



Education International

Report of the
Annual Development Cooperation
Meeting

Brussels, 12-13 November 2012



Welcome and Introductions

Fred van Leeuwen, General Secretary, welcomed the audience. He introduced new participants from Brazil and Argentina, welcoming the fact that member organisations from the ‘South’ were now represented around the table. He said he hoped that more Southern member organisations would join the Development Cooperation (DC) group next year.

He highlighted 3 new initiatives:

- *The Organisers’ Network (ORGNET)*, which would mobilise available expertise in member organisations to develop organising strategies
- *Occupy Education (OCUPA)*, which would equip member organisations to engage in social dialogue with governments
- *The Global Partnership for Education (GPE)*, where the involvement of member organisations would be essential.

He said capacity-building was the best-funded component of EI’s programme. He mentioned Burma, as a country where it is vital to step up work to support the emerging trade unions movement.

He also indicated that EI would continue to promote its regional women’s networks, which have demonstrated all their value in the work of the organisation. He also reminded participants about the UN Secretary General’s *Education First Initiative*, which would hopefully boost EI’s efforts in achieving its five priorities.

The General Secretary also explained that EI would have to cut expenditure next year as a result of the loss of more than 200,000 members paying dues at the top rate. The Executive Board had resolved to increase the ceiling dues rate by 1.7% and cut back on planned expenditure. The programme of activities will not be affected, unlike the governance, administration and staffing budgets. The North America-Caribbean sub-regional office will be closed down and the Caribbean Union of Teachers (CUT) will be invited to take over existing DC issues and projects.

Before closing his remarks, the General Secretary thanked Virginia Albert-Poyotte and Aloysius Mathews for their work over the years, as this was the last DC meeting they were attending..

Haldis Holst (UEN/Norway and EI Vice President), Chair of the meeting, thanked EI for its confidence in her. She said she hoped to learn a lot from all participants. She asked everyone to introduce themselves. She informed the participants that Shashi Bala Singh will be the new Chief Regional Coordinator for Asia-Pacific Regional Office starting in January 2013 and she congratulated her.

Session I

The first session of the meeting was devoted to the impact of the global economic crisis on development cooperation. It started with four unions sharing their experience and their analysis of the situation in their country and possible ways forward.

Richard Langlois (CSQ/Canada) discussed the case of Canada, which has not been hit by the recession but has had a positive economic development. However, the policies of the new conservative government have resulted in severe cuts in the Official Development Assistance (ODA) and in changes in the framework for development aid.



The Canadian Development Agency (CIDA) now launches calls for projects and proposals, guided by new priorities on foreign policy and aid. African countries are no longer considered priorities, and the focus is now on Latin American countries with which Canada has trade agreements.

As a consequence of the new policies, the application process has become highly politicised and complicated, where large organisations and faith-based organisations are favoured over smaller NGOs and those who are critical of government policy. Trade unions face difficulties in getting funding for their projects, and have been forced to suspend many of their on-going projects in the global south.

On a positive note, the shift in government policy has forced unions to become more autonomous in choosing priorities, countries and partners and to consider new sources of funding and partnerships with other NGOs and unions. At the political level, CSQ is lobbying the government for increased ODA and for the establishment of a separate development agency in Quebec.

In the Netherlands, the economic crisis has been used as an excuse for cutting the budget for development and foreign aid. **Trudy Kerperien** (AOB/Netherlands) outlined the very negative attitudes towards development cooperation sparked by the success of right-wing political parties in the last decade. She referred to the results of a national survey, which showed that the general public had a very negative perception of development cooperation and its budget and believed that a lot of money was wasted or spent inefficiently. The perception had shifted so much that the new government, a coalition including the socialists, had decided on further cutbacks. The only positive trend came from the political views of the newly-elected members of parliament, which hopefully would have an impact on both the debate and the policy-making.

Trudy explained that AOB is making the best possible use of the small budget remaining for development cooperation, and that the government still supports some projects, albeit for ear-marked countries and priorities. The union also has a solidarity fund, to which 0.7 % of all membership fees is automatically allocated, which serves to finance projects and to provide a rapid response to new developments in the world. AOB has also decided not to establish inheritance trusts, a model that some unions favour as a way of securing money for development cooperation.

