



# ACTIVITY REPORT 2012

## EXECUTIVE SUMMARY

For a summary of this report, please download the 2012 Annual Report: <http://go.ei-ie.org/annualreport2012>

## INTRODUCTION

For Education International (EI), 2012 was a year of important developments, as the process of implementing the resolutions decided upon by the 6th EI World Congress in Cape Town, South Africa, in the previous year, began. This report highlights the concrete steps which were undertaken.

'Building the future through quality education', the title of EI's first comprehensive Education Policy Paper, adopted at the 2011 Congress, outlines the principles which guide the implementation of many of these resolutions. Confronting the most critical issues facing public education around the world, EI's work is based on the belief that quality public education is essential for healthy communities and must be a global priority for all governments.

The importance of this is highlighted by the damaging effects the economic crisis has had on the education sector. A campaign to draw attention to the impact of the economic crisis on the sector was conducted by EI during 2012. Apart from a dedicated website to raise awareness and disseminate information to EI affiliates, and a well-attended seminar where a large number of union leaders discussed these issues, EI representatives used every opportunity to call on governments and intergovernmental organisations not to use the economic crisis as an excuse for misguided recovery strategies based on economic austerity measures. For EI, investment in quality education at all levels is one of the most important policies for governments which wish to overcome the economic crisis - it is also a policy which will lead to a socially fair and sustainable world.

Another worrying development that EI faced in its work in this year was the impact of the fact that human and trade union rights are most vulnerable in times of economic and social crisis. There has been a significant increase in attacks on public services in general and teachers in particular – for example, attempts to curtail collective bargaining rights, while demonising teachers and other education workers and public servants. EI has been tireless in denouncing these attacks and has used the international instruments at its disposal to protect its affiliates and protest against these developments.

Last but not least, throughout the world education trade unions stand for the belief that social justice and solidarity in society is underpinned by respect for human and trade union rights and implementation of the principles of equality, tolerance and respect for diversity on all levels: for example, gender equality; the rights of lesbian, gay, bisexual and transgender (LGBT) teachers; indigenous peoples or children. EI has also launched a major initiative aimed at defending the rights of migrant teachers and created a task force for that purpose. These areas have been a key focus of EI's work during the past year, and will continue to be so in the future.

Education International's core principles and aims are set out in its Constitution and By-Laws. It strives constantly to achieve those aims and implement those principles. Its immediate priorities are determined from time to time by decisions of its quadrennial Congress and of the Executive Board. Nonetheless, it attempts to exploit all opportunities to implement its principles or achieve its aims as they arise.

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

A study to map the range of privatization policies in the pre-primary education sector was commissioned by EI to Dr. Mathias Urban, East London University. The study was conducted mainly as a desk research but also draws on exchanges with members of the EI Early Childhood Education Task Force, EI member organisations and other education partners in Africa, South America, Asia and Europe.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Worldwide, Research*

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

EI renewed the mandate of the ECE Task Force until 2014. The Task Force will guide implementation of the ECE Strategy Paper, with a specific focus on facilitating the setting up of ECE Working Groups in the regions and ensuring that ECE becomes a Priority at country level.

The ECE Strategy Paper which frames EI's commitments to ECE is now available in three languages: English, French and Spanish both online and in print.

On 22-23 February 2012, EI participated in the Global Dialogue on Conditions of Personnel in Early Childhood Education, held at the ILO in Geneva. The Forum exchanged and examined a wide range of views, strategies and policies, from the importance of early childhood education to the working conditions and access to quality in ECE. The Forum to further strengthen ECE policies and measures. Following the recommendation of the Forum, the ILO will convene a meeting of ECE experts to develop a policy framework on conditions of ECE personnel, from 12-15 November 2013 in Geneva.

Furthermore, an ECE Taskforce for Asia-Pacific region was established and held its inaugural meeting on 15-16 December 2012 in Kuala Lumpur, Malaysia. The Taskforce came up with eight recommendations to kick start the taskforce work in the years ahead.

The 2012 Global Action Week (GAW) coordinated by GCE, from 22 to 28 April 2012, focused on ECE as its central theme. This helped draw public authorities and other stakeholders' attention to the need to invest in ECE and ECE teachers.

ETUCE, with the support of the ECE Task Force, reviewed the ECE Policy Paper. The updated Policy Paper was adopted by the ETUCE Conference in Budapest on 27 November.

*Based on: Resolution on Early Childhood Education 1998  
Pertains to: Priority 1 and Aim 1  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

A two day national workshop on the Right to an Early Childhood Education was organized in Lome (Togo) on 26-27 December 2012 with FESEN and FENASYET.

That workshop aimed to train union leaders on national and international legal instruments promoting early childhood education and / or protecting children from all forms of abuse of their physical and moral integrity and also to bring the awareness of these leaders to EFA goals, as well as the place of education in early childhood.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

The ECE programme, which had begun on a pilot basis between BUPL and the Ghana National Association of Teachers (GNAT), was later extended to include four other West African countries: Benin, Sierra Leone, Niger, and Togo, hence, becoming a regional programme. The programme is one of the components of a larger programme, “Decent Employment in West Africa,” funded by DANIDA through LO/FTF.

Until the 30th July 2012, the ECE programme in the five countries was run under the tutorship of GNAT. But from the 1st September 2012, the programme was moved from GNAT Office to the EI Africa Region Office as a regional programme. A regional ECE Programme Officer was recruited at the EIRAF Office to coordinate the activities of the programme in the five countries.

National Coordinators from the five countries met in Ho, Ghana, as part of the activities on the programme work plan in order to discuss and share views and experiences on the ECE programme activities in their respective countries. This meeting involved MsLotteKesjer, Head of the SRO and MsLiliane W. Napoe, Programme Officer, both from the SRO WA LO/FTF Office based in Togo, Mr Morten Brynskov, the ECE Programme Manager from BUPL, and two other executives from BUPL, Mr Allan Baumann and Mr Bo Holmsgart.

The Coordinators’ meeting was followed by the programme PAC meeting on 14 December, 2012 at the same venue. In addition to the participants of the Coordinators meeting, the PAC meeting involved Mrs Assibi Napoe, the EIRAF Chief Regional Coordinator, and Mr Thomas Baafi, the GNAT Deputy Secretary General.

Participants at the two meetings reviewed the programme on Decent Employment in West Africa, and especially its fifth component on Early Childhood Education. They examined the achievements as well as the challenges of the programme. Particular stress was put on involving Early Childhood education workers in union work. To achieve that goal, a lot of sensitisation and training work has to be done, not only for educators of private ECE centres, but also with teachers’ union leaders and proprietors of private early childhood education centres. As a way forward, the meetings discussed the setting up of an ECE Task Force in Africa.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

AJUNJI and INTEGRA, unions of early childhood education in Chile will be main actors to organize a Regional Seminar about Early Childhood Education in the first semester in 2013.

*Based on: Resolution: Stress the importance of public education for universal welfare  
Pertains to: Priority 1 and Aim 1  
Carried out by: Latin America*

## PRIORITY 1

### EDUCATION FOR ALL

For its call on the need to accelerate EFA/MDG progress towards 2015 and a broad based approach to the post 2015 development agenda, EI developed Ten Principles and used them as an advocacy tool in its engagement with the UN and other key education stakeholders. EI participated in various education, EFA and MDG related activities, including Education First, the UN Secretary General's Global Initiative on Education, which was launched in New York on 26 September. EI is a member of the High Level Steering Committee of Education First and its Technical Advisory Group. Additionally, EI participated at UNESCO in various activities related to the EFA coordination mechanism, including the EFA Steering Committee, the Collective Consultation of NGOs on Education for All (CCNGO/EFA), the Global EFA Meeting, the International Conference of NGOs and the International Task Force on Teachers for EFA meeting in Windhoek, Namibia. EI member organisations participated in various activities related to EFA, MDGs and the post 2015 agenda, including the Global Thematic Consultation on Education, co-led by UNESCO and UNICEF, the EFA Global Monitoring Report and the Strategic Plan of the Global Partnership for Education. EI consolidated its partnership with UNESCO, culminating in the signing of a new Memorandum of Understanding on 22 November.

EI continued to work closely with the Global Campaign for Education (GCE) and other civil society organisations to promote education for all and teacher quality around the world. EI and its member organisations participated in the Global Action Week (GAW) activities coordinated by GCE, from 22 to 28 April 2012, and this helped draw public authorities and other stakeholders' attention to the importance of early childhood education, which was the theme of the 2012 GAW. On 25 September, EI and GCE jointly launched a report on 'Closing the Trained Teacher Gap'. The report provided essential background information for the 2013 GAW, which will focus on teachers.

EI's involvement in the Global Partnership for Education (GPE) resulted in the inclusion of teachers as an important pillar of the GPE Strategic Plan. EI also coordinated the participation of its affiliates in Local Education Groups (LEGs), although this remains a serious challenge in many GPE countries. EI's partnership with Oxfam Novib, through the Quality Educators for All Project, helped consolidate EI's work on teachers. Successful pilots, focusing on the professional development of teachers and school leaders were conducted in Mali and Uganda.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### EDUCATION FOR ALL

The Regional Office participated in a three-day workshop organized by EI and GTU Gambia in Banjul. The workshop constitutes part of the component of the OCUPY programme of EI which aims at building the capacity of unions to engage in policy discourse and for effective advocacy. The three day workshop was, therefore, the first step which focused principally on needs assessment of the GTU. Participants included the

national executive, women's committee and senior staff of GTU. The second phase of the programme with GTU will be organized next year.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

#### Advanced Programme in Teacher Policy Development and Capacity Building Planning Workshop

The International Institute for Capacity Building in Africa (IICBA) organised a Planning Workshop on an Advanced Programme in Teacher Development and Capacity Building to achieve MDG and EFA goals. It was held at the United Nations Conference Centre in Addis Ababa, Ethiopia, from 19 to 20 March, 2012. The twenty-two participants included the IICBA Director, Heads of Department and Board of Directors leaders, education experts and representatives of the African Union Education Department, UNESCO, TTISSA, ADEA, EIRAF Chief Regional Coordinator, PATC Executive Director, and universities. The workshop reviewed, discussed and adopted the proposed advanced programme, refined the outlines of programme modules, and reached consensus on the timing of developing, writing, and validating them. The IICBA leadership and selected technocrats were advised to finalise the programme frame-work for presentation at the COMEDAF V in July, 2012, as a continental teacher policy roadmap for consideration

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

Following the adoption of the principles on the PACTED Roadmap by the COMEDAY V, a Workshop for education technocrats, academics, stakeholders, cooperating partners and implementers, of the African Union Second Decade on Education (2006 to 2015) Action Plan was convened at the UNESCO Headquarters in Paris from 17 to 19 September, 2012. The Workshop reviewed the draft document in the context of the extension of the International Task Force for EFA mandate to continue operating beyond 2015, as agreed in New Delhi in May 2012. Mrs Assibi Napoe and Peter Mabande represented EIRAF-PATC. A special meeting for the above mentioned participants was held in Windhoek on 30 November, 2012 to receive the updated PACTED Roadmap for implementation. It was an extension of the Policy Dialogue meeting for the few concerned members, including the EIRAF-PATC representatives.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

Close to 27% of primary schools in Africa operate under the Multi-Grade Education (MGE) system where, unfortunately, 80% of the learners enrolled in Grade One drop out of school before they complete six or seven years of primary education. That unprecedented wastage of human capital seriously undermines the achievement of MDG and EFA goals in this continent.

The Centre for MGE in South Africa convened a workshop for 20 education planners and experts to assess the MGE challenges and propose a way forward. Peter Mabande represented the Office from 14 to 15 May, 2012. The workshop reviewed and endorsed the Wellington Declaration on MGE, and agreed that a school situation where one teacher facilitates education involving learners of different ages, with various maturity abilities, and of different school grades at the same time in one class posed a big challenge in the mono-grade education system. Teachers and School Heads are not specifically trained for MGE; such schools are usually found in the most deprived communities where parents have no capacity to afford adequate learning materials or to help learners with home-work. Participants decided to find ways of minimizing the damage to the African learners.

A second workshop was held from 3 to 4 August, 2012. It focused on practical solutions to the MGE challenges. Among the many proposals, it was agreed that a baseline survey be conducted to solicit information on the situation of MGE in all the 54 African states, and to conduct eight case studies involving two countries in each of the five African Regions: North, East, Central, West, and South, with possible financial assistance from the Royal Netherlands, India, and other donors. Teachers and School Heads were expected to take a leading role in these action research programmes.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

Education Stakeholders Conference 17 -18th September

EI and DLF participated in the first ever national Education stakeholders' conference in Sierra Leone.

The objectives of the conference, among others, included the following:

- Establishing a nation- wide network for consultations on matters of education;
- Building coalition with like-minded organisations;
- To pool ideas, strategies as to how best teachers can contribute to quality education;
- To discuss issues relating to teacher effectiveness and performance;
- To sample public opinion and perception of the role of teachers in promoting sustainable peace and development; and,
- To build consensus on some of the critical issues affecting education in the country.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

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Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

The EFA Regional Coordination Meeting for Sub-Saharan Africa

From 16 to 19 October 2012, Education for All (EFA) organized a regional coordination meeting that was held in Johannesburg (South Africa).

The aims of the meeting were to learn from the past Education for All mechanisms in Africa since 2000 and to revise them.

About the learning from the past EFA mechanisms in Sub-Saharan Africa since 2000, participants had an outline on the Coordination at the heart of EFA and were also presented with the 2007 evaluation.

Related to the global EFA mechanism revision, it is vital to mention that the targets of the Global EFA coordination reform were to link global, regional and national EFA efforts.

Therefore, recommendations were made for linkage. Among these recommendations were: the need to improve mechanism for communication system and to develop more knowledge sharing and strategic advocacy platforms targeting regional and sub-regional entities.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

On 30 October 2012, in Segou (Mali), the programme “each child needs a qualified teacher” was launched. The aim of this programme is to grant all the children of Segou, the possibility to access quality education. It was also an opportunity to show that teachers unions do not exist for only strikes, but they also know how to promote the rights and the interests of children.

Mr. Samuel Ngoua Ngou grasped the opportunity to congratulate Oxfam Novib and Comic Relief for having understood the importance of primary schools and also for having understood very early that they should join

the National Coalition of Education For All and SNEC, in order to conceive and run this programme. He reiterated that we should not only rejoice for the access to school but rather we should strive for its quality.

At the end of the workshop, participants made suggestions for a successful implementation of the project:

- Participants want the teachers training sessions to be held during holidays and vacations for a massive participation of the target group;
- During the workshops, the required documentation must be available and given to everyone for quality participation.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 1 and Aim 1  
Carried out by: Africa*

## PRIORITY 1

### EDUCATION FOR ALL

The programme is in cooperation with the Australian Education Union and All India Primary Teachers' Federation.

The planning meeting was participated by District Presidents from 8 targeted districts in Orissa and Tamil Nadu, District Presidents from 2 districts in UP where earlier AEU/AIPTF programmes were conducted, Presidents and General Secretaries of the Orissa and Tamil affiliates of the AIPTF and President and General Secretary of the AIPTF. 30% of the participants were women.

The planning meeting developed a programme for 2013 aimed at increasing the number of learners both boys and girls completing basic education, preventing new HIV infection among primary teachers and preventing discrimination against girls.

Under the proposed programme by the end of 2013 a number of surveys, competitions, rallies, parent teachers' association meetings and trainings would be organised involving more than 800 teachers and thousands of students and parents.

*Based on: Resolution on the Education Policy Paper "Building the Future through Quality Education"  
Pertains to: Priority 1 and Aim 1  
Carried out by: Asia-Pacific*

## PRIORITY 1

### EDUCATION FOR ALL

ETUCE events, such as seminars and standing committee meetings, have focused on how to improve the quality of education with the contribution of teacher trade unions. We closely monitor the development and implementation of the European Quality Assurance Reference Framework for VET and of the European Standards and Guidelines for Higher Education.

ETUCE seeks to influence the European Commission and the European Council, in consultation with the various ETUCE advisory bodies and the ETUCE Bureau. The most significant way for ETUCE to seek influence in the European Commission's policy-making is the Open Method of Coordination, a new intergovernmental means of governance in the European Union. ETUCE is lobbying to improve quality in education by being active member in 12 Open Method of Coordination working groups of the European Commission: Early Childhood Education,



Early School Leaving, Professional Development of Teachers, Modernisation of Higher Education, Languages and Employment, Entrepreneurship Education, ICT and Education, Professional Development of VET Trainers, Quality Assurance in Adult Learning and in Financing Adult Learning.

ETUCE has been lobbying at the European Parliament institutions on the Erasmus of All and Rethinking Education policy initiatives to ensure the best quality in education and sustainable public funding.

In preparation to the ETUCE Conference of November 2012 in Budapest, ETUCE established a working group of experts on early childhood education. A policy paper was adopted by the conference. It provides recommendations to the Member Organisation on combatting the effect of the crisis in ECE and on improving gender equality among the staff.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Europe*

## PRIORITY 1

### EDUCATION FOR ALL

ICT in education is an ongoing topic of high importance for ETUCE. Education prepares students for lifelong learning in a globalised and highly interconnected working world where ICT skills have a major impact.

