



**Education International**  
**Annual Development Cooperation Meeting**  
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ITUH, Room B

**Report**

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## *Session I - The EI Development Cooperation Policy Paper*

The EI Development Cooperation (DC) policy paper was adopted by the EI Executive board in March 2011

An exercise is proposed by Lärarförbundet with the aim to convert the policy paper into a real tool in partnerships and cooperation.

Four cases (below) are discussed in small groups.

### **Case one**

ATU (Country A Teachers' Union) is a rather strong member organisation of EI. ATU has had a long term capacity building project focusing on increased capacity among the leaders at the school level with BTU (Country B Teachers' Union).

EI starts a regional programme on the rights of the girl child in education, and invites ATU as one of the participating unions. The EI regional programme target local union activists at school level just as the current project with BTU, but use a separate trainer structure for the trainings. ATU struggles to cope with the administration of the two on-going projects, which are not coordinated.

After some years the EI regional programme comes to an end and the following year CTU from Country C, are planning to expand to national level a project on the rights of the girl child in education, which they have already successfully commenced in one of ATUs regions. They are planning to use another local structure for conducting local trainings then any of the previous projects. There is no suggested coordinating mechanism with the on-going ATU-BTU project.

Considering this scenario what would be the preferred approach of ATU, BTU, CTU and EI respectively, based on the DC-policy?

### **Case two**

In the country A, a consortium has been established to, in a long-term perspective, facilitate the rebuilding of the teacher's organisation, ATU, which has very limited financial and organisational capacity after a severe political crisis in country A. The consortium consists of four cooperating organisations and EI. EI is coordinating the consortium.

One of the consortium members, BTU (Country B Teachers' Union), has a well-renowned programme on professional development. Those kind of activities is not currently part of the consortium programme but are indeed identified as important and a priority to ATU, not least as a tool to attract more members. The professional development programme offered is larger than the consortium programme but limited to three years.

However, ATU is still a rather weak organisation lacking administrative and strategic capacity. There is therefore a risk that ATU would not have the capacity to satisfactory carry out both programmes.

Considering this scenario what would be the preferred approach of ATU, BTU, the other consortium members and EI respectively, based on the DC-policy?

### **Case three**

The island-nation of Country A is a hostile environment for union work and teachers are increasingly hired on a contractual basis without security of tenure. There have been examples

of murders of local union leaders and serious intimidation of union activist are reported every week from the southern part of the country.

BTU (Country B Teachers' Union) has been cooperating with ATU (Country A National Teachers' Union) for more than five years. EI has been a partner in the cooperation. BTU regards ATU leadership as very brave and committed to its cause of unionising the teachers, despite all the challenges. ATU currently organise around 25% of the teaching force, an increase from 17% before the project started. BTU is, however, concerned with the structure of the National Executive Committee (NEC) where 9 out of 11 seats are held by men, a majority of which is above 60 years old and a couple already retired. There is no one in the NEC below 40 years of age. The secretary general is a man of 62 years. A majority of the membership base is female teachers and 25 % of the membership base is below 40 years.

BTU has pointed out to ATU their view on representation and their worries of the current structure in the leadership and the fact that rotation has been very low during the last decade.

The response of ATU leadership has been that the fact that almost all leading officials are older men is not a structural issue but rather an effect of the most competent and experienced union leaders being elected. Furthermore, they point out that the elections is carried out in a democratic manner and that it is a matter of Country A culture that leaders are expected to have experiences from a long life.

Considering this scenario what would be the preferred approach of ATU, BTU and EI respectively, based on the DC-policy?

#### **Case four**

ATU (Country A Teachers' Union) has a long history in EI and its predecessors. ATU has been cooperating bilaterally with BTU (Country B Teachers' Union) for 16 years. EI has been involved in the project as a partner.

The programme within ATU has over the years yielded some very good result. Thousands and thousands of leaders has been educated in their role within the union and the organisation has increased its rate of unionisation from 45 to 68% of the education workers in Country A. In addition, after 9 years of partnership ATU succeeded to claim the right to collective bargaining for education workers in both the private and public sectors through their long term advocacy work.

However, during the last 4-5 years ATU has stagnated. Their membership growth has halted and over the last years even showed a loss of about 5%. The enthusiasm to further develop the current educational programme and make it more cost-efficient has been wavering. ATU are not able to currently financially sustain the full range of programmes carried out, it would require ATU to reach around 75% rate of unionisation.

BTU has pointed out that they are worried with the current tendencies, not least in the membership growth. ATU pay lip service to the importance of a continuous development of the organisations but has not shown a political will to turn things around. As an example they have not increased their membership dues for almost a decade.

Considering this scenario what would be the preferred approach of ATU, BTU and EI respectively, based on the DC-policy?

Reports from group work:

Case 1:

- Communication needs to be both ways between EI and member organisations.
- Sharing of resources and planning are necessary.
- Some of DC activities are not coordinated (Equity, child labour, etc.).
- EI plays an important role in DC as stated in the DC policy paper but responsibilities are both ways.
- EI DC database must be updated.
- Coordination is important.
- Programmes should be discussed with EI before cooperation takes place.
- Transparency is another key word in the discussion.
- There is a need for information flow.

