unionized teachers had sent letters to their students' parents, suggesting that this kind of standardized testing might "raise unnecessary competition among students" and give children "a heavy, stressful burden." If students did not want to take the test, the teachers suggested that they could participate in an educational field trip instead – provided they had their parents' permission. The KTU stated that the firings show a consistent pattern of attacks on teachers and public education by the administration. The President of KTU started a hunger strike to request the reinstatement of the dismissed KTU teachers.

Meanwhile, a survey conducted by the other EI member organization, KFTA, showed that six out of ten teachers have experienced or are now suffering from occupational diseases. Many of them are under great stress from negative media reports and social criticism against them. The overall morale of teachers is found to be low.

Nepal

From the resolutions proposed by the Nepal Teachers' Association in the EIAP Regional Conference in Bangkok in September 2009 it is evident that among the issues faced by the teachers in Nepal are: Continued threat to teaching profession in absence of security measures to make schools a safe place; increased recruitment of untrained teachers under the guise of "Relief Quotas"; halt in the recruitment of trained teachers in "Permanent Positions"; poor working conditions and salaries for teachers in "relief quotas"; decreasing amount of public investment per child; increased privatization of public schools under the guise of decentralization; and increasing possibilities of the country not being able to attain the Dakar Goals.

After 12 years of turmoil and elections in 2008 the elected assembly declared the country a Federal Democratic Republic abolishing 240 years of monarchy. The Maoists party formed a short lived government which was voted out over the disagreement on appointing a new army chief. Since April 2009 a new government led by United Marxist Leninist Party is in place. From December 2009 the Maoists have started agitations against the government.

Philippines

EI continued to monitor the extrajudicial killings and involuntary disappearances of trade unionists and activists, including teachers, in the Philippines. In June, EI contributed information to the ILO Committee on Freedom of Association discussion on the killing of trade unionists. One of the outcomes of this Committee was the request for an ILO mission, which was accepted by the government. EI facilitated the involvement of its affiliates in the ILO high-level fact-finding mission which took place in September. Members of the ILO mission carried out interviews to clarify allegations of abductions, harassments and extra-judicial killings of unionists, workers and teachers on the basis of a complaint lodged by the Kilusang Mayo Uno (May First Movement) to the ILO two years ago.

In September, the EI Regional Conference also adopted a statement reiterating the call first made in 2007 for the Philippine government led by President Arroyo to immediately put a stop to the killings, disappearances, and harassment of unionists and activists carried out by the military, and end impunity by investigating, prosecuting, and punishing those responsible for such acts.

In November, EI condemned the kidnapping and brutal murder of the principal of Kanague Elementary School in Patikul, Sulu, Philippines.

The involvement of the EI member organizations in the Philippines in the Trade Union Rights Network (TURN) provided a line of defence and a source of solidarity to the teacher unionists facing violations of their trade union rights.

EI also extended support to its affiliates regarding the denial of collective bargaining rights for the teachers from the public sector.

Sri Lanka

EI monitored the impact on education of the massive displacement of populations in the north of the country. Deploring the mounting toll of people, especially children, killed and injured in the zone of combat between Sri Lankan government forces and Tamil Tiger rebels, EI expressed its strong concern about the violent response by both sides in the continuing conflict in Sri Lanka. Already in March, the EI Asia Pacific Regional Committee called on “both sides of the on-going conflict in Sri Lanka to refrain immediately from their violent response and to find a lasting and peaceful solution.” In August, the Ceylon Tamil Teachers’ Union (CTTU) submitted a report to the Sri Lankan minister of education, indicating that 90,761 pupils and 2,934 teachers were reported displaced. Out of these, 68,688 pupils and 2,383 teachers are said to be held in refugee camps.

Taiwan (R.O.C.)

EI provided advocacy support to the NTA which was opposing the adoption of a new Labour Union Law. EI also addressed a protest letter to the Ministry of Education. EI also contacted the Taiwan ROC diplomatic mission with the European Union. The draft anti-union law tabled to the Parliament on 5 June was subsequently postponed.

The draft law would have continued to exclude teachers from the fundamental right to form and join trade unions. The revised law would also have prevented the organization of unions at the school level and would have imposed unreasonably high minimum union membership fee, thereby discouraging teachers from joining or keeping union membership.

Thailand

EI continued to monitor the ongoing violence against teachers and schools in southern Thailand. The teacher organisations NTTU and PSTAT also took part in two training workshops of the EI Trade Union Rights Network (TURN), in March and in September.

Uzbekistan

In August, EI supported the joint ITUC/IUF submission to the ILO Commission of Experts regarding the application of ILO Convention 105 on Forced Labour in Uzbekistan. For more information, see Aim 3, Children’s Rights.

2.1.3 Europe

All countries in the Pan-European region have ratified the fundamental ILO conventions dealing with Freedom of Association and Collective Bargaining.

Trade union rights of teachers and of their representative organisations are overall respected, although EI member organisations in **Georgia, Montenegro** and **Turkey** witnessed anti-union practices and a lack of social dialogue in 2008. EI developed tailored support for member organisations in those countries.

The economic crisis prompted some governments to develop anti-union legislation and practices. The **Czech Republic** and **Latvia** pulled back from collective agreements and downgraded the working conditions of education personnel. The average teacher's wages in **Bulgaria, Croatia, Greece, Latvia, Moldova** and **Poland**, to name only a few, are so low that it is difficult for teachers to support their families. The right to strike is also sometimes contested for teachers and was at the centre of attention in **Bulgaria, France, Macedonia** and **Portugal**.

Social dialogue has also been weakened as education reforms planned in **Georgia, Italy** and **Portugal** were carried out without consultation with the teacher organisations. Lack of proper consultation prompted the **Danish** union DM to lodge a complaint to CEART and the **Finnish** union is considering doing the same.

Belarus

EI followed the development and outcome of the ILO seminar in January to advance implementation of the 12 recommendations made in 2004 by the ILO Commission of Inquiry on violations of trade union rights in Belarus. These included, for example, the aborted adoption of a new trade union law, failure to register an independent trade union centre, and harassment of their activists.

Bulgaria

Teachers are underpaid in Bulgaria, even compared to other workers in the public sector, and the teacher organisations Podkrepa and SEB organised various strikes. The 2007 strike led an association of parents to lodge a complaint with the Commission for Protection against Discrimination. The complaint was levelled 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. The matter has been brought to the attention of the ILO Committee on Application of Standards in June 2008 and EI, SEB and Podkrepa submitted a complaint (2696) to the ILO Committee on Freedom of Association in February 2009. The matter is still not resolved.

Cyprus

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

On 2 November, 18 teacher union leaders and activists from Northern Cyprus were briefly arrested during a demonstration in Nicosia. The arrested unionists, including the President of KTOS, Güven Varoğlu and several other members of the union were facing a lawsuit with a possible 2 years of imprisonment for having criticized the assimilation policy of Turkey. EI called on the Cyprus Government to respect the rights of the teachers and to withdraw all the charges against the arrested unionists. EI also informed the EU representation about the event.

Czech Republic

In August 2009, EI protested the intent of the Czech Government to make drastic cuts to the education budget for the year 2010 and to cut teachers' salaries by 1500 CZK (60 euros) per month. For many years, the Czech teachers have been experiencing the effects of a lack of investment in education, specifically in teachers' training and salaries.

Denmark

DM brought to the attention of the ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel the lack of compliance of the Danish University Law of 2003 with the standards set out in the 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel.

France

In September, EI monitored two cases of anti-union repression against SNES unionists in Guadeloupe and New Caledonia. The anti-union repression was connected with the social conflict that erupted in various French overseas territories in the spring.

Georgia

A lot of attention continued to be devoted by EI to help its member organisation engage in collective bargaining provided the government establishes an institutionalised mechanism. A training seminar in collective bargaining was organized in June for representatives of the teacher union ESFTUG, but also for representatives of the Ministry of Education, with a view to establishing a constructive dialogue.

In 2009, EI continued to denounce to the ILO the development of a "yellow" teacher union founded by school directors, trainers from the government-controlled teacher training centres, and a high official in the Ministry of Education. It appeared that the government was not only promoting, but indeed favouring this new union, to the disadvantage of the existing teacher unions. EI updated the information provided in November 2008 in a complaint to the ILO Committee on freedom of association (case n°2678). EI also communicated with the ITUC Pan-European Regional Committee (PERC) and the ETUC because the yellow union PSE had requested affiliation to the European Trade Union Confederation.

Germany

In March, EI issued a statement condemning the shooting which took place in a school in Winnenden, Germany, on 11 March. EI condemns all forms of violence in schools, which should be safe and secure havens in which students may develop and learn and teachers work in comfort and security. EI called on the international intergovernmental agencies to develop, as a matter of urgency, a regulatory framework for the protection of students and teachers from such violence.

Greece

At the request of its affiliate OLME, EI sent a letter to the Pakistani authorities in September urging them to undertake all the necessary measures for the immediate release of Athanasios Lerounis, a

Greek teacher unionist and aid worker who was abducted by armed men in a Kalash village in Pakistan.

Hungary

In November, EI condemned the shooting perpetrated by a student at Pecs University in southern Hungary. The gunman killed one student and wounded three persons before turning himself in. EI also expressed solidarity with its Hungarian affiliates that organized a demonstration on 7th November to protect the salaries and conditions of service of their members.

Italy

EI continued to follow developments in education and immigration policy brought forward by the government of President Silvio Berlusconi. Italian unions expressed their concerns about layoffs, discriminatory policies and the revocation of constitutional rights, such as the right to education for all, the right to strike and equality of opportunity.

Latvia

Due to the economic crisis, public funding for education has been drastically reduced and Latvian teachers were confronted with severe salary cuts of between 15% and 30%. The Ministry of Education and Science closed some schools, colleges and education institutions. The government adopted a new law to make it easier to cut jobs. There was no dialogue, let alone collective bargaining regarding the government's crisis plan. In April, an EI representative attended a teacher union seminar on the impact of the economic crisis on education and addressed a demonstration.

Lithuania

Lithuania's parliament (the Seimas) was planning to pass a law to forbid public information which encourages "homosexual and bisexual relations," as well as polygamy. That means banning such material from schools or public places, on the grounds that they would have a "detrimental effect on the development of minors."

Montenegro

EI supported its affiliate's claim that the government should bring the labour law adopted in August 2008 into conformity with the international labour standards of the ILO. EI called on the authorities of Montenegro to amend the law in such a way to allow more than one representative trade union to make representation and be allowed to take part in collective bargaining. EI also addressed correspondence to the ITUC and ETUC concerning the new trade union confederation (UFTUM) of which EI's affiliate TUEM is a founding member.

Serbia

In November, at the request of its affiliate the Teachers Union of Serbia (TUS), EI requested the Government to enter into negotiations with the teacher organisations, as defined by the collective agreement. EI also requested the Serbian Government to include trade unions in the implementation of the conditionalities for the IMF loan.

Turkey

The teacher union Egitim Sen continued to be harassed by the authorities because of its policy in favour of education in mother tongue (Kurdish) and for its outspokenness. The most serious offence occurred in May 2009 when 34 union leaders and members from Egitim Sen and from the trade union centre KESK (Turkish Confederation of Public Services) were arrested in different locales throughout the country: in the KESK head office in Ankara, and the KESK local branches in Izmir, Istanbul, Van and Manisa. In June and July, at the appeal of EI, trade unions worldwide protested at the continued harassment, random judicial proceedings and detention of members and leaders of Egitim Sen and KESK. EI wrote twice to the Turkish government following the arrest of 35 union leaders on 28 May.

On 5 June, marching columns of Egitim-Sen members who had departed from all over Turkey reached Ankara to demand collective bargaining rights for public servants. Intending to march to the building of Ministry of National Education, the trade unionists were assaulted by the riot police, who employed tear gas. Some teachers, including at least one member of Egitim-Sen's National Executive Board, were beaten and wounded, and taken to hospital. At least one teacher required surgery.

On 16 June, eight of the leaders and members of KESK and Egitim-Sen who had been released were arrested again. The Women Secretaries of Egitim-Sen and KESK were among them. Ten KESK members and leaders were already in prison before that time, which brings the number of detained trade unionists to 32.

On 9 June, the case of Turkey was considered by the ILO Committee on the Application of Standards during the International Labour Conference in Geneva. In its conclusions, the Committee "noted with concern the information provided with respect to recent mass arrests of trade unionists, as well as the allegations of a generalized anti-union climate." A bipartite (workers' and employers' groups) mission to Turkey will also be scheduled to investigate the violations of trade union rights. In August, EI and the ITUC submitted joint allegations to the ILO Committee of Experts against the Government of Turkey for violation of Convention 87 on freedom of association. In November, EI filed a submission to the Universal Periodic Review of the UN Commission of Human Rights.

On 17 September, Onder Dogan, president of the Sivas branch of Egitim-Sen, and Nejat Sezginer, president of the Sivas branch of the transport union BTS (an ITF affiliate) went on trial in Erzurum. They had been detained since February. They faced charges of "assisting and supporting a terrorist organisation." Nejat Sezginer was released on bail, but Onder Dogan remained in prison until the end of November when he was finally released. This case was dealt with under a veil of secrecy; the lawyers did not have any access to the files.

The trial of the KESK and Egitim Sen unionists arrested in May took place in Izmir on 19-20 November. The High Penalty Court in Izmir decided to release all the 31 public sector unionists who were tried for belonging to an illegal Kurdish organisation. However, the defendants will have to appear in court again in March 2010. The international trade union delegation, including representatives of EI member organisations and a representative from the European Union, remarked that the trial did not meet international or national legal requirements.

2.1.4 Latin America

Latin America is going through different socio-political changes, due to which some countries are electing governments that are abandoning the neoliberal policies. Of course, not all the countries are going in the same direction, but still the region is experiencing transformations.

Even though some governments are now more open and closer to union and social movements, some anti-union groups still remain powerful inside state structures. This has influence in the judicial and security structures including the police and the army. Thus, even in countries with progressive governments, teacher union leaders and members continue to be harassed, threatened, assaulted and even killed.

Teacher unions also reported cases of excessive use of force by the police during demonstrations and protest marches.

Even so, unions among the region have strengthened their strategies of solidarity via protest letters requesting effective freedom of association and public policies in defence of public education for all.

Colombia and **Guatemala** remained the countries with more open violence and harassment, the most dangerous countries for union activity. Signs of hopes are that the teacher union FECODE in Colombia witnessed an increase in the rate of affiliation and Guatemala has signed a collective bargaining agreement, after 12 years of negotiation.

After the coup d'état in Honduras on 28 June, teacher unionists and civil society in general experienced a high degree of repression restricting the freedom of assembly and expression and denying investigation of army and police abuses. At least four teachers have been killed and many others have been victims of violence. Union meetings have also been banned by the de facto regime.

Argentina

EI and affiliates in the region supported the CTERA campaign to stop impunity following the April 2007 murder of striking teacher Carlos Fuentealba. Teacher unions insisted, through a protest letter sent in March, that the murder investigation continues without obstacles. The Neuquen Court lifted the charges against 13 of the 14 people accused of been involved in the murder of the teacher unionist. The unions also lodged a complaint to the Appeals Committee.

The case was also pursued through a complaint at the ILO.

Chile

In May, EI supported its affiliates in their request for a solution to the non-payment of a teacher allocation (bono sae) since 2007. This allocation had been negotiated and was agreed upon in a piece of legislation approved by the Parliament. The teacher union CPC is therefore requesting that law and justice be implemented. EI continued to follow the case throughout the year, but the Ministry of Education showed little commitment to find a suitable solution to the conflict.

EI and its affiliate CPC also opposed the new General Education Bill (Ley General de Educación), which would create the legal conditions enabling commercialization of public education and would

increase the impact of autonomy from the State. At the end of the year, the Education Bill adopted by the Chamber of Deputies was to be presented to the Congress.

Colombia

The brutal cycle of violence targeting teachers and teacher trade unionists continued. No less than 55% of the trade unionists killed in the country are teachers. In total, more than 500 teachers were killed in the past number of years. Supporting the teachers' union, FECODE, and Colombian trade unions in general remained a priority for EI in 2009.

In October, an EI delegation had meetings with FECODE to redefine the international strategy on human rights. In addition to supporting FECODE, and informing its member organisations worldwide, EI also worked closely with the ITUC and regularly informed the ILO about the targeting of teacher unionists.

In 2009, more than 33 Colombian teachers were reported murdered; at least 6 of them were trade unionists.

- **Juan Gonzalo Aristizabal Isaza**, Medellín;
- **Jaime Fernando Bazante**, Popayán;
- **Jose Daniel Beltran**, Villavicencio;
- **Milton Blanco Leguizamon**, Arauca;
- **Rafael Cantero Ceballos**, Montería;
- **Yaneth Zorayda Cortes Lopez**, Pereira;
- **Diego Covo**, Montería;
- **Ramiro Cuadros Robayo**, Cali, union leader of SUTEV;
- **Manuel Alfonso Cuello Valenzuela**, Cartagena de Indias;
- **Jorge Humberto Echaverri Garro**, Araucita, *Asociación de Educadores de Arauca* (ASEDAR). He was murdered by unknown gunmen;
- **Waterlu Escobar Marín**, Valle del Cauca. His body was found after he disappeared;
- **Victor Franco Franco**, Manizales;
- **Miyer Antonio Garces Rosero**, Popayán;
- **Leoncio Gutiérrez**, Valle del Cauca, SUTEV;
- **Omar Jacinto Muñoz**, Montería;
- **Luis Orlando Jaimes Jimenez**, Bucaramanga;
- **Mabel Madera Surita**, Montería;
- **Luis Segundo Mendez Buelvas**, Montería;
- **Mauricio Antonio Monsalve Vásquez**, Santa Lucia. His body was found 10 days after he disappeared;
- **Ramiro Montes Palencia**, Montería;
- **Alix Videmar Peñaranda Diaz**, Cúcuta;
- **Armando Nassra Hasbun**, Santa Marta;
- **Guillermo Antonio Ramírez**, *Sindicato de Educadores de Risaralda* (FECODE);
- **Claudia Fernanda Ramos Camacho**, Popayán;
- **Rigoberto Ramos Julio**, Montería;
- **Leny Yanube Rengifo Gomez**, Popayán;
- **Milton Rodríguez Arcos Maje**, Popayán;
- **Pablo Rodríguez Garavito**, Arauca, *Asociación de Educadores de Arauca* (ASEDAR). He was murdered by unknown gunmen, in a classroom in an indigenous community called Cuiloto in Puerto Rondon;
- **Jose Reinaldo Rueda**, Cali; Oscar Eduardo Suarez Suescum, Cúcuta;

- **José Jair Valencia Agudelo**, *Educadores Unidos de Caldas* (EDUCAL);
- **Nelly Vitalia Valera**, Valledupar; and
- **María Rosabel Zapata Henao**, Cali, *Sindicato Único de de Trabajadores de la Educación del Valle* (SUTEV) (FECODE affiliate in Valle del Cauca).

The atrocious scale of human rights violations against Colombian teacher trade unionists has been highlighted in an in-depth study prepared for EI by Dr. Mario Novelli of the University of Amsterdam. This report, entitled *Colombia's Classroom Wars*, reveals a horrific litany of rights violations including murders, disappearances, torture, death threats, forced displacement, arbitrary detention, and more.

The report urges the international community and worldwide labour movement to take action in solidarity with the teachers and trade unionists of Colombia; to call on governments everywhere to hold the Colombian government accountable for its crimes; to stop giving financial support to the Colombian military; and, most importantly, to prioritise improvements in the human rights situation in Colombia over the interests of foreign-based corporations seeking investment opportunities.

Throughout the year, EI strongly condemned the killings and called on the government of Colombia to bring those responsible to justice. EI also insisted that Law 3222, whereby the Colombian authorities should guarantee teachers' security, be implemented. FECODE highlighted that the authorities of Caldas have consistently ignored the requests of teachers looking for relocation after having received death threats.

In June, the ILO Committee on the Application of Standards recalled that the trade union movement could only exist in a climate free from violence and urged the Government to put an end to the current situation of violence and impunity through the continued implementation and innovation of effective measures and policies.

FECODE also requested the convening of a Security Council (*Consejo de Seguridad*) with representatives of the state authorities to adopt measures to save the lives of teachers and guarantee the right to education of all children and youth.

FECODE also held negotiations with the government with a view to maintaining the teachers' pension plan and having a single teacher status across the country.

Ecuador

EI supported its affiliate UNE in their opposition to the Ministry of Education's imposition of a punitive individual teacher evaluation scheme. Although UNE proposed a valuable alternative, the government remained closed to any dialogue. UNE also opposes the reform of the pension scheme.

In addition, in September, the Education Minister Raul Vallejo unilaterally announced that the ministry structures would no longer channel teachers' union due to the union. UNE initiated a strike in October. With the support of EI, UNE lodged a complaint to the ILO on this matter in December.

The higher education FENAPUPE also protested the lack of dialogue and negotiation on the new law on higher education.

The 7th Regional Conference approved a Declaration regarding the situation facing Ecuador's teachers, reminding the government that teachers' unions request a dialogue with President Correa's administration.

Guatemala

The teacher union STEG finally signed a collective agreement with the Ministry of Education after 12 years of union struggle. STEG leader Joviel Acevedo is also a member of the ILO tripartite commission which supervises the implementation of trade union rights in Guatemala, including freedom of association and collective bargaining. Acevedo had a meeting with the ILO mission which visited Guatemala from 15-20 February.

Honduras

Following the coup d'état of 28 June and the expulsion of elected President Manuel Zelaya, EI's member organisations in the country, under the umbrella of the *Federación Hondureña de Organizaciones Magisteriales* (FHOM), protested publicly for the return of democratic rule. Education unions have been instrumental in providing advocacy for the need of a new Constitution. The education unions also invested time and resources in the national resistance movement against the coup. Teachers and teacher unionists were among the prime targets of the violent repression carried out by the de facto regime.

Four teacher unionists have been killed since the coup:

- Roger Abraham Vallejo, a 38-year-old member of COPEMH, was shot in the head on 30 July during a demonstration;
- Martín Florencio Rivera, member of the COPRUMH, was stabbed to death after leaving Vallejo's wake;
- Félix Murillo López, member of COPEMH, died on the 17 September, National Teacher's Day, after he was hit while riding on his bicycle. He had testified about the circumstances of the killing of Vallejo; and
- Mario Fidel Contreras was shot in the back in October 2009.

The offices of COPEMH were cordoned off by the police. Leaders of the teacher union movement, as well as those from other sectors, have been persecuted and arrested. Many teachers have been victims of aggression and union meetings have been banned.