ETUCE has been monitoring the implementation of the Digital Agenda for Europe[1] which is the European Union's roadmap on the digital society and economy. It addresses all European citizens and seeks to deliver sustainable economic and social benefits from a digital single market based on fast and ultra-fast internet and interoperable applications. It support digital literacy and skills from an early age on and recognises that it is crucial to educate European citizens to use ICT and digital media – essential skills for innovation and growth, in particular in times of economic crisis. In line with the Innovation Union flagship initiative[2] of the European Commission, the Agenda calls for “multi-stakeholder partnerships, increased learning, recognition about digital competences in formal education and training systems, as well as awareness raising and effective ICT training and certification outside formal education systems, including the use of online tools and digital media for re-skilling and continuing professional development”.

In light of this framework ETUCE carries out its work on innovative education, also taking into consideration important contributions to the initiatives on teachers’ and children’s online safety (Safer Internet Programme[3]) and data protection.

Teacher unions preventing early school leaving through the use of ICT in education

In November 2011, ETUCE successfully applied for a new ICT project: ELFE-ESL: Teacher Unions preventing early school leaving through the use of ICT in education.

This project looks for good examples on how to help reduce the percentage of early school leavers in upper secondary schools in Europe and to support those students at risk of exclusion from formal education through the pedagogical use of ICT, ICT-based tools and innovative teaching based on ICT. Its specific aims are to:

- Identify how ICT and innovative teaching based on ICT can motivate and re-attract students at risk of exclusion from formal education;
- Analyse the effect using ICT in education has on these individuals in terms of raising the potential to (re)connect these groups at risk of exclusion to learning and active citizenship;
- Identify specific teacher skills and competences needed to make proper use of ICT in education;

- Analyse how teachers can use ICT to better integrate and bridge between formal and non-formal education
- Examine the transferability of methods and project results to other countries

As an outcome the project will establish guidelines for relevant stakeholders.

The project is a partnership project between ETUCE and teacher unions in Denmark, the Netherlands, Portugal, Slovakia and Greece plus third country participation from the teacher unions in Russia and Azerbaijan. The time frame of the project is 1 December 2011 to 30 April 2014.

[1] [http://ec.europa.eu/information\\_society/digital-agenda/index\\_en.htm](http://ec.europa.eu/information_society/digital-agenda/index_en.htm).

[2] Europe 2020 Flagship Initiative Innovation Union, COM(2010) 546 final, [http://ec.europa.eu/research/innovation-union/pdf/innovation-union-communication\\_en.pdf](http://ec.europa.eu/research/innovation-union/pdf/innovation-union-communication_en.pdf).

[3] [http://ec.europa.eu/information\\_society/activities/sip/index\\_en.htm](http://ec.europa.eu/information_society/activities/sip/index_en.htm).

*Based on: Resolution from the European Region  
Pertains to: Priority 1 and Aim 1  
Carried out by: Europe*

## PRIORITY 1

### EDUCATION FOR ALL

This chapter also relates to Resolution on Human and Social Rights Education. Current EU funding in the area of Justice, Fundamental Rights and Equality consists of five specific programmes, which are part of the Multiannual Financial Framework (MFF) for 2007-2013. Based on the public consultation, the European Commission issued a proposal for a regulation establishing for the period 2014 to 2020 the Rights and Citizenship Programme in November 2011. Aiming at simplification and rationalisation, the Rights and Citizens programme is the successor to the existing programmes on fundamental rights and citizenship, preventing violence, antidiscrimination and diversity, and gender equality. The new programme from the European Commission will be part of the Multiannual Financial Framework for 2014-2020. In this context, ETUCE continues to participate in the biannual structural dialogue meetings of DG COMM within the European Active Citizenship Programme and reports on the European Years and the role of education. The ETUCE Secretariat invited the member organisations to actively contribute to the public consultation "EU citizens: your rights, your future"[1] which took place ahead of the European Year of Citizens in 2013.

*Based on: Resolution on Social Protection Education  
Pertains to: Priority 1 and Aim 1  
Carried out by: Europe*

## PRIORITY 1

### HIGHER EDUCATION

The 8th EI International Higher Education and Research Conference was held in Buenos Aires in September, 2012. Outcomes included a proposed EI policy statement on tuition fees that elaborated upon the EI policy paper on education. The draft statement was subsequently adopted by the EI Executive Board in October. The conference also explored ways the HER affiliates could more effectively share information and best practice in pushing back against austerity and promoting academic rights. The often negative effect of university rankings was flagged as an area of further policy development.

Other work in the sector included cooperation with TUAC on the OECD's Assessment of Higher Education Learning Outcomes (AHELO). EI participated in the AHELO Stakeholders' Group, arguing against a simplistic and instrumentalist measurement of learning outcomes and warning about the potential misuse and abuse of results by governments, employer groups, and university and college administrations. The first report of the AHELO feasibility has been released with a conference to plan the next phase scheduled for March, 2013.

The impact of the economic crisis on higher education has been the focus of much of EI's work over the past year. EI's consultant on HER regularly contributes material to the the Education in Crisis campaign and was invited in February of last year by the NTEU (Australia) and TEU (New Zealand) to give a series of lectures on the topic.

The issue of research autonomy and integrity in the sector has become of increasing concern as private funding threatens to directly or indirectly influence the outcome of research. EI's consultant contributed a chapter to the forthcoming Transparency International report on corruption that focuses on the dangers of corporate funding of university-based research.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### HIGHER EDUCATION

The Palestinian Federation of Unions of University Professors and Employees (PFUUE) was admitted into EI membership last year. At the annual Development Cooperation meeting, several HER affiliates agreed to establish a consortium, overseen by EI, to support solidarity projects in the sector, including an initial project with PFUUE. The goal is to help PFUUE establish a permanent secretariat and to build its advocacy abilities.

*Based on: Resolution on Higher Education Teaching Personnel in Palestine  
Pertains to: Priority 1 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### HIGHER EDUCATION

World Conference on Higher Education took place in Buenos Aires (25th-27th Sept). CONADU Argentina; PROFES And CONTEE Brazil, FAUECH Chile, ASPU Colombia participated from Latin American region. The main commitments were related to defend freedom of association, working conditions, professional preparation and intellectual freedom as well as autonomy for the universities. A video on this subject and about the whole Conference will be launched by March 2013.

*Based on: Resolution on Copyright and Education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Latin America*

## PRIORITY 1

### SCHOOL LEADERSHIP

The 2012 International Summit on the Teaching Profession, held in New York, on 14 and 15 March addressed a number of school leadership issues. The Summit concluded that a single person cannot carry out all of the leadership functions of a school and that distributed or collaborative teacher leadership models are necessary, both to strengthen the leadership of the school and to create career paths for talented teachers. The Summit called for the creation of new standards for principals and new models of leadership development. The Summit also stressed the need to build the leadership capacity of school teams and to develop succession plans to ensure a supply of future leaders.

The European – Global Conference on School Leadership, jointly organised by EI and ETUCE and held in Dublin, Ireland, from 23-25 May 2012, addressed pertinent school leadership issues. The conference was attended by 75 participants, representing EI member organisations in Europe and across the world. The conference discussed the impact of the crisis on education and school leadership, school leadership preparation, recruitment and organising. The participants stressed the need to strengthen pedagogical and participative leadership in schools and recommended that EI should develop a policy paper on school leadership.

ETUCE carried out a school leadership survey, examining the main school leadership issues, trends, challenges and opportunities in Europe and the findings were presented to the Dublin conference. With the support of the School Leadership Working Group, ETUCE also developed a policy paper on school leadership and the policy was adopted by the ETUCE Conference in Budapest in November. ETUCE also participated in the European Policy Network on School Leadership, which brings together Ministries of Education, capacity building institutions, academics, teacher associations/unions and other stakeholders to discuss school leadership policy issues in Europe.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### STATUS OF TEACHERS

As part of EI engagement with OECD and in preparation to the New York summit, EI Research Institute commissioned a study to John MacBeath, Cambridge University. The report undertakes an intellectual tour-de-force in revisiting and re-assessing the research evidence on what makes teaching effective and what limits it. The report served as analytical background paper for the Cambridge Seminar on Future of Teaching Profession in February, 2012.

The study contains profound insights into the nature of teacher professionalism. It explores an enormous range of research on education policies which turn teachers into ‘satisfiers’ or ‘dissatisfiers’. Debates on the policy directions in education in the past decade have been increasingly focusing on learning outcomes and effectiveness indicators in search of the “hidden truth” or the ‘holy grail’ of what makes an effective school. While effectiveness and efficiency have become the ‘call-of-the-day’ not only in education, but in other public sectors, too often attempts to capture what defines student achievement and teachers’ contributions to it, have often been narrow, one-sided and limited, leading to distorted policies affecting the efficacy and morale of teachers.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Worldwide, Research*

## PRIORITY 1

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## STATUS OF TEACHERS

In order to further its work to promote and defend the status and rights of teachers, EI carried out a survey among its membership, looking specifically at the different elements of the UNESCO-ILO 1966 and 1997 Recommendations. The survey shed light on worrying trends and tendencies across the globe, undermining not only the teaching profession but also the provision of quality education.

The survey also formed the basis for EI's contribution to the triennial report of the UNESCO-ILO Expert Committee, charged with monitoring the 1966 and 1997 Recommendations. The Committee meet every three years in order to issue a report on the status of teachers world-wide, and make recommendations for member states, social partners, ILO and UNESCO.

The Committee met in October 2012 and EI focused its presentation on seven different signs of deprofessionalisation of the teaching profession, highlighting examples such as the influx of unqualified teachers and the rapid spread of standardised testing. EI recommended that CEART, the ILO and UNESCO, take concrete steps towards reversing the casualisation of the teaching profession, notably through the provision of adequate training and professional development, as well as decent working conditions, including fair remuneration.

The EI presentation gave rise to numerous questions and comments and formed the basis for a fruitful exchange between EI and the Committee of experts.

EI also closely follows the allegations procedure, where the Committee examines allegations received and makes suggestions for the resolution of the conflict.

*Based on: Resolution in favour of stable jobs with the appropriate status and quality education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

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## STATUS OF TEACHERS

Since the onset of the global financial and economic crisis in 2008, economic recession has prompted governments to implement drastic austerity measures with negative repercussions for education systems worldwide. Cuts in public education budgets have led to staffing shortages, salary and pension cuts or freezes, deteriorating working conditions and learning environments, infringements of trade union rights, curtailing of curricula in schools and colleges, reductions in education support services, and rising tuition fees. As a result of the economic downturn, key donor countries have cut their aid budgets for education, with long-term implications for developing countries.

Since 2008, EI has been closely monitoring developments globally through membership surveys. EI also held a high level Seminar in Warsaw, Poland in September 2009 on the impact of the economic crisis on education in Central and Eastern Europe and ran a dedicated campaign "Hands up for Education" during 2009-2010.

In May 2012, EI launched the "Education in Crisis" information campaign with the purpose of: i) assisting member organisations in responding and addressing the challenges for them and for education at their national levels;

ii) providing visibility to EI's defense of publicly-funded education in the context of devastating austerity measures that have impacted on public budgets; iii) monitoring and mapping national developments and reporting on the actions undertaken by member organisations; and iv) providing resources to member

organisations and education activists more broadly to be used for the defense of public expenditure on education, the protection of collective bargaining rights and the reversal of efforts to privatize education funding and provision.

Three major activities were undertaken as part of this campaign:

- EI developed a dedicated website [www.educationincrisis.net](http://www.educationincrisis.net) which served as a platform to monitor regional and national developments (through news items; country-based reporting, linking up with regional campaigns, including the ETUCE Crisis campaign); provide resources to assist member organisations in their advocacy and campaigns (including: policy briefs, posters, research reports; information and campaign videos and tracking relevant events); and offer analyses and commentary on educational developments (through in-depth articles, blogs and videos).
- EI representatives have extensively advocated for quality public education with international financial institutions and intergovernmental bodies. These activities took place in collaboration with the other global union federations, international organisations and non-governmental organisations.
- On October 18th and 19th 2012, EI organized a global Seminar that united over 140 educators from more than 30 countries in discussions that engaged different approaches aimed to ensure the development of public education systems nationally and globally. Keynote speakers included Professor Deborah Meier of the Steinhardt School of Education, New York University and Carol Bellamy, the Chair of the Global Partnership for Education. Three round table discussions and presentations focused on the devastating impacts that the economic recession has had on education systems worldwide, particularly in Europe and in developing countries, as well as on policies that will address the sustenance of stability, growth and public funding for those education systems. Key messages arising from the Seminar included the notion that teachers can more effectively protect education if they organise together in unions; that advocacy for democracy within classrooms can strengthen communication and understanding among people within democratic societies; and that global citizens should advocate for the regulation of markets, so as to ensure a greater public investment in public services and education.

*Based on: Resolution on the Sustained Funding of Public Education in the midst of the Economic Crisis  
Pertains to: Priority 1 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### STATUS OF TEACHERS

The Regional Office was represented by Mr Emanuel Fatoma, who stood in for Mr Dennis Sinyolo, who is a member of the Steering Committee of the Task Force. The meeting was held in Windhoek, Namibia on the 27th November at Hotel Safari. It was followed by a Task Force meeting on the same day. On 28th and 29th November, a policy dialogue forum was held. Taking into account that the Task Force is a coalition of the willing institutions, the Executive Committee, comprising of policy makers, donors, academia and civil society met on the 27th November and had representatives from UNESCO, UNICEF, GIZ, ILO, EI, GCE, European Commission, Norway, VSO and also regional representatives from Africa, Asia, Latin America and the Caribbean. It was agreed that Europe and MENA be provided for in the Steering Committee. The Committee approved the report of their last meeting held in New Delhi and highlighted a few issues for consideration.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Africa*

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## STATUS OF TEACHERS

On 28 and 29 November 2012, a workshop was organized in Windhoek, Namibia. The Office was represented by Mr Emmanuel Fatoma, Senior Coordinator and Mr Peter Mabande, PATC Executive Director. The main themes were: Teacher Education and Professional Development, Teachers' Status, Teaching and Learning Conditions, Teachers and Teaching for Sustainable Development.

Concerning the first theme (Teacher Education and Professional Development), the key questions and issues were:

- The way teacher-training institutions can enhance equity and quality of pre and in-service teacher professional development;
- The policies that are needed to enhance the status of the teaching profession, effectively manage teacher recruitment and deployment, and enhance the quality of teacher education and development;
- The forms and modalities of teacher professional development to enhance teacher performance and student learning; and,
- The successful strategies to enhance teacher quality and meet teacher shortages, including the use of new technologies and approaches.

Related to the second theme (Teachers' Status, Teaching and Learning Conditions), many recommendations were made. Among these recommendations, some major ones were:

- Establish and/or apply comprehensive, national teacher policy on all professional, material and social factors that make for recruitment, deployment, retention and motivation of teachers for quality learning outcomes;
- Develop and/or apply an up to date Teacher Management System (TMS)
- Establish a dedicated Teaching Service Commission, separate from the overall public service, as a tool for a good teacher policy;
- Develop quality teaching standards and codes of ethics/professional conduct, which should be worked out in consultation with teachers and their organizations and effectively applied;
- Develop career ladders and good teaching award schemes to reward and promote quality professional practice and dedication to teaching (not just qualifications). Such schemes have to be carefully designed to meet the goals;
- Establish or re-establish (in post-conflict countries, especially,) coherent management systems that favour good teacher recruitment and administration;
- Establish institutionalized, good faith social dialogue mechanisms/structures between education authorities and teachers/teachers' organizations;
- Have such social dialogue mechanisms, including effective dispute resolution procedures to avoid or reduce conflicts;
- Use international standards and bodies to help countries with good teacher policy and practice through a rights-based approach- the 1966 Recommendation Concerning the Status of Teachers, tools such as the ILO Handbook on good human resource practices for the teaching profession and application of CEART recommendations...;

Talking about the third theme (Teachers and Teaching for Sustainable Development), like in the preceding themes, some important recommendations made:

- Create new and strengthen existing initiatives, policy frameworks and networks;

- Create partnerships with all stakeholders to solicit responses from concerned sectors;
- Identify new and strengthen existing networks;
- Create new and strengthen existing channels of communication;
- Share good ideas and best practices and resources;
- Create a data base ;
- Set collaborative ESD research and teaching agendas within the region.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Africa*

## PRIORITY 1

### STATUS OF TEACHERS

On 16 to 17 October 2012, a joint delegation of NUT, Laraforbundet and EI Africa visited four states (Lagos State, Niger State, Taraba State and Akwalbon) in order to ascertain and reinforce the leadership training evaluation report by having first hand information from the beneficiaries of the training.

In all four states, the assessors met with ordinary members who had never been trained to evaluate their leaders on the impact of the training of their branch and state leaders. Assessors tried to limit each group of the branch members to twenty participants from local governments that had their leaders trained.

Depending on the state and branch, some members had seen the NUT constitution and some even had a copy. They got it through union leaders, seminars, study circles, and from their head teachers. This was encouraging. However, the majority of ordinary members still needed to have copies of the constitution and were even prepared to buy a copy at subsidized rate. Issues they appreciated included welfare, improved communication, commitment, transparency, and election process.

A problem raised related to the nomination of delegates to the branch meetings, which in some schools were made by the headmaster. Others had a democratic process where the teachers themselves chose their representatives.

Through the constitution, they had learnt about teachers' welfare, tenure of office for officers, roles of various stakeholders, members' rights and responsibilities and about different type of meetings. They considered general meetings to be very informative, interactive and should therefore be held at least three times a year. .