Trudy also highlighted that money is not everything and that the starting point for good and effective development cooperation work is the vision and the strategic long-term planning. At present, AOB is considering a shift in its way of working to compensate for the uncertain funding, by moving from long-term projects to shorter kick-off actions and by encouraging cooperation between southern partners.

Alex Davidson (CTF/Canada), noting that he was the second Canadian to take the floor, agreed with Richard's description of how serious and worrisome the situation has become in Canada. He explained that problems with the pension systems were adding to the strain on public budgets caused by the global crises.

Alex detailed how CIDA was now using aid money to strengthen the agenda of corporate interests, notably by privileging public private partnerships, instead of fulfilling its original mandate. He also warned against the temptation in times of crisis to make short-sighted decisions that would end up bending values and blurring the notion of good practice. From a trade union perspective, it is important to look for alternative funding, but also to look at who the funders are, to avoid jeopardising your autonomy. Broad coalitions with like-minded partners, also from outside the trade union movement, are an option.

Martin Rømer (European Director, ETUCE) discussed the impact of the economic and financial crises on European countries and on their development cooperation budgets. European countries are largely dependent on each other when it comes to trade relations, and the chances of major changes in the economic outlook for the near future are not good.



European unions need to find ways to be smarter and more effective, and to adapt to a changing world. ETUCE has tried to support members in Central and Eastern Europe by pointing to all the funding options available. The problem is that project funding mechanisms at European level tend to be too complicated for member organisations, because of the bureaucracy involved and the resources required for funding applications to be successful. Those who succeed to obtain funding are all too often huge private consortiums. Unions must therefore consider similar broad alliances when submitting proposals of quality projects with large budgets.

The ETUCE has been successful in securing funding for projects on education and employment, but development projects remain a challenge. ETUCE has established its own foundation to be able to receive money from the European Union (EU).

The trade union movement must look for alternative funding and partnerships, and further explore the European aid framework. Moreover, clearer and more targeted ideas and approaches are needed, as is a readiness to reconsider and reconstruct the current framework. The challenge in the European context is the growing differences and disparities between north and south and between east and west, which also influence current political debates.

Discussion

Haldis Holst noted that there are a lot of common experiences and challenges. At the same time, it is clear that the current crisis has hit some parts of the world very hard, while others have not yet been hit. There are many different proposals on the table, ranging from rethinking current funding strategies to ways of becoming more creative while not compromising on values.

Henrik Herber (Läraryrbundet/Sweden) agreed with the need to find new funding strategies but insisted that current trends are reversible. The on-going debate and the lack of understanding have to be challenged; in fact, many are those who still believe in a rights-based approach to education.

Patricia Keefer (AFT/USA) explained a lot of activities that used to be understood in terms of aid and development, such as building schools and hospitals, nowadays go under the concept of counter-insurgency and hence lie under the responsibility of a different institution, e.g. the Department of Defence. This is a challenge at many levels, also because unions do not have a tradition of cooperating with these other departments. She added that teacher unions also worry about where the emphasis is currently placed in the allocation of aid, which is far from their priorities. She reaffirmed the need to engage in EI's quality education agenda, despite unions suffering from the economic crisis.

Richard Langlois mentioned the financial transaction tax as an interesting opening for the global trade union movement, and a process where the unions should play a major role.

Fatima da Silva (CNTE/Brazil) called for a political debate on workers' rights, and a shift in how development and development cooperation is looked at. It is not just a financial crisis; it is also a political crisis and trade unions have an enormous role to play in reasserting their values.

Flemming Sorensen (DLF/Denmark) highlighted the problems with the current prevailing economic system and the way it is taken for granted and set in stone. He called for a debate and for a re-negotiation on the fundamentals of the economic system.

Agnès Breda (EI Consultant) expressed support for south-south cooperation, and called for further work and development in this regard.



