

Strategic Aims

Aim 1 : Quality education for all

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

1.1 Defending Quality Education in the face of the global crisis

As the impact of the crisis continued to be felt by EI members in many countries, EI pursued advocacy with the major international agencies in order to press home its key messages that:

- Education is an investment in the future and sustainable recovery;
- There must be a boost in vocational education and training to help avoid the risk of a 'lost generation' of unemployed youth;
- Quality public education is a universal right;
- The Millennium Development Goal (MDG) on Education for All (EFA) underpins all of the other MDGs; governments must maintain their commitments to close the funding gap to achieve EFA by 2015; and
- Qualified teachers are the key to quality in education.

EI worked to ensure that these messages were conveyed coherently in its advocacy with the relevant inter-governmental agencies, in its co-operation with coalition partners via the Global Unions and the Global Campaign for Education (GCE), as well as through action at the World Economic Forum (WEF). In particular, EI pressed these key messages directly with the International Monetary Fund (IMF), while continuing to engage with the Organisation for Economic Co-operation and Development (OECD); World Bank; United Nations Educational, Scientific and Cultural Organisation (UNESCO); International Labour Organisation (ILO); World Trade Organisation (WTO); World Health Organisation (WHO); United Nations Development Programme (UNDP); the United Nations Children's Fund (UNICEF), and other UN agencies and programmes.

Special attention was given to the G20, which has, in many ways, taken the place of the G8 summit as the principal forum for the leaders of major and emerging economies which together represent a total of 80 percent of global GDP. While EI was successful in getting our key messages on record at the 2009 G8 summit in L'Aquila, Italy, the G20 summits have so far failed to give the same attention to education, except in the area of vocational education and training. This disparity between the G8 and G20 summit statements is symptomatic of major challenges which lie ahead. Two important coalitions – the Global Unions and the GCE – continued to provide major vehicles for EI advocacy.

EI worked closely with other Global Unions and the ILO to implement the mandate of the G20 Summit held in Pittsburgh in November 2009, to develop a global training strategy. EI assumed a leadership role together with the Building and Wood Workers' International (BWI) in convening an inter-sectoral global dialogue forum on '*Upskilling out of the Downturn: Strategies for Sectoral Training and Employment Security*', at the ILO offices in Geneva on 29-30 March. The International Trade Union Confederation (ITUC), the Trade Union Advisory Committee (TUAC) to the OECD, and most Global Union Federations also participated. The conclusions were conveyed to G20 Labour and Employment Ministers who met in Washington three weeks later, on 19-20 April and presented recommendations to the G20 leaders through US President Barack Obama (see also G8 and G20 below).

An important step forward in our advocacy was taken at the annual WEF meeting in Davos when the EI General Secretary was a panellist at a high level meeting about the critical importance of qualified teachers, pointing out that the reality in many countries fell far short of minimal requirements for quality education. The EI position was supported by the Director General of UNESCO, the President of Panama, and several CEOs of major corporations, as well as presidents of leading universities. A preliminary paper was presented at the same session by the WEF's Global Agenda Council for Education, on which EI is represented. This paper was further developed with key sections on funding of EFA and the need for qualified teachers. It was presented to a WEF Summit in Doha in May. There were major internal debates in the council on the role of teachers in 21st century education, which required significant engagement by EI, and the result was a document reported by WEF to be among the most influential presented to the Doha Summit. Co-operation with the ITUC and TUAC was an integral part of EI's efforts at the WEF.

EI also continued to participate actively in the TUAC Working Group on Economic Policy. A meeting of this working group was held in Washington on 10-12 March and finalised the Global Unions' statement to the G20 Labour and Employment Ministers meeting, mentioned above, and worked on the positions to be taken both for the OECD Ministerial Council and for the next G20 Summit. On this occasion, the Global Unions' Washington office arranged meetings at the World Bank and the IMF. EI took the opportunity to confront IMF representatives about the contradiction between statements from IMF leadership about investment in education, and the reality faced by many EI members, in some cases entailing school closures and teacher redundancies. EI participation in the Global Unions' drafting process continued for the G20 Summit in Seoul.

Linking global and national advocacy

EI strongly supported the critical importance of linking global advocacy with national action. Circulars were prepared and sent on a regular basis to members in G20 countries and the EU, to those in OECD member and candidate countries, and others to all member organisations. Each of these circulars emphasised the vital global-national-local link.

Another important instrument for mobilisation was the '*Hands Up for Education*' campaign site which was created in 2009. Links were made to Global Action Week (GAW) organised by the GCE. However, when assessing the effectiveness of these tools – circulars, websites, linking the different streams of EI advocacy – EI staff came to the conclusion that much remains to be done. A meeting of headquarters-based co-ordinators in June identified a number of steps that should be taken to enhance the *Hands-Up* website. Discussions were also held with co-ordinators from the regions at the beginning of the annual staff meeting in June. Some regional colleagues pointed to the practical difficulties they had experienced when seeking co-operation with NGOs and other coalition partners

at regional or national level. Further reflection on ways of improving EI's capacity to mobilise was undertaken at Executive Board, HQ and regional staff level.

1.2 Organising and supporting activities to achieve the Dakar EFA goals

Global Campaign for Education (GCE)

EI continued its collaboration with the GCE. The EI representatives attended the face-to-face board meetings: the first one in Brussels, Belgium, in January, the second in Johannesburg, South Africa, in July, and the third in Paris, France, in December. The meetings were mainly dedicated to an assessment of the implementation of the Action Plan adopted in 2008 in Sao Paulo, preparations for the GAW and the IGOAL Campaign launched in conjunction with the Football World Cup held in South Africa in June-July. The December meeting was focused on preparations for the next assembly to be held in Paris in February 2011.

In the run-up to the general assembly, pre-assembly meetings were organised in the regions where EI and its affiliates are present, in particular through the national coalitions for EFA.

Global Action Week (GAW) for Education for All, 19-25 April

EI, its affiliates, and the 30 million members it represents, participated actively in the GAW campaign. Together with its partners within the GCE, lesson plans, posters and other campaign material were produced to help to get 72 million children into schools by 2015. In order to maximise efforts and take the opportunities available, the GAW theme *Financing Quality Public Education: a Right for All* was closely linked to the *IGOAL: Education for All* campaign which was organised around the FIFA World Cup which took place in June and July in South Africa. Results were presented in New York at the time of the MDGs Summit in September.

World Teachers' Day, 5 October

As part of EI's work to promote the 1966 UNESCO-ILO Recommendation on the Status of Teachers and 1997 UNESCO Recommendation on the Status of Higher Education Personnel, EI took a strong lead in promoting World Teachers' Day to both its members and the public. At the official event organised by UNESCO in Paris, EI formed part of the panel representing the signatories of the official statement together with UNESCO, ILO, UNICEF and UNDP.

The official website, www.5oct.org, is run by EI and integrated social media to reach as many grassroots education workers as possible. There were 128 picture contributions on Flickr, the highest number since EI's social media outreach began in 2008, with the highest number of contributions from the Philippines. The Twitter integration was also a huge success, amassing hundreds of tweets across the globe. Twitter was also the main source of inward traffic this year, amounting to 22,000 unique visitors in October, and the content was tweeted from EI in Hungarian,

Slovenian and Chinese, as well as the usual English, French and Spanish. 6,000 electronic greeting cards (available in English, French and Spanish, in addition to Catalan, Basque and Galician) were sent out and posters were made available in English, French, Spanish, German, Russian, Chinese, Arabic, Hungarian, Slovenian and Bahasa Indonesia. A bilingual poster in Turkish and Greek was developed for Cyprus, as well as one specifically for Australia and New Zealand.

ActionAid International

EI continued to co-operate loosely with ActionAid International. (See Parktonian Recommendations)

Co-operation with student organisations

EI continued to co-operate with the European Students' Union. (See Europe: co-operation with ESU)

1.3 Working with the international labour movement

International Labour Organisation (ILO)

Following the inter-sectoral meeting on vocational education and training convened by the ILO in March, EI played a key role in a global dialogue forum in September on Technical and Vocational Education and Training (TVET). Discussions addressed challenges for TVET, initial education and professional development for teachers and trainers; employment in TVET; remuneration; social dialogue, workplace and informal learning. It was a unique opportunity for EI task force members on VET to be part of the official workers' delegation and to reaffirm our vision and the importance of devoting more attention to the future of the teaching profession. The final outcome document will be published by the ILO Secretariat.

The forum marked a significant step forward in EI's strategy of addressing the conditions of services for members across the range of sectors in education. As previously reported, education is no longer considered by the ILO as a single sector, and five sectors are identified within the Education and Research Group. These are: pre-school, primary and secondary, vocational education and training, higher education and research, and education support staff. The forum on VET was the first ever convened by the ILO to address the conditions of service for teachers and instructors in that sector.

Work continued on the production of an ILO *Human Resources Toolkit of Best Practice for the Teaching Profession*. While publication has been delayed, it is expected that this toolkit will be finalised for publication in early 2011.

The annual meeting of the tripartite Advisory Body for the Education and Research Group was held at the ILO on 1 October. There was keen interest from the regional groupings of governments, as well as from employers, and the EI proposals for the 2012-13 biennium were broadly endorsed, subject to the process of priority setting undertaken by the ILO following completion of the full round of eight advisory body meetings. These proposals will continue with plans in 2011 for:

- Publication of the Human Resources Toolkit;
- Completion of a study on staff conditions of work in Early Childhood Education (ECE);
- Follow-up to the global dialogue forum on conditions of work for VET personnel; with the following activities in 2012-13;
- Convening of regional workshops on the use of the Human Resources Toolkit;
- Convening of a global dialogue forum for the ECE sector;
- Undertaking a study with EI and other GUFs to collect data on all categories of support staff in educational establishments.

Public Services International (PSI)

EI continued to co-operate closely with PSI, notably at the ITUC and TUAC. Another dimension of EI's on-going campaign to defend and promote quality public education was the combined Global Unions' project *Quality Public Services: Action Now!* EI originally joined with PSI in proposing this project to the CGU. Under the auspices of the Council, an international conference was held in Geneva on 12-14 October to launch a worldwide union campaign, with the emphasis on building up from the local community level. EI was an active member of the planning committee for this conference, which faced challenges because of the number and range of organisations involved, but also saw the development of shared enthusiasm for action. This enthusiasm extended beyond unions with public sector memberships, to those with mainly private sector memberships, since their members are citizens who are directly affected by public service cuts in their communities.

The EI President, Vice-Presidents Juçara Maria Dutra Vieira and Irene Duncan-Adanusa, Executive Board members Jorge Pavez Urrutia, Ulrich Thöne, Haldis Holst and representatives from EI affiliates, joined the EI General Secretary and Senior Co-ordinator for Communications to participate in the conference. All together more than 400 participants attended the conference from all Global Unions.

The Geneva Charter on Quality Public Services was adopted (subject to the integration of proposals into a final version to be approved by the CGU Annual Meeting in January 2011). Significantly, the conference also adopted a plan of action, aimed at putting into effect the global-national-local linkage through combined union action. The conference called on the Global Unions to establish a working group for the implementation of this plan, charged with making concrete proposals for the CGU meeting in January. The working group met for the first time after the conference in December. The key focus will be on joint union activities linking local action with global advocacy. Work has begun on identifying a number of cities in different regions of the world where the Global Unions could work effectively together with national affiliates to mobilise members in support of the campaign.

The conference was historic because it was the first time the Global Unions brought together so many of their national affiliates to address a common issue. EI intends to play an active role in pursuing implementation of the charter and action plan in co-operation with other Global Unions.

World Economic Forum (WEF)

Advocacy undertaken at the WEF in co-operation with other Global Unions added another dimension to the advocacy with inter-governmental agencies. The WEF is a meeting place for political leaders, heads of major agencies and CEOs from the corporate world, together with labour, civil society and religious leaders. References have been made to the significance of interventions by the EI General Secretary at the WEF meeting in January in Davos and EI's active role in the WEF Global Agenda Council on Education (GAC). This met in Doha in May and Dubai in November, while holding regular conference calls throughout the year. The Council brings together a diverse group of people from intergovernmental agencies, the private sector, including major global corporations, and academic circles. In the early part of 2010, after Davos, there was a major debate with this group about the orientation of its work, essentially around the issues of teacher shortage, qualification and professional development, and the use of information technology to disseminate learning. The outcome of EI's engagement was an initial report presented in Doha which put emphasis on a new vision for the teaching profession in the 21st century. Following Doha, the Council was recomposed, with continued EI engagement to set four key tasks:

- Design a process to identify and disseminate exemplary instructional programs to develop 21st century skills;
- Leverage international best practice to support national efforts to attract high quality candidates into the teaching profession;
- Define how best to implement and scale up highly effective teacher professional development programmes;
- Further development of high impact leadership in education.

A second summit of GAC was held in Dubai, United Arab Emirates, in November. EI participated actively in the efforts of the GAC to raise the profile of education with other council members.

For the first time, EI was invited to a regional WEF meeting. The EI Africa Chief Regional Co-ordinator participated in the Forum for Middle Eastern and North African (MENA) countries held in Marrakech on 26-28 October, and was able to raise EI concerns in a number of sessions, including education in the Middle East, and '*Redesigning Learning Models in the Arab World*'. Participants agreed on the key role of teachers and the need for teacher education and professional development in order to ensure quality education. In her capacity as chair of the GCE Board, the EI Africa Chief Regional Co-ordinator also met with NGO and Foundation leaders.

As previously reported, the WEF has an agreement with UNESCO, called Partnerships for Education. This agreement was renewed at the beginning of the year, after Davos, and EI continued to implement it. Its main activities were to work on an internet portal of resources for teachers, and a resource guide on Multi-Stakeholders Partnerships for Education (MSPEs). EI contributed to this guide, including the Protocol for EI Participation in MSPEs adopted by the EI Executive Board in November 2009. Publication is anticipated in early 2011.

EI also continues to be a member of the WEF Labour Leaders Contact Group, and participated in October in a civil society consultation with the WEF founder and other top officials on preparations for Davos 2011.

Global Labour University (GLU)

EI continued its collaboration with the GLU, the special trade unions learning network, established in 2004 and supported by the ILO. As in previous years, EI took part in the GLU Research Network (GURN), distributing information about conferences, events and scholarships.

GLU's major activity is a Masters programme for union activists. Its modules include: *Labour Policies and Globalisation* (Germany); *Labour and Development, Economic Policy, Globalisation and Labour* (South Africa); *Social Economy and Labour* (Brazil) and *Globalisation and Labour* (India) on sustainable development, social justice, international labour standards, trade unions, economic policies and global institutions.

These unique programmes are developed by universities and workers' organisations from around the world and target those candidates who have experience with labour and social movements, and who are willing to assist organisations in these fields to engage more effectively in social dialogue, public debate, and policy implementation.

EI is contributing to these programmes by accepting one student each year for a short internship. In 2010 this was Chere Monaisa from the National Labour and Economic Development Institute (NALEDI) in South Africa. She was a GLU student in Kassel, Germany, working on the role of education and skills development in the current and future labour force and communities.

1.4 Advocacy on Education and Employment with international organisations

Organisation for Economic Co-operation and Development (OECD)

Co-operating closely with TUAC, EI has established excellent working relations with the OECD Education Directorate. EI has participated in meetings of the Teaching and Learning International Survey (TALIS) participating countries, and in the Programme for International Student Assessment (PISA) governing board which took the decision to invite EI as a regular participant with observer status. Following this recognition, EI attended two PISA governing board meetings, presenting EI standpoints on such issues as the curricular expansion of future cycles of PISA, the development of longitudinal aspects, the avoidance of superficial representation of countries' performance in the form of league tables, and, most importantly, the inclusion of teachers' background questionnaires alongside those of principals, students and parents. EI has consistently and energetically argued for this instead of the link between PISA and TALIS survey, promoted by OECD and some governments.

Other OECD education programmes in which EI participated included school leadership and vocational education and training. EI also contributed critically to OECD analysis of a proposed new Assessment of Higher Education Learning Assessment Outcomes (AHELO) and the Programme for the International Assessment of Adult Competencies (PIAAC). EI is also now contributing to a new OECD project on Early Childhood Education.

This effective co-operation has not been translated satisfactorily into policy at the level of committee meetings attended by OECD member states. An evaluation of the Education Directorate and Committees by the OECD Secretary General's office was expected to report on this matter by the end of the year.

In co-operation with TUAC, EI has also participated in consultations with the OECD Employment, Labour and Social Affairs Committee (ELSA) and the directorate. EI and TUAC have continued to raise the issue of labour rights in Korea at the ELSA Committee, despite opposition from the Korean government. ELSA works with the Education Directorate on the new PIAAC indicator of adult competencies and migration, and produced a significant study on equity.

Assessment of Higher Education Learning Assessment Outcomes (AHELO), 15-16 March

EI and its member affiliates have expressed serious concerns about the feasibility and desirability of a standardised test for higher education students, particularly in light of the diversity of institutions, missions and programs across OECD countries. EI attended the OECD stakeholders' meeting in relation to AHELO in Paris, France, on 15-16 March. EI reiterated its concerns and its written comments about the feasibility study made at the meeting were acknowledged.

OECD Ministerial Council and Forum, 26-28 May

In early May, EI participated in a joint consultation of TUAC and BIAC in Rome with the chair of the OECD Ministerial Council, the Italian Finance Minister, and the vice-chairs from Australia and Norway. Later in the month, at the OECD forum held prior to the Ministerial Council, EI was represented in a well-attended panel discussion entitled 'Matching skills to jobs' with the OECD Education Director among others. EI was able to enlarge the discussion to include the importance of general education. EI joined other Global Unions in pressing for more co-operation between the OECD and ILO, including on vocational education. The forum was preceded by a meeting of the TUAC Plenary, which finalised the Global Unions' statement to the next G8 and G20 summits in Canada. Richard Trumka, President of AFL-CIO, USA, was elected as the TUAC President. This year, for the first time, the ITUC and TUAC Presidents attended throughout the Ministerial Council meeting. EI consistently provided input to all Global Union statements, ensuring that key EI messages were presented on all such occasions.

Education at a Glance 2010, 7 September

EI conducted an analysis of the latest annual report by OECD and sent it to all EI affiliates in OECD countries. As in previous *Education at a Glance* publications, the OECD compiled impressive statistical data from governments about education systems in OECD and partner countries, which also gave strong policy messages and recommendations. EI recognises the difficulties of evaluating national education systems through such statistics. In this report, the OECD argued for more efficient spending and further strengthening of market mechanisms in public education, even after several years of the harsh impact of economic crisis, caused by unrestrained markets, resulting in education budget cuts, school closures and teachers redundancies. The report said that improving performance of education systems and increasing value for money were key tasks for public policy. The future, according to the OECD, will measure the success of education systems not by how much countries spent on education or by how many individuals completed a degree, but by educational outcomes achieved and their impact on economic and social progress. An emphasis on social outcomes from education was the most welcome part of the report. Given the increasing amount of evidence suggesting the significant role of education in attaining these outcomes, the report suggested it would be of interest for policymakers working on education, health and social welfare to take into account the social outcomes of education. In its analysis EI criticised OECD emphasis on economic efficiency and welcomed its recognition of the social outcomes of education.

OECD Education Ministers' Meeting, 4-5 November

Education ministers from 38 countries met in Paris, on 4-5 November, with the theme of 'Investing in education and training'. The chair's summary, released by Claudia Schmied, Federal Education Minister of Austria, said: "*Education and training are fundamental for economic recovery.*" The Ministers addressed four issues:

- Tackling the effects of the crisis on education;
- Matching skills to new needs;
- Equipping effective teachers for the 21st century;
- Bolstering the social benefits of education.

While the statement from this important conference was long on generalities and short on details, it did include significant recognition of points raised by EI and TUAC. These included:

- Sustainable economic recovery and social progress rest upon maintaining adequate levels of investment in education and training.
- More than ever education has to be seen as an investment and as a driver of long-term growth and social cohesion.
- Education is a public good, teachers are the key, and Schools need a climate of trust.

A strong EI/TUAC delegation of 20 representatives participated in an Education Policy Forum co-chaired by education ministers from Mexico and New Zealand which preceded the ministerial meeting. The keynote speaker at this forum, billed by the OECD as 'an author and former advisor to Tony Blair', cited numerous examples of innovation outside public systems, based on a global tour he had undertaken while preparing a report for CISCO Systems, the major IT corporation which provides Wi-Fi and other forms of internet connectivity. This corporate funded study was described by one EI participant as "global education tourism from the perspective of the right." It was superficial, but harmful, and the OECD's judgment in inviting him to give the keynote speech at the forum was questioned. The active EI/TUAC delegation put forward the case for quality and equity in education, highlighting the key role of qualified teachers.

These points were developed in a consultation of TUAC and BIAC with the chair and vice chairs, prior to the start of the ministerial meeting, based on a substantial paper sent to the OECD and ministers. While there was some overlap between the TUAC and BIAC papers, the BIAC presentation tended to focus on performance-pay schemes for teachers, and included an intervention by the CISCO representative who argued for alternative approaches to learning.

TUAC and EI emphasised that education ministers should engage with trade unions, particularly education unions, and stated that constructive engagement was the best way of rising to the major challenges which the ministers themselves recognised in their statement. These matters were followed up at a consultation with the OECD education policy committee on 18 November.

TUAC Working Group, 29-30 November

The meeting addressed various issues related to OECD research projects published in 2010 or under way such as *Education at a Glance 2010*, *The Nature of Learning* (CERI) and new activity under the working title '*GPS*'. In particular the latter project which the OECD intends to launch in the near future may raise serious concerns for EI as it will provide governments with short-cut policy guidelines for various issues, drawn from all other OECD indicator based studies and policy papers.

In this way the OECD will consolidate and strengthen its policy advisory function. An important part of the agenda was an update on PISA developments.

Programme for International Student Assessment (PISA) 2009, 7 December

EI has been following the development of PISA, as one of its key research activities. Employing constructive interaction with the OECD Secretariat, EI and TUAC organised a one day pre-launch information meeting for affiliates. In addition to this, EI prepared and distributed information on the main conclusions of the new PISA Report. PISA 2009 was a massive publication, consisting of five separate volumes addressing such issues as overall performance of students in reading, maths and science, equity issues, enjoyment of reading, policy recommendations and performance trend analysis over the last decade. Continuing emphasis on countries' performance in league tables has been one of the most detrimental features of PISA to the quality of education. It is expected that PISA 2009 results will make ever more increasing impact on education policy debates.

UNESCO

EI continued its close co-operation with UNESCO and attended key events to present the EI vision and ensure that the voice of teachers was heard.

EFA High Level Group

EI President, Susan Hopgood, participated in the High Level Group meeting on EFA in Addis Ababa on 22-24 February. The meeting discussed the impact of the crisis and how to outreach marginalised groups on the basis of outcomes and recommendations of the 2010 GMR. The issue of financing education and necessary reforms of follow-up mechanisms of EFA in parallel with necessary reforms of the FTI mechanism were also discussed. For more information see the communiqué released: <http://unesdoc.unesco.org/images/0018/001871/187149E.pdf>

Conference on Early Childhood Education (ECE), 27-29 September

EI participated in UNESCO's World Conference on Early Childhood Care and Education in Moscow on 27-29 September. This was the first UNESCO organised international conference on this sector and it noted concern that, despite being the first EFA goal, the ECE goal remained largely neglected. Experts provided strong scientific evidence supporting the need to intervene early in children's lives in order to prevent potential barriers to physical, cognitive, social, emotional and other domains of human development. The presentation by Prof. Jack Shonkoff was interesting because it provided 'new' and powerful evidence from neuro-science, indicating the need for early intervention and proving that different sections of the brain as responsible for different domains of development (cognitive, physical, social, emotional, etc.) which are interconnected and they (should) develop simultaneously.

The conference was unanimous in advocating for a holistic approach to child development, an approach meeting the developmental (physical, cognitive, social, emotional etc), educational, health and nutritional needs of young children. Governments were called on to develop legal frameworks, policies, strategies and enforcement mechanisms to ensure the right of children to ECE from birth. UNESCO was tasked to work with national governments and partners to develop and implement a Holistic Child Development Index. EI emphasised the need to invest in teachers and cautioned

against privatisation, a move which was promoted by some speakers at the conference. EI will continue to monitor developments and present its perspective on this and other ECE initiatives, including those undertaken by the ILO, UNICEF and OECD. For a copy of the framework visit: <http://unesdoc.unesco.org/images/0018/001898/189882E.pdf>

Global Monitoring Report (GMR) 2010

EI participated in the 11th meeting of the EFA GMR Advisory Board, held in Paris on 20-21 May. The board received and discussed an independent evaluation of the GMR. The evaluation affirmed the GMR as a solid and credible publication but revealed that the report was not widely known about or used in developing countries. The board also discussed future GMR themes and content. The 2011 report will focus on *'Education and Conflict'* while the 2012 report will deal with the learning needs of young people and adults through equitable access to appropriate learning and life-skills programmes. Once again, EI produced a brochure analysing the 2010 GMR and shared it with member organisations and other partners. The analysis clearly pointed out that, on current trends, the six EFA goals would not be met and called for immediate action and more investment in education and teachers.

UNESCO Collective Consultation of NGOs on EFA

The UNESCO collective consultation of NGOs on EFA was held in Dhaka, Bangladesh, from 21-24 March. The meeting evaluated the results of the EFA high level meeting and monitored the work done at global, regional and national levels by civil society organisations in official relations with UNESCO. EI reiterated the key role of teachers and their representative organisations. A declaration was adopted calling for reform of the entire EFA follow-up mechanisms including the CCNGOs.

EFA Fast Track Initiative (FTI)

In previous years EI and other actors appealed for a drastic reform of the FTI mechanism including the opportunity for more civil society organisations (CSO) involvement. Under the new chair, Carol Bellamy, some reforms were implemented. Consultations were undertaken and some important changes were decided by the board of directors including the move from the World Bank, the establishment of a new EFA fund and reform of the board of directors' composition. The representation on the board is constituency based with each constituency grouping (donors, partner countries, multi-laterals, CSOs and private sector) was invited to nominate representatives. Three seats were allocated to the CSOs including one for teachers. EI was invited to nominate a member and an alternate for the board and a member for the financial advisory committee. EI has long argued the importance of being represented on this board and welcomed the reforms.

EFA Task Force on Teachers

The International Task Force on Teachers for EFA was created following a decision of the eighth High Level Group (HLG) meeting on EFA, held in Oslo, Norway, from 16-18 December 2008. As a voluntary global alliance of EFA partners working together to address the 'teacher gap', the task force was mandated to enhance the global effort to fill the teacher gap to achieve EFA by 2015. The task force addressed three issues: the policy gap, the capacity gap, and the finance gap. EI, as one of the initiators and founder members of the Teacher Task Force, serves on its steering committee. The

task force is jointly chaired by the European Commission and the Government of Indonesia and hosted by UNESCO at its headquarters in Paris.

Since its formation, the task force engaged in research and advocacy activities designed to raise awareness about the importance of qualified teachers in achieving EFA. The task force organised two policy dialogue forums, in Addis Ababa, Ethiopia, on 23 February, and in Amman, Jordan, on 6-7 July. A major conference on teachers is planned for 2011 in Africa.

EI views the establishment of the task force as a positive step, but insists that the alliance should be more visible and take concrete steps to ensure every child is taught by a properly trained, qualified and motivated teacher.

G8 and G20

G8 Summit, 25-26 June; G20 Summit, 26-27 June

In June, Canada hosted the ‘twin summits’ of the G8 in Huntsville, Ontario, and the G20, in Toronto. EI participated on behalf of the Global Union Federations in the pre-summit consultation with the G8 and G20 host, the Canadian Prime Minister, Stephen Harper. Although the meeting was polite, the Prime Minister did not deviate from his emphasis on “exit strategies” to reduce fiscal deficits, nor his opposition to a financial transactions tax to finance the MDGs.

EI’s Canadian affiliate member, CTF, wrote a strongly-worded letter to Mr. Harper, to convey EI’s key messages, while EI’s American affiliates, the NEA and AFT, wrote a powerfully argued joint letter to the USA’s President Obama. On the day of consultation with Prime Minister Harper, the CTF president, Mary-Lou Donnelly, held a successful press conference at Parliament House in Ottawa, which was well-reported, especially over electronic media. As the union delegation waited to meet the prime minister, copies of the US President’s letter to other G20 leaders were received, urging them to continue co-ordinated stimulus measures to achieve sustainable recovery, and to avoid premature ‘exit strategies’. Although Prime Minister Harper downplayed differences between himself and President Obama, this letter was widely reported in global media the next day, as an example of major difference among summit participants. Critics pointed out that the amount spent by the host government on ‘over the top’ security in Toronto, in excess of CAN\$1 billion, would have gone a long way to closing the EFA finance gap! The outcomes of both G8 and G20 summits were inadequate in terms of advancing the Pittsburgh G20 agenda for recovery through jobs, and the L’Aquila G8 agenda for education.

G20 Summit, 11-12 November

The G20 Summit held in Seoul, Korea on 11-12 November was marked by growing tensions between the world’s two biggest economies – the USA and China – and a failure to address fundamental issues required for sustainable growth and prosperity, including investment in education.

After two days of meeting, G20 leaders issued a declaration which papered over their differences on trade and currency imbalances. They attached a more detailed ‘*Seoul Summit Document*’, including ‘*The Seoul Action Plan*’ which made one reference to education and training and the promise ‘to undertake labour market and human resource development reforms, including better targeted benefits schemes to increase participation; education and training to increase employment in quality jobs, boost productivity and thereby enhance potential growth.’

The summit adopted the *Seoul Development Consensus for Shared Growth* reflecting the transfer of the development agenda from the G8 to the G20. Placing the emphasis on low income countries (LICS) this document included an annex entitled 'Multi-Year Action Plan on Development', with two actions to: 'Create internationally comparable skills indicators', and to 'Enhance national employable skills strategies'.

EI participated in drafting the Global Unions' submission to the G20. This was finalised by the TUAC Working Group on Economic Policy in Paris in late September.

The ITUC evaluated all three documents adopted in Seoul, and came to the conclusion that with regard to the role of education the Seoul Declaration falls far short of the G20 Toronto Declaration or the 2009, G8 communiqué from L' Aquila. One positive element was the inclusion of UNESCO to work on the two action points, alongside the ILO, OECD, World Bank and multilateral development banks. However, the policy prescriptions failed to recognise the role of education as an investment with importance beyond a narrow concept of skills for employability. The ITUC noted that the omission of education as a key factor in growth, prosperity and social justice does not measure up to trade union demands.

One of the most worrying parts of the G20 Seoul Declaration was its recommitment to the G20 Toronto decisions to cut fiscal deficits by 50 per cent by 2013, irrespective of the context of growth other than an ambiguous reference to national circumstances.

In a generally gloomy picture there were some glimmers of hope. The ITUC and TUAC convened a G20 labour summit on the eve of the political summit, and worked on a strategy to present the views of their many million members to the political leaders as they gathered in Seoul. Prior to the opening, a trade union delegation of ITUC and TUAC general secretaries, the presidents of FKTU and KCTU and RENGO of Japan, met with the summit host – South Korea's President, Lee Myung-Bak.