In all the states visited, members agreed that the flow of information had greatly improved. This, in their view, had generated lots of interest in NUT affairs. State officials then participated in branch meetings and provided information that was required by the members. There was then more rapport between members and their leaders.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 1 and Aim 2  
Carried out by: Africa*

## PRIORITY 1

### STATUS OF TEACHERS



The project activities are implemented in 19 states. 35 (6 women) union leaders from 17 states reflected on the progress made by the states, discussed challenges faced in implementation and identified areas of weaknesses that need improvements.

The discussions were focussed on current challenges before AIPTF, EI and Lärarförbundet; to increase the active participation of young teachers especially female teachers in union's activities, measures taken for promoting gender-equality, to assess the achievements of the state affiliates regarding their goals, to identify the reasons for not achieving these goals; impact of the planned activities on union.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 1 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 1

### STATUS OF TEACHERS

7 participants including International Secretaries from Lararforbundet, Coordinator Education International (Asia Pacific Region), AIPTF President, Secretary General, two national Coordinators discussed the status of Project Activities and its impact on Union.

The discussions were focussed on current challenges before AIPTF, EI and Lärarförbundet; to increase the active participation of young teachers especially female teachers in union's activities, measures taken for promoting gender-equality, to assess the achievements of the state affiliates regarding their goals, to identify the reasons for not achieving these goals; impact of the planned activities on union, need to review the strategic plans prepared by the implementing states. It was decided that the revised study material is in better format and style but still it needs improvement.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 1 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 1

### STATUS OF TEACHERS

8 participants (Lärarförbundet -2, EIAPR-1, AIPTF -3 Office-bearers+ 2 National Coordinators) aimed to evaluate, assess and analyse the current situation and re-plan the strategic plans, goals, action plans & budget at national and state levels for the next three years i.e. 2014-2017.

The meeting analysed the measurable goals at national level, framed the strategic plan at national and state levels; checked on the financial management of the project; prepared budgets for the three years, and discussed budgeting principles; sustainability, capacity building at national level, equipment funds; coordination between national and state coordinators; impact of project activities on union.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 1 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 1

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## STATUS OF TEACHERS

Six participants each from Madhya Pradesh, Gujarat, Goa and Maharashtra participated in the meeting. 33% were women.

The meeting aimed to assess the current situation, to identify the core problems and solutions through participatory approach; to define measurable goals for achieving desirable changes in different areas with practicable solutions and visible indicators; to prepare strategic plans and SMART Plan of Action for next three years, to plan activities corresponding to the problems identified; to prepare realistic budget for the activities planned to achieve the goals.

The meeting discussed Planning wheel; Problems for the Union (Prioritization of the Problem), SWOT Analysis, Stakeholder Analysis; Strategic Planning, Risk Analysis; Preparation of action plan for three years Reflection & Revision of action plan; Principles on Budgeting; Action Plan & Budget for three years (2014-17); Project Monitoring & Evaluation

The states prepared the strategic plans through group exercise. The issues which were covered to assist the participants in identifying the problems, SWOT analysis, stakeholder analysis, risk analysis etc which led them to prepare a strategic plan and a SMART plan of action, activities to achieve the goals and financial allocations to carry out the activities.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 1 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 1

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## STATUS OF TEACHERS

The funding for these activities was partly from the EI budget and partly from the Australian Education Union. (AEU).

The workshops were held as follows:

- 17 – 19 August 2012 Ainaro District
- 21-23 August 2012 Dili District
- 15 – 16 December 2012 Bucau District
- 17 – 18 December 2012 Dili District

A total of 91 participants were trained in these workshops – 26 women and 65 men.

ETTU needs a lot of assistance as Trade Union awareness is simply not there and East Timor is the poorest country in Asia.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 1 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 1

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## STATUS OF TEACHERS

ETUCE Conference in November 2012 in Budapest adopted a resolution on teaching profession, which focuses on quality of teaching and the status of teachers during the crisis.

In spring 2012 the European Commission published a roadmap on a future EU initiative on the Teaching Professions to improve the quality of teacher education and teaching, to ensure that only the best candidates are attracted into the profession and selected to be teachers; to provide integrated, career-long support and professional development for teachers, their educators and school leaders; to improve the competences of teaching staff; and to increase access to high quality continuous professional development.

ETUCE initiated meetings with the European Commission, which agreed, that the policy paper should also take into account the negative effect of the crisis on teacher education. Thus, ETUCE, with the support of the European Commission, initiated a survey on the Impact of the Crisis on Teacher Education, aiming to collect the Member Organisations, opinions about whether and how the crisis has affected initial teacher education, the induction phase of teachers and professional development of teachers. The results of the survey was presented to the European Commission in September 2012 and referred to in the European Commission's policy package on Rethinking Education, published in November, 2012.

While participating in numerous working group meetings and seminars of the Professional Development of Teachers Open Method of Coordination Working Group, ETUCE lobbied for better teacher education.

*Based on: Resolution on the Future of the Teaching Profession  
Pertains to: Priority 1 and Aim 2  
Carried out by: Europe*

## PRIORITY 1

### STATUS OF TEACHERS

"Recruitment and retention in the education sector, as a matter of social dialogue"

This one year project was funded by the European Commission. It considered the need for the education systems in Europe to address the shortage of workforce in the education sector, to broaden the access to education at all levels and to raise the overall quality of education. All these elements would be the key for the EU member states to meet the EU2020 strategy goals. As recent research indicated that teachers are the most significant resource in schools, making teachers the centrepiece of these efforts, the project focused on recruitment and retention of teachers, trainers and lecturers. Due to problems in this area most EU member states are facing a quantitative shortage of teachers, especially in certain core subjects and at disadvantaged or remote schools. At the same time, concerns have been raised about the qualitative composition of the teacher workforce in relation to academic background, gender, knowledge and skills. If the member states are to reach the goals set forth on education in the EU 2020 it is crucial that these challenges are met.

The second background consideration was that recruitment and retention in the education sector is also a matter for the social partners to deal with both at national level and within the European Sectoral Social Dialogue in Education (ESSDE). Recruitment and retention was part of the ESSDE work programme and taken up by a specific working group within the ESSDE.

There are two main concrete outcomes of this project which will certainly remain relevant for a long time after the end of this successful project. These are the "Technical Report of EFEE-ETUCE survey on Recruitment and Retention in the Education Sector" and the document "A European Project by ETUCE and EFEE: Recruitment and retention in the education sector, a matter of social dialogue. Joint recommendations to the ESSDE".

ETUCE together with its social partner, EFEE, will use the project results to promote these issues. They will remind national policy makers and decision makers of their full responsibility to develop new strategies and introduce sectoral reform programmes aimed at enhancing the attractiveness of the teaching profession i.e. initial teacher education, induction phase, continuous professional development, terms and conditions, mobility, gender balance, additional teachers in certain subjects. ETUCE will also work on enhancing the image and the public perception of the teaching profession.

In 2012, following up on the previous projects results ETUCE has successfully applied for and kicked off a project on the development of the teaching profession in times of the economic crisis. During the next months the project will further examine the decline in the status of the teaching profession. It aims to finding joint strategies to tighten the links between education and the labour market.

*Based on: Resolution on the Future of the Teaching Profession  
Pertains to: Priority 1 and Aim 2  
Carried out by: Europe, Education and Employment*

## PRIORITY 1

### STATUS OF TEACHERS

Also in 2012 the European social partners in Education have continued to promote their dialogue. The following activities have been conducted:

The ESSDE Steering Group met in March and October 2012. In both meetings, members were mainly updated on current projects as well as on the future plans and developments of upcoming projects within the ESSDE. In this context, it is important to mention that the European Commission has announced a reorganization/reduction of future sectoral social dialogue activities for all sectors.

In order to work more intensively on specific issues of common interests the European social partners have been focusing on different tasks in the three current working groups:

Working Group 1 on “Quality in Education” has committed itself to discuss general requirements for the establishment of an evaluation culture accepted by all stakeholders in the education sector. In June 2012 the social partners, ETUCE and EFEE, kicked off a project on evaluation in the education sector under the European Commission’s budget heading “Social Dialogue and Industrial Relations”. Since then, members of this WG have participated in the project’s country case studies in the Netherlands and Sweden. A third study visit is planned to take place in Cyprus. The final project results shall be presented at the final conference in Budapest in May 2013.

Since their first meeting in November 2010 the members of Working Group 2 on “Demographical challenges in education” have been focusing on challenges and problems about recruitment and retention of teachers. The main question to be answered was: “How can more qualified teachers be attracted in the future and what can be done to keep teachers working in the sector?” It was decided that this WG would continue to work alongside the ETUCE/EFEE project “Recruitment and retention in the education sector, a matter of social dialogue”. The project was carried out successfully. The final project results were presented in Brussels at the final project conference in September 2012. Based on their previous work in WG2 and the project results the social partners in education have adopted joint recommendations at their ESSDE plenary meeting in November 2012.

Since its establishment Working Group 3 on “Higher Education and Research” has shown that there was sufficient capacity to continue exploring the possibilities for Higher Education & Research within the European social dialogue structures. The group’s focus has been on the development of attractive career opportunities in

HE&R and the vital exchange of related good practices. Whilst not wishing to exclude other topics from its discussions or for future exploration the group had decided to intensify its work on three particular topics: gender equality, the environment for early career researchers, and mobility. WG 3 got together in March and June 2012. The social partners prepared a final report which was adopted at the ESSDE plenary meeting in November 2012 .

The third ESSDE plenary meeting was held in Brussels on 8 November 2012. A DG Education and Culture representative opened the meeting with a keynote speech on the the forthcoming European Commission's Communication "Rethinking Education". The purpose of the meeting was to present existing work results to ESSDE delegates and to discuss future work objectives. Delegates learned about the European social partners' current and future projects as well as about work completed in the three working groups. Delegates also discussed possible future work topics that the ESSDE could deal with during the next years.

The next ESSDE plenary meeting will be held in Brussels in November 2013.

*Based on: Resolution on the Future of the Teaching Profession  
Pertains to: Priority 1 and Aim 2  
Carried out by: Europe, Education and Employment*

## PRIORITY 1

### STATUS OF TEACHERS

From October to December nine member organizations held national encounters on pedagogic movement. Those were STEG Guatemala (9th-12th October), ANDES 21 de Junio El Salvador (5th and 6th October), CGTEN ANDEN Nicaragua (16th-17th November), ADP, FAPROUASD and ANPROTED Dominican Republic (6th-7th December), CPC Chile (26th-27th November) , CTERA Argentina (5th-7th October) and UNE Paraguay (29th and 30th October). Those National encounters had the participation of 100 up to 300 or 400 people in some cases and developed reflexions about valuing teaching profession, concept of quality and terms of evaluation for education policies, curricula and freedom of association.

During the first trimester of 2013 the remaining countries will develop their encounters: Honduras, Venezuela and Perú.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 2  
Carried out by: Latin America*

## PRIORITY 1

### STATUS OF TEACHERS

Some members affiliates of Honduran unions, CTERA and CNTE Brazil are developing work with students of pedagogy and education career, as a strategy to bring early stage workers close to the union.

FECODE Colombia wrote a project to create one only Teachers Law in order to guarantee same rights to “new” teachers.

*Based on: Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers  
Pertains to: Priority 1 and Aim 2  
Carried out by: Latin America*

## PRIORITY 1

### STATUS OF TEACHERS

Latin America Regional Committee with special input from CNTE Brazil, has gathered the money to buy a land on which CNEH Headquarters are to be build. Reginald Sorel as EI representative will be giving support to all the process. Members from this region joined the International EI Mission to Haiti to follow up on the Campaign for public education ( January 2013) and finalized details to do so.

*Based on: Resolution on the campaign for quality public education for all in Haiti  
Pertains to: Priority 1 and Aim 2  
Carried out by: Latin America*

## PRIORITY 1

### STATUS OF TEACHERS

Dominican Republic has informed about the threat against teaching profession because of laws that allow any person –with professional degree in other areas- without pedagogic preparation to be a teacher.

Altogether Honduras, Dominican Republic, Colombia, Chile, Peru and Ecuador are now confronting this problem.

The 14 national Encounters of the pedagogic movement which took place during 2012, all the national unions discussed how evaluation should be centered in acknowledge education policies instead of punishing teachers individually, in order to seek for improvements in the different areas of education systems.

*Based on: Resolution: Stress the importance of public education for universal welfare  
Pertains to: Priority 1 and Aim 2  
Carried out by: Latin America*

## PRIORITY 1

### TRADE AND EDUCATION

EI's work on trade and education over the last year focused on monitoring negotiations and providing regular updates and analysis of trade-related developments in the TradEducation series.

At the World Trade Organisation (WTO), negotiations under the so-called Doha Agenda have remained deadlocked for several years. As a result, services talks have stalled. As well, EI has been successful in ensuring that a number of countries will not make commitments on education services. Recently, however new talks have begun amongst the services demandeurs on a proposed International Services Agreement (ISA). While still at an embryonic stage, the negotiations are intended to go beyond the General Agreement on Trade in Services (GATS) in terms of scope and coverage of sectors. A proposal issued by Australia and the European Union in October 2012 identified 10 key priorities for the first of phase of talks. While education was not included in this list, of particular concern to EI is the emphasis on new rules regarding domestic regulation of services. These rules would apply to qualification requirements, licensing requirements (both of natural citizens and companies), and technical standards which are broadly defined to capture virtually all regulatory requirements governing the delivery of a service. With GATS talks stalled, we will now need to shift our focus going forward toward the ISA.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 1 and Aim 4  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### TRADE AND EDUCATION

EI has continued to follow the evolution of intellectual property rules, principally through the World Intellectual Property Office (WIPO), and global and regional trade agreements such as the Anti-Counterfeiting Trade Agreement (ACTA) and the Trans-Pacific Partnership Agreement (TPP). Building upon the resolution adopted at the EI Congress, our focus has been on ensuring copyright limitations and exceptions for educational and research purposes. EI's consultant attended a meeting of WIPO's development committee in May to present EI's position. Our work on ACTA highlighted some troubling provisions that would have ratcheted up copyright protections and would have narrowed fair use or fair dealing for teachers and students. Fortunately, ACTA appears to be dead as the EU Parliament recently rejected the treaty. Nevertheless, ACTA-like provisions have emerged in the ongoing Trans-Pacific Partnership Agreement (TPP) and we continue to monitor negotiations closely.

*Based on: Resolution on Copyright and Education  
Pertains to: Priority 1 and Aim 4  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### VOCATIONAL EDUCATION AND TRAINING

An EI Task Force on Vocational Education and Training has been constituted, bringing together representatives of nine different affiliates. The Task Force is charged with elaborating concrete strategies as well as policy recommendations, and it will have its first meeting in London in January 2013. Particular attention will be given to the areas of privatisation, brain drain and gender.

EI actively participated in UNESCO's 3rd International Congress on TVET in Shanghai, China from 14-16 May, 2012. The Congress focused what TVET policy measures might be taken, particularly in difficult economic times, to facilitate learning and skills development. EI was invited to make two formal presentations at the event, one focusing on the need to develop stronger social dialogue and collective bargaining practices in the sector, and the second looking specifically at TVET teachers, highlighting the need to improve the status and terms and conditions of employment of TVET teachers in order to improve quality.

EI also continues to monitor the developments within the OECD, along with TUAC, and closely follows the developments of PIAAC (Programme for the International Assessment of Adult Competencies).

*Based on: Resolution on Vocational Education, Gender and Inclusiveness  
Pertains to: Priority 1 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 1

### VOCATIONAL EDUCATION AND TRAINING

Concerning the implementation of EI resolution on New Impact of VET in each EI region and on VET, Gender and Inclusiveness, in preparation for the ETUCE quadrennial conference (November 2012) a VET working group was established, which set up and presented an ETUCE policy paper on VET, which was adopted in the conference. The policy paper included recommendations to trade unions to ensure equality via improving the VET sector.

The EU VET policy, which ETUCE closely monitors, focuses on the implementation of the Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training on VET modernisation, increased attractiveness, inclusiveness, and implementation of the EU common reference tools (European Qualification Framework, European Credits for VET, Europass and European Quality Assurance in VET).

ETUCE organised another joint seminar with ETUI on Inclusive Vocational Education and Training during the crises in Sesimbra, Portugal, in March 2012. The main objectives of the seminar were to analyse the impact of the crisis on the VET sector and to assess the opportunities for teacher unions to make the VET sector more inclusive.

ETUCE is also represented in the OMC working group on the Professional Development of VET Trainers, established by the European Commission together with CEDEFOP.

*Based on: Resolution: New Impact of Vocational Education and Training in Each EI Region  
Pertains to: Priority 1 and Aim 2  
Carried out by: Europe*

## PRIORITY 2

### EARLY-STAGE TEACHERS

Following the resolution adopted at the 2011 Congress, EI has intensified its efforts to examine the particular issues affecting this key group of teachers, as well as the support structures that different affiliates have put in place for Early-stage teachers.

In 2012, EI undertook a survey on the status and the rights of teachers, done within the framework of CEART monitoring of the UNESCO-ILO 1966 and 1997 Recommendations. The survey showed a clear increase in the casualization of the teaching profession, severely affecting the working conditions that Early-stage Teachers would face when entering the profession.

Early-stage teachers are also targeted within the activities of EI's Organising Network, an initiative that will be launched in 2013 and aims to further build the capacities for strategic and targeted organising and campaigning.

*Based on: Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers  
Pertains to: Priority 2 and Aim 5  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 2

### EARLY-STAGE TEACHERS

Following the approval of the EI resolution on this issue, the working group on Early Stage Researchers of the Higher Education and Research Standing Committee decided to submit a policy paper in 2014. The group meets two times a year and has an active online consultation on the policy paper.