Session II

The second session was devoted to the unity in teacher unions. The session started with presentations by **Shashi Bala Singh**, Regional Coordinator for Asia-Pacific, and **Assibi Napoe**, Chief Regional Coordinator for Africa.

Shashi Bala Singh stated that the question of unity was a very important issue in her region, which counts 76 member organisations in only 38 countries. She said there are a lot of very small teacher unions representing a small portion of the entire teacher community in the countries concerned. In Sri Lanka, for example, EI's six member organisations together do not even represent 30% of the total teaching population in the country. The reasons for fragmentation are many:

- some unions are based on language or ethnicity or a particular ideology, or they affiliate members in one or several regions only;
- the government has created its own unions to divide teachers;
- some unions allow retired teachers to remain in leadership, driving away young teachers, or are run by undemocratic leaders not following their constitution but worrying about losing DC activities;
- existing unions are weak, do not represent the cause of teachers and/or lack transparency;
- the increase in privatisation and in the number of contract teachers is further weakening unions.

Shashi argued that the situation should be addressed. Solutions include:

- assisting member organisations in transforming into proper unions and service providers to their members;
- helping member organisations warn teachers against the risks of government-run organisations;
- providing training on trade union rights;
- encouraging members to form federations where merger is not possible;
- organising membership campaigns;
- organising joint programmes and activities;
- motivating women and youth to leadership role,
- looking at the possibility of reducing assistance to small organisations.

Assibi Napoe reflected that the situation in Africa is fairly similar to that in Asia. She recalled that the main theme of the 6th African Regional Conference (2007) had been 'Uniting for Quality Education and Sustainable Social Development.' A resolution on reinforcing unity was adopted at the following Conference in 2010. Since then, trade union unity has become a priority of the African Regional Office. Like in Asia, the causes of fragmentation are numerous: existence of sectorial unions (primary, secondary, para-teachers, etc.); constant changes in the African political landscape; new organisational dynamics; lack of internal democracy; trusteeship between unions and political parties; and selfish and personal ambitions of non-re-elected leaders. The consequences are dramatic: collapse of the collective bargaining process, exploitation of rivalries by the authorities, loss of credibility and disinterest in unionism.

Assibi reported that a pilot project has been in place in Cameroon since 2009 with the support of Lärarförbundet. An extension of the project is on-going with the support of UEN. She also argued that solutions to the fragmentation issue included the restoration of a union culture and inter-union dialogue with all unions in a country, the reinforcement of capacities through leaders and members' training, the creation of unity platforms, organisational development and inclusive development cooperation. Regional initiatives such as the women' network (AWEN), early childhood education programmes and other DC projects can also contribute to greater unity.



Discussion

Richard Langlois said that for unions in the 'North' the unity issue is very sensitive as they can easily be accused of interference or paternalism when they ask member organisations in the 'South' to work together.

Combertty Rodriguez (Chief Regional Coordinator, EI Latin America) suggested that a document collating all information on union fragmentation should be developed and shared with EI leaders so they can take action.

Chris Weavers (NASUWT/UK) said that EI's credibility depends on its members' credibility. He warned against unity for the sake of unity as a merger of weak unions will not bring about a strong union.

Paula Engwall (Läraryörbundet/Sweden) said that such problems cannot be solved quickly and may take years before results can be achieved. The situation differs from one country to the next. An analysis or baseline would be a good idea. Maybe the DC policy could be extended in that sense.

Flemming Sorensen warned against setting a maximum number of unions. When unions are democratic, with constitutions, they should be considered. In East Africa, unions have addressed the issue of splinterism. They may not have found a solution yet but they have discussed it. Having a strong, unitary union in each country may not always be the solution as competition may be useful.

Agnès Breda, said that unity is crucial to having a strong union movement. She recalled the merger between EI and WCT, when small unions joined EI and are still members whether we like it or not. We have to seek unity through DC projects.

Session III

The third session was dedicated to 'South-South' cooperation for capacity building. **Fatíma da Silva** from CNTE/Brazil and **Eduardo Pereyra** from CTERA/Argentina made presentations and shared their experience in Latin America.