EI strongly condemned the repression against Honduran citizens and expressed its deep concerns about the grave violations of human rights of teachers and trade union leaders. EI called on the Organisation of American States to undertake all diplomatic initiatives aimed at restoring democracy and the rule of law in Honduras. EI also asked its affiliates in Honduras whether they wanted to lodge a complaint with the Inter-American Commission on Human Rights (CIDH) for violation of the rights to life and to physical integrity, as well as restrictions to freedom of expression and right to assembly. EI also submitted information about the attacks against teachers and teacher unionists to the UN High Commissioner for Human Rights, as a UN team was to undertake a three-week official visit to Honduras in October to examine violations of rights in the wake of the coup d'état.

EI also took several actions in support of its members. The EI Regional Office was part of a Global Union Mission (5-7 August) to Honduras. The President of the EI Regional Committee also visited Honduras from 11-12 August. EI and its affiliates sent letters of support to teachers' organizations in Honduras. Some unions in the region also extended financial support to FOMH.

A declaration on the situation in Honduras has been endorsed by the EIAL Regional Conference.

Mexico

EI continued to monitor the situation across Mexico and particularly in the state of 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. In September, EI was informed about the release of two imprisoned teachers from Oaxaca.

In March, EI addressed a protest letter to the authorities of Mexico on behalf of the teacher union STUACH from Chapingo and the higher education SINTCOP and SIACOP for failure of providing tenure and decent salaries to teachers.

Peru

In June, EI condemned the repression against the Indigenous peoples of the Peruvian rain forest, who protested against legislative decrees 1090 and 1064 passed in 2008, which affected the rights and property of Indigenous peoples.

The Ombudsman's Office of Peru reported that the repression on 6 June in Bagua, Amazonas, resulted in at least 30 deaths, more than 150 wounded, and about 70 civilians detained, including several youths. EI was informed by its affiliate SUTEP that Leodoro Gonzales Uriarte, General Secretary of the provincial branch SUTE in Utcubamba, Bagua, was among the teachers wounded.

EI also provided input to the case discussed at the ILO Commission on Application of Standards (Peru, Convention 169 on Indigenous Peoples). No progress has been registered since June by the Peruvian rain forest communities. Their leaders are prosecuted and their organizations divided. The National Group of Coordination for the Development of Amazon Communities (NGCDAC) was created by decree in June 2009. Body examines the events in Bagua, evaluates the contentious decrees, set up appropriate methods of consultation and National Development Plan for the Amazon Region to be submitted to the Congress by the end of 2009.

In September, the Regional Office began to support the higher education union FUNTEP in its request for the recognition of salary rights.

2.2 Promoting Human and Trade Union Rights

In addition to responding to requests for assistance and support from member organisations, EI also developed advocacy to increase teacher organisations' awareness of their rights and to assist them to engage in the defence of human and trade union rights of teachers worldwide.

EI Trade Union Rights Manual

EI extensively presented its trade union rights manual in meetings and workshops for its member organisations.

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 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.

EI Declaration on Schools as Safe Sanctuaries

In 2009, the EI Executive Board adopted a declaration dealing with “Violent Political and Military Attacks Against Education Institutions, Students, Teachers, Academics and all other Education Personnel (including Support and Transport Staff, Education Officials, Education Trade Unionists and Education Aid Workers)”. The declaration stresses that schools must be violence-free zones. Education institutions must at all costs be protected as safe havens in which students must continue to receive their education. The notion of schools as safe sanctuaries has been used in communication with the government authorities of **Israel** and **Gaza**, as well as **Sri Lanka** and **Somalia**.

EI addressed solidarity messages to its member organisations in **Finland, Germany, Japan** and the **U.S.** where deadly shootings occurred in schools during 2009.

Education under Attack

EI also actively took part in consultations organised by the UNESCO on the theme “Education under Attack” with the aim of advancing this agenda; identify potential synergies and focus areas of organizations’ current and potential work to increase the protection of education from attack.

International Labour Conference 2009

EI took an active part in the Workers’ delegation at the International Labour Conference in Geneva, **Switzerland**, in June. In connection to EI’s mandate to promote the trade union rights of teachers, EI participated in the work of the ILO Commission on the Application of Standards (CAS) which monitors implementation of key ILO conventions by countries. The list of 25 countries reviewed is decided on the basis of the 1768 reports from the ILO Committee of Experts. This year, of particular interest were the cases of **Colombia, Ethiopia, Guatemala, Philippines, Swaziland, Turkey, Iran, Korea, China, Malaysia, Peru** and **Congo**. As well, **Italy** and **Israel** were highlighted on the issue of migrant workers, while **Mauritania** and **Kuwait** were in the spotlight because of discrimination in employment.

A highlight was the presence on the EI delegation of Gemoraw Kassa, Coordinator of the **Ethiopian** teacher organization, NTA. His intervention in the discussion on implementation of Convention 87 on Freedom of Association by Ethiopia was widely applauded. The Employers’

Group also spoke in support of the right of teachers from the public sector to enjoy freedom of association. The ILO Committee “urged the Government to take all necessary measures to ensure the registration of the National Teachers’ Association without delay.” The ILO Committee also “urged the Government to ensure the immediate release of any workers or teachers being detained for their trade union activity.”

On **Colombia**, the Committee recalled that the trade union movement could only exist in a climate free from violence and urged the Government to put an end to the current situation of violence and impunity through the continued implementation and innovation of effective measures and policies.

In the case of **Guatemala**, the Committee noted the inefficiency of criminal proceedings related to violent acts, giving rise to a grave situation of impunity, and the excessive delays in legal proceedings. It also noted the allegations concerning the lack of independence of the judiciary. The Committee observed that, despite the seriousness of the problems, there had been no significant progress in the application of ILO Convention 87 on Freedom of Association, in legislation or practice. It urged the Government to redouble its efforts and to adopt a complete, concrete and innovative strategy for the full implementation of the Convention, including through the necessary legal reforms, the strengthening of the programme for the protection of trade unionists and witnesses and of the measures to combat impunity, and the provision of the financial and human resources necessary for the labour inspectorate and the investigative bodies, such as the Public Prosecutor’s Office.

The Committee also issued strong conclusions to the Government of **Iran** regarding the ILO Convention 111 on Discrimination and requested those conclusions to be included in a special paragraph. The Committee noted the lack of any improvement in social dialogue; the lack of progress in developing a comprehensive Bill prohibiting any form of discrimination in employment and education; the lack of information regarding the situation of women in vocational training and employment; discriminatory job advertisements; discriminatory laws and regulations; the situation of unrecognized religious minorities, in particular the Baha’i, and ethnic minorities. The Committee urged the Government to take immediate and urgent action to ensure the full application of the Convention, both in law and practice, and to establish genuine social dialogue.

The review of the implementation by the authorities of **Peru** regarding ILO Convention 169 on Indigenous and Tribal Peoples occurred a few days after the killing of over 30 Indigenous civilians in Bagua on 6 June. The ILO Committee called on the government to make further efforts to guarantee Indigenous peoples’ human rights and fundamental freedoms without discrimination, in accordance with its obligations under the Convention 169. The Committee stressed that genuine dialogue must be based on respect for Indigenous peoples’ rights and integrity. Finally, the Committee took note with interest of the information provided by the Government that an invitation had been extended to the United Nations Special Rapporteur on the situation of human rights and fundamental freedoms of Indigenous peoples to visit the country.

China and Russia also were under the spotlight: **China** on its employment policy with 145 million workers not receiving the minimum wage, and **Russia** for having frozen draft legislation against human trafficking.

TURN: Trade Union Rights Network

The TURN project involves 13 teacher organizations: CITA/**Cambodia**, PGRI & FESDIKARI/**Indonesia**, MAE, NUTP, STU Sabah and STU Sarawak/**Malaysia**, ACT, FFW, NATOW and TOPPS/**Philippines**, and NTTU and PSTAT/**Thailand**.

The TURN network is really getting off the ground since representatives from the participating organisations agreed to set up an electronic network to share information and support one another.

The TURN project, which is financially supported by the ILO ACTRAV and the Friedrich Ebert Foundation (FES), proposes to equip teacher trade unionists with the tools and skills to promote and defend trade union rights, influence public policy, improve the legal frameworks within which they operate, and build solidarity networks to make a difference in their respective countries.

In these countries, where the trade union movement is fragmented and where most government initiatives are business-driven, teacher organisations have concentrated their efforts on freedom of association by reaching out to potential members.

TURN was launched in 2008 and the second year was devoted to training representatives of the 13 member organisations in international labour standards, supervisory mechanisms, international complaint procedures, information and awareness raising. Participants were trained during national workshops organised in March/April and through a regional conference convened in Manila, Philippines in September 2009. Participating organizations will replicate similar training in their unions to build a cohort of skilled trade union rights advocates.

The next step is the networking. All the teacher organisations will share information, experience and good practice, and also provide coordinated support through the electronic network. With improved collection of data, more violations will be reported, thus increasing the pressure unions can bring to bear on governments to implement, both in law and in practice, the full rights to freedom of association and collective bargaining.

In future, the TURN model could be developed in other parts of the world to empower EI member organisations to assert their trade union rights, speak out and promote democracy, good governance and social justice.

Education in Correctional Settings

The EI report on Education in Correctional Settings was released in November. Following the 5th World Congress resolution, a questionnaire was sent to all member organizations in early 2009 to gather data on union representation and the working conditions for teachers employed in correctional facilities, as well as the policies and activities of EI's members on this issue. The responses from 54 member organizations from 40 different countries formed the basis of the EI study. The main results of the study were also presented in an article as part of a brochure published by the International Council on Adult Education.

Furthermore, EI participated in the UNESCO conference CONFINTEA VI from 1-4 December 2009 in Belem/ **Brazil**, as well as in the International Civil Society Forum FISC preceding this conference, and contributed to workshops on education in correctional settings in both events by presenting the main outcomes of the EI study. EI also collaborated with UNESCO in connection with their research on education in prisons.

2.3. Children rights

Worldwide, over 200 million children are forced to labour in fields, factories and into work as domestics. Sub-Saharan Africa has the greatest incidence of economically active children – 26,4 per cent of all 5-14 year-olds. Children's rights are denied by all forms of child labour, which threaten their education, damage their health and may lead to further exploitation and abuse.

Education International and its member organizations are deeply concerned about the harmful repercussions of child labour which leads to children dropping out of school at an early age, absenteeism, grade repetition, poor performance, and low national educational achievements. UNESCO statistics show that worldwide 72 million children are not attending school. Although today there are more girls in school than ever before, girls still account for 56% of the total number of children out of school.

The achievement of universal primary education is crucial to the elimination of child labour, through policies to provide free, compulsory and accessible public education. The provision of quality education must also be ensured, as this plays a key role in attracting and retaining students in school, thus contributing to wider efforts (such as poverty reduction) to prevent child labour, helping to increase the re-integration of children and reducing dropout rates.

The fight against child is becoming prominent on the agenda of an increasing number of teacher organizations worldwide. In 2009, building on a similar campaign in 2008, with the support of FNV Mondiaal, EI encouraged its member organisations in 17 countries to organise awareness raising activities. The project has been a success among most EI member organizations as well as within EI. It has stimulated actions and commitments for future. It has supported teacher organisations which were already working on the child labour area spurring the continuation of activities on the issue. This was particularly the case in Albania, Ghana, India, Indonesia and Morocco. The project has also given a strong push to other unions which had not been so active on this field, such as those in Bulgaria, Burundi, Dominican Republic, Georgia, Nicaragua and Uganda.

Another important element is that the project has promoted a stronger partnership between teacher unions and key stakeholders on child labour (Ministry of Education, Ministry of Labour, UN Agencies (ILO in particular), employers' associations and NGOs) in the countries concerned. This has been especially the case in Albania, Burundi, Brazil and Ghana.

The national training carried out by teacher unions on child labour (challenges and best practices) were much appreciated by the teacher unions involved. This analysis of the issue, the relevance for teachers and the actions done by teacher unions created a self consciousness of the work done, recognising in some cases the positive impact achieved and in other cases the huge challenges ahead.

The training and public actions showed that teacher organisations are serious in their efforts to tackle child labour and are making an effort to adopt plan of action. Furthermore, the public activities raised the teacher organisations profile in virtually all countries involved in the project.

The mobilization for the national campaigns contributed to building a better capacity at union level. The knowledge base established with the child labour studies has had an great impact within the teacher unions but it has also shown to the key stakeholders in the countries, mainly UN agencies, Governmental agencies, NGOs, that teacher unions are committed and equipped to deal with these issues.

Partnership Continues to Develop with ILO IPEC

Following earlier discussion, in 2009, EI has formally been approached by the ILO to explore possible cooperation in an ILO project to tackle child labour through education. The TACKLE project is a four year project launched in March 2008 with the support of the European Union.

TACKLE is active in 11 ACP countries:

- Africa: Angola, Kenya, Madagascar, Mali, Sierra Leone, Sudan and Zambia
- Caribbean: Guyana and Jamaica
- Pacific: Fiji and Papua New Guinea

The aim of TACKLE is improve action against child labour through education, particularly in respect of girls and other vulnerable groups across the following areas:

- The achievement of education Millennium Development Goals;
- Strengthening the legal frameworks on child labour and education;
- Ratification of ILO Conventions No. 138 on the Minimum Age for Employment, and ILO Convention No. 182, on the Worst Forms of Child Labour;
- Strengthening institutional capacity to formulate and implement child labour strategies;
- Carrying out targeted actions to combat child labour;
- Improving advocacy and dissemination of good practices to enhance the knowledge base and networks on child labour and education; and
- Improve social dialogue and tripartite negotiation.

TACKLE operates through national Steering Committee and the ratification of Protocols, to be implemented by the Government, social partners and other stakeholders under the auspices of the International Labour Organization with financial support from the European Commission. Teachers and their organizations are considered instrumental to help prevent child labour, particularly in the areas of awareness raising, the monitoring of former child labourers and at-risk children and school-based social support, including feeding or health programmes.

EI has been requested to liaise with its member organisations in the TACKLE countries to strengthen the involvement of national teacher organisation and encourage them to contact the TACKLE Steering Committee and TACKLE national coordinators.

GUF and Global Task Force on Child Labour and EFA

Cooperation continued throughout 2009 with the ITUC and GUFs, such as BWI (building sector), IUF (food and agriculture) and ITGLWF (textile).

EI also followed up on the activities carried out by the Global Task Force on Child Labour. 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.

Aim 3 : Ending discrimination in education

Equality is a core value for EI. 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 training workshops 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. Gender equality work at global level

2009 has been a significant year for gender equality. The year marked the 30th anniversary of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which was adopted in 1979 by the UN General Assembly and which constitutes a bill of rights for women and girls. 2009 also marked the 20th anniversary of the Convention on the Rights of the Child (CRC), as well as the 10th anniversary of the proclamation by the United Nations of 25 November as International Day for the Elimination of Violence Against Women.

To learn more about this event, please go to: www.ei-ie.org/gender/en/

The year also marked the 10th anniversary of the ILO gender action plan and the general discussion on "Gender Equality at the Heart of Decent work" held by the International Labour Conference (ILC). The equality report stressed again that "Women suffer multiple disadvantages in terms of access to labour markets, and often do not have the same level of freedom as men to choose to work."

2009 was the year when workers worldwide witnessed multiple global crises: financial, economic, social, food and climate. All these crises impact deeply upon the lives of women, families, disadvantaged people and minorities worldwide.

The elimination of discrimination, in all its aspects, requires the mobilization of the education union community. The inequities are vast and likely to be exacerbated by increasing shortages of state funding for education. The challenges are many: HIV/AIDS, with maternal and infant mortality; the horrifying social and health consequences of violence against women and girls; 98% of children with disabilities in developing countries do not go to school; the increasing number of attacks against migrants and refugees; the needs of indigenous peoples, who make up five per cent of the world's population, but 15 per cent of the poorest people. Girls are still missing out on primary and secondary education in far too many countries. In Sub-Saharan Africa, almost 12 million girls may never enrol (GMR 2010). At the current rate of progress, the Millennium Development Goals are unlikely to be achieved on time.

However, 2009 also ended with the immense hope that EI's first World Women's Conference to be organised in May 2010 in Thailand on the theme "On the move for Equality" will be the vehicle to inform, stimulate and move forward in a significant way the collective means of achieving gender equality, particularly in unions, and through unions, in education and society.

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 to be endorsed by the EI Executive Board and activities to advance women's rights and equality and to secure the full integration of women in trade unions.

The SWC met twice in 2009 (March and November) and discussed the follow up to Congress Resolutions on Pay Equity and International Migration. It recommended holding EI's First World Women's Conference "On the Move for Equality" in May 2010, and discussed the topics, subthemes and the format of the conference. The SWC also gave feedback to the quadrennial survey on the status of women. It also discussed the participation of a strong union delegation at the 54th session of the UN Commission on the Status of Women in March 2010.

Implementation of the EI Congress 2007 resolutions

Pay Equity Now!

EI launched its campaign to raise awareness about pay equity, to remind governments of their commitment and to enable EI member organisations to share information and good practices through the women's networks and highlight pay equity in EI and member organisations' conferences and publications. A circular was sent out to all EI member organisations on 8 March, announcing the campaign, as well as in September, asking member organisations for success stories and campaign material on this issue.

The webpage www.ei-ie.org/payequitynow contains general information on pay equity around the world, the gender pay gap and legal provisions, as well as campaign material such as campaign guidelines to support member organisations in organising their own pay equity campaigns.

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.

In November, EI launched its study entitled Pension Reforms in Europe and Their Impact on Women, by Vanja Ivosevic, a University of Zagreb specialist on gender perspectives in education policy. The EI study aims to show how pension reforms may affect the gender disadvantages facing retired women. The analysis was based on an independent survey of 48 EI-affiliated teacher unions in 33 countries in the Pan-European region, and provides an unprecedented overview of the gender implications of pension reform throughout Europe. The report can help reform proponents and critics alike become aware of the diverse picture of retirement incomes across Europe, and understand how their own countries and unions compare within the broader picture. By showing what is being done across a wide range of European jurisdictions, EI aims to empower unions to evaluate pension reform proposals and to advocate for appropriate changes. In addition, by indicating the nuances and complexity of different national situations, this study makes a strong case for the necessity of comprehensive gender impact assessment in pension plan reform.

The study can be downloaded from the [background documents](#) section of this CD.

International Migration

Migrant and refugee workers should have the same rights and legal protection as all other workers, including the right to form or join a trade union of their choice, wherever their place of employment. EI encourages its affiliates to integrate issues related to decent work for migrant workers and their rights in the education union agenda, such as organising migrant teachers and working to defend their rights.

In 2009 the political and economic contexts prompted a negative public discourse on immigration and security which resulted in further restrictions and problems for migrants in many parts of the world. Racism and exclusion are on the rise, including in countries with solid records of supporting the rights of migrants, asylum and refugees.

Joint work on the Decent Work agenda and the CGU Equality Working Group has been positive in the field of racism and migrants workers, particularly at the UN Durban Review Conference and the Global Forum for Migration and Development. In June the meeting of CGU General Secretaries, discussed the 3rd Global Forum for Migration and Development meeting held in Athens, **Greece**. Cooperation was organised around the Global Unions' position and presence. Nearly 40 trade union participants attended the Civil Society Dialogue, 2-3 November, 2009. The GUF statement is available in EN, FR and ES in the [background documents](#) section of this CD.

A research study entitled *Education for refugee and asylum-seeking children in OECD countries* was undertaken by P.R. Bourgonje, an independent writer in the field of education and development. This project served as a follow-up to the 2007 EI survey on Education opportunities for Refugee and Migrant Children in OECD countries that aimed to evaluate the level of inclusion into the education system of these children, and which obstacles challenge their equal access to quality education.

The study provides a starting point for investigating the educational opportunities for refugee and asylum-seeking children in the four case-study countries, where migration issues have played a prominent role in political discussions in the past decades, and where the role of teacher organisations in safeguarding the educational opportunities of migrant children has been noteworthy. In addition, the study aims to raise awareness of the topic of educational opportunities for refugee and asylum-seeking children, and to provide a number of recommendations to unions on what actions they might undertake to ensure that these groups of children are included in education.

Impact of the economic crisis on women

In April, the EI Pan-European Committee endorsed the Pan-European Equality Committee resolution on sustained equality budget amidst the economic crisis. The Regional Committee encourages all Pan-European member organisations to analyse relevant indicators showing the gender impact of austerity plans in the various education sectors, and to lobby their governments to sustain public spending on social programmes supporting equality and empowerment of women. The Regional Committee requested EI to:

- Collect disaggregated data and case studies on the impact of the economic crisis in the education sector for teachers and students;
- Advocate for stimulus packages to invest in people and in social infrastructures supporting equality; and
- Advocate for more cooperation and solidarity between teacher organisations to help each other with capacity building.

On 26-27 September, a record number of female teacher unionists met at the Caucus of the Women in the Asia Pacific Region on the "Impact of the Global Crisis on Gender Equality" held in Bangkok, **Thailand**. The EIAP caucus was attended by 62 women delegates from 30 organisations in 16 countries. The Women's Caucus presented a statement to the Regional Conference which

acknowledges the numerous existing achievements in gender equity such as increased women's representation and participation, the various gains in remuneration and retirement income, rights for parental leave and government incentives for the education of girls and for the establishment of small cottage industries for women, and noted that the global crisis has resulted in the undoing of some of the positive work in this area through the cessation of constructive programs and the exacerbation of practices in some regions which are causing a regression in gender equality. The Women's Caucus also called for mass awareness campaigns by teacher unions in affirmative action in order to create a global climate of opinion in favour of gender justice. See the full Women's Caucus report in the 'background documents' section of this CD.

EI quadrennial survey and report on the status of women in education, unions and society

The survey for the Congress Report on the Status of Women in Unions, Education and Society is broad and covers issues such as the representation of women in trade union leadership positions or barriers to the education of girls. It includes questions on pay equity, on HIV/AIDS and on the effects of the economic crisis.

The questionnaire was created with feedback from the EI regional offices and EI subregional women networks in May 2009. The questionnaires for Latin America, Asia Pacific and Europe include additional questions specific for the respective regions. The regional offices are administering the responses, which will enable them to include the survey in their equality agendas.

The survey should be completed by the member organisations online or on paper between July and November 2009. The responses, as well as additional research on legal frameworks and aggregated equality statistics will form the Report on the Status of Women for EI's 6th World Congress. A preliminary report of the survey will also be presented at EI's First World Women's Conference "On the Move for Equality" in May 2010.