ETUCE Bureau decided to establish a working group of 7 European experts on mapping out the challenges in Europe to organise researchers. ETUCE Secretariat initiated a survey among Member Organisations to find out the exact numbers of researcher member sand the obstacles of organising them. The working group met in November and in December 2012 and will submit a list of obstacles and recommendations to trade unions on organising researchers in April 2013.

*Based on: Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers  
Pertains to: Priority 2 and Aim 5  
Carried out by: Europe*

## PRIORITY 2

### PROFESSIONAL ETHICS

During the course of the seminar it was decided that equally important would be to understand the government decree and make recommendations for the improvements in the decree.

The Seminar was of the view that unethical behaviour observed among the teachers is mainly due to low salaries and poor working conditions that forces them to take extra money from the students or find second jobs. Actions to raise awareness on professional and ethical conduct and advocacy to revise the government decree would contribute to enhancing ethical and professional behaviour of teachers.

There is a need for the government also to recognise that the professional organisations are self- regulatory and independent. Cambodian teachers are in the profession because they view it as the best profession and seek to improve their ability to serve the students and the communities.

At the end of the seminar the organisations drafted their own codes drawing from the government decree, the EI declaration on professional ethics and the ILO/UNESCO recommendations on the status of teachers. The codes of ethics drafted by the unions include details on the enforcement procedures and role of teacher organisations to avoid unfair use of the code to stifle the unions. The present government decree does not state details of how and who enforces the code, what are violations and what procedures would be taken against those who violate the code.

*Based on: Enhancing the Status of Teachers  
Pertains to: Priority 2 and Aim 4  
Carried out by: Asia-Pacific*

## PRIORITY 2

### PROFESSIONAL ETHICS

EI workshop on Role of Teachers' Organisations in addressing de-professionalisation of education was held on 1 – 3 Dec 12 in Indore, India for 30 participants from 3 unions in India shared views & information on professionalism, identified the trends causing de-professionalisation of education, devised strategies & action plans & made recommendations for their unions, STF, EI & both state & central government to address the trends identified. Implementation of Rights To Education Act 2009 within stipulated time without any alibi for resource crunch, protest PPP, financial support from STF & EI to develop capacity building & establishment of union's websites were among were among the key recommendations made.

The main objectives of the workshop were to develop understanding on EI policy on education, promoting teaching as a profession, share views on professionalism, identify the trends causing de-professionalisation of education & devise strategies to address the growing trends of de-professionalisation of education in India.

EI priorities, EI policy on education, UNESCO/ILO recommendation, professionalism, teaching as profession, teachers as professionals, current de-professionalisation trends in India, causes and impact on education, strategies to address the trends & promote the status of teaching profession, preparation of action plans by each union & recommendations for STF, national unions, EI, state & national governments.

After a long struggle, the Indian government approved Bill on Rights to Education & Right to Education Act 2009 came to the force in 2009. However, the implementation of the act is far from the reality in a number of states. At the same time, the quality of public education is being deteriorated due to many growing trends causing de-professionalisation of education in the country such as, appointment of unqualified & untrained teachers & para-teachers, PPP in education, closure of teachers' training colleges, low salaries & poor working conditions of teachers, non-academic works, poor allocation of budget on education, privatization of education, commercialization in education, non-implementation of Code of Ethics, lack of teaching learning environments, corruption, etc. All the 3 unions were of the view that they need to work both individually & jointly to pressurize the state & national governments to implement RTE 2009 which will help in addressing these trends.

The 3 unions decided to prepare a joint memorandum & take a joint delegation to the MOEs to draw the attention of the central government towards these trends & how they are causing de-professionalisation of education & demand for a full implementation of TRE 2009 as a government obligation to provide free, compulsory education to all children & to uphold the dignity of the teaching profession & teachers.

#### Recommendations

- RTE 2009 should be implemented within stipulated time without finding any alibi for resource crunch.
- National unions to lobby with the government for implementation of RTE 2009 as the enactment is a shield to protect teaching community & dignity of teaching profession.
- National unions to act strongly against PPP in education.
- National unions seek support from EI and STF for capacity building.

*Based on: Resolution in favour of stable jobs with the appropriate status and quality education  
Pertains to: Priority 2 and Aim 4  
Carried out by: Asia-Pacific*

## PRIORITY 2

### PROFESSIONAL ETHICS

The funding was carried forward from the 2011 budget. 17 participants (9 women and 8 men) attended the 4-day workshop .

CITTA and NEAD from Cambodia sent 2 representatives each. NUTP Malaysia had 4 representatives and STU from Sarawak 2 representatives. Thailand had 4 representatives – 2 from PSTAT and 2 from NTTU. PGRI of Indonesia sent 3 representatives.

The objectives of the workshop were for the participants to get a clearer picture of the need to have a Professional Code of Ethics for the teaching profession and to share the Professional Code of Ethics of other organisations / countries and adopt them where possible in their respective organisations / countries. At the end of the workshop the participants were required to draw a National Plan of Action.

Most of the sessions were interactive as none of the participating countries has a Code of Ethics established and operating successfully. Each country was asked to give an update on the current situation regarding the Code of Ethics existing in their respective countries. Then the EI Code of Ethics was explained and EI hope that each country will formulate their own Code of Ethics, taking into account local sentiments, culture and religions. At the end of the workshop, the participants prepared an Action Plan to be submitted to their respective Executive Committee/Council/Board for consideration and implementation.

*Based on: Resolution in favour of stable jobs with the appropriate status and quality education  
Pertains to: Priority 2 and Aim 4  
Carried out by: Asia-Pacific*

## PRIORITY 2

### PROFESSIONAL ETHICS

A workshop on the Implementation of the Professional Code of Ethics in Thailand was held from 21 to 22 July 2012 at Pathumthani, Thailand. 26 participants (13 men and 13 women) representing PSTAT and NTTU attended the 2 – day workshop.

The objectives of the workshop were to compare the existing Code of Ethics with the contents of the EI Declaration on Professional Ethics, to draw up an Action Plan to implement the Code of Ethics and to form a Taskforce to see that the agreed Professional Code of Ethics is implemented within a stipulated time frame.

Various methods were used to present the topics. Interactive discussions and PP presentations were used. Group work and Q & A sessions were also used.

The participants concluded that the Code of Ethics that exists is not implemented effectively in Thailand. There is no monitoring of the implementation and no records are available to show whether any sanction has been taken on teachers breaching the Code.

All the participants agreed that the Code of Ethics has to be revised and updated. They also wanted the ILO – UNESCO Recommendations Concerning the Status of Teachers be translated into the Thai language. They want a “watchdog” Committee to supervise the effective implementation of the Code of Ethics.

*Based on: Resolution in favour of stable jobs with the appropriate status and quality education  
Pertains to: Priority 2 and Aim 4  
Carried out by: Asia-Pacific*

## PRIORITY 2

### QUALITY TEACHING

In order to seek new policy approaches which could increase teachers’ professionalism in the 21st century, EI Research Institute commissioned a specific report to John Bangs (EI) and David Frost from Cambridge University. Drawing on the concepts and evidence from International Teachers Leadership project, the study assesses how education unions perceive and use teacher leadership in their policies.

*Based on: Resolution on the Future of the Teaching Profession  
Pertains to: Priority 2 and Aim 1  
Carried out by: Worldwide, Research*

## PRIORITY 2

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## QUALITY TEACHING

This Annual Report contribution also covers EI Resolution on the Sustained Funding of Public Education in the midst of the Economic Crisis and Resolution: Stress the importance of public education for universal welfare. At the request of its member organisations, the ETUCE drafted and sent out specific statements on national situations to their respective governments. Each statement was composed in close cooperation with the member organisations concerned. This approach ensured that the specific national problems could be taken into account and addressed in the statements. At the same time, the statements emphasised the one-sidedness and ineffectiveness of the national governments' blind following of austerity policies which damage their education systems. In its statements ETUCE also underlined the fact that investment in education cannot be seen as a cost burden but rather as a necessary and worthwhile investment in the country's future. ETUCE also referred to increased investment in education as an alternative response to the crisis and the right measure to strengthen the country's economy in the long term. During the last years ETUCE has drafted statements on funding of education and teachers' working conditions in the context of the crisis and sent them to many countries around Europe. ETUCE also sent letters of support to its member organisations within the context of national industrial action. The theme of the ETUCE Conference in November 2012 was "Promoting Public Sector Education in an Age of Austerity," which also resonated in the event's background document called Europe's Dilemma in Crisis Exit. The ETUCE Conference adopted a number of resolutions in relation to the theme, most notably the Resolution on the Financial and Economic Crisis.

### ETUCE actions at European level

In 2009/2010, ETUCE carried out an EU-funded project aimed at assessing the impact of the crisis on the education sector. The project consisted of a time-dynamic survey on the negative effects on the sector, a mid-term working seminar and a final conference presenting the project's outcome. The survey findings highlighted that the crisis had a concrete impact on funding of education, teachers' working conditions and on industrial relations in the sector. However the degree of this impact varies substantially depending on the country. Representatives from EFEE, the European Commission and the European Foundation for Improvement of Working and Living Conditions (Eurofound) participated in the mid-term seminar and the final conference.

In 2010 and 2011, ETUCE produced EU level statements in order to maximise the pressure on public authorities at all levels against cutback policies.

In June 2010 ETUCE addressed a "Statement to the European Council meeting 17 June 2010 and the European Commission in preparation of the June G8/G20 summit in Ontario".[1] In this paper ETUCE urged the European Council and the Commission to advocate for positions at the G8/G20 Summit which would support further investment in education and training rather than continuous financial cuts that would damage the sector. ETUCE emphasised its demands in another statement to the European Council Meeting and the European Commission in Preparation of the G20 Summit in Seoul.[2]

In January 2011, ETUCE together with its social partners, EFEE, as well as EPSU and CESI drafted a strong document Investing in the Future, A joint declaration on education, training and research[3]. It was signed by the Presidents of the social partner organisations and the General Secretaries of EPSU and CESI and sent to all national authorities in charge of education.

Statements by ETUCE were sent to the European institutions in May[4] and October 2011[5]. Additionally, the ETUCE Committee drafted a general statement on the crisis in October 2011.[6]

### Follow-up activities

ETUCE acknowledges the seriousness of the situation which has worsened and clearly started to lead some countries into a severe social crisis. For ETUCE, it seemed not to be sufficient anymore to support individual

member organisations with solidarity letters when the whole sector was at risk. Therefore, ETUCE organised a Special Meeting in January 2012 in Brussels to discuss not only the impacts of the economic crisis on the education sector but also possible solutions.

The participants adopted conclusions underlining the importance of coordinated actions as a response to the challenges.[7] Consequently, the ETUCE Bureau asked the Secretariat to develop an action plan taking account of individual member organisations' requirements. Following the meeting, the Secretariat drafted a campaign framework[8] asking all European member organisations about their past, current and likely future problems caused by the financial and economic crisis.

The following actions have been organised, as proposed in the ETUCE campaign framework:

- Development and distribution of initial ideas to stimulate some early follow-up activities: "EI/ETUCE Action and Campaign Framework on the Economic Crisis":
- Launch and regular update of a "Special webpage on the economic crisis and education in Europe". On this webpage ETUCE informs the public about all relevant news and national or cross-national trade union activities related to the crisis. ETUCE also composes more focused country features, interviewing education trade union leaders and providing current data on individual countries.[9]
- Asking member organisations to nominate a contact person in charge of crisis-related matters to enable fast follow-up actions; the contact persons have been registered in a special mailing list.
- Translation of information material on the ETUC Decentralised Day of Action into several languages and posting to all member organisations. ETUC had mobilised for a protest by all member organisations across Europe to emphasise the need to find alternative solutions to the crisis other than just austerity measures.
- Preparation of a mini survey analysing data given by 55 member organisations. This covered the sectors of early childhood education, primary education, secondary education, vocational education and training and higher education. The objective of this work was not to deliver an academic review but rather to gain a good overview of the general political attitude of ETUCE member organisations towards the crisis. Education trade unions sent information on the effects of the crisis in their countries and actions they have launched as a response. The paper is currently used to support the ETUCE follow-up work on the crisis such, as regular lobbying work at the European Parliament. [10]
- Launch of a gallery upload site; member organisations have been asked to upload pictures of their activities related to the crisis.[11]
- Setting up a blog on its special crisis page; member organisations can use the opportunity to actively discuss topics related to the crisis. [12]
- In March 2012 the ETUCE Committee met with Members of the European Parliament to present the results of the mini survey. The delegation had the opportunity to hear the views of representatives present from the Progressive Alliance of Socialists and Democrats' members on how to deal with the crisis. As a result, there was a mutual understanding that both MEPs and the education sector could benefit from a future exchange of views.

So far, the suggested activities have been implemented successfully.

ETUCE also joined the online campaign for the financial transaction tax in June 2012. More than a dozen of organisations such as ETUCE, EPSU, the TUC, DGB, the European S&D Group and others have successfully called their members to join an online petition and to address national Ministers of Finance on this matter.[13] ETUCE has also supported the larger online campaign Europeans for financial reform. [14]

Euro-demonstrations

ETUCE has actively participated in several Euro-demonstrations organised by the European Trade-Union Confederation (ETUC). On 29 September 2010 the ETUC called for a European Day of Action. Alongside the Euro-demonstration in Brussels, trade unions carried out more actions at national level in many European countries. An ETUCE delegation joined the Euro-demonstration which brought together fifty trade union organisations from thirty countries. Under the motto "No to austerity – Priority for jobs and growth!" demonstrators protested against increasing austerity cuts as the only measures against the economic crisis.

Emphasising this motto, ETUC organised another Eurodemo on 9 April 2011 in Budapest together with its 6 Hungarian member organisations. The trade unions' demands against austerity cuts and for alternative economic measures were effectively made on the day when the Council of Ministers of Economic and Financial Affairs (ECOFIN) met in Budapest. ETUCE organised a deputation of more than 1000 teachers joining the protesters in Budapest[15]. ETUCE had by far the largest sectoral representation in the demonstration and was also amongst the speakers to the demonstrations.

[1] [http://etuce.homestead.com/Statements/2010/ETUCE\\_statement\\_to\\_EU\\_on\\_G20.pdf](http://etuce.homestead.com/Statements/2010/ETUCE_statement_to_EU_on_G20.pdf)

[2] [http://etuce.homestead.com/Statements/2010/2010\\_09/ETUCE\\_Statement\\_on\\_G20\\_Summit\\_September.2010.pdf](http://etuce.homestead.com/Statements/2010/2010_09/ETUCE_Statement_on_G20_Summit_September.2010.pdf)

[3] [http://etuce.homestead.com/Social\\_Dialogue/INVESTING\\_IN\\_THE\\_FUTURE\\_final.pdf](http://etuce.homestead.com/Social_Dialogue/INVESTING_IN_THE_FUTURE_final.pdf)

[4] [http://etuce.homestead.com/Statements/2011/ETUCE\\_Statement-EYC\\_Council\\_041911.pdf](http://etuce.homestead.com/Statements/2011/ETUCE_Statement-EYC_Council_041911.pdf)

[5] [http://etuce.homestead.com/Statements/2011/201110/EU\\_2012\\_Budget\\_statement.pdf](http://etuce.homestead.com/Statements/2011/201110/EU_2012_Budget_statement.pdf)

[6] [http://etuce.homestead.com/Statements/2011/201110/ETUCE\\_Committee\\_Statement\\_Crisis\\_ENG.pdf](http://etuce.homestead.com/Statements/2011/201110/ETUCE_Committee_Statement_Crisis_ENG.pdf)

[7] [http://etuce.homestead.com/News/2012/201201/ETUCE\\_Special\\_Meeting\\_2012\\_final.pdf](http://etuce.homestead.com/News/2012/201201/ETUCE_Special_Meeting_2012_final.pdf)

[8] [http://etuce.homestead.com/Crisis/Framework\\_of\\_ETUCE\\_action\\_and\\_campaign\\_draft\\_EN.pdf](http://etuce.homestead.com/Crisis/Framework_of_ETUCE_action_and_campaign_draft_EN.pdf)

[9] [http://etuce.homestead.com/ETUCE\\_Crisis.html](http://etuce.homestead.com/ETUCE_Crisis.html)

[10] [http://etuce.homestead.com/Crisis/Crisis\\_survey/Minisurvey\\_Crisis\\_-\\_ETUCE\\_ACTION\\_and\\_Campaign\\_framework\\_on\\_the\\_economic\\_crisis\\_eng.pdf](http://etuce.homestead.com/Crisis/Crisis_survey/Minisurvey_Crisis_-_ETUCE_ACTION_and_Campaign_framework_on_the_economic_crisis_eng.pdf)

[11] <http://europeanteachers.eu/index.php?cat=10003>

[12] [http://etuce.homestead.com/ETUCE\\_Crisis\\_blog.html](http://etuce.homestead.com/ETUCE_Crisis_blog.html)

[13] <http://www.financialtransactiontax.eu/en/home>

[14] <http://europeansforfinancialreform.org/en/partners>

[15] More information can be found on the webpage dedicated to the economic crisis:  
[http://etuce.homestead.com/ETUCE\\_Crisis.html](http://etuce.homestead.com/ETUCE_Crisis.html).