Case 2:

- The needs of the unions should be taken into account.
- Use of professional approach? A way to recruit and become stronger. What is the most important? Can a weak union embark in a professional development programme or should he build a strong base first? Big dilemma for the group.
- Coordination has to be ensured by EI.

Case 3:

- The case was considered as a reality.
- The insecure environment can maybe explain the representation issues (teachers not wanting to get involved in the union with fear of repression).
- Respect and trust must be in place for good cooperation as stated in the policy paper.

Case 4:

- The group considered that the structural capacity of the union has to be taken into account.
- EI has to analyse the DC work in the region and share it with members.
- Coordination as to be ensured by EI.
- The EI DC database has to be updated.
- To increase union membership, all partners have to know the context in which unions function.
- The information flow has to be improved.
- Evaluation has to be put in place to adjust the programme if need be.

### *Session II - Building independent and autonomous unions*

The **first part** of this session is dedicated to establishing what the characteristics of an independent and autonomous union are.

Fred van Leeuwen, EI General Secretary

We are preparing for the Executive Board Meeting and I have to say that we are struggling with the budget. The situation is more severe than in previous years. For next year, we are expecting an even smaller income. We were hoping for higher funds to be spent. I'm afraid it is the same

struggle that you recognise in your own organisations. It will probably not get better in the years ahead of us. I estimate that EI will lose 350.000 members during the next years which would make 4-5% of our income.

This will have consequences. We'll be forced to take tough choices. I looked at the programme which was adopted at the Congress. There is a set of priorities which we believe we'll have to concentrate on. I must say that if you look at the resolutions it is remarkable that we are all at the same frequency on what we believe has to be done. The priorities are clear. It's all about the effects of the crisis on teachers and their students. The professional status of teachers has to be improved. Teacher's education has to be a core strategy in the education for all movement.

I also have to say that the problems are not far from anyone anymore. Therefore, it is of utter importance for us in these times to do everything to strengthen organisations. We have to increase and to retain membership. We have to decide how we improve organising and how to put this topic into our capacity building programmes. We have to help our member organisations to recruit and to organise in political actions. These are the focal points of our budget and programmes and I hope they'll be adopted.

We must also help to create the conditions for organising. The right environment has to be enabled such as the right to organise which has to be secured. Programmes have to be checked against the questions: will they help us to reach these goals and will they help us to survive?

As EI we have the same goal as our members. We have to do everything to keep our existing membership. Furthermore, we have to organise one of them. This is important not only from a financial point of view but rather to get political strength.

Karin Elisabeth Torp, UEN, Norway

If we look at the constitution and bylaws of all our teachers/ unions and federations – EI included – we'll see that in all the preambles, we find the keywords "independent" and "autonomous". Sometimes they are combined with the word "democratic".

The aim of all cooperation within EI and among member unions of EI is precisely to assist each other in the development of independent and democratic unions. This very objective is also highlighted as the main aim in the analytical framework for teacher's trade unions.

So, if we all are or wish to become stronger and better independent and autonomous unions how does it come that we have to spend a whole day in trying to find a common definition of these terms?

My contribution will be to give some preconditions or characteristics of independent and autonomous unions. Some of them regard mainly the inner life of the union. Others may be of major importance to how we are regarded upon our position in society.

Very often we add "financially" to the word "autonomous". Independent financially – our unions are based upon individual and voluntary membership. The membership dues finance most of the union's activities. Active members in local branches are the fundament of our unions.

Independent and autonomous unions are governed by the needs and decisions of the members. None of our unions are un-political. We have voted important policy documents to which we are deeply committed and are based upon a very clear and precise analysis of the society. In return we are independent towards authorities, governments, political parties, ideologies, religions. We aren't controlled by others or by outside forces. And we're acting or able to act in

accordance with rules and principles of the union's own choosing. This requires democratic and representative structures and procedures inside the union.

EI and EI member organisations constitute an important and central part of civil society. A well-functioning civil society is an expression of pluralism and diversity of different values and interests. Independent unions are therefore fundamental to democracy.

Finally, I want to say that autonomous and independent unions can exercise considerable influence when they participate in the public political debate alone or in cooperation with other unions or in alliance with other civil society organisations. They produce and use research in their argumentation. Our union's policy must be grounded on research and experience based knowledge. An autonomous and independent union has credibility among its members, with the counterparts and in society.

Sonsoles Redondo, FE.CC.OO, Spain

We are independent trade unions as from state, economy or any other group. How are we working with regards to cooperation? We believe it is necessary to strengthen autonomy and independence. We have to develop social and trade union rights and should help organisations to develop themselves.

We need to promote solidarity between workers in Spain but also at a worldwide level. We want cooperation to be very important and need to develop relations as well as bilateral and multilateral programmes.

When we define the objectives we need to start with our own organisations. We should clearly become more visible and need to increase consultation and information and develop awareness activities. We need to strengthen participation in EI programmes and with other organisations, too. But we must also work with third parties. Plans must be developed. We need good procedures to coordinate our work and this requires better training. For this we have a foundation within our trade unions which stands for our philosophy. Now, what makes us different from the others? The key word is decent work!