Fatíma da Silva said that unions in Brazil are now able to organise elections and the payment of dues, among other processes, thanks to solidarity of unions in the 'North'. She recalled the training of CNTE leaders by Läraryörbundet. CNTE is now in a position to help other unions in the region and to pass on to others what they received. Since Lula, Brazil is aware of its debt towards indigenous people and Africa and has developed strong cooperation with Lusophone countries in the education, health and farming sectors. Likewise, CNTE has developed strong links with unions in all Lusophone countries and has invited them to a seminar in Brazil. CNTE also cooperates with unions in East Timor and Haiti. Fatíma stated that it is time for unions from the South to contribute. Solidarity is not about money, but about showing sister unions how to organise. While CNTE does not have a large budget at the moment, they could finance some projects in the future.

Eduardo Pereyra explained that in Argentina, efforts cannot always materialise due to differences of interests and the egos of trade union leaders. As for the political situation in Latin America, the governments of different countries are looking in the same direction for the first time since independence time back in the 1800s – looking towards change! Cooperation is not only a question of finance. It is also about raising the awareness of trade unionists. Cooperation with countries in the 'North' helped in times of crisis and in the fight against neo-liberalism. Now the region is facing a situation requiring international cooperation. What is required is a project for a more equitable society based on a better distribution of wealth, work and knowledge, which teacher unions need to focus on.



South-South cooperation will be more important than ever before. Ideally Southern countries should pool their resources and knowledge. While resources are not plenty in unions, they are in a position to make a commitment. South-South cooperation creates strong links among workers.

Discussion

Henrik Herber reflected that the Latin American experience is very beneficial to all of us and that indeed solidarity is not only about funds.

Carmen Vietes (FETE-UGT/Spain) suggested that the experiences in Brazil and Argentina should be exported. The Latin American model is to be explored. Unions are very active in the construction of a new societal reality, a new paradigm that might give us the solution to the current crisis.

Assibi Napoe explained that cooperation with African Lusophone unions is essential. Because of language issues, communications have always been a problem and unions there have felt isolated. The Latin American experience of 'South-South' cooperation is a model for other regions. In Africa, there are unions involved in 'South-South' cooperation, such as GNAT/Ghana, SADTU/South Africa and NUT/Nigeria. It is time for Africa to organise itself and not always count on external support.

Virginia Albert (Regional Coordinator, EI Caribbean) said that the Caribbean sub-region is grateful for the support received from the 'North' but 'North-South' cooperation needs to be reassessed. Building independence from external support is important as it will not be available forever. There are five phases in cooperation: preparation, orientation, construction, consolidation and sustainability. Caribbean countries are now entering the last phase. Networking is important in South-South cooperation to share expertise and knowledge. DC partners should support these efforts.

Gabriella Bonilla (Regional Coordinator, EI Latin America) said that EI members do EI's work. More often than not, member organisations carry out the work themselves, not the regional office. Member organisations are the ones convincing other unions to become members.

Flemming Sorensen reported on his experience in East Africa where unions collaborate at the sub-regional level. Kenya has a very strong union, KNUT, which shared its experience with TTU/Tanzania, which in turn became strong and assisted the union in Zanzibar. TTU also assists unions in Rwanda and Burundi. All this cooperation started from naught. Regional meetings help give direction to unions.

Pedro González López (FE.CC.OO/ Spain) said that EI's cooperation policy can only work if EI members are clear and honest with themselves. There is a problem with the collection of dues that needs to be confronted.

Combertty Rodriguez noted that discussions on 'South-South' cooperation are a sign that we have reached a different stage in trade union history. Cooperation now needs to move towards consolidation and political autonomy of unions. National leadership need to implement actions at national level.

Nicolás Richards indicated that new elements have made us rethink our strategy. How unions in the 'South' view cooperation should be integrated into our policy. The type of solidarity required and how it should be implemented need to be reconsidered. Regional committees should set up cooperation as a cross-cutting issue, in the framework of EI policy. It is the only way to keep solidarity sustainable; otherwise unions in the 'South' will continue to rely on cooperation from the 'North'.