*Based on: Resolution: Trade union action against neoliberal policies and austerity plans in Europe  
Pertains to: Priority 2 and Aim 1  
Carried out by: Europe*

## PRIORITY 2

### TEACHER EDUCATION

EI engaged in advocacy with intergovernmental organisations and other key players such as UNESCO, the Global Partnership for Education (GPE), the ILO, UNICEF, UNDP, the World Bank and the OECD to promote teaching as a profession and to invest in teachers. Through its participation in the Global Partnership for Education, EI managed to persuade the GPE to include teachers as one of the key pillars of its Strategic Plan. EI also submitted a report highlighting the challenges confronting the teachers around the world to the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART), which met in Geneva, from 8-12 October. EI continued to participate in the activities of the International Task Force on Teachers for EFA, which met in Windhoek, Namibia, from on 27-29 November. The Task Force was established in 2008, following a decision of the EFA High Level Group in Oslo, Norway, and its main aim is to assist countries to address the teacher gap. Through the Quality Educators for All Project, a joint initiative of EI and Oxfam Novib, EI worked with its member organisations in Mali and Uganda to support the governments and teacher education institutions in upgrading the skills of teachers, particularly those of under qualified teachers. The project seeks to upgrade the skills of nearly 3000 community teachers in Mali and to support the professional development of teachers and school leaders in Northern Uganda, a post conflict zone. On 25 September, EI and the Global Campaign for Education (GCE) jointly launched a report on 'Closing the Trained Teacher Gap'. The report provided essential background information for the 2013 Global Action Week (GAW) and a campaign to have over 2 million new teachers recruited by governments by 2015. Teacher education issues were also addressed through the 2012 International Summit on the Teaching Profession, held in New York, on 14 and 15 March. The Summit addressed three key issues, namely, preparing teachers to deliver twenty-first century skills, matching teacher supply and demand and developing school leaders.

*Based on: Resolution on the Education Policy Paper "Building the Future through Quality Education"  
Pertains to: Priority 2 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 2

### TEACHER EDUCATION

Mrs Assibi Napoe, the Chief Regional Coordinator of EIRAF, and Peter Mabande, PATC Executive Director, represented EI and PATC at the Fifth Ordinary Session of the Conference of Ministers of Education of the African Union (COMEDAF V) held at Transcorp Hilton Hotel in Abuja, Nigeria, from 23 to 27 April, 2012. It began with the meeting of Senior Officials from twenty-nine African Union (AU) Member States, AU Secretariat, AU Second Decade of Education (2006 to 2015) Plan of Action Implementation Partners, Civil Society Organizations, and Development Cooperation Partners, from 23 to 24 April. The same participants attended the Second Pan African Conference on Teacher Development (PACTED 2) on 25 instant, before being joined by the Ministers of Education on 26 and 27 April, for the COMEDAF V.

The key theme was: Qualified, Motivated Teachers for Quality Public Education for All.

Lead speakers and facilitators made presentations, aided by simultaneous interpretation and power-point projections. Presentations were followed by plenary discussions, consensus-building, and recommendations. The importance of qualified, competent, motivated and committed teachers in providing quality public education in Africa took centre stage in all the discussions among the 200 participants.

On Friday evening, 27th April, 2012, the Conference adopted some recommendations for consideration by the Summit of Heads of State and Government of the African Union, to be held in July, 2012. The Education International Africa Region and the Pan African Teachers' Centre received much recognition from the African Union which gave them two slots for presentation on the Status of Teachers and the Round Table on Civil Society Organizations Issues. They also gained wide publicity through general participation at the COMEDAF V

and networking with the AU Secretariat, RECs, AU Member States Officials and Ministers and stakeholders in education, during the five days.

Finally, EIRAF and PATC are delighted to have directly influenced the COMEDAF V formulation and adoption of progressive recommendations that may improve the future of education policy and practice, teachers' professional development and status, and their social economic welfare in Africa.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 2 and Aim 2  
Carried out by: Africa*

## PRIORITY 2

### TEACHER EDUCATION

CTF/ EI/SLTU Professional Development Programme 28th-31st November

The Regional Office participated in the consultations relating to SLTU\_CTF Cooperation which focused primarily on Peace Education, Adult Education and In-service Education and Communication. The early part of the programme focussed on Peace and Adult Education and brought together other external resource persons to evaluate and determine which way forward. It was evident that the cooperation of SLTU and the local partners would be of immense benefit to the success of the programme. Site visits were made to the pilot schools involved in the Peace Education programme.

The second aspect of the discussion focussed on the In-service Training programme which CTF and SLTU co-host every July –August. There was no doubt that the in-service training provided by SLTU and CTF was contributing to the improvement to teachers' quality. It was very obvious that remains the only viable and on-going in-service training for teachers in the whole country.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 2 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

EI supported unions faced with challenges to their civil and trade union rights through advocacy, communication and capacity building. EI highlighted the most difficult situations by informing a large network of stakeholders and friendly organisations and calling for protest actions.

Recent EI campaigns promoted through LabourStart have generated numerous e-messages to authorities' mailboxes (Bahrain, Iran and Turkey campaigns were particularly successful).

EI continued to pursue existing complaints with the ILO Committee on Freedom of Association (Bahrain, Botswana, Ethiopia, Georgia, Iran, Colombia and Ecuador).

Following on the blocking of the work of the 2012 Commission on the Application of Standards at the ILO Conference, EI encouraged member organisations to prepare submissions to the ILO Committee of Experts, the ILO legal body responsible for the examination of the compliance by ILO Member States with Conventions and Recommendations that they have ratified. EI submitted allegations from its members in Algeria, Cambodia, Ethiopia, Georgia, Korea, Nigeria, Sri Lanka and Turkey.



EI submitted a report to CEART, the joint ILO/UNESCO Committee on the Application of the Recommendations on the Status of Teachers. The report was compiled on the basis of responses to a membership survey. 47 national teachers' and higher education unions from 37 countries across all world regions did provide input. The report was presented at the 11th CEART meeting in October 2012

With external funding from the Friedrich Ebert Stiftung, EI coordinated the activities of two existing networks entitled Trade Union and Women Rights Networks in Asia for ASEAN and SAARC countries. EI also successfully launched a similar network for members in 5 Arab countries (Egypt, Jordan, Kuwait, Lebanon and Morocco) in June 2012. The workshop resulted in a training provided to 40 union participants and the launch of an electronic network of trade union rights activists.

EI Regional Office in Africa has, at the regional and national levels, began and will continue the training of affiliates on human and trade union rights notably on the ILO declaration on Fundamental Principles and Rights at Work.

*Based on: ExBo 2011 resolution on campaign sustaining TUR  
Pertains to: Priority 3 and Aim 2  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In June, EI urged the authorities to take immediate action to ensure that teachers and all public servants have decent and adequate living and working conditions.

Public workers in Swaziland launched a strike on 21 June. They were demanding a pay rise of 4.5 per cent, well below the rate of inflation in Swaziland and the pay rise that Swaziland's parliamentarians had awarded themselves.

The strikers were met by dismissals, riot police and armed forces' intimidation and beatings, tear gas and rubber bullets. Peacefully protesting public sector trade union members were fired upon by police – resulting in hospitalisations and injuries. The government also fired hundreds of teachers across the country, including the entire executive of the Swaziland National Association of Teachers (SNAT), before the Industrial Court of Swaziland found that those dismissals were unlawful.

EI, ITF and PSI launched an joint online campaign in partnership with LabourStart to condemn this governmental crackdown on Swazi teachers. The teachers, who were dismissed for participating in the strike action, have since been reinstated following a directive by King Mswati III.

EI also provided solidarity assistance to help SNAT and teachers in the repressive context.

In June, a meeting of 19 EI members organisations in Southern African condemned in the strongest terms the actions of the Swaziland Government. In September, EI and SNAT joined the international trade union sponsored Global Week of Action on Swaziland.

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

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## DEFENCE OF UNION RIGHTS

From 4 to 6 December 2012, held in Bangui (Central African Republic) a 3 day workshop on the theme "Union unity strengthening among education union organizations", financed by Education International. Thirty people attended the workshop.

The opening ceremony was marked by speeches of Mr Matchykesse Barnabas, Deputy Secretary General of the FSEC-USTC and Samuel Ngoua Ngoua, Coordinator.

Barnabas Matchykesse has first mentioned the great importance of the workshop for trade union unity, which is essential in the education sector. Then he explained that the heyday of Central African Republic union was the moment the union was unique.

Maurice Ntongo presented the theme: "Aims and objectives of the union in the education sector. He emphasized on aspects such as the relationship of brotherhood and solidarity among teachers, the development of quality education, the professionalization of teaching..."

Further, Pascal Moungha has also presented his theme about "The situation in Central African Republic upon the issue of unity between education unions": analysis of strengths and weaknesses: Challenges and Prospects."

With regard to strengths and weaknesses, he referred to the period when the USTC was the only central labor.

Forces are particularly on the experience of the IFEC, the adherence of other federations to the memorandum of FSEC/USTC, the unity of action of the 10 federations of teachers these days.

As for weaknesses, they are related to the reluctance of some members, the negative influences of unions and to the problems of leadership.

In terms of challenges, it is quite vital to have in mind that the union unity gives more confidence to lead the claims and consolidates solidarity.

Finally, regarding the outlook, he advocates the conservation of the reflex about unity whenever the need is felt and the membership maintaining in IE.

The former Minister of Labour, Jacques BOTI, presented his lecture on "Collective agreements".

Indeed, according to his presentation, the process of negotiations begins by a pre-negotiation during which representatives of employers, workers and possibly government agree on the essentials. The negotiations must take place in an atmosphere of trust and mutual respect in order to achieve a collective agreement or an agreement for the establishment, as appropriate.

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

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## DEFENCE OF UNION RIGHTS

A presentation was made by the Secretary General of ZCTU, Mr Roy Mwaba. He discussed the need for unity of purpose and fears of amalgamation. This was followed by an animated discussion with the leaders openly expressing their fears which were key in stalling the process of merger.

The Assistant Commissioner from the Ministry of Labour and Social Security also made a presentation in which he allayed fears of government resistance to the merger and expressed full support. He outlined the requirements for the merger and cited the relevant laws (the Industrial and Labour Relations Act Chapter 269 of the Laws of Zambia and Section 15 of the ILRA Chapter 269 of the Laws of Zambia)

The causes for the stalling of the merger process were identified as; the loose arrangement were the merging partners had to rotate the hosting of subsequent meeting with their own resources was identified. Where the will was lacking and resources were not readily available, the host would not call the meetings.

The unions had not got the full endorsement of their structures especially the NECs and funds could not be channelled to the process readily.

As a result the constitutions of the various unions were not harmonised, the council of presidents and General Secretaries had not endorsed, Sensitisation of the membership had not taken place, The assets and liabilities of each of the unions had not been assessed,

The meeting resolved as a way forward to:

- Reconstitute the steering committee/taskforce to serve directly under the General Secretaries. It will be chaired by the General Secretary of SESTUZ and it will include specified Deputy General Secretaries and Directors from the respective organisations.
- Funds would be made available into a pool to fund the activities specified by the steering committee. The funds would be remitted on a monthly basis and reported on activity basis. The steering committee will collect resolutions for the merger from the NECs, create budget lines, and set time frames. They should also ensure draw strategy and programmes for the sensitisation of the respective membership in addition to proposing the implementation mode.

The union leaders exhibited more seriousness about the merger than on previous occasions. This was apparent from the frank discussions on the causes of previous failure. The group was clear about what had stalled the progress and their commitment to jointly fund the process will be crucial in ensuring that the merger is eventually achieved. It was apparent that SESTUZ was the weak link because it of its financial stand. It was not calling for meetings once it was its turn to host. Besides it had had resistance within to merge.

It came out clearly that the fears were over-riding the will to merge and once the leaders fears are allayed, the merger will be realised.

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

A workshop on unity and trade union capacity building was also organized in Cote d'Ivoire, from 19 to 22 December 2013. The key objectives were to discuss issues among unions of Cote d'Ivoire, to strengthen them and to find out a way forward to get them merged. Four (04) affiliates attended the meeting. They have grasped the opportunity to discuss frankly the issues that face unions and the way forward to resolve them. It is also vitally to mention that the participants of the workshop agreed to produce a roadmap to reach a federation by 2014.

*Based on: Resolution from the African Region*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

As part of the 2011 Programme and Budget, the Regional Office organized from 27 to 29th February 2012, a regional workshop on Professional Ethics for Lusophone countries in Praia, Cape Verde Island.

The purpose of the workshop was to stimulate discussion on teachers' professionalism and the role teacher unions can play. It was also a means by which EI could ascertain as to which organizations had developed codes of ethics and what impact they had made on teacher morale and professionalism.

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

Unity between Affiliated Trade Unions of Benin

After several delays resulting from timing problems, the national workshop whose theme is entitled "unity within and between unions in Benin's education sector affiliated to Education International (EI)," took place from Wednesday 14 to 16 March 2012, at the Institute of Applied Biomedical Sciences (ISBA) Cotonou. The 22 workshop participants represented trade unions affiliated to EI Benin NTOs, namely SYNEMP, SNEP Benin, SYNESP, SYNESTP, synapses, SYNAPROLYC, SYNTRA-MESRS.

The national context when the workshop was held was strongly influenced by the strike which persisted in the education sector and raising concerns among the public because of the threats it represented in relation to validation of the school year. Indeed, after having initially refused to get involved in solving the crisis, the Head of State had finally agreed to receive, on Monday 12 March, union representatives and other components of national opinion to initiate the crisis whose cause was the lack of enforcement of laws and regulations in order to improve the working conditions of permanent and contractual agents of the State.

The EIRAF speech consisted essentially, in the first place, of advice to present in detail the adverse effects of lack of unity among and between unions and, in a second place, information to clarify the objectives of the workshop.

EIRAF showed that the meeting aimed to strengthen the unity between unions and to strengthen their political and financial autonomy, efficiency and effectiveness with respect to internal and external initiatives they take or may be led to take. To do this, we noted that the workshop participants had to work to identify the causes of the phenomenon of division or association and suggest possible solutions or strategies for actions aimed at trade union unity.

Representatives of SYNEMP, SNEP-Benin, SYNESP from SYNESTP, the synapses, and the SYNAPROLYC SYNTRA-MESRS have, in turn, presented their organization through the history, objectives, structures and actions and difficulties. In this presentation, there emerged commonalities between organizations, as well as dissimilarities.

Regarding common points they all reported to contribute to the expression of the freedom of association, to promote democracy, defend the professional interests of their members and the educational system.

The dissimilarity Point to remember is that the SYNAPES was said to have a strong ideological influence, because of the conditions of its creation and founding members who had a strong communist ideological connotation.

It emerged from the discussions that the lack of unity between and within unions is due among other things:

- To ideological differences between vision and unions;
- Governance issues within organizations;
- The attitude of the political leaders, who sometimes worked to undermine unions;
- The attitude of some activists, who were greedy or obsessed by the desire to be in the first positions of the organizations;
- The existence within the faculty staff with different statuses;
- Lack of confidence;
- The ego of trade unions officials;
- Lack of training association;
- The collateral effects of state subsidies paid to trade union confederations and redistributed to the grassroots; and,
- The desire to see the Benin represented by several organizations during meetings organized by EI.

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

Trade Union capacity building workshop in Mauritius

As part of the 2012 program and budget, the regional office organized a three day capacity building workshop in concert with our two affiliates, the GTU and UPST from the 16 -18th January 2013. Mauritius has 450 trade unions out of which 50 are teachers unions. Our two affiliates are from the primary sector and are relatively better organized and recognized by the authorities. The program focused on an analytical frame work of teachers unions identifying four cardinal objectives for analysis and measurement of organizational development.

Basically, these were the organizations capacity to defend and provide services to its members; democratic tenets and representative structures and procedures; being a recognized and influential actor and partnership with other unions and civil society organizations.

Following this analysis, participants in their groups from same union, did a SWOT analysis and were able to recognize some of the capacity gaps to be addressed. The program agenda was therefore tailored to respond to the outcomes of the SWOT analysis. It was evident that union unity was paramount , advocacy strategies, bargaining techniques, unions and professional development, addressing gender inequality in unions, ILO Conventions and recruitment strategies were some of the core concerns.

Out of 35 participants, there were ii women all desirous to establish a network in Mauritius.

Our evaluation clearly indicated that the organizational analysis was an eye opener which helped participants to make an objective appraisal of their own situation. There was a clarion call for EI to assist in the unity process . At the moment the secondary school teachers unions are not members of EI.

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

Under the auspices and with funding from Education International. The theme of the workshop was: “The ILO Declaration on Fundamental Principles and Rights to Work and its Monitoring”.

About 30 delegates came from all over the country, many by boats and sea from the many surrounding islands. Delegates were briefed on the many activities of EI/EIRAF in Africa and especially the need to transform unions into instruments and tools for the defence and the promotion of freedoms and unions’ rights, the promotion and the defence of material and moral interest of workers, but also of public education systems in order to substantially improve quality according to international standard norms and criteria.

Paper presentations were made on the first day, all based on the ILO Declaration on the Fundamental Principles and Rights to Work and its Monitoring, the third declaration adopted by ILO since its creation. These presentations were made by Professor Diosdado who, in addition to the eight basic conventions, presented on four others namely:

- Conventions 87 & 98 on Freedom of association and the effective recognition of the right collective bargaining;
- Conventions 29 & 105, on the elimination of all forms of forced labour;
- Conventions 138 & 182 on the eventual abolition of child labour;
- Conventions 100 & 111, on the elimination of employment ;
- Conventions 81 et 129 on Labour inspection;
- Convention 122, on employment policy;
- Convention 144, on the tripartite relative to the International labour norms.