Tore Asmussen, DLF, Denmark

A one page figure was presented and copies were distributed for everyone. It was explained that the figure was an attempt to contextualise what should be considered when assessing whether a teacher union is independent. There are 3 dimensions to this: a political, an organisational and a financial dimension. Within each dimension there are a number of important aspects to consider, which in some cases overlap with one (or both) of the other dimensions. Hereafter each of the aspects was elaborated shortly upon.

The **second** part of this session is dedicated to sharing successful approaches to organising.

David Dorn, AFT, USA

Today was a good thing. Fred really underlined the need of organising. The figures were an eye opener and the three presenters made very good points, too. You get an idea what has to be done about organising. But we need to get an idea, too, at what level organising means in different parts of the world. In US this is what we start the day with and now with the current crisis it becomes of an even bigger importance. Government has stripped away rights of teacher's organisations. The Wisconsin case shows what is happening. We still have enough power, man power and finances but the only way is through members who pay for it. This is the only way to have the real power. So, you must find way to convince members that we have to

keep it. We must see how we can put organising into the centre in our own work and in cooperation. There has to be a culture of organising. We should look at work we do and see where weaknesses are and see how we can develop work with member organisations. When you have a women's conference it is not about the number of women on board but about number of women you organise. It's also the same with youth. The question there is always: what is your organising component and this is what the work is about. How can it help national organisation and members?

Combertty Rodriguez, EI Regional Office Latin America

We have to devote much more time to different patterns and models of organising. There are unlimited numbers of issues we should look at. In Latin America we are getting organised for the first time. It means to work together on basis of common interest. Some people joined the trade unions because they had elements they wanted to be promoted. During the last decade we have faced huge challenges in our region. In the past the government was in favour for social networks. Today we have a different approach. The State is one side and the society on the other side. It is true that we have faced different types of approaches. The union's membership declined at same time. The topic is not technical at all but it has to do policies. It is a political issue.

Things have changed and we need to determine the level of credibility of the trade unions. Simply, because we go through an important period where rights are ignored most of the time. The expectations of our members are higher and we need to see what we can offer and provide to them. Before, members had specific regions to join. So, we need to offer clear alternatives to specific questions.

The structures do not make it possible anymore to have real democratic dimensions. The structures are vertical now. That makes participation difficult. This concerns e.g. women who represent 70% of the sector and who need to participate in decisions.

Some words as to independence and autonomy. A definition might be difficult in some regions where you live. But we have to be fully independent and autonomous. That's an important issue at stake. It's a fact that we depend to a certain extent to political parties. On the other side those parties do not have a great interest in us anymore. It's a new approach where they want to replace the work we do. In US we can see many changes and problems. Budget decisions have been made and they are against the trade unions. We need to increase the membership level and mobilise ourselves. We have to tighten the people.

Darcell Russel, AEU, Australia

Essentially organising falls into three different categories: recruitment, retention and activism. Let me explain some of our strategies. We have conducted surveys of non-members to find out why they actually don't join. The overwhelming answer was: "No one has asked me!"

It sounds very simple and is no rocket science. In our trade union we arrange different strategies now to make sure people will be asked to join the trade union. Organisers go to workplaces and count the number of potential members. They work with the workplace delegates to insure that people get information on trade union membership advantages.

We wanted to find out the reasons why people stay members of a trade union. Interestingly, the numbers go up during the salary disputes. Always! This means, members know that trade unions work in favour for their salaries and bargain for them. Non-members might also feel guilty to profit from trade union work when they do not belong to any organisation. We must ensure that we pass on benefits to our members like the teachers credit unions, health funds.

Our members are more informed about the general political climate, too. They have access to information we bring back from international meetings. They feel they are other benefits apart from the financial ones. There are social benefits, too.

We want to train and empower our members at their workplace. Before they call us and report on trouble they learn how to approach their employer maybe together with a workplace representative. They learn to address their problem. We believe this is a successful model of trade union work. Organising is a major issue for us. Growing branches in our organisation are those that organise, train their workplace delegates and finally ask their people to join.

Rob Copeland, UCU, United Kingdom

There are potential differences in schools. E.g. there is a higher level of fixed term employment in post school education. It is harder in university sector to construct collective identity of workers compared to the school sector. They are linked more to the topics they teach than being an academic worker. We have been trying to launch an organising culture and have had some success but lots of challenges, too.

We wanted to have a national organising plan which was democratically agreed by Congress and refreshed at various opportunities. We discussed all aspects of trade union work to mainstream work on organising. Plan itself was underpinned by proper academic survey of our members.

It is of course also a resource issue and you have to put the resources behind the organising plan. You have to pay organisers at regional and national level and you have to pay for training of activists. You can't make it cheap. You also need to prioritise particularly on those at new start who are more reluctant to join. You need to train and advise these workers. We have had had success. Last year we registered a 32% increase among young workers.

You can't just rely on paid organisers. You must build an activist base and organise activism. Therefore training there is vital. There is a new category of trade union representatives: union learning representatives. This has been one of our central targets in building to organising unions.

Discussion

*Is this discussion of interest for members in regions?*

In Asia, lots of unions are interested in organising work even if most of them are already well organised. But less work is done on organising these days. All DC activities are falling behind and teachers are not joining unions anymore. But issues for organising have to be found by unions themselves and they are not able to do it for the moment.