EI's First World Women's Conference "On the Move for Equality" (May 2010)

"On the Move for Equality," the first-ever EI World Women's Conference will be held in Bangkok, **Thailand** from 19-22 May 2010. An overview on the conference matters such as objectives, scope, outcomes and participants was endorsed by the SWC in September. A World Women's Conference (WWC) 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 be an interactive and participatory discussion forum, open to all members. The aim of the conference is to create a joint understanding of the state of progress towards equality for women and men in unions, education and society, and to define priorities for the years to come. Amongst others, the conference outcomes may create a basis for discussion at the 6th EI World Congress in 2011. The conference is structured around three main themes within the current global crises of economic recession, food security and climate change:

Connecting and strengthening the EI Women's Networks: The conference is an opportunity to bring together all regional women's networks for sharing plans and analysing obstacles, celebrating successes and planning joint actions.

Taking stock of the Status of Women in Today's World: Thirty years after the adoption of the Convention on the Elimination of Discrimination Against Women (CEDAW) it is time to take stock. What is the participation of women in unions? What are the successes reached for women at work? How can education unions contribute to equality for both men and women, boys and girls?

Empowering Girls and Women Through Education: Education of and investment in women and girls is one of the most effective means of breaking the cycle of poverty. What are the means of increasing access to quality education in order to contribute to overcoming gender barriers through education?

Women networks

Over the years, the EI sub-regional and regional women's networks have developed in number, increased in strength, and made demonstrable progress in mainstreaming a gender perspective in the union work.

Africa: The Pan African Women's Education Network (AWEN) came into existence in 2008, and comprises sub-regional networks in east, north, south, west and central Africa. It has as a main goal the achievement of gender equality in unions.

Asia- Pacific: EI's oldest serving networks in Asia Pacific include the SAARC, ASEAN and COPE subregions. They function independently of each other but meet at conference every three years. The progress made is impressive despite enormous challenges and barriers posed by tradition and culture, among other factors. The 2009 Women's Caucus recognised the importance of the establishment of the sub-regional network in North Asia.

Caribbean: The Status of Women Committee of the Caribbean Union of Teachers serves as the focal point on gender equality for the region. It represents all EI member unions in the Caribbean and came into existence 10 years ago. Since then, the progress made in women in union leadership positions is remarkable.

Pan-European: The Pan-European Women's Network (PEWN) was launched on 8 March, 2007. It is primarily an electronic network with direction and support from the Pan European Equality Committee. It has provided the impetus for a major study on the impact of pension reform on women and on gender equality. Other priority issues include gender equality in unions, and violence against women, in the workplace and elsewhere.

Latin America: The Regional Strategy for Equality with a Gender Perspective Project began in 2007 and is implemented by the regional office in cooperation with the Latin America Education Workers' Network, which includes all unions in the region, and operates also at national and three sub-regional levels (Southern Cone; Andean; Central America).

Middle East and North Africa (MENA): This is not a region in the structure of EI, but a geographic region to which EI decided in 2007 to give particular support in order to strengthen and democratize the unions. Representation of women in unions and indeed gender equality in MENA is particularly problematic, for reasons mainly of culture and religion. However it is apparent that the interest in and desire to work on gender issues is strong.

In order to further strengthen the existing networks and to build a global support network which will enable ongoing discussion of common issues, analysis of achievements and challenges, and sharing of action plans, representatives from the various women networks will constitute 40% of the delegates to EI's first World Women's Conference.

The CGU gender equality working group

The equality agenda within the Global Union Federations made important contributions and improved collaboration between Education International, Public Services International and the International Trade Union Confederation at a time where significant changes occur at the global level, given the multiple crises. The Gender Equality Working Group is going further given the fact that other CGU members are willing to join some activities, for example UNI will join the UN CSW 54 Session in 2010 and new GUF members are joining specific initiatives.

The CGU Gender Equality Working agenda made important progress in different areas: the ILO Gender Equality Discussion (June, 2009) at the ILC; the 53rd UN Commission on the Status of Women with a record of participants; the follow up of the joint campaign Decent Work, Decent Life for Women for International Women's Day (Brussels, **Belgium**, March); the UN Durban Review Conference (Geneva, **Switzerland**, April 2009), the International Conference on LGBT Human Rights (Copenhagen, **Denmark**, July 2009) and the Global Forum on Migration and Development (Athens, **Greece**, November 2009). The successful joint work in these major events provides models of cooperation among unions.

In addition to the above referred topics, joint work was carried out to increase women's participation and representation at the International Labour Conference, and to lobby for the adoption of a strong instrument to protect the rights of domestic workers.

The work programme covers the following themes or campaigns: Advocacy for women's rights and ILO standards, particularly pay equity, ILO maternity convention and includes:

- 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 also took active part and provided organisational support to ITUC's First World Women's Conference on "Decent Work, Decent Life for Women: Trade Unions taking the lead for economic and social justice & equality" which took place from 19-21 October in Brussels, **Belgium**. The outcome document included recommendations and inputs for a draft resolution on Gender Equality to be brought forward to the 2nd ITUC World Congress to take place in Vancouver, **Canada**, in June 2010.

UN Commission on the Status of Women 53rd Session (2-13 March 2009)

The prominence of trade unions in the global debates at the UN Commission on the Status of Women is increasing, due to the Global Unions joint work. EI, PSI and ITUC again put forward a

joint statement to the UN CSW and sent a delegation of 40 union equality officers to the 53rd session titled *The equal sharing of responsibilities between women and men, including care giving in the context of HIV/AIDS*.

The strong and diverse EI delegation attended the first week UN CSW 54 session. EI member organisations NEA/USA, Lärarförbundet/Sweden, CTF-FCE/Canada and UEN/Norway all played an important role in assisting delegates from **India, Ghana, Trinidad and Tobago** and **Brazil** and enabling them to provide their perspectives to the advocacy work at the CSW.

The UN CSW Agreed Conclusions highlight the actions that member states must take, normative and legislative, in terms of research, data collection, monitoring and evaluation, in order to value unpaid work, provide for public services and infrastructure, provide for care for HIV/AIDS affected, eliminate gender stereotypes and foster international cooperation.

Trade unionists were unhappy with the agreed text on girls at work (Paragraph P) as many Member States were reticent to refer to a minimum age for entry into employment. The countries that favoured a reference to the ILO Convention 138 on minimum age were not prepared to put up a fight about it. In general, countries were reluctant to make specific references to policy and legislative international instruments in the action-oriented paragraphs. However, the conclusions do commit Member States to work towards the elimination of child labour.

The EI delegation valued very much their participation at the UNCSW and appreciated both the learning experience and the team work. The trade union delegation had a positive impact on civil society advocacy efforts.

A trade union orientation meeting was organised on 1 March. Jane Hodges, Director of the ILO Gender Bureau, addressed participants on the gender perspectives of the financial crisis. Collaboration ensured that ILO policies and standards and terminology are featured in the outcome document of the UN CSW. Linkages were made with the upcoming ILO discussion on equality between men and women at the heart of decent work.

In a special event commemorating March 8, PSI Executive Board member William Lucy addressed the panel discussion, which was opened by UN Secretary-General Ban Ki-moon and Yakin Ertürk, UN Special Rapporteur on Violence against Women, among others. Lucy raised the question of the economic impact of violence on productivity, as well as other costs associated with violence in the workplace.

A trade union parallel event on the “Impact of unpaid family responsibilities on women workers prospects for decent work - trade union responses” attracted over 120 participants. The interactive session involved unionists and NGOs from all regions, including EI Executive Board members Jucara Dutra Vieira (CNTE) and Salimata Doumbia (SNEPPCI), co-chairs of the EI Status of Women Committee.

Preparations for the 54th session of the UN CSW (1-12 March 2010, New York, USA), which will review the implementation of the Beijing Declaration and Platform for Action, have started with communication with member organisations, pre-registration of EI delegates, as well as communication with PSI and ITUC towards a joint statement to the UN CSW. The EI/PSI/ITUC working group agreed to focus the trade union statement on ‘Women in the Global Economy in a time of crisis.’

ILO Committee on Gender Equality

EI participated in the long-overdue general discussion on gender equality at the 98th session of the International Labour Conference held in June in Geneva, **Switzerland**. The ILO prepared a report entitled “Gender Equality at the heart of decent work.” The Workers’ Group of the ILO Governing Body was highly instrumental in having this item in the 2009 Conference agenda and held a general discussion on this topic, which resulted in a *Resolution concerning gender equality at the heart of decent work*. The conclusions highlight that women are over-represented among poor and low-paid unskilled workers and that the gender gap persists. In addition a high number of girls are involved in child labour and receive no education. It also highlights that gender equality can only be advanced with the solidarity and partnership of both female and male workers.

The objective of the ILO discussion was to create understanding of opportunities and challenges, raise concern of interest, assess current situation and forge a tripartite consensus towards an ILO strategic plan on the gender equality mandate and programme.

Some conclusions also included: education, skills development, vocational training and life-long learning as essential elements to build new opportunities to women; workers need to ensure greater representation of women in trade unions; improving gender mainstream education of officials. Develop gender education workers program; expanding efforts on gender related to pay, social services, health and safety, take actions that produce results.

The government and employers group acknowledged the good work of the Workers Group. The report and conclusions of the Committee on Gender Equality were adopted on 17 June by representatives of the ILO's 182 member States present. The Committee on Gender Equality report and conclusions include a resolution concerning gender equality at the heart of decent work, which proposes that the Governing Body give due consideration to the conclusions when planning future action on gender equality.

In November, the ILO Bureau for Gender Equality put into consideration of the ILO Governing Body a paper outlining the conclusions and identifying priorities for the Bureau action.

EI was also involved with the International Union of Food Workers (IUF) on the issue of domestic work. This included preparatory work for discussions at the ILC in June 2010 and be completed in June 2011 with a view to the adoption of an instrument on domestic work (a Convention supplemented by a Recommendation).

The situation of domestic workers is a concern for education unions because domestic workers are often women and girls who migrate from their villages to urban areas or from their country of origin to a labour-receiving foreign country. Their working and living conditions often deprive them of learning opportunities to improve their futures. In addition, these mostly invisible workers are denied basic workers’ rights, including those related to freedom of association.

International Women’s Day (8 March)

In 2009, EI issued a statement for International Women’s Day calling for increased funding to secure the implementation of the Millennium Development Goals and to achieve the Education for All commitments. The day was marked on March 6 jointly by ITUC, EI, and ETUC at the National Theatre in Brussels. Activities included the launch of the ITUC Gender Pay Gap Report II, the scope of which has been extended to include the impact of the financial crisis on the gender pay gap. A 30-second video clip on maternity protection was shown.

Violence against women

2009 marked the 10th anniversary of the proclamation by the United Nations of 25 November as International Day for the Elimination of Violence against Women; the 20th anniversary of the Convention on the Rights of the Child (CRC) and the 30th anniversary of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the international human rights treaty for women adopted in 1979.

The joint work within the CGU came under the UN campaign “Unite to End Violence against Women,” a global platform for advocacy and action by individuals, governments, civil society and UN partners which initiates, supports and demonstrates local and national advocacy efforts towards ending violence against women and girls.

In April, the EI Pan-European Committee endorsed the Pan-European Equality Committee’s resolution on the role of education unions in eliminating violence against women. On 25 November, a presentation was organised at the EI Pan European Conference which took place from 23-25 November in Warsaw, **Poland**.

EI also released a statement on the International Day for the Elimination of Violence against Women stating that: “Teacher unions have a key role to play in combating gender-based violent attitudes and EI renews its commitments for human rights and equality between women and men.”

In May, EI was represented at a meeting on the preliminary results of European study on attrition in rape cases (EU-sponsored research project).

Decent work, decent lives for women

Joint work on the Decent Work agenda and the CGU Equality Working Group in the field of racism and migrant workers was particularly active and challenging this year. The UN Durban Review Conference succeeded adopting a final report despite the lack of political will to seriously address the problem of racism in the world. Civil society, including unions, plays an important role addressing relevant issues and contributions.

At the Global Forum for Migration and Developments, the GUF delegates stressed the need for implementation of decent work policies for migrant workers, particularly women.

UN Durban Review Conference (20-24 April 2009)

EI joined the 55 strong trade union delegation to the UN Durban Review Conference held in Geneva, **Switzerland**, from April 20-24. Trade union representatives from 20 countries were actively involved in preparations for lobbying and guidance to participants. A joint statement was addressed to the UN Conference on behalf of EI, PSI, and ITUC; a work in progress document with proposed amendments to the draft outcome document and a preparatory trade union meeting. EI joined a civil society statement calling on member states to fulfil their commitments after a number of countries announced withdrawal from Durban II.

See <http://www.ei-ie.org/en/news/show.php?id=1010&theme=rights&country=global>.

EI reaffirmed its commitments to eradicate racism and all forms of discrimination in the workplace and in schools. EI, working together with the ITUC and PSI, fully supported the holding of this Conference, aiming to assess the implementation of the Durban Declaration and Programme of Action adopted in 2001 at the World Conference against Racism, Racial Discrimination,

Xenophobia and Related Intolerance in Durban, particularly within the current context in which discrimination of every kind is worsening.

From the outset the Durban Review Conference was marked by controversy, when Iran's president used the conference to give a hate-filled speech prompting a walkout by many states and by the fact many Western democracies still decided to boycott the conference despite the adopted texts upholding freedom of expression and avoiding singling out Israel.

EI and ITUC 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.

Gender Equality work at 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 with CTF-FCE/**Canada**, UEN/**Norway**, Lärarförbundet/**Sweden**, AEU/**Australia**, NEA/**USA**, FE.CC.OO/**Spain**, and FETE UGT/**Spain**, 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

The continental African Women in Education Network (AWEN) coordinates the work of the five sub-regional women networks: North African Women in Education Network (REFAN), Western African Women in Education Network (WAWEN), Central Africa Women in Education Network (RESAC), Women Network of Eastern Africa (WNEA) and the Southern Africa Women in Education Network (SAWEN).

The African Women in Education Network (AWEN) held an evaluation workshop from 14-16 December 2009 in Accra, **Ghana**. The workshop gathered 13 members of the Consultative Committee of AWEN and EI Consortium for AWEN set up by CTF-FCE/**Canada**, Lärarförbundet/Sweden and Utdanningsforbundet/**Norway**. The workshop aimed at evaluating the activities implemented by the network since its launch in May 2008 in Cotonou, **Benin**, clarifying the roles and functioning of the various structures and adoption of a new action plan for 2010-2012.

The workshop activities enabled participants to:

- Harmonize their understandings of the three objectives of AWEN, ie. to create the political will for an integration/ownership of AWEN at all EIRAF structural levels, to guarantee an efficient and effective internal and external communication, to build the capacity of AWEN members;
- Discuss the mechanisms of coordination of AWEN at the national, sub regional and regional levels;
- Decide criteria for the selection of sub regional networks and countries to accommodate AWEN activities;
- Adopt AWEN communication and action plans for 2010-2012.

On 18-22 October 2009 a training workshop "Training of trainers" took place in Accra, **Ghana**. The main objective of the workshop was to have more effective resource persons to work with the networks and national organisations, whilst equipping the union trainers with the new techniques for adult training and keeping trainers up to date with the current challenges and needs of women in

the unions. Twenty-three women trainers attended the workshop. Participants were also trained in skills using ICT for research and training.

The Southern African Women in Education Network (SAWEN) organised a training workshop on the theme “Effective Communication for Quality Leadership in SAWEN” from 26 to 29 May for its leaders. There were 17 participants from educational trade unions in **South Africa, Lesotho, Malawi, Mozambique, Namibia, Zambia, Swaziland** and **Zimbabwe**. All the members received training in capacity-building in leadership, advocacy and resource mobilization to help the network address the various challenges facing women in education in Southern Africa.

The Western Africa Women’s Education Network (WAWEN) met from 15-18 December 2008 in Accra, **Ghana** for the second phase of the training on Results-Based Management, especially monitoring and evaluation of projects. The RBM training served as a framework for strengthening national structures of WAWEN, which have had their set-up redefined and action plans drawn up. The meeting was attended by 21 women leaders of WAWEN and provided with the tools to deal with current results based development challenges.

The Women Network in Eastern Africa (WNEA) held a three-day training workshop from 28-30 January in **Zanzibar** for 35 leaders. The main aim of the workshop was to build the capacity of ZATU leaders, both men and women, so as to enable them to understand the need to increase women’s participation and role in the activities and organs of the union. At the end of workshop, ZATU leaders resolved to allocate funds for women’s activities and pledged to make the necessary efforts to establish a women’s department within the trade union.

The Central African Women’s Network (RESAC) held a training seminar on information and communication technologies from 5-7 June in Brazzaville, **Congo**. The participants included 24 women from 10 regions/provinces of the country out of eleven. The main subject of the training was the usage of word processing. Two national workshops for trainers were also organised in Guinea Bissau from 5-8 November, and in Mozambique from 4-6 December.

Asia and Pacific

The Asia Pacific region has three sub-regional women networks, which are the longest-standing of EI’s women’s networks. They are: SAARC, the South Asian Association for Regional Cooperation network for women leaders of the EI affiliates in **India** (AIPTF, AIFTO and AIACHE), **Nepal** (NTA and NNTA) and **Sri Lanka** (ACUT, ACUT-G, CTTU, SLITU and USLTS); ASEAN, the Association of Southeast Asian Nations Women’s Network, brings together women representatives of the EI affiliates in **Malaysia** (NUTP and Sarawak TU), **Philippines** (SMP NATOW, ACT and TOPPS), **Thailand** (NTTU and PSTAT) and **Indonesia** (PGRI) and COPE, the Pacific Women network.

The 6th EIAP Regional Conference which took place in Bangkok, **Thailand**, from the 28 -30 September) was preceded by a two-day women caucus on the “Impact of the Global Crisis on Gender Equality.” The Caucus was attended by 62 women delegates from 30 organisations in 16 countries. The caucus looked at the issues pertaining to gender equality, information exchange among women’s networks and improved coordinated action. The caucus discussed access to education, gender pay gap, social protection and recommended urgent actions to deal with the existing inequality and hardship for women and girls. It urged affiliates to focus on mass awareness campaigns and remain committed to the attainment of the MDGs.

The caucus called upon union leaders to provide active leadership in a campaign against violence as a central focus of union activity, build community and union alliances to campaign for the relevant legislation and work towards full implementation of the ILO Conventions.

Other activities in the region in 2009 included:

In conjunction with International Women's Day 2009, NUPT/**Malaysia** for the first time organised NUTP Women's Symposium. The two-day symposium was held Kuala Lumpur from 6-7 March 2009 with the participation of 60 women teachers. The topic of the symposium covered various issues related to women.

EI women's seminar hosted by the **Sarawak** Teachers' Union was held from 7-9 March. It was attended by both male and female members of the union. The topics presented were maternity protection; awareness about HIV/AIDS; organising the unorganised; and gender equality.

The ASEAN Women's Network meeting was held from 4-6 November in Bali, **Indonesia**, on Women's Rights. It included 33 women leaders from 12 organisations in South East Asia. The objectives of the meeting were as follows:

- Launch the publication on women's rights and make recommendations to improve it.
- Develop better understanding of the improvements needed in national legislations in order to provide the rights guaranteed by the international instruments.
- Develop policy recommendations for member organisations in ASEAN to end sexual harassment in the workplace and to improve the union's working environment.
- Identify the problems in promoting women in union leadership at all levels and make recommendations to member organisations.
- To promote gender equity at national and union level
- To allocate budgets for women's activities
- To disseminate EI newsletters and ASEAN Women's Network newsletters
- To ensure celebration of International Women's Day among EI member organisations in the network.

Caribbean

The women's programme has taken strong root in the teacher unions in the Caribbean. The Status of Women's Committee of the Caribbean Union of Teachers is playing a greater role in training other women in the teachers' unions and there evidence that the women have grown in confidence over the years.

From 19-21 October, a women's training in the Caribbean workshop took place in St. Lucia with the theme of "Women Teachers as Innovators in Education." The participants came from **Anguilla, Belize, Dominica, Grenada, Bermuda, Jamaica, Ste Croix, Trinidad and Tobago, Suriname, Nevis** and **St. Vincent**. The workshop was organised in close cooperation with the CUT Status of Women's Committee.

EI participated in the Biennial Conference of the CUT women's committee in **Grenada**. The theme for the conference was "Transforming Today's Classroom for Tomorrow's World." All the EI member organisations in the Caribbean participated in the conference.

EI delivered an address to 100 teachers at the first women's conference of the **Trinidad and Tobago** Unified Teachers' Association as part of the observance of the union's 30th anniversary. The theme for the conference was "Women teachers: Strengthening the Capacity."

EI also participated in the Jamaica Association of Teachers women's conference held in Kingston, **Jamaica**, on ways of improving the quality of education in light of the global economic crisis.

Europe

The Pan-European Women's Network (PEWN) is an online community with over 150 subscribers. It was launched on 8 March 2007. Identified topics are: Equality in the Unions, Women and the Economic Crisis, Life-Work Balance, Violence against women, Pay Equity and LGBT rights. The electronic mailing list moved to an online blog forum in November.

EI Regional Statutory Equality Committees

The **Pan-European Equality Committee**, which is a statutory body of the Pan European Regional Committee, 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.

Forty-four participants attended the annual meeting on 1-2 April in Brussels, **Belgium**. All members discussed in breakout groups the quadrennial surveys on the status of women and gave input to improve the survey on LGBT. The committee identified priorities for the future equality agenda. Recommendations to the Regional Committee were issued on eliminating violence against women, equality in the unions, the pension study, the priorities for the next programme and budget, the impact of the economic crisis on equality and a recommendation issued by the Spanish member organisations on co-education. The final publication on Pensions reforms and their impact on women was presented by author Vanja Ivosevic. All recommendations were approved by the Regional Committee. The next annual meeting is scheduled for 17-18 March 2010.

The **Pan-European Status of Women Committee** – which is composed of the women members of the Regional Committee – met twice (April and November). One of the main tasks of this committee is to monitor the provisions for representation of women within the Pan-European Structure. The PE SWC prepared the agenda for the Regional Women's Caucus in November in Warsaw. The committee recommended to focus on the effects of the economic crisis on women (unemployment, prostitution), Pay Equity (and the effect on pensions), girls leaving school early (partly due to pregnancy), and gender balance in unions as possible topics for the caucus. Members discussed the quota regulation within the Pan-European structure.

The **Pan-European Equality Caucus** met in Warsaw, **Poland**, on 23 November. The priority issues and challenges include equality programme and budget for a period of 2010-2013. The presentation on "Violence against Women" was made in conjunction with International Day for the Elimination of Violence against Women.