Another important theme discussed was on Early Childhood Education (ECE). Group discussions held during the workshop encouraged a dialogue between unions and governments and the implementation of social and educational activities involving schools, communities, NGOs, religious groups and all other relevant and recognised organisations. It was also recommended that there is the need to quickly and effectively put in place a national awareness-creation and sensitisation programme for Quality Education for All.

Participants at the workshop recommended that the SYNPRESTEP:

- Intensifies the training of its members and relations on cooperation and exchange with the EI and other African trade unions;
- Seize the various opportunities available to it to solicit from EI Union training and institutional support, for example as in ICT material support;

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

From 08 to 11 January 2012, with Ms Ina Eriksson and Mr Henrik HERBER from International Department of Lararforbundet, EIRAF conducted, in Yaoundé (Cameroon), an assessment mission and operations for the year 2011 and those planning for the year 2012 in the framework of development cooperation opened in 2009 (Trade Union Cooperation).

Exchange of information that we had, clearly generated observations and trends that can be summarized as follows:

From the unions in Cameroon:

- The national legislative framework was not adapted to the international instruments signed and ratified by the Government of Cameroon in terms of defense and protection of freedoms and rights at work, particularly ILO Conventions relevant to the issue;
- The salaries of teaching, private and public personnel, were very low compared to other sectors;
- Corruption was further developed in various forms in the education sector, resulting in discouraging union activity;
- Democracy had rather decreased, resulting in an environment increasingly hostile to the development of free trade unions in Cameroon.

From the EIRAF point of view, representatives made a summary report of decisions (recommendations and resolutions) taken at the last conference in Cape Town. They also invited the participants and all the unions to anticipate, bold initiatives by the very negative consequences that would inevitably produce the global financial and economic crisis in the field of education.

They also said that the crisis could be in some ways for states and intelligent unions an opportunity to deploy dynamic and flexible instruments to better prepare schools to meet the economic, societal, cultural and political demands of a very moving world, which is more selfish and, more importantly, does not spot the weak.

Despite the reluctance of the state to adapt the legislation into conformity with international instruments that can bring an environment recognizing and respecting the freedom and trade union rights, it is necessary to encourage and assist the affiliated organizations of EI.

*Based on: Resolution from the African Region  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

Participants

LAT: Tlali Matela( Executive Secretary), Soere Moeti (member), Sebata Ramokotla (member), Francis Lehula (Vice executive Secretary), Mafolatha j. Kola (branch Chairperson), opportune Mapetla (Vice-president), Tshabalala T.S (PRO), Makopano Ramochele (Womens Wing Representative), Selatela C. Makara (Publications Officer), Moleketsi Teele (primary Teachers Representative), Hlakacha Lekopa (Senior Teachers Representative), Makonono Mafommere (Secretary General), Matsalesane Kulehile (President).

LTTU: Mamookho Koetje (Treasurer), Sakoboto Rapiitse (member), Ngaka Letsie (member), Thabo Tlailai (member), Mabonang Lsotla (member), Motsoili Maqabanyo (Youth representative), Vuyani Tyhali (Secretary General),

#### OBJECTIVE

To increase awareness among the LAT and LTTU membership on the rights as workers.

To discuss the national labour and education laws of Lesotho and their implications to the teacher.

To make recommendations and strategies for the unions to promote the teachers rights and improve the status of teachers in Lesotho.

Independent consultants led the participants through the ILO recommendations and in groups the discussed and gave recommendations on convention 87 and 98

In groups of four, participants discussed the recommendations on the status of teachers and identified the gaps in the implementation in the Lesotho.

Emerging issues;

There are inadequate learning institutions hence insufficient training of teachers. There are many untrained teachers who need formal training. Teachers are not involved in the curriculum design and there is need for inspection system that helps teachers create conducive learning. Those teachers who go for study leave are not remunerated. There is differentiation in remuneration of teachers based on the schools they lead despite having the same qualifications.

There are untrained teachers in the membership of the teachers unions who have to upgrade by 2015. There are also a good number of trained teachers who are not employed.

Teachers in Lesotho do not engage in collective bargaining because none of the teacher unions represent 75% of the teaching force.

Teachers do not get fair hearing because of the absence of teaching service tribunal. In their present form the unions are only consultative and advisory to the minister, they do not bargain. When the teacher formations try to represent their members they are regarded as interfering with the teaching commission. The procedures for dealing with disciplinary cases are not followed by authorities.

Teachers in Lesotho need medical care as there is no provision for it.

LAT and LTTU made the following recommendations:

To train, sensitise, and familiarise their members on the labour laws, education act, and code of good conduct through a membership education programme.

To advocate for the establishment of an education labour council to address the collective bargaining interests of the teachers. This should be done by cooperating/ forming a coalition or any other formation that will enable the formations to meet the condition of representing 75% of the teachers to qualify for collective bargaining. The unions will engage in organising to increase its membership to meet the threshold. (Salaries should reflect inflation rates, other conditions of service like medical care, and hard to reach areas allowance should be negotiated should also be negotiated).



To engage the Teaching Service commission through meetings based on a memorandum developed by the unions to detailing the gaps in the implementation of the instruments that give provision for the involvement of the teachers' formations in representing their members in cases of breach of the workers' rights.

To collect data and present position papers on policies that encourage discrimination in the salaries of teachers with the same qualifications (including placement of principals, promotion should be based on the objective assessment of the teachers qualification for the new post.

The workshop should have yielded better results if facilitators were sought from the labour centres or the ministry of labour. The consultants engaged were lawyers who although engaged in labour issues lacked skills in facilitation and advocacy for teachers. The participants did not exhibit strategic thinking in terms of defending the rights of their teachers nor upholding the status of the teachers as their thinking seems skewed toward the thinking of Government. There is need to equip them with leadership skills in trade unionism. There was a gap in articulating the recommendations and strategy on how to engage in advocating for the teachers

*Based on: Resolution on Human and Social Rights Education  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

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Despite the reluctance of the state to adapt the legislation into conformity with international instruments that can bring an environment recognizing and respecting the freedom and trade union rights, it is necessary to encourage and assist the affiliated organizations of EI.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

Report on the GTU/Lararforbundet Review Mission, 6-10 September 2012

The Gambia Teachers Union and its major International Development Partner, the Swedish Teachers Association (Lararforbundet), embarked on a Mid-Term Review of their cooperation agreement 2011/ 2013. The agreement was based on a 3-year budgetary support agreement geared towards supporting the GTU to implement its strategic activities. The objectives of the review mission were:

- To identify achievements and challenges of the cooperation for the way forward;
- To assess the level of implementation by identifying gaps;
- To share technical details with NEC to inform decisions; and,
- To agree on principles for the finalization of the Draft Agreement.

On Friday 7th September 2012, the Senior Management Team of the GTU met with Mr Martin and Mr Fatoma at the GTU Conference Hall. The meeting was convened to discuss the achievements and challenges of the cooperation thus far and forge a way forward.

The Review Mission was indeed very successful as it presented the opportunity to clarify issues that were not clear and helped to consolidate the relationship. Both the official from Lararforbundet and Education International, Africa Office, expressed satisfaction on the progress made by GTU towards the achievement of its strategic objectives as per the agreement. The Review Mission also helped boost the level of confidence and trust between the GTU and Lararforbundet.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Africa*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The programme was held cooperation with the Australian Education Union, the Lararforbundet of Sweden, the SNES of France. Resource persons were provided by AEU, SNES and EI. The participants were from the PGRI branches in Gorontalo, Maluku, North Maluku and Central Sulawesi.

The JTF Asia training every year trains top union leaders in Asia on union skills including team building, leadership, finances, communication, negotiation, gender equality and other human and trade union rights. The JTF training this year looked at improving the PGRI administration and finances, gathering membership data, increasing and collecting dues and taking actions to address members' needs.

The participants recognised the need to strengthen PGRI by improving dues collection and streamlining election procedures in the organization. They developed a single campaign for all four provinces. The campaigns aim to influence PGRI delegates to the National Congress and secure constitutional amendments in the Congress to set PGRI membership dues at 0.5% of the teacher's salaries.

EI is monitoring the progress of the campaign which might successfully make necessary amendments to the PGRI constitution. If the campaigns were successful in amending the constitution it would affect the distribution of membership dues to district, provincial and national levels.

*Based on: Building Capacity of EI member organisations  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

EI has requested the Iranian authorities to cease putting state pressure on trade unions and to release detained union activists, as well as to formally acknowledge the legitimacy of the Coordinating Council of ITTAs. EI has specifically raised concerns about the detention of teacher unionists Abdolreza Ghanbari and Rasoul Bodaghi. Later in the year, EI also concentrated on eleven teacher unionists from the ITTA in Kurdistan.

EI and the International Trade Union Confederation (ITUC) have requested a direct intervention of the Director General of the International Labour Organisation (ILO) in March to request that Iran annul the death penalties for trade unionists, including teacher unionists on death row.

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 Unions and Amnesty International.

On 5 March 2012, EI welcomed the decision of Iran's Supreme Court to repeal the death sentence for former U.S. Marine, Amir Mirza Hekmati, son of two members of the NEA. EI had written to Iranian President Mahmoud Ahmadinejad to protest against the execution sentence issued in a closed-door trial in January on suspicions of spying. He was arrested in August 2011, while visiting his ailing Iranian grandmother.

EI launched a campaign on 7 March 2012 through the LabourStart website to stop the execution of Iranian unionised academic Abdolreza Ghanbari who was arrested in January 2010 and charged with 'Moharebeh' (enmity towards God) for receiving unsolicited emails from an armed opposition group, to which he does not belong. While in detention at the notorious Evin Prison, Prof. Ghanbari was forced to confess under duress to unproven charges. Prof. Ghanbari has been waiting on death row since April 2010. A request for pardon was rejected on 28 February 2012. The campaign in support of Ghanbari was the most successful LabourStart campaign ever (15,500 online messages in 14 languages).

*Based on: earlier resolution on human and trade union rights  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The activity was attended by (24 women and 9 men) representing 14 teacher member organizations participating in the TUWRN Programme in the five ASEAN Countries namely: Cambodia, Indonesia, Malaysia,

Philippines and Thailand. In the past four years of EI-FES cooperation in the ASEAN sub-region, human and trade union rights were discussed, highlighted and included in the yearly agenda. The focus of this year's program is more on women's rights and equality i.e. CEDAW, UNCSW, Maternity Protection Benefits and other international equality instruments. The sessions were received with great interest by the participants including the males. Awareness and sensitization on these pressing issues were raised. Focused trainings and capacity-building activities at national and workplace levels were proposed by the participants as follow-through of the TUWRN Workshop.

The participants committed and recommended action points to wit: submit a report to the National Executive Board/ Executive Council about the sub-regional workshop and c.c. to EI Regional Office for follow up; fine-tune the National TUWRN action plan with a dedicated person/ focal person to follow the roadmap; better reporting of violations and seek advice on mechanisms/campaigns to increase the respect of TUWR in the sub-region; improve the mechanism for rapid exchange of information through networking and efficient trade union response to rights violations in the ASEAN sub-region i.e. facebook, twitter and other social networks; solidarity among national unions and among five countries; maximize opportunities for national cooperation among unions through joint activities i.e. trainings, campaigns, advocacy and mass actions.

*Based on: Resolution on Human and Social Rights Education  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

The participants represented 11 EI member affiliates from 3 South Asian countries namely India, Nepal and Sri Lanka. The workshop helped in inculcating skills and knowledge among both the top and emerging young women and men leaders on the trade union and women's rights. Since most of the teachers' unions in the SAARC sub-region do not demonstrate much interest in getting affiliated with the trade union centres in their respective countries, they lack deeper understanding about the international instruments on workers and human rights such as ILO Core Conventions, ILO Conventions on gender equality and non-discrimination and CEDAW. As such, participants found the workshop as an eye-opener to them and they want the newly learnt knowledge and skills to be maximised and proliferated among other unionists at the grass root level. Need to conduct the activities at the national and provincial levels on these topics with an intent to create awareness and build capacity of the participating organisations and leadership have been expressed by the participants as follow up of the TUWRN sub-regional level workshop.

*Based on: Resolution on Human and Social Rights Education  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

Interactive and participatory sessions were conducted as well as group work and plenary sessions. Sharing of experiences was encouraged as a major tool. Participants were sensitized on the HTUR & education issues in Timor Leste and in the region; better understanding of UDHR, ILO instruments, complaints and supervisory mechanisms. A HTUR National Action Plan was developed. Campaign for ratification of Conventions 100 & 111 will be pursued.

The participants expressed that collective and joint actions are necessary to address the HTUR issues. The current leadership elected in 2009 is quite raw, though highly committed. The union took pride in their successful campaigns on salary increase and status of teachers. However, the use of Portuguese as lingua franca in schools is still a thorny issue as the current generation of teachers/ students were educated in Bahasa Indonesia. The previous President and Treasurer now ordinary members participated and were quite supportive & helpful to the new leadership.

The immediate actions to be pursued are the follow-up workshops for the second-liner leaders, i.e. Basic Trade Unionism, Leadership & Trade Union Administration & Finance; the renovation of the burned office of the union with training room that will lessen the cost of activities and the Organizing Committee must be equipped further with administrative skills.

*Based on: Resolution on Human and Social Rights Education  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

As found out in the course of implementation in the four countries in the Central Asia sub-region, several differences in the degree of unionism, structure and quality of leaders and members were observed and reported. The timely review was able to rectify the shortcomings of the trainings and activities conducted in the past three years of implementation. Baseline information were strengthened and proper needs assessments and unity in the target group identification were realised.

*Based on: Resolution on Human and Social Rights Education  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

On the first day, the EI Coordinator frankly put to task some of the participants on being late. He emphasized that as union leaders and professionals, they must lead by examples. This set the tone of the 3-day workshop, punctuality and discipline were observed onwards. A very honest identification of problems of education i.e. schools, teachers & children in Sri Lanka were made by the participants and possible solutions identified. Likewise, the SWOT Analysis was done in all humility by the participants which resulted in very SMART Action Plans for each union. Many top national & branch leaders have very low understanding of what is a real trade union is. A number of participants have little grasp of English. The trained women leaders under the SAARC Women's Network rendered quality contributions. ICT knowledge of leaders is very low which hinders the speed of administrative and documentation tasks. The program, training materials and resource person were highly commended.

The objectives of the activity and participants' expectations were achieved. Participants were sensitized on the fundamental principles of trade union; rights & responsibilities of TU members, trade union programs & finance. The participant-leaders were very appreciative of the new learning and skills that they can use in their trade union work. Planning skills were enhanced and reinforced by practical application of principles and concepts of planning. Better understanding of the role of EI at the national & international arena.

*Based on: Resolution on Human and Social Rights Education  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

Political developments throughout 2012 have opened a door for the international trade union movement to engage with Burmese workers to support the development of strong and representative unions. In August 2012, the government removed some 2,000 people from a black-list of over 6,000 banned from entering the country, including trade unionists. This allowed the return to Myanmar of Maung Maung, the General Secretary of the Federation of Trade Unions of Burma (FTUB). The Government also now allows groups of workers to register legally which leads to the mushrooming of workers associations. At the same time, the Government is cancelling the discharges for union activity which has a severe effect on organizing, especially in the public sector. Another issue of concern is the reformed labour law which is ambiguous regarding essential services. This could potentially negatively affect freedom of association for public service workers and teachers.

In 2012, EI joined and contributed to a Council of Global Unions initiative to coordinate union work in Myanmar. EI has been in contact with teachers in refugee camps over the years and some affiliates provided humanitarian and other support, including to migrant ethnic organised teachers. At the time of the last meeting of the EI Regional Committee for Asia-Pacific in July 2012, at least four teachers' organisations had been legally registered. In early October, the EI Chief Regional Coordinator visited Myanmar for an exploratory fact finding mission aiming at bringing existing teacher groups to work together as provincial and possibly national organisations.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

The seminar also discussed actions to address most critical educational and gender issues for teachers in the country, threats posed by new teacher organisations and strategies to strengthen NNTA and NTA, and reviving cooperation of the unions on EI joint programmes.

The seminar recommended that NNTA and NTA start necessary negotiations and discussions with other teacher organisations for joint actions and programmes and write to the UEN of Norway and EI to restart the cooperation. All women participants univocally stated that the joint women's network activities should be started irrespective of the possibilities of restarting the main joint programme between the organisations.

NTA and NNTA have been cooperating and recently held a joint agitation and has submitted common demands to the Ministry of Education. There is an increased acknowledgment in both the organisations on the need to act in manner that would change their public image as the tools of the political parties.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The seminar aimed to understand the organization of COT, explore strategies to strengthen the organization, seek ways to enhance role of COT in the attainment of the EFA goals, especially on education of girl child and explore the possibilities of developing EI/COT long term cooperation.

The seminar discussed teacher rights, COT membership fees, gender equality, teachers' salaries, increase funding for public schools, ending corruption, making the profession respectable and raising literacy and ending discrimination against girl child.

The seminar recommended increasing COT membership in Sindh and Punjab provinces and collecting dues from more members. The seminar requested EI to provide support for COT in building leadership capacity and in implementing programmes aimed at promoting girls' education and quality public education. It was decided that COT would take action to develop long term cooperation with EI development cooperation partners and strengthen their organisation in all provinces in Pakistan.