The leadership of some unions in the region has not got the will to get new members to avoid getting members who could possibly challenge them. The issue of contract/temporary/para teachers is big in the region where in some countries, 70% of teachers can be contract teachers and unions do not admit those teachers.

Lots of organisations think organising is about recruitment. But it's not enough. It's easier for teachers being part of a union automatically. The check off system is also not encouraging the organising work. Professional development is one way to organise. In some countries in Africa credit unions in place is a very good tool for organising. It reinforces the principle of independence and autonomy of unions (e.g. in Zambia, Swaziland, Nigeria, Ghana). In Gambia non-teachers are also registered because of credit unions. Some unions have not been able to recognise the constituent part of their unions (teachers with disabilities, young teachers, and women). If you want to organise, you have to speak for teachers and the silent population. The



question of trust is also important. Government challenges big unions by establishing parallel unions (Kenya, Uganda). It's happening in many countries but it all depends on union leadership.

Some unions are supporting political parties too. Teachers are dismissed or oppressed because of their political belong. The issue of multiple unions in small countries (e.g. 35 in Sri Lanka) is also serious when talking about organising.

In the Caribbean, here are small unions. But EI is seen as the weather forecast and setting the path. They are usually one union/country. Organising, retention and mobilising have worked well in the region with sharing best practices and competing against each other to see which union is best organised.

Collective bargaining rights are not there and therefore unions cannot do their organising work as they should.

The **third** and last part of this session is dedicated to a discussion on building the financial base of unions. The hard fact of union business is that to be strong and independent a union must be supported by the dues of its members. 3 Presentations were made:

Richard Langlois, CSQ, Québec, Canada

In Québec, the unionisation rate is very high (95%). But there are still problems such as the weak union growing rate, the difficulty in updating the members' list etc. There are also union quarrels as if you want to recruit more members; you recruit them in other unions.

An organising culture can only be founded on trust of members towards their union. The union has to be democratic and independent from the government. The union has to defend the interests of its members, and members should expect benefits from the union. The union has to be recognised by the society. When all these conditions are gathered, the union credibility is improved.

Trudy Kerperien, AOb, the Netherlands

Every year EI dues are raised for those who can afford it, while others can go on paying reduced fees or hardly any fees at all. Sometimes that is realistic, because in some countries, teacher's salaries are so low that it is impossible to ask substantial dues. In other situations the national level does not really care. However, teachers pay dues, but they do not reach the national level. They are collected at the school level, spent at school level, and the national board does not succeed in changing this situation because local representatives block decisions on this subject. So on the official, national level, the union hardly has an income. It would be a task of EI to help these unions reorganising their financial system in a way that the dues are collected in a manner that all levels benefit from them. That is also to the benefit of EI for its own dues collection.

Roger Ferrari, SNES, France

Dues collection must be seen as a full-fledged union activity. Union teams have to be dedicated to do this specific work. Union dues represent not only the financial aspect but also the commitment to the union. But it is not enough. A service policy has to also be in place. The dues have to represent a 'sale' of services (e.g. intervention on career management).

Agnès Breda, EI consultant

The link between organising and unity is very important. Union unity reinforces the credibility of unions. The Africa region has adopted a resolution for greater unity in Africa. But this unity work

concerns also other regions. One of them is the MENA region, a region aspiring to democracy which will be supported by EI. EI has to take the lead on unity, proposing training programmes on that aspect.

Combertty Rodriguez, EI Regional Office Latin America

We need organisations getting membership dues. Many EI affiliates in Latin America get membership dues. This is not a guaranty for strong membership. It is still possible that governments issue a decree to cancel the membership fee. The situation is different from one country to another. We were told 20 years ago that trade unions are like dinosaurs. They said that trade unions will disappear. But we're still there. Now, we are going through an identity crisis. Our profile and identity changed and I believe we have to check the environment we work in today. We could possibly disappear. This is kind of a dilemma to know that some of us will disappear. So, the analysis cannot stop today. We need a good mapping exercise to help us implementing the right strategies to strengthen our organisations. There is a whole range of opportunities.

Sagar Nath Pyakurual, EI Regional Office Asia

Looking at the Asia Pacific Region I like to group countries into several groups. One group is of autocratic design. We'll see they are pretty well organised about up to 80%. However, the question is whether they are also paying the dues. Another group has a semi democratic background. They are pretty good with the unions and unionisation is about 50%. We have to see the individual countries.

Roger Ferrari, SNES, France

Trade unionism in France doesn't rely on collective agreements. You become trade union member on a voluntary basis. That really matters. In France 20% teachers are members but we have one million of civil servants. Since the 1980ies we have lost thousands and thousands of members. What is the reason? The response of trade unions to daily problems of their members is insufficient. We don't have sufficient answers.

Karin Elisabeth Torp, UEN, Norway

Even in Norway membership is falling. Members become older and the structure of retired teachers is increasing. Those do not pay membership fee. Younger people change work more often than we do. They don't want to become member when they change jobs three years later. Now, we have opened up unions for students who want to become teachers. We recruit them while they are studying. They don't have to pay fees then but once they become teachers they become ordinary members.