Latin America

The women's networks in Latin America aim to promote the level of coordination among women from the various organisations in order to consolidate the participation of women in leadership roles in the union structures.

The Latin America Inter-Institutional Committee held an evaluation meeting for the 3 year project *Equity with Gender Perspective 2007-2009* in San Jose, **Costa Rica**, from 19-21 October. The

objectives of the meeting were to identify the project's impact on strengthening national unions, to define the second phase of the project from 2010-2012 and to identify the strengths and weaknesses of equal opportunities provided with the project.

3.2 Equality for lesbian, gay, bisexual, and transgendered people

The Universal Declaration of Human Rights states that everyone is entitled to the rights and freedoms it enumerates, without distinction of any kind. Human rights apply to all people, in all places and at all times. So they apply to gays, lesbians, bisexuals and transgender people too.

But human rights violations are still perpetrated on the ground of people's real or perceived sexual orientation or gender identity in all parts of the world, independent of its religious or political environment. "The stigma attached to these issues means that violence and discrimination often go unpunished as victims dare not report their cases and the authorities do not pay sufficient attention to those who do," said Navay Pillay, UN High Commissioner on Human Rights.

While few societies have recognized same-sex unions, favourable legislation was enacted in Uruguay, Colombia, Portugal, Austria and Mexico City in 2009. The controversy of same-sex marriage in education is increasing tensions in some countries. In November 2009 UNESCO released the International Technical Guidance on Sexuality Education, which provides an evidence-informed approach for schools.

EI is pleased that member organisations have been able to move the social agenda forwards and encourage education unions to address discrimination and support LGBT workers. Internal efforts were made by Regional Coordinators and key affiliates in different regions. External political events have increased negative discourses in many African countries, where some governments and political leaders are making scapegoats of homosexual people, diverting attention from other issues in election campaigns, with parliaments such as that of Uganda promoting bills that support hatred, social control and violence.

Social justice is an important objective, in its own right, for the union movement. However it also represents our future. For the union movement to grow and have a secure future, we must reach out to all equity groups in our societies

EI Secretariat also received the visit of Kyiah Angel, AEU/NSW union official and recipient of AEU Rosemary Richards Scholarship 2009. The award is given to a woman AEU member to increase her skills and experience in the union's work at any level by supporting the recipient's proposal. Angel was examining issues around women teachers' experiences of homophobia and used her scholarship funds to attend the 2nd International Conference on LGBT Human Rights in Copenhagen.

Quadrennial Survey on the status of Gay and Lesbian Teachers and Education personnel in unions and society 2011

The survey is under preparation. The format has been revised in some regions. The Pan- European Equality meeting raised some input for their region. At the Latin American Regional LGBT

activities, the participation in the EI quadrennial survey has been considered as an indicator of the follow up activity. This development becomes important given the low rate of responses in previous EI surveys.

International Conference on LGBT Human Rights “Love to Freedom and Freedom to Love” (Copenhagen, July 27-29)

EI and other Global Unions endorsed and welcomed this event, the largest world conference on LGBT rights, highlighting the right of every LGBT person in every country to participate fully, equally, and openly in every part of life. The 2nd International Conference focused on good practices and gave unionists an opportunity to share experiences and join collaborative efforts in building diversity in the unions, at the workplace and in society. Conference themes included human rights and politics, Workers Out, and Education for the first time.

The challenges ahead and inspiration were highlighted by the Copenhagen Catalogue of Good Practices which included a collation of 20 good examples and practices, among others education union working models. The catalogue was prepared by the Danish Institute of Human Rights and it is available online in English at:

<http://www.humanrights.dk/books+and+webshop/publications/books>

The World Outgames 2009 were successful from the point of view of the programme and organisation, which were recognized and appreciated by the 780 participants from 80 different countries. They also had the perfect combination of 24 excellent keynote addresses and 110 quality breakout sessions/workshops and opportunities for networking. The sharing of experiences was good. Conference had first timer experiences: a MENA pre-Conference with 60 participants; the inclusion of education as a Conference theme was evaluated as good and it was the first dialogue of its kind among education unions and LGBT people working in educational projects. The financial result was also satisfactory.

The conference received overwhelmingly positive feedback from trade union delegates and officials from NEA/USA; CSQ, CTF-FCE and BCTF from **Canada**; UCU, NASUWT and ATL from **UK**; AOb/ **Netherlands**; NZPPTA/**New Zealand**; and AEU/**Australia**.

Education International, following up to the Porto Alegre Declaration, contributed once again to the Outgames initiative. EI served as co-chair of the Outgames LGBT Human Rights Conference and, working in cooperation with the GUFs, organised the opening session with participation of EI Vice-President and other union activists on LGBT issues.

Un Durban review conference (Geneva, April 23, 2009)

EI, ITUC and PSI joined with Human Rights Watch and ILGA to sponsor a side event that explored the relationship between race, sexual orientation, gender identity and other aspects of identity that are sources of systemic discrimination. The panel discussed social, economic, cultural, and political settings which form foundations of discrimination faced by people on grounds such as: race, sexual orientation, gender identity, age, sex, (dis)ability and other status. In exploring the dynamic and structural causes of multiple forms of discrimination, the panellists from **Dominican Republic, Mexico, Saint Lucia** and **South Africa** captured how States can acknowledge the impact of multiple identities and discriminations. The meeting called upon governments to recognise the importance of addressing multiple or aggravated forms of discrimination, to include sexual orientation and gender identity as grounds that are inextricably linked to racism, racial discrimination, and xenophobia.

International Day against Homophobia (IDAHO): May 17

EI issued a statement against discrimination sexual orientation and gender identity.

EI also endorsed an international appeal to UN Agencies and head of States to “reject transphobia, and respect gender identity.” The appeal was distributed by Connect and PEWN network. IDAHO activities and initiatives mobilized around specific demands, as follow up of UN Statement endorsed by 68 member states in December 18, 2008.

World Congress on Human Rights, Sexual Orientation and gender Identity (Paris, France, May 16), organised for the NGO Intl Day against Homophobia

The Conference was a dialogue opportunity between representative of governments, international institutions and civil society organisations, including unions. This activity was organised by the governments of **France, the Netherlands and Norway** as a follow up to the UN Declaration on Human Rights, Sexual orientation and Gender Identity endorsed by 68 members states at the UN General Assembly (December 2008).

Round tables on progress and challenges; on how states and civil society can work together; the right of health of LGBT people; human rights and gender identity were discussed. EI and SNES/**France** were invited. Report is available.

The Conference developed recommendations and strategies to take the LGBT agenda forward at the UN. The meeting was attended by 80 participants from the global south and 150 ministers from 15 countries, representatives of agencies, independent experts and NGOs.

The Outgames coordinating team also made a strong link between the meeting in Paris and the LGBT Human Rights Conference in Copenhagen. The panel “*Love to freedom and freedom to love*” 14 May in Paris included Phillip Castel, SNES National Secretary of Rights and Liberties and spokes person for the Inter-LGBT in France.

EI/PSI LGBT Forum

EI and PSI have a long record of successful and joint work for LGBT equality issues in the workplace. The manual *Trade unionists together for LGBT rights* is being translated and distributed in many languages. The information and analysis have been used to further unions’ agendas, particularly among those who are relatively new to LGBT activism.

Throughout the year, the EI/PSI LGBT Forum has been active in initiatives such as ETUC actions and activities promoting equal rights, respect and dignity for workers regardless of their sexual orientation or gender identity, adopted by the ETUC Executive Committee.

Working in coordination with PSI members and potential members, the Steering Committee met in Copenhagen to set up plans for the third LGBT Forum, scheduled to take place in Cape Town, **South Africa**, prior EI’s 6th World Congress.

Regional awareness raising and training workshops

The First Workshop on LGBT for the Southern Cone was held on October 30-31 in Sao Paulo, **Brazil**, with participation of two organisations from Central America, two from the Andean Area and six from the Southern Cone. The aim of the workshop was to give participants three tools: how

to understand and defend safe schools for all teachers and students, how to understand LGBT rights as part of the complete defence of humans rights and how to start including LGBT's specific demands in their collective bargaining.

A publication called *Education in diversity* was released in **Chile** with pedagogic material sponsored by Education International, *Colegio de Profesores* and Human Rights Faculty at the Diego Portales University and produced by local MOVILH Chile.

PAN-EU: Follow up of Bratislava recommendations (November 2008). Supporting Equality working group member on draft plans related to LGBT regional network. There are discussions underway to join a trade union conference organised by the All Poland Alliance of Trade Unions (OPZZ), Campaign against Homophobia (KPH) within the Europride and the *Fundacja Rownosci* (Equality Foundation) to be held in Warsaw, **Poland**, in July 2010.

3.3 Equality for Indigenous people

Indigenous peoples remain among the most marginalised population groups. Many face daily discrimination and racism. Too often, their languages are subject to restrictions or are threatened with extinction, while their lands are sacrificed for them mining and deforestation. In Peru, Indigenous leaders rejected the preliminary report on the "Bagua massacre" that portrait indigenous as ignorant and failing to understand the benefits of the laws that they were protesting against.

Link: www.ei-ie.org/indigenouspeoples/en/newsshow.php?id=1043&theme=indigenous&country=peru

There are still big challenges facing the governments to fulfil their duties of effective protection and promotion of human rights and fundamental freedoms of indigenous people, in particular with regard to consultation and agreement, rights to lands and territories, exploitation of natural resources and policy on conflicts related to land claims. Internal armed conflicts caused displacement and destruction (114 in Colombia).

Indigenous children are left behind, particularly poor and females, given marginalization associated with ethnicity, language and location (UNESCO GMR 2010). Proactive measures supported by education unions are being taken to bring changes in the implementation of government policies that undermine their access and participation of bilingual programs (AEU Australia; UNE Ecuador).

Racism in education is typically denied, ignored and trivialised said a major study of the professional knowledge and experience of Aboriginal teachers in Canadian public schools, commissioned by the CTF and its Advisory Committee on Aboriginal Education in 2009.

Link: www.ctf-fce.ca/Documents/BulletinBoard/ABORIGINAL_Report2010_EN_re-WEB_Mar19.pdf

Teachers unions continued working to breaking down stereotypes, challenging racism, poverty and exclusion. The status of the indigenous peoples is a matter of justice, but it is also a political, economic, and social imperative.

EI International Symposium

Activity will take place in the Americas, place and dates in August-September 2010, are subjects to confirmation.

Indigenous Ad Hoc Committee on Indigenous Education and related issues.

On the composition of the Committee, EI has received so far three nominations (CSQ, NZEI, UEN), of the seven union representatives. NEA, STEG, AEU and NTEU are expected to come soon.

Preparations related to Ad Hoc Committee conformation done. Specific plan of meetings and related work to be revise and endorsed by Committee members (AEU and NTEU/**Australia**; CSQ/**Canada**; STEG/**Guatemala**; NZEI/**New Zealand**; UEN/**Norway**; NEA/**USA**)

Quadrennial Survey on Indigenous Education and report 2011

Preparations are being consider working in cooperation with Regional Offices.

Asia-Pacific

A national workshop on Indigenous People and Minority Rights was held in Jakarta, **Indonesia**, from 4-6 December 2009. The workshop was attended by 30 PGRI leaders, who discussed the national laws and international conventions including the ILO Convention 169 on the rights of minorities and tribal groups. Focusing the discussions on the minority indigenous population in Papua, Kalimantan and Jambi provinces, the workshop recommended the need to involve indigenous people in defining their needs, especially in terms of education. Locally-based curriculum was seen as one of the ways in which indigenous people would be able to provide education of their choice.

Caribbean

In the Commonwealth of **Dominica** for indigenous teachers from Dominica and St. Vincent & the Grenadines.

Latin America

A workshop on Indigenous Situation in Education was held in collaboration with the national union LAM in **Guatemala**, from 26-27 November.

Aim 4 : Promoting democracy, sustainable development and solidarity

The promotion of democracy, sustainable development, fair trade, basic social services and health and safety, through solidarity and cooperation among member organisations, the international trade union movement and civil society.

4.1 EI Development Cooperation

Annual EI Development Cooperation Meeting

The Annual DC meeting took place in Brussels, **Belgium**, from 19-20 November. The participants included representatives of the cooperating partners currently implementing bilateral and multilateral cooperation programmes all over the world. Side meetings to discuss the implementation of the Central Asia, MENA EI Initiative and several multilateral programs were also organised.

Upon invitation of the UEN/**Norway**, EI's Chief Regional Coordinators, the Deputy General Secretary and the Coordinator responsible for solidarity and assistance participated in a meeting held in Oslo from 3-6 June to plan future involvement of UEN in development cooperation over the next three years.

4.1.1 Africa

In 2009 there have been some qualitative gains in Development Cooperation in Africa and indeed significant strides have been made by many organisations. Some African unions have grown in size, power, influence and in terms of viability. They have provided the lever for change in a number of countries. Notwithstanding, much more needs to be done in instituting good governance in the administration and operation of some of the unions through democratic structures and practices with an institutionalised system of transparency and accountability to their members.

DLF Project Advisory Committee Meeting

The DLF East Africa Project advisory committee meeting was convened in Zanzibar 15-19 February by the Danish Union of Teachers. The objective of the meeting was to evaluate 2008 cooperation and map out a new phase for 2009. It was clear that gains have been made in strengthening the unions and that communication is flowing between and among East African community teachers organisation dubbed Forum of East African Teachers Union (FEATU). It comprises **KNUT/Kenya**, **TTU/Tanzania**, **UNATU/Uganda**, **ZATU/Zanzibar** and the unions in **Burundi** and **Rwanda**. Some challenges include communication with the Francophone colleagues, the political turmoil in the region especially **Somalia** and **Sudan** each impacting on the member countries, different levels of developmental growth, etc. Nonetheless there were more commonalities than differences. At the end the advisory committee decided on the following activities for FEATU, excluding of course the bi-lateral programs DLF has with each organisation:

Harmonization of labour laws in East Africa, conflict resolution, and mainstreaming gender into FEATU activities.

ZIMTA/Läraryörbundet Review and Planning Meeting

A review and planning meeting was held between ZIMTA and Läraryörbundet from 19-23 March in Johannesburg, **South Africa**, owing to the fragile political atmosphere in **Zimbabwe**, a situation which so adversely affected the ZIMTA structure that the centre was losing contact with the grassroots. Constitutional functions could not be carried out because the union had no funds of its own and, although the union had subscribing members, the dues were worthless. The partners agreed that Läraryörbundet would support ZIMTA for the period of 2009-2012 to build capacity for its officers, recruit members, train and re-orient conveners, and improve information technology. It was also agreed to follow-up the emergency assistance appeal for Zimbabwe which ZIMTA had initiated with EI.

PSEUM/Läraryörbundet planning meeting

The annual meeting was held in Lilongwe, **Malawi**, between Läraryörbundet and PSEUM from 26-30 March. It was reported that the number of members had increased, however the members paying dues through the check-off system had fallen from eight schools to three due to resistance from private schools. Because of this resistance most of the dues are collected from individual teachers. A section of the Private Schools Association of Malawi, the organisation of private school proprietors, had gone so far as to create a fake union in a bid to weaken PSEUM. A cooperation agreement was signed for the years 2009-2011 in which Läraryörbundet would support PSEUM to recruit more members and strengthen its structures.

Läraryörbundet/Cameroon

From 9-12 February, Mrs. Helena Taxell and Henrik Herber from Läraryörbundet met with representatives of the EI Africa Regional Office in Yaoundé, **Cameroon**, to explore long-term development cooperation relationships as the continuation of those established in 2005 with the Cameroonian EI affiliates: the Federation of Education and Research Unions (FESER), the Federation of Education Unions of Cameroon (FECASE), the National Teachers' Union of Cameroon (SYNEC) and the Union of Workers of Private Schools of Cameroon (SYNTESPRIC).

It emerged from the information shared that EI affiliates in Cameroon represent a very small proportion of the number of their members who regularly pay dues: only 0.7% of the existing potential. This is due to national laws and regulations which ignore provisions of international and regional instruments that protect and promote union rights and freedom of association (instruments that are also ratified by the Cameroonian State), divisions in organisations, etc.

Having realised that such a situation is not conducive to the creation of a strong, credible, representative union movement able to influence the trend of deteriorating living and working conditions of teachers and other education workers and its impact on the quality of education, the four organisations agreed to carry out activities to help strengthen their human, structural, organisational and financial capacity. EI and Läraryörbundet said they were ready to assist them in this process as far as possible. A memorandum of understanding between the parties indicating the approach and the goals was signed at the end of the mission.

Democratic Republic of Congo

EI provided financial assistance to its three member unions in the DRC after receiving a project proposal for infrastructure and trade union training. An amount of 18,000 euros was transferred to help strengthen all three member unions in the country.

Liberia

EI head office coordinated with the Africa Regional Office on the Liberia Consortium Group. This is an initiative to support NTAL/**Liberia** in its capacity building and reorganising the union to have a credible and democratically-elected leadership. The first phase of the EI consortium was concluded with the NTAL national convention from 13-15 August. EI affiliates from **Botswana, Ghana, Kenya, Sierra Leone, Tanzania, Uganda, DLF/Denmark** and **NEA/USA** attended. An important feature of the convention was the large number of women delegates consequently leading to a woman being elected President and another woman as one of the four Vice-Presidents.

The consortium provided institutional support for the office and to re-organise the branches, recruit new members, register old members and create a data base. Two newsletters were also supported to share information with the membership. A brochure and a membership handbook were also produced. All these were used for the district elections, and the national convention. With a democratically elected leadership in place the consortium visited Liberia from the 18-25 September to create, together with the national leadership, a two-year plan based of the developmental needs approved by the NTAL convention. A program has been put in place for the period October 2009-2011.

EI also supported a housing project for rural teachers in Liberia. The project is an initiative of ALPO, coordinated in cooperation with NTAL and supported by the Liberian government. A Project Management Committee was formed, made up of the Ministries of Education, Information, Internal Affairs, National Housing Authority, National Education and Training Council, and the Nursing Association of Liberia. EI contributed \$10,000 US to the project.

4.1.2 Asia

Indonesia

Under the PGRI-EI-Consortium Project in Indonesia with the objective of strengthening the PGRI as a teachers' trade union, seminars were held from 6-8 October in Central Kalimantan, 6-8 October in West Java, 9-11 October in West Java, 12-14 October in Bangka Belitung, 18-20 October in South Sumatera, 3-5 November in DKI Jakarta, 3-5 November in North Maluku, 10-12 November in Central Java, 13-15 November in Central Java, 16-18 November in Jakarta, 20-22 November in West Kalimantan and 28-30 December in Jakarta.

Each course was attended by 40 participants from various districts in the provinces. Among the topics discussed were: Trade Union Principles; Education International – its structure and programmes; Leadership; Decision Making Processes; Union Finance; PGRI and its Constitution; Teachers' and Lecturers' Law; Negotiation and Collective Bargaining. Aside from these two seminars, work focused on strengthening the financial situation of PGRI, increasing the membership dues collected, and improving the collection of dues.

John Thompson Fellowship Programme

The JTF programme was held in Kuala Lumpur, **Indonesia**, from 29 November to 17 December 2009. A total of 22 top leaders from four provincial branches of the EI member organisation in Indonesia participated in the three-week training programme, which provided opportunities to devise plans to strengthen the organisation and learn trade union skills with resource persons from AEU/**Australia**, SNES/**France** and NEA/**USA**.

The COPE region

In 2009 a range of activities took place across the Pacific region.

From 11-12 February, EI held meeting in the **Cook Islands** with CITI executive on planning recruitment and education on trade unionism, as well as a review of the constitution.

Vanuatu was the setting for a workshop on Building Trade Union Capacity and Empowerment of Union Leaders from 11-13 March. In addition EI did a presentation on trade unions and human rights, and an assessment of Vanuatu's labour and employment legislation.

From 16-18 June EI and the **Solomon Islands** National Teachers' Association held a workshop on Trade Union Capacity Building. As well, labour and employment legislation pertaining to women and human rights law were discussed.

In **Tonga** from 23-25 June, EI and the Friendly Islands Teachers Association also held a workshop on Trade Union Capacity Building which included an assessment on FITA/COPE's progress as a union. Negotiating skills and a review of the trade unions' role from Industrial to Socio-Political and Economic Partnership were also on the agenda.

HIV/AIDS literature and campaign strategy was the topic of an EI workshop in **Papua New Guinea** held from 1-3 July in conjunction with a meeting with the executive of the Papua New Guinea Teachers Association.

Additional workshops were held in 2009 in **Cook Islands** and **Fiji** on Ethics and EI Code of Conduct and a Review of the Education Act.

EI Central Asia Consortium Project

In May 2008 EI and Consortium partners from **Australia, Finland, Norway, Sweden** and **the United States** met in Bishkek, **Kyrgyzstan**, to formally initiate the cooperation in **Kazakhstan, Kyrgyzstan, Tajikistan** and **Uzbekistan**. Following up on that meeting and the four national planning workshops that ensued, a number of activities were implemented in 2009.

The development objective was to promote changes in the EI affiliates in Central Asia, taking them from being government functionaries to more democratic, independent, transparent, strong and sustainable organisations.

The immediate objectives were as follows:

1. To create awareness of democratic trade unionism, good governance, transparency and accountability at all levels of the organisation

2. To effectively address the problems of education in the era of market economy and decentralisation by the trained leaders at the oblast and rayon levels to deal with the local education departments and governments
3. To promote greater participation of women and young leaders in the decision-making process and all activities of the union
4. To create a pool of skilled trainers/resource persons in the oblasts and rayons
5. To deal with the organisational finances and to make the organisations financially independent and viable
6. To improve the communication processes within the organisations, among the national, oblast and rayon levels

In all 14 three-day workshops on the Role of Trade Unions in the Market Economy and Trade Union Leadership were given in **Kazakhstan, Kyrgystan** and **Uzbekistan**. In addition, national evaluation and planning meetings were held in **Kazakhstan** and **Kyrgystan**. The objectives were to:

- Discuss the role of teachers' union in the market economy
- Conduct analyses of the existing education situation
- Analyse the teachers' status, in relation to national economic-political course in education
- Discuss the challenges/problems faced by the teachers, children and schools and formulate possible solutions
- Raise awareness on the issues of teachers' union internal work, leadership and administration
- Discuss the Organisational Development and Strategic Planning
- Explain the programs and activities of EI
- Share the information and review the essential components and strategies of the campaign for Education for All.