Given the limited opportunity of trade union action in the country, COT and its affiliates have decided to continue to promote trade union rights through their affiliation with the trade union centre.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The main objectives of the seminar was to understand the organization of the APGSTA and the problems faced in education, seek ways to and encourage APGSTA to organize members and strengthen the organization, develop Strategies to enhance APGSTA influence on education policy development, attainment of EFA goals and in the promotion of girls' education.

The seminar dealt with identifying problems faced by teachers and in education and in building the capacity of the APGSTA to represent teachers. Discussions were held on the need to organize members and influence government policies. Good Quality Training for Teachers as a means to develop professionalism was stressed.

Participants held views like "teachers these days are not teaching" and "it is teachers' fault that education is not good". However discussions on Professionalism, Motivation of Teachers, and EI Professional Code of Ethics and ILO/UNESCO recommendations challenged these views. As the result of the seminar APGSTA leaders got a better understanding of the education problems and problems faced by APGSTA and developed appreciation of the good teachers' training as the main requirement for the quality education

The seminar recommended the need for EI to include APGSTA in the women's network activities and provide trainers' training to the leaders from Karachi and Punjab affiliates and develop a long term cooperation programme for APGSTA to strengthen its organisation.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The participants came from four provinces of Nangarhar, Kabul, Parwan and Kapisa.

The main objectives of the workshop was to assess the progress made by the ATSA since the suspension of the EI DC programmes, understand the problems in education and the problems faced by teachers in the country and develop strategies for strengthening the organisations.

The workshop discussed the educational situation of the country and recommended for ATSA to influence education policy development with special attention to increasing education funding and promoting girls' education. The workshop also discussed in particular the Government Plan for education, Vision of the ATSA and means to improving classroom teaching.

The workshop recommended continued organising of teachers in these four provinces and in Jalalabad under the ATSA, improving and encouraging women's participation in the ATSA activities and continuing to develop cooperation with EI.

The workshop also recommended recommencing the capacity building programme in cooperation with the Lararforbundet of Sweden and assured that the problems faced in the earlier cooperation were mainly due to the former President of the organisation who has now left the profession and joined the government department.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The training addressed the shortcomings identified with regard to current membership & an action plan was prepared to launch a recruitment campaign. Skills training for the leaders, need for campaign materials and amendments in the constitutions of some unions with regard to improved their current structures were among the key recommendations made. There were 16 women and 6 male leaders in total 22 top leaders including young women leaders.

The workshop aimed to prepare the baseline information, equip participants with necessary skills concerning organising and recruitment, prepare campaign materials and chalk out action plans for 12. Areas such as union, its needs, functions and requirements, strategies to strengthen the unions, structure, constitutions, by-laws, finance, organising and recruitment, campaign, campaign materials, baseline information and action plan for 12 were discussed during the workshop.

The discussions revealed that except for 2 unions, the remaining 4 unions are weak with poor membership, old leadership & lack of structure. Constitutions need to be updated; structures are to be put in place & require an urgent need to undertake recruitment campaign to strengthen the membership base.

The recommendations include record of baseline information by the national unions & on-going recruitment of membership campaign including amendment in the constitution for provision of structure.

*Based on: Resolution on Recruitment and Organising*



## PRIORITY 3

### DEFENCE OF UNION RIGHTS

There were 26 participants: 17 females and 9 males with federation distribution of ACT eight (8) participants; FFWD-TFV8 three (3); SMP-NATOW eight (8) and TOPPS seven (7). The training was conducted by an EIAP Coordinator with the assistance of previously trained trainers from NATOW and TOPPS. The concept and principles in LFA and how they are utilised in project planning were emphasized. Among the various comments and observations were: Unity in diversity was manifested in the presentation and activities; established trainers and facilitators; LFA is more participatory, more systematic, and more scientific in nature; there were added ingredients making the plan more workable and functional; LFA ensures a brighter future for every union if the data are correct and also the implementation as well as the correct leadership; the participants gained a lot of knowledge & skills which are very helpful in planning; presentations gave a clear understanding of the LFA most particularly in the implementation of the DC with the cooperating partners.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific,*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In his opening remarks, the EIAP Chief Coordinator, Aloysius Mathews recalled the struggles of pre-90s teacher organizations particularly of IFFTU and WCOTP which eventually merged to be the voice of all teachers in the world. The presentations focused on the challenging task of uniting the two world teachers international secretariats which gave birth to Education International (EI) in 1993 that is now considered as the common strong force in advancing the cause of all education workers, economically and professionally. Solidarity among previously divided teacher groups is regarded as the underpinning principle and foundation of EI's strength. The opening remarks set the tone of the meeting which aimed to unite the politically and ideologically divided Philippine affiliates and settle the issues among others-union raiding.

The robust debates and discussions covered the issues and concerns with regard to the implementation of the project i.e. organizing and recruitment of members, working relationships with the other EI affiliates in the Philippines; identified action points/recommendations to enhance the working relationship among EI affiliates and sharing of resources. The highlight of the meeting is the signing of the Manifesto on Unity of EI affiliates in the Philippines with EI/L  rarf  bundet Cooperation. Further, copies of the EI Development Cooperation Policy were distributed to the unions for their proper guidance.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific,*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The yearly action plans had been successfully implemented in spite of the hostile organizing and recruitment environment. The capacity-building activities created a lot of confidence among members and leaders to continue the struggle of claiming their trade union and professional rights. Several victories had been recorded in the areas of salary and benefits upgrading, gender equality and social legislations. Likewise, increase in membership and dues collection. Individual trade union action plans had been developed every year by the three participating unions. Agreements are collectively signed by EI, Lararforbundet and the implementing organization. Year-long activities had been agreed by the parties and annual Evaluation and Planning Meetings are held at the end of the year participated by the top leaders of the organizations, project coordinators, organizers and representatives from EI and Lararforbundet.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The gains were not sustained during the absence of the General Secretary. The current President is not a classroom teacher, he works in the education department. To compound the problems besetting the union, its assets had been frozen by the government. Under this backdrop, that the activity was conducted in cooperation with the Sabah Teachers' Union with 22 participants (12 Female; 10 Male) held in Sabah, Malaysia, 24-26 July 2012. Interactive and participatory sessions were utilized as well as group work and plenary sessions. Sharing of experiences was encouraged as a major tool during the workshop. Almost all of the participants were attending a trade union workshop for the first time. The presentation methodologies were conducted according to the level of the target group. A very honest identification of problems of education i.e. schools, teachers & children in Sabah were made by the participants. There is a big education divide between the Peninsular Malaysia & Sabah. Even basic school facilities such as electricity and water are not available in many schools of the state. Likewise, the SWOT Analysis was done in all humility by the participants which resulted in very SMART Action Plans for the branches. A collective desire to revive the union was evident.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In July, EI supported union action challenging the South Korean Government on the issue of standardised testing to determine the funding of schools. One of EI's affiliate, the Korean Teachers and Education Workers Union (KTU), has argued that the measurement of a teacher's worth should not rely on standardised testing only. Schools in South Korea's 16 provincial education offices have their budgets allocated according to the Standardised Testing Results (so-called Ilje-gosa). Schools with the highest scores receive more money. On 26 June, KTU organised "One person protests" in front of 2,300 schools. Unionised teachers voluntarily organised themselves the day prior to the testing. In front of schools, a single teacher would stand in front of the gate with a poster opposing the standardized testing. The other EI affiliate in the country, the Korean Federation of Teachers' Association (KFTA), has a different position regarding the Government education policy.

When it started introducing the tests in 2008, driving teachers and students in public schools into cutthroat competition and spreading the philosophy of teaching only to the test, the Government also brutally repressed

the KTU. At the time, the Ministry of Education dismissed 14 KTU teachers who exercised their right to opt out of the test, after conferring with students and parents regarding whether or not they wanted to participate in the standardised exam. Since, KTU elected officials and members have regularly been harassed. Over five years, the Lee Myung-bak administration (2008-2012) has dismissed 16 KTU executive members (the court procedure is still pending), suspended 67 union staff members, indicted over 1,500 unionized teachers for having made a one-off political donation (court procedure also still pending) and restricted teachers' freedom of speech and teachers' trade union rights and freedoms. In 5 years, the membership of the KTU has decreased from 90,000 to 60,000 members. Observers think the election of the daughter of Park Jeong-hee in the presidential election on 19 December 2012, may lead to increased confrontation with the unions.

*Based on: Resolution on the restrictions of the civil rights of teachers in South Korea  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

The activities in Central Asia i.e. Kazakhstan, Kyrgyzstan and Tajikistan have been implemented as planned except for Uzbekistan where the Trade Union movement is undergoing structural and leadership changes. Therefore the programmes planned for Uzbekistan cannot be carried out until the structural changes are completed.

The activities are training programmes for rayon and oblast leaders of the teachers' unions.

Kazakhstan had 4 Basic Seminars in Aktarau, Kokshetau, Karaganda and Symkent followed by an Evaluation and Planning meeting in Almaty.

Kyrgyzstan had 8 Basic Seminars in Chui East Zone, Chui West Zone, Issy-Kul, Natyn, Batken, Osh Jalalabad (2) AND THE Evaluation and Planning Meeting in Bishkek.

There were 2 Basic Seminars and 5 Intermediate Seminars in Tajikistan and the Evaluation and Planning Meeting in Dushanbe. The Basic Seminars were held in Khujand and Dushanbe whereas the Intermediate Seminars were held in Khujand, Dushanbe(2) Khatlon (2).

The objectives of these seminars are 1) to discuss the role of teachers' unions in the market economy 2) Discuss the challenges / problems faced by the teachers, children and schools in Central Asia and formulate possible solutions. 3) Explain the concepts of leadership 4) Share the information and review the essential components and strategies of the campaign for EFA.

The cooperating partners for this programme are Lararforbundet of Sweden, UEN of Norway and Australian Education Union (AEU).

*Based on: Role of Teachers' Union in a Market Economy  
Pertains to: Priority 3 and Aim 2  
Carried out by: Asia-Pacific*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

Following the condemnation on 28 November 2011 of 25 officers of the Confederation of Public Services Unions (KESK), including 20 teacher unionists from Egitim Sen, EI deplored the new arrests and detention of trade unionists. Among the detainees are Mehmet Bozgeyik, Egitim-Sen General Secretary, and Sakine Esen Yilmaz, Egitim Sen Gender Secretary.

Turkish unions are still being thwarted in their organising efforts by dubious court cases and arrests of their leaders. While the first link between Turkey's trade unions and any real or perceived terrorist organisation has yet to be found, the authorities leave no opportunity untapped to refer to such an alleged link as an excuse for harsh and arbitrary repression. To date, more than 60 trade unionists remain in detention in Turkey; and many more are waiting to appear in court.

In February, 15 KESK female union officers and members were arrested in connection with the International Women's Day celebration. All were eventually released – the last ones were released only on 13 December, after 10 months imprisonment – but the charges against them have not been lifted by the Court.

In the early hours of the morning on June 25, the Turkish police raided offices and houses of trade unionists in around 20 cities in Turkey. Seventy-one trade union members and leaders of KESK and its affiliates were detained. While some were released on June 29, 28 trade unionists (including 15 members of the EI-affiliated teacher union Egitim Sen) remain in detention, pending trial.

EI launched online campaigns in partnership with LabourStart and wrote letters to the authorities to condemn these anti-union harassment tactics and demand for the immediate and unconditional release of all detained trade unionists. EI and its affiliates attended most of the court hearings involving Egitim Sen members. A delegation of Turkish unionists visited Brussels in September to brief their European colleagues on the latest developments and to seek their support.

*Based on: Executive Board Resolution on Turkey  
Pertains to: Priority 3 and Aim 2  
Carried out by: Europe*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The situations of trade unions rights in the Arab region remain very concerning. The general climate was reported repression of teacher unionists, education workers and students.

Education International has been following the situation of teacher unions closely and raising grave concerns over human and trade union rights violations. In this regard technical support, exchange of experience and advice has been provided to members in the region.

In Bahrain, EI has continuously supported the Bahrain Teachers' Association to help setting free the BTA leaders President Mahdi Abu Dheeb, and Vice President Jalila Al- Salman and improve their conditions. To this end EI has been addressing the relevant international organisations, issuing numerous urgent action appeals, taking solidarity missions. The international pressure exerted by EI and its members have partially contributed to the release of Jalila AL –Salman, last November and the reduction of Mahdi Abu Dheeb's prison sentence from 10 to 5 years. EI recently contacted the ICTUR in order to provide a lawyer to observe the cassation appeal. EI also nominated BTA leaders to the Arthur Svensson Human rights price in collaboration with UEN.

Several protest letters have been submitted to government Officials in Egypt, Tunisia, Lebanon and Yemen condemning attacks on trade union rights and freedoms, deploring the excessive and disproportionate use of force against protestors and asking the government to ensure decent salaries and work conditions for teachers.

In December, EI called on the Government of Tunisia to open faithful negotiations with the unions. Eventually a social contract was ratified..

In December, EI also protested at the harassment by the police of representatives of the Egyptian union ISTT following their participation in a capacity building workshop.

The human and trade union rights situation in the Arab countries was discussed at the first conference of Education International's Cross Regional Structure for the Arab Region held on 5-6 November, 2012 in Beirut. The conference, attended by 26 organisations from 12 countries, decided that international pressure be exerted on the Bahraini authorities. It also called on the governments of Egypt, Tunisia, UAE and Yemen to immediately release all teachers who are still kept in jail for having taken part in demonstrations against restrictions of democratic freedoms in their countries.

EI in collaboration with FES has conducted the first sub-regional workshop on Trade Union and Women's Rights in the Arab sub-region focusing on freedom of association, collective bargaining, social dialogue gender equality and non-discrimination in Casablanca 25-27 June, 2012. Members in five countries from the region took part namely; Egypt, Kuwait, Jordan, Morocco and Tunisia, majority of participants were women. The funding for this 3 years program has been renewed and the second workshop will probably take place in March, 2013.

EI has launched several projects and programs in Egypt, Mauritania and Tunisia designed to strengthen trade unions capacities and helping them to build democratic and independent organisations in the education sector. Programs have already started in 2012 and will continue over 2013.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Worldwide, Human and Trade Union Rights*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

EI has been following the developments in Tunisia since the Jasmine Revolution. There are growing signs of deterioration of public liberties (freedom of the press, freedom of association, women's rights...) that make essential the continuous support from EI to its affiliates, SGEB and FGESRS, who are fighting for public education and to raise the profile of the teaching profession.

The absence social dialogue and the non-respect of the governmental engagements led to a series of industrial actions in the education sector in the spring 2012 and led EI to write to the Minister of Education and the Prime Minister. EI took advantage of the presence of the Tunisian President at the ILO General Assembly in June to deliver him the 2 EI letters and advocate for the respect of the engagements.

EI also supports the demands of its affiliates for a constitution that will guarantee the fundamental rights (social, economic and workers' rights) and democracy.

In the framework of its development cooperation programme for the trade unions in the MENA region, EI launched a project for the strengthening of the trade union capacities of SGEB provincial leaders (September 2012-June 2013).The higher education union FGESRS will be involved in some of the project activities.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 2  
Carried out by: Arab Countries*

## PRIORITY 3

### SUPPORT STAFF

Following the resolution adopted at the 2011 Congress, EI has intensified its work in the area of Education Support Employees. EI is particularly concerned about the increasing exploitation of education support employees who are employed on a casual, part-time and/or limited-term basis without continuing security of employment, the absence of decent work conditions and violations of fundamental human and labour rights, including their right to organize and bargain collectively, and hence has decided to intensify its work by establishing a Task Force on the matter.

The Task Force is expected to advise EI on how to better organise and represent different categories of Education Support Employees, and identify examples of good practice, paying specific attention to the status, rights and conditions of Education Support Employees. EI has examined the work carried out by affiliates in this field and the terms of reference as well as the composition of the Task Force will be finalised in the beginning of 2013.

*Based on: Resolution on Education Support Employees  
Pertains to: Priority 3 and Aim 5  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 3

### SUPPORT STAFF

The Research about Support Staff is still being developed and is to be printed during the second semester of 2013 with financial support by Lararförbundet Sweden. This study will help unions have a better knowledge of the needs of support staff and of their Association and professional situation.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 3 and Aim 5  
Carried out by: Latin America*

## PRIORITY 4

### CHILDREN RIGHTS

The International Conference "School is the best place to work: Education unions against child labour" was jointly organised by EI and its affiliates AOb in the Netherlands and GEW in Germany from 5 to 7 October 2012 in Berlin, Germany. The German Confederation of Trade Unions (DGB), Friedrich Ebert Foundation (FES) and International Labour Organisation - Bureau for Workers' Activities (ILO-ACTRAV) also supported the conference.

About one hundred participants representing teacher unions from thirty developing and developed countries, were joined by experts from other sectoral and national trade unions, NGOs and UN agencies, for a highly interactive and practical conference. Teacher unionists exchanged good practices and experiences in the fight against child labour by promoting the universal right to education.

The conference concluded with a renewed commitment that the fight against child labour is part of the trade union agenda for decent work and that it should be a Priority for teacher unions and other trade unions. The

impact of the economic crisis and its consequences on education budgets was also discussed. Teacher union representatives felt empowered by the shared experiences and the knowledge that they can act in collaboration with other partners.