### *Session III - DC and EI Congress Resolutions*

EI has adopted a resolution on recruitment and organising at its last Congress in Cape Town. The DC group is invited to think further about the possibility to establish a network/committee of organisers as recommended in the resolution and possibly make recommendation to the EI Executive Board regarding the establishment of that network/committee, its structure and its objectives, especially as they relate to the EI development cooperation programme.

Combertty Rodriguez, EI Regional Office Latin America

My proposal would be to try and make an effort on an analysis of the organisations taking into consideration all specifics of regions and subsectors. On this basis we could forward our ideas on what and how to do things.

Assibi Napoe, EI, Regional Office Africa

It is not only financial issue but it means to get involved into real commitments. This goes beyond trade unions when you are no trade union member. You then have to give something and this might be little low. Some trade unions keep turning down our attempts to make them paying fees even though they take advantage of our services.

Fees show that we are committed to EI. We have still forgotten to mention the most important reason for organisations not to pay the fees and that is lack of transparency. This brings some of our members to refuse paying the fees. Of course there is a check off system but there are also parallel systems like the banking system. In some countries you make use of computerised models. We need to build capacities. It matters to say why we have set up the trade union. If we don't provide members with services we won't be credible.

At African level we belong to different confederations. My colleagues might make a point here. We have to consider these facts when we speak about independence. Some politicians also speak sometimes about "their unions". They do so to go against our strongest organisations.

Darcell Russel, AEU, Australia

Apparently we are discussing the question about the ways and the role of this group in the process. I'm not sure it's the role of this group to make recommendations to the Executive Board about the structures. And if so what are we doing in this session? We'd be better placed to discuss how DC can be used to act about this resolution.

Nicolas Richards, EI HQ Solidarity & Development Unit

Yes, this is true. It is not our group's role to discuss this issue. But it's a good opportunity to discuss these matters with the relevant people who can discuss it and owe the role.

Darcell Russel, AEU, Australia

I think we need to talk about DC in relation to the organising resolution. We could put something together and publish something about our good organising models that we can show to the cooperating partners.

Samuel Ngoua Ngou, Regional Office Africa

I have some knowledge of the African countries. When it comes to African unity it's important to know that there is lots of division. We must know the country before taking measures. It must be clear what EI's responsibility before we talk about mushrooming in the African region. We are faced with major questions to be solved before we try to take up major challenges. This brings me back to unity. I know in most EI organisations democracy stops at end of elections but we have to be aware that because of lack of democracy some organisations are not able to properly represent members. At the same time EI is not able to recruit new members.

Roger Ferrari, SNES, France

Until recently issue of membership fee was not very much discussed in EI. The Solution was to promote check off but other solutions should be considered. We need training programmes to delegate people to do so. For instance interactive programmes we cooperate on. EI should have

a programme on membership fee matters and each programme should be adjusted to national circumstances. About unity. Let's say that among twenty 20 organisations you have fifteen that are not so representative. In France there are many organisations but some are not representing anyone. In my country you have social elections and some organisations are then considered as mostly representative but as a matter of the election results. EI is made up of 400 trade unions. Some are representing peanuts. At a time we need to check their representativeness. EI needs clear pictures of its members. Some organisations join EI only because they want to profit.

David Dorn, AFT, USA

Perhaps we should call the committee the "nobody-ask- committee". We started with simple questions like "why are you no trade union member?". The answer was that people weren't asked. If we over complicate things we can slow ourselves down. Some good ideas were mentioned today. One was the publication of a video or something on due collections systems. Something you can read and see about various options with the plus and the minus of it. In the US the idea of losing major check off system is an idea that would very much scare us. But something you could look at and use for a dialogue would be a good idea. Organising is a very hard process and sometimes it makes you do things that you instinctively don't want to do. So, just ask. It's a difficult task to get over. We published a brochure last year. Our organisers developed a script and we can see that people actually remember the script when they start the dialogue. Every aspect of our work there will have an organising component. We'll ask about everything: "how can we use this for organising?" We haven't finished discussing the meaning of organising. We have a day of solidarity every year. It might be an idea to go forward.

Nicolas Richards, EI HQ Solidarity & Development Unit

We need to write down your ideas, collect them and look at them and decide that this is what we need to do.

#### *Session IV - Surviving ODA cuts*

A discussion was held on how unions can survive to ODA cuts. A presentation was made by on representatives of a union heavily affected (CTF) and a second one of a union not depending on national development funds (AEU).

Darcell Russel, AEU (Australia)

AEU does not rely on government funding. AEU has an international trust fund (ITF), fed by state branches composed of 0,7% of AEU dues to be allocated to international development work. It is administered by a committee of management. Members are pleased to support the fund as they are regularly told about the progress on programmes at various AEU conferences. AEU works mainly in its region with EI regional offices (EIAP) and COPE. The fund brings about 600,000 Aus\$. The support given by AEU to education programmes is financial support and human resource support (e.g. for the John Thompson programme).