All the objectives and expectations of the workshop were met and participants understood the principles, aims and work of EI including the Central Asia Consortium Project. They were educated about trade union principles and gained an improved concept of democratic leadership and decision-making processes, in addition to an in-depth understanding of the role of teachers in the market economy. They shared their trade union experiences, built ownership and expressed commitment to the development cooperation project, gained skills in strategic planning, drafted oblast action plans and committed to share with colleagues the knowledge and skills they learned in the workshop.

The participants were highly receptive to the information shared by the resource persons. The participatory and interactive methodologies in conducting the sessions were quite new to most of them who had been schooled and trained in a teacher/textbook-centred educational environment. At the start of the workshops the participants were a bit anxious or even suspicious what the foreign guests are doing in their oblasts (provinces). A number of them even asked questions such as: *What foreign interest are you representing? Where do you get your funding?* Clearly, a cloud of doubt on foreigners. The team (Central Committee and EI) has to dwell on these issues at length sometimes.

The activities were widely covered by the broadcast and print media. One television station (Karaganda) ran a feature four times on EI and the workshop. Interviews with member organisations and EI were made in almost every oblast. Clamours for replication of the workshop at rayon (district) and primary levels were put forward by the participants. Some oblast committees had even made sizable counterpart of the costs to bring more participants.

At our end, we also gained a lot of information and understanding of their organisations and kind of trade union work our member organisations are doing. The Consortium project assistant has been

gradually trained to deal with the financial dealings with the member organisations and to help in the interpretations and in conducting a few sessions.

The missions also gave opportunities to have audience with the local executives briefing them about the workshops and trade union work. In return, the local executives gave updates on their social partnerships with the teachers' unions and their programmes for education, teachers and children among others.

The National Evaluation and Planning Meeting in **Kyrgyzstan** held 23-25 October 2009 was very fruitful. Representatives of the oblasts where the Basic Workshops were conducted rendered reports on the successes and challenges and what have they done in their respective workplaces after attending the workshops. Recommendations were also given for future activities. The Draft National Action Plan for 2010 was revisited and improved accordingly with emphasis on the indicators of success.

The National Evaluation and Planning Meeting in **Kazakhstan** held 27-29 October 2009 followed the same programme as in Kyrgyzstan. However, it was difficult because only a handful of the target group (those who attended the basic workshops and helped in the implementation of the activities) were present. The EI and Consortium team had to improvise to save the situation. This concern was discussed with the President of the member organisation and she apologized in public for the shortcomings. Various reasons were mentioned, but EI and Consortium team have different opinion in this regard.

4.1.3 Middle East and North Africa

EI MENA Project

EI staff in Brussels, Belgium, and Beirut, Lebanon, conducted continuous follow-up with EI union members and non-members in **Jordan, Lebanon, Iraq, Yemen, Iraq, and Egypt**. They supplied continuous reporting on the situation of teachers' unions and relevant trade union issues in countries including **Egypt, Iraq and Jordan**. As well, they reported on the activities of EI and its cooperating partners, working with unions in the MENA region, such as in **Lebanon, Palestine and Yemen**. This information was linked to the Development Cooperation page on the EI website. There was also continuous follow-up with the EI-affiliated members of the MENA project working group, who already have activities in the region or are looking into future cooperation with unions in MENA.

The EI secretariat and EI's project coordinator in the region have maintained constant and fluent communication and exchange of information with Solidarity Support Organisations and Global Union Federations working in the region. These include: The Solidarity Centre; Friedrich Ebert Foundation; International Confederation of Trade Unions (ITUC), both its Amman and Brussels offices; Public Services International (PSI); International Transport Federation (ITF); International Federation of Energy and Mining Workers (ICEM); Building Workers International (BWI); International Labour Organisation (ILO) Beirut Office; and the Trade Union Congress (TUC) of the United Kingdom.

In January, a working plan of activities to be implemented in 2009 was developed, along with a proposal for a regional meeting for the unions in MENA and the EI members of the MENA working group.

10-11 February, EI Solidarity and Development staff and MENA project coordinator met to develop details of the proposed work plan and the regional meeting in October 2009. They also met with the two Lebanese unions, TSL and LPESPL. It was decided that both unions would present EI with their draft plans for cooperation.

In February, EI sent a solidarity letter to the Iraqi authorities in support of the Iraqi Teachers Union (ITU), in view of the political situation and security measures taken against ITU.

In March, the MENA Project coordinator participated in the EI Status of Women Committee meeting in Brussels, and presented a comparative document illustrating the different status and approaches to women and gender issues in MENA countries.

From 14-15 April, EI participated in a meeting with the ILO and the ITUC on coordinating technical cooperation in Arab countries, and reported on it.

The project assisted in arranging the participation of one representative from a MENA region union in the EI Communication Network (ComNet) meeting held 26-27 May in Brussels, and will continue to support the proposed addition of an Arabic-language version of the EI website. In addition, the project coordinator began work on translation of the EI Constitution into Arabic.

From 25-27 May, the MENA project coordinator participated in a conference organised by the Global Campaign for Education that took place in Sanaa, **Yemen**. The conference was concluded by the "Sanaa Call" to establish an Arab Campaign for Education for All as a regional entity of the GCE. EI will be involved in the preparation committee of the Arab campaign, and will eventually help mobilize MENA teachers' unions and affiliates in that direction.

As per the work plan, on 23 May, EI's MENA project organised a meeting in **Jordan** with a new EI member, the Jordanian General Union of Workers in Teaching (GUWT). The goal is to work with the union on identifying the priority demand areas of union work in which they need support, and planning the next steps of the proposed cooperation with EI.

Again on 26 May, the project coordinator organised a meeting in **Yemen** with EI's affiliate, the Yemeni Teachers Syndicate (YTS). Again, the aim is to work with the union to identify priority demand areas of their union work that needs support, and planning the next steps of the proposed cooperation with EI.

As a result of the collaboration, in early 2009 the two **Lebanese** unions, TSL and LPESPL, the **Jordanian** GUWT, and the **Yemeni** YTS, presented EI with proposals for training on certain topics and ways to enhance in their union and professional development.

In November 2009, the first training for union representatives in **Jordan** took place. GUWT and EI organised a workshop for 20 teachers. The topics were organising and recruitment of new members.

EI is supporting, and will continue to support, its member GUPT/**Palestine** in the coming years. Together, we aim to consolidate the union structures, strengthen the union capacity building by supporting training workshops with cooperating partners, and supporting the office infrastructure as well. Summer camps for students in different cities in Palestine will continue to be organised.

EI and NASUWT UK are cooperating with the teacher unions in **Iraq**. A three-year program has been finalised with the Iraqi Teachers Union (ITU) and the Kurdish Teachers Union (KTU). The principal aims are to strengthen the capacity of the two organisations to represent their members and provide them with opportunities to develop their professional skills. In December 2009, the coordinators of this plan received training for three weeks in **France** and **UK**, with the cooperation of UNSA Education/**France**.

From 12-14 October, EI organised in Beirut, **Lebanon**, the first MENA seminar on the theme: “Teacher Unions in the Middle East and North Africa: A Vital element in Labour Rights and Education for All.” The seminar was hosted by EI’s members in Lebanon, the TSL and LPESPL, and it attracted the participation of 65 teacher trade unionists from the region. Participants came from the following teacher unions: SATEF, SNAPEST and CECA/**Algeria**; GTUESR/**Egypt**; ITU and KTU/**Iraq**; GUWT/**Jordan**; KTU/**Kuwait**; SNES, SNEP, SNEF and SNEM/**Mauritania**; SND-FDT, SNESup, and FAE/**Morocco**; GUPT/**Palestine**; SGEB and FGESRS/**Tunisia**; and YTS/**Yemen**. Cooperating partners in attendance were:; DLF/**Denmark**; UNSA-Education/**France**; UEN/**Norway**; NUT and NASUWT/**UK**; and AFT/**USA**. These organisations both participated in the Seminar and facilitated some of the sessions, along with representatives of the ILO (Beirut and Cairo offices).

4.1.4 NON-EU and South European Countries

Georgia

The first EI workshop on negotiations and organising was held in Tbilisi, **Georgia**, on 12-13 March 2009, thus paving the way for a new initiative to support its members in the South East European region. Twenty-one representatives of EI’s affiliate, the Educators and Scientists Free Trade Union of Georgia (ESFTUG) from 10 different districts received training on bargaining for improved wages and working conditions, collective bargaining structures and joint negotiating machinery. Funded by the Educational Institute of Scotland (EIS), and organised by EI in cooperation with ESFTUG, the workshop was conducted by Gerald Fawcett, an experienced trainer who has been working for the National Union of Education in the UK as negotiation officer.

From 6-8 July, EI organised with ESFTUG the first seminar on Pay and Working conditions. Supported by the Friedrich Ebert Foundation, the seminar had the participation of the Ministry of Education and Science, a first since the so-called “Rose Revolution” of 2003 replaced the former president and sparked new elections. The two Deputy Ministers and a team of four ministry officials participated during the three days of the seminar. The principal aim of the seminar was that both parties, ESFTUG and the Ministry, could start to work together on ways and means to set up negotiation machinery for teachers and education employees in Georgia. In the future, the two groups will share their conclusions and agree on future steps. This experience is planned to be repeated in other countries in the region and in the Balkans.

Kosovo

EI received a proposal from AOb/**Netherlands** for a Multi-Ethnic Training Centre for teachers in **Kosovo**. The proposal was also submitted to FNV Netherlands seeking financial support. Both SBASHK and SOK, the Serbian Kosovar Teachers Union, are participating in this initiative. EI has been requested to participate in the Steering Committee.

Serbia

In May, EI visited **Serbia** to find ways to continue with the development cooperation programmes. After a difficult period during which the unions refused to find ways to enable all of the unions in countries of the former Yugoslavia to participate in an equal way, an agreement in principle has finally been reached. The initial programme began in 2007, and included a reconciliation approach. It now will be revised. However, the political situation between the different countries in the region poses obstacles for teacher trade unionist who want to cooperate across borders. (For example, Bosnia Herzegovina does not issue visas for Kosovar people unless they present their now-outdated Serbian passports.) At the same time, EI has been mandated by the Executive Board to meet with two Serbian unions which have made applications to become EI members.

Montenegro

The Negotiations and bargaining programme that EI is conducting in Eastern Europe was implemented in Montenegro last December 4-6. Leaders from the cantons of all Montenegro, plus the National Executive Board, participated in a three day training on negotiations, bargaining and organising. At the same time the EI Delegation helped TUEM to lobby with the Ministry of Labour and the National Parliament in order to better implement the Labour Law and Union Representation Act.

Moldova

EI convened a meeting in Brussels with UNSA-Education/**France**, PESTU/**Moldova**, and Lärarförbundet /**Sweden**, to discuss continuation of their cooperation partnerships. PESTU presented a report of previous activities and defined its overall objective to be increasing union education of its members. In order to make a comprehensive plan for the next period between PESTU's Congresses, a planning session was organised in Chisinau last December 2009.

4.2 Solidarity

4.2.1 Africa

Ethiopia

In May 2009, financial assistance was provided from the EI Solidarity Fund to support Tilahun Ayalew Bihanu and Anteneh Getnet Mulatu, two members of the Ethiopian Teachers' Association (ETA) who sought refuge in Kenya after years of harassment and imprisonment by the Ethiopian government forces.

Solidarity Assistance

Gaza

In January, EI set up a special Solidarity Fund to support the International Trade Union Confederation's appeal for humanitarian assistance for the people of Gaza. Conflict erupted between Gaza and Israel at the end of December 2008, and more than 500 people, including about 100 civilians, are believed to have been killed in Gaza since Israel's escalating military reaction to Hamas missile attacks began. Approximately 2,500 Gazans were wounded. At least four Israelis were killed, and several more were injured by the rocket attacks. EI launched an Urgent Action Appeal on 14 January. The funds raised were transferred to the ITUC Gaza Solidarity Fund and were used to provide basic school equipment for children in the region.

Zimbabwe

On 3 February, EI issued an Urgent Action Appeal to support teachers and unions in Zimbabwe. The UAA was launched in response to the alarming economic downturn and raging hyperinflation Zimbabwe had experienced for several months. The dire economic situation put the education sector and indeed the entire society under severe pressure, creating an educational and humanitarian crisis. Teachers and their trade unions responded tremendously to the appeal.

EI provided ad-hoc financial assistance from its Solidarity Fund to its four member organisations to cover immediate needs. In order to ensure the survival of EI member organisations and the provision of education in Zimbabwe in the medium and long term, EI established a Zimbabwe Coordination Plan aiming to provide an overview of and to coordinate consolidated action of EI and its cooperating partners. The coordination plan includes ongoing projects of EI and its members (bilateral cooperation) as well as an outline of activities needed as an urgent response to the current socio-economic and political situation of the unions. AEU/**Australia**, CTF-FCE/**Canada**, UEN/**Norway**, Lärarförbundet/Sweden and AFT/**USA** are actively involved in this Coordination Plan and provided considerable financial assistance to keep EI's member unions alive.

Burkina Faso

Heavy rainfall caused severe flooding in Ouagadougou, the capital of **Burkina Faso**, beginning of September. The flood took at least 160 lives and affected an estimated 600,000 people. About 90,000 people were driven from their homes. EI provided financial assistance to its member organisations in the country, which were severely affected by the inundations.

4.2.2 Asia-Pacific

Solidarity Assistance

Pakistan

The July Pakistani offensive against the Taliban in South Waziristan caused around 90,000 civilians to flee the region. Thousands of education institutions from primary to secondary schools were destroyed, and many teachers and students were killed. EI provided humanitarian assistance to 340 teachers and students that were severely affected by the fighting.

Taiwan

Typhoon Morakot hit Taiwan on 8 August, causing severe landslides and heavy flooding. The worst typhoon in 50 years, it took the lives of several hundred people and caused devastation in its wake. EI provided financial assistance to its member union for damaged school infrastructures and facilities.

Philippines

EI sent a message of solidarity to all five member unions after Typhoon Ondoy hit the Philippines on 26 September, causing severe flooding which resulted in the loss of many lives and the displacement of hundreds of thousands of people. A request for assistance to acquire new school materials, supplies and uniforms was submitted by SMP-NATOW. In coordination with the regional office, EI is analysing how best to support all five affiliates.

Indonesia

EI sent a message of solidarity to PGRI after an earthquake hit the Indonesian province of West Sumatra on 30 September. EI is currently waiting for reports from the regional office and the union in order to learn what assistance is most needed.

Solidarity online

EI provided financial assistance from its Solidarity Online Fund to enhance the electronic communication system of ETTU/**East Timor**, PGRI/**Indonesia** and ZATU/**Zanzibar**. The Solidarity Online fund provides assistance to improve the technical capacity of member

organisations to communicate electronically, to ensure their web presence and to use web technologies to enhance their trade union and professional work.

4.2.3 The Caribbean

Haiti

EI representatives visited Haiti and held meetings with union officials, the Prime Minister, and the Minister of Education to evaluate the work of CNEH with the intention of preparing a long-term plan for cooperation with the union.

Montserrat

EI held meetings with union members, visited schools and held discussions with the Minister of Education. A total of 38 new members were recruited for the union, which doubled its membership. EI provided financial support to the small union which has continued to exist despite serious destruction by volcanic activity since 1995. The union is seeking to broaden its membership by including non-academic staff, pre-school teachers and day care workers. The union is also reviewing its constitution with support from the EI regional office.

Disaster preparedness

EI participated in a three-day training conducted by the Caribbean Union of Teachers in **St. Lucia** on Disaster Preparedness & Mitigation. Participating unions were from **Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize Bermuda, BVI, Dominica, Grenada, Guyana, Haiti, Jamaica, St. Kitts, Nevis, St. Lucia, St. Vincent and The Grenadines, Trinidad and Tobago** and **St. Croix**. There were 47 participants representing member organisations of the CUT. Representatives from CTF-FCE/Canada and NEA/USA assisted as resource persons. Member unions are expected to conduct follow-up activities at the national level.

4.3 EI's EFAIDS programme

The EI EFAIDS Programme continued its work to advance the achievement of Education For All and to alleviate the impact of HIV and AIDS on the education sector.

Working with teacher unions in almost 50 countries across four regions, the EFAIDS Programme

supported activities and projects under research, policy development, training, advocacy and publicity. As a result of the EFAIDS Programme, unions are gaining evermore confidence in tackling HIV and AIDS and integrating this work into union structures and activities.

Not only are unions working to prevent new infections among teachers and students, they are also rolling out policies and support groups to ensure that teachers living with HIV can continue to work and contribute without fear of discrimination. The EFAIDS Programme has been instrumental in helping teachers make meaningful progress towards achieving quality education. By supporting teacher unions to conduct valid research, which in turn contributes to sound policy development and informs and strengthens advocacy and lobbying with governments and other education stakeholders, the EI EFAIDS Programme is contributing to the ultimate goal of quality education for all children.

Countries participating in the EFAIDS programme as of December 2009

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, Colombia, Costa Rica, Dominican Republic, Guatemala, Honduras, Nicaragua, and Venezuela.

Caribbean

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

Asia Pacific

India, Indonesia, Nepal, and Papua New Guinea.

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 teacher unions (AOB and CNV-O). At an operational level, EI and EDC work in partnership with regard to implementation of EFAIDS activities at all levels. The emphasis in the partnership with WHO is essentially strategic – the main aim being to connect the EFAIDS programme with appropriate units within WHO at the national level 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 and the Global Campaign for Education – Real World Strategy Programme in the form of a research project focusing on transnational advocacy for EFA initiated in 2008 and to end in 2010. In 2010, this partnership will be expanded to include work under the evaluation of the EFAIDS programme, an exercise that will take place in its fifth year.

EFAIDS Publications

The second part of the improved version of the old “Blue Book” – the *Teachers’ Exercise Book for HIV Prevention* – was finalised in 2009. While last year’s publication was intended for teachers, this year’s was aimed at students. The title of the updated publication is *Learning for Life: Classroom activities for HIV and AIDS Education*. The book was written by EDC in collaboration with EI. The format is designed to be more accessible and user-friendly, and will be presented to EI affiliates at regional workshops. The manual contains activities aimed three different age groups: under 10s, 10-14 year olds, and over 15s. The activities proposed are designed to fit each age group.

EI has continued to produce a monthly EFAIDS newsletter highlighting mainly EFAIDS-related news and achievements of EI affiliates involved in the programme. Articles on the EFAIDS programme also often feature EI’s quarterly publication, *Worlds of Education*.

The *One Hour on AIDS* initiative was launched again on 1 December, World AIDS Day, and involved many EI affiliates worldwide. The decision to continue with this particular initiative was based on recommendations from affiliates as well as an increased participation on the activity in 2009 compared to 2008. A short summary of union activities during World AIDS Day 2008 was produced and is available online.

Advocacy

In March, EI was represented at the UNESCO World Conference on Education for Sustainable Development in Bonn, **Germany**, actively participating in a workshop on AIDS, Health and Education for Sustainable Development.

In April, EI attended the Global Consultation of the Inter-agency Network for Education in Emergency. The unit participated in sessions covering issues such as mainstreaming HIV and AIDS in education in emergencies and is currently involved in the review process of the INEE Minimum Standards handbook.

In June, EI participated in the Committee on HIV/AIDS during the International Labour Conference, which proposed amendments to the ILO Recommendation on HIV/AIDS. The draft document proposed by the ILO was amended by the social partners and is scheduled to be adopted by the Conference in 2010. The recommendation addresses issues such as discrimination, training, and access to treatment, confidentiality, prevention and support measures in the workplace.

EI participated in the UNAIDS Inter-Agency Task Team (IATT) on Education symposium and meeting, held in Limerick, **Ireland**, in June. 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. EI attendance at the meeting facilitates networking possibilities, increases EI’s visibility in the field of HIV/AIDS and education,

and enables EI to keep abreast of the work of other IATT members with a view to better connection and coordination of efforts.

The EI Caribbean Regional Office participated in the 18th meeting of the Council for Human and Social Development (COHSOD) organised by CARICOM on 3-4 June in Jamaica. EI was invited by the World Bank to participate in special sessions on Education and Health with the CARICOM Ministers of Education and Health, and coordinated a joint presentation on the support and inclusion of HIV-positive teachers during which the World Bank documentary *Courage and Hope* was shown.

In October representatives from EI affiliates were invited to participate in the Global Conference on Health Promotion organised by the WHO. EI was represented by staff from the African regional office and the Kenya National Union of Teachers.

In November, EI was represented at the V Forum of Latin American and the Caribbean on HIV/AIDS and STIs.

GUF campaign against AIDS

The Global Union AIDS Programme followed up its work on the ILO Recommendation on HIV/AIDS and the World of Work. Several meetings between the different Global Union Federations were held throughout the year to coordinate a strategy leading to the adoption of the Recommendation, and exploring the viability of converting it into a Convention.

Preliminary discussions were held on how best to coordinate the GUFs' work at the upcoming World AIDS Conference in **Austria** in 2010.

4.3.1 Africa

The EFAIDS programme continued in Africa in 2009 with many affiliates engaging at varying levels in the five working areas of policy development, research, advocacy, training and publicity.

The programme has successfully brought together the different affiliates in some countries to work in closer cooperation. Such has been the case in **Benin** (8 affiliates), **Cote d'Ivoire** (3), **Gabon** (2), **Guinea** (2), **Niger** (7). These organisations formed working committees to run the programme. The unions continued with training which targeted teachers and other stakeholders. Advocacy, especially for EFA, was carried out in coalitions with civil society organisations.

Orientation workshops were a key feature in the 2009 EFAIDS activities because of the new materials produced for the EFAIDS programme. Workshops were held in **Liberia**, **Sierra Leone**, **Uganda**, and **Zambia** with facilitation by the Education Development Centre and the World Health Organisation.

The EFAIDS programme had problems in some countries, specifically **Botswana**, **Lesotho**, and **Swaziland**. The major cause was a gap in the leadership. In Swaziland, the EFAIDS Coordinator left the union to revert to his job at the national Curriculum Development Centre. Likewise the administrator went back to teach in her school after the expiry of the secondment to the Association.

This was compounded by a change in the key political leadership. The General Secretary and Treasurer are new in the Association. The situation is similar in Lesotho where the Executive Secretary, together with the staff, resigned and formed a rival organisation. The key activity for the two organisations has been re-orientation on the program for the leadership and the trainers on the management of the programme and the new materials.

The annual regional workshop for the EFAIDS programme in Africa was held in Abidjan, **Ivory Coast**, in December. In 2009, numerous national activities took place, including the following:

In **Guinea**, FSPE and SLECG organised the cascade training in the 33 Prefectures and 5 Communes of the country. A total of 712 teachers in 402 schools were trained.