Haldis Holst said that there should also be 'South-North' cooperation (not only N-S and S-S). 'Northern' unions need to learn from 'Southern' unions, so we never forget our identity as unionists.

Fatíma da Silva said that there are contradictions in the policies of democratic governments in Latin America, which do not always want to cede power to the people. The opposition is strong in a number



of countries, and there have been many strikes. Honduras and Paraguay are good examples on how that work should be carried out. In Brazil, Lula's government cancelled the debt of several African countries towards Brazil. He also apologised for slavery. This suggests that cooperation is a question of experience and strategy. Despite our successes, we need to be clear on the role of unions and on the fact that they should be independent from governments.

Aloysius Mathews (Chief Regional Coordinator, EI Asia-Pacific) wondered whether successful South-South cooperation can be achieved in the Asia-Pacific region given the diversity of peoples, languages, religions, political systems. A prerequisite to 'South-South' cooperation is to have a certain degree of unity among viable unions within a country. In some countries of the region, the diversity of national populations is such that there is disunity. Language is also a big barrier. In that regard, Asia-Pacific is different from Latin America, where populations in different countries share the same language and have a lot in common. The priorities of unions in Asia-Pacific are salaries and working conditions. There is a successful cooperation in the Women Networks, because their members share common issues and an agenda. But this type of networks would not function if they concerned other topics or education issues, because even unions within a same country cannot see eye to eye on such matters. The union movement in some Asian countries is simply not viable. On a different aspect, Aloysius said that he worried about possible South-South cooperation between Islamic unions to establish an Islamic region.

Haldis Holst praised participants for what had been a fruitful discussion and noted by way of conclusion that cooperation cannot be implemented the same way everywhere.

Session IV

The fourth session was dedicated to development cooperation and research. **Guntars Catlaks**, Senior Coordinator for Research, and **David Robinson** from CAUT/Canada made short presentations before inviting participants to a discussion on the importance of having a union culture of research.

Guntars Catlaks presented EI's research work as a tool to support the organisation's policies. In developing countries, governments and agencies have to pay more attention to indicators, while OECD makes proposals to promote the use of its measuring tools at global level to have efficient education systems in place. These different trends should be taken into account in DC activities. EI's Research Network debates on what influence EI can have on both the development and use of indicators and on how measures are taken. EI has played an influential role in several OECD studies. An increasing number of international organisations want to measure learning in developing countries. This trend presents a lot of risks in that governments may be tempted to choose what to subsidise and what not, which then has an impact on teachers. The effects are worse in developing countries. What can be done to oppose this trend? Can we develop our own indicators to measure quality and access to education in developing countries?

David Robinson highlighted the conclusion of a meeting on development cooperation which he had attended. On the aspect of research participants had insisted on the sharing of knowledge and on developing capacities at national level. Research should inform our advocacy work but more fundamental research is also needed to have a better understanding of education unions and their concerns. Research should support collective bargaining work. Governments have more and more demands and unions have to organise themselves with counter proposals. David also shared with participants his experience with a project which his union conducts with NAGRAT/Ghana on class size and workload. The Ghanaian government insists that class size does not have an impact on school results but all existing research points to the opposite. CAUT helped develop a questionnaire to collect precise data about the number of students per class, and the outcomes will help the union in its negotiations with the government. CAUT also would like to create a group of Canadian and Ghanaian

researchers who will bring together experiences and expertise. This is a way to allow research in development cooperation to evolve.

Combertty Rodriguez said that building up a culture of research within the trade union movement is necessary. He recalled that EI has been doing research for 10 years only. Regional structures lack experience in the matter. But some unions in Brazil, Argentina and Colombia have research activities. In Latin America research studies on e.g. teacher training are often conducted over five years. Research should be conducted at the global, regional and national levels. But few unions have money to invest in research, which is costly. Research should be part of union policies and should support political actions. The Regional Committee in Latin America would like to create an observatory of education policies after launching a region-wide pedagogical movement. Teachers have been invited to consultations on education reforms. Research on the situation of civil servants in education is soon to be undertaken.