Meanwhile, trade union leaders met with other G20 presidents and prime ministers as they arrived in Seoul. As a result of these efforts, the political leaders added a paragraph to an earlier draft stating that, 'we recognise the importance of addressing the concerns of the most vulnerable. To this end, we are determined to put jobs at the heart of the recovery, to provide social protection, decent work and also to ensure accelerated growth in low income countries'. Another reference in their detailed summit declaration committed to 'building constructive partnerships with trade unions'. They also reiterated their commitment to achieve the MDGs.

EI worked closely in Seoul with the Global Unions and GCE. The EI President, Susan Hopgood, held a press conference which was widely reported in the South Korean media. This followed meetings with EI affiliates KTU and KFTA, which dealt with the situation of trade union rights in Korea and education matters. Susan Hopgood was joined by EI's Asia and Pacific Regional Chair, Yuzuru Nakamura, who is a member of the EI Executive Board and President of JTU, Japan, as well as EI's Chief Regional Co-ordinator for Asia and the Pacific, Aloysius Matthews, who also attended the labour summit.

A positive outcome of the Global Unions' meeting with the South Korean President was a commitment by him to meet both Korean labour federations after the G20 in order to address outstanding trade union rights issues.

The strong union and EI presence in Seoul was critical to keeping the door open to further intervention on jobs, education, and achievement of the MDGs. Unfortunately, the unsatisfactory

G20 outcome revealed the extent of challenges that confront EI and its member organisations. The influence of host governments at these summits was significant, and emphasised the need for Global Unions and EI, to consider how more effective strategies ought to be developed.

The next G20 Summit will be held in Cannes, France, on 3-4 November 2011. France will also host a G8 Summit during the year. EI will work closely with the ITUC, TUAC and GCE to press the case for education and for teachers, while working with members in both G20 and non-G20 countries.

Rather than wait until the eve of this summit to meet trade union leaders, French President Nicolas Sarkozy convened an early meeting in December, soon after taking up the G8 and G20 chair, in order to discuss priorities. EI participated on behalf of the Global Union Federations and put the case for education and training to be given higher priority, drawing attention to the grave risks for social cohesion, including across national borders, presented by massive growth in youth unemployment.

EI's General Secretary followed up quickly, in writing, to President Sarkozy, with specific proposals which EI was ready to work on with education, labour and employment ministers. EI expressed support for French initiatives to mobilise resources for the MDGs through a tax on international financial transactions. At the end of the year, EI wrote to member organisations in G20 countries to urge them to follow up with each of their national leaders.

The Commonwealth

The Commonwealth and the Commonwealth Teachers' Group (CTG) have continued to deal with education and teacher issues. While the emphasis on teacher mobility and migration has been maintained, the Commonwealth Secretariat has scaled up its work in school leadership, teacher professionalism and professionalisation. The CTG continued to work on teacher issues, placing significant emphasis on defending the rights of migrant teachers and monitoring implementation of the 2009 Commonwealth Teachers' Forum Statement from Kuala Lumpur. The CTG also published regular newsletters informing members about issues and developments across the Commonwealth.

Teacher Recruitment Protocol

Following an implementation evaluation of the Commonwealth Teacher Recruitment Protocol, commissioned by the Commonwealth Secretariat in 2009, Commonwealth Education Ministers set up an Advisory Council on Teacher Mobility, Recruitment and Migration. The Council met at Stoke Rochford, Lincolnshire, from 22-24 June to gather and review evidence on teacher migration. The Council came up with recommendations on implementing the Commonwealth Teacher Recruitment Protocol, focusing particularly on the need for governments to manage teacher migration and to regulate the activities of recruitment agencies. The need to support migrant teachers and protect their rights was stressed hard. The Commonwealth also published a Teacher Qualifications Comparability Table, comparing the qualifications of primary and secondary school teachers across several countries and the comparability table could be used to inform debate on teacher mobility and teaching standards.

1.5 Defending Education as a Public Good, Not a Commodity for Private Profit

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

As part of its on-going work to defend quality public education and to promote EFA and MDGs, EI continued to monitor negotiations on the GATS, and lobby World Trade Organisation officials to ensure that education was excluded from trade agreements. For EI, the principal danger was that the rules and restrictions of GATS could, if applied to education, lock-in and intensify the pressures of privatisation and commercialisation. EI issued three *TradEducation* newsletters. They focused on the failure of new talks to progress GATS, the controversy surrounding the Anti-Counterfeiting Agreement, the start of negotiations on a Trans-Pacific Partnership, and the controversial EU-Colombia trade deal that did not take into account human rights violations in Colombia.

Information about EI's work on trade and education and how to subscribe to *TradEducation* can be found at: www.ei-ie.org/gats.

World Intellectual Property Organisation

Recently recognised as an official observer at the United Nations World Intellectual Property Organisation, EI issued a statement on World Intellectual Property Day on 26 April. EI called for 'fair and balanced copyright rules that strike the appropriate balance between the rights of creators and users, and the needs of industrialising and industrialised economies'.

World Bank Education Strategy 2020

EI continued its advocacy with the World Bank, keeping track of the financial institution's policies and their impact on recipient countries, their education systems and teachers.

During the year, the World Bank held consultations aimed at coming up with a new education strategy (WB Education Strategy 2020). The World Bank met EI and other representatives of civil society on 16 June and 20 November. The consultation was conducted by Elizabeth King, the World Bank Director for Education, and other World Bank staff. A preliminary draft was produced after the first round of consultations and the November meeting sought comments on that document.

The preliminary draft reflected a shift in World Bank vision, from EFA to Learning for All (LFA), broadening the definition of education systems to include private and community providers and putting emphasis on assessment and results. The draft also put emphasis on results-based teacher evaluation and assessment, suggesting the World Bank may 'advise' or pressure governments, particularly in developing countries, to introduce performance management and evaluation systems, possibly leading to merit or individualised pay schemes. In addition, the World Bank has been developing 'diagnostic and benchmarking tools' for assessing the effectiveness and efficacy of education systems. In both oral and written submissions, EI cautioned the World Bank about the pitfalls of narrowing education from a broad, all-embracing, experience to a narrow focus on instruction and preparing children for exams and standardised assessments. EI strongly advised the World Bank not to use the 'diagnostic and benchmarking tools' as conditionality for funding education programmes, particularly in developing countries. The final version of the strategy will be

published in 2011. Readers are encouraged to visit the following website for developments:
www.worldbank.org/educationstrategy2020

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

Quality Educator Project

The Quality Educators' Project (Quality-Ed), a joint initiative of EI and Oxfam Novib (Netherlands) continued to grow in scope. Two pilots were launched in Mali and Uganda, culminating in the development of a *national competence profile of a primary school teacher* in each country. The profile was developed through an inclusive process involving teacher unions, civil society organisations, ministries of education, teacher training colleges, universities and other stakeholders.

These national profiles were the reference for further action in Mali and Uganda to increase the qualification levels of teachers and to provide the most students in places which are difficult to reach with quality educators. In addition, an international research study documented and analysed primary teacher competencies. *Quality Educators: An International Study of Teacher Competences and Standards* was commissioned and concluded in December. The findings will be available in 2011.

Parktonian Recommendations

In 2006, EI and ActionAid International (AAI) agreed on a set of recommendations for collaborative and joint action. These recommendations, agreed at the Parktonian Hotel in Johannesburg, South Africa, are referred to as the Parktonian Recommendations. Key areas of joint action in the recommendations include dealing with macro-economic policies of international financial institutions; non-professional teachers; girls' access to quality education, HIV and AIDS and building a code of conduct for teachers. Since 2006, EI and AAI have held sub-regional workshops, designed to help teacher unions and civil society organisations build their capacity to deal with conditions imposed on recipient countries by the IMF and WB and to tackle education issues. The second phase of the training began in 2010 and workshops were jointly organised by the GCE, Africa Network Campaign on EFA, AAI and EI. The first Education Financing Sub-Regional Workshop was held in Mombasa, Kenya, from 24–28 May; followed by Malawi, 9–13 August; The Gambia, 27 September–1 October, and Harare, Zimbabwe, from 25–29 October. More workshops are planned in Africa (francophone and lusophone), Asia Pacific and Latin America.

The training culminates in development of country specific campaigns by members of EFA coalitions. Further campaign planning is undertaken in follow-up with stakeholders before campaigns are rolled out, monitored and evaluated. Campaigns, focusing on budget tracking and

increasing education budgets, are already being pursued in a number of countries, with promising results in Malawi and Uganda.

Teachers' Education

The [research study](#) *Learning How to Teach: the upgrading of unqualified primary teachers in sub-Saharan Africa - Lessons from Tanzania, Malawi and Nigeria* undertaken by Hermann Kruijer in early 2009, was published and distributed among EI affiliates and other education institutions. The report maps and analyses various upgrading training programmes for unqualified primary teachers in three case study countries: Malawi, Nigeria and Tanzania. Its findings were based on interviews with teachers, union leaders, and other education stakeholders, as well as classroom observations during field research in 2009. The project was undertaken with support of EI's Africa Regional Office and affiliated member unions in the case study countries. A similar study was undertaken in Latin America by EI's Latin America Regional Office.

A research study on policy challenges and developments in education and training for unqualified teachers in EI's Asia and Pacific Region is underway. Field research was undertaken by Mireille de Koning during September and October in India and Indonesia, with the support of the local and national teachers' unions. This is part of a series of research undertaken by EI on the training of non- and under-qualified teachers in three regions (Sub-Saharan Africa, Latin America and Asia). It focuses on two countries, namely India and Indonesia, where under-qualified teachers constitute a considerable portion of the teaching workforce.

School leadership

EI's European Region established a school leadership working group following a conference decision in 2009 to institute a specialised advisory body to address the issue. The working group's purpose has been to advise the Committee on school leadership matters with a mandate to track, identify and analyse national and regional trends and developments in school leadership and recommend appropriate policy responses at regional, national and European institution levels. The group has also been asked to recommend strategies for improving the attractiveness and status of school leadership, including the preparation, training and professional development of school leaders, their career paths and conditions of service, and to facilitate the sharing of school leadership experience among EI member organisations.

The working group held its first meeting in Paris on 18 October. It was followed by an international school leadership seminar organised by EI, on 19-20 October.

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

Joint ILO-UNESCO Expert Committee on Application of Recommendations on Teachers (CEART)

The 2009 CEART Report was discussed by the ILO General Conference in June. It was an opportunity for EI to stress that the global shortage of teachers could not be resolved by the recruitment of ‘low-cost teachers’ and to call on governments, employers and agencies to meet their responsibilities in dialogue with education personnel and their representative organisations.

1.8 Conferences, seminars, workshops, task forces

Conference for member organisations in OECD member states, 8-10 March

A conference for EI affiliates in OECD countries was held in New York on 8-10 March on the theme of ‘*Education beyond the crisis: Responses to new challenges*’. The meeting was organised in co-operation with the AFT and NEA and was attended by 98 participants from 36 organisations in 18 countries. It provided an opportunity for leaders of EI affiliates to discuss education beyond the crisis and how unions can respond to challenges posed to education systems in OECD countries experiencing painful budget cuts. The conference was an interactive platform for leaders to share thoughts and exchange ideas on developing a vision of how education systems could be shaped in years to come.

Seventh International Conference on Higher Education and Research, 10-12 September

EI’s seventh International Higher Education and Research Conference was held in Canada, on 10-12 September, and was attended by more than 130 participants from 49 member organisations in 33 countries. The three-day event took place at Vancouver Community College, where participants deliberated on issues that concern the sector in different regions, such as the ranking of higher education institutions; globalisation and commercialisation of the sector, equity and inclusivity. Two new higher education member organisations (of the nine which have joined since 2007) were present. They were the *Federación Nacional de Docentes Universitarios* (CONADU) from Argentina and *Syndicat National de l’Enseignement Supérieur* (SNESUP-FSU) from France. The Conference debate augmented and endorsed action points in a supplement to the 2004 policy package. This ‘supplement’ went forward to the EI Executive Board in November. The meeting report can be downloaded from: www.ei-ie.org/highereducation

Meeting of the Task Force on Early Childhood Education (ECE), 14-15 July

The ECE Task Force met in Copenhagen on 14-15 July with the purpose of reviewing and finalising the work undertaken since its formation, and to come up with recommendations for consolidating EI's work in the sector. This is a summary of activities undertaken by the task force:

- Three meetings in Malta (2008), Accra (2009) and Copenhagen (2010);
- Development of an action plan to guide task force activities (2008);
- Organisation of an ECE seminar in Accra for unions in Africa (2009), resulting in the creation of an ECE working group and efforts to develop a regional policy on early education;
- Recommendation to revamp the EI web section on ECE and produce publicity materials (ECE brochure and posters);
- A study on ECE policies, provision and funding, access, quality and staff issues entitled, '*Early Childhood Education: A Global Scenario*' (2009). This was published in 2010 and summarised ECE systems in 17 countries and provided recommendations for EI and member organisations.

Findings from the study indicated many ECE systems are characterised by multiple providers and funders, some of which are government, private, community, faith-based and non-governmental organisations. The ECE sector remains predominantly privatised, particularly for the 0-3 year age group and access remains very low in many developing countries, particularly for the 0-3 year age group, poor and rural children, children with special needs and other vulnerable groups. There is a shortage of professionally trained and qualified ECE staff in many countries with men seriously under-represented with over 90 per cent of teaching staff being women. Furthermore, conditions of service for ECE teaching staff tend to be inferior to those of counterparts in other education sectors. This is generally linked to lower levels of qualifications which are sometimes common in the ECE sector. The staff in the sector are predominantly unionised which adds to the vulnerability of this important sector. Some key recommendations from the study call on teacher unions to organise and mobilise the sector, and for public authorities to invest in teacher training and services, particularly those catering for the needs of the youngest children (0-3). The study is available at: http://download.ei-ie.org/Docs/WebDepot/ECE_A_global_scenario_EN.PDF

To consolidate EI's work in the ECE sector, the task force proposed developing an ECE strategy paper. This recommendation was endorsed by the EI Executive Board at its meeting in October. The strategy paper will have key priorities or recommendations for EI and its member organisations and will serve as an implementation framework for the 1997 Congress resolution on ECE.

Meeting of the Task Force on Vocational Education and Training (VET), 28 September

Following the EI Executive Board's recommendation from December 2009, the task force on VET had a face-to-face meeting in Geneva on 28 September. Seven members attended the meeting preceding the ILO Global Dialogue Forum on TVET which was organised by the ILO for the first time.

The EI task force members formed the official workers' delegation and included a representative of a non OECD country through the attendance of an affiliate from Burkina Faso. The task force will continue its work by drawing up documents for a complete policy package to be adopted at EI's World Congress in July 2011.

Seminar on School Leadership, 19-20 October

EI organised a third International School Leadership seminar in Paris, on 19-20 October. The seminar, themed as '*Empowering school leaders to meet present and future challenges*', discussed challenges faced by school leaders and schools. These included shrinking school budgets as a result of austerity measures adopted by many governments and narrowing of the curricula, caused by international assessments, standardised testing and the publication of league tables.

The participants were seriously concerned about the impact of the financial and economic crisis on education budgets, and on trade union and labour rights. In particular, they noted with concern the spreading trend of using the economic crisis as an excuse for trampling upon trade union and labour rights and for undermining quality education. The seminar urged EI and its member organisations to intensify the campaign against the regressive measures adopted by governments in dealing with the crisis.

The seminar's main conclusions and recommendations are below:

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

R1. EI and teachers' unions should take advantage of the current momentum to move the school leadership agenda forward through continued advocacy activities, involvement in research, policy development and sharing of information through workshops, seminars, conferences, networking etc.

2. 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 ICT related opportunities and challenges, the ageing teaching population, narrowing of the curriculum through standardised testing and publication of league tables and mobility and migration.

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

3. The 2007 congress resolution calls for the employment of principals on the basis of a benchmark of skills (school leadership profile).

R3. The seminar reaffirms that pedagogy is at the centre of school leadership and recommends that school leaders should be guided by values which include a shared vision, trust, co-operation and equal opportunities for all, and that these values should be further developed into specific competencies and complemented by staff management, technical and pedagogical skills.

4. The financial and economic crisis is a threat to trade unionism and quality education.

R4. The seminar participants assert that the economic crisis should not be used as an excuse for threatening trade union and labour rights and for undermining quality education and urge EI and teachers' unions to develop effective strategies for protecting workers' rights and education budgets and to continue to campaign against the regressive measures that have been adopted by many governments in response to the crisis and request the EI secretariat to disseminate information on what is going on across the world.

1.9 Additional Regional Activities

Africa Region

World Teachers' Day in Africa

Many unions continued to observe World Teachers' Day. Some unions have introduced teacher's excellence awards which have been recognised by governments and have increased awareness about the significant role of teachers. EI Africa Region received reports of World Teachers' Day activities from a number of countries, including:

Ghana: Under the theme '*Build the Future, Invest in Teachers Now*', the day was celebrated in Ho, in the Volta Region, and was attended by Ghana's Vice President, John Mahama. Meanwhile, Irene Essel, a catering teacher of the Abeka Motorway One Junior High School was adjudged best teacher at the 15th National Best Teacher Award ceremony. She received a cheque of GHS 60,000 (about US\$ 40,000) to build her own house, along with computers and accessories, a certificate and a citation. In addition, she will be sponsored by EPP Books and Services to pursue a post graduate course in any country of her choice. Thirty six other beneficiaries across the country also received various financial, material and educational awards.

The President, Prof. John Evans Atta Mills announced a special allowance package for teachers in deprived areas, as well as those who teach science, mathematics, technical and vocational subjects. This would be incorporated into the government's manifesto. The President also encouraged teachers to take advantage of distance education as a way to upgrade themselves, since it is one of the government's motivational packages for teachers.

Nigeria: The celebration in Abuja was co-hosted by the NUT and Ministry of Education. It brought together hundreds of teachers, as well as politicians and education stakeholders from across Nigeria. The guest of honour was the Minister of Education, who gave a brilliant address recognising the indomitable role of teachers in national development. Other speakers included the Acting President of the NUT; the President of Nigeria Labour Congress; Action Aid Nigeria Chapter, and the Education Coalition, CSACEFA. The best teacher award was a car which went to the principal of a senior high school in Ekiti State. The second and third prizes went to two female teachers who won a large flat screen TV and a computer. Hundreds of other gifts were given by both the NUT and government. The event culminated in a march of teachers from the different NUT states. The event was witnessed by a representative of Lärarförbundet and EI's Africa Region who also participated in a leadership training workshop planning meeting with NUT Nigeria.

Republic of Congo: The celebration was held at ENAM University in Brazzaville on 5 October. The event included the three partners of the co-operation project with FETRASSEIC, Congo; UNSA Education, France; and NEA, USA. Martin Itoua of the Parent-Student Association, FAPE, spoke about the role of parents in quality education. Representatives from UNESCO, UNDP, and UNICEF were present with Marie Yvette Sacadura presenting the Joint Statement on World Teachers' Day by EI, UNESCO, ILO, UNICEF, and UNDP. EI and its advocacy on behalf of teachers and public education was included in several speeches.

Togo: EI affiliates FESEN and FENASYET commemorated the day in concert with other teachers' unions in Togo. The conference organised for the day enabled union leaders to congratulate the government for introducing free primary education and to remind it about the challenges faced by Togo's educational system.

Zimbabwe: EI affiliates cited the day as one of the campaigns they were ready to commemorate together. Joint meetings were held to prepare for the celebrations with UNESCO.

Fourth Conference on School Administration

EI Africa Region delivered the keynote address at the fourth Conference on School Administration from 3-4 March in Johannesburg, South Africa, on the theme '*Pursuit of Excellence: Improving Schools Management System and Teacher Performance Through Innovation*'. EI's emphasis on quality public EFA as a priority was underscored as was the need for qualified, motivated and innovative teachers, and the need for new forms of management based on transparency and innovation.

Asia-Pacific Region

Professional Development

In many Asian developing countries millions of untrained teachers are employed. The duration of teachers' training is limited and in-service or specialised training is virtually non-existent. EI Asia Pacific Region (EIAPR) faces a shortage of 7.56 million trained teachers whilst teachers' professionalism is in decline. There is a need for teacher organisations to create initiatives to develop professional development of all teachers. EI has assisted member organisations in promoting a professional code of ethics for teachers.

EI organised a '*Workshop on a Professional Code of Ethics*' for representatives of the Fiji Teachers' Union, Fijian Teachers' Association, Solomon Island National Teachers' Association and Vanuatu Teachers' Union in Suva, Fiji, from 30 August-1 September. The workshop discussed professionalism and the role of teacher organisations in promoting professional ethics.

A number of professional development activities were held by the All India Primary Teachers' Federation in co-operation with the Canadian Teachers' Federation to improve the teaching-learning environment. The Federation of the Mongolian Education and Science Unions (FMESU) continued to co-operate with the Canadian Teachers' Federation to improve teaching English among its members.

EI conducted a National Workshop on a Code of Professional Ethics in Jakarta, Indonesia from 11-13 November 2009. Top officials from Persatuan Guru Republik Indonesia (PGRI) and Serikat-Buruh Sejahtera Indonesia - Education Board (FESDIKARI-SBSI) attended. A joint declaration was developed integrating applicable provisions of the EI Declaration on Professional Ethics.

The ILO, in co-operation with Council of Pacific Education and EI (EI/COPE), held a seminar for representatives of EI member organisations in Fiji from 23-24 June on curricula for technical and vocational education for Fiji and the Pacific.

The Friendly Islands Teachers' Association, in co-operation with the EI/COPE, held an executive meeting from 28-29 April, and discussed the need to promote a professional code of ethics for

FITA, develop a protocol for teachers' recruitment and improve the human rights situation and democracy in Tonga. EI/COPE held an awareness building workshop on the code of ethics in July which developed strategies to take a lead in designing a professional code of ethics for teachers.

EI/COPE participated in a review of the education programme for teacher training on 14 June.

The Nepal Teachers' Association and Nepal National Teachers' Association held a seminar on '*Promoting a Professional Code of Ethics*' from 4-6 October 2009, in Kathmandu, Nepal, for 40 leaders of organisations in co-operation with EI. The workshop discussed teachers' ethics, professionalism and made amendments to the existing 'code' by improving it with the help of EI's declaration on professional ethics.

The Solomon Islands National Teachers' Association, in co-operation with EI/COPE, undertook a project on '*Teachers' Code of Ethics*' which was completed in July. A similar programme was also completed at the same time for the Western Samoa Teachers' Association. The aim of these programmes was to raise consciousness and broaden the knowledge and understanding among school leaders, teachers and community to develop consultation on formulation and adoption of policy on a code of ethics for teachers.

Drawing Public Attention to the Important Role of Teachers in Society in Asia Pacific Region

Every year on 5 October, teacher organisations commemorate World Teachers' Day to draw public attention to the important role of teachers within society. The recommendation recognises teachers and their central role in nurturing and guiding infants, children, youth and adults through the life-long learning process. The theme of World Teachers' Day 2010 was '*Recovery begins with Teachers*' and focused on the role of teachers within the context of the global financial and economic crisis and the need to invest in teachers now as a means to secure post-crisis regeneration. In EIAPR, members understood the critical need, during these difficult times, to seek mechanisms that protect the teaching profession, and despite the crisis, to ensure investment in teachers is sufficient and proportionate to the demands made upon them. It is the teaching force with its knowledge, experience and foresight which can bring new insights to global solutions.

EI's Asia Pacific Region encouraged member organisations to celebrate World Teachers' Day in various ways. Posters and documents were downloaded from the EI website for localised activities. Members sent e-cards to teachers, tagged tweets on #wtd2010 and posted pictures celebrating the day on the website.

Quality Public EFA

Although access to education has improved over the last year, studies show that millions of children will continue to be deprived of education. About 40 million girls and 35 million boys worldwide are out of schools, almost half of them in Asia. If the trend continues in three decades the global community will fail to provide EFA. 56 million children will still be out of schools by 2015.

Quality of education in many countries has not improved. There is a shortage of quality teacher professionals. Millions of untrained teachers are manning the classrooms. Para-teachers are employed under horrendous conditions. These teachers frequently leave the profession for other

jobs. In half of all countries in South and West Asia more than 30 per cent of primary school teachers are untrained.

Increasing Public Funding for Education

Due to scarce resources many developing countries are unable to fight poverty, achieve EFA, respect universal human rights and promote democratic development. Over the last decade the share of national income devoted to education has decreased in 40 countries. Countries like India, Bangladesh and Pakistan are able to spend just three per cent of GNP on education. Annual international aid for education remains at about one third of what is required. Donor countries have not been able to increase aid and are facing increased difficulties due to the recent financial crisis.

EI is monitoring the impact of the economic crisis on member organisations and promoted increased public funding for education as a long term solution. The EI website link 'Hands-up for Education' and a blog '*Education Funding: Crisis Watch*' put out quick and brief notes on the crisis.

In Asia the education sector has experienced significant budgetary cuts due to the financial crisis. In Japan and Mongolia teachers' salaries and allowances have been reduced, in Taiwan, school closures, mergers and privatisation of public schools have increased, while assistance to schools in rural areas has been reduced.

Three sub-regional EI joint workshops with the NGOs were scheduled to train union leaders on tracking national budgets and campaigning for increased funding.

The Fiji Teachers' Union held its 80th Annual Convention from 4–6 May with the theme '*Build the Future – Invest in Teachers Now*'. The Fijian Teachers' Association also held its 76th Annual Conference from 4–6 May. EI President and Federal Secretary of the Australian Education Union, Susan Hopgood, attended the conference. The Nepal Teachers' Association (NTA) and the Nepal National Teachers' Association (NNTA) held a roundtable discussion with the representatives of major political parties and civil society organisations on 8 August 2009 and ran advocacy campaigns for six months to impress on the ministries of education, health and finances, three NGOs, three trade union organisations, 16 district education offices and five donor organisations to increase funding for education under the EFAIDS programme on '*Quality Investment for Quality EFA*'.

Building a civil society movement for EFA

In order to attain quality public EFA and create a broader societal awareness and necessary political will, EI worked with Oxfam International, Action Aid, Global March Against Child Labour, and a other NGOs in the GCE.

This year, thousands of teachers, students and activists turned out to mark GAW between 19-25 April to demand action for children who still miss out on education in Japan, Bangladesh, Cambodia and India. This year's theme, '*Financing Quality EFA*', was supported by seven million people who signed for 1GOAL. During the week thousands of teachers delivered the 1GOAL Lesson for All across Asia.

The EIAPR office manages the Civil Society Education Fund (CSEF) for the work done by the national education coalitions in the fast track countries to promote EFA. EI member organisations in India, Nepal, Vanuatu and Mongolia had active involvement in the coalitions over the last three

years. There is a need to increase EI member organisations' involvement in national coalitions in Sri Lanka, Pakistan, Cambodia, Indonesia, Papua New Guinea and the Solomon Islands.

The All India Primary Teachers' Federation (AIPTF), under EI's EFAIDS programme, organised a meeting of the Global Campaign National Coalition members from 11-13 December 2009 in New Delhi and developed advocacy campaigns around policy recommendations on Education of the Girl Child, HIV/AIDS, Para-teachers, Professionalism and Public Private Partnership.

Improving the Welfare and Status of Teachers and Education Personnel

Teachers' salaries remain low compared to salaries of other equally trained professionals. Millions of untrained para-teachers earn as little as USD 25 per month and are deprived of any social security. Many teachers are forced to take up multiple jobs to augment their income. Many teachers' organisations are not accorded collective bargaining rights. Violation of teachers' rights is rampant. Teachers are suspended, dismissed, detained and killed for their activism and political beliefs.

A research study on policy challenges and developments in education and training for unqualified teachers in the EIAPR is currently underway. Field research was undertaken by Mireille de Koning during September and October in India and Indonesia, on the training of non- and under-qualified teachers in the region where under-qualified teachers constitute a considerable proportion of the teaching workforce.

EI Asian Pacific Region Conference

The sixth EI Asia Pacific Region Conference was held from 28-30 September 2009, in Bangkok, Thailand, with the theme of '*Asia Pacific Teacher Organisations' Response to the Global Crises*'. The conference discussed the keynote address by EI General Secretary, Fred van Leeuwen, the regional report from the EIAPR office, the sub-regional reports from the five sub-regional representatives, reports from the women's and higher education caucuses held prior to the conference and the reports from the four breakout sessions held during the event.

The conference adopted resolutions on education funding stability; health protection for students and education workers; introducing ILO/UNESCO recommendation as a compulsory subject; recruitment of para-teachers; EFA; growth of private educational institutions; violation of trade union and human rights in Korea; teachers education activity protection laws; security in schools; the political situation in Fiji; the situation in the Philippines; exchange of representatives of teacher unions; migration; global climate and environmental change; human and trade union rights; achieving the MDGs; the role of teacher organisations in increasing public funding for education, and the Asia Pacific teacher organisations' response to the global crises.

EI Europe Region

Bologna Process/European Higher Education Area

Since 2005 when EI formally engaged in the Bologna Process, we have represented the voice of academic and research staff in the developments of the European Higher Education Area (EHEA).

On the tenth Bologna Anniversary Ministerial Conference held in Budapest and Vienna from 11-12 March, EI published a statement highlighting the importance of engaging staff in the whole Bologna Process. The Ministerial Budapest-Vienna Declaration took note of EI's assessment and contributions to the discussions and expressed its commitment to working towards "*a more effective inclusion of higher education staff and students in the implementation and further development of the EHEA*" and to "*support staff and student participation in decision-making structures at European, national and institutional levels.*" Furthermore, the declaration recognised that a more supportive environment for academic staff was needed and reaffirmed that higher education was a public responsibility.

While EI's request to join the E4 group (European University Association, European Students' Union, European Network in Quality Assurance and European Association of Institutions in Higher Education) which works on the promotion and advancement of quality assurance in the EHEA was unsuccessful, it continues to strengthen its position in the field by providing its expertise on quality assurance through regular participation on the board of the European Quality Assurance Register.

In March EI launched a report entitled 'Enhancing Quality – Academics' *perception of the Bologna Process*', which was the result of a survey among EI membership. The report was well-received and enhanced EI's presence in the EHEA. Throughout the year, EI and its member organisations in the EHEA continued to participate in the work of the Bologna Follow-Up Group (BFUG) to represent the voice of staff in the process. The most notable activity this year was the joint campaign with the European Students' Union on student-centred learning (see below). For more information about EI's involvement in the EHEA, please visit ei-ie.org/highereducation

Higher Education and Research Committee (HERSC)

The HERSC met twice on 11-12 March in Brussels and 14-15 October in Leuven. In March, the group deliberated EI's preparations for the Bologna Ministerial Conference to be held later that month in Budapest and Vienna. During 2009, EI ran a survey on higher education staff perceptions of the Bologna Process and the analysis of the survey was published in the form of a study which was presented at the ministerial conference. The group also prepared EI's statement to the conference.

In October, the Committee met in the framework of EI's joint campaign with the European Students' Union on student-centred learning. Besides the Bologna Process, the main issues on the agenda were evaluation of EI's International Higher Education and Research Conference held in Vancouver in September, preparations for the next BFUG meeting and the next EHEA Ministerial Meeting to be held in Bucharest, Romania, in 2012; preparations for the upcoming Higher Education Caucus and sixth EI World Congress in Cape Town, South Africa.