In **Mali**, refresher courses were organised for existing national and regional trainers to familiarise them with the new EI material developed in the framework of the programme. Cascade training was then organised in five districts.

In **Senegal**, a training workshop was organised for all national union leaders of the five unions involved in the programme to familiarise them with new EI material and sensitise them in the importance of the programme for their membership. They were also trained on the use of software to utilise the outcomes of the school audits undertaken in 2008.

An EFAIDS Training of Trainers was organised in Kampala, **Uganda**, from 4 to 7 June and co-facilitated by the UNATU/NUEI EFAIDS Coordinator, EIRAF staff and EDC.

A Training of Trainers workshop was organised by NTAL in **Liberia** in August. A similar training was organised by SLTU in **Sierra Leone** during the same month.

An EFAIDS Training of Trainers was organised in Livingstone, **Zambia**, from 8 to 11 June and co-facilitated by the ZNUT EFAIDS Coordinator, EIRAF staff and EDC.

On the trade union cooperation side in 2009, Angèle Niyongabo, EFAIDS coordinator from STEB in **Burundi**, attended a workshop in **Rwanda** organised by SYPERWA. Through this workshop, STEB was able to bring home skills that its Rwandan counterpart organisation has been acquiring through the EFAIDS Programme.

4.3.2 Asia-Pacific

A four-day evaluation and planning meeting was held in **India** with AIPT, AISTF and AIFTO. The discussion focused on the Right to Education Bill introduced by government, the high numbers of para-teachers; the difficulties in some states where HIV/AIDS education is banned, despite high levels of prevalence. The three federations elaborated EFAIDS proposals for 2009.

4.3.3 Latin America

The annual EFAIDS Programme meeting for the Latin American region took place in April in **Argentina**. The meeting gathered representatives from teacher unions participating at the EFAIDS

Programme from eight countries. The meeting was held to evaluate the work done by teacher unions within the framework of the EFAIDS Programme during 2008 as well as to refine actions to be carried out in 2009 at national and regional level.

In 2009, the programme focused predominantly on HIV prevention, an area of work new to almost all unions in the region. At the regional workshop, the importance of institutionalising HIV/AIDS work and integrating it into overall union work on education was discussed.

National training workshops on HIV have taken place in all the countries participating in the programme. Of note is the training given to the leaders of FECODE in **Colombia**, who were new to the Programme in 2009. ANDE and SEC in **Costa Rica** have also sought to broaden the impact of their activities by linking up with UNFPA (United Nations Population Fund) through the course of their work.

In 2009 in Latin America emphasis was on the importance of scaling up the EFA component of the programme without sacrificing the HIV prevention work. The workshop in **Argentina** provided unions with guidance on planning their work so as the two elements are effectively fulfilled.

4.3.4 The Caribbean

A three-day regional training and workshop was held at the end of October 2009 in **Jamaica** for the 14 teachers' unions from 12 countries participating in the implementation of EFAIDS activities in the Caribbean. These countries are: **Antigua and Barbuda, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, and Trinidad and Tobago**, and. The workshop provided an opportunity to assess the contributions of the national programmes in 2009, and facilitated planning of the work for 2010.

In some instances the teachers' unions have been putting in their own human and financial resources to engage their members in research, advocacy, publicity, training and policy development especially in the case of the Jamaica Teacher's Association (JTA) and Suriname through the Bond van Leraren (BvL). These two unions have recorded the highest level of success in the implementation of the programme.

The **Dominican** Association of Teachers (DAT) published their policy on HIV early in 2009 and worked to increase awareness among their membership on the rights and responsibilities implied.

The CARICOM Secretariat held a meeting of the Council for Human & Social Development for Ministers of Education and Health in **Jamaica**, where EI participated and highlighted its work in the area of Education for All and HIV and AIDS.

In **Suriname**, the EFAIDS Programme was implemented by the three teacher unions, SOB, BvL and KOB. The annual activities centred on training, including a specialised training carried out in young reformatory institute. The union engaged in research on how best to reduce school drop-out rates. Having determined that having school-based social workers was an important factor, the union subsequently initiated a meeting with the Ministry of Education and consulted with other stakeholders to work towards this goal.

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.

5.1 Research to inform advocacy

EI Research Institute in 2009

The EI Research Institute was established as a foundation under Belgian legislation in 2007 and it became fully operational in 2008. The Institute is an expansion of the EI research programme, and is based on the collective wish of the EI Congress, Executive Board and member organisations to develop EI's research capacity. The EI Research Institute does not replace EI Research policy, but supplements it, although its agenda is closely related to EI's goals and priorities.

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.

The decision to establish the EI Research Foundation, and its statutes and interim Board, was taken by the EI Executive Board in Berlin in March 2007. The annual meeting of the Board was held in May 2009 at the EI head office in Brussels. An Advisory Committee to the Board was established and also commenced its work in May.

The Board decided to proceed with the Public Education Indicators project, but to change its focus from a statistical data-gathering tool to a publication which would attempt to present *The State of Teachers in the World 2010*. It would be based on previous research activities, available publications and a membership survey. It was also decided to engage a research fellow with the help of the EI Research Network.

Two other potential new projects were presented: one developed by the Global Unions Council on Corporate Tax and Public Service and the other on Teacher Leadership. Both were generally accepted as potential proposals and, in principal, support was committed.

The first EI Research Institute Advisory Committee meeting was held in March. The Committee discussed two submitted research proposals on Equity Matters and advised the Board on its decision. The Committee also advised the Research Unit on how to proceed with the *Quality*

Education Indicators project and suggested two potential themes for future work: *Teacher Evaluation* and *The Impact of the Economic Crisis on Education*.

EI Research Institute fundraising activities

Following the initial successful grant received from the Hans Boekler Foundation for work on the Public-Private Partnerships project, during 2009 a number of foundations and funding agencies were contacted worldwide as potential donors for future EI Research Institute projects.

Positive reactions were received from nine foundations/organizations, including: the National Endowment for Democracy (**USA**), Bertelsmann Foundation (**Germany**), Western Union Foundation (**USA**), Open Society Institute, OSI (New York Office, **USA**), Qualifications and Curriculum Authority, QCA (**England and Wales**), Ford Foundation (**USA**, Beijing office), American Institutes for Research (**USA**, technical support), Westminster Foundation (**UK**), and the European Commission.

Several meetings were organized with funding agencies, all of which identified potential possibilities for funding and joint future projects. As a follow-up to these meetings, several proposals have been submitted or are under preparation. These include:

- A proposal was presented to the Bertelsmann Foundation in Germany on *PISA and its connection to Lifelong Learning*;
- A proposal was submitted to the National Endowment for Democracy on *Teachers Education for Democracy in Africa*;
- A proposal to the UK Qualifications and Curriculum Authority on Teacher Curriculum Development has been developed and shared with NUT for further joint work;
- A proposal was submitted to the Open Society Institute on *Impact Assessment of the Economic Crisis on Teachers and Education Systems in Central and Eastern Europe*.

Universities have additionally expressed interest in collaboration on a number of potential new projects. In particular, EI received two initial proposals from the University of Amsterdam, following an introductory planning meeting that took place in June 2009 with Dr. Mario Novelli and a group of PhD researchers at the University of Amsterdam, UvA, from **the Netherlands**. The topics are:

- *Education reform: Global convergence or local divergence*. This proposal expects to analyze cases in several countries where curricular reforms have been implemented in the recent past;
- *Impact of the economic crisis in the global south*. This proposal will look into five selected countries in developing countries and analyze how the crisis is changing the education policy landscape.

These topics will serve as overarching themes for UvA master students' research projects to be undertaken in the field, and can be simultaneously be developed as EI Research Institute reports. There is good potential for cooperation between the EI Research Institute and UvA Department of Education and International Development on several topics.

EI Research Institute's participation in the EU programme Marie Curie has been finalized, together with a network of other organizations in the project *Education as welfare – enhancing opportunities for socially vulnerable youth in Europe* led by Bielefeld University from **Germany**. This project

will bring a researcher into the EI research Institute for a three-year period beginning in the spring 2010.

The EI Research Institute is working on a proposal to the new EU Framework Programme 7 on bringing research to civil society. This would imply a coalition between Research Network participants and universities/research centres. Participation in the EC-organized brokerage conference for FP7, held in Brussels in October 2009, was particularly useful in stimulating further developments of the research consortium and proposal.

Meetings with the Open Society Institute/Soros Foundation in New York, **USA**, and London, **UK**, were particularly promising as these opened a chance for collaboration with the OSI, which has recently announced a massive aid programme to civil society and education related to the current economic crisis.

In addition to the direct fundraising activities, the EI Research Institute also worked on EI PISA-related activities. The EI report on the impact of PISA 2006 on the worldwide education policy debate, entitled *Testing, Ranking, Reforming: The Impact of PISA 2006 on the Global Education Policy Debate*, was presented to the PISA Governing Board, which led to the invitation from the OECD to develop an EI paper on alternative measurements for quality education.

EI Paper on Alternative Ways to present country performance in PISA

A Paper on Alternative Models of measuring and presenting countries' performance in PISA, commissioned by the EI Research Institute to Peter Mortimore, was presented at the PISA Governing Board meeting in November 2009 in Istanbul, **Turkey**. It contains several proposals on how to change and develop data-gathering, analysis and presentation of PISA. Among them, it argues strongly for teachers' involvement in content development of questionnaires, for the provision of background information and the creation of alphabetical and clustered country results lists, and suggests way forward to a more longitudinal approach in student assessment. This paper opens the way for EI for further engagement with the OECD in its critically important work on indicators.

Research Project: Equity Matters

A new project entitled *Equity Matters*, adopted as a priority by the EI Research Institute Board in 2008, was commissioned to Dr. Elizabeth Wood of Exeter University, **UK**. Work commenced in August 2009, following the approval of the EI Research Institute Board. The aim of this project is to capture the relevance of equity policies in the achievement of quality education for all in public education systems. Four key questions are guiding the design and implementation of the study:

- How do education unions conceptualize equity in education?
- How are these concepts made operational, as evidenced in practices and policies?
- What are the issues for teachers, with regards to the concepts of equity?
- How can EI contribute to the international debate on equity in ways that benefit members?

EI Research Network (RESNET) activities

The Research Network is a voluntary and open group of EI member organizations which have their own research capacities, and share their projects and initiatives through EI. Currently, 35 organizations participate in the Research Network, which began in 2005. While most of them are from OECD countries, the Research Network is open to all EI members.

The EI 5th Annual Research Network meeting took place in Brussels, **Belgium**, in March 2009, where EI and member unions involved in research, and participating in the network, came together to exchange information and ideas on current topics. It was attended by 35 participants, including Research Network members, EI head office and regional staff, and guest speakers. This year three guest speakers presented new and ongoing research projects of EI, as well as research by the OECD. They were: Paloma R. Bourgonje, a freelance researcher who is undertaking a study on *Education opportunities for refugee and asylum seeking children in OECD countries*; Herman Kruijer, a freelance researcher and education specialist undertaking a research project on *Teacher Education in Africa*; and Michael Davidson, Senior Analyst in the Directorate for Education at the OECD, presenting the *Teaching and Learning International Survey (TALIS)*.

The Research Network was used several times for consultancy purposes, following information requests from EI members, and proved to be indispensable in the development and dissemination of questionnaires and membership surveys.

EI Research Programme work in 2009

Education for refugee and asylum seeking children in OECD countries

Education for Refugee and Asylum-Seeking Children in OECD Countries was developed with the intention of providing insight into education opportunities for refugee and asylum-seeking children in four OECD countries. Thus, it involves case studies from **Australia, Spain, Sweden and the United Kingdom**. The study addresses the challenges faced in the education arena concerning equal access to quality education for refugee and asylum-seeking children, and highlights several actions being undertaken by teachers' unions.

The research was undertaken by Paloma Bourgonje, a freelance researcher, in the field over a period of three months and completed in June 2009. The report also contains an overview of international legal instruments and makes a strong case for union work in this area. It will be published in 2010. *Teachers' Education in Sub-Saharan Africa*

Teachers' Education in Sub-Saharan Africa

In line with EI's sharpened focus on Quality Education and solutions to the problem of large numbers of unqualified teachers and the attendant need to help raise teachers' qualifications

worldwide, EI 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.

Education and Training for Primary Teachers in Sub-Saharan Africa is by Herman Kruijer, a freelance researcher affiliated to the University of Amsterdam. The first draft was submitted to EI at the beginning of September 2009, and is under revision. The research is based on case studies developed during field visits to **Tanzania, Malawi** and **Nigeria**, and numerous interviews with teachers, policy makers and teacher trainers. This project was undertaken with substantial support of the EI Africa Regional Office and member unions in the case study countries. The final report will be published in 2010. A similar project is underway in the Latin American region, and a third study on same topic will be undertaken in the Asia-Pacific region in 2010.

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 (PPPs) in the provision of public education. Members of the task force established by the EI Executive Board undertook the study together with the EI Research Institute and the Research Network. The report entitled *Public-Private Partnerships in Education* was presented to the EI Executive Board and published in English in 2009. Preparations are underway for producing CDs in three languages (English, French and Spanish) for wider distribution to member organisations, as well as external organisations and institutions associated to EI.

Research on Education in Correctional Settings

As part of the EI strategy and program on human rights, a research initiative was launched in 2008 to assess the situation of teaching personnel working in correctional settings. Education in correctional settings has become an increasingly important topic on the agenda of international organisations, mainly focused on the right to education of persons detained in the context of a continuum of lifelong learning. A questionnaire was developed in consultation with UNESCO and sent to EI member organizations in November 2008. The results were collected and analyzed in 2009 from which an analytical report entitled *Teaching in Correctional Settings* was drafted.

Study on the Situation of Teachers and Education Support staff in China

Following from the 2006 Executive Board recommendations to undertake a study on the situation of teachers and education in **China**, in 2009 the possibilities of commissioning a full study were explored. An agreement was reached with Dr. Shibao Guo from the University of Calgary in **Canada**, who developed a full research proposal focused on the teachers' situation in five selected provinces of China. The study will be implemented in 2010. With this study, EI intends to pursue the improvement of the status of teachers and recognition of their human and trade union rights in China.

Impact of the Economic Crisis in Education

As part of EI's overall work in countering the impact of the global crisis on education, a considerable part of the research work in 2009 was devoted to monitoring the situation of public

budget cuts, education reforms and their impact on the teaching profession worldwide, as well as in particular regions. EI held a High Level Seminar on the Impact of Crisis in Central Eastern Europe that took place in Warsaw, **Poland**, in September.

In addition, EI conducted two surveys in 2009. The first was organized at the beginning of the year, which allowed for a global assessment of preliminary impacts on education systems. The second follow-up survey on the impact of the global economic crisis was sent out to all member organisations in August 2009, and analysis of the responses was completed at the end of 2009. A brief overview of press material concerning the impact of the crisis on education in Latin America and in Eastern and Central Europe was also completed.

Survey of Early Childhood Education

As part of the work of the Task Force on Early Childhood Education, EI prepared a report entitled *Early Childhood Education Policies, Systems, Programmes and Activities across the Globe*. This report is based on a mapping exercise conducted by the ECE Task Force, which provided background information on ECE policy and practice from 17 countries in all regions. The overall goal of the mapping exercise was to investigate early childhood education policies, programmes and activities across the globe, with a view to making this information available to EI member organisations to facilitate evidence-based policy-making and information exchange. Desk research provided additional information for the analysis of different issues and trends that emerged.

Monitoring education research activities of the OECD, World Bank and UNESCO

As in previous years, a major focus of EI research in 2009 was the OECD's work on education. EI works closely with the Trade Union Advisory Committee (TUAC) to the OECD and plays an active role in the TUAC Working Group on Education, Training and Employment policies. EI actively participated in numerous OECD meetings and events, while informing unions on the progress of important international surveys including the Programme for International Student Assessment (PISA) and the Teaching and Learning International Survey (TALIS) 2009. Both OECD studies are of high significance for education unions in the OECD countries, as they target key policy issues including measurement of educational outcomes, and teachers' pay and recognition.

EI prepared official responses to the main annual OECD publications, including *Education at a Glance 2009* and TALIS 2009. EI also participated in the consultancy and participating countries sessions with OECD on TALIS, the School Leadership project, a new OECD activity on Evaluation of School Outcomes and the third meeting of the Group of National Experts on the Education of Migrants.

The opening up of opportunities for substantive interrelation in OECD education activities has enhanced advocacy for EI policies. Real progress has been made through EI participation in meetings of the Governing Body of PISA and the meetings of participating countries of TALIS. In both cases, the value of research in advancing EI advocacy has clearly been demonstrated. Members of EI affiliates who are active in the TUAC Working Group from Denmark, France, Norway and the UK, have played strong roles in many of these activities. However these new opportunities have also tested EI's staff capacity, with the involvement of both the Research and Education and Employment Units, in addition to their regular programme work, and human resource implications may need further consideration.

Teaching and Learning International Survey (TALIS)

The Teaching and Learning International Survey (TALIS) is the latest large-scale OECD indicators project, closely followed by the TUAC monitoring group consisting of EI member organizations. The first OECD TALIS report was launched in Brussels, **Belgium**, in June 2009. The report is based on the representative teachers' survey conducted in 24 OECD and partner countries, and contains evidence on such aspects as evaluation and appraisal of teachers' work, their working methods and pedagogies, educational opportunities and needs.

EI attended a special consultative session in Paris with the senior coordinator of the project, who presented key findings of the TALIS report, and prepared a draft summary analysis of the report.

CEART

During the summer of 2009, EI prepared a comprehensive report to the Expert Committee on the Application of the 1966 ILO/UNESCO Recommendation on the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel. The report was then presented to the triennial meeting of the Expert Committee in Paris in September. (For more information see Aim 1 under the heading: Promote the ILO/UNESCO Recommendation on the Status of Teachers and Recommendation on the Status of Higher Education Teaching Personnel.)

Pan-European activities

EI researchers took part in the EI Pan-European Central and Eastern Europe Round Table in Budapest, **Hungary**, in October 2009 and presented findings from the follow-up survey conducted on the impact of the economic crisis on education.

Teacher's Pay in Europe

Teachers' Pay in Europe has been a long-standing project of EI. It was started as pilot project in 2006, and was commissioned as a full scale research study to the ETUI-REHS in 2007. The purpose of the study is to provide an overview and comparative analysis of teachers' pay and working conditions in European countries. The report was finalised and published electronically in 2009.

While the study contains a range of data from EU members as well as other European countries, it must be noted that the data in this report is time bound. In order for it to become a significant resource for policy purposes, repeat surveys in future years would be necessary to show trends and developments in teachers' pay and working conditions.

Regional research activities

Africa research workshop

EI's Africa regional office organised a workshop on research for members of the Zanzibar Teachers Union in **Zanzibar** from 21-23 February in the town of Bwejuu. Twenty three participants from

secondary schools in Zanzibar and Pemba Island attended the workshop, which aimed to enable participants to understand and appreciate the value of research in trade union work. Participants discussed ZATU'S mission and activities, research and methodology, writing research proposals, research findings and conclusions, and using research findings to back bargaining demands and advocacy.

Research on education for refugee children

EI held a workshop in Chad to discuss the plight of refugee children displaced by wars from neighbouring countries. The affiliates in **Chad** agreed to a research proposal and were given a research grant of € 2,500 to carry out the project to map physically the camps of migrant and/or displaced populations whether internal (domestic) or external (expatriate) populations; to make a relatively accurate census of school-age children living in these camps and hosting places built in villages and cities; to identify the educational needs; to assess the quantity and quality of personnel and infrastructure, textbooks and other educational resources available in the camps; and to develop realistic strategies that could help meet the educational needs of the targeted migrant populations.

5.2 Communicating EI's message

January 2009: Speaking to business leaders at the World Economic Forum in Davos, Switzerland, billionaire media mogul Rupert Murdoch offered this advice to the new administration of President Barack Obama: "Go after the teacher unions."

This outrageous statement naturally drew a sharp reaction from EI's General Secretary and many others, but it nonetheless illustrated clearly the harsh anti-union bias in the traditional media – especially in tight economic times.

As in other areas of EI's work, the global economic crisis dominated the communications agenda in 2009. EI's Communications Unit worked in close collaboration with colleagues across the organisation to report on the impact of the crisis in classrooms and communities, to equip affiliates with the information and tools to advocate for changes needed in their national contexts, and to unite teacher trade unions around a global campaign to ensure that public education is at the heart of a recovery strategy based on social justice and environmental sustainability.

Hands up for education: The smart strategy for economic recovery

A cross-unit working group was established to developing a major global campaign on education and the economic crisis. The overarching goal was to ensure governments build investment in education – and especially in teachers, as opposed to school infrastructure – into their economic recovery strategies, and to sustain the required public investment so as not to jeopardise the achievement of Education for All by 2015.

A key message was: The next generation of children must not be made to pay the price of the financial crisis in terms of lost opportunities to learn.

The campaign was launched in June with a new website built in record time. The site (in English, French and Spanish) offers breaking news and analysis; fact sheets about various issues and players

in the crisis and the role of unions; research reports; campaign materials available for download; Google Maps highlighting the situation of education in different countries; and a blog by Bob Harris, Senior Consultant to the General Secretary. In addition, it makes available the information and position papers presented by the Global Unions at the various G8, G20, and other summit meetings throughout the year. Regular articles in all editions of *Worlds of Education* complemented and supported the messages conveyed through the campaign web site.

By year's end, the campaign working group identified the need to focus more on the impact of the crisis at regional level, because of the distinct political and educational challenges facing affiliates on different continents. For example, Central and Eastern Europe has clearly been among the regions hardest hit by the crisis. Working with leaders of affiliates, EI developed a strategic framework document to better enable unions in the region to tackle their specific problems.

In addition, the campaign group agreed to more specifically target our critique at the International Monetary Fund, which persists in imposing dramatic public spending cuts and other negative conditionalities on developing countries which are in need of IMF loans. Work continues on developing more content, deepening our analysis and coverage of the issues, creating more and better tools for use by member organisations. The campaign will be ongoing in 2010 and beyond, with communications efforts responding to unfolding events and trends.

Other campaigns

World Teachers' Day

Working as usual in collaboration with UNESCO, it was decided that the slogan for World Teachers' Day 2009 should echo and reinforce the main message of EI's economic crisis campaign. Thus, it was agreed the slogan would be: "Build the future: Invest in education now!" A joint statement from all of the partner organisations (EI, UNESCO, ILO, UNICEF, and UNDP) was issued on 5 October along with an EI news release, which highlighted the acute shortage of qualified and trained teachers, especially in the developing world, and the powerful impact of poverty, the HIV and AIDS pandemic, natural disasters, conflict and violence on teachers and schools.