Barbara MacDonald Moore, CTF, Canada

I'll give you a brief picture of where the funds come from. We have a trust fund which concerns international cooperation programme plus international aid fund. The international cooperation programme developed since 1962. It started like the work of many international NGO's who have started by providing international development aid mainly in Nigeria. Our members were

just excited about the possibilities there and our government was happy to see us having activities there. SIDA came then in the early days to offer us their support. But we have also been happy in Canada that the agency has a partnership branch in which NGO, universities, colleges and unions and others have found a good home. Many of them were working on bilateral programmes and during the last years it has been a programme with very broad guidelines which has served us very well.

We get 6% of the CTF money from membership dues. 286000 Canadian dollars and in addition our member organisations have sponsored the Canadian organisation development programme. The money also covers core organisational costs, overseas projects, travel costs and others. This covers perfectly the gap of which the State can't pay for. On top our member organisations support several projects like the women's networks, the John Thompson programme for leadership training and others.

Our budget was quite large. Our members are very proud about our programmes. We also have extensive programmes in the Caribbean. So, we have been very diverse. But we only do one thing. We support national teacher's organisations as they respond to teachers issues in a certain way. In the last few years we have had a majority conservative government and we get less and less support for the unions. They have made it very clear that they don't like unions. Several strikes have been turned down.

We are also involved in consortium support. We are very active in Liberia right now. Our government decided that it's going to make a shift from programme funding (about 900 NGO have received support from SIDA) to a project support but now they want to cut back and others to come in. More of the development money goes into defence and excuses are made for huge amounts of money. Many announcements are made for more money but less and less money given is to development aid and civil society. We knew this would be coming. Our proposals were rejected by the Prime Minister's office mainly because we are trade unions. We questioned it in more detail and they said that we could not demonstrate who would run the programmes later. They said there was no sustainability.

Our programme developed with SIDA including core activists, operational costs and salaries. There is also an allocation for administrative costs. The last ten years were a very generous period with almost 11 million dollars just during the five years. Because SIDA changed its rules our programme was in process and we needed to do a quick shift to support the core funding and programme areas. First place you have to cover admin costs and core activities. We are now cutting down on administrative and salary costs. Now we are only three of us left to work on these programmes. We are in interesting times but it proved to our members that it could happen. Our recommendation is that we have to go to other foundations and try to find resources and then design the project so that it can be self-sustained and run

We used to have our Canadian member organisations saying this particularly money have to go to a certain programme in a certain country. We had no flexibility as we were working with certain partners. We moved to more thematic areas now to allow ourselves more flexibility and build again our ownership. The core operational costs are so hard. When you move forward to additional sources you need to maintain balance. We were encouraged to find money anywhere to keep maintained what we have. In the international department we live with limits.

Make sure that neutral responsibility is outlined. You need a clear reporting format. Make sure that sustainability of each component and overall is understood and build in at front end. We

haven't been very good in telling SIDA or our even own members what the outcome a programme was. What sustainable changes have happened in the process? What is the next step? The last parts of the programme must be followed up. Sometimes I agree that we are really too diverse. Make sure that overall goal includes changes and outcomes. Be careful with responsibilities. Who owns the programmes?

There are 50 organisations in Canada waiting for the result of the proposal call from 15 august. But I'm prepared for them to say that they were sorry and they had to completely cut the whole thing down for a lack of money.

#### Discussion

The CSQ participates in the Haiti consortium and collaborate with the Canadian NGO CECI. The CSQ has also a triennial programme on sustainable development and women's rights in 5 African countries. But this is ending soon. A programme proposal for its continuation has been submitted to CIDA but CSQ is still expecting their answer and it is becoming worrying as the deadline for answering them has passed.

The AOb has its own solidarity fund (0,7% of unions dues) but this is a small annual budget (80,000EUR). AOb had access to government funds in the past and there has always been a budget line for trade union centres. With the new government, there are tendencies to cut funds for DC. Education is not a priority anymore. But the trade union co-financing budget line will still exist and AOB will have access to it. AOB is also trying to find money elsewhere.

For the AFT, it is important to be trained on techniques for evaluation and on how to write a project proposal. Maybe this could be part of the agenda of a next DC meeting? Money for international labour work is declining in the USA. There is a lot of competition.

Samuel Ngoua Ngou, Regional Office Africa

How do we help our unions in the developing countries to now adjust? It is not going to be business as usual. They'll have to change their ideas about seminars and activities and contents. This is not as a substitute but as a compliment. They need go to and see what their priorities are. They also need to prioritise priorities in the time of financial crisis and that we get to the core issues. In some countries unions have been able to set up a sustainable process. There are examples of how it all can be done better even with painful medication. We have to develop new ways of dealing with the few resources in a much more effective way.

Jan Eastman, EI Deputy General Secretary

Let me just say something about the women's networks and the relation of the network to the unions and the support of the network. That's an activity that can be run with a very small amount of money but with a long and democracy building effect. It is about mutual support between the two institutions. They're not duplicating or doing each other's work. Since 2007 we have been doing lots of work in the regions. We'll start working in the Arab speaking countries soon. It's on the agenda this week for the next period of time. They can benefit from your attention if you haven't had a look at the networks yet. The results will certify its usefulness not only for the women but for the unions overall. There has been a small working group that has broadened the work of the unions in the region to participate in the UN status of women. It has been very helpful and it would be useful if there were any of you to like to support it.