*Based on: Resolution on Child Labour  
Pertains to: Priority 4 and Aim 3  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### CHILDREN RIGHTS

EI and teacher unions have a unique role to play in the elimination of child labour. EI and its extensive network of more than 400 teacher organisations in 170 countries representing more than 30 million teachers and professionals have been selected by the ILO International Programme for the Elimination of Child Labour (ILO-IPEC) to develop and disseminate effective education and training resources and publications and provide strategic support to the ILO-IPECs efforts to follow up on the Roadmap adopted at the Hague Global Child Labour Conference.

Under the EI-IPEC programme, six national workshops have been organised in 2012 in Africa (Benin and Uganda), Asia (Cambodia and Indonesia Bali), the Caribbean (Haiti) and Latin America (Colombia). Altogether the workshops have the potential to reach out to 1.5 million teachers and education workers represented by the 15 teacher unions engaged in the activity. Tailored to the needs of EI affiliates in the particular countries, the national seminars focused on raising awareness, building ownership of the union policies on combatting child labour through the realisation of the right to education, and the potential of partnerships with UN agencies, Governments and civil society networks.

Exchanges and presentations lead to a better knowledge of the national legal provisions and sub-regional, regional and international instruments adopted to fight child labour. They also led to greater awareness among teacher unions regarding the link between the persistence of child labour and achieving the goals for early childhood education and the Millennium Development Goals.

The workshops were concluded with the adoption of national plans engaging the unions and their members. In Benin, where the eight EI affiliates were brought to the table, a child labour coordinator has been appointed. A first follow up of the national workshops was organised during the EI Conference “School is the best place to work: Education unions against child labour” held in October in Berlin.

*Based on: Resolution on Child Labour  
Pertains to: Priority 4 and Aim 3  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### CHILDREN RIGHTS

2012 marked the 10th anniversary of the World Day that was created to highlight the plight of working children and to serve as a catalyst for the growing worldwide movement against child labour. For EI and its affiliates, this Day provides a key opportunity to reaffirm the right of all children to quality public education.

EI, in collaboration with the Programme for the Elimination of Child Labour of the International Labour Organisation (ILO-IPEC), launched a campaign around the theme ‘One hour against child labour’. EI developed

an educational and interactive campaign material to be used globally by teacher unions, their members and students to undertake activities around child labour issues. The theme ‘One hour against child labour’ campaign kit included an activity, a poster and pencils. The material has been translated in English, French, Spanish and Arabic, as well as Khmer and a few local languages.

EI encouraged everybody in schools and trade unions to take part in this playful and informative activity that was be considered as the starting point of a commitment throughout the year to the fight against child labour at all levels – at individual level, in unions, classrooms, communities, as well as at national and global levels.

The “One hour against child labour” material was also used during the six national workshops on child labour organised by EI and its affiliates in 2012 in Benin, Cambodia, Colombia, Haiti, Indonesia and Uganda.

*Based on: Resolution on Child Labour  
Pertains to: Priority 4 and Aim 3  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### CHILDREN RIGHTS

#### EI/ILO/IPEC/UNATU Child labour Workshop

From 10 to 13 April 2012, a workshop on Child Labour was held in Kampala (Uganda). That workshop aimed to:

- Share and discuss the existing interventions, challenges and lessons learnt in regard to child labour and education;
- Identify and agree on key actions that will contribute to the completion of the National Action Plan for Elimination of Child Labour; and,
- Lay strategies on how to organise school communities to participate in the Child labour actions, including the “One Hour Against Child Labour Campaign.

The following presentations were made and discussed:

- UNATU’s response to Child Labour;
- The Project of Support for the Preparatory Phase of the Uganda National Action Plan for the Elimination of Child Labour (SNAP) an awareness campaign carried out in some districts in Uganda by Jackie A. Banya, a Senior Programme Officer with ILO-IPEC;
- The Ministry of Gender, Labour, and Social Development (MOGLSD) on the National Action Plan, highlighted issues related to the National Action Plan [NAP] which will be a mainstreaming and guidance tool for increasing actions against the risks and consequences of child labour.
- Education International on the: “One Hour Against Child Labour Campaign” was represented by Richard Etonu who demonstrated the roles of stakeholders on a hands-on task on the “One Hour Against Child Labour” to give them an experiential opportunity of what EI and the partner in the campaign, ILO-IPEC, hope to do through EI’s affiliate Teachers’ Unions around the World, UNATU inclusive.

*Based on: Resolution on Child Labour  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4



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## CHILDREN RIGHTS

The workshop was participated by 30 (15 men and 15 women) PGRI District level leaders, 2 PGRI Provincial level leaders, 2 PGRI National Level leaders, 1 representative each from ILO-IPEC, EI and Organisation for the Trafficked Children in Bali

Presentations were made on the Indonesian National Plan, ILO Conventions, EI Resolutions, EI documents for “one hour against child labour” and WDACL activities in Indonesia. Discussions were held on the potential benefits of eliminating child labour, role of compulsory and free quality education in eliminating child labour and the role of teacher organisations in ensuring universal access to education including to the working children

As the result of the workshop “one hour against child labour” activities were organised in 30 schools in Bali province. In 6 districts banners against child labour, prepared and distributed by the PGRI Bali, were displayed. It is estimated that about 600 students and parents attended these 30 activities. PGRI members joined the rallies held on the WDACL in Bali and in Jakarta.

The PGRI after the workshop has declared that elimination of child labour would be one of the main priorities of the organisation and as in the past would continue to work with the ILO IPEC in Jakarta.

*Based on: Resolution on Child Labour  
Pertains to: Priority 4 and Aim 3  
Carried out by: Asia-Pacific*

## PRIORITY 4

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## CHILDREN RIGHTS

The workshop also evaluated the EI manual on child labour and looked at the possibilities of developing cooperation with the ILO-IPEC at the national level.

The workshop was participated by 32 top leaders of the National Education Association for Development and Cambodian Independent Teachers’ Association. 13 of the participants were women. The representatives of the ILO-IPEC Cambodia, Cambodian Labour Confederation and Education International made presentation on Child Labour, Quality Public Education for All and Decent Work.

Discussions were held around child rights, ILO-Conventions, human rights, quality in education, role of teachers and their organisations and enhancing education funding. At the end of the workshop the participants pledged to take action on the WDACL and took responsibility to distribute and properly use the EI posters in the schools their respective provinces and districts. The workshop also recommended the need to end corruption in education and for teachers to follow the code of ethics.

The National Education Association for Development developed made plans to raise awareness on the impact of child labour among the members, meet with the authorities and request policy measures to end child labour and participate in the campaigns with the trade union on 12th June 2013. The Cambodian Independent Teachers’ Association planned to run campaigns on the need to increase teachers’ and workers’ salaries and promote decent work to end child labour.

*Based on: Resolution on Child Labour  
Pertains to: Priority 4 and Aim 3  
Carried out by: Asia-Pacific*

## PRIORITY 4

### GENDER EQUALITY

The link between the two key issues of girls' access to education and the perpetration of violence against girls seeking to be educated, came together in a tragic manner in October 2012 when 14 year-old school girl, Malala Yousafzai, was shot in the head by the Taliban in north-western Pakistan. Malala first came to public attention in 2009 when the BBC published her Urdu blog describing her life in Swat Valley after the Taleban issued an edict banning girls' education in the region in 2009. Malala was the first person to be awarded the National Peace Award by the Pakistani government in December 2011. EI's Status of Women Committee and the Executive Board issued strong statements condemning the attack on Malala, and calling on the authorities in Pakistan to ensure the safety of school children, especially girls, and pointing out that the journey to and from school, as well as schools, must be safe and secure to guarantee the best possible conditions for teaching and learning (see here: [http://www.ei-ie.org/en/news/news\\_details/2327](http://www.ei-ie.org/en/news/news_details/2327); and here: [http://www.ei-ie.org/en/news/news\\_details/2330](http://www.ei-ie.org/en/news/news_details/2330)).

EI released a statement to mark the International Day for the Elimination of Violence against Women ([http://www.ei-ie.org/en/news/news\\_details/2020](http://www.ei-ie.org/en/news/news_details/2020)), underlining its members' commitment to building non-violence and peace in the minds of men and women education workers through gender-sensitive trade union and human rights education and non-violent approaches to conflict resolution.

The new EI Arab Cross-Regional Structure adopted a resolution on Girls' Education in the region in November 2012.

*Based on: Resolution on Education and the Elimination of Violence against Women  
Pertains to: Priority 4 and Aim 3  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### GENDER EQUALITY

Preparatory work was begun at the EI Secretariat in November 2012, for the 57th Session (March 4th- 15th 2013) of the United Nations Commission on the Status of Women (UN CSW), the Priority theme of which is the 'Elimination and prevention of all forms of violence against women and girls'. In November 2012, EI submitted a joint statement with the other global union federations, (ITUC, PSI, IndustriAll and UNI), which called, inter alia, for governments to integrate the principle of gender equality into school curricula, including a focus on the prevention of gender-based violence.

*Based on: Resolution on Education and the Elimination of Violence against Women  
Pertains to: Priority 4 and Aim 3  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### GENDER EQUALITY

EI was represented at the high level advocacy event co-organised by UNESCO and the Government of Pakistan at the UNESCO headquarters in Paris, France, on 10 December 2012, International Human Rights Day. Entitled 'Stand Up for Malala – Girls' Education is a Right', the event was held with the purpose of advocating for the

unequivocal right to education of every girl in the four corners of the world ([http://www.ei-ie.org/en/news/news\\_details/2404](http://www.ei-ie.org/en/news/news_details/2404)) .

Short keynote speeches were made by a distinguished group of speakers, all of whom called for girls' right to education to be respected and protected. They included Asif Ali Zardari, President of the Islamic Republic of Pakistan; Jean-Marc Ayrault, Prime Minister of the Republic of France; Irina Bokova, UNESCO Director-General of UNESCO; Michelle Bachelet, Executive Director of UN Women; Tarja Halonen, former President of Finland; and Gordon Brown, UN Special Envoy for Global Education.

The Government of Pakistan announced the establishment of the Malala Fund for Girls' Education, to which Pakistan has already pledged US\$10 million. In addition, Gordon Brown will spearhead a campaign for the recognition of July 12th, Malala's birthday, as Malala's Day, for advocacy to raise awareness about the barriers preventing girls from accessing education in different countries around the world.

*Based on: Resolution on Gender Equality*

*Pertains to: Priority 4 and Aim 3*

*Carried out by: Worldwide, Human and Trade Union Rights and Equality*

#### PRIORITY 4

#### GENDER EQUALITY

Starting in December 2012 (and running through mid-February 2013), EI will be contributing to the work of the five thematic groups established to ensure that the new Strategic Plan of the Global Partnership for Education (GPE) is successfully implemented. Thematic Group 2 focuses on objective two of the GPE Strategic Plan: to ensure that all girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment. EI's role will be to ensure that teachers' perspectives are integrated in the implementation plan, and to highlight the links between gender equality, quality teaching and girls' equal access to and participation in education.

*Based on: Resolution on Gender Equality*

*Pertains to: Priority 4 and Aim 3*

*Carried out by: Worldwide, Human and Trade Union Rights and Equality*

#### PRIORITY 4

#### GENDER EQUALITY

The EI delegation worked in close partnership with the delegations of the other global union federations (GUFs) – ITUC, PSI IndustriALL and UNI - with the following outcomes:

- The GUFs joint statement was published in the official UNCSW statement, and was entitled The economic empowerment of rural women workers through rights at work, education and public investment.
- An EI/GUFs UNCSW 'Union Women's Views' brochure was published;
- A side event was jointly organised by EI, the other GUFs and the Swedish Women's: the panel was called 'Follow that Money!', and focused on specific and targeted budgets for gender equality and the empowerment of women. EI Executive Board Member and (previous) co-chair of the EI Status of Women Committee, Teopista Buringi (UNATU, Uganda), was one of the three panellists.

- A second EI/GUFs side event was organised - 'Empowerment of rural women through rights at work, education and public investment' – consisted of interactive debates with trade union and civil society women activists and leaders.
- Teopista Buringi took part in the UN CSW preparatory Expert Group Meeting, addressing Panel 2, which focused on 'The Role of Gender Responsive Governance and Institutions for the Empowerment of Women'.
- As part of the wider trade union presence at the UNCSW, the EI delegation contributed to the provision of alternative documentation language on decent work, social protection, and public services, including education and indigenous people's health and reproductive rights.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3*

*Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### GENDER EQUALITY

EI's response to the 2012 Education for All (EFA) Global Monitoring Report (GMR), published by UNESCO, notes that the 2012 Report highlights the key point that gender equality within education must move beyond parity (ensuring that boys and girls, young women and men, have equal access at all levels of education), to a focus on matters of equity. This includes equal treatment of girls and boys within educational settings, providing a safe, secure and supportive learning environment for all, and ensuring that girls and boys achieve equal educational outcomes through having equal opportunities to learn. This is very much in line with EI's 2011 Resolution on Gender Equality, which calls on States, inter alia, to 'ensure inclusive gender-sensitive quality public education, with focus on the education of girls and women.' However, one important difference between the approach taken in the 2012 GMR and EI's position relates to the neutral use of the term 'school' in relation to the challenges of gender equality in education within the Report. Education unions advocate for high quality teaching with all the necessary resources (teaching resources, updated text books, libraries and computers systems, as well as smaller class sizes). In addition, education unions emphasise the need for quality public schools, as the proper place of learning.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3*

*Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### GENDER EQUALITY

On the first International Day of the Girl Child (October 11th 2012), EI affiliate, Fédération Nationale des Enseignants du Congo, FENECO UNTC (National Federation of Teachers of Congo) took part in the African region campaign, Nous Pouvons Mettre Fin aux Violence Faites aux Femmes (the 'We Can' campaign - <http://www.csfef.org/spip.php?breve22>) . FENECO-UNTC members went into 5 schools on October 11th 2012 to speak to school girls and boys about the issue of gender-based violence. This led to the establishment of a local 'Nous Pouvons' Alliance, which will continue to raise awareness about gender-based violence in school settings, and the impact this has on girls' ability to access and participate in quality education.

A key result achieved by the Argentinean women's network (made up of representatives from CEA, CTERA and CONADU) was to include in their action plans the DEMAND for work-licenses for women who are victims of

violence. This will allow women who are suffering psychological or physical violence (or other kinds of violence) to request free time to find workable solutions to for themselves as their children (including going to court, to the hospital, finding a new home, securing their children's safety etc.).

*Based on: Resolution on Education and the Elimination of Violence against Women  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

The Pan-African Women's Education Network (AWEN) organised Leadership Training workshop for female union leaders in Senegal held in Dakar from 23 to 26 January; this equipped 30 female leaders from five unions (FIDUEF, SNELL-CNTS, SUDES, SYPROS, UDEN) with leadership skills and enable planning of future activities. Leadership training for SINAPROF (Guinea Bissau) leaders took place in Bissau from 2 to 5 October 2012. Ten men and twenty-two women from Bissau and the regions attended the meeting. Participants improved their leadership skills and discussed challenges facing the union and the women.

Equality work across the Latin American region focused on three main issues during the year: increasing women unionists' participation in processes through which public policies are defined, developing skills and techniques for demanding and monitoring the use of public funds to meet the needs of women, and for achieving gender-sensitive curricula. The Latin America Education Workers Women's Network launched a publication that analyses the reasons why women are under-represented at the decision-making levels of education trade unions, and makes some recommendations for strengthening women's participation and presence at the highest levels of union structures.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

The training workshop for trade union leaders of SINAPROF (Guinea Bissau) objectives were to strengthen the leadership skills of leaders and boost the participation of women in union and education matters.

Women were expected to be better prepared to effectively play the roles of responsibilities within the union and the women in education network, and to be more visible at the national level and interact with national networks in the sub region.

The training consisted of several topics including: the role of women in trade unions, women's leadership, advocacy and resource mobilization, networking, effective communication, etc. These topics were the subject of presentations and group discussions and plenary sessions.

Following discussions on the various topics, the challenges facing women in the SINAPROF education and union level were identified and an action plan was developed to help address these challenges.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

Under the direction of AWEN, a workshop was organized by RESAC in Douala, Cameroon on the promotion of gender.

The objectives of the forum were:

- Exchange of experience and best practices in promoting gender equality in trade unions,
- Evaluate the progress made by teachers' organizations in the region in mainstreaming gender in trade unions,
- Discuss ways to encourage members of Education International (EI) to implement the findings of the quadrennial survey of IE on the situation of women in trade unions,
- Develop strategies to strengthen the Network of Women Trade Unionists of Central Africa.

It appears from the suggestions of the meeting that women should invest more themselves in reverting this gender trend. The workshop also drafted an action plan on how to get women and the union to consider the recommendations of the EI and the World Conference on Women in Bangkok.

In her presentation, Ms Anais Dayamba (AWEN program officer) initially urged women to be conscious of the situation. She then insisted that each organization prepares regular reports on all the local activities and transmit them to the program coordinator. She did not fail to insist on a dynamic collaboration between unions and their commitment to the promotion of the best interests of women.

The program officer presented the report of activities of AWEN covering the period 2008 to 2012. The report mentions the activities carried out and indicates the willingness of AWEN to work for the promotion of gender equality. She appreciated the impact of this commitment in the sense that many women have attained positions of power even at the EI.

From the report on the quadrennial survey of EI on the situation of women, she noted that significant progress took place in 2011. These advances are justified by the holding of the First World Conference of Women, the high number of women in trade unions, training of women and girls, a survey on the situation of women in the educational system and the unions. Finally, RESAC / Cameroon local committee was established.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

A training workshop which aimed at building capacity of 30 female union leaders in leadership was organized in January 2012 in Dakar (