EI developed a series of attractive poster designs, which were available for download from the World Teachers' Day website in English, French, Spanish, German, Russian, Arabic and Chinese. Different versions were created so that the posters could be tailored to depict children from the various regions. EI's website featured a series of e-cards for visitors to email to friends or colleagues. It also enabled visitors to follow World Teachers' Day on Twitter, and featured a Flickr photo stream so affiliates could upload and share photos of their events and activities.

These interactive elements made the website the main interactive platform for teachers all over the globe. Over 27,000 people from more than 200 countries visited the site (Top 10: Canada, US, France, the Philippines, Spain, Australia, UK, Pakistan, India, Morocco). The most popular feature – as the year before – were the e-cards, accessed 3,874 times across all languages. For the first time, Twitter was employed as an interactive feature of the site, and it proved to be a great means to connect with teachers all over the world (see attached separate report). These new media elements of the site pushed EI's message out further than ever before, so that other unions and civil society organisations picked it up, and bloggers responded with their unique reflections on the important contributions of teachers everywhere.

Global Action Week

A dedicated campaign website for Global Action Week was set up to distribute campaign materials to a wide audience. EI also liaised directly with affiliates participating in the Global Action Week, coordinated distribution of printed campaign materials and information to them, and collected reports of activities undertaken. The latter were included in a two-page feature report in *Worlds of Education*.

World Day against Child Labour

Leading up to 10 June, EI staff collaborated to create a lengthy brochure with lesson aids on child labour, especially as it affects girls, as well as a poster and pencils calling for an end to child labour. These materials were produced with funding from the ILO and FNV. An EI news release sent out two days in advance of the World Day was posted on more than 175 different websites.

Pay Equity Now!

A dedicated campaign website for the Pay Equity Campaign was set up and designed and will be further developed towards the end of the year.

World AIDS Day

The World AIDS Day sub-site was updated and customized with the 2009 materials.

Urgent Action Appeals

EI's efforts to come to the aid of its member organisations around the globe are accentuated by the use of on-line campaigning tools. The web team set up and maintained several e-mail appeal campaigns (figures are correct as of 31 October):

- Iran: 6,633 signatures
- Ethiopia: 688 signatures
- Turkey: 151 signatures
- Fiji: 101 signatures

EI Publications

In 2009, EI published a number of significant research findings, training manuals, conference reports, policy papers, speeches, lesson plans, and magazine features from the front lines of the education landscape. Child labour and schools as safe sanctuaries, privatisation and PPPs, disaster relief and the economic crisis: all these themes and many more were addressed in EI publications.

As of this year, all EI Publications will be given ISBN numbers in order to have an internationally acknowledged reference listing, and to continue to increase the professionalisation of our work.

Working in an international and multilingual context, accurate and nuanced translation of EI publications is another major concern. EI colleagues in an inter-unit working group undertook

training in the TRADOS translation system and cooperated in setting up EI standards and an organisational glossary to be included in the database and translation memories in the three official languages of EI: English, French and Spanish.

Worlds of Education

Our flagship magazine is published quarterly in an expanded edition, on recycled paper, and licensed under a Creative Commons Attribution-Non-Commercial-ShareAlike 3.0 license. That means teachers, unionists and, indeed, all readers are free to copy, distribute and adapt the texts, as long as they clearly attribute *Worlds of Education* as the source and do not use them for commercial purposes. We accept no advertising, but heartily welcome letters to the editor, articles and input from teachers and education workers everywhere. Below is a list of the articles featured on the covers of each edition throughout 2009.

Worlds of Education No. 29 March 2009

Beyond Burma: Lessons in hope for refugee children
Stop femicide in Democratic Republic of Congo
Brain research and classroom practice
Unions urge investment in education to confront economic crisis
Global Action Week focuses on adult literacy

Worlds of Education No. 30 June 2009

Unions organise for economic justice
Colombia's Classroom Wars
Declaration on Schools as Safe Sanctuaries
The hidden face of child labour
Cape Town to host 2011 World Congress

Worlds of Education No. 31 September 2009

EI opens doors of learning after tsunami
Education and the economic crisis
Global campaign on Iran
Korean government cracks down on teachers' free speech
Turkish teachers face tear gas
Bridging the digital divide

Worlds of Education No. 32 December 2009

Honduran teachers face post-coup violence
Indian children win with new Right to Education Bill
Successful World Teachers' Day outreach through Twitter
Strategic responses to the global economic crisis
EI has a new president

EI Annual Report 2008

Published in three languages on CD.

Hidden Privatization in Public Education

Published in print in English, and on CD in English, French and Spanish.

Global Monitoring Report 2009 Analysis

EI's response to the Global Monitoring Report on Education For All was published print and on-line in English, French and Spanish.

Declaration on Schools as Safe Sanctuaries

Declaration published in three languages in a short brochure, along with a more detailed background booklet.

Colombia's Classroom Wars

A shocking study on political violence against teacher trade unionists in Colombia, published in print and on-line in English and Spanish.

Early Childhood Education in Europe

This lengthy and comprehensive study was printed in English and published on CD in English, French and Spanish.

EI Taskforce Report on PPPs in Education

Published in print in English, and on CD in three languages.

EFAIDS "Blue Book II" was produced on CD.

Pension Reform in Europe and its Impact on Women

Printed in English and French.

Research Institute brochure

Printed in English, French and Spanish.

World Day Against Child Labour

brochure, lesson plans and posters.

The Global Economic Crisis and its impact on education

Published on-line in three languages.

Education in Prisons

Analysis of an EI survey on Education in Correctional Settings, to be published in three languages.

News releases

News releases were sent out throughout the year on a number of newsworthy topics including the OECD study Education at a Glance and the TALIS study, International Women's Day, World Teacher's Day, World Day Against Child Labour, etc.

EI Digital Communications

EI Web Portal re-vamp

Supported by funding acquired from the Friedrich Ebert Foundation, this project aims to reorganize the entire EI Web Portal to better meet the needs of its users, bring about more effective web communications and realise the principles in the project's vision statement:

EI is the voice of education workers worldwide, and the EI web portal is their global communication platform.

EI represents all education workers and teacher trade unionists in international fora. The EI Web Portal is an on-line arena alive with the voices of teachers from all over the world. Through the EI website, teachers and trade unionists engage in a global dialogue and where they find and offer support to one another. It is an interactive and dynamic communications instrument which delivers timely information about the labour and professional issues of teachers, and brings their concerns to the forefront of the global union agenda.

By the end of 2009, the initial phase was finished and development work on the second phase was underway. Using scientifically valid research methods, the results of the first two phases form the basis of the technical development of the future Web Portal.

The research done during the project uncovered three main user groups: Teachers and Education workers (41%), Union activists (26%) and Researchers and students (15%). Across all user groups, the majority are first-time visitors (51%) and only 16% return to the site on a weekly basis.

Most visitors come to the site to look for information regarding professional issues (55%), followed by information about EI policies and programmes (34%). Participation in EI campaigns (22%) or on-line interaction with EI (14%) were found to be significantly less common reasons for their visits. These findings underline the need to make the EI Web Portal a more human-centred, inclusive and engaging communication platform.

See the attached Report on Phase One of the EI Web Portal Re-vamp for more details.

Daily maintenance of the EI Web Portal

The EI web portal and its thematic and regional sub-sites have been regularly updated with news items, articles, calendar items and relevant additional information such as new publications, updates to theme sections etc. As of October 2009, over 180 news items, 60 articles, 50 calendar items and 6 Urgent Action Appeals had been posted.

Moreover, technical updates and server infrastructure changes have been accommodated to ensure continued interaction and technological sustainability. EI webservers have been updated to run in a Plesk environment, interfacing with MS Sharepoint and MS CRM has been achieved. Work will continue to bring the EI server environment technologically up-to-date.

Updates and newsletters

DNumerous digital news-briefs have been laid out and dispatched. These include:

- The EFAIDS Newsletter
- The Development Co-operation Bulletin
- The TradEducation Newsletter
- CONNECT

Sent in 3rd quarter of 2008

Sent in 3rd quarter of 2009

Unique opens

% of total recipients

Unique opens

% of total recipients

CONNECT

(English)

390

13.79%

486

15.36%

CONNECT (French)

201

24.48%

180

20.86%

CONNECT (Spanish)

120

20.10%

88

18.92%

**EFAIDS
(English)**

167
18.81%
136
14.98%

**EFAIDS
(French)**

77
26.28%
62
20.67%

EFAIDS (Spanish)

37
21.89%
31
15.12%

DC Bulletin (English)

118
17.20%
98
14.35%

DC Bulletin (French)

53
25.60%
43
20.57%

DC Bulletin (Spanish)

28
24.35%
21
16.80%

TradEducation

(English)

140

25.45%

118

21.93%

TradEducation (French)

60

30.00%

50

24.88%

TradEducation (Spanish)

19

21.59%

21

22.83%

A significant increase in the number of readers of the English version of EI's newsbrief CONNECT is noteworthy. However, a general decline in the interest in EI-produced electronic newsletters call for an examination of the quality and focus of our content with regard to the intended target audiences.

A new system for managing e-mail discussion lists has also be set up, and responsible staff members have been trained in its use to manage the different EI mailing lists.

EI Video Projects

Building on the Video For Union Educators (VUE) project, EI followed through on the recommendations from the 2008 Communicators' Network meeting and created two more short documentaries in 2009. These were made available to all member organisations and partner groups. In addition, strong follow-up to one of last year's documentaries consolidated the longer-term benefits arising from partnerships built through the ComNet.

Beyond Burma: Lessons in hope for refugee children

The first of the two new documentaries EI produced in 2009, this one looks at a remarkable school on the Thai-Burma border, where teachers and students have created a strong community of learning in exile, despite the many obstacles.

A Wave of Solidarity: Rebuilding Education in Aceh

With its 35th school now built and equipped, in 2009 EI closed down its extensive reconstruction project in Aceh, Indonesia, that began right after the devastating tsunami of December 2004. Union activists, teachers, parents and children speak up about the importance of education and solidarity in times of horrendous natural disaster.

No to child labour! Yes to education!

In 2008, EI produced this documentary about the Moroccan teachers' unions efforts to fight the drop out rate from five elementary schools in poor neighbourhoods and thereby reduce the number of children going into child labour. The video went out worldwide on the internet via YouTube, and was also chosen to be screened in Geneva during the International Labour Short Film Festival in June.

Edubuntu for Morocco

As a follow-up to the EI Child Labour video produced in 2008, EI took a number of computers out of service at head office, installed them with a Linux distribution specifically designed to use in the classroom, and shipped them to the schools in Fez that take part in the child labour prevention programme. (None of the five schools had any computers for students to use, and only tiny libraries.) The two members of EI's web team then travelled to Morocco to monitor set-up and train students and teachers on the computers.

EI presentation video was shown at the founding conference of the Solidarity and Education Network in Paris in May.

EI Communicators' Network

ComNet 2009

Hard Times: Confronting the economic and climate crises

The annual EI Communicators' Network (ComNet) meeting took place 26-27 May in Brussels. Including staff and guests, it involved 34 participants from 17 countries. As always, the overall goals were to strengthen our network, to share technical expertise and communications experience, to learn from one another, and to build bonds of friendship and solidarity.

More specifically, this year's meeting aimed to showcase communications initiatives and strategies to assist EI and its member organisations to respond creatively and constructively to the many challenges of the global economic crisis and climate change. Keynote speakers included: Mark Edwards, one of the most widely published editorial photographers in the world, whose powerful presentation was a call for action on climate change and environmental degradation; and Steve Snider of the NEA/USA who offered an insightful case study on how American teachers organised to defend education by helping Barack Obama win the White House.

Other discussions centred on on-line campaigning, the use of Open Source software for unions' web campaigning purposes, the different technical systems in use by affiliates' websites, the fight for human and trade union rights, and a variety of campaigns on pedagogical and political issues. Participants discussed the difficulties of convincing people that investing in education is part of the solution to the economic crisis, and the challenges of sustaining the commitment to such a campaign. There was consensus that we need both solid research to back the campaigns and anecdotal evidence to make it real, to put the human face on the issues.

Recommendation to Education International from the ComNet

The participants in the EI Communicators Network meeting, held in Brussels 26-27 May, defined their goals for ComNet to include:

- Expanding efforts to offer a broader array of services and materials to empower member organisations in their communications work; and
- Seeking additional external funding to support these goals.

This could include technical training, assistance with print as well as web communications, video strategies, development of campaigns, etc.

It is recommended that the Video For Union Educators (VUE project) should be continued.

Upcoming projects could potentially focus on:

- Environmental education – Project in Niger
- Tsunami school reconstruction project
- Teacher unions' action on HIV/AIDS
- Gender equality – Member organisations in various regions to generate video and ComNet to edit.

CGiven that VUE has demonstrated a tangible service to our affiliates that can now be expanded upon, we advise that it continue to exist under a broader communications framework to be called EI ComNet Exchange.

Finally, we reaffirm the need to continue the annual ComNet meeting to keep the network viable and enhance its mutual benefits for EI and member organisations.

Global Unions Communications Task Force

EI continues to be active in the GUFs Communications Task Force, which met twice in 2009: in March in Geneva and in September in Brussels. Chaired by Aidan White, General Secretary of the IFJ, the Task Force aims to put itself out of business by finally succeeding in transforming the GUF's awareness so that they are putting communications at the centre of every initiative, campaign and project.

Areas of work include improving the GUFs web site, which has seen a significant increase in users, but the reach is still not broad enough; growing the ITUC Decent Work Campaign; supporting the Employee Free Choice Act in the USA; organising the Geneva Labour Shorts Film Festival; and planning an education and training programme on Communications Skills and Strategies for member organisations.

EI and other members of the Communications Task Force contributed to two GUFs publications during 2009. The first, entitled Getting the World to Work, laid out Global Unions' strategies for economic recovery based on humanitarian values and were put before world leaders at the meeting of the G20 in London in April. The second focused on union activism against climate change to support GUF advocacy at the COP 15 conference in Copenhagen in December towards a strengthened post-Kyoto agreement on reducing greenhouse gases.

During the meeting in Geneva, the EI Web Team facilitated a training session on user-centric design in collaboration with David Ottina from the Belgian web agency Sweet Lemon.

World Congress 2011

Logo: Work to design the logo for the 2011 World Congress in Cape Town began early in 2009. Exploring a number of images and graphic elements to depict a South African aesthetic, the logo design ultimately approved incorporates the colours of the South African flag, as well as combined local patterns and a tree – a baobab, a tree of knowledge – highly symbolic all over Africa.

Congress Website: The website for EI's 6th World Congress in Cape Town is being developed. The front end, to be made publicly available by the end of 2009, is structured in a modular way to accommodate upcoming needs and utilisations. Public and administrative back-end functionalities are being wireframed and usability processes are being optimized before actual programming work for the backend will start in 2010. See the attached concept sheet for more details.

Publicity materials

Publicity materials such as banners, badges, bags, folders, etc. are planned for most EI events such as seminars, roundtables and conferences. We are attempting to enhance the branding of EI events with strong, colourful design and a coherent look and feel for the publicity materials.

World Conference on Women 2010

Work was undertaken to develop a logo, a slogan, an on-line registration form for conference participants, introductory materials and a draft communications plan.

Conclusion

In 2009, EI continued working to improve the overall quality of our communications, and to expand their reach and effectiveness. In order to better publicise and promote EI's work globally, the links between print and digital communications vehicles were strengthened, and more integrated strategies were built. This approach is the way forward for EI's communications strategy in the future.

1. Governing Bodies

Two thousand nine was the second year of the quadrennial programme of activities adopted by the fifth World Congress of Education International (Berlin, July 2007). While Part A of this annual report looks at activities organised at world and regional levels in 2009, 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. After visiting each of the five EI regions, the World Congress will return to Africa and take place in Cape Town, South Africa, from 22 July to 26 July 2011. A decision on the theme for EI's sixth Congress was expected in the first quarter of 2010. In the mean time, the Secretariat was making contact with member organisations in South Africa and with local partners to initiate preparations.

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.” It may also initiate programmes in accordance with the aims and principles of the organisation, particularly when such programmes are meant to protect the right to education for all persons in the world. And, in 2009, that very right was being threatened by an unprecedented economic and financial crisis, whose consequences would include severe cutbacks in public education expenditure in many countries. In March, at its 33rd meeting, the Board launched the ‘Hands Up for Education’ campaign to mobilize the membership around the world against the effects of the crisis on the education sector at national, regional and international levels. The focus of the EI’s action plan, which included strong research and communications components, was to call on governments to increase, not decrease, investment in quality public services as part of their stimulus plans.

Among other decisions taken at the March meeting, the Executive Board adopted a revised scheme for the financial assistance that is provided to member organisations in developing countries to attend the World Congress. The Board also adopted a Declaration entitled ‘Schools Should Be Safe Sanctuaries’, which calls on governments and the international community to bring an end to violent political and military attacks against students, teachers, union members and education officials and institutions. Also noteworthy was the Board’s adoption of a series of recommendations arising from the study on Public-Private Partnerships (PPPs).

In the summer of 2009, EI President Thulas Nxesi announced that he had been elected to the National Assembly in South Africa and would step down from his EI position. He addressed the Board at the opening of the 34th meeting, held in Brussels on 1-3 December. Thanking the Board, the staff and all EI affiliates for their support and inspiration over the years, he explained that he was leaving with considerable regret and sadness. But he added that he looked forward to welcoming his EI family in Cape Town in July 2011 for the Congress. Vice President Susan Hopgood was unanimously appointed by the Board to serve Nxesi’s remaining term until the Congress.

In addition to decisions on ordinary matters such as the programme and budget for 2010, the financial report for 2009 and membership applications, the Board adopted, in December 2009, a series of recommendations from the Taskforce on Vocational Education and Training (VET) and from the Special Committee on Finances and Structures. The Taskforce was mandated to continue its work and to work on a comprehensive EI policy package on VET, in the context of aiding recovery from the worldwide economic crisis. The Special Committee, which had been established by the Board in November 2007 to examine EI’s financial policy management and continue to review the membership dues structure, presented its conclusions which the Board will report on to Congress in 2011.

In December 2009, the Board also agreed to the parameters for a large consultation of EI’s membership, which would take place in the first half of 2010, to develop a comprehensive education policy for discussion by the Congress in 2011. The Board also adopted a special motion condemning violations of trade union rights in Turkey and in support of activists from the EI affiliate, Egitim-Sen.

The next meeting of the Executive Board was not due to take place until October 2010.

COMPOSITION OF EI EXECUTIVE BOARD, AS AT 1 JANUARY 2010

Susan HOPGOOD

Australia
AEU
President

Irene DUNCAN ADANUSA

Ghana
GNAT
Vice-President / Africa

S. ESWARAN

India
AIPTF
Vice President / Asia-Pacific

Juçara Maria DUTRA VIEIRA

Brazil
CNTE
Vice President / Latin America

Reg WEAVER

United States
NEA
Vice President / North America & Caribbean

Haldis HOLST

Norway
UEN
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

Eva-Lis SIRÉN

Sweden
Läraryrket
Regional seat / Europe

Branimir STRUKELJ

Slovenia
ESTUS
Regional seat / Europe

Jerry BARTLETT

United Kingdom
NASUWT
Open seat

José CAMPOS TRUJILLO

Spain
FECCOO
Open seat

Mugwena MALULEKE

South Africa
SADTU

Open seat

Grahame McCULLOCH

Australia

NTEU

Open seat

Alain PÉLISSIER

Canada

CSQ

Open seat

Patrick GONTHIER

France

UNSA-Education

Open seat

Ulrich THÖNE

Germany

GEW

Open seat

Teopista BIRUNGI MAYANJA

Uganda

UNATU

Open seat

José Antonio ZEPEDA LÓPEZ

Nicaragua

CGTEN-ANDEN

Open seat

In 2009, there were also four 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 prepare meetings of the Board and 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. The Officers met in Washington on 17-18 February 2009 to discuss regular business but also to meet with the new leadership of AFT/United States and that of NEA/United States.

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 usually held in conjunction with Officers' meetings. In 2009, the Committee met three times to analyse the balance sheets prepared by the Secretariat, discuss the auditors' reports, make recommendations on requests for special agreements on dues payments and review other financial issues as relevant. The Committee also considered a revised financial procedures document, which aimed at guiding all staff in the head office and in the regional offices on financial matters.

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. The meeting of the Committee in March 2009 featured a presentation by Huda Khoury, EI's Regional Coordinator in the Middle East and North Africa, regarding gender equality in different countries of her region. The Committee also initiated preparations for EI's First World Conference for Women, which was due to take place in Bangkok in May 2010. Other issues for discussion by the Committee, also at its meeting in December 2009, included EI's participation in the annual Session of the United Nations Commission on the Status of Women (CSW), EI's Pay Equity campaign, the outcomes of a gender audit conducted by the ILO in October 2008, responses to EI's quadrennial survey on the situation of women in education, and early considerations of equality policy matters at the next World Congress.

Finally, the **Constitution and By-Laws Committee**, the last of the three Executive Board Committees, also meets before each full Board meeting. Its mission is to review the EI Constitution and By-Laws and to advise the Board on all constitutional matters. In March 2009, the Committee discussed constitutional provisions regarding the definition of regions and sub-regions in EI. It decided to propose to the Board, which subsequently agreed, that an amendment be proposed at the next Congress regarding the establishment of sub-regional and cross-regional structures. In December 2009, the Committee discussed amendments to the Congress rules of debate as well as a revision of Article 7 of the Constitution regarding the suspension, termination or withdrawal from membership. Both will be the subjects of proposed constitutional amendments for debate at the Congress.

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 EI or its member organisations.

The 14th meeting of the Committee of Experts was held in Brussels on 16 September 2009. The Committee discussed the membership application of FSTECDCSA/Angola, an organisation 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. R.JL HAWKE AC

Australia
Chair

Agneta ANDERLUND

Sweden
Member

Don CAMERON

United States
Member

Marguerite CUMMINS WILLIAMS

Barbados

Member

Kjeld AAGARD JAKOBSEN

Brazil

Member

Pai OBANYA

Nigeria

Member

2. Regional Bodies

Introduction

When EI was established in 1993, five regions were created – 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 (Accra, Ghana), 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. In 2009, EI moved its African regional operations from Lomé, Togo to Accra. The relocation was made official through the signing of an agreement between EI and the government of Ghana on 14 December 2009. EI is planning to open a subregional office in Beirut in 2010.

Africa

The EI **African Regional Committee** gathered in Lomé on 16-18 March 2009 as a token of recognition for the 16 years during which EI's African regional office was hosted in the capital of Togo. In her opening remarks, Irene Duncan Adanusa, EI Vice President and Chair of the Committee, stressed that the financial crisis, which had started in America and in Europe, was now spreading to Africa. She predicted that it would compound problems plaguing education in Africa, such as lack of investment in education and in infrastructure, teacher shortage and casualisation of the teaching profession. Representatives from the region's six zones also reviewed activities undertaken by EI in the region since the last meeting. The Committee also adopted a Declaration calling for the unity of teachers unions in the region but also for EI affiliates to get back to the basics of union work, such as mobilization, collective bargaining and union rights.

The next meeting of the Committee was being planned for the first half of 2010, with the Regional Conference likely to be organised in the last quarter of 2010.

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
Djicoloum Mougabaye
Chad
SET

Baqi Mostafa
Morocco
FAE

Zone II
Joao Pedro Cardoso
Cape Verde
FECAP

Margaret H. Flomo
Liberia
NTAL

Zone III
Soro Mamadou
Côte d'Ivoire
SYNESCI

Helena Awurusa
Ghana
GNAT

Zone IV
Tshiyombo Kankolongo Cecile
DRC
SYECO

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
Mugwena MALULEKE
South Africa
SADTU

EI Executive Board
Teopista Birungi Mayanja
Uganda
UNATU

EI Executive Board
Salimata Doumbia
Côte d'Ivoire
SNEPPCI

According to By-Law 4A(iii) for Africa, all EI Executive Board members from the region shall also be members of the African Regional Committee.

Asia-Pacific

The **Asia-Pacific Regional Committee** gathered in Kuala Lumpur, Malaysia, on 11-12 March. In addition to the adoption of an activity report and of a detailed programme for activities in 2009, the

Committee took note of the fact that the Regional Conference, which was to be held later in the year, would have to be relocated out of Seoul. The Committee also adopted two resolutions, one to express concern at ongoing violence in Sri Lanka, the other to urge the Korean government to reinstate 14 teachers who had been dismissed after expressing opposition to national standardized testing. The Committee also listened to the testimony of one of its members, Mr. Tevita Koroi (FTA/Fiji), who had been suspended from service for having allegedly spoken against the government.

The **Asia-Pacific Regional Conference** was organised in Bangkok on 28-30 September on the theme “Asia Pacific Teacher Organizations’ Response to the Global Crisis”. Yuzuru Nakamura (JTU/Japan), chairing the Conference, explained that the economic and financial crisis was raising concerns among teachers in the region about economic justice, political freedom and peace. In his keynote address, the EI General Secretary stressed that international agencies and politicians had failed to heed warnings from the trade union movement regarding the imbalance between the real economy and the virtual economy of the financial wizards. The crisis, he added, was a direct consequence of the constant de-regulation of the private sector and the downgrading of the public sector. Through five sub-regional reports, Conference delegates reported on their struggle for quality education for all, better teacher training, teachers’ rights, equality and peace in the region. The findings of a research study on “The Role of Teacher Organisations in Asia Pacific in A Changing Economic and Educational Environment” were also presented. The Conference also adopted 18 resolutions, including 12 proposed by member organisations. Finally, a new Regional Committee was elected, with Nakamura returning as Chair of the Committee for a further four-year term.

COMPOSITION OF ASIA-PACIFIC REGIONAL COMMITTEE, 2009-2013, as elected by the Regional Conference in Bangkok in September 2009.

Yuzuru NAKAMURA

Japan
JTU
President

LOK Yim Pheng

Malaysia
NUTP
Vice President

Ram Pal SINGH

India
AIPTF
Vice President

Dharamchand V. PANDIT

India
AIFTO
Member

Basundra KUMAR

Fiji
FTU
Member

Dondogdulam TUNGGALAG

Mongolia
MEFTU
Member

Jennie RICHARD KOME

Papua New Guinea
PNGTA
Member

Mike THIRUMAN

Singapore
STU
Member

Tevita KOROI

Fiji
FTU
Member

KIM Kyung-yoon

Korea
KTU
Member

Indira Sapkota SADAULA

Nepal
NNTA
Member

Unifah ROSYIDI

Indonesia
PGRI
Member

LEE Dong-Jin

Korea
KFTA
Member

Angelo GAVRIELATOS

Australia
AEU
Member

Asylbek TOKTOGULOV

Kyrgyzstan
TUESWK
Member

Maira T. AMANTAIEVA

Kazakhstan
KNTUTSW

Member

Perianan RAMANATHAN

Malaysia

MAE

Member

Grahame McCULLOCH

Australia

NTEU

EI Executive Board

S. ESWARAN

India

AIPTF

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 triennial **Pan-European Regional Conference** took place in Warsaw from 23–25 November. The Theme of the Conference was ‘Beyond the Global Crisis – Building the Future in Europe through Public Investment in Education’. The Conference focused on the effects of the economic crisis in Europe. Loans from the European Union, the IMF or the World Bank, on which many countries in Central and Eastern Europe depend to survive, have led to severe curtailment of public spending on education and cutbacks in teachers’ salaries as well as in the numbers of teachers employed. Affiliates in Western European countries reported that their countries were not immune from similar cutbacks.

The Conference considered proposals for new by-laws designed to complete the process of integrating EI Europe and the European Trade Union Committee for Education (ETUCE), which was begun in 2003. However, the proposals failed to reach the two-thirds majority required to be adopted, largely because of concerns regarding the autonomy of the new structure in relation to its EU work and the status of its chief official.

Ronnie Smith (EIS/United Kingdom) was re-elected as President of the Pan-European Structure. Five of the six Vice-Presidents were re-elected. At the subsequent Regional Committee meeting Walter Dresscher was re-appointed as Treasurer of ETUCE and Martin Rømer was selected as the General Secretary of ETUCE for a further term. The Conference adopted resolutions on the Economic Crisis, on inclusive education, on early childhood education and on vocational education and training. It adopted urgent resolutions on the trade union rights situation in Turkey and in the part of Cyprus which is under Turkish administration. The Conference also declared its support for the teachers in Latvia, who are suffering badly because of the economic crisis and for the teachers in Georgia, where children have been abducted from schools in Georgia into South Ossetia.

Earlier in the year, the **Pan-European Regional Committee**, under its old composition, had met in Brussels on 20-21 April and on 12-13 October to decide on matters of policy in relation to the EU and the Council of Europe and on activities to be organised in the lead-up to the Regional Conference.

COMPOSITION OF PAN-EUROPEAN REGIONAL COMMITTEE, 2009-2011

Ronnie SMITH

UK
EIS
President

Odile CORDELIER

France
SNES-FSU
Vice-President

Manana GURCHUMALIDZE

Georgia
ESFTUG
Vice-President

Jörgen LINDHOLM

Sweden
Läraryrket
Vice-President

Ulrich THÖNE

Germany
GEW
Vice-President

Paul BENNETT

UK
UCU
Vice-President

Galina MERKOULOVA

Russia
ESEUR
Vice-President

Bajram KRUJA

Albania
SPASH
Country seat

Karlen HARUTYUNYAN

Armenia
CPCST
Country seat

Helmut SKALA

Austria
GÖD

Country seat

Naghiyev HUMBAT

Azerbaijan

AITUCEW

Country seat

Aliaksandr BOIKA

Belarus

SBPES

Country seat

Rudy VAN RENTERGHEM

Belgium

COC

Country seat

(vacancy)

Bosnia-Herzegovina

ITUSS

Country seat

Kounka DAMIANOVA

Bulgaria

SEB

Country seat

Božena STRUGAR

Croatia

TUWPSEC

Country seat

Hassan SENER

Cyprus

KTOEOS

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

(vacancy)

Georgia

Country seat

Gitta FRANKE-ZÖLLMER

Germany

VBE

Country seat

Komninos MANTAS

Greece

DOE

Country seat

Gabor KERPEN

Hungary

PDSZ

Country seat

Elna Katrín JÓNSDÓTTIR

Iceland

KI

Country seat

John CARR

Ireland

INTO

Country seat

Joseph WASSERMAN

Israel

ITU

Country seat

Maria Lucia Dal Pino

Italy

CISL Scuola

Country seat

Ilze TRAPENCIERE

Latvia

LIZDA
Country seat

Juratė VOLOSKEVIČIENĖ
Lithuania
LMPS
Country seat

(vacancy)
Luxembourg

Country seat

(vacancy)
Macedonia

Country seat

John BENCINI
Malta
MUT
Country seat

Dumitru IVANOV
Moldova
ESTU
Country seat

(vacancy)
Montenegro

Country seat

Walter DRESSCHER
The Netherlands
AOB
Country seat

Ragnhild LIED
Norway
UEN
Country seat

Monika KONCZIK
Poland
SKOiW-NSZZ
Country seat

Maria Arminda BRAGANÇA
Portugal
FNE
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

Bo JANSSON

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
Lärarförbundet
Executive Board

Jerry BARTLETT
United Kingdom
NASUWT
Executive Board

Latin America

The change in the frequency of the EI World Congress from every three to every four years, as adopted by the Congress in 2007, makes it possible for EI regions to hold two regional conferences between congresses. An **EI Regional Conference for Latin America** was organised in Sao Paulo, Brazil from 23rd to 25th September 2009. It featured the participation of most EI affiliates in the region as well as several 'fraternal' teachers' organisations which may apply for membership in future. The Conference featured several debates on themes such as 'Political and Union Strategy',

‘Human Rights and Union Coordination in Latin America’ and ‘Perspectives for Education Policies in Latin America.’ The Conference also included special briefing sessions by EI’s affiliates in Honduras regarding the political and trade union situation in the country following the recent coup, and by the President of UNE/Ecuador after the Ecuadoran government decided to suspend the collection of union dues and to implement what was perceived as a punitive teacher assessment scheme. Finally, the Conference adopted a broad declaration insisting that education must be considered a social right and advocating for strengthened professional development and union activity, and against the commercialization of education.

The Conference, which was a non-elective one, was preceded by a meeting of the **EI Regional Committee for Latin America** (Sao Paulo, 22 September). Although much of the business of the meeting was devoted to preparations for the Conference starting the following day, the Committee also discussed with the EI General Secretary the balance of activities to be organized in the region before the next EI Congress. There was also a discussion regarding Mexico and in particular SNTE/Mexico, whose membership in EI was terminated after the organisation failed to make any dues payments for three consecutive years.

The next meeting of the Latin American Regional Committee was scheduled to take place in the spring of 2010. The next Regional Conference was expected to be organised in early 2011.

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 2009, 402 national organisations from 173 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, as spelled out in Article 4 of the EI Constitution.

To qualify for membership, an applicant organisation should, among other conditions,

- 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 2009:

- SYNAFEN/**Niger** (*Syndicat National des Agents de la Formation et de l'Education du Niger*)
- ANPE/**Spain** (*ANPE, Sindicato Independiente*)
- FSTECDCSA/**Angola** (*Federação dos Sindicatos dos Trabalhadores da Educação, Cultura, Desporto e Comunicação Social de Angola*)
- BCS-GEA/**Bangladesh** (*BCS General Education Association*)
- NEAD/**Cambodia** (*National Educators' Association for Development*)
- CCITTA/**Iran** (*Cooperative Council of Iranian Teacher Trade Associations*)
- MOVE/**Malaysia** (*Malaysian Academic Movement*)
- STU-Sabah/**Malaysia** (*Sabah Teachers' Union*)
- FLESTU/**Lithuania** (*Federation of Lithuanian Education and Science Trade Unions*)
- CONTEE/**Brazil** (*Confederação Nacional dos Trabalhadores em Estabelecimentos de Ensino*)
- FENDUP/**Peru** (*Federación Nacional de Docentes Universitarios Del Perú*)

Two organisations withdrew from membership in 2009. The membership of six organisations was terminated after they failed to pay dues to EI for three consecutive years.

Please visit www.ei-ie.org/en/membership/ for the most up-to-date EI membership list.

Membership by Region on 31 December 2009

Region
Countries
Unions
Membership

Africa

51
121
2,532,015

Asia-Pacific

38
78
10,349,574

Europe

45
138
10,981,790

Latin America

19
36
2,774,220

North America & Caribbean

20
29
2,930,586

TOTAL

173
402
29,568,185

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 2009, the per capita floor rate was € 0.035 and the per capita ceiling rate € 1.294. 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; Monique Fouilhoux, Deputy General Secretary; Jan Eastman, Deputy General Secretary; Charlie Lennon, Deputy General Secretary; and Robert Harris, Senior Consultant to 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 2010

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 Stéphane Ponsard
- D1 Odermatt, Olivier
- D2-pt Berghmans, Kristel
- D2 Jonckeer, Roger (seconded to ETUCE)
- D2 Rivoson, Heri

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 Destrée, Frédéric
- D2 (vacancy)
- D1 Linsenmaier, Timo
- D2 Carroué, Claude

General Services Unit (GSU) - Lennon, Charlie

- to provide administrative, technical and clerical support, including travel arrangements, translation services, copying, mailing, faxing etc. to all units and staff
- to manage and further develop the data communication network
- to assist with recruitment and training of staff
- to maintain personnel records
- to provide reception and switchboard facilities during normal office hours
- to monitor and distribute all correspondence and maintain a record of replies thereto
- to maintain the EI archives and develop and maintain data-banks
- to organise and supervise office cleaning and maintenance
- to assist with the planning and development of office facilities
- to organise and maintain storage facilities
- to carry out programme activities allocated to the Unit
- C1 Smith, Duncan
- D1 Gwyn-Jones, Petra
- D1 Van Woensel, Raphaël
- D1 Pijman, Edwin
- D2-pt Degbomont, Claire
- D2 Thomaere, Wim
- E Kikangala, Serge
- E Green, Odette
- E Gutierrez, Jean Paul (also assigned to E & E)
- E El Barhmi, Dalila
- E Batsukh Undraa (assigned to HTURE/S&D)

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 (also assigned to GSU)

- D1 Gwyn-Jones, Petra (also assigned to GSU)

Solidarity & Development Unit (S&D) - 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, Nicolás
- C2 Berriel Pessi, Jefferson
- D1 Sanglan, Delphine
- D2 Gelister, Yann
- D2 (vacancy)
- D2 Kavanagh, Julie

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 (vacancy)
- C1 Sinyolo, Dennis
- D2 Trauscht, Florence
- E Gutierrez, Jean Paul (assigned from GGS)

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-pt Sevilla, Rebeca
- C2 (vacancy)
- D1 Drews, Christina (on long term leave)
- D2 Magermans, Jérémie
- D2 Striedinger, Angie (temp)
- E Batsukh, Undraa (assigned from GGS)

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)

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)

San Jose - Rodríguez García, Combertty

- C Bonilla Pacheco, Gabriela
- C Vacancy

St. Lucia

- C Albert-Poyotte, Virginia

Project coordinators

- C Fernandez, Jerome - Central Asia (Asia-Pacific regional office)
- C Khoury, Huda - Middle East and North Africa (African regional office)
- C Dayamba, Anaïs - Women (African regional office)

Special consultants

- Harris, Bob - Senior Consultant to General Secretary
- De la Haye, Gaston - Senior Adviser to the General Secretary
- Robinson, David - Education and Employment
- Attard, Angele - Education and Employment
- Scarpato, Marta - Human and Trade Union Rights and Equality
- Figazzolo, Laura - Research Institute

Special consultants

- Geven, Koen - Higher Education, Bologna Process, Vocational Education and Training
- Popovic, Milica - Higher Education

Following Susan Hopgood's appointment to the position of President effective 1st December 2009, the Board decided to appoint S. Eswaran as Vice President until the next Congress.

Patrick Gonthier resigned from his position as EI Vice President for the European region effective 1st July 2009. Haldis Holst was elected unopposed to the position of EI Vice President for the European region with effect from 1st July 2009. Eva-Lis Sirén was elected unopposed to the 2nd regional seat for Europe with effect from 1st July 2009. Patrick Gonthier was elected unopposed to the vacant open seat with effect from 1st July 2009.

Mugwena Maluleke was appointed as a member of the Executive Board effective 1st January 2010 to fill the vacancy having arisen from S. Eswaran's appointment to the position of Vice President. The Governance Unit is entrusted with the coordination of all EI meetings that bring together member organisations with the purpose of developing EI policy with the exception of meetings concerning sectors and groups. The input of Units in "policy development activities" is to be determined by the management team. The Regional Offices are responsible for organizing all regional and sub-regional events.

Glossary

ACTRAV

ILO Bureau for Workers' activities

ADEA

Association for the Development of Education in Africa

AI

Amnesty International

ASEAN

Association of South-East Asian Nations

BFUG

Bologna Follow-Up Group

BIAC

Business and Industry Advisory Committee to the OECD

BREDA

UNESCO Regional Office for Education in Africa

BWI

Building and Wood Workers International

CEART

Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning Teaching Personnel

CEDAW

Convention on the Elimination of All Forms of Discrimination against Women

CERI

Centre for Education Research and Innovation (OECD)

CGU

Council of Global Unions

ComNet

(EI) Communication Network

COMEDAF

Conference of Ministers of Education of the African Union

CONGO

Conference of NGOs (Economic and Social Council of the UN)

COPE

Council of Pacific Education

CSFEF

Francophone teachers' union committee

CSW

UN Commission on the Status of Women

CUT

Caribbean Union of Teachers

CWTNP

Caribbean Women Teachers' Network

DG

Directorate-General

DPE

Declaration of Professional Ethics

ECE

Early Childhood Education

ECOWAS

Economic Community of West African States

EDC

Education Development Centre

EdStats

World Bank's database of education statistics

EFA

Education For All

EI/AATO

Education International / All-Africa Teachers' Organisation

EIAL

Education International Latin America

EIAP

Education International Asia-Pacific

EIAPR

Education International Asia-Pacific Region

EI/E

Educational International Europe

EIRAC

Education International Regional African Committee

ELSA

Employment, Labour and Social Affairs (OECD)

EPZ

Export Processing Zone

ERLC

South African Education Labour Relations Council

ESIB

National Unions of Students in Europe

ETUC

European Trade Union Confederation

ETUCE

European Trade Union Committee for Education

EU

European Union

EUMC

European Monitoring Centre on Racism and Xenophobia

EURYDICE

Information Network on Education in Europe

FAT

Federation of Arab Teachers

FES

Friedrich Ebert Stiftung

FTI

Fast Track Initiative (World Bank)

G8

Group of eight most industrialised countries

GATS

General Agreement on Trade in Services

GAW

Global Action Week for Education

GCAP

Global Call to Action Against Poverty

GCE

Global Campaign for Education

GDP

Gross Domestic Product

GIVE

Global Indigenous Voice on Education

GLU

Global Labour University

GMR

Global Monitoring Report on Education for All

GNP

Gross National Product

GUF

Global Union Federation

GURN

Global Unions' Research Network

GUTS

Global Unions Tsunami Solidarity Project

HIV/AIDS

Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome

HLG (UNESCO)

High Level Group

IAEA

International Arts and Entertainment Alliance

IATT

Inter Agency Task Team

IBE

International Bureau of Education

ICATU

International Arab Trade Unions Confederation

ICE

International Conference on Education

ICEM

International Federation of Chemical, Energy, Mine and General Workers' Unions

ICFTU

International Confederation of Free Trade Unions

ICFTU-APRO

ICFTU-Asian and Pacific Regional Organisation

ICFTU-ORIT

ICFTU-Inter American Regional Organisation of Workers

ICT

Information and Communication Technology

IEA

International Association for the Evaluation of Educational Achievement

IFJ

International Federation of Journalists

IILS

International Institute for Labour Studies

ILC

International Labour Conference

ILGA

International Lesbian and Gay Association

ILO

International Labour Organisation

IMF

International Metalworkers' Federation

IMF

International Monetary Fund

IOE

International Organisation of Employers

IPEC

(ILO) International Programme on the Elimination of Child Labour

ITF

International Transport Workers' Federation

ITGLWF

International Textile, Garment and Leather Workers' Federation

ITUC

International Trade Union Confederation

IUF

International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations

LGBT

Lesbian, Gay, Bi-sexual, Transgender

LMP

OECD's Labour/Management Programme

MDGs

Millennium Development Goals

MERCOSUR

Common Market of South America

MNC

Multinational Corporation

NEPAD

New Partnership for Africa's Development

NGO

Non-Governmental Organisation

NOVIB

Dutch Organisation for International Development Co-operation (member of Oxfam International)

OATTU

Organisation of African Trade Union Unity

OAU

Organisation of African Unity

ODA

Overseas Development Aid

OECD

Organisation for Economic Co-operation and Development

OECD/INES

Organisation for Economic Co-operation and Development /International Indicators of Educational Systems

OECS

Organisation of Eastern Caribbean States

OHSE

Occupational Health, Safety and Environment

PATC

Pan African Teachers' Center

PIRLS

Progress in International Reading Literacy Study

PISA

OECD Programme for International Student Assessment

PSI

Public Services International

PWE

Promotion of Women in Education

ReFAN

Women's Network in Northern Africa

ResNet

(EI) Research Network

RET

Refugee Education Trust

SAARC

South Asian Association for Regional Cooperation

SADC

Southern African Development Community

SAP

Structural Adjustment Programmes

STF

SAARC Teachers Federation

TI

Transparency International

TILS

Task Force on Trade and International Labour Standards

TIMMS

Trends in International Mathematics and Science Study

TUAC

Trade Union Advisory Committee to the OECD

TURN

EI/PSI Trade Union Rights Network

UN

United Nations

UNAIDS

Joint UN Programme on HIV/AIDS

UNCHR

United Nations Commission on Human Rights

UNHCR

United Nations High Commissioner for Refugees

UNDP

United Nations Development Programme

UNESCO

United Nations Educational, Scientific and Cultural Organisation

UNI

Union Network International

UNICEF

United Nations Children's Fund

UNIFEM

United Nations Development Fund for Women

VSO

Voluntary Services Overseas

WB

World Bank

WCL

World Confederation of Labour

WCT

World Confederation of Teachers

WDR

World Development Report (World Bank)

WEF

World Economic Forum

WHO

World Health Organisation

WIPCE

World Indigenous Peoples Conference on Education

WNEA

Women's Network in Eastern African

WoE

Worlds of Education

WSF

World Social Forum

WSIS

World Summit on the Information Society

WTD

World Teachers' Day

WTO

World Trade Organisation