Nicolas Richards, EI HQ Solidarity & Development Unit

As far as indicators are concerned I think we should try to be better at measuring. Evaluation is important but it's also related to requests made by national agencies. We need to take into considerations the expectations of our own members whose funds we use. We need to consider another possible problem as a matter of fact. Education is often not considered as an objective of cooperation development. Quite often it is so that DC should yield economic results. Very often there is a belief that results of DC should be food, security and water supply. In developing countries funds are sometimes repaid to countries of origin. In my country e.g. we are having a major problem even though experiencing an economic boom. But profits of major companies operating in Argentina are sent back to countries of origin. DC programmes are very much focusing on social issues. The aim of the document was to trigger discussion on framework and to consider the environment. In EI management meeting it was said that we shouldn't reinvent the wheel. We might not have new ideas but are good at getting organised and living up by new trends. Some people said we should start considering policy in the field of advocacy. What about our advocacy policy? As the DC group are we going to move forward? What will we be focusing on? What will be the situation for wealthy unions if the salary decreases and the purchasing power? Sometimes difficult to convince the politicians that DC results in positive results. The technicians will tell you that it takes 2-3 years. It's impossible to measure and results. We need to do a brain storming. We need to promote our ideas even though we have already done it but we need to take more time for it. Sometimes there are funds but we cannot make use of it. We should all stay much clearer that there are opportunities but we expect your proposals to act. We should go much beyond capacity building. We distributed the document this morning. We need more communication on many topics. We are sometimes acting just like the major agencies and the results are in question.

Pedro Gonzales Lopes, FE.CC.OO, Spain

In Spain we have a system where the trade unions may not take part in such activities. This work is left to NGOs. This is why we have set up foundations. When the Spanish DC agency has got funds we can apply. Sometimes we get the money. Like in the Netherlands and in other countries 95% of the funds are committed to DC. WE also have foundations at regional level. We are rather concerned. The net income has severely decreased due to higher unemployment rate. DC budget decreased by 20%. We'll have elections soon and with possible change to conservative government we might be in trouble as the budget has not been adopted yet. In the meantime we look for alternative budgets and I hope we might not end up in jail.

Assibi Napoe, EI Regional Office Africa

In Africa it is a problem to move forward. We must keep cooperation with organisations that are strong. They are priorities on the basis of the country. We should focus on development cooperation in the light of EI. What do we need to do to get strong trade unions? There is a division in West Africa and this is where we also have weaker unions and a communication issue. We are trying to solve this problem with DLF and Lärarförbundet in the French speaking countries. You have to bear in mind that we have countries where teachers receive only 20\$ a week. In order to bargain we need strong unions. DLF has been very successful in West Africa. Don't forget it's a big continent and there is a lot to be done even though Africa is not the priority anymore.

Combertty Rodriguez, EI Regional Office Latin America

The central problem is what can we do with the trade union organisation? I don't want to say that for some players cooperation is no longer that important. Considering the 1980ies and 90ies you'll remember that cooperation was receiving many funds but we need to realise that the best possible use was not made of such a fund. What happened later? Cooperation went through deep and far reaching crisis due to worldwide situation. It's less important now and no top priority. It remains important for EI to see what it has to do to make trade unions consolidate. Let's not forget that small trade unions will not survive. It's important to focus on financial autonomy of trade unions and to solve problems at country level. We need strategy and clear proposals to help out the countries concerned. If we don't do so we won't solve problems and will be faced with cascade of problems.

Nicolas Richards, EI HQ Solidarity & Development Unit

We want to send out first draft of the dc meeting's notes in a few weeks. At the same time I want to insist to form a working group. We were struggling at EI to name the groups in order to avoid groups all over the place. But we want to work together to start finding ideas to organise discussed issues. You have the document on the table ahead of us. It is very fresh and has not even been discussed here. There is no electronic version here today but we'll forward it to you. It could be the starting point of a discussion on organising. It's not rocket science but we want to put together the best of us. We have to organise an organiser's network as a real instrument. But we need to give shape to it. We need to define the objective.

At some point we also need to think of this group here. Fortunately, this time we enjoyed a great attendance at this year's meeting. It has been a record. We need to rethink the idea of the meeting. It becomes evident with the crisis that some unions in the South want to be part of the discussion, too. They enable themselves to pay for their participation in this meeting. I'm putting this on the table for discussion during the year. We need a working group for the agenda for next year as we have done during the previous years and work on it together. By end of July or August we have to have the agenda in place and we can start thinking about practical aspects of agenda.

Jan Eastman, EI Deputy General Secretary

If a member organisation indicates to be invited and can pay for its participation it could surely be invited. I don't see a problem at this point.

### *Dates for the next EI annual development cooperation meeting*

The date of the next annual development cooperation meeting will be discussed and announced accordingly.