Discussion

Richard Langlois stated that research is the sinews of unions. He said that compiling an inventory of national research studies would be useful, if it did not already exist.

Jens Vrå-Jensen (DM/Denmark) explained that knowing how to use research data is very important.

Haldis Holst agreed and insisted on the training of union representatives in how to use research results and data.

Gabriella Bonilla enquired whether it would be possible to have common global indicators on quality education.

Eduardo Pereyra reported that at the last MERCOSUR meeting it was said that the PISA study had used a sample of only 29 schools in Shanghai, a city counting 26 million. He argued that PISA had been put in place as an excuse to criticise education systems.

Session V

The final session focused on strategic planning in DC. **Jefferson Pessi**, EI Coordinator for Education and Employment, discussed the issue before making way to a discussion in plenary.

Jefferson Pessi explained that strategic planning is usually taken for granted but is in fact often just the top of the iceberg. Knowledge of the context in which unions operate, including their resources and problems, is a prerequisite. It is also important to assess the expertise and the human and technical resources required, to know about good and bad practices and have a clear sense of the capacity and of the culture of the organisation. Good communication at the various levels of the organisation should be ensured so that input from the membership leads to ownership. Benchmarking is fundamental, as are monitoring and evaluation. There are the challenges of centralisation and decentralisation. Finally, there is critical thinking and the need to reflect on and document what has been achieved and draw lessons. When promoting strategic planning, our own agenda must be set aside so as to make informed decisions, bridge the gap between the planning room and the classroom, innovate, not jump to solutions and find a balance between facilitating and advising.

Discussion

Gabriella Bonilla added that the Latin American regional office has developed a brochure on strategic planning - [Tres pasos esenciales para una planificación básica](#) - with the support of UEN. It is a guideline and not a recipe. Using strategic planning should proceed from a political decision by the union interested. But strategic planning remains a tool, not an aim per se.



Shashi Bala Singh said that member organisations have a lot of different recipes and DC partners different methods of planning. Sometimes this creates confusion. We should focus more on the strategic plan than on the problems. The aim is to help unions.

Virginia Albert recalled that there are almost no full time trade unionists. Most unionists are part-time teachers. A new round of leadership training has just been launched in the Caribbean. Strategic planning is included in the contents of the training sessions.

Haldis Holst concluded by saying that planning is a long term process.

Session VI

The staff from the Solidarity and Development Unit, **Delphine Sanglan** and **Nicolás Richards**, suggested to participants the following conclusions/recommendations arising from the meeting.

Session 1: The impact of the global economic crisis on development cooperation

- Current funding strategies should on the whole be reconsidered, become more creative and explore new sources of funding while carefully examining who the funders may be;
- Possible partnerships or alliances with organisations sharing our values should be explored to access funding more easily.

Session 2: Unity in teacher unions

- Returning to a real union culture is necessary to fight against union fragmentation;
- EI should help member organisations build themselves around real union values and become service providers to their members
- EI should encourage unions to engage in joint actions, programmes and campaigns (e.g. WTD, GAW);
- Member organisations should be encouraged to merge or form federations or unity platforms;
- Inter-union dialogue should be promoted;
- EI should develop a comprehensive analysis of the situation to be discussed by the Executive Board from time to time.

Session 3: South-South cooperation for capacity building

- The discussion on South-South cooperation should continue at the next DC meeting.

Session 4: DC and research

- Research has to be further linked to DC work but we still need to determine precisely how it should be done.

Session 5: Strategic planning

- Strategic planning is essential but many other elements should be considered.

The following dates were proposed for next year's DC meeting: **19-20 November 2013**.

Finally, participants were invited to consider joining the planning group to prepare next year's meeting. **Astrid Thomassen** (UEN/Norway), **Richard Langlois** (CSQ/Canada), **Trudy Kerperien** (AOb/Netherlands), **Henrik Herber** (Lärarförbundet/Sweden), **Combertty Rodriguez**, **Assibi Napoe**, **Shashi Bala Sing**, **Delphine Sanglan** and **Nicolás Richards** all expressed an interest in the planning group.