Partnership with the European Students' Union (ESU)

EI and ESU co-operation was enhanced. In March, an agreement between the two organisations was signed to reaffirm the determination of students and staff to join efforts in advocating for quality higher education as a public good. Following the joint campaign on student and staff mobility in 2008, EI and ESU joined in another campaign on student-centred learning (SCL) within the EHEA. The project resulted in a series of training events for students and staff and numerous publications. EI and the ESU published a toolkit which was launched in October. Aimed at staff, students and higher education institutions, the toolkit offers advice on the principles and definition of the concept of SCL as well as its practical implementation by academics and institutions. The

tool is the result of an initial desk study entitled '*Student-Learning Learning: An Insight into Theory and Practice*', a survey among EI and ESU membership, followed by extensive research and a series of European and national activities combined with training on the advocacy of SCL. For more information about this campaign, please visit: www.t4scl.eu

Council of Europe (CoE)

In the CoE, EI continued its work on higher education through active participation in the Steering Committee for Higher Education and Research on issues related to the recognition of qualifications, public responsibility for higher education and research, higher education governance and other fields relevant for the establishment of the EHEA. EI also participated in the conference on *Academic Freedom and Institutional Autonomy: the role of public authorities* held in Strasbourg, on 8-9 November, to discuss a proposal to develop a standard setting instrument on academic freedom and institutional autonomy. It was an opportunity for EI to emphasise the importance of academic freedom for higher education personnel and researchers.

In education, EI participated in the work on access for all to digital media, education for democratic citizenship and human rights, education and health, the inclusive dimension of education, the view of others in history teaching and the teaching profession in the 21st century.

The CoE's newly-elected Secretary General is developing reforms to better position the CoE to re-centre activities around its core business. For education this is translated into the 2010-14 Education Programme adopted by the 23rd Standing Conference of Ministers of Education on the theme: '*Education for Sustainable Democratic Societies: The Role of Teachers*'. EI participated in this and welcomed the final declaration of the conference that called on ministers to give full support to teachers and education staff.

European Early Childhood Education (ECE) Task Force

The ETUCE Bureau reconvened the ECE Task Force following a conference decision in 2009. The main aim of the task force is to advise the ETUCE Committee on various aspects of early childhood education across Europe, including strategies for effective implementation of the ECE policy adopted in 2006. The task force was mandated to review and update ECE policy; to recommend further strategies for its implementation; to identify, track and analyse regional, sub-regional and country trends and developments in ECE and recommend appropriate policy responses; to devise strategies for improving the status of early childhood education and that of ECE staff, and to monitor and influence the European Commission's 2020 Education Strategy.

The task force held its first meeting on 4 June and members shared information about developments in the sector, in individual countries and across Europe. They stressed the need to create opportunities for member organisations and countries to learn from each other's experiences; the need to maintain strong links with the global task force and other bodies that promote services for young children. Key priority areas identified by the task force for future action included:

- Organising an ECE conference in 2011-12 to focus on sharing good practice and information from recent research studies, including '*ECE in Europe: Achievements, Challenges and Possibilities*' and '*ECE: A Global Scenario*'.
- Reviewing and updating ECE policy and devising further strategies for its implementation.
- Providing input to the European Social Sectoral Dialogue Committee for Education and participating in other EU and EC activities, such as the Core Project, focusing on

professional competencies of ECE staff (research led by the University of East London and the University of Ghent, with a consortium of experts and professional organisations).

EI Latin America Region (EILA)

EI's Latin America (EILA) Regional Office participated in the World Social Forum organised in Porto Alegre, Brazil, from 25-27 January and 27–29 January in Salvador Bahía, Brazil. Alongside the *Confederação Nacional dos Trabalhadores em Educação of Brazil (CNTE)*, it engaged in organised activities within the framework of the forum.

Between 1-5 February EILA visited the offices of the Organisation of Ibero-American States (OEI) in Madrid, Spain, to secure EI's participation at the OEI Ministers of Education meeting to be held on 13 September in Buenos Aires, Argentina. The Ministerial Meeting was preparing for the Summit of Ibero-American Presidents in Mar del Plata at the end of 2010, with education being one of the core themes to be addressed. The Ministers' Meeting also examined the OEI proposal 'Metas Educativas 2021' (educational targets 2021) and approved the creation of an OEI Committee for Education which will be incorporated on an inter-sectoral basis with a view to monitoring attainment of these educational targets for 2021 in light of OEI proposals. The EILA Regional Committee is among the social partners making up this OEI committee.

On 1-3 March FECODE, Colombia, joined four Andean region affiliates at an EI workshop in Lima, Peru, to strengthen education unions' strategies to defend investment in quality public education.

On 25-26 March EILA participated in the Education Ministers' Meeting organised in Madrid by the OEI. This meeting was also attended by the EILA secretariat and the Chair of the EILA Regional Committee. The objective of meeting was for the OEI Secretary General and Chair of EILA Regional Committee to agree the terms for EILA's participation in the OEI's Committee for Education.

On 27-31 March the EI Regional Office for Latin America at the invitation of the *Confederação Nacional dos Trabalhadores em Educação of Brazil (CNTE)* took part in the National Education Conference organised in Brasília. This conference was convened by the Brazilian Ministry of Education with a view to consulting the different social partners in education on the creation of an integrated national system for education.

On 16-17 April we participated in the Pedagogical Congress organised by the *Federación Uruguaya del Magisterio*. EI was invited to attend the opening of this event in order to express its views on the public education situation in Latin America. As well as participating at the Congress, FUMTEP also organised a meeting with the organisation's executive committee to examine EI's views on its future tasks within the context of Latin America.

On 10-14 May the EILA secretariat visited Guatemala, Honduras and Nicaragua to meet the executive committees of each affiliated organisations in light of the situation they encountered. In the case of Nicaragua, ANDEN was in a negotiating process with its government on the subject of education policy. In Guatemala, STEG was engaged in a process to elect new political leadership, a process which was being boycotted by some national political parties with the aim of controlling the management of the education trade union organisation, while in Honduras the organisations were faced with the government applying repressive policies against the trade union movement in general

and the group of education trade union organisations in particular. These groups had led the resistance to the coup d'état organised against the constitutional President Manuel Zelaya.

On 20-21 May a meeting was held in Lima to co-ordinate the inquiry into teacher training. The meeting carried out an evaluation of the progress made in each of the national inquiries conducted in Peru, Chile, the Dominican Republic and Nicaragua. One objective of the meeting was to define the strategy for drafting the regional report on the basis of the results of the national reports. The national researchers of countries involved were invited to the meeting. The inquiry was made possible by funding from EI and UEN, Norway.

On 27-29 May the EILA Regional Office participated in the congress organised by the National Coordinator of Education Workers in Mexico in Mexico City. EILA used the forum to outline the situation of education in Latin America and its proposals to defend quality public education.

On 7-8 June the EILA Regional Office participated in the education ministers meeting in Mercosur. During the meeting various forums were organised on the state of education, particularly within Mercosur. The EILA Regional Committee chair referred to the review which EILA conducted on the situation facing public education systems in Latin America and particularly the need to strengthen public education, the urgency with which public policies had to introduce such objectives and, the requirement for states to take the lead role in guaranteeing finance for quality public education.

On 15-16 July, the Second Latin American meeting with higher education organisations was held in Buenos Aires, Argentina. This meeting was organised by EILA and CONADU, Argentina, and was attended by CONADU, Brazil; PROIFES, Brazil; ASPU, Colombia; FEPDES, Nicaragua; FAPROUASP, Dominican Republic, and FAUESCH, Chile. The purpose of the event was to analyse the role of higher public education and, within this context, the strategic response to promote public university trade union organisations faced with the deterioration of the sector because of neo-liberal policies and the commercialisation process implemented in the different countries of Latin American.

On 22-23 July, EILA participated in an activity with education officials that was organised by CNTE, in Curitiba Paraná, Brazil. The theme of the debate was what sort of education should be promoted and how it is conceived by education professionals who see themselves as the only entity making up the sector. Discussions revolved around the fact that education professionals and officials together make up the education sector. With the CNTE, EILA was asked to collect information in each country to ascertain how organised education workers were and the recruitment models they used. In some countries, teachers are directly affiliated to education organisations and in others they have their own organisations.

On 2-3 August PROIFES organised a national congress in Brasilia. EI participated in the congress to set out its vision for higher education. The event was an opportunity to enhance the reputation of PROIFES which has applied for membership of EI.

On 13 September a meeting of OEI education ministers was held to discuss educational targets up to 2021. This event was part of the activities for the ministers of education meeting to set the agenda for the presidents' meeting to be held in December in Mar del Plata. To prepare for it, EILA Regional Committee organised a meeting on 10-11 September to document a vision of the region on what should be done to attain quality public education. The EILA Regional Committee presented this document at the ministers' meeting on 13 September.

The second Central American Seminar with the AECI, EI, FECCOO and FPS project was held from 13-15 October in San José, Costa Rica. Organisations taking part included: ADP, Dominican Republic; ANDE, Costa Rica; SEC, Costa Rica; ANDEN, Nicaragua; FEPDES, Nicaragua; COLPROSUMH, Honduras; ANDES, El Salvador and STEG, Guatemala. The event's theme was strengthening the trade union movement. A review was conducted of the education situation in Latin America and the trade union response. The objective was to analyse the capability and impact of education union organisations.

EI North America-Caribbean Region (EINACR)

The EINACR Conference was held in Trinidad and Tobago on 24-26 February. The conference theme was, '*Educators Working Together for Quality Education in a time of Economic Challenges*'. The sub-themes were: '*Rethinking Partnerships, Investing in Teachers and Education*', '*Why can't my child read? Literacy in the region*', and '*Making a case – Research and Creating a Safe Teaching / Learning Environment for Quality Education*'. EI's General Secretary delivered the key note speech.

EI member organisations in EINACR were well represented among the 110 delegates attending the conference. There was also a half day session for a women's forum which dealt with boys' under-achievement, in addition to a half-day session on development co-operation where the priorities for the Caribbean were identified. Some of the main outcomes of the conference were:

- **Haiti** – EINACR affiliate members pledged to support CNEH, Haiti, to recover from the tragic earthquake of 12 January 2010 where hundreds of teachers and thousands of children were among 300,000 Haitians killed. The CNEH representatives welcomed the support.
- **Disaster Preparedness** – EINACR should play a major role in helping teacher unions' function after major disasters.
- **Partnerships** – EI helped unions foster valuable partnerships with organisations and people interested in students and its work. EI informed unions of partnership working models.
- **Standardised Testing**– EI provided unions with information on research that shows the limits of standardised testing in terms of validity and reliability.

Barbados: The Barbados Secondary Teachers' Union celebrated Teachers' Professional Day with a seminar on the theme '*Recovery Begins with Teachers*' at which the EI regional co-ordinator spoke.

Dominica: A sub-regional leadership training event was held in Dominica on 23-25 November, for young women leaders from: Antigua and Barbuda; Grenada; Dominica; St. Lucia; St. Vincent and the Grenadines, and Trinidad and Tobago. More than 20 women participated and discussed: women's rights as human rights; role of women and women's committees in teachers' unions; time management; techniques to plan and implement training workshops; financial management; rights of children, and role of parliamentary procedures in meetings. The activity was co-ordinated by the EI regional co-ordinator.

Guyana: The Guyana Teachers' Union hosted a three-day leadership training event with 22 participants from Trinidad, Suriname and Guyana. The event, sponsored and facilitated by EI, discussed a range of topics including collective bargaining; the role of shop stewards and union officers; establishing teaching councils in the Caribbean and disaster preparedness and management.

Nevis: In October, EI organised a two-day leadership training for small unions in the Caribbean with 16 participants from unions in Anguilla, Montserrat, the British Virgin Islands, St. Croix and

St. Maarten and Nevis. Topics discussed included the major challenges to small unions; collective bargaining; mobilisation and recruitment; gender, human and trade union rights; teaching councils in CARICOM; disaster preparedness and union structures and constitution.

St. Kitts: In October, St. Kitts Teachers' Union celebrated World Teachers' Day with a rally at which Morella Joseph from the CARICOM Secretariat, the Minister of Education, and EI's co-ordinator addressed teachers. Activities continued throughout the week with training for teachers.

St. Lucia: The Caribbean Union of Teachers' (CUT) executive meeting was held on 3-4 December with leaders from different unions in the Caribbean in attendance. Topics discussed, included the situation in Haiti; leadership training; EI World Congress; teaching councils; the impact of Hurricane Tomas in St. Lucia, and the 75th Anniversary of CUT.

St. Vincent and Grenadines: An Indigenous Peoples' Workshop was held on 21-22 October with 22 participants. The focus of discussion was on ancestral background and how to keep cultures strong and alive, as well as the rights of indigenous peoples, the global economic crisis and its impact on indigenous peoples, the EI resolution on the rights of indigenous peoples, strategies for improving quality of life for indigenous teachers, personal experiences of discrimination and integration/segregation of indigenous peoples.

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. • Defending human and trade union rights • Promoting children's rights • Promoting professionalism in education e.g. World Teachers' Day, Declaration on professional ethics

2.1 Defending human and trade union rights

EI's commitment to defend the human and trade union rights of education personnel and their organisations continued to be an important feature of activity. EI assisted member organisations through awareness raising, training, advocacy, lobbying, and protest actions as well as with representations and submissions to the International Labour Organisation (ILO), the joint ILO / UNESCO Committee of Experts on the Application of the Recommendations concerning teaching personnel (CEART), the UN Human Rights Council, Council of Europe and the Inter-American Human Rights' Commission.

Human and trade union rights are most at risk in times of economic and social crisis. This year saw the development or confirmation of worrying trends in violations of individual human rights and trade union rights of teacher organisations. An increasing number of governments have attempted to designate education as an essential service, which in international labour law means a service that the interruption of which would put people's lives at risk. In doing so, governments have severely restricted or negated fundamental workers' rights such as strike action. ILO jurisprudence refuted

the assumption of education provision as an essential service – in the way governments have tried to designate it.

Recommendations from the ILO, following complaints lodged by EI and its member organisations with the ILO Committee on Freedom of Association, have all reaffirmed union rights of teacher organisations. Governments should not suppress the check-off systems; governments cannot refuse to register legitimate worker organisations; minimum services have been determined in full consultation with trade unions; forced retirement and preventing participation of teacher unionists in international meetings is considered anti union and discriminatory, all are considered violations of fundamental trade union rights.

In 2010, teachers and their unions were subjected to:

- **Killings:** 27 teacher unionists were killed in Colombia alone. Deaths were also reported in Pakistan, Somalia, and Thailand.
- **Arrest and detention:** Honduras, Iran, Korea, Northern Cyprus, and Turkey.
- **Refusal to form or register a union:** Ethiopia. In a number of countries, teachers employed by the state are denied trade union rights and are, at best, only guaranteed the right to form professional associations. In Jordan, teachers in the public system do not have the right to form an association.
- **Cancellation of check-off system:** Ecuador and Georgia.
- **Dismissal or forced retirement of union leaders:** Botswana, Fiji, Korea, and Mauritania.
- **Interference in union internal matters:** Algeria, Angola, Cambodia, Costa Rica, the Ivory Coast, Egypt, Iraq, Mexico, Palestine, Sudan, and Venezuela.
- **Suspension of the right to strike:** Burundi and Mauritania.
- **Disclosure of union membership:** Gabon and Korea.
- **Insecure employment conditions:** China, Colombia, Georgia, Philippines, Somalia, Thailand, and Uzbekistan.
- **Precarious working conditions and salary/budget cuts:** Burundi, Croatia, Gambia, Greece, Jamaica, Jordan, Latvia, Lebanon, and Romania.
- **Discrimination of minorities and education in mother tongue:** Iran, Kyrgyzstan, Peru, and Turkey.
- **Discrimination of women and girls' access to education:** Afghanistan and Iran.
- **Lack of collective bargaining and unilateral reform:** Armenia, Georgia, Greece, Hungary, Jamaica, Jordan, Korea, Montenegro, Northern Cyprus, and Romania. While collective bargaining is a key element of social dialogue, teacher union representatives are seldom invited to participate in negotiating implementation of agreements on teacher salaries or education reforms. Legislation often refers to consultation for teachers in the public sector.

In 2010, the International Labour Conference unanimously adopted a report by the CEART. EI contributed to the report by stressing three worrying trends affecting teachers:

1. the global shortage of teachers and subsequent recruitment of 'low-cost teachers';
2. the budgetary cuts which impair the provision of quality long-term education, despite investment in education being a crucial driver in the economic recovery; and
3. the increasing number of attacks against teachers and education in general.

2.2 Outline of EI country campaigns

Botswana

Throughout the year, EI and Botswana Teachers' Union (BTU) continued to challenge the forced retirement of BTU President, Japhtha Radibe. The authorities forced Radibe to retire (in 2006 and 2007) aged 45, in order to prevent him from leading the teachers' union. Radibe was an outspoken critic of the government's policies on education.

In 2007 the BTU challenged Radibe's forced retirement in court and demanded his reinstatement. It took the court almost one year to decide on jurisdiction, and the first hearing did not happen before June 2008. The delay was unjustified and could have prevented Radibe from re-applying to another term in his trade union post. In March 2010, the court dismissed Radibe's application against the Director of Teaching Service Management for unlawful, unfair and wrongful dismissal, while the government prevented Radibe from attending international trade union meetings by obstructing his visa applications. In 2009 BTU and EI, supported by the ITUC, lodged a complaint against the Government of Botswana before the ILO Committee on Freedom of Association. In November 2010 the ILO reminded the Government of Botswana that workers should enjoy adequate protection against all acts of anti-union discrimination in respect of their employment, especially when it comes to trade union officials. This principle applies not only to dismissals but to other forms of harassment such as forced retirement in connection with legitimate trade union activities.

Initiatives

EI and the BTU continued to update the ILO Committee of Freedom of Association (CFA complaint 2722). In June 2010, Japhtha Radibe participated in the International Labour Conference as a member of the EI delegation. Efforts were later made to convince the government to implement the good recommendations of the CFA which stressed that Radibe should be reinstated, or, if absolutely impossible, paid compensation high enough to discourage any future anti-union discrimination on behalf of the employer. The CFA further noted that, in line with Convention 98, which Botswana ratified in 1997, cases of anti-union discrimination should be examined rapidly. The more time it took the court to arrive at a decision, the more difficult it became to restore justice, since the situation could have changed irreversibly. The CFA urged the judicial authorities to make a decision immediately, and stressed that any further delay might in itself justify Radibe's reinstatement. The government's argument that it was unable to influence the courts did not prevent the CFA from taking a stand on the case. The CFA stated that participation in international meetings was a fundamental trade union right and the government should abstain from any measures that would prevent trade union officials from going abroad.

Colombia

Violations of the right to life remain all too common political violence in Colombia and increasingly, within the trade union movement, teachers represent a high proportion of victims. EI's affiliate, the *Federación Colombiana de Educadores* FECODE, documented 27 teacher unionists that were killed in 2010 alone. More than 300 teacher unionists were threatened. The murdered teacher unionists (listed below) originate from 10 departments: Amazonas, Antioquia, Caldas, Caqueta, Cauca, Córdoba, Magdalena, Nariño, Norte de Santander and Valle del Cauca.

Ariel de Jesús Benitez Hernandez, 6 December, Yaruma, Antioquia (ADIDA)
Nevis Hernando Bula, 20 November, Sahagún, Cordoba (ADEMACOR)
Diego Leonardo Vanegas Gonzalez, 16 November, Medellín, Antioquia (ADIDA)
Thomas Aquino Buelvas, 14 November, Montelibano, Cordoba (ADEMACOR)
Maria Ligia Gonzalez, 6 November, Tuluá, Valle del Cauca (SUTEV)
Luis Fernando Hoyos Arteaga, 10 September, Monteria, Cordoba (ADEMACOR)
Segundo Salvador Forero, 9 September, Anserma, Caldas (EDUCAL)
Fernando Loba Aragon, 31 July, Santander de Quilchao, Cauca (ASOINCA)
Enrique Oracio Medina Alfonso, 4 July, Santa Bárbara de Pinto, Magdalena (EDUMAG)
Ibío Efren Caicedo, 22 June, Cauca, Antioquia (ADIDA)
Leslien Torcorama Peñaranda Blanco, 18 May, Abrego, Norte de Santander (ASINORT)
Benito Diaz Alvarez, 25 April, San Bernardo del Viento, Córdoba (ADEMACOR)
Javier Estrada, 24 April, Cali, Valle del Cauca (SUTEV)
Elkin Eduardo Gonzalez, 21 April, Tierralta, Córdoba (ADEMACOR)
Francisco Valerio Orozco, 21 April, Cáceres, Antioquia (ADIDA)
Arnulfo Torres Sanchez, 14 April, Itagui, Antioquia (ADIDA)
Miller Antonio Garcés Rosero, 26 March, Popayán, Cauca (ASOINCA)
Rosendo Rojas Tovar, 23 March, San Vicente del Caguán, Caquetá (AICA)
Duvian Dario Rojo Cadavid, 18 March, Puerto Berrio, Antioquia (ADIDA)
Francisco Ernesto Goyes Salazar, 12 March, Santa Cruz Guach, Nariño (SIMANA)
Gustavo Gil Sierra, 1 March, Medellín, Antioquia (ADIDA)
Rigoberto Polo Contreras, 3 February, Tuchín, Córdoba (ADEMACOR)
Oberto Manuel Beltrán Narváez, 30 January, San Antero, Córdoba (ADEMACOR)
Jaime Fernando Bazante Guzmán, 20 January, Corinto, Cauca (ASOINCA)
Carlos Andres Cheiva, 18 January, Leticia, Amazonas (SUDEA)
Beatriz Amparo Alarcón Gómez, 13 January, Sabaneta, Antioquia (ADIDA)
Norberto García Quiceno, 2 January, Trujillo, Valle del Cauca (SUTEV)

An EI report on the violence against teachers in Colombia released in 2009 had already shown that these were the departments where the killing of teacher unionists was prevalent. Since 1990, approximately 927 teacher unionists have been killed in Colombia. Over 3,000 have been threatened, more than 1,000 have been displaced internally, 70 have been forced to leave the country with their family, and 60 have disappeared. Despite protection programme implemented by Colombian authorities, teachers and trade unionists continue to be targeted by paramilitary groups, armed guerrillas, and drug traffickers.

FECODE and EI have publicly denounced the killings to the Ministries of Education; Justice; Social Protection, and the Interior, as well as to the Public Defender and President of the Republic, demanding that Colombian authorities guarantee free exercise of trade union activities and undertake all necessary investigations to break the chain of impunity that typically characterises the murder of teachers and trade unionists. In more than 96 per cent of the cases no investigation was carried out or it was determined that the assassins could not be identified. EI and FECODE consider this violence a deliberate hindrance to trade union activity in Colombia.

Initiatives

In devising new strategies to remedy this situation, EI partnered with FECODE in organising training sessions for the regional unions' human rights officers in Bogotá on 7-8 April. The training provided guidance to local activists on how to enforce legally binding human rights treaties and ILO conventions which can be used to press governments and strengthen public support for

protecting teachers' human and trade union rights. As a follow up to the EI workshop, FECODE was represented at the International Labour Conference as part of EI's delegation to the Commission on the Application of Standards in Geneva, during June. Unfortunately Colombia was not discussed as a result of a veto by the ILO Employers Group.

In June, the EI regional committee adopted a resolution in support of Colombian teachers requesting a full survey on the attacks against teacher unionists. In September, EI and FECODE submitted allegations to the ILO Committee of Experts reporting assassinations, kidnappings and disappearances, as well as illegal detention, torture and threats to teachers. In October, EI's Latin America Chief Regional Co-ordinator held meetings with FECODE to define the strategy on human rights support for FECODE and inform its member organisations worldwide. On 25 October, EI launched an Urgent Action appeal calling on member organisations to protest against the continued detention of Miguel Ángel Beltrán Villegas, a Colombian professor and trade unionist who has been detained since May 2009. Prof. Beltrán was tried on 12 November 2010. EI joined the British University and Colleges Union (UCU), Justice for Colombia, and LabourStart to demand a fair trial and his release. Beltrán was still in custody at the end of 2010.

Over the year, EI issued information regularly about developments in Colombia and informed EI member organisations, trade union centres, GUFs, LO Workers' Group, and human rights watchdogs.

Ecuador

The ILO reminded the Government of Ecuador that the withdrawal of check-off facilities could lead to financial difficulties for trade union organisations and should be avoided. The government argued that Convention 87 did not apply to the teaching profession since teachers are public servants. This was not supported by the recommendation of the ILO Committee on Freedom of Association, which itself came as a result of a complaint lodged in 2009 by the National Trade Union of Educators (UNE) and EI against the Government of Ecuador. Trade unions protested at a circular issued in August 2009 by the Ministry of Education prohibiting any financial units deducting UNE membership dues from trade union members' salaries and transferring these dues to UNE. The attempted coup of 1 October against President Correa has not allowed opportunities for any further dialogue between UNE and the government.

Ethiopia

Civil servants in Ethiopia, including teachers in public schools, continued to be deprived of the right to form and join trade unions, in violation of ILO Convention 87, which was ratified by Ethiopia. The government used the existence of a teachers' association to justify its refusal to permit any other teacher association's existence. After 15 years of legal proceedings, the Federal Supreme Court cassation bench ruled in June 2008 that the name, logo, all property and bank assets of the Ethiopia Teacher Association (ETA) be given to the government-recognised entity, thereby dismantling the once largely independent teacher association. The de jure ETA claims to be the continuation of the teacher organisation created in 1949. Members of the ETA who lost the judicial battle reorganised themselves and formed a new association called the National Teacher Association, NTA. The NTA was denied legal registration on the grounds that a national teacher association already existed. However, no official notification from the relevant government agency was received by the NTA. The ILO has consistently called on the government to allow the NTA to be registered as a teacher association.

Since the release of the last detained teacher unionist, Meqcha Mengista, on 16 December 2009, there have been no reports of the detention or torture of teacher unionists. However, civil rights organisations have noted the government's sustained efforts to control the education sector and press teachers and students to join the ruling party EPRDF or 'face the consequence'.

Initiatives

EI and cooperating organisations have continued to support NTA officials in their efforts to obtain registration from the government agency. EI has maintained a line of communication with government authorities through a range of meetings, including at the International Labour Conference. EI has also continued to inform its trade union partners, UN agencies, diplomatic contacts and human rights organisations of developments, or the absence thereof. In August, EI submitted allegations to the ILO Committee of Experts reporting the refusal to register the NTA and pressure by the education authorities to enrol teachers and students as party members.

Fiji

In November, the ILO governing body requested the Government of Fiji to immediately reinstate the President of the Fiji Teachers' Association (FTA), Tevita Koroi, to his post as a school principal without loss of pay or benefits and to refrain from any further interference in the internal affairs of the FTA. In addition, the ILO invited the Government to accept a tripartite ILO advisory mission to assist it and social partners to find appropriate solutions in conformity with freedom of association principles. These actions came in response to a complaint lodged by EI and the FTA in July 2009 to the ILO Committee on Freedom of Association.

The Public Emergency Regulation adopted in Fiji in April 2009 remains in force and has made it very difficult for trade unions, specifically the FTA to convene public activities. The freedom of movement of trade unionists has also been restricted. The implementation of the Media Decree, which came into force on 28 June 2010, has silenced the voice of trade union organisations because it threatens heavy fines on media organisations for publication or dissemination of information, which, according to the regime, may threaten public safety or public order.

Initiatives

EI and the FTA have continued to submit information to the ILO which resulted in recommendations being adopted by the ILO governing body in November. EI also continued to support the participation of its two member organisations, the FTA and Fiji Teachers' Union in all UN-sponsored programmes, such as the TACKLE project aimed at combating child labour.

Georgia

The teachers' union, the Educators and Scientists Free Trade Union of Georgia (ESFTUG), which represents over 100,000 teachers in Georgia, was subjected to anti-union discrimination, interference and rejection by the government. In a context of redundancies and disputed teachers' certification processes, unionised teachers were pressurised into giving up their membership of the ESFTUG. Social dialogue was not practiced and the Minister of Education chose his panellists, avoiding the most representative teachers' union, the ESFTUG. The Minister continues to ignore the February 2008 appeal court decision which instructed the Ministry of Education to engage in meaningful collective bargaining with the ESFTUG teachers' union.

On 30 October attempts were made to invalidate the proceedings of the ESFTUG Extraordinary Congress. The Congress was convened to elect a new leadership following the resignation of the former president, Manana Gurchumalidze, who was unable to endure the smear campaign against her. Believing that her own and her family's safety was at risk, Gurchumalidze sought asylum abroad. The ESFTUG elected a new leader, Maia Kobakhidze, who, subsequently, has had a request for a meeting rejected by the Ministry of Education, which has also refused to reinstate the check off system – which provided the ESFTUG its membership fees – but has been blocked since June.

Initiatives

Several EI missions went to Georgia to try and restore dialogue between the Ministry of Education and union leadership. At the ILO, EI denounced the development of a non-independent teachers' union, founded by school directors, staff at government-controlled teacher training centres, and a senior official in the ministry of education. It appeared that the government was not only promoting, but favouring this new 'union', to the detriment of the existing teachers' unions. EI provided an update to information from November 2008 when a complaint was submitted to the ILO Committee on Freedom of Association (case 2678). EI communicated with the ITUC Pan European Regional Committee and the ETUC that the non-independent union had requested affiliation to the ETUC. In June, at the ILO committee on the Application of Standards, EI contributed to the workers' group interventions on Georgia with the ITUC and Georgian trade union centre. Two representatives of the teachers' union joined the workers' delegation. The Committee requested the Government of Georgia to strengthen the legislative framework for effective protection against anti-union discrimination and promotion of collective bargaining. In July, EI lodged a submission to the UN Human Rights' Council concerning the non-implementation of the principles of freedom of association by the Government of Georgia and persecution of the ESFTUG leaders and members. The review procedure under the Universal Periodic Review will take place in January 2011.

Iran

EI has remained concerned about the crackdown on trade union rights activists in Iran though the authorities continue to deny civil and union rights violations, or intimidation and detention of those Iranians who seek to hold their government to account or stand up for the rights of fellow citizens. Getting accurate information about the status of persecuted teacher unionists continued to be difficult. EI's member organisation, the Co-ordinating Council of Iranian Teacher Trade Associations (CCITTA) reported that the regime had cut communication networks between groups. Citizens and activists are afraid and there has been little confidence in the ability to organise without repression. Teacher activists have been regularly followed by security officials and the CCITTA has not been allowed to meet as a statutory body since April. Several teacher unionists were arrested prior National Teachers' Day celebrations on 2 May.

Moreover, families of detainees were often not informed about their whereabouts with intelligence officers simply telling families that charges in their relative's cases had not yet been filed, so they would be kept in detention until the investigation had been concluded. EI raised concerns about the death penalty pronounced against the 42-year-old university lecturer, Abdolreza Ghanbari, charged with *Moharebeh* ('enmity against God'). On 27 April the Appeal Court upheld his death sentence. Other teacher trade unionists still detained include Rasoul Bodaghi, condemned to a further six-year term of imprisonment in December, as well as Abdollah Moameni and Hashem Khastar. Along with teacher unionists, students have also been regularly persecuted and prosecuted.

EI also remains concerned about the continued detention of Mansoor Osanloo and Ebrahim Madadi, leaders of the ITF-affiliated Tehran Bus Workers' Union (Vahed Syndicate).

Initiatives

EI has supported teachers and workers, advocating for social justice, equal rights to education and employment, and for women's rights. EI has written to the Iranian authorities calling for workers to be given the opportunity to address problems through proper negotiation channels, that authorities stop exerting undue pressure on trade unions, allow fair trials, and immediately release detained teacher union activists, and withdraw all charges against them and commute their death sentences. EI has also continued to engage in the international campaign 'Justice for Iranian Workers' which is a network of trade union rights activists from the global labour movement and Amnesty International. EI also shared information with the Network for Education and Academic Rights (NEAR).

In March, EI networked with Iranian women's rights activists at the UN CSW. In June, the Human Rights Council adopted recommendations stemming from allegations submitted by 67 organisations, including EI. The UN recommendation to Iranian authorities included a repeal of all criminal provisions dealing with freedom of expression and freedom of assembly; strengthened co-operation with NGOs, protection of the rights of those involved in human rights advocacy were protected under Iranian law. The UN also called for freedom of association to be enshrined in Iranian law, for information about the whereabouts of detainees to their families and legal advocates, as well as providing access to them; and the UN called for guarantees about the effective independence of the administration of justice, a restriction in emergency legislation, provision of adequate protection for human rights defenders and political opposition members; the guarantee of freedoms of expression, opinion and religion or belief, in addition to equal treatment of women and girls in law and practice. Since June, EI based its advocacy on these Human Rights Council's recommendations. Also in June, at the International Labour Conference, EI Executive Board member, Lok Yim-Pheng from Malaysia, made an intervention about discrimination in education in Iran in violation of ILO Convention 111. The ILO Committee on the Application of Standards urged the Government of Iran to accept a high-level mission ILO to address implementation of Convention 111 as well as freedom of association principles. In August, EI registered allegations to the ILO Committee of Experts on the crackdown on teacher unionists, documenting restrictions to freedom of expression and association and discriminatory provisions affecting the education sector. EI has continued to provide moral support to CCITTA, its member organisation, working with them to find the best means to promote social dialogue, freedom of association and collective bargaining, as ways of improving working conditions for teachers.

South Korea

Civil servants in South Korea, including teachers in public schools, do not have the formal right to bargain collectively or the right to strike. The Government of South Korea has not ratified fundamental ILO labour conventions. Union efforts to address this have resulted in teachers gaining the right to form unions. Reports indicate that repression against trade unionists in Korea is increasing, exacerbated by the economic crisis.

The decision of the education authorities in May to bring charges against 183 teacher members of the South Korean Teachers and Education Workers' Union (KTU, *Jeon Gyo Jo*) for breaching a political neutrality clause, has prompted EI to take action in the OECD Employment, Labour and Social Affairs Committee. EI made the case that the South Korean government was not keeping the promise it made when Korea joined the OECD in 1996. At that time, the government committed to

reform existing laws on industrial relations in line with internationally-accepted standards, including 'those concerning basic rights such as freedom of association and collective bargaining.'

EI's two member organisations in South Korea have different strategies to improve the standards and rights of teachers and EI has supported both organisations. The G20 meetings in Seoul provided an opportunity for EI to advocate for investment in education to remain high on the G20 recovery plan and to call on the South Korean government to respect trade union rights.

Initiatives

EI sent a protest letter to the South Korean Minister of Education and submitted information on the KTU/EI complaint to the ILO Committee on Freedom of Association (case 2569). In August, EI launched an Urgent Action Appeal seeking withdrawal of the plan to dismiss 183 teachers, as well as demanding guarantees for teachers' rights to join unions and to bargain collectively, free from government intimidation and threats of dismissal, and freedom of expression and assembly would be respected. The Urgent Action Appeal was supported by EI's South Korean member organisations, the KFTA and KTU. In June, information supplied by EI to the OECD Employment, Labour and Social Affairs Committee, prompted the OECD TUAC to send an exploratory mission to South Korea. Earlier in April, the ETUC General Secretary, John Monks, met with the European Trade Commissioner, Karel De Gucht, to discuss the EU/South Korea Free Trade Agreement. The Commission indicated a 'Domestic Advisory Group' would be established to include trade union representatives to monitor the agreement commitments. In September, EI formally joined other GUFs in a long term campaign for workers' rights in South Korea. EI contributed content to a Global Unions' leaflet on union rights violations. In November, the EI President and an EI Executive Board member from Japan joined the Global Unions' Summit at the G20 meetings in Seoul and met with EI's national affiliates and the South Korean Professors' Union. The EI President advocated for the G20 statement to recognise education and training as absolutely underpinning the recovery and therefore required governments to invest. EI also urged South Korea to respect workers' fundamental rights. At the end of the year, the issue of the charges against KTU teachers for political donations remained unresolved.

Turkey

The teachers' union *Egitim Sen* has continued to be harassed by the authorities because of its policy in favour of mother tongue (Kurdish) education and for its outspokenness. The legal framework on freedom of association, right to strike, and to bargain collectively in the public sector still needs bringing into line with ILO conventions. Unions are still thwarted in their organising efforts by dubious court cases and arrests of their leaders. The most serious offence occurred in May 2009 when more than 30 union leaders and members of *Egitim Sen* and the trade union centre (Turkish Confederation of Public Services-KESK) were arrested throughout the country. The court case only began in November 2009 and since then the verdict has been postponed four times. All 31 defendants (27 *Egitim Sen* members) were released on bail in November 2009 but they can still be sentenced to up to 10 years' imprisonment. The ban on travelling abroad has not been lifted and this has prevented *Egitim Sen* Women's Secretary, Gulçin Isbert, from attending EI activities.

EI submitted allegations to UN bodies highlighting the fact that full trade union rights have yet to be allowed in Turkey, that the rights to organise, to strike, and to bargain collectively still need to be brought in line with EU standards and ILO Conventions and that unions with members organising strikes faced massive lay-offs, court cases and arrests of their leaders, while strikers and peaceful demonstrators also face excessive police violence.

Initiatives

On 22 June and 22 October, EI co-ordinated international delegations to support *Egitim Sen* and KESK defendants during court procedures in Izmir. The verdict was again postponed, this time to 1 February 2011. In March, EI released a study entitled: '*Political Repression Against Teacher Trade Unionists in Turkey: The case of Egitim Sen*' to explain why teacher trade unionists were arrested and what the nature of the on-going legal process was. In April, EI participated in a GUFs workshop on international solidarity with Turkish workers. In June, the ILO Commission on the Application of Standards reviewed the implementation of ILO Convention 87 by Turkey. EI contributed to the workers' group intervention and made sure that the contractualisation of teachers and its negative impact on unionisation, as well as the KESK/*Egitim Sen* cases were presented. The ILO noted the restrictions placed on freedom of speech and of assembly of trade unionists, particularly in the health and education sectors. It urged the government to take all necessary measures to end the climate of violence, pressure and threats so that workers and employers could fully and freely exercise their rights under the Convention. In July, EI, the ETUCE and teachers' unions from Europe advocated for quality education and trade union rights at the European Social Forum in Istanbul, Turkey, from 1-4 July. In August, EI lodged a submission to the ILO Committee of Experts about violations of the principles of freedom of expression, association and assembly by the Government of Turkey. This submission was based on ILO recommendations from June and focused on the situation of the *Egitim-Sen* teachers' union and how interference by the authorities in union affairs was preventing the functioning of the union. By accusing trade unionists of being a member of an armed and illegal organisation (such as the PKK), the state has effectively stigmatised and de-legitimised both the defendants and the trade union movement in Turkey. In September, the UN Human Rights Council issued recommendations to the Turkish government based on submissions from civil society organisations, including EI. The most relevant for the teachers' unions include: ensuring independence and impartiality of the judiciary and investigations of allegations of human rights violations; the adoption of measures to ensure an end to violations of the right to freedom of opinion and expression and to create conditions to prevent such violations; implementation of comprehensive anti-discrimination legislation and upholding minority rights with a view to aligning law and practice with international human rights standards; a review of the definition of national 'minorities' in order to bring it in line with international standards, and targeted measures to eliminate discrimination based on national and ethnic origin.

Zimbabwe

Although Zimbabwe has ratified ILO Conventions 87 and 98, public service workers, including teachers, do not have full labour and collective bargaining rights. The country's Labour Act does not cover or apply to the public sector. In April, EI and PSI called on the authorities to make the Public Service Act conform to international labour standards and ILO Conventions. EI also followed the developments related to the ILO Commission of Inquiry set up in June 2008.

2.3 Protecting Education from Attack, Schools Shall be Safe Sanctuaries

EI's Executive Board adopted a recommendation on '*Education Under Attack and Persecuted Teachers*' in September 2008. EI has engaged in advocacy to urge the international community to act to prevent violations of the right to education, to ensure the safety and security of learners, teachers, education personnel and academics everywhere and to strengthen international law and to end impunity.

EI sought wide support for its declaration, *Schools Shall Be Safe Sanctuaries*, encouraging member organisations, partners and UN agencies to include it in their working programmes. In February, EI was a founding member of the inter-disciplinary Global Coalition for Protecting Education from Attacks (GCPEA), comprising UN agencies, human rights organisations and humanitarian organisations active in this area. EI Deputy General Secretary, Jan Eastman, became a steering committee member of the coalition which aims to enhance prevention of attacks on education and effectively respond to attacks, improve knowledge and understanding, ensure better monitoring and reporting, develop stronger international norms and standards and increased accountability. Since its inception, the GCPEA has influenced the outcome of the Presidential Statement of the UN Security Council to seriously address the issue of protecting education from attack. The GCPEA also requested from the Prosecutor of the International Criminal Court that his office make a significant contribution to improve accountability and deterrence of attacks in education. With the knowledge gaps identified by the GCPEA, EI devised a framework to research and develop a study of international monitoring mechanisms.

2.4 Promoting children's rights

EI continued to promote the universal right to education of all children in the context of the EFA and MDGs campaign.

Activities related to the fight against child labour were organised with teachers' organisations from all continents, and in co-operation with the ILO, IPEC and Tackle programmes, as well as with other Global Unions and civil society organisations such as the Stop Child Labour campaign and the Global March against Child Labour – on whose board of directors EI was represented – to harness efforts to revitalise this movement.

Among other global initiatives, EI has been represented on the Global Task Force on Child Labour and EFA (GTF), an inter-agency partnership mobilising political will and momentum towards mainstreaming the issue of child labour in national and international policy frameworks contributing to the EFA objectives. The GTF is implementing the Roadmap for the Elimination of Worst Forms of Child Labour, the outcome document of the 2010 international conference in The Hague. Core members of the GTF are the ILO, UNESCO, UNICEF, the World Bank, UNDP, EI and the Global March against Child Labour.

On 12 June, marking the World Day against Child Labour, EI and ILO IPEC launched an information kit for teachers and unions: 'Go for the Goal: End Child Labour'. The kit proposes

concrete activities that teachers and pupils could undertake to understand the issue of child labour. The Go for the Goal: Show the Red Card to Child Labour! activity was tied to the football World Cup. Just as a red card is shown by a referee during a football match to send a player off, so the activity was to be conducted by pupils showing their own red card to draw the public's attention to the damaging effects of child labour. The EI publication also advises teachers from affiliate members on how to talk to children about the issues of fair play and inclusion, not only in sport but also in society at large. The activities were designed to help teachers and their pupils to approach the issue of children's rights and what this right to education means.

The activities were aimed bringing to their attention the multitude of children who continue to be exploited in manufacturing and other industries, including the production of sports goods. EI also collaborated with the ILO, IPEC and FIFA in a manual: Child Labour and the Right of Children to Play. Its aim was to inspire schools, workers' and employers' organisations, NGOs, local governments and other community-based groups in helping victims of child labour.

Teachers are key players in tackling child labour and keeping children in school. Children are more likely to go to school if the education offered is relevant. It takes professionally-trained and qualified teachers, relevant curricula, a healthy, safe and friendly school environment, access to schools and a safe passage to and from school, especially in rural areas. All of these factors help to combat child labour and get children, especially girls, into school.

Promoting children's rights

The research study 'Education for refugee and asylum seeking children in OECD countries: Case studies from the UK, Spain, Sweden and Australia' was undertaken in 2009 by P.R. Bourgonje and was published and distributed among EI affiliates. The study provided a starting point for investigating the educational opportunities for refugee and asylum-seeking children in four case-study countries where migration issues played a prominent role in political discussions in the past decades. The study addressed the challenges faced in the education arena concerning equal access to quality education for refugee and asylum-seeking children, and highlighted actions undertaken by teachers' unions. Field studies were carried out in with the support of member unions in Spain, Sweden and the UK, and additional data was gathered through communication with the member union in Australia. The study can be accessed on the EI website at the following URL: www.ei-ie.org/research/en/documentation.php

2.5 Regional Activities

Africa Region

Workshop on Children's rights in schools

A regional workshop was held by EI through its regional office in Lomé from the 26–30 June, on the theme of ‘*Children’s rights in schools*’. Members from Benin, Cameroon, Ivory Coast, Gabon and Togo took part in the workshop which discussed the international and regional instruments for protection of children’s rights, including the African Charter on Children’s Rights and welfare, the UN Convention on Children’s Rights, and ILO conventions 138 and 182 respectively on the minimum age of admission to employment and the worst forms of child labour. The instruments drew attention to four principles governing respect and the protection of children’s rights: survival and development of the child, non-discrimination, participation of the child, and interest of the child. Further analysis of children’s rights revealed that violations continue in many African countries in spite of the fact that they have ratified regional and international instruments. This was a clear proof of the gap between the declaration of intent from African governments and the implementation. Participants realised the urgent need for teachers’ unions to undertake action that will oblige the governments of African countries to respect the contents of the conventions, charters and treaties they have signed and ratified.

Sub–regional programme on Human and Trade Union Rights

A joint EFAIDS and Human and Trade Union Rights workshop was held in Maputo, Mozambique, on 14-20 March. The workshops brought together EI affiliates from Angola, Cape Verde, Guinea Bissau, Sao Tome and Principe and Mozambique with almost every organisation represented by one male and one female member of their leadership cadre. The first two days were devoted to EFA and the HIV and AIDS situation. Country presentations depicted an alarming AIDS situation in Angola, Bissau and Mozambique with an infection rate ranging from 12-20 per cent and the impact was evident at country level. Portuguese-speaking unions requested support for intervention in educating their members on HIV and AIDS. Angola appeared to be violating trade union rights of EI members in SINPROF which could not operate in two provinces. At the same time some provincial governors were reluctant to deduct union fees from teachers because of their dislike of SINPROF. The government also supported the formation of a new union which was enjoying all the rights denied to SINPROF. The struggle would continue and the SINPROF leadership was determined to keep the union strong.

Algeria

In December 2009 there was a teachers’ strike across primary and secondary schools and higher education in order to demand improved retirement, salary and social insurance benefits. The strike highlighted the difficult operating conditions facing Algerian unions, the complex nature of politics in the country and government involvement in threats to leaders. In May, EI sent a protest letter to the Algerian authorities following their closure of the House of Labour, where the EI member, SATEF, and other teacher unions in the country would meet for union activities.

ILO and IPEC Project with Lebanese unions

In September, the ILO regional office in Beirut initiated co-operation with EI members in Lebanon to involve teachers in a pilot project to eliminate child labour by training teachers on a manual developed by IPEC that will be implemented in the schools. This stage of co-operation would be followed by a plan of action where the input of the teachers unions would be enhanced in the field and in the legal and policy framework of the project. Teachers from three Lebanese unions participated in the first SCREAM manual (*Supporting Child’s Rights through Education, Arts, and Media*) training on 4-8 October.

Asia-Pacific Region

Promoting Human and Trade Union Rights

More than 100 million children are working in Asia. Many of these children do not go to school. The All India Secondary Teachers' Federation (AISTF) under the EI EFAIDS programme conducted a number of surveys, printed literature in favour of basic education, held motivational workshops for teachers, parents and working children to bring child labourers to schools in Uttar Pradesh, Haryana, Bihar, Karnataka, West Bengal, Orissa, Andhra Pradesh and Jharkhand. The organisation lobbied numerous political parties and members of parliament to amend the Right to Education Act and improve access to education for the poorest including working children.

EI training programmes with the National Trade Union of Education and Scientific Workers of Uzbekistan included sessions on child labour to raise awareness among the teachers and to improve retention of children in schools.

EI held a regional seminar on children's rights in Bangkok from 3-5 November. 30 leaders of the EI member organisations in India, Indonesia, Nepal, the Philippines and Mongolia discussed ways to enhance children's rights and make schools child-friendly in order to improve the teaching-learning process and retention of children in schools.

To mark the World Day against Child Labour, EI released a new publication in collaboration with the ILO International Programme for the Elimination of Child Labour. Entitled '*Go for the Goal: End Child Labour*', to reflect EI's recognition of the linkages between eliminating child labour and achieving the goal of quality EFA.

Millions of new teachers and para-teachers have continued to hesitate to join unions due to restrictive regulations. The total number of unorganised teachers has increased. The EIAPR Conference, in protest of the deteriorating human and trade union rights situation in South Korea, Philippines, Nepal, Sri Lanka and Fiji, called on the respective governments to protect the rights of the teachers. EI called on the South Korean government to take necessary steps to ensure freedom of association, freedom of expression, academic freedom and professional autonomy for the South Korean teachers. Calling on the Philippine government EI demanded an immediate end to the killings, disappearances and harassment of unionists and end impunity by investigating, prosecuting, and punishing those responsible for such acts. On the difficult security situation in Nepal, the EI called upon the government to provide enough security to teachers so that they are able to perform their professional duties. In a resolution on Fiji, EI called for Fiji to return to parliamentary democracy. In response to an Urgent Action Appeal from EI, many teachers' organisations around the globe sent protest letters to these governments. In spite of the international pressure Tevita Koroi, the President of Fiji Teachers' Association and member of the EI Asia Pacific Region (EIAPR) Committee remains suspended from teaching.

EI submitted a report on the human and trade union rights situation in Nepal for the UN periodic review of human rights. The report highlighted the human rights violation of Nepalese teachers trapped in the conflict between armed groups and the military.

In co-operation with the ILO/ACTRAV, EI held a *Nation Workshop on Trade Union Skills Development* in the Philippines from 16-18 March for 28 representatives of four EI affiliates. The Alliance of Concerned Teachers (ACT), in co-operation with EI, held three workshops on *Salary*

Upgrading for Public and Private School on 27 February in Iloilo, on 4 March in Davao and on 27 March in Quezon for 114 union leaders. The workshops planned ACT actions to win living wages for teachers.

EI organised a *Workshop on Trade Union Rights* in co-operation with the All Ceylon Union of Teachers, the Ceylon Tamil Teachers' Union, the Sri Lanka Independent Teachers' Union and the Union of Sri Lankan Teachers' Solidarity from 22-24 June in Colombo. 28 participants in the workshop discussed human and trade union rights issues in the country, the universal declaration of human rights and ILO instruments, and developed a joint action plan.

A similar activity was conducted by EI in co-operation with the Nepal Teachers' Association and the Nepal National Teachers' Association from 16-18 August where 28 principal office bearers and Executive Committee members participated in the workshop.

The Cook Islands Teachers' Institute (CITI) in co-operation with EI/COPE held a workshop on *Building Trade Union Capacity and Empowerment of Union Leaders* from 18-20 January. A follow-up workshop in July looked at the strategies for the organisational development of CITI by increasing members, retaining members and promoting union awareness to teachers.

The Vanuatu Teachers' Union in co-operation with the EI/COPE held a meeting of executives from 10-12 February to discuss the status of teachers, education systems, human rights and democracy and union autonomy. The meeting recommended strategies to improve the status of teachers and promote human and trade union rights.

The Solomon Islands National Teachers' Association in co-operation with EI/COPE held training entitled: *Capacity Building on Human Rights and Democracy* from 23-25 June to strengthen union capacity on effective and efficient upholding of human and trade union rights and gender equality in the workplace.

Latin America Region

Promoting Human and Trade Union Rights

From 10-14 May, meetings were convened with the executive committees of affiliated organisations in Guatemala, Honduras and Nicaragua about challenges they were experiencing. In Nicaragua, ANDEN was in negotiations with its government on education policy. In Guatemala, STEG was engaged in elections for new political leadership, although the process was being boycotted by some national political parties who wanted to control the education trade union organisation. In Honduras EI affiliates were faced with the government applying repressive policies against trade unionists in general, but against education unionists, in particular, because teachers had led the resistance to the coup d'état that overthrew the democratically elected Constitutional President, Manuel Zelaya.

During the first half of 2010, in the aftermath of the earthquake in Haiti, the EI Latin America Regional Committee mobilised its resources to fundraise for the reconstruction of an office for the national education trade union which had been destroyed in the natural disaster. EILA member identified that need to strengthen the Haitian sister union in order for it to help its members, and to build a progressive public education policy for Haiti. In June, the EILA Regional Committee visited Port au Prince for the opening of the education union's office.

In Chile, education was also affected by a major earthquake. Complaints were made against both the national government and the authorities governing Santiago on account of the arbitrary closure of schools and the dismissal of teachers on the pretext that, after the earthquake, many schools were damaged and it was necessary to close them and merge them with other schools.

EILA region's affiliates have maintained solidarity with Honduras as the teaching unions continue to be harassed by the authorities. Murders, threats and dismissals represent just some of the abuses suffered by teachers in Honduras. In August, a strike was organised to demand re-imbusement of pension funds of the Teachers' Providence Institute. In September the education unions entered into negotiations with the government for planned repayment of the funds. There was also a campaign denouncing the government of Ecuador for suspending collection of union subscriptions through the Ministry of Education. While a new Education Minister has been appointed, dialogue has not resumed. The ILO recently endorsed a decision in favour of Ecuador's UNE on the basis of which it is hoped that more pressure can be applied and the collection of subscriptions can be restarted.

In Peru, solidarity was shown to the higher education sector in their demand for recognition of payments due to both teachers and officials at different institutions. During a 2009 strike that lasted 50 days, the Peruvian Ministry for the Economy ordered payments to be made as set out in a plan for 'approval of teachers' pay'. However, those payments have still not been made.

Letters were sent to the Government of Colombia and the international community after continuing violations of human and trade union rights. The complaints sought to make clear that murder of teachers and trade union leaders is persecution and contrary to core labour and legal standards. The recent removal of Colombia from the ILO list of countries violating human rights – despite opposition from unions – including EI – simply corresponds to manoeuvring by employers. EILA has worked to raise awareness that these murders and threats against trade unionist teachers continue and the Colombian state is failing to meet its responsibilities to protect its citizens or the trade union freedoms of the Colombian teaching profession.

An international mission from the United States' NEA met with Honduran teachers, through the FOMH union, on 4 August. The EILA regional office joined this mission, which was comprised of NEA Vice-President, Lily Eskelsen, and members of the unions. They took part in a training process to strengthen trade union relations and communities while learning about the socio-political history of Honduras, the 2009 coup d'état, and the situation of Honduran teachers.

Aim 3 : Ending discrimination in education

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

3.1 Equality and Non Discrimination

Equality is a core value of EI. The fight against all forms of discrimination in employment, unions, education and society requires the addressing of structural and cultural barriers and other causes of inequality, unfairness, discrimination and exclusion. EI's work on equality focuses on three areas: gender equality; equality for lesbian, gay, bisexual and transsexual people; and equality for indigenous peoples.

Key EI activities in 2010 included: continued implementation of the Congress resolution on gender and pay equity; preparations for *On the Move for Equality*, EI's first World Women's Conference (January 2011, Bangkok); completion of the survey and its analysis for the sixth quadrennial report on the *Status of Women in Unions, Education and Society*; using the UN CSW and its processes; collaboration with other Global Union Federations, especially during the UN CSW meeting in March, and preparing for the UN CSW in 2011, as well as celebrations for International Women's Day, campaigns against violence towards women, and the campaign on *Decent Work, Decent Lives for Women*. The report of the gender audit was completed and released within EI. To mark International Human Rights Day, EI issued a statement entitled: '*Women's Rights are Human Rights*' to stress that developing strategies for securing women's human rights are a key aim for EI.

Supporting and strengthening the regional and sub-regional women's and equality networks, which bring EI's affiliates together to discuss, organise, and influence the union agenda on issues and activities related to gender equality has been a priority.

EI reaffirmed its commitment to equal rights for LGBT people and indigenous populations by actively participating in international conferences and releasing advocacy statements.

Gender Equality

2010 was a significant year for gender equality with the 15th anniversary of the Beijing Platform for Action, a global agenda for women's empowerment, initiated in 1995 at the UN World Conference on Women, and the 10-year evaluation of the UN Millennium Development Goals (MDGs). Global statistics make it obvious that a more concerted effort is needed.

Each MDG is dependent on substantial improvements in the field of gender equality and women's rights. Women's empowerment is not a stand-alone goal. It is the driver of efforts to achieve universal primary education, eradicate extreme poverty and hunger, reduce child and maternal mortality, and fight against major diseases like HIV/AIDS and malaria. Women's empowerment is also a driver of sound environmental management and is essential for ensuring that development aid reaches the poorest through making women a part of national poverty reduction planning and resource allocation.

Discrimination against girls and women in education, in employment opportunities, in legal and human rights remains apparent to a high degree. Even where legal and policy frameworks exist, the daily reality for girls and women is too often different from the legal mandate. EI has increasingly put emphasis on building coherence and synergy among internal and external organisations and forums. The intent has been to maximise efforts and actions, to complement, to build alliances and work programmes, for greater impact. This includes working directly with EI members, especially the networks at regional and sub-regional level, and with UN agencies, and the ITUC and GUFs, as

well as including a gender perspective in EI work programmes, EFAIDS; and in work of coalitions of which EI is a member, including Global Task Force on Child Labour, Global March against Child Labour, and Global Coalition for Protecting Education from Attack.

The international legal and policy framework for eliminating discrimination against women is well-developed, but there is a wide gulf between the standards set, and actual practice at the national and local level.

Financial and economic recession, food and climate crisis, violence against women and girls, migration

Impact of the economic crisis on women

The global crises of climate, finance and food are all interlinked, and so are their effects: the economic crisis and climate change have compounded the negative impact on women and exacerbated efforts for gender equality. Empirical evidence shows women are often the first to lose their job in times of rising unemployment. Rising poverty, growing unemployment and diminishing income lead to situations where many poor and vulnerable households have to withdraw children from school because they cannot afford school fees or need the children's labour in the household or as a source of income. In most cases, evidence shows girls are the first to be taken out of school.

The economic crisis required a concerted effort of research and policy response of the whole organisation. The gender dimension is present in EI's research on the effects of the economic crisis. In statements, speeches and articles, EI regularly points to the specific threats faced by women across the globe during times of economic downturn. With the ITUC and PSI, EI raised awareness on this issue by issuing a statement and organising a workshop during the UN CSW on '*Women in the global economy in a time of crisis*'.

Violence against women

Violence against women is a major threat to social and economic development. This was recognised in the MDGs (2000), but violence against women is not highlighted in either targets or indicators. Violence is intimately associated with complex social conditions such as poverty, lack of education, gender inequality, maternal ill-health and HIV and AIDS. EI members have identified violence against women and girls as a large scale issue across the world, much of it hidden, ignored or silenced. Violence against women takes many forms: physical, sexual and emotional violence, including domestic violence occurs in many places – in the home, in schools, at work, in refugee camps. Harmful traditional practices are forms of violence committed against women and girls such as female genital mutilation or cutting, honour killings, and early marriage. The health consequences for women and girls can result in severe mental health problems and physical impediments.

EI is involved in efforts to improve governments' legislation on protecting women from violence. 25 November is the International Day for the Elimination of Violence against Women, followed by 16 Days of Action against Gender Violence. This annual campaign for *Decent Work, Decent Life for Women* is a joint campaign of the Global Unions, which EI strongly supports.

Following EI's 1998 resolution on the Global March for Women in the Year 2000, EI supported the World March of Women, and sent a message of solidarity to the international meeting taking place in D.R. Congo on 14-17 October.

European Study on Violence

The Pan European Equality Committee meeting expressed its determination to further implement the 2009 recommendation on violence against women. EI and its European affiliates began preparation for a pan-European study on violence against women and harassment at the workplace, including existing legislative and collective agreement provisions.

UN Commission on the Status of Women

One key forum for EI and the Global Unions is the annual session of the UN Commission on the Status of Women (UNCSW). The 54th Session of the UNCSW focused on a 15-year review of the Beijing Platform for Action. EI activities and Council of Global Union gender equality working group initiatives strengthened trade union representation and lobbying work at the event.

The joint union delegation comprised 100 trade unionists, with 37 from EI member organisations, representing 40 countries from all regions. A trade union orientation session was organised on 27 February when the ILO Gender Bureau Director, Jane Hodges, joined the meeting. Daily morning trade unions briefings were organised and attended by ILO representatives.

In preparation for the UNCSW, EI hosted a coordination meeting of the ITUC and the International Lesbian and Gay Association (ILGA). As a result of this meeting all organisations agreed to send a message to the Spanish EU Presidency expressing concerns about the Beijing +15 progress review, and new challenges and restrictions to civil society participation. In an open letter to UN Secretary-General Ban Ki-Moon on 2 March, EI joined the ITUC, PSI, UNI and 300 other organisations to express outrage at the process and substance of the event, making their effective participation in the meeting impossible. It was followed by a meeting with Rachel Mayanja, Special Adviser on Gender Issues and Advancement of Women (4 March).

The joint preparatory work between EI, PSI and ITUC produced a full-colour brochure, two flyers, and the launch of the union CSW blog: <http://unioncsw.world-psi.org/>. EI, PSI and the ITUC issued a joint statement on '*Women in the global economy in a time of crisis*', and were involved in two joint parallel events:

- **Workshop:** Women in the Global Economy in a Time of Crisis (4 March). Interactive dialogue with representatives of NGOs, women's movements and government representatives. The meeting was chaired by Karin Amossa (Lärarförbundet, Sweden). Discussions and presentations addressed the impact of multiple food, financial, jobs and climate crises on women's prospects for achieving decent livelihoods.
- **Workshop:** *Trade Union Review of Beijing +15, Country Perspectives* (5 March). Presentations took place against the backdrop of section F of the Beijing Platform of Action (BPfA), Women in the Global Economy, and examined multiple crises as new and emerging issues to be addressed within the BPfA.

EI Deputy General Secretary, Jan Eastman, made an intervention on behalf of EI, PSI and the ITUC, at the UN plenary session on 10 March.

Several panel discussions considered the progress made towards implementing internationally-agreed commitments such as CEDAW, the Beijing Platform for Action, and the MDGs. All evaluations pointed to the importance of these instruments and their effective function as catalysts for constitutional, legal and policy reforms. However, at the same time, all panels concluded that in

order to overcome poor legal enforcement and the resulting gaps between law and practice, effective systems for monitoring and accountability have to be implemented. This includes the provision of an adequate budget and effective evaluation mechanisms.

The 55th Session of UN CSW (22 February–4 March 2011) will be very relevant for EI because of the priority theme: *'Access and participation of women and girls to education, training, science and technology, including the promotion of women's equal access to full employment and decent work'*. The UN Expert Group Meeting on *'Gender, Science and Technology'* (28 September, Paris) included EI representatives. In preparation for the meeting, EI compiled best practice examples from EI member organisations: initiatives to increase women's access to and use of technology, as well as women's access to and participation in science and technology education and training, and initiatives to eliminate barriers to women's participation in science and technology employment. The evidence included examples from Australia, Germany, Switzerland and the USA.

A joint statement entitled *'From the Classroom to the Workplace – Positioning Women for Decent Work in the Knowledge Economy'* was submitted to the UN from EI, PSI and the ITUC. On-site and parallel events are planned together with the GUFs and ILO, as well as the Global Call to Action against Poverty (GCAP) and the UN Girl's Education Initiative (UNGEI). EI will participate with a delegation which will meet in New York on 21 February with other delegations from the ITUC and PSI at the trade union orientation meeting.

On the Move for Equality, EI's First World Women's Conference

EI is organising its first World Women's Conference – On the Move for Equality – in Bangkok in January 2011, this was postponed from its original date of May 2010 due to political unrest in Thailand. EI's equality activities bring together education unions from around and the conference is intended to revitalise the efforts to achieve gender equality. A pre-conference will enable EI's regional and sub-regional networks to meet with the aim of strengthening the connections between them and globally.

Approximately 350 participants from EI member organisations worldwide are expected. Additional funding generously provided by EI member organisations, and two external institutions (FES and ACTRAV) will ensure participation of women from all regions, making visible the diversity within EI and among women from different regions and countries.

The conference aims to create understanding of the state of progress towards equality between women and men in unions, education and society, and it 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 and analysing obstacles, celebrating successes and planning joint actions.
- **Taking stock of the status of women in today's world:** 30 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 success has been achieved 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:** the education of and investment in girls and women 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?

Speakers will include representatives from the ILO, UNESCO, UNGEI and GCAP, Global Unions, as well as lead roles for EI officers, SWC members and Network representatives. It is intended to be an interactive and participatory conference with outcomes leading to an action plan for subsequent executive board consideration.

Preparation has included booking the venue at the Ambassador Hotel, Bangkok; a slide show outlining multiple forms of discrimination against women, as well as women's ability to organise and fight for their rights; a draft report entitled *Quadrennial Survey on the Status of Women in Unions, Education and Society*; a background discussion paper; the programme including plenary sessions with keynote addresses and moderated panel discussions followed by a wide array of 40 workshop sessions related to the theme of the day.

A conference webpage was prepared (www.ei-ie.org/women2011), where documents and information, as well as a media library, are available. A conference Facebook community group (*Teachers on the Move for Equality*) was also created and is growing.

Quadrennial Survey on the Status of Women in Unions, Education and Society

The analysis of the data submitted by 138 teachers' organisations from 95 different countries (representing 78 per cent of EI's total individual membership) based on the survey conducted during 2009 and 2010 provided a graphic overview of women's representation in teachers' unions, access to education, gender equality in the teaching profession and women's rights in society. The report will encourage focused discussions on gender equality during the EI World Women's Conference, as well as at the Women's Caucus preceding the EI's World Congress in July 2011 in Cape Town.

The work of EI's regional offices and women's networks in carrying out the survey has meant an increased response rate and a greater coherence between global and regional programmes, and engagement of members and networks in the issues raised by the survey.

Throughout the report, one message appears over and again: the large gap between the legal and policy provisions and reality. Despite women being the majority of union members in most (but not all) countries, and despite the existence of mechanisms to encourage gender equality in most education unions, women are under-represented in union leadership roles. Despite gender equality in school curricula, stereotypes still impact on girls negatively in many ways, including determining subject choice. Despite laws promoting gender equality in the labour market, women continue to face discrimination in recruitment, promotion and pay. Women are under-represented in the political leadership of countries too, and are still not effectively protected against male violence. The survey indicates that the disparity between legal and actual situations is not reflected in cases of gender inequality, but points to how discrimination against women and gender stereotypes appears in all aspects of society, including in unions themselves and in the education sector as well as the education system. One possible root cause seems to be the unequal division of family responsibilities. The survey also indicates a need for greater education and awareness of what rights are available to women in specific places to counter discrimination

When it comes to the education unions' contribution to equality between women and men, the report underlines the importance of committees and networks being the source of initiatives, activities and campaigns for women's rights and gender equality.

EI Global Campaign: Pay Equity Now!

Following the 2007 Congress resolution on '*Gender and Pay Equity*', EI launched '*Pay Equity Now*' on 8 March. The web campaign encourages teacher organisations to collect solid evidence, adopt union policies, and network for well-co-ordinated lobbying to get governments to commit to implementing pay equity, including in times of economic crisis.

A campaign leaflet was produced and sent to member organisations. The web page www.ei-ie.org/payequitynow provides a platform for the exchange of union activities, and a collection of background articles and campaign tools. It includes photos and reports of pay equity activities from unions in Australia, Georgia, Italy, New Zealand, Norway, Sri Lanka and Sweden. Since March, EI has published monthly features on pay inequity as a global phenomenon and within the teaching profession in particular and on teacher unions' responsibility to act. These features are available in English, French and Spanish on the campaign web page and focus on:

- Feature 1: Pay Equity Now!
- Feature 2: The Gender Pay Gap – reasons and implications
- Feature 3: Get active! Trade unions and pay equity
- Feature 4: The Gender Bias of the teaching Profession
- Feature 5: Pay Equity: Training and Awareness Raising
- Feature 6: Unequal Intersections at Work
- Feature 7: Pay Equity Legislation and Implementation
- Feature 8: Regional Disparities on Equal Pay

The feature articles and contributions from EI member organisations have provided a comprehensive update on the current status of pay inequity across the globe, which will be used for EI's World Women's Conference and in the Congress Report on the Status of Women.

European Equal Pay Day

15 April was the European Equal Pay Day, a reminder that in all European countries a gender pay gap still exists. It symbolises how far into 2010 women must work to earn what men earned in 2009 for similar work. Across Europe women earn on average around 18 per cent less than men, and in some countries the gender pay gap is widening. EI European launched its campaign *Pay Equity Now* on this day to encourage European member organisations to hold activities, reports and articles in their newspapers and web pages.

Gender Equality Structures

EI Executive Board Status of Women Committee

The EI Status of Women Committee (SWC) is composed of women members of the EI Executive Board. The SWC recommends policies and actions to be endorsed by the Board to advance women's rights and equality and to secure the full integration of women in trade unions.

The SWC met in October, discussing preparations for EI's World Women's Conference and EI's World Congress in July 2011. The SWC recommended that the Executive Board encourage member organisations to send gender-balanced delegations to the EI World Congress, and made recommendations on participation at the UNCSW, on Children's Rights and on LGBT Rights. The SWC proposed investigating communication tools for use by women's networks, and how to discuss gender and diversity at the EI World Women's Conference.

Council of Global Unions – Gender Equality Working Group

The equality agenda within the Global Union Federations made important contributions and improved collaboration between EI, PSI and the ITUC at a time when significant changes are occurring at global-level given multiple crises. The gender equality working group expanded and became stronger with indications of other GUF members joining specific initiatives, for example, UNI Global joined the UNCSW's 54th Session.

The work programme covered the following themes or campaigns:

- Advocacy for women's rights and ILO standards, particularly pay equity and ILO's maternity convention; reconciliation of work and family (or sharing of these) responsibilities;
- Strategies to increase women's participation and representation at the International Labour Conference and a co-ordinated approach to 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 campaign on 8 March: International Women's Day;
- Strengthened representation and lobbying at the UNCSW for the voice of unions;
- Inclusion and recruitment of women into democratic unions, particularly in the informal economy, and export processing zones; and
- Encouragement of co-operation between sectoral unions and trade union centres and their affiliates on the above issues.

On 8 March, a panel discussion moderated by EI's founding President, Mary Futrell Hatwood, and including the ITUC's representative to the UN, Gemma Adaba, was included in the opening session of an EI conference in New York, co-hosted by the NEA and AFT unions. The theme of the panel presentation was '*Equal rights, equal opportunities: Progress for all*'. In Brussels, a joint celebration was organised at International Trade Union House for trade union women and men. EI; ETUC; ETUCE; ETUI and ITUC joined together for presentations of the unions' equality campaigns.

All GUFs are invited to participate in EI's First World Women's Conference, and the preparations towards the UN CSW 55 in 2011 are again organised as a joint effort between EI, ITUC and PSI. These events will provide an opportunity to further strengthen the ties and collaboration between the GUFs on gender equality issues.

Regional Networks

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

- increase women's participation in union activities and in decision-making positions;

- empower women through improving their skills regarding union finance, collective bargaining and negotiation, and communications;
- strengthen solidarity among women teachers; and
- increase gender awareness, strengthen equality plans, policies and programmes in unions.

The overall objectives are to achieve gender equality in, and through, education unions and society.

The EI regional and sub-regional women's networks have contributed to promoting women's empowerment and leadership. Their work is supported through provisions in the EI programme and budget as well as through development co-operation projects funded by the CTF, UEN, Lärarförbundet, AEU, NEA, FE.CC.OO, FETE, among others.

There are currently 10 sub-regional or regional networks in place: one Pan-African and five sub-regional; one regional and three sub-regional in Latin America; three sub-regional in Asia-Pacific; and one European, and one Caribbean.

Africa Region

The African Women in Education Network (AWEN) was launched in 2008 and comprises 98 organisations in 47 countries. This network is an initiative of EI and is supported by the Canadian Teachers' Federation (CTF/FCE), Sweden's Lärarförbundet, and Norway's Union of Education (UEN).

The objectives of AWEN are to develop the political will-power and the commitment of union leaders to achieve gender equality within unions, build capacities of members in unions and in the education sector with particular emphasis on issues that relate to women; draw up a communication plan and reinforce communication linkages between individuals, groups and structures at all levels.

The activities identified in the 2010 action plan were data collection, training to mainstream gender, awareness campaigns, advocacy and communication. Activities which took place were:

Advocacy

From 10-12 April in Abuja, Nigeria, with the participation of the Nigerian Union of Teachers, 20 female officials, executive members and activists were trained in advocacy and lobbying, resource mobilisation and gender issues. Male leaders were also invited to attend the training workshop. A second advocacy activity to be implemented in Chad is at a preparatory stage.

Sensitisation

Two awareness campaigns were planned: one in Niger on women's and girls' rights and the role of women in trade unions, and another in Gabon, on women's and girls' rights. The campaign in Gabon ran from 25 October to 3 November by the two teacher unions, SENA and FESEENA. It was officially launched in Libreville on 26 October. More than one hundred people (75 female teachers, 41 students, joined by officials and national executive members of the two unions) attended the launch ceremony. The campaign in Niger is being prepared. The unions have given their consent to jointly organise the activity in March 2011.

Capacity Building

National workshop in Ghana: a three day national gender mainstreaming workshop for officers, executive members and activists of GNAT, TEWU and NAGRAT was organised from 8-12 November with 28 participants attending the workshop which was co-ordinated by Helena

Awurusa, Women's Officer at GNAT and AWEN co-ordinator. Staff included the AWEN programme officer; chief executive of the Gender Development Institute (Ghana), and staff from the three unions. The presentations made included advocacy and lobbying skills, leadership skills, EI and the women's networks in Africa, the status of women in the three unions, understanding gender, gender mainstreaming within unions, communication skills, HIV and AIDS and unions.

National workshop of Kenya: a three day national gender mainstreaming workshop targeted at thirty top union leaders (both male and female) of KNUT, KUPPET, UASU and KHUDEIHA took place from 21-24 November in Kenya. The activity aimed at raising awareness on gender issues within the unions. Topics discussed at the workshop included Women in development; the role of women in unions, and strategies for bottom-up involvement of women in unions' activities.

Sub-regional training workshop: RFEAN: From 10–12 July a workshop was organised in Casablanca, Morocco, by the EI Africa Region (EIAR) for the RFEAN leaders. Participants to the workshop came from UNPEF and SATEF (Algeria), LPESPL and TSL (Lebanon); FAE, SNE and SNEsup (Morocco), SNES (Mauritania) and FGEB and FGESRS (Tunisia). The workshop aimed to build capacity of 20 RFEAN leaders in resource mobilisation and communication. During the workshop the participants learned how to build a solid case, convince and mobilise members for their unions. The workshop also enabled the RFEAN leaders to draft an action plan for the network.

Women's Roundtable

A women's roundtable was organised in Brazzaville, Congo, during the EIAR conference and brought together 70 participants from 29 countries. The roundtable was an opportunity for male and female union leaders, women's officers, and representatives of women's committees, and grassroots members to discuss women's issues and learn by sharing experiences. They unanimously agreed that positive change has taken place in most unions. Women are more involved in activities; most unions have set up women's committees or women's officers; some have put in place gender policies in place or have modified their constitutions to be gender sensitive. More women have also taken leadership roles at local and national levels. Some countries have adopted laws which are favourable to women (the Congo Republic, Niger, Burkina Faso, etc.). Forty network delegates – 10 of them sponsored – planned to attend EI World Women's Conference to share experiences with other networks.

Asia-Pacific Region

The Asia Pacific region has three sub regional women's networks. The network activities focused on increasing women's recruitment and leadership in unions and on the issues related to violence against women, legal rights, HIV and AIDS, maternity protection and discriminatory practices against the girl child.

SAARC (South Asian Association for Regional Co-operation) women's network is composed of leaders of EI affiliates in India (AIPTF, AIFTO, AISTF and AIACHE), Nepal (NTA and NNTA), and Sri Lanka (ACUT, ACUT-G, CTTU, SLITU and USLTS).

SAARC women's network activities focused on increasing women's recruitment and leadership in unions and on the issues related to violence against women, legal rights, HIV and AIDS, maternity protection and discriminatory practices against the girl child. The activities are run in co-operation with the Australian Education Union; Canadian Teachers' Federation; Union of Education Norway, and Lärarförbundet, Sweden. Since the inception of the network more than 5,000 women leaders have been trained in Bangladesh, India, Nepal, Pakistan and Sri Lanka.

SAARC Women's Project Committee met on 24–26 March in Pune, India, and 27–29 July in Chennai, India. It discussed the situation of maternity protection benefits, increasing cases of trafficking, honour killings and acid attacks on women, as well as gender parity in education and legal protection to safeguard women from violence. It noted some positive developments like the adoption of bills on sexual harassment in the workplace in most SAARC countries, coverage of unorganised sectors under maternity protection benefits in India and gender parity in education in Sri Lanka.

Many SAARC member organisations have taken necessary constitutional measures to ensure greater representation of women in their decision-making bodies. The AIFTO, India, (50 per cent) and the NTA, NNTA, Nepal (33 per cent) are among those which recently made constitutional amendments.

Overall, participation of women in union and union activities has improved. Women's network committees are becoming part of their respective unions, are growing in stature inside the unions and becoming active in building national coalitions for women's causes.

Challenges facing the network are (i) recruiting young women teachers and ensuring their active participation in union activities and (ii) ensuring that more women hold key positions at district and unit levels. Future strategies are (i) improving the participation of young women in the unions, in their decision-making bodies and activities and (ii) encouraging women teachers to support trade unionism.

ASEAN (Association of Southeast Asian Nations) women's network groups women representatives of the EI affiliates in and Indonesia (PGRI), Malaysia (NUTP, Sarawak TU and Sabah TU), the Philippines (SMP NATOW, ACT, TOPPS and FFW) and Thailand (NTTU and PSTAT).

The objective of the network is to improve women's participation in unions and empower women by providing information on human rights and equity issues. Building the network helps create solidarity among women teachers and enhances women's participation in union activities. Since the inception of the women's network hundreds of women leaders have been trained on women's rights and MDGs. The activities are run in co-operation with the Canadian Teachers' Federation; Lararforbundet, Sweden, and the Friedrich Ebert-Stiftung, Germany. EI affiliates in Cambodia, East Timor and Singapore have not yet joined the network.

EI members in the Philippines developed national plans in a workshop held on 9 February. The plans included training events, campaigns and workshops aimed at promoting maternity protection. The activities were undertaken by TOPPS on 28 February, by TVIII-FFW on 6 March, by ACT on 8 March and by SMP-NATOW on 9 March. The Sarawak Teachers' Union organised a workshop on gender equality and maternity protection in Sarawak, from 5–7 March. The NTTU held a workshop on women's rights and maternity protection benefits in Nakhonsawan, from 28-30 May. The PGRI held a seminar on maternity protection benefits in Jakarta, from 28-30 May.

Women leaders hold vital leadership positions in four EI member organisations at the national level and their effort to strengthen women's leadership at all levels is facilitated by the network program. The number of women holding leadership positions at different levels of the organisations has increased. Many upcoming women in male-led organisations feel encouraged and are motivated by the exchanges with women leaders of other organisations in the network. Involvement of women leaders at sub- regional level has helped them to take up leadership positions at international level.

A challenge facing the network is how to increase women's participation in union activity. There are a number of equity issues that unions are unable to address at national level. Women's issues are not priority issues for almost all organisations in the ASEAN region. For many organisations, gender is

not a mainstream issue. A further challenge is obtaining assistance for network activities in Indonesia and Thailand from 2011.

Future strategies are (i) developing networks within organisations to enable women at all levels to participate in union activities and (ii) focusing on policy matters and building union capacity in influencing national debates on women's rights.

COPE (the Council of Pacific Education) the sub-regional organisation of education unions from the South Pacific Region. COPE is composed of representatives of the EI affiliates in Australia (AEU, NTE and IEU), the Cook Islands (CITI), Fiji (FTA, FTU and AUSPS), Kiribati (KNUT), New Zealand (NZTEU, NZEI, Te Riu Roa, NZPPTA and ISEA), Papua New Guinea (PNGTA), Samoa (SNTA), the Solomon Islands (SINTA), Tonga (FITA), Tuvalu (TTA) and Vanuatu (VTU).

A number of trade union education activities are held every year on recruitment and negotiating skills, financial management, awareness on human and trade union rights issues, CEDAW and gender equality and issues related to national labour laws and decrees. The activities are run in co-operation with the AEU and IEU, Australia; and the NZPPTA and NZEI, New Zealand.

There is improved representation and input at union meetings and the meetings with ministries of education and other stakeholders. Leaders have greater awareness of the status of teachers and their rights. There has been an increase in the participation of young teachers and women leaders. SINTA, Solomon Islands, and VTU, Vanuatu, have shown improved negotiation skills and achieved better working conditions. Improvements in planning, organizing and recruitment skills can be observed and more organisations are trying to operate within the provisions of the constitutions.

Caribbean Region

Caribbean Status of Women's Committee/Network

The initiative to develop gender awareness among teachers started in 1993 when the Canadian Teachers' Federation provided support for union leaders in the Organisation of Eastern Caribbean States to engage in training. It was strengthened after the fourth UN World Conference in Beijing, China in 1995. There were few women in senior leadership posts in most teachers unions in the Caribbean and consequently there was a need to create a greater awareness among teachers.

The Caribbean Union of Teachers (CUT) was formed on 21 August 1935. It amended its constitution on 11 August 1999 and entered into an agreement with EI, since when CUT became an autonomous body within the EI structure and is the recognised representative body in the Caribbean. It was at this 29th biennial Conference that a Status of Women Committee (SOWC) was established.

The main objectives of the SOWC are to:

- improve and enhance the leadership capacity of the female members of the CUT
- strengthen women's leadership and gender equity in teachers' unions through training
- develop a cadre of women leaders within the CUT
- sensitise both men and women in teachers' union on gender issues particularly as they relate to education and their impact on women and girls.

CUT SOWC became a Caribbean women's network and works closely with the EI regional co-ordinator who is an ex officio member of the committee. CTF, Canada, gives financial and human resource support to implement programmes. Other NGOs partner with SOWC to assist with specific projects. The funds have provided five annual bursaries to female teachers pursuing education

studies, and supported workshops and training sessions to strengthen women's leadership in teacher unions.

As part of its efforts to achieve the objectives of gender equity and empowerment of leaders, SOWC develops a two-year programme of activities. Included in the programme are activities that are planned, organised and implemented at regional, sub-regional and national levels to promote the SOWC as a regional women's network in the Caribbean. The programme continues to encourage establishment of the SOWC in member unions across the Caribbean where they do not exist, and to strengthen those that are already established. Of the 22 teachers' unions in the region, 18 have established committees which work with the CUT SOWC and the EI regional office.

The SOWC meets at least once a year. The programmes and activities are generally focused on four major areas of activity: Research and Publication, Leadership Skills Training, Professional Development, and Trade Union Education.

Europe Region

The Pan European Women's Network (PEWN) was launched in March 2007, coinciding with International Women's Day. Following the review of structure in EI's Europe Region it is now known as the ETUCE Women's Network. It was created as an informal addition to the statutory equality bodies that exist in the region and is designed to be participatory.

ETUCE Women's Network

The necessity to co-ordinate union policies and activities on a regional level is highly evident in Europe, considering the existence of significant EU directives on gender equality and the on-going process of incorporation of new member states. At the same time, globalisation demands coherent responses articulated on behalf of all members of trade unions, including women.

Women need the opportunity at regional and sub-regional level to be able to meet other women colleagues, to debate and propose joint plans of action, and to consider responses to common concerns and problems.

The ETUCE women's network was created to:

- provide women members with a source of peer support, encouragement, motivation and professional recognition.
- facilitate the exchange of information, skills, knowledge, materials, which serve to increase the overall competence of women members.
- lead to less duplication of work and efforts, faster progress and wider overall impact.
- provide the momentum for national, regional and international advocacy, action and policy change on women's issues or gender equality.

The online platform for the women's network (PEWN) was launched in March 2010. PEWN is an online community with over 150 subscribers. It currently contains 144 posts and 175 documents on different issues, such as equality in the unions, women and the economic crisis, work-life balance, violence against women, pay equity and LGBT rights. The purpose of this platform is to allow rapid and straightforward information and coordination, and to create an archive of important documents, which is accessible to all members at all times. Priority themes were (i) violence against women; (ii) pay equity; (iii) gender stereotypes and prejudices; (iv) pensions and the gender dimension of pension reforms and (v) equality in union leadership.

The network plays a key role in shaping the equality agenda and programme of work, and has effectively contributed to increasing joint equality initiatives at European level.

The network is supported by the European statutory equality bodies: The ETUCE Equality Committee, which met on 17-18 March in Brussels, Belgium, as well as the ETUCE Status of Women Committee. Around 50 representatives of European teachers' unions attended the annual meeting of the equality committee. A working group, composed of nine equality committee members facilitates discussions and activities of the equality committee and follows up implementation of Pan-European Equality Recommendations.

Latin America

In Latin America approximately 70 per cent of the teaching workforce is female but this percentage shrinks for those in leadership positions.

The Latin American Women Education Workers Network (LAWEWN) seeks to sensitise, co-ordinate, train, inform and share ideas, reaching the greatest number of education workers. The network is guided by the strong belief that generating mechanisms and elements for facilitating the active participation of women in representative positions democratises organisations and strengthens union structures.

LAWEWN is an opportunity to initiate debate within organisations in each country. It aims to:

- encourage the active participation of women in the leadership of EI member and sister organisations in the region for the purpose of strengthening union structures
- promote a broad alliance with other workers' organisations in Latin America to promote progress of gender equality and avoiding duplication of initiatives within the region
- foster connected efforts and further strategic action with the aim of standardising gender equality policy in each EI member organisation in Latin America.

After four years of operation, LAWEWN has seen some important advances:

- There is a will to continue the discussion on gender matters. Women have increased in leadership roles.
- The participation of women has increased and there is a greater membership of young women.
- In spite of the lack of strategy in some unions, they have supported training activities for women.
- The project is developing from narrow discussions of gender theory to more general matters from a gender perspective, e.g. the economy, public policies, human rights for minorities.
- Involvement of women in important union structures such as the negotiation commissions, pedagogic proposal bodies, schools co-ordination committees.
- Unions have started research into the different realities of women's participation inside their unions (data collecting, statistics).
- In countries with more than one EI member there is co-ordination among member unions in gender-related matters.
- The network has strengthened effective international solidarity among the organisations.
- The creation of a pan-institutional Committee has transformed the way co-operation is achieved.

2010 marked the second stage in the '*Gender Equality Perspective*' project for the period 2010-12. This project continues supporting the participation of women to strengthen their trade unions. Four sub-regional meetings have been held for this project. On 17-19 February a meeting in Central

America addressed the theme of *Gender Perspective and the Financial Crisis* in view of the fact that this theme had already been worked on in 2009 but the Central American sub-region had not developed it. The approach was to enter into commitments to work from within the unions to defend education policies in response to the financial crisis, safeguarding the education budget, teachers' salaries and labour rights in the teaching profession.

Three meetings in the sub-regions Andean Area, Cartagena: Colombia from 27-29 May; Central America from 9-11 August; Southern Cone from 8-9 September; all focused on the theme of gender, policies and power. The emphasis was placed on discussing how women, from within their unions, had been protagonists in proposing and defending socio-political changes in the region. For 2010-12, the strategy is to continue supporting organisations to promote change in their structures that will enable the active participation of women, and to strengthen organisations' ability to face the challenges posed to women by reforms of educational systems.

EILA's regional committee and LAWEWN want the work on gender equality to consolidate education unions, strengthening changes so that policies and strategies can begin institutionalised and co-ordinated.

Middle East and North Africa Region

In addition to the factors common to all MENA countries and unions, gender is a distinct characteristic of MENA. Recommendations to address gender issues through a regional programme, including a network with a focus on developing union members' knowledge and attitudes on gender issues; knowledge and skills of women in union work, and increasing participation of female members in unions especially at decision-making levels of leadership is being discussed for inclusion in up-coming programmes.

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. Gender inequalities, human rights violations and injustices prevent women and girls, men and boys, and socially excluded groups, including gay, lesbian, bisexual and transgender people, to access education and other public services affecting their job opportunities and rights for decent employment conditions. EI is committed to address issues related to stigma and prejudice against LGBT education workers in their workplaces and LGBT students in their school environments. EI and its member organisations are making concrete efforts to make the trade union movement more pluralistic and inclusive of all education workers in their workplaces and societies.

Human rights violations are still perpetrated on the grounds of people's real or perceived sexual orientation or gender identity in all parts of the world, irrespective of religious or political environment. EI is concerned by the rise of intolerance and the return of covert or overt homophobia, as well as racism and xenophobia, in too many parts of the world, including European

Union countries. Securing freedom of assembly and expression in EU countries won some victories in 2010 (Warsaw, Belgrade) but LGBT pride marches are still often under threat.

Too many countries are introducing provisions related to the preservation of 'public order', such as classifying the 'promotion' of same sex relationships as detrimental information (Lithuania, Uganda) for young people, rather than challenging negative attitudes towards homosexuality in schools. External political events have increased negative discourse in many countries, where some governments and political leaders are making scapegoats of homosexual people in order to divert attention from real issues (like unfair economic policies or corruption) , in election campaigns, promoting bills that support hatred and violence against LGBT populations. The underlying rationale of homophobia is patriarchal, therefore issues of gender justice are connected with LGBT issues: freedom of choice for all women can exist only if lesbians are free to choose how they live their lives.

Happily, more societies have recognised same sex marriages and favourable legislation was passed in some countries, such as Argentina, Iceland and France in 2010. Unions have been supportive partners at the local level and also union solidarity has been an important success factor in the daily struggles at national level.

At regional level, important progress has been made in the EI work programme. Specific networks have been set up in some sub-regions in Latin America; in the Caribbean, unions are taking first steps to discuss related issues working in co-operation with other unions; in Africa informal exchange on related matters took place at the last regional conference.

Teachers' organisations are moving the interconnected human rights agenda forward. EI further encourages education unions to address discrimination and to support LGBT workers and students, challenging stereotypes in the classrooms and changing attitudes in unions and in the education sector.

EI statement on the International Day Against Homophobia, 17 May

EI reaffirmed human rights based on sexual orientation and gender identity. Despite significant improvements in recent decades, homophobic harassment and prejudicial treatment continues to span all occupations, including education. The presence of homophobic behaviour and attitudes in all regions affects workplace culture, which in turn creates hostile and unsafe environments for lesbian and gay teachers. EI congratulated all members that fight for equal rights in the workplace and raise awareness of issues related to discrimination in education, particularly homophobia.

EI-PSI LGBT Forum at EI World Congress

EI has taken steps to plan for the Forum in 2011 and is sharing draft proposals with PSI (July). A preparatory meeting was held with Bob Chase (NEA), education unions, and UNISON representatives in Sao Paulo, 8-9 December, to outline key issues related to the preparation of the EI-PSI LGBT Forum in South Africa in July 2011. An EI and PSI tele-conference was held on a draft communications plan. Joint efforts were made to set up the first round of exchanges. EI and PSI equality officers and communications teams discussed the priorities and actions to be taken towards the organisation of the third EI-PSI LGBT Forum prior to the EI Congress in July 2011.

Regional Activities

Europe Region

AOb Conference 'Help the straight. How to make them active' (Utrecht, Netherlands, 16 April)

EI joined its Dutch member organisation at the opening session. The conference included four workshops: *Getting out of the closet in your school? How do you cope with negative remarks? Do your colleagues understand what it means to be a LGBT teacher? The school should be proud to have LGBT teachers.* Discussion and exchange revealed the remaining challenges for unions even in a country with very advanced policies on LGBT rights in society and the education sector.

EuroPride (Warsaw, Poland, 9-18 July)

Following EI and Pan European Equality Committee recommendations, trade union organisations joined 10,000 marchers in Europride – the first of its kind in Eastern Europe and the largest regional LGBT rights event. ZNP and other EI members were among the 100 unionists from 20 countries present at the Polish Confederation of Trade Unions (OPZZ) and ETUC Conference '*Extending Equality to Central and Eastern Europe*' on 15 July. The event was part of a two-week programme of debates and cultural activities.

EuroPride in Warsaw marks the success of joint efforts for equality. The march was protected by almost 2,000 police and supporters. Poland has come a long way since 2005 when the Mayor of Warsaw, Lech Kaczynski, banned pride marches two years in a row, earning himself the disapproval of the European Court of Human Rights. In 2007, the Polish Education Minister proposed a law against "gay propaganda" in schools, which could have led to LGBT teachers losing their jobs. Local organisations such as ZNP, OPZZ, the Equality Foundation and the LGBT community built a successful alliance, with EI and its member organisations supported local education unions since 2006.

Belgrade Pride (Serbia, 10 October)

EI sent a solidarity letter to organisers of the march for equality in Belgrade. The pride march had a history of being one of the most violent LGBT pride parades in Europe. Civil society organisations, the LGBT community and straight allies succeeded in making the parade a proud and peaceful reality. The TUS supported the pride parade. Given local circumstances, police protected marchers from violent attacks by ultra nationalists. More work needs to be done before LGBT people can feel free and safe in public, at work and in their private lives.

Joint meeting EI-ETUCE-ILGA Europe (Brussels, Belgium, 13 October)

EI and ETUCE representatives joined efforts to set up an introductory meeting with Jordan Long, ILGA Europe Policies and Programmes Officer, who is developing a work programme on education. Participants exchanged information and explored areas of collaboration. The issues addressed were the participation of education unions at local level in all stages of any activity or initiative related to the education sector and the issue of financing education was flagged by ILGA-Europe.

LGBT and Education Conference (Brussels, Belgium, 16-17 November)

The event was organised by the Flemish Minister for Education, Youth and Equal Opportunities during the Belgian Presidency of the European Council. Education unions working with LGBT groups were under-represented in the programme. Only GLEN, Ireland, raised teachers' concerns and joint work on good practice. Their experience and analysis also showed the negative impact of public cuts in education and diversity programmes.

Latin America Region

EU-Brazil human rights civil society seminar (30 June-1 July)

EI participated in this seminar where a selected group of European and Brazilian stakeholders were invited to the first dialogue on human rights on three issues: human rights defenders; police accountability and LGBT rights. The seminar promoted better understanding and provided an opportunity for European and Brazilian civil society and stakeholders to share information on better practices.

Workers Out Caucus (4–9 December)

At the ILGA World Conference in Sao Paulo, Brazil, the workshop '*trade unions working together for LGBT rights*' was organised by EI, PSI and UNISON (UK). It brought together EI members and trade union representatives from Brazil, Canada, Mexico, the USA and UK. The caucus was used to exchange information and updates on action plans in their sectors. Union member participants at the ILGA event made visible trade union work and joint global co-ordination efforts regarding international campaigns addressing the threats of increasing intolerance and homophobia. Education and discrimination at workplaces attracting getting attention within the LGBT international community agendas.

EILA Regional on Human Rights, LGBT Rights and the Education Union Agenda (13-14 December)

This follow-up in Sao Paulo, Brazil came after previous sub-regional meetings (Central America and South Cone) articulated a regional network that works for LGBT rights in the education trade union agenda. The meeting measured the progress achieved by EI member organisations in terms of their commitments in past meetings, including the establishment of LGBT secretaries within the executive board of members in some cases. In a short period of less than one year most members have made progress. The meeting validated the strategy put in place by EILA in recent years but also raised expectations among union members openly supporting defenders and advocates of LGBT in their countries. Concerns were raised with regard to increasing homophobia in the region. In Brazil, as a result of the electoral campaign, victims of homophobia increased. Human rights defenders reported hate crimes and violent attacks in Colombia, El Salvador, Guatemala and Peru.

Education and Sexual Diversity Manual (CPC Chile, MOVILH and EI)

This was the first educational resource launched in 2009, which was updated and reprinted. EI member CPC, Chile, supported the initiative. As part of the awareness raising campaign, materials are distributed in institutes and schools among students, teachers and parents. It is available online.

3.3 Equality for Indigenous people

The UNESCO GMR 2010 and the MDG Reports have highlighted the important need to increase actions on behalf of specific groups: poor, urban and rural, girls and boys.

The study undertaken by CTF, Canada, acknowledged the social and political conditions in schools and the communities, or the effects of poverty on students, and the importance of aboriginal teachers remaining committed to making a difference in education.

The UN Inter-agency desk study on MDGs presented at the MDG Summit in September showed that the rates of poverty among indigenous peoples are higher than the national or non-indigenous rates in developed and developing countries. Indigenous peoples remain amongst the poorest of the

poor, with little reference made to them in the reports on the implementation of the MDGs. Cutting back on public spending, particularly in education, affects the historical and on-going denial of the human rights of indigenous peoples. Education is essential for the exercise of all other human rights.

Education unions should call on their governments and the international community to ensure public policies also benefit indigenous peoples, so that their rights are improved to meet international standards. Local and regional policies, as well as pledges made by heads of state at UN meetings must also be followed through.

EI took the opportunity of the MDG Summit to call on its members to lobby for full respect of all human rights, including those of indigenous peoples, particularly in relation to: disappearance of many native and indigenous languages due to poor implementation of mother tongue public education programmes or a lack of curricula materials; and the persistence of discriminatory practices and the emergence of new forms of exclusion, including the relevance of addressing development needs of indigenous peoples; and the lack of free, prior and informed consent on development initiatives and projects in the traditional lands and livelihoods of indigenous peoples.

The year ended with an important decision taken by consensus by the UN General Assembly in December, to hold a world conference on indigenous peoples in 2014 to adopt measures to pursue the objectives of the UN Declaration on the Rights of Indigenous Peoples. Consultation with member states and indigenous representatives (UN permanent forum) to determine the modalities of the conference are now being carried out. EI members will have the opportunity to engage in these consultations.

The USA and Canada have finally endorsed the UN declaration on the Rights of Indigenous Peoples. This means that most countries have now endorsed the declaration, and EI members can become involved in governmental plans for implementation. This is a strategic opportunity for EI which can be discussed at EI Congress in Cape Town.

Further alliance building with wider civil society groups is also important. This has been taken up by the Social Excluded Constituency Group of Global Call to Action against Poverty (GCAP) in 'The World we want 2015 – Future Strategies' meetings at the UN MDGs Summit (New York, September). The GCAP activities and side events included various trade unions representatives. In the discussions with different constituencies it became clear that there is a need for interaction of key advocacy players for disabled, dalit, migrant, indigenous people, widows, and LGBT movements..

International Day of the World's Indigenous Peoples, 9 August

On International Day for the World's Indigenous Peoples, EI celebrated cultural diversity in all its forms and noted the contributions of indigenous peoples and indigenous education workers around the world. A statement was issued and distributed.

EI World Women's Conference, January 2011

The EI World Women's Conference in Bangkok during January 2011, is scheduled to include two workshops on Gender, Ethnicity and Education: Indigenous Girls, one will be in English led by AEU, Australia, and another in Spanish, led by SUTEP, Peru.

The EI Ad Hoc Committee on Indigenous Issues and Related Matters

Plans to set up an ad hoc EI committee on indigenous issues were laid down by EI's Executive Board in 2008. The ad hoc committee is to involve seven unions from different regions. These unions were asked to appoint members, a process which has not quite been completed yet. Two attempts to set up face to face meetings prior to regional or international EI activities did not succeed, mainly due to time pressures on both the appointed committee members and EI supporting staff. The completion of the appointment of members, and organising a face-to-face meeting before the next EI Congress will be a priority in the year ahead.

Regional Activities

An EILA regional meeting on '*Public Education and Indigenous Peoples*' was held in La Paz, Bolivia, on 8–9 November to continue the reflection process and analysis on the status of public education and indigenous peoples, prior to defining alternative education policies that address the needs and realities of these populations. The meeting was the follow up of a meeting in Antigua.

3.4 Equality for migrants

The achievement of equality for all demands the recognition of human rights standards and effective implementation and protection for all migrants workers, specially women, young people and children. The victims of unethical recruitment agencies, migrant smugglers, or those attempting to cross international borders without the necessary travel documents are in the most vulnerable situation.

The serious economic situation in many countries has forced people to migrate in search of employment and better opportunities. Migrant workers are at risk as they are often blamed for the job market meltdown, disease and crime. The social dialogue on remedies such as wage protection, workers' rights and better education and training for both native born and migrant workers is being replaced by controversial measures, e.g. punishment, deportation, referendums, increasing xenophobia and violent attacks.

It is time to protect migrant workers and EI has been proactive throughout the year working together with the Council of Global Unions' (CGU) Working Party on Migration, which is undertaking a mapping study, and the trade union position paper for the 2013 UN Evaluation process of the Global Forum on Migration and Development. EI's Executive Board took important initiatives to be launched in 2011. These efforts are a further step towards the full implementation of the EI resolution on the gender perspective in international migration (2007).

EI welcomed the advance unedited version of the UN Guidance on protection of Migrant Domestic Workers released on 10 December. The African Union Commission drafted a teacher mobility protocol for the African continent and EI was included in the validation process.

Global Union Principles on Temporary Agencies

In April, EI contributed to this policy paper which highlights the shared views of GUFs about the use of temporary agencies, both at national and international level. The Global Union Principles on Temporary Work Agencies was presented to the CGU General Secretaries in June.

Migrants Programme

EI is working on the '*Education for Solidarity and Citizenship in a Global World: The Intercultural Classroom*' project in the context of the programme '*Education in Values and Education for Development*', which is being implemented with sponsorship of FETE-ISCOD UGT. The project aims to strengthen education trade unions through training of their leaders and teachers in order to conduct analyses and take action on the subject of migration, the gender perspective of migration and the role of the teaching profession in the search for more democratic schools and strategies for campaigns and trade union communications. The meeting to launch the project took place from 6-7 September in Buenos Aires, Argentina. The first stage in the project (2010) is based on trade union training via a virtual platform on the EILA website; preparation and distribution of training material and a face-to-face meeting. The second stage, in 2011, will be based on national training at which each country will organise workshops providing information on training modules.

Global Forum on Migration and Development (GFMD)

EI attended the FES trade union preparatory meeting for the GFMD in Brussels on 22-23 September. The co-operation and experience at the GFMD has raised the profile of the union movement on migration within the unions and at international level. Considering the flaws and weaknesses of the GFMD process in combination with sector specific perspectives on migration, the GUFs needed to co-ordinate programmes and policies even more, including outside the GFMD process. The CGU working party is continuing its work to focus on issues on which it has an added value. EI contributed to the first draft of the GUF statement to the fourth edition of the GFMD Civil Society Days in Puerto Vallarta, Mexico, on 8 -9 November.

Task Force on Teacher Migration and Mobility

The EI Executive Board decided to establish a task force on *Teacher Migration and Mobility* in October, and a resolution is being prepared for consideration by EI's World Congress in 2011.

EI Statement on International Migrants' Day, 18 December

EI and members of trade unions at international, European and national level joined the 18 December campaign to encourage affiliates in EU Member States to lobby their governments to ratify the Migrants Workers Convention. EI released a statement '*It's time to ratify the Migrants Workers' Convention*' calling for all member organisations to demand that their member states ratify the UN Convention on the Protection of the Rights of all Migrant Workers and Members of their Families. The site has useful tools and resources: <http://www.migrantsconvention.eu/>

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 Co-operation

Annual Development Co-operation Meeting

The annual development co-operation meeting took place in Brussels on 18-19 November with participants, including representatives of co-operating partners currently implementing bilateral and multilateral programmes all over the world. The meeting discussed monitoring and evaluation to produce more successful development co-operation projects. A session focused on revising the current draft EI development co-operation policy paper. Side meetings were organised on 17 November on: Early Childhood Education; West Africa Consortia; John Thompson Asia-Pacific; Higher Education; Haiti Consortium; MENA Co-operation; Central Asia Consortium, and Gender Networks.

The new EI Development Co-operation Policy Paper

At the 2007 annual EI development co-operation meeting, EI's co-operating partners decided to re-examine the EI document on policy guidelines for development co-operation '*For a Transparent and Constructive Partnership*' which came into existence in 1997 and to update it to reflect the new global context and meet the challenges with which teacher unions worldwide are confronted. Consultations over the last two years involving development co-operation partners and EI regional and headquarters' staff resulted in fruitful dialogue and in early 2010 a writing group was formed to produce a policy document which captures the collective commitment of the diverse partners.

A draft EI Development Co-operation Policy Paper was prepared which was discussed in the meeting. In order to reflect the views of unions participating in development co-operation work in all regions the decision was taken to send the current draft to all EI regional conferences and/or committees to get their input and to achieve validation by the end of January 2011.

The text of the policy will be fine-tuned by the writing group and circulated to all development co-operation partners for final comments and approval by the end of February 2011. It will then be translated into French and Spanish, presented to EI's management and then to the EI Executive Board for adoption. The adopted policy paper will guide EI and development co-operation partners in their future efforts.

4.1.1 Africa

Liberia

The EI Solidarity and Development Unit and EI Africa Region (EIRAF) are co-ordinating the Liberia Consortium established in 2007 to support the National Teachers' Association of Liberia (NTAL) in post-merger consolidation work. Under the aegis of EI, the Consortium supports NTAL's efforts to reorganise its branches and empower its national secretariat so as to serve its members better. With a new leadership elected in August 2009, NTAL and the Consortium have developed a two-year plan based on the developmental needs identified by the NTAL convention.

In other activities of the EI Consortium, the EIRAF office participated in the preparation of a draft of a training manual from 2-12 February in Monrovia, Liberia. Other members at the workshop included representatives from the NEA and the DLF. A handbook and training manual for trainers will be produced for the various levels of leadership training in the NTAL.

Kenya

KUPPET represents secondary and tertiary teachers in Kenya. For the first time since its affiliation to EI, KUPPET organised, with EI's support, a planning seminar for its leadership.

Ivory Coast: UEN, SNEPPCI Planning Mission

The co-operation agreement between the UEN and National Union of Public Primary Education in Ivory Coast (NEPPCI) has the short and medium term objective (3 years) of reinforcing the recruitment of new members, strengthening union structures and improving communication. In order to consolidate the foundation of this co-operation and to debate the strategies for the follow up to the plan of action drafted in 2009, a planning meeting was organised from 22-25 February at the SNEPPCI head office of in Abidjan. The EIRAF Regional Co-ordinator participated in the meeting with a UEN delegation composed of Lajla Blom and Arnhild Bie-Larsen.

In the preliminaries, the current situation of SNEPPCI was examined. The union is currently facing several difficulties, notably the loss of membership due to the socio-political crisis which has prevailed in the country for the past 10 years, the low trade union representation at sectoral level, the lack of communication resources, financial problems, the deliberate desire of the state to weaken the unions, etc. However, SNEPPCI can be proud of some successes achieved with the UEN- SNEPPCI co-operation. Between 2009 and 2010, SNEPPCI membership increased with the recruitment of 659 new members including 349 who were 20-35-year-old workers.

With the adoption of the 2010-12 plan of action, SNEPPCI undertakes to further increase its membership, to identify the concerns of its members and to visit the unions in order to have a presence across the entire country.

Mozambique: Canadian Teachers' Federation, ONP

An EI Africa regional co-ordinator participated in the evaluation and planning of the professional development programme in northern Mozambique from 26-29 January. In a country where the majority of primary school teachers are untrained and with limited education, the professional development programme aimed at improving the knowledge and pedagogical skills of teachers in various subject areas is a welcome development. Teachers, the Ministry of Education and the communities very much welcomed and appreciate this programme. The ONP is proud of the impact it is having on the performance of the teachers involved.

Cameroon: Lärarförbundet, EI and affiliates' meeting

The annual evaluation and planning mission activities of the co-operation programme between EI and Lärarförbundet, and the EI affiliates in Cameroon, were carried out from 1-4 March. The mission meetings were held at the Meumi Palace Hotel in Yaoundé. The participants assessed the activities carried out in 2009, together with FESER, SYNEC, FECASE and SYNTRESPRIC, and defined the principles for activities in the year ahead. The main objective for 2009-10 is to build the human capacities of the affiliates and allow them to recruit more paying members and participate actively in the activities and initiatives of the trade unions concerned.

The trade union situation was reviewed and this allowed the participants to observe that there is a good synergy, though still fragile, among the EI affiliates in Cameroon; this enabled joint action towards the government to be taken for the improvement of the living and working conditions of teaching staff. In this vein, teachers developed a lot of enthusiasm for trade union gatherings and they propose to sponsor them. On the other hand, the benefits of this co-operation must be capitalised on, notably through trade union sensitisation in schools, the visibility of trade unions and their leaders, and the registration of new members.

There are, however, several problems: the refusal of the government to recognise the right and freedom of association, trade union unity of action is still insufficient; the level of recruitment is still low, trade union dues are sparse, this leads to a lack of resources for union initiatives; poor dissemination of the information among and within the trade unions. There is the need to observe that memberships in 2009 is largely below the estimates. There is therefore the need for trade unions in Cameroon to review their general strategy, especially with regard to sensitisation, information, communication and recruitment.

Zambia: UEN, SADTU, ZNUT

From 8-13 March, EIRAF was involved in a mission to Zambia and three meetings were held in Livingstone.

The first, UEN, SADTU, ZNUT tripartite meeting to review the collaboration which began in 2005, in which the UEN provided financial support while SADTU gave technical support to enable the ZNUT to install ICT infrastructure and employ an IT person for the ease of communication within ZNUT members. ZNUT now has its own server and software to manage its accounts. ZNUT has

had challenges which include the lack of capacity to utilise the facility fully, hence the need for further training of the staff and other users.

The second meeting involved the detailed planning of the projects between the UEN and ZNUT and three projects were identified:

- Gender equity in which ZNUT would be supported to finalise and implement gender policy to boost participation of women members in union activities and leadership;
- ICT in which ZNUT would assist to develop capacities of the ICT Committee, the ICT officer and other key users;
- Training on labour laws to enable union leaders to apply regulations in their daily work and create awareness of professional ethics in the membership.

The third meeting involved the merger of three EI affiliates: BETUZ, SESTUZ and ZNUT. The meeting was attended by the president and general secretary of each union and was observed by EI, SADTU and UEN. The progress made to date was reviewed. It included development of a proposed memorandum of understanding and report of the technical committee which was produced using components from each of the three unions. Two agreements for the period 2010-12 were signed – one for a tripartite collaboration, and another between UEN and ZNUT. The date of 14 April was set for the meeting of all three national executive committees to adopt the memorandum of understanding and begin the merger process.

Zimbabwe: Lärarförbundet, ZIMTA

The review and planning meeting for Lärarförbundet and ZIMTA was held at the Parktonian Hotel in Johannesburg, South Africa from 16-20 March, because of uncertainty of the situation in Zimbabwe. Progress was noted in the political and economic situation in Zimbabwe although there were many political issues yet to be resolved between ZANU PF and MDC. The situation in ZIMTA had improved as the union was now collecting membership dues unlike in the past when income was lost on account of high inflation rates.

Under the ZIMTA-Lärarförbundet Reconstruction programme, Lärarförbundet would assist in recasting the Study Circles Programme to recruit and retain members as well as reconstructing ZIMTA structures. An understanding was reached to continue the beneficial bilateral co-operation from 2010-12 and an agreement was signed against the background of the one started in 2009.

Malawi: Lärarförbundet, PSEUM

EIRAF was part of the review and planning meeting of PSEUM and Lärarförbundet which took place in Lilongwe from 21-25 March. The meeting involved two members of the secretariat of Lärarförbundet. PSEUM was represented by the new leadership that came into office after their Congress in December. Apart from the new president, formerly the vice-president, and the general secretary who retained his seat, the other seven participants were new. The general reaction from the co-operating partners was that the new national executive was more enthusiastic than the previous one and better results were expected.

The co-operating partners agreed to co-operate on a project to strengthen PSEUM as a democratic, self-reliant, self-sustaining, independent, gender sensitive, visible, transparent and accountable union of employees in private schools in Malawi. The key activities would involve support for district and regional elections, organising, lobbying government, meetings with employers, developing a database, gender policy and implementation of training for women leaders. An agreement was signed for the period 2010-11.

Sierra Leone: DLF, SLTU

A four-day refresher course was organised in Freetown from 18-21 March for trainers of school representatives. It assessed the relevance of the training manuals developed to see how they could be further developed and provided insight to which issues should be emphasised and what new methods could be introduced in the training. The workshop was filmed by a DLF crew who were making a documentary on the co-operation programme. An EI, DLF and SLTU delegation also visited the World Bank country representative where issues of interest to the SLTU were discussed. The World Bank was very receptive and as a consequence cleared up a lot of doubts the SLTU held about the World Bank's role in education in Sierra Leone.

Overall, there have been some qualitative gains in development co-operation in Africa and significant strides have been made by many organisations. Some EI unions have grown in size and power, influence and viability. They have provided the lever for change in a number of countries. Nevertheless, more needs to be done in instituting good governance in the administration and operation of some unions through democratic structures and practices with an institutionalised system of transparency and accountability to their members.

Multilateral Co-operation

Teacher Training Initiative for Sub-Saharan Africa (TTISSA)

The expanded TTISSA working group meeting was held on 25-26 January in Dakar, Senegal, to draw up a strategy for renewed engagement on a holistic approach to teacher development and the teaching profession in Africa. 14 participants attended the meeting representing: EI, BREDA; UNESCO-Paris; the Israel Training Centre; FED Paran; ICCBA-Ethiopia; the African Development Bank; ADEA; BRASAM; Israel Development Co-operation; USAID- Senegal, and Pole de Dakar.

The meeting reviewed the background of TTISSA for the participants, many of whom were attending for the first time, and teacher issues in sub-Saharan Africa were highlighted. The proposed new orientation of TTISSA was presented and discussed, and involved a methodology guide for the analysis of teacher issues and a roadmap for continuation and expansion of TTISSA. The interventions focused on teacher issue diagnosis, regional activities and projects with the main objective of reinforcing TTISSA impact in the countries.

TTISSA offers EI the opportunity to strengthen its own initiatives on teacher issues. The research done by EI in particular '*Learning how to teach*' can foster this intervention. The initiative with ActionAid on a budget tracking toolkit can also be used to update the TTISSA toolkit and roll out its implementation. The Quality Educator project ties in with the TTISSA toolkit which can influence the issue of unqualified teachers and the development of teacher policies by governments.

4.1.2 Asia-Pacific

John Thompson Fellowship (JTF) Programme

The EI JTF programme comprising the CTF, Canada; AEU, Australia; SNES, France; and NEA, USA, started in 1999 and has trained 262 senior leaders from EI member organisations in the Asia Pacific. The programme contributes to the strengthening of teacher organisations through the transfer of skills and provides opportunity to develop strategies to become stronger. Training sessions are held on team building, leadership, communication, conflict resolution, union structures, negotiations, collective bargaining, finances, gender equity, planning, EFA, HIV and AIDS, human rights, globalisation and other trade union skills. As a result of the absence of a partner in the JTF programme Asia Pacific in 2010, EI supported the implementation of this year's workshop.

Promoting Democracy, Independence, Sustainable Development and Solidarity

A substantial amount of the EI Asia Pacific regional offices' time is spent in helping member organisations to transform themselves into stronger, independent and democratic organisations: not only to protect the interests of teachers and to promote quality education, but also to build civil society movements that will contribute to democratic development. The strength of EI is in the independence and the democratic practice of its member organisations.

EI development co-operation enables EI member organisations to assist each other. Activities were held in Afghanistan; Cambodia; the Cook Islands; East Timor; Fiji; India; Indonesia; Kazakhstan; Kyrgyzstan; Nepal; the Philippines; the Solomon Islands; Sri Lanka; Tajikistan; Thailand; Tonga; Uzbekistan and Vanuatu.

These activities were in co-operation with the Australian Education Union; the British-Irish Teachers' Unions' Group; the Canadian Teachers' Federation; DLF, the Danish Teachers' Union; the Friedrich Ebert Stiftung; OAJ, the Finnish Teachers' Union; SNES, France; the ILO; the Japan Teachers' Union; FNV and AOb of the Netherlands; the Union of Education Norway; Lärarförbundet, Sweden; the National Education Association, USA, among others.

Getting established and renewing co-operation

A newly-established teacher organisation needs EI support in recruiting members, collecting dues, developing democratic structures, establishing branches and attaining recognition by other educational and trade union organisations. The National Education Association for Development (NEAD), Cambodia, joined EI this year. EI and NEAD, in co-operation with Lärarförbundet, Sweden, will start a co-operation programme to train leaders on union skills and recruiting members. The programme will also help NEAD to establish branches.

EI, in co-operation of the Australian Education Union, assisted East Timor Teachers' Union (ETTU) to hold the National Conference from 3-5 October and run membership campaigns and rebuild the ETTU office building.

EI renewed co-operation with the Afghanistan Teachers' Support Association (ASTA) after a pause of three years. EI co-operation with the ATSA, with assistance from Lärarförbundet, Sweden, was

suspended due to internal conflict in the organisation. Under renewed co-operation ATSA recruited more than 1,000 members and is planning to hold a national conference towards the end of this year. EI is looking at the possibilities of developing long term co-operation with ATSA with support from Lärarförbundet, Sweden.

Overcoming organisational difficulties

EI member organisations in India, Mongolia, Nepal, the Philippines and Sri Lanka, face specific difficulties and have entered into co-operation to overcome these difficulties. The AIPTF, India, with has 1.6 million members and co-operates with Lärarförbundet, Sweden, to continue upgrading leadership skills among thousands of its leaders. Under the co-operation a number of study circles and training programmes aimed at improving organisational skills and addressing educational issues are held every year with all state affiliates of AIPTF.

EI and the Union of Education Norway (UEN) aided the Federation of Mongolian Education and Scientific Union to amend its constitution, recruit new members in rural towns and train them on union skills. The FMESU membership grew from 3,000 to 12,000 during the first four years of co-operation. Due to internal conflict in the leadership which adversely affected the project, there was no alternative but to terminate it.

The EI and UEN co-operation with the EI member organisations in Sri Lanka was also terminated early last year due to the lack of progress in recruiting of new members.

The EI and UEN co-operation with the member organisations in Nepal has been stalled since the beginning of 2009. A number of meetings were held to resolve the difficulties without success.

The EI and Lärarförbundet co-operation with the Philippines' TOPPS and NATOW to build capacity on collective bargaining and recruitment of unorganised teachers held a number of training programmes and membership campaigns.

Facilitating transformation

An EI Consortium consisting of Lärarförbundet, Sweden; the Australian Education Union; the Union of Education Norway; the Japan Teachers' Union, and the National Education Union, USA, co-operated with the Teachers' Association of the Republic of Indonesia (PGRI) to help it transform into a trade union organisation. Since the inception of the programme in 2001 in two provinces, the co-operation has trained 10,000 leaders and members on basic trade union skills including policy development and recruitment of unorganised teachers in 30 provinces.

In 2010, 29 provincial workshops on '*Strengthening PGRI as a Teachers' Trade Union*' were held for 1,160 leaders and members (400 women and 760 men). In September a workshop was held in Bali. In October, workshops were held in West Java, Central Kalimantan, West Kalimantan, Bangka Belitung and South Sumatra. In November, four workshops were held in North Maluku, DKI Jakarta, and two workshops in Central Java. In May, workshops were held in South Sumatra, Lampung and Banten. In June, workshops were held in East Kalimantan, West Kalimantan, South Sulawesi, DI Yogyakarta, West Java and West Nusa Tenggara. In July, workshops were held in South Kalimantan, North Sumatra, Central Sulawesi, South East Sulawesi and Bengkulu. In August, workshops were held in Riau, Gorontalo, and Bali, and in September, workshops were scheduled to be held in North Sulawesi, Maluku and West Sumatra.

Ten staff from the National Union of the Teaching Profession; the Malaysian Association of Education, and Sarawak Teachers' Union, were trained on the PGRI Consortium programme from 15-16 August in Kuala Lumpur. The orientation programme prepared them to facilitate consortium workshops in Indonesia. Two of the staff have since been actively involved in the programme and another resource person is expected to start later this year. The consortium training sessions have transformed the PGRI, fewer secretariat staff lead the PGRI and more campaigns are run on behalf of the teaching community by members. PGRI's campaigns in 2003, 2005 and 2009 have culminated in adoption of the laws on the national education system, on teachers and lecturers, and have forced the government to make commitments to gradually provide 20 per cent of the national budget for education.

The PGRI President, who is also a senator, led a campaign against a government decision to cease the operations of the Directorate for Quality Improvement of Teachers and Education Personnel. On 11-12 May more than 3,000 teachers demonstrated in front of parliament. Following a call from the PGRI for a mass action on 29 June, the President of Indonesia met PGRI demands to establish a body, independent of the Ministry of Education, to assume responsibility for the Directorate.

Despite affirmative action by the PGRI it has not been able to attract and recruit new members. A number of provinces and districts have few trained leaders with recruitment skills. There is a need to increase training in these districts. Membership is decreasing and members are not paying subscriptions on time. Subscription rates remain very low. The total value of subscriptions reaching the organisation at the national level is insufficient to maintain the organisation. There is a need to gradually improve these issues through the consortium programme.

Survey on the EI Development Co-operation Activities

The EI regional office conducted a survey of 41 member organisations in 23 countries in the region to assess the impact of the EI development co-operation activities and future needs of member organisations. The survey aimed to find out how EI member organisations determine their development co-operation priorities, their ability to address the challenges faced through the development co-operation activities, the difficulties and constraints in implementing development co-operation activities and the impact of the activities to the overall growth of the organisation. Nine out of 41 member organisations responded to the questionnaires. All responding organisations have democratic decision-making bodies that adopt policies and programmes but fail to fully implement the programmes. The organisations receiving development co-operation assistance appear not to fully associate the links between their organisational goals and those of development co-operation programmes.

In many organisations membership is decreasing, subscriptions have not increased for a long time and their collection has become more and more difficult. Fewer members participate in union activities. Member organisations expect new challenges posed by policies with regard to privatisation and public private partnership, the training of untrained teachers and the attainment of quality EFA and trade union rights for teachers.

Strengthening EI and Promoting Membership Participation

Greater and active participation of the member organisations in EI activities strengthens the collective voice of teachers and ensures success. EI provided support to member organisations to attend EI constitutional meetings and a number of trade union workshops. EI assisted members in improving communication not only between them but also within organisations.

Council of Pacific Education (COPE)

EI member organisations in Australia namely the AEU, IEU, joined the NZEI and NZPPTA of New Zealand to form a consortium within COPE to co-operate with EI member organisations in the Cook Islands, Fiji, Kiribati, Samoa, the Solomon Islands, Tonga, Tuvalu and Vanuatu. A number of trade union education programmes are held every year on recruitment and negotiating skills, financial management, awareness on human and trade union rights issues, CEDAW and gender equality and issues related to national labour laws and promulgations.

Impact of the programmes

There has been improved representation and contribution in union meetings and in the meetings with ministries of education and other stakeholders. Leaders have a greater awareness of the status of teachers and their rights. There has been an increase in the participation of young teachers and women leaders. The SNTA, Samoa; SINTA, Solomon Islands, and VTU, Vanuatu, have shown improved negotiation skills and achieved better working conditions. Improvements in planning, organising and recruitment skills can be observed and more organisations are trying to operate within the provisions of the constitutions.

4.1.3 EI Central Asia Initiative

The Central Asia Initiative was launched in May 2008 by EI and the following co-operating partners: AEU, Australia; OAJ, Finland; UEN, Norway; NEA and AFT, USA; Lärarförbundet, Sweden, at a meeting in Bishkek, Kyrgyzstan, involving EI affiliates from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. The initiative is co-ordinated by the Central Asia Consortium consisting of EI, AEU, Lärarförbundet, OAJ and UEN, and aims to sensitise unions' elected officials about the evolving role of teachers in an open, democratic society within a globalised economy, to highlight human and trade union rights issues; and to improve, among other things, their understanding of international labour standards, ILO instruments, anti-discrimination policies, children's rights and other core principles for EI.

Since the inception of the programme more than 800 leaders from the National Trade Union of Education and Scientific Workers of Uzbekistan, Kazakhstan National Trade Union of Teachers and Science Workers, Republican Trade Union Committee of Education and Scientific Workers and Trade Union of Education and Scientific Workers of Kyrgyzstan have been trained. Of the 800 leaders, 686 have been trained since May 2009.

Kyrgyzstan

Two Intermediate leadership workshops were held in May in Kyrgyzstan and were aimed at reinforcing the attitudes, skills and knowledge (ASK) of the key leaders who attended the basic workshops during 2008-09 and who were required to share what they had learnt in their respective workplaces and areas of responsibility. Extremely interactive discussions on the *International Framework of Human and Trade Union Rights* were well-appreciated by the participants.

Furthermore, skills in trade union administration, collective bargaining and union organisation among other things, were also highlighted in the workshops.

Tajikistan

In April, three workshops on *The Role of Trade Unions in the Market Economy and Trade Union Leadership* were held in Dushanbe, Tajikistan.

4.1.4 Eastern, Non-EU and South East European countries

The EI Pay and Working Conditions Programme

The EI Pay and Working Conditions Programme was launched in mid-2010 and built on the experience of the Central and Eastern European bargaining project initiated in Georgia and Montenegro in 2009. It is supported by the EIS, Scotland. This new programme is, in addition, focusing on developing trade union capacities of negotiations, bargaining and social dialogue. The countries targeted are Moldova, Kosovo, Azerbaijan and Armenia. Initial exploratory meetings have already been organised in Moldova, Kosovo and Azerbaijan. The exploratory meeting in Armenia will be organised in early December. Following these visits, specific courses in areas identified in the initial phase will be organised. In October a three-day training workshop was organised in Kosovo together with the EI members SBASHK and SOK. The main topic of the event was the improvement and strengthening of negotiation and collective bargaining skills. Setting up functioning industrial relations are among the top priorities of the participants. They welcomed the EI initiative of an intensive training seminar on basic trade union topics. 25 participants from different work levels and different locations in Kosovo took this opportunity to benefit from outside experience. Further training workshops will be organised in the three other countries.

Kosovo

EI contributed to activities of the Multi-Ethnic Trade Union Centre established in January, together with EI affiliates in Kosovo, SBASHK and SOK, with the assistance of AOb, Netherlands, and FNV Mondiaal (the Dutch Trade Union Confederation). A trade union training activity took place in mid-June. Political and staff leaders in both unions supported the intensive initial training session for a group of active classroom teachers who have volunteered to move forward with the challenge by becoming reconciliation trainers themselves.

Bosnia Herzegovina

A seminar on Peace and Conflict Resolution was organised in Sarajevo on 12-13 April with the participation of affiliates from Serbia, Croatia and Bosnia Herzegovina.

4.1.5 Latin America

Ecuador

UNE, Ecuador, went through a difficult period when the government decided to suspend the check-off system. Lärarförbundet and EI supported some activities of UNE and are committed to find a solution to this on-going situation.

A workshop was held from 18-20 January in San José, Costa Rica, with the financial backing of UEN, Norway, to support the education trade union organisations in Latin America which receive Norwegian co-operation funds through Utdanningsförbundet for their strategic planning, monitoring and evaluation instruments so that they can be applied to the projects financed by UEN in each of the following countries and organisations: ANDEN, Nicaragua; Andes, El Salvador; STEG, Guatemala; SUTEP, Peru, and OTEP, Paraguay.

On 21-22 January, UEN visited the ANDES executive committee for joint reflections between EI, UEN and ANDES to define a strategy for strengthening the organisation. UEN undertook to continue supporting ANDES following the presentation of an inclusive working proposal involving all the different parts of the organisation.

An Andean Zone seminar was held in Lima, Peru, from 1-3 March in the framework of a project for the strengthening the trade union organisations EI, FECCOO, FPS and AECI. Several EI member organisations were invited to the seminar, including: FECODE, Colombia; FETRAENSEÑANZA, Venezuela; SUTEP, Peru; UNE, Ecuador, and CONMERB, Bolivia. The themes for discussion were a) trade union strategic plans, b) trade union compositions, and c) trade union structures. The second concerned a review of public education in Latin America, whilst the third focused on responses of education trade union organisations to their internal situation and the public education situation.

An identical seminar took place for the Southern Cone from 10-12 March in Sao Paulo, Brazil, in order to strengthen the trade union organisations. A number of organisations affiliated to EI were invited to the seminar, including: CNTE, Brazil; CONTEE, Brazil; FEDMYFEP, Uruguay; CPC, Chile; CEA, Argentina; CTERA, Argentina, and CONADU, Argentina.

4.1.6 The EI Middle East and North Africa (MENA) Initiative

The EI MENA Initiative began in 2008 with the objectives of providing technical, material and political assistance to teacher organisations in the region, to encourage development of independent teacher trade unionism, to provide the means and tools for teachers' organisations to organise and train their membership and teachers in professional issues. The overall co-ordination for the MENA initiative is provided by EI in collaboration with co-operating partners AFT, USA; NUT and NASUWT, UK; UNSA-Education, France; DLF, Denmark; and UEN, Norway, through a working

group. A MENA working plan for 2010-11 was developed after the first MENA seminar organised in Beirut, on 12-14 October 2009. The plan combines bilateral co-operation among EI partners and members. It focuses on the capacities and needs of teacher unions at national level.

National activities and review

Algeria

In December 2009 a teachers' strike in primary and secondary schools and in higher education took place seeking improvements in retirement, salary and social insurance benefits. The strike highlighted the adverse conditions faced by Algerian unions, the complex nature of politics in the country and the interference of government in threatening the leaders. In May, EI sent a protest letter to the Algerian authorities for closing the House of Labour, where EI's member, SATEF, and other teacher unions in the country meet and conduct union activities.

Egypt

An EI mission to Egypt was undertaken in July and met with groups and organisations including:

- Former EI member, the General Union of Educational and Scientific Research (GTUESR)
- Alexandria based group, '*Teachers Without a Union*', an independent teachers' organisation that has emerged in recent years
- Egyptian Centre for Education and Rights (ECER), a civic organisation established in June 2006 to advocate for educational reforms and teachers' rights. It formed the national *Teachers' Network* of independent teachers' groups and on 15 July declared itself the Independent Union of Teachers in Egypt. It notified the relevant authorities, in accordance with the law, that it was acting as a union, and sent a request in October to become an EI member
- Centre for Trade Union and Workers Services (CTUWS), an active NGO in Egypt since the 1990s that monitors the development of independent unions in Egypt and carries out systematic reporting on anti-democratic practices and manipulation of elections by the national federation of labour
- Egyptian 'school administrative workers', currently members of GTUESR but are forming an independent union committee. It could become a significant independent movement with up to 520,000 members.

EI received requests for support and training from the latter four groups, and though each group is following a different approach in its struggles, EI's support and recognition is important in sending a strong message to the changing labour environment in Egypt and supporting similar developments in MENA countries, particularly because since the mission took place, the ECER has helped to establish the Independent Teachers Union.

Iraq

In partnership with NASUWT, UK, EI is supporting the Kurdish Teachers' Union (KTU) and the Iraqi Teachers' union (ITU) in a two-year project (2009-2011) aimed at developing an active, democratic and effective teacher trade union movement in Iraq. A detailed work plan of the project is presented in the MENA work plan. The project was delayed until April 2010. Iraq, like Algeria, is witnessing the creation of duplicate teachers unions that are given the same names as the existing

independent unions in the country. EI participated in a meeting in Erbil from 29 October-2 November for the different teachers' organisations and the sub groups created after the splits within the unions, with two main unions claiming to be the legal teachers union, ITU.

Jordan

A new member, the General Union of Workers in Teaching (GUWT) for private sector teachers, implemented two training activities to achieve their aim of increasing membership by up to 20 per cent in three years: 3–5 December 2009: Union principles education and awareness training, and on 15–16 April: Organising skills training.

Public sector teachers have no legal right to organise, as is the case in many Arab countries. Significant movement by Jordanian public teachers was noted in March with demonstrations and sit-ins. In April and July EI held some initial meetings with teachers. In May, EI joined the PSI regional office in Beirut, to send a solidarity letter for teachers to the Jordanian government. In July, EI enabled a representative from the Jordan Public Teachers' Union to meet with the AFT, USA, and LPESPL, Lebanon, as a first step towards co-operation and co-ordination among teachers in the MENA region who were pursuing the right to organise around policies that similarly affected them. In September, the Jordan Public Teachers' Union succeeded in getting the government revoke a decision to put 21 teacher activists into early and unjustified retirement. The Jordan Public Teachers' Union is interested in becoming EI members (with a membership of 84,000 teachers).

Lebanon

The Teachers Syndicate of Lebanon (TSL) implemented several activities relating to its work plan: 22–31 January: training workshop on Professional Development with AFT and regional practice training, and 31 April-1 May, and 22–23 May: Regional training by TSL trainers.

As part of the union's advocacy plan, EI supported a study by the League of Secondary Public School Teachers in Lebanon (LPESPL) on the pension system proposed by the government. It is to be used as a negotiation tool for the union with regard to the proposed new pension law. EI has supported the LPESPL since February in the struggle (strikes and demonstrations) to recover salary arrears not paid over a 12-year period; a protest letter was sent to the Lebanese authorities in May. Additional support was noted from the NUT, AFT, and DLF, members of the MENA working group. The LPESPL was successful in achieving almost two-thirds of their original demands.

Palestine

There was on-going support from EI and MENA working group members to build membership, increase capacity, including representation of new and young teachers, gender equality and communication infrastructure, and to support preparation for the first General Union of Palestinian Teachers' conference to be held prior to EI's World Congress in 2011. In April: AFT and EI held a joint mission. In July: EI, AFT, UEN and NUT went on a joint mission. In September: the AFT held union leadership training for union building.

Yemen

Planned activities for 2010-11, including professional development, classroom management and union training in leadership skills, were delayed due to the security situation in Yemen.

4.1.7 North America-Caribbean

Dominican Republic: Trade Union Summit

The EI Regional Co-ordinator attended a trade union summit in Santo Domingo from 8 - 10 April with representatives of leading trade unions from Haiti. The summit was organised by EI, ITUC, Trade Union Confederation of the Americas (TUCA) and PSI, representing over 170 million workers worldwide. There were over 100 delegates from around the world at the summit. One key concern of the trade union leaders was that US\$9.9 billion had been pledged to reconstruct Haiti but would not guarantee an improvement in the quality of life for the Haitian people if decent work was not also provided. The summit focused on how decent work could be ensured, how the rule of law could be strengthened, and how social protection could be ensured for all Haitian people.

EI stressed the need to re-open communication links between Haiti and the wider Caribbean and that CARICOM and the unions in the Caribbean needed to play a lead role in helping Haitian colleagues to recover from the disaster. For too long Haitian people had been cut off from their history so this was an opportunity for them to link with the Caribbean and learn from others' experiences in their struggles within the region. The summit ended with a roadmap outlining the way international trade unions would work with the trade unions in Haiti.

EI Mission to Haiti

An EI secretariat delegation accompanied by representatives from CSQ, Canada, and the CUT, participated in a mission to Haiti from 14– 8 June where they discussed the union's action plan and campaigns for quality public education, as well to hear about plans for the CNHE union's congress which was to be held from 17–19 September. During the meeting the EILA Regional Committee also visited Haiti and pledged their support. EI are currently working to put together a comprehensive programme on ways to assist the teachers' union in Haiti.

4.2 Solidarity Assistance

4.2.1 Africa

Ethiopia

EI provided financial assistance to two members of the former Ethiopian Teachers' Association who were forced to leave Ethiopia following persecution: Anteneh Getnet Mulatu, who is currently a refugee in Kenya and seeking asylum in Australia and Shewaye Gebeyehu Awake, currently a refugee in Kenya with her two children, and seeking asylum in Canada.

Solidarity online

EI provided financial assistance from its Solidarity Online Fund to enhance the electronic communication system of FETRASSEIC, Congo, and SINAPROF, Guinea Bissau.

Ivory Coast

On 21 December, EI addressed requests to the French authorities to facilitate the transfer of EI Executive Board member Salimata Doumbia to France. Mrs Doumbia and her 8 year old boy felt threatened in the aftermath of the troubled presidential election in Ivory Coast. On 15 December, a newspaper "Le Quotidien" publicly accused Doumbia of siding with Ivory Coast presidential claimant Alassane Ouattara whose victory was challenged by Laurent Gbagbo, who was refusing to step down. Despite Doumbia's firm denial, the public smear campaign continued and on 20 December, she informed EI that her safety was clearly at risk.

With the assistance of UNSA-Education France, the transfer of Salimata and her son Ange Erwan to France was secured on 23 December and they flew to Paris on Christmas Day.

EI member organisations were informed of the situation and solidarity assistance was extended to the Executive Board member.

4.2.2 Asia-Pacific

Pakistan

An emergency plan has been prepared with member organisations in Pakistan to help teachers affected by the floods which hit the country in August. The plan has made provision for establishing schools in refugee camps, as well as health care services and trauma counselling.

EI supported its members in Pakistan: APGSTA, PTOC and COT, through the All Pakistan Trade Union Congress (APTUC), the ITUC member, with humanitarian assistance in aftermath of the floods in the form of essential food items, water, logistical support, clothing, temporary shelter and medication. Assistance was provided to teachers affected in the provinces of Azad Kashmir, Punjab, Sindh and Khyber Pakhtoonkhwa.

Humanitarian Aid to Teachers in Pakistan

The devastation brought about by flooding in Pakistan in early August was described as being worse than even the South Asia Tsunami. According to UN Office of the Coordination of Humanitarian

Affairs, almost 16 million people and 160,000 square kilometres of land – one-fifth of the country was affected. Tragically, the majority of those affected are poor workers in the formal, informal and agricultural sectors. The number of people suffering from massive flooding could exceed the combined total of three mega disasters – the 2004 Indian Ocean Tsunami, the 2005 Kashmir earthquake and the 2010 Haiti earthquake. According to initial reports, 309,000 children, including 136,000 girls, have lost their schools. 2,863 schools have been washed away or severely damaged in the 11 districts of Punjab alone. The total number of destroyed schools is estimated at 5,000. Pakistan's flooding is widely regarded as the worst humanitarian crisis in the world today. It would be a daunting task for Pakistan to realise the EFA goals by 2015.

On 27 August, EI General Secretary, Fred van Leeuwen, and Aloysius Mathews, the EI Chief Regional Co-ordinator flew to Karachi to meet teacher union representatives and gauge the situation on the ground. They visited three relief camps on the outskirts of Karachi and met with teacher union leaders from The Pakistan Teachers' Organisations Council (PTOC), the All Pakistan Government School Teachers' Associations (APGSTA) and the Central Organisation of Teachers (COT) as well as representatives of the national trade union centre, All Pakistan Trade Union Congress (APTUC), an affiliate of the ITUC.

The total number of teachers in need of humanitarian assistance is estimated at more than 100,000.

Addressing teacher union leaders, Fred van Leeuwen said: "This programme is more than a token of solidarity with our teacher colleagues in Pakistan. Teachers will play a significant role in Pakistan's recovery from this crisis. They will be setting up schools in refugees' camps and providing education in affected areas, so it is crucially important that we help teachers get back on their feet as quickly as possible." More funds will be required if EI is to augment its assistance in humanitarian aid, rehabilitation and reconstruction of the education sector.

4.2.3 Latin America

Chile

EI assisted CPC and CONATECH, Chile, to draft a plan to support teachers and schools affected by the earthquake that hit Chile in February.

Guatemala

EI supported STEG, Guatemala, whose office and members have been affected by the floods and the eruption of the Pacaya volcano in June, to establish and reorganise. The STEG office in Guatemala City was completely flooded leading to the loss of all IT equipment.

4.2.4 North America-Caribbean

Haiti

EI provided humanitarian aid after the January earthquake. The funds collected through the urgent action appeal are, in collaboration with EI's Haitian affiliate, CNEH, being used to implement a long-term plan co-ordinated by Reginald Sorel the EI Haiti Project Co-ordinator to restore the union. A national campaign for public education is included in the plan to be implemented in collaboration with PSI. The CNEH Congress, to be held at the end of October to adopt this long-term plan, was postponed due to the cholera outbreak. It will be rescheduled at a later date.

EI launched an urgent action appeal following the earthquake which struck Haiti. A special fund was launched to help the families of teachers who have been affected and to support CNEH to re-establish its work of caring for teachers and promoting education.

4.3 EI's EFAIDS programme

The EI EFAIDS programme continued its work to advance the achievement of EFA and alleviate the impact of HIV and AIDS on the education sector. By working with 80 teacher unions in almost 50 countries across four regions, the EFAIDS programme supported activities and projects on research, policy development, training, advocacy and publicity.

While the programme has been implemented over the last five years, it will draw to a close on 31 December. Teacher unions taking part in the programme are currently completing national activities, an internal EI evaluation is taking place with national workshops in 12 countries, and three case studies will be conducted in Senegal, Surinam and Uganda by external consultants.

National evaluation workshops were held in Ghana on 8-10 June; in Uganda on 13-15 June; in Argentina on 13-14 June; in Brazil on 22-24 June; in the Dominican Republic on 21-23 July; in Burkina Faso on 27-29 July; in Senegal on 20-23 September; in Mali on 25-27 September; in Kenya on 5-7 October; in Zimbabwe on 12-14 October; in Surinam on 3-5 November, and in Jamaica on 10-12 November. A final evaluation workshop will be held in India in early February 2011.

Countries participating in the EFAIDS programme as of December include:

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

In Latin America: Argentina; Brazil; Colombia; Costa Rica; Dominican Republic; Guatemala; Honduras; Nicaragua and Venezuela.

In the Caribbean: Antigua and Barbuda; Belize; Dominica; Grenada; Haiti; Jamaica; Nevis; St. Lucia; St. Vincent and the Grenadines; Surinam, and Trinidad and Tobago.

In Asia Pacific: India; Indonesia; Nepal and Papua New Guinea.

EFAIDS Publications

The second part of the updated '*Blue Book*' – *the Teachers' Exercise Book for HIV Prevention* – was published in CD format and on the internet in 2010. While the 2009 publication was intended for teachers, the 2010 publication 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 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 age groups: the under-10s; 10-14-year-olds, and the over-15s. The proposed activities are age appropriate.

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

Advocacy

The EI EFAIDS team participated in the fifth Francophone Conference on HIV/AIDS held in Casablanca, Morocco, from 28-31 March, during which a poster presentation entitled: '*Teacher unions actively support teachers living with HIV*' was made. This conference is held every two years and gathers those working in the field of HIV and AIDS in francophone countries around the world. The conference was an opportunity to promote the EFAIDS Programme and '*Inclusion is the answer*'; to learn about new initiatives in the framework of HIV treatment, care and prevention; to update our knowledge on HIV and AIDS, and to establish contact with other health actors working in the field.

The EI EFAIDS team organised the UNAIDS Inter-Agency Task Team on Education (IATT) symposium in Brussels on 2 December. The IATT comprises the UNAIDS co-sponsors, bilateral agencies, private donors, and civil society partners. IATT's objectives are to promote and support good practice in the education sector related to HIV and AIDS and encourage harmonisation of IATT members' efforts. The theme of EI's Symposium was: '*Working on HIV and AIDS in education: System and workplace responses for and by education sector workers*'.

Campaigns

On World AIDS Day EI invited teachers and students around the world to spend '*One Hour on AIDS*'. Building on the success of previous years, EI encouraged its affiliates to deliver the lesson proposed in the '*One hour on AIDS*' activity kit. 19 unions submitted their plans to EI to organise activities on 1 December.

4.3.1 Africa Region

EI Africa Region was involved in internal evaluation workshops in Ghana, Kenya, Uganda and Zimbabwe as well as in the francophone countries. The programme was unable to reach a number

of countries in the region altogether, notably in lusophone countries. An orientation workshop was therefore held for the lusophone countries of Angola, Cape Verde, Guinea Bissau, Mozambique, and Sao Tome and Principe in Maputo in April.

4.3.2 Asia-Pacific Region

Worldwide, more than 10 million children die before reaching the age of five, and millions are malnourished. Approximately seven million people in Asia live with HIV and 15 per cent of those infected are under 15 years of age.

In order to prevent new HIV infection among teachers and learners the All India Primary Teachers' Federation, with support from the EI EFAIDS project, developed an HIV and AIDS manual for use in schools. About 60 teachers trained on the manual met with more than 1,200 teachers and community leaders in Tamil Nadua and Orissa to promote the need to educate children on HIV and AIDS. More than 4,000 pieces of materials were distributed during the meetings.

In Nepal the NNTA and NTA translated the EI material '*One hour on AIDS*' and held activities in 160 schools under the EI EFAIDS programme. A play designed to encourage children to seek information on HIV and AIDS and the need of education was aired for a month. 320 teachers were trained on developing skills to avoid infection and teach students on behavioural change. A documentary is being produced to show the importance of education in fighting the infection.

The Teachers' Association of the Republic of Indonesia, the PGRI, in order to mitigate the negative effects of HIV and AIDS, developed union policies on HIV and AIDS and EFA and circulated these to the members under the EI EFAIDS project. In Bali, 80 teachers were trained on the skills required to teach the HIV and AIDS subject in the classrooms and raise awareness of students on improving school health like sanitation, nutrition and health services. In Jakarta, 20 teachers and 10 students participated in a workshop aimed at finding suitable strategies in to advocate PGRI policies, instil morality into the young generation and improve HIV and AIDS teaching learning skills. In Papua, during the EI EFAIDS seminar, union leaders and the representatives of the subject associations discussed ways of addressing HIV and AIDS issues in all subjects taught in schools.

Increasing enrolment and reducing dropouts

The EI EFAIDS programme with the Teachers Union of the Republic of Indonesia (PGRI) in Bali aimed at reducing the dropout rate and increasing retention, created a database on out of school children and mobilised members to take action in bringing them to schools and advocated for the fair distribution of scholarships in the province. PGRI in Jakarta co-ordinated activities with school societies, the education department, religious figures and youth organisations to increase enrolment. In Papua, actions in co-operation with the civil society were taken to increase the number of children going to school by promoting the PGRI policies on education and HIV and AIDS.

The Nepal National Teachers' Association and Nepal Teachers' Association trained 320 teachers in 160 schools under the EFAIDS programme. The activities of the associations in the 16 most affected districts of the country focussed increased public attention on the problems of enrolment, retention and HIV and AIDS.

4.3.3 North-America and Caribbean Region

Conference

EI attended the St. Lucia Teachers' Union Biennial Conference on 15 April at the Micoud Multi-purpose Centre and some of their EFAIDS training sessions.

St Lucia

St. Lucia Teachers' Union held a training session on HIV and AIDS for principals from the South on 26 May at Kimatrai Hotel in Vieux Fort.

Surinam and Jamaica

The EFAIDS evaluation workshops for Surinam and Jamaica were held from 2-6 and 9-11 November respectively. The main outcome of both evaluation workshops indicated that the union's focus was on training, publicity and advocacy. However, there was lesser emphasis on research and policy development. It was also noted that not enough was being done on the EFA component of the programme as most of the activities undertaken were on HIV and AIDS.

Aim 5 : Strengthening EI and membership participation

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

5.1 The International Trade Union Confederation (ITUC)

The ITUC World Congress, 21-25 June

The ITUC held its second World Congress in Vancouver with the theme: '*Now the People – From the Crisis to Social Justice*'. More than 1,000 delegates attended. EI delegation comprised nine people including members of the secretariat and affiliated unions. Many EI affiliates were also represented in national delegations.

The main theme resolution initially called for six priorities in the ITUC's strategy for global social justice. The EI delegation worked successfully for the inclusion of a priority item on '*Quality Public Services, Education and Health for All*'. On behalf of the DGB, Germany, EI Executive Board member, Ulrich Thöne, moved for the inclusion of text which became the seventh priority for the ITUC's strategy over the next four years: "Quality Public Services, Education and Health for All: all people have a right to universally accessible public services that are fundamental to the equitable and sustainable development of democratic societies. Investments in education and health are essential for the achievement of the Millennium Development Goals. The ITUC is instructed to work closely with Global Unions on a joint campaign to defend public services against austerity policies aimed at satisfying financial markets rather than the needs of people in the real economy, to work with the ILO on a skills strategy for decent work and to reaffirm the movement's historic commitment to quality public education and health for all." This was an important outcome for EI.

The economic and jobs crisis pervaded many of the debates. EI's General Secretary spoke in the plenary debate, emphasising the importance of education and the fact that the public sector was shouldering the greatest burden of the crisis. The Prime Minister of Greece addressed the congress by video link from New York. A panel debate was held with the heads of the IMF, the WTO and the ILO, moderated by a top official of the WEF. Many EI delegates, including the General Secretary, challenged the gap between public statements of the IMF and WTO leaders, and the practice of their organisations.

EI and PSI held a well-attended joint reception for affiliates attending the congress as part of national delegations. Although no count was taken, the numbers were significant, and highlighted the potential for public sector unions to exert more influence in the trade union movement nationally and globally. The EI President addressed a rally of 1,500 people outside the Vancouver congress centre on the occasion of World Public Service Day on 23 June.

5.2 Research

The sixth Annual Research Network meeting was held on 14-15 June and the EI Research Institute Board meeting on 16 June. The annual meeting was attended by 24 participants from 19 EI member organisations. Invited speakers included Dr. Elizabeth Wood, University of Exeter, and Dr. David Frost, Cambridge University. The discussions in the meeting centred on assessment of impact of crisis, EI work related to PISA, TALIS and other OECD projects, as well as new initiatives on Teachers' Leadership and Effectiveness in Education. EI research activities and future proposals were supported and endorsed. There was great interest in the follow-up to the impact of crisis and future work related to publication of PISA 2009. The Research Network meeting concluded with an EIRI Advisory Committee meeting which gave positive recommendations to the EI Research Institute Board on new initiatives.

The research project on education in China, awarded to Dr. Shibao Guo from the Faculty of Education, University of Calgary, began in April. The project focuses on trade union rights of teachers in five provinces in China that will be visited by a team of researchers during the course of 2010-11. Interviews will be conducted with teachers, principals and education authorities, focusing on pay, training, working conditions and the professional autonomy of teachers in the Republic of China. The report is expected to be completed by 2011.

An important part of EI's research work in was the follow-up assessment of the impact of economic crisis on education. EI prepared an updated survey analysis which was presented to the annual conference of EI affiliates in OECD countries in New York in March. EI research work was

integrated in the overall ‘*Hands Up for Education*’ campaign.

The EI research unit attended the annual meeting of the TALIS board of participating countries at the OECD in Paris, on 25–26 February. At this meeting the OECD presented proposals on the future development of TALIS, including videotaping classroom practices and linking TALIS results with those of PISA in 2012. These proposals provoked remarkable debate and critical reaction. EI input was constructive in terms of promulgating improvements in both studies but at the same time objecting to the direct link between PISA and TALIS on both scientific and political grounds. As a consequence we have received an invitation to participate in a special OECD seminar on TALIS.

EI attended an ILO experts’ seminar on Skills for the 21st Century, organised as part of the ILO mandate for making policy recommendations for the Labour Ministers’ summit in April. EI input was based on the EI resolution on VET and relevant background documents related to the work of the EI task force on VET.

As part of EI Research Institute’s fundraising activities the research proposal on ‘*Case studies of the Impact of Economic Crisis on Education in Central Eastern Europe*’ submitted to the Open Society Institute Education Support Programme in London was officially approved and undertaken at the end of 2010. The project analysed four case studies in the Central and Eastern European region, namely Serbia, Romania, Poland and Slovakia.

The EI Research Institute was accepted as a partner in the EU-funded Marie Curie project ‘*Education as Welfare*’. The first launch conference took place at Bielefeld University on 17-18 February. In this project the Research Institute will receive funding to cover full-time researcher costs for three years. The project will explore the pathways of young people in their transition to further education and work life after compulsory education.

The ‘Equity Matters’ study conferred to Dr. Elizabeth Wood, University of Exeter, began on 1 August 2009 and continued through 2010. A pilot survey was developed and sent to a sample of EI member organisations and integrated into a full survey that was undertaken during 2010. The purpose of the study is to find out how teachers’ unions conceptualise and operationalise equity in the achievement of quality education. The final report is expected by the end of 2011.

5.2.1 Africa Region

Research workshop for Southern Africa

The programme was carried out on 26-27 March at the Kopanong Conference Centre in South Africa. It brought together 14 participants from 11 affiliates in the southern sub-region. Those represented included: BETUZ, SESTUZ, and ZNUT from Zambia; LAT and LTTU from Lesotho; PTUZ and ZIMTA of Zimbabwe; TUM of Malawi; SNAT, Swaziland; TUN, Namibia; SADTU and NAPTOA of South Africa. The limited budget and failure in communication with the other affiliates in the sub-region limited the participation of the other affiliates BTU, BOSETU, NANTU, PSEUM, NEUZ, and ZESSCWU.

SACMEQ research and other data used by governments to develop policies in education in the sub-region were presented to the participants. This was done by Mr Meshack Maloi of the South African

Department of Education. Participants concluded that there was a lot of research available to governments that they were previously not aware of and that unions needed to do a lot to be able to influence policy in their interest. The participants also shared their own research experiences in their countries and unions and identified areas for closer collaboration in research in the sub-region.

5.2.2 Latin America Region

On 20-21 May a meeting was held in Lima to co-ordinate the inquiry into teacher training. The meeting evaluated the progress made in each national inquiry conducted in Peru, Chile, the Dominican Republic and Nicaragua. An objective of the meeting was to define the strategy for drafting regional reports on the basis of the results of the national reports. The national researchers of the countries mentioned were invited to the meeting. The director of the inquiry and the EILA regional office also took part. The inquiry was made possible by UEN, Norway, and EI financing.

5.3 Communications

The need to communicate between and across EI's member organisations and regions, as well as to our external partners remained at the forefront of the organisation's mind.

Worlds of Education

EI's flagship magazine was published four times over the course of 2010 and was made available online.

Worlds of Education 33

This edition of focused on the solidarity shown by teachers after the devastating January earthquake in Haiti. Following up on International Women's Day, it featured the World Women's Conference to be held in Bangkok, Thailand. A Copenhagen school that is aiming to become carbon-neutral, a study on the schooling of migrant and refugee children, and teacher unions at the World Social Forum were also highlighted, as was the Global Monitoring Report and Benin's progress towards achieving EFA. Readers also had the opportunity to take part in a survey on the EI website.

Worlds of Education 34

This edition included articles from around the world of education and reviewed activities that EI members had organised to celebrate GAW and the 1GOAL Campaign, ahead of the Football World Cup. It focused on proposals to secure a financial transactions tax, EI's Quality-Ed project, and efforts to secure gender equality in education. The issue featured an in-depth report on the grave situation facing teacher trade unionists in Colombia and Iran, and paid tribute to EI's founding President Mary Hatwood Futrell by highlighting the success of the scholarship programme that was

set up in her name to support students. Readers also learned more about preparations for EI's sixth World Congress in South Africa.

Worlds of Education 35

This issue of the magazine featured articles on World Teachers' Day; the failure of the G8 and G20 summits to progress education; and developments from the E-9 Ministers' Education Forum. The magazine featured a special report on the importance of the UN MDGs Summit to be held in New York from 20-22 September. With only five years left before the 2015 deadline to achieve the MDGs, it is necessary to accelerate progress towards them. Other stories featured were the video for union educators' project '*On the move for gender equality*', a report on the International AIDS Conference in Vienna, and an account of civil and trade union rights' violations in Honduras one year after the coup d'état that deposed President Zelaya.

Worlds of Education 36

This edition analysed the role teachers play in promoting gender equality to build just, healthy and sustainable societies. It previewed the debates that would take place at EI's World Women's Conference in Bangkok, and reviewed EI members' initiatives for quality public EFA, the G20 Summit in Korea, and teachers' solidarity work after the floods in Pakistan. Other stories included the outcomes of the OECD's *Education at a Glance* survey; a report on the Global Unions' Quality Public Services Conference, and a summary of decisions taken by EI's Executive Board.

EI Communicators' Network (ComNet) Meeting, 21-22 September, Brussels, Belgium

This year's Communicators' Network meeting saw a range of speakers and participants from Belgium, Canada; France; Germany; Ireland; Italy; the Netherlands; Sweden; Switzerland; the UK, and USA, as well as participants from sister Global Unions (PSI and ITUC). CSQ colleagues in Canada were able to Skype into the meeting to enrich the experience.

EI Deputy General Secretary, Charlie Lennon, introduced the members of the Communications Unit team to participants and described the structural and political challenges that education workers faced around the world. He reaffirmed the importance of ComNet members as a key tool to promoting education unions and underlined the important role the network had to play in communicating the strategic direction of EI, as a global union, especially in the year ahead in the build-up to the EI World Congress in Cape Town.

The Communications' Unit Senior Co-ordinator presented an overview of the work the unit was doing and the strategic approach EI was taking to engage and support affiliate members to articulate the key challenges being experienced by education workers around the world. An interactive getting to know you activity was organised, during which ComNet members introduced themselves and other participants. This was also an opportunity to share work, key campaigns and websites.

The Communications' Unit Co-ordinator led a session to plan activity ahead of the EI World Congress, and identified which communicators were attending, what the draft programme was shaping up to be, and what messaging and highlights were going to come from Congress. Participants explored how to maximise communications output and support colleagues not attending by furnishing them with news and information from Congress.

There was a presentation on ‘*The art of emotional online communications*,’ by Aral Balkan (www.aralbalkan.com), an experienced designer and developer, who dealt with how to use the internet to empower, educate and democratise communication and self-expression. He challenged participants to think about the best ways of using websites and social media, including Twitter and Facebook, for campaigning purposes.

This was followed by presentation from PR Newswire who showed the work of their company to deliver a news and wire service for several Global Unions. They described how their database of 50,000 journalists in more than 150 countries is utilised to communicate important union stories. They also described how ComNet members could use this service, which EI subscribes to, to engage on education union activities in particular sectors, countries and global regions.

An initial discussion was held about developing a ComNet action plan, and participants explored directions for future collaboration, including the VUE (video for union educators) project; social media campaigns, pooling journalistic resources and using e-news boards.

EI Deputy General Secretary, Jan Eastman, and the Human and Trade Union Rights and the Equality Unit Senior Co-ordinator, presented: *Worth Fighting for. Human and Trade Union Rights and Equality*. They shared with participants what hotspots for teacher trade unionists around the world were and gave a preview of EI’s World Women’s Conference.

Kristin Blom from the ITUC campaigns team presented their work on reaching the next generation of young trade unionists in a session entitled: *Running campaigns in a multi-media age*.

The Education and Employment Unit Co-ordinator presented *EI campaigns in response to the economic crisis* in which he touched on the work of GCE, previewed World Teachers’ Day and challenged participants to think about how to articulate a pro-worker, pro-union narrative in response to the economic crisis.

EI General Secretary, Fred van Leeuwen, joined the ComNet meeting to share his view of the global challenges that education workers and their unions face in securing a solid, stable and prosperous profession that was fit for purpose. He articulated the struggle to recruit and retain young qualified professionals into the public education system as part of the lifeline to keep our campaigns strong, and to ensure that unions remained relevant to the world in which our affiliates and members live and work. ComNet participants engaged Fred in thought-provoking discussions about their own country experiences and ways forward, as well as the role of social and interactive media.

ComNet participants closed the meeting by developing a ComNet action plan for the year ahead. Directions for future collaborations including HTURE and education initiatives across member organisations with packages on Colombia, Haiti, recruiting young members, violence in schools and education under attack were some of the thematic ideas to be pursued.

Digital communications: Develop and maintain a web portal

EI Web Portal

The EI web portal aims to be the core channel of communications between EI and its member organisations, individual education workers and the public. To this end, 316 news items, 52 policy articles and 33 event pages were published on the main portal during 2010. Apart from regular

updates about the activities of EI and its member organisations, the web portal contains information on EI's diverse areas of work, from education and professional issues to human rights violations.

EI Web Portal Redesign

The growth of information available via the web portal demands new, stringent and consistent information architecture in order to enable users to find the information they need as easily and quickly as possible. The current web portal still focuses more on the institutional way of organising information, sometimes neglecting basic principles of user-centred information models, such as: Presenting information in commonly understood concepts rather than departmental naming conventions and lingo; Persistent and consistent layout structure such as navigational menus, feature placements and toolboxes.

With the help of a grant from the Friedrich-Ebert-Stiftung in Germany, corresponding new information architecture was developed, new graphical designs were approved by management, and implementation began (see **Annexes 1, 2a, 2b, 3**). The new web portal will go live in March 2011. As a bridging measure, a cosmetic refresh of the homepage was undertaken to better accommodate upcoming communication needs and to facilitate better transition towards the new portal.

Webcentral

Equally as a bridging measure, far-reaching changes were made to Webcentral to facilitate more straightforward work-flows and efficient content management and prepare for the new Webcentral to be developed. The areas concerned were:

- Newsletter management
- The insertion of links from Sharepoint through a search interface
- Urgent Action Appeal management with semi-automatic creation of e-mail forms if required; plus logging of e-mail addresses for respondents (with opt-in for newsletter subscription)
- An image insertion interface for use when searching for an image already on the server (with thumbnail display) or for uploading, cropping and saving new images on the server.
- These new features will be incorporated in the new Webcentral scheduled to go live in March 2011.

URL shortening

A URL shortening service has been deployed on the web server to facilitate easier-to-use internet addresses on the web portal for campaign and print purposes, e.g. www.ei-ie.org/en/news/show.php?id=1348&theme=solidarityfund&country=pakistan is now www.ei-ie.org/go/pakistan

EI Web Server Overhaul

As the EI web server had been enlarged on an ad-hoc basis over the previous years, it needed to be streamlined to enhance the environment to ensure manageability and future demands. The Communications Unit identified a new service provider, designed the layout for the new server (including high-availability clustering, triple redundancy, continuous backup and continuous monitoring) and planned and supervised the migration of folder structures and databases.

Electronic Outreach

EI sends out electronic newsbriefs, such as CONNECT, TradEducation News, EFAIDS Newsletter, and the DC Bulletin. The total number of subscribers at the end of 2010 was 16,652 and a total of 162 electronic newsbriefs were dispatched during 2010. In addition, the Communications' Unit developed a new monthly newsletter, which was called In Focus. This newsletter is sent out at the end of each month and features news highlights from the site for that month. News highlights are selected according to the variety of topics and geographical distribution of the news. Recipients of the newsletter are those people who have signed up on the main site. The main image in the newsletter automatically changes each month and features the same photo of the month as the printed calendar.

The newsletter management system in webcentral has been re-written and the underlying database has been altered to accommodate greater flexibility. A search and pagination mechanism makes choice of news items more user friendly and mass-mailing software has been deployed and customised to ensure a powerful solution for newsletter transmission.

Online Campaigns

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

World Teachers' Day

In response to members' feedback that they wanted interactive elements to this event, attractive graphics as well as interactive elements such as a Twitter board and a Flickr photo-sharing stream were used. Posters were made available for download and customised into 13 languages. Moreover, in 2010, the site was converted from three separate installations (one for each language) to a single one, making use of the multilingual Joomla component Nooku. See <http://5oct.org/index.php/en/index>

Pay Equity Now

By launching the Pay Equity Now! campaign, EI affirms the right of all workers to equitable wages, and aims to help education unions overcome gender discrimination in employment. The Communications' Unit developed the campaign website, <http://www.ei-ie.org/payequitynow/en/>

EI-ESU Time for Student-Centred Learning (T4SCL)

The joint EI-ESU project: 'Time for a New Paradigm in Education: Student Centred Learning' is based on the need to clarify and deepen the academic community's and policy makers' understanding of the practical implications of the recent paradigm shift from teacher to student centred learning. The Communications' Unit was consulted on the design of the campaign website, <http://www.t4scl.eu>

EI First World Women's Conference

EI is convening its first World Women's Conference, On the Move for Equality, in January 2011. The Communications' Unit developed the conference website, <http://www.ei-ie.org/women2011/en/> and consulted on the use of social media.

EI-PSI LGBT Forum

The EI-PSI LGBT Forum provides guidance to the co-operating Global Unions, their executive boards and steering committees, about undertaking LGBT-related activities proposed by member unions represented at the LGBT forum sessions prior to each congress. The Communications' Unit developed a forum website <http://www.ei-ie.org/lgbtforum/en/>

Teacher Migration

EI Executive Board mandated the EI Secretariat to develop a campaign around the issues of migrant teachers. The Communications' Unit is developing the design of a campaign site.

World Congress 2011 – Website and Registration System

The huge success of the fifth World Congress held in Germany in July 2007 established the web as the primary communications channel for congress preparation, publicity and organisation. As a consequence the web team developed a public congress website, containing general information about the sixth World Congress. Moreover, to support the logistical processes concerning the congress, an intricate back-end was developed, allowing affiliates to nominate delegates and these delegates to plan their participation – from breakout sessions to hotel booking – and finally the EI secretariat to monitor participation and prepare the congress.

5.3.1 Africa Region

Communication remains a major problem in Africa, mainly due to lack of infrastructure and skilled personnel. Even where skills are available, other pressures and priorities shift attention from the need to improve on communication. There is the need to market communication as a priority within the unions especially if to and from channels can be established on the advice of the affiliates on their communication interests.

Internet

E-mail has turned out to be a major communication tool at the EI Africa Region office (EI RAF) and affiliates can be contacted through electronic mail addresses. However, many do not respond promptly because even where there are computers, some union leaders are unable to use them effectively and prefer to send fax messages. Some members have no electricity to power their computers, and internet cafes are not readily accessible. Equally, many unions do not operate with a full-time staff and therefore correspondence is dealt with sporadically.

The timely response to correspondence from EIRAF would improve the process of generating news especially for the EI website. The office comes across news about various countries which it cannot publish without the point of view of EI members. When news is more than three days old it is not considered newsworthy and not published on the website.

Telephone

Telephone is the main medium of communication; indeed, the number of teachers and union leaders with a mobile phone continues to increase in most countries. SMS is relatively cheap and there is still a need to inculcate in Africans the culture of SMS for official communication. Many union leaders resort to formal methods of correspondence. The use of the fixed telephone line has declined considerably, with most unions reached through mobile phones. However, some areas of the continent are still difficult to contact from the regional office.

Bulletin

EI Africa Region produces a regional news bulletin. Although a lot of information is received on Africa, it is difficult to receive comments from affiliates and at times, often when there is success in doing so, the information is incomplete.

Communication in Arabic

EI is committed to increase Arabic links on the website by translating relevant documents into Arabic and encouraging members to submit articles in Arabic for publication.

5.3.2 Asia-Pacific Region

EI encouraged member organisations to improve communication using internet facilities. The EI web site has a section for the Asia Pacific Region. EI's *Worlds of Education* magazine is widely distributed among members and through the EI regional office during seminars and workshops. A number of newsletters are sent electronically as well. In addition various publications, videos, training manuals, kits and research findings can be downloaded from the EI website.

The EIAP regional office produces a newsletter twice every year in addition to the Women's Network publications. Development co-operation activities in some countries provide assistance to produce national newsletters and devote significant resources to improving union communication. A number of member organisations have received laptops and LCD projectors for use in project activities.

5.3.3 North America-Caribbean Region

The CUT Public Relations Workshop was held in Trinidad and Tobago in February and a press officer from each member's information unit was present. The workshop covered topics including:

Communication among teachers' unions in the Caribbean – Issues and Challenges; the role and functions of press officers in organisations; using interactive media in press messaging and communications, and relations with the media.

Operations

1. Governing Bodies

The year 2010 was the third year of the quadrennial programme of activities adopted by the fifth World Congress of EI (Berlin, July 2007). Part A of the annual report looks at activities organised at world and regional levels in 2010, Part B focuses on the governance of the organisation and its operations throughout the year.

World Congress

The World Congress is EI's supreme authority. Among other important tasks, it 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 22-26 July 2011. The theme for EI's sixth Congress will be 'Building the Future through Quality Education'. The sub-themes are: 'Achieving Quality EFA', 'Inclusive Quality Education for an Inclusive Society', 'Trade Unions Working Together at National and International Levels' and 'The Future of Education beyond the Economic Crisis'.

Preparations for the Congress started in earnest in 2010. Notice of the Congress was issued to all member organisations in February, together with information regarding financial assistance available to those in developing countries. Before the summer, member organisations were invited to contribute to the development of a Programme and Budget for 2012-15 and a comprehensive education policy paper for discussion at Congress. In September, registrations for the Congress opened through a special website accessible from EI's homepage. Meanwhile, the Secretariat was maintaining contact with affiliates in South Africa and local partners to co-ordinate work on logistics and contacts with local and national government officials.

Executive Board

According to the EI Constitution, the Executive Board 'directs the affairs and activities of the Education International between World Congresses in conformity with the resolutions and the decisions of the latter.' The Board may also initiate programmes in accordance with the aims and principles of the organisation, particularly when such programmes protect the right to EFA persons in the world. It is in that spirit that the Board launched, in 2009, a major campaign to alert member organisations to the potentially disastrous consequences of the economic and financial crisis on education and encouraged them to mobilise to resist such consequences. As noted elsewhere in this report, the mobilisation continued, especially in countries facing severe cutbacks in public expenditure and in education budgets. At its 35th meeting, in Brussels on 26-28 October, the Board reviewed progress with the campaign and with EI's advocacy with G8/G20 governments to act on quality public education and teachers. In that context, the Board noted with satisfaction the success

of the Quality Public Services conference organised in mid-October by the CGU with strong EI input and participation from all Global Unions.

However, the Executive Board is the principal decision-making body of the organisation between Congresses, and a number of key decisions were taken at the October meeting. Not surprisingly, most of them concerned issues and matters for discussion at the Congress in 2011. Following a presentation by AFT, USA, the Board agreed to establish a Teacher Migration Taskforce to help EI develop a strategic plan to defend the rights of migrant teachers and to mitigate the impact on source countries of the loss of their best and most experienced teachers. A teacher migration forum will be organised during the 2011 Congress to seek input from member organisations with experience of the problem. The Board also decided that VET should be the subject of a special session at Congress to raise the visibility of VET and to take stock of the comprehensive policy package that was being prepared by the VET Taskforce. The Board formally adopted a number of constitutional amendments to be proposed to Congress. The Board also chose the recipients of the Albert Shanker Education Award and the Mary Hatwood Futrell Human and Trade Union Rights Award which will be awarded during a special ceremony at Congress.

In a long debate regarding the education policy paper to be prepared for the Congress, Board members proposed a number of amendments and asked the Secretariat to undertake a further round of consultations with member organisations to maximise their input into and their ownership of the document. The October meeting also saw Ed McElroy (AFT, USA) and Jerry Bartlett (NASUWT, UK), two long-time members of the Board, announce that they were retiring. To replace them the Board unanimously agreed to appoint Randi Weingarten, the President of AFT, and Patrick Roach, Deputy General Secretary of NASUWT. The Board also adopted a resolution in support of member organisations in North Cyprus, which are being harassed by authorities for their trade union action.

The next meeting of the Executive Board will take place in March 2011.

COMPOSITION OF EI EXECUTIVE BOARD, AS AT 1 JANUARY 2011

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

Randi WEINGARTEN

United States

AFT

Regional seat / North America & Caribbean

Eva-Lis SIRÉN

Sweden

Läraryrskommittén

Regional seat / Europe

Branimir STRUKELJ

Slovenia

ESTUS

Regional seat / Europe

Patrick ROACH

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 2010, there were also two 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 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 Board meetings or to finalise matters on behalf of the Board. The Officers met in New York on 10 March on the sidelines of the EI conference for affiliates in OECD countries. It is at that meeting that, acting on a mandate from the Board in December 2009, they chose the theme for the next Congress – Building the Future through Quality Education. The Officers also discussed EI's response to the humanitarian crisis in Haiti following a devastating earthquake and ways in which to support CNEH, EI's affiliate in the country.

Finance Committee

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, USA).

As a matter of practice, Committee meetings are usually held in conjunction with Officers' meetings. In 2010, the Committee met twice to analyse the income and expenditure reports 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 discussed action to be undertaken by the Secretariat regarding organisations that have made no dues payments for three or more years.

Status of Women Committee

The Status of Women Committee advises the Executive Board on gender and equality issues. The Committee, which brings together all women Executive Board members, meets immediately prior to each full Board meeting. At its meeting on 25-26 October, the Committee discussed preparations for EI's first-ever World Women's Conference, to be organised in Bangkok in January 2011 on the theme 'On the Move for Equality'. The Committee also debated EI's agenda for the 55th Session of the UN Commission on the Status of Women, due to be held in late February 2011 with a strong focus on access and participation of women and girls in education, training and science. Other items for discussion included reports from EI's regional and sub-regional women's networks, progress with the implementation of EI's agenda to defend and protect the rights of children, indigenous peoples and LGBT, and preparations for the Women's Caucus, Indigenous Caucus, and LGBT Forum at Congress. As usual, the Committee made a number of practical recommendations for adoption by the full Executive Board the following day.

Constitution and By-Laws Committee

The Constitution and By-Laws Committee 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. As World Congress nears, the Committee also fine-tunes constitutional amendments which the Board wishes to propose to Congress. In October, the Committee finalised a series of proposed constitutional changes regarding: sub-regional and cross-regional structures; suspension, exclusion and withdrawal from membership; rules of debate at Congress; the calculation of a two-thirds majority in a vote; the creation of a category of 'Associate Membership'; financial regulations; and the creation of an internal audit committee.

Committee of Experts on Membership

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 which 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 15th meeting of the Committee of Experts was held in London on 22 October. The Committee discussed the membership applications of TAWU, Botswana, and FGII, Indonesia. While the former was found to be compliant with EI's membership criteria, the Committee expressed the view that the latter had not yet developed into a mature education union meeting the criteria. The Executive Board subsequently admitted TAWU into membership and rejected FGII's application.

COMPOSITION OF COMMITTEE OF EXPERTS ON MEMBERSHIP

Hon. RJL HAWKE AC

Australia

Chair

Agneta ANDERLUND

Sweden

Member

Don CAMERON

United States

Member

Marguerite CUMMINS WILLIAMS

Barbados

Member

Kjeld AAGARD JAKOBSEN

Brazil

Member

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, Belgium) and Latin America (San José, Costa Rica) as well as the EI sub-regional office in the Caribbean (St. Lucia) help co-ordinate the work of the regional structures. There are also Regional Co-ordinators stationed in Suva, Fiji, and Beirut, Lebanon.

Africa

The seventh EI African Regional Conference was organised in Brazzaville, Republic of the Congo, from 29 November-2 December. The theme for the Conference, which brought together over 300 participants, was 'Unity for Sustainable Investment in Quality Public Education in Africa.' There were three sub-themes reflecting the current priorities in debates among education unions in the region – 'Consolidating teacher trade union unity', 'Challenges in achieving quality public education in the context of economic and financial crisis', and 'Human and trade union rights in the education sector.'

The Conference featured an inspirational keynote speech from Paï Obanya, an independent international education expert who once served as Assistant Director-General of UNESCO. His presentation focused on the notion of quality education and on the differences between *spending on* education and *investing in* education in the African context. In highlighting the triple mandate of teachers unions: trade union rights, the fate of the education system in general, and human rights in general, he urged teacher trade unionists to resist the trend of ‘splinterism’, where small unions are being created along religious, political, racial and ethnic lines or to cater for special group interests.

The Conference adopted nine resolutions on issues ranging from ‘consolidating teacher trade unions’ unity’ to ‘early childhood education’ and ‘the rights of minorities’. Preparations for the next EI Congress, which will be held in the African region, were also discussed. The Conference also elected a new Regional Committee for the period 2010-13, to be chaired by Eulalie Nibizi (STEB, Burundi). The composition of the new Committee appears below.

Earlier in the year, the EI African Regional Committee, still in its former composition, had gathered in Brazzaville on 26-30 April to make arrangements and discuss preparations for the Regional Conference. The meeting featured a structured discussion on the continued organisation of the region in six ‘zones’ and whether they functioned according to their intended purpose. After a presentation on recent activities throughout the region, the discussion moved to events planned in 2010 and whether funding would be adequate to guarantee good participation. In that regard, several Committee members expressed frustration about the lack of financial commitment from several affiliates in the region, which had not paid EI membership dues and the regional supplement for the last three years.

COMPOSITION OF AFRICAN REGIONAL COMMITTEE, 2010-13, as elected by the Regional Conference in Brazzaville, Congo, in December 2010.

President

Eulalie Nibizi

Burundi

STEB

Vice-President

Michael A. Olukoya

Nigeria

NUT

Representatives from the different zones

Zone I

M’Hin Larbi

Morocco

SNESUP

Mariama Chipkaou

Niger

SNEN

Zone II

Omar J Ndure

Gambia

GTU

Sainabou Gai

Senegal

SUDES

Zone III

Dagba Thérèse, Epouse Agbo

Benin

SNEP

Addai Poku Christian

Ghana

NAGRAT

Zone IV

Jean Kamdem

Cameroun

FESER

Mujawa Mariya

Rwanda

SYPERWA

Zone V

Margaret Rwabushaija

Uganda

UNATU

Musa Omar Tafurwa

Tanzania

ZATU

Zone VI

Henry Kapenda

Zambia

ZNUT

Tendai Chikowore

Zimbabwe

ZIMTA

Elected substitutes

Zone I

Noujjaji Batoul

Morocco

SET

(vacant)

FAE

Zone II

Lilian Fatmata Watfa

Sierra Leone

FECAP

(vacant)

NTAL
Zone III

Paul Gnelou

Côte d'Ivoire
SYNESCI

Philipa Larson

Ghana
GNAT
Zone IV

Lea Eyeng Mefane

Gabon
SYECO

Grégoire Kono

Congo
FETRASSEIC
Zone V

Denis Kelekeni

Malawi
KNUT

(vacant)

GSSTU
Zone VI

David Chibale

Mozambique
LAT

Mazibuke Sibougile

Swaziland
SNAT

EI Executive Board

EI Executive Board

Irene Duncan Adanusa

Ghana
GNAT

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

Following the organisation of the Asia-Pacific Regional Conference in September 2009, the only regional governance meeting held in Asia-Pacific was that of the Asia-Pacific Regional Committee organised in Siam Reap, Cambodia on 16-17 September. In presenting the report of activities organised since the Conference, the Chief Regional Coordinator insisted on the need to strengthen education unions throughout the region, so that they can play a more active role in the civil society movements influencing national education policies. This included the need to increase the involvement of EI member organisations in national coalitions of the GCE. In his analysis, the Chief Regional Coordinator also explained that most affiliates in developing countries throughout the region lacked the capacity to analyse education reform policies and were therefore unable to contribute meaningfully in education debates. It is in that context that the recommendations of the Regional Conference and of the Consultation Meeting on Development Cooperation held in the days prior to the Committee meeting were analysed. The Committee also discussed the regional perspective on equality issues, in the context of the first EI World Women's Conference to be organised in Bangkok in January 2011, and preparations for the next EI World Congress.

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. AMANTAeva

Kazakhstan

KNTUTSW

Member

Perianan RAMANATHAN

Malaysia

MAE

Member

Susan HOPGOOD

Australia

AEU
EI Executive Board
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

After the failure to adopt new European by-laws at Pan-European Regional Conference/ETUCE General Assembly in Warsaw in 2009, efforts to complete the integration of European structures resumed in 2010 and dominated the discussions at all meetings of the European governing structures. The Pan-European Bureau, the group comprising the President and Vice-Presidents of the Pan-European Regional Committee/ETUCE Executive Board plus the EI Deputy General Secretary with responsibility for Europe and the General Secretary of the European Trade Union Committee for Education (ETUCE), convened several times to find ways to resolve the impasse, which rested on concerns regarding the autonomy of the planned new structure. The process involved an open consultation with European member organisations, which were invited to make proposals in the period from March to May, and a further round of consultations limited to members of the Pan-European Committee in May.

On 15 June, the Pan-European Regional Committee/ETUCE Executive Board held a special meeting in Brussels to review the proposed amendments and refer them, as applicable, to the Bureau which was asked to prepare a revised set of new regional by-laws. The Committee also decided that an extraordinary Pan-European Regional Conference/ETUCE General Assembly should be held in Brussels on 22 November.

The new by-laws were finally adopted at the extraordinary Conference/General Assembly, with the required two-thirds majority, thereby completing a process started four years earlier. With the new arrangements in place, the EI Pan-European Structure and old ETUCE disappeared to form a new ETUCE representing teachers and education workers from all European countries, both EU and non-EU, whose chief official would be entitled European Director and appointed by the EI General Secretary on the recommendation of the ETUCE Executive Board. As the extraordinary conference came to a close, there was a sense of relief and a general perception that the integrated structure would improve the work and representation of the European teachers' trade union movement and its relations with the Council of Europe, the EU institutions and the European Trade Union Confederation (ETUC). Of immediate concern was the necessary engagement in the recently created European Sectoral Social Dialogue in Education (ESSDE).

In the weeks following the extraordinary conference, the EI and ETUCE secretariats held a series of technical meetings to identify work areas where greater coordination was desirable for the benefit of all members in Europe.

COMPOSITION OF ETUCE COMMITTEE, 2010-12

Ronnie SMITH

UK

EIS

President

Paul BENNETT

UK

UCU

Vice-President

Odile CORDELIER

France

SNES-FSU

Vice-President

Jörgen LINDHOLM

Sweden

Lärarförbundet

Vice-President

Galina MERKULOVA

Russia

ESEUR

Vice-President

Ulrich THÖNE

Germany

GEW

Vice-President

(vacancy)

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

Ritva SEMI

Finland

OAJ

Country seat

Laurent ESCURE

France

UNSA Education

Country seat

Mari ALUGISHVILI

Georgia

ESFTUG

Country seat

Gitta FRANKE-ZÖLLMER

Germany

VBE

Country seat

Komninos MANTAS

Greece

DOE

Country seat

Agnes KERTESZ

Hungary

PDSZ

Country seat

Elna Katrín JÓNSDÓTTIR

Iceland

KI

Country seat

Sheila NUNAN

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

Juraté 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

Zvonko PAVICEVIC

Montenegro

ITUESCSM

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

Samuel ROHRBACH

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

Martin RØMER

Denmark

DLF

European Director

Patrick GONTHIER

France

UNSA-Education

Executive Board

Haldis HOLST

Norway

UEN

Executive Board

José CAMPOS TRUJILLO

Spain

FE.CC.OO

Executive Board

Eva-Lis SIRÉN

Sweden

Läraryrskommittén

Executive Board

Patrick ROACH

United Kingdom

NASUWT

Executive Board

Jens-Vraa JENSEN

Denmark

DM

Chair, HERSC

According to Article 8.2 of the European By-Laws, the European Director, the members of the EI Executive Board from Europe and the Chairpersons of its two Standing Committees shall be ex-officio members of the Committee without voting rights. The Standing Committees are the Higher Education and Research Standing Committee, and the European Equality Standing Committee.

Latin America

The Regional Committee for Latin America met in Santo Domingo, Dominican Republic, on 14-15 June, its only meeting of the year. In the aftermath of the devastating earthquake in Haiti, which is located in the western part of the same island, the Committee visited Port-au-Prince and met with the Executive Committee of CNEH, Haiti, before discussing the contribution EI member organisations in Latin America could make to the rebuilding effort. The Committee also discussed participation in the Ibero-American Consultative Committee on Education to be established on the sidelines of the Education Ministers conference which was to be convened by the Organisation of Ibero-American States in September. At its meeting, the Regional Committee also welcomed Manuel Zelaya, the President of Honduras still in exile, to discuss with him human and trade union rights violations in his country. In that respect, the Committee asked the regional office to disseminate information more widely regarding such violations in Honduras and in Colombia and to ensure that both countries would be listed as violators under the ILO reporting mechanisms. Among other important decisions, the Committee also asked the regional office to undertake a regional survey of the labour, professional and trade union situation of employees in schools.

The next Regional Conference, at which a new Regional Committee will be elected, will take place in Buenos Aires, Argentina, in June 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, members of the Executive Board of EI 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 co-ordinate 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.

The **North America-Caribbean Regional Conference** took place in Trinidad and Tobago on 24-26 February 2010, as reported on page 26.

Membership

EI is composed of organisations of teachers and education and research employees. On 31 December 2010, 396 national organisations from 171 countries and territories were affiliated to EI. Membership is not open to individuals or to organisations that are not representative of teachers and/or education workers in their country.

EI receives annually 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 fulfil the obligations of EI membership.

The following organisations were admitted into membership in 2010:

- TAWU, **Botswana** (*Trainers and Allied Workers Union*)
- PROIFES, **Brazil** (*Sindicato dos Professores do Ensino Superior Público Federal*)
- SNE-CDT, **Morocco** (*Syndicat National de l'Enseignement – Confédération Démocratique du Travail*)

ANPE, Spain, was the only organisation withdrawing from membership in 2010. The membership of eight 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 2010

Region

Countries

Unions

Membership

Africa

50

122

2,435,413

Asia-Pacific

38

77

10,348,422

Europe

45

135

10,925,380

Latin America

18

33

2,774,120

North America & Caribbean

20

29

2,930,586

TOTAL

171

396

29,413,921

As a membership-based organisation, EI draws almost all 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 2010, the per capita floor rate was €0.035 and the per capita ceiling rate €1.339. In some regions supplementary dues are levied to finance regional activities. Member organisations which are unable to meet all of 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 Senior 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 Co-ordinators 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 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 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 Akhtar, Pav
- C2 Linsenmaier, Timo
- D2 Destrée, Frédéric
- D2 Carroué, Claude
- D2 Candela, Mar

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
- 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 and Development Unit (S&D) - Van Leeuwen, Fred

- 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 organising (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-pt Sanglan, Delphine
- D2-pt Rüdig, Alexandra
- D2 Kavanagh, Julie

Research Unit (RES) - Fouilhoux, Monique

- to co-ordinate 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
- C1 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 co-ordinate all sectoral activities (Higher Education)
- to carry out programme activities allocated to the Unit
- C1 Sinyolo, Dennis
- C2 Tor, Harold
- D2 Trauscht, Florence
- D1 Drews, Christina

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 organise solidarity campaigns
- to co-ordinate all gender equity programmes and those promoting indigenous and LGBT rights
- to carry out programme activities allocated to the Unit
- C1 Marlet, Dominique
- C2-pt Sevilla, Rebeca
- D2 Magermans, Jérémie
- D2 Striedinger, Angie
- E Batsukh, Undraa (assigned from GGS)

Regional Offices

The general tasks of the regional offices in Brussels, Accra, 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 organise regional committee meetings and conferences
- to cooperate with the regional bodies of the ITUC, GUFs 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

Brussels (ETUCE) (Europe) - Rømer, Martin

- C Poissonneau, David
- C Flocken, Susan
- C Roman, Agnès

- D-pt Verschueren Danielle
- D-pt Vanden Bemden, Isabelle

Accra (Africa) - Napoe, Assibi

- C Fatoma, Emmanuel
- C Etonu Eringu, Richard
- C Ngoua Ngou, Samuel

Kuala Lumpur (Asia-Pacific) - Mathews, Aloysius

- C Singh, Shashi Bala
- C Pyakuryal, Sagar Nath
- C Dolot, Rey
- C Savitri, Chusnul
- C Singh, Govind (COPE)

San Jose (Latin America) - Rodríguez García, Combertty

- C Bonilla Pacheco, Gabriela
- C (vacancy)

St. Lucia (Caribbean)

- C Albert-Poyotte, Virginia

Beirut - (Middle East & North Africa)

- C Huda Khoury

Project coordinators

- C Fernandez, Jerome - Central Asia (Asia-Pacific regional office)
- C Dayamba, Anaïs - Women (African regional office)

Special consultants

- Harris, Bob - Senior Consultant to General Secretary
- Bangs, John - Special Consultant to General Secretary
- De la Haye, Gaston - Senior Adviser to the General Secretary
- Robinson, David - Education and Employment
- Scarpato, Marta - Human and Trade Union Rights and Equality
- Figazzolo, Laura - Research Institute
- Geven, Koen - Higher Education, Bologna Process, Vocational Education and Training

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