## *List of participants*

### **Member organisations**

Tore ASMUSSEN, DLF, Denmark  
Lajla BLOM, UEN, Norway  
Manfred BRINKMANN, GEW, Germany  
Martin CARLSTEDT, Lärarförbundet, Sweden  
Pam COLLINS, NUT, United Kingdom  
Ingrid CONVERY, UEN, Norway  
Rob COPELAND, UCU, United Kingdom  
David DORN, AFT, USA  
Eva ELMSTED Frisk, Lärarförbundet, Sweden  
Paula ENGWALL, Lärarförbundet, Sweden  
Samidha GARG, NUT, United Kingdom  
Pedro GONZALES LOPES, FE.CC.OO, Spain  
Helene HEMET, UNSA-éducation, France  
Trudy KERPERIEN, AOOb, The Netherlands  
Richard LANGLOIS, CSQ, Canada  
Florian LASCROUX, SNES, France  
Barbara MACDONALD MOORE, CTF, Canada  
Tish OLSHEFSKI, AFT, USA  
Jeannie REA, NTEU, Australia  
Sonsoles REDONDO, FE.CC.OO, Spain  
David ROBINSON, CAUT, Canada  
Darcell RUSSELL, AEU, Australia  
Ritva SEMI, OAJ, Finland  
Flemming SORENSEN, DLF, Denmark  
Astrid THOMASSEN, UEN, Norway  
Karin Elisabeth TORP, UEN, Norway  
Carmen VIETES CONDE, FETE-UGT  
Jens VRA-JENSEN, DM, Denmark  
Chris WEAVERS, NASUWT, United Kingdom

### **EI**

Virginia ALBERT, EI, Regional Office North America & Caribbean  
Gabriella BONILLA, EI, Regional Office Latin America  
Agnes BREDA, EI Consultant  
Anais DAYAMBA, EI, Regional Office Africa  
Rey DOLOT DICHOSO, EI Regional Office Asia  
Jan EASTMAN, EI Deputy General Secretary  
David EDWARDS, EI Deputy General Secretary  
Richard ETONU, EI, Regional Office Africa  
Emmanuel FATOMA, EI, Regional Office Africa  
Jerome FERNANDES, EI, Regional Office Asia  
Huda KHOURY, EI, Coordinator MENA Initiative  
Fred LEEUWEN van, EI General Secretary  
Aloysius MATTHEWS, EI, Regional Office Asia

Assibi NAPOE, EI, Regional Office Africa  
Sagar NATH PYAKURYAL, EI, Regional Office Asia  
Samuel NGOUA NGOU, EI, Regional Office Africa  
Nicolás RICHARDS, EI HQ, Solidarity & Development Unit  
Combertty RODRIGUEZ, EI, Regional Office Latin America  
Alexandra RUEDIG, EI HQ, Solidarity & Development Unit  
Delphine SANGLAN, EI HQ, Solidarity & Development Unit  
Chusnul SAVITRI, EI, Regional Office Asia  
Govind SINGH, EI, Regional Office Asia  
Reginald SOREL, EI Consultant

## Agenda



Education International  
Internationale de l'Éducation  
Internacional de la Educación

**Education International  
Annual Development Cooperation Meeting  
Brussels, 15-16 November 2011  
ITUH 1<sup>st</sup> Floor, Room B**

### AGENDA

#### ***Tuesday, 15 November***

09.00 – 09.30 **Welcome and Introductions**

#### ***Session I***

09.30 – 11.15 **The EI Development Cooperation Policy Paper**

- Update on policy paper adoption process.
- Converting the DC Policy paper into a real tool in partnerships and cooperation (facilitated by Lärarförbundet).
- Group work on EI DC Policy Paper: analysis of case studies (facilitated by Lärarförbundet).

11.15 – 11.30 ***Coffee break***

#### ***Session II***

11.30 - 13.00 **Building independent and autonomous unions**

1. What are the characteristics of an independent and autonomous union (45')
  - Panel discussion (with representatives from 3 DC partners).
  - Establishing a common definition of the concept “independent and autonomous”.
2. Developing a culture of organising (45')  
Panel discussion of successful approaches to organising (with representatives from 3 DC partners).

13.00 – 14.00 ***Lunch***

14.00 – 15.00 **Building independent and autonomous unions** (continuation)

3. Building the financial base (30')

The hard fact of union business is that to be strong and independent a union must be supported by the dues of its members. There are two aspects for this discussion:

- First, how does a union build (or maintain) a union culture in which members are willing to pay union dues?
- Second, what are effective mechanisms for dues collection?

Panel discussion (with representatives from 3 DC partners).

*Session III*

15.00 – 17.00 **DC and EI Congress Resolutions**

- Following up the mandate to form an EI organising committee. The DC meeting should make recommendation to the EI board regarding the establishment of the committee, its structure and its objectives, especially as they relate to the EI development cooperation programme.
- EI Network of union organisers.
- EI Campaign on trade union organising for member use.
- Feedback from DC partners.

16.00 – 16.30 **Working coffee break**

18.30 – 19.30 **Cocktail at the Brasserie Saint Germain**

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**Wednesday, 16 November**

*Session IV*

09.00– 11.00 **Surviving ODA cuts**

Discussion on how unions can survive to ODA cuts with representatives of a union heavily affected and of a union not depending on national development funds.

11.00 – 11.30 **Coffee break**

11.30 – 12.00 **Closure**

- Defining dates for next DC meeting and members of the Planning Group.
- Closing remarks.

12.00 – 14.00 **Lunch**