List of participants

Member organisations

Tore ASMUSSEN, DLF/Denmark
Lajla BLOM, UEN/Norway
Manfred BRINKMANN, GEW/Germany
Morten, BRYNSKOV, BUPL/Denmark
Martin CARLSTEDT, Lärarförbundet/Sweden
Joelle CASA, FLC-CGIL/Italy
Pam COLLINS, NUT United Kingdom
Ingrid CONVERY, UEN/Norway
Fatíma DA SILVA, CNTE/Brazil
Alex DAVIDSON, CTF/Canada
Eva ELMSTED Frisk, Lärarförbundet/Sweden
Paula ENGWALL, Lärarförbundet/Sweden
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Richard LANGLOIS, CSQ/Canada
Florian LASCROUX, SNES-FSU/France
Abdulah MUHSIN, NASUWT/United Kingdom
Hildegunn OYE, UEN/Norway
Eduardo PEREYRA, CTERA/Argentina
David ROBINSON, CAUT/Canada
María Luisa SANCHEZ SIMON, FE.CC.OO/Spain
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Ribka SIBHATU, FLC-CGIL/Italy
Flemming SORENSEN, DLF/Denmark
Astrid THOMASSEN, UEN/Norway
Carmen VIETES CONDE, FETE-UGT/Spain
Jens VRÅ-JENSEN, DM/Denmark
Chris WEAVERS, NASUWT/United Kingdom

David DORN, Senior Consultant to the General Secretary
Huda KHOURY, Arab Countries cross-region
Fred van LEEUWEN, General Secretary
Charlie LENNON, Deputy General Secretary
Aloysius MATHEWS, Asia-Pacific region
Assibi NAPOE, African region
Anawi PEDI, African region
Nicolás RICHARDS, Solidarity & Development unit
Combertty RODRIGUEZ, Latin American region
Delphine SANGLAN, Solidarity & Development unit

EI

Virginia ALBERT, Caribbean sub-region
Shashi BALA SINGH, Asia-Pacific region
Gabriella BONILLA, Latin American region
Agnes BREDA, Consultant
Nadine CHALHOUB, Arab Countries cross-region



Agenda

Education International
Annual Development Cooperation Meeting
Brussels, 12-14 November 2012
ITUH 1st Floor, Room B

Monday, 12 November

14.00 – 14.30 **Welcome and Introductions**

Session I

14.30 – 16.00 **The impact of the global economic crisis on development cooperation**

- General discussion
- State of education, union movement and development cooperation in the current global context
- Defining strategies to respond to the situation

16.00 – 16.30 **Coffee break**

Session II

16.30 - 18.00 **Unity in teacher unions**

Panel discussion with Chief Regional Coordinators in EI Africa and Asia Regional Offices and selected DC partners.

- How to fight against union fragmentation and unions established by governments to weaken the trade union movement?
- What could we do to help the reconciliation between splinter unions and existing EI affiliates?
- What kind of solutions could be envisaged to gather small unions in larger and stronger unions (joint campaigns, federation, etc.) to speak with one voice at national level?

19.00 **Group dinner**

Tuesday, 13 November

Session III

09.00 - 10.30 **South-South cooperation for capacity building**

Panel discussion with selected union representatives

- South-South cooperation process
- Why it is relevant for unions to support South-South cooperation
- How to strengthen South-South cooperation at regional level?
- What is the role of DC partners?



10.30 – 11.00 **Coffee break**

Session IV

11.00 – 12.30 **DC and research**

- How to create a union culture of research
- Research-based advocacy at national level
- Research as a tool for national unions for database, indicators and baseline information and benchmarks in DC work

12.30 – 14.00 **Lunch**

Session V

14.00 – 15.30 **Strategic planning**

Presentation and exercise facilitated by an external person

- How to best promote the idea of strategic, political and development planning among the partners in the regions?
- How to train recipient unions on strategic and development planning and how to make it more natural component within DC processes.

15.30 – 16.00 **Coffee break**

Session VI

16.00 – 17.00 **Closure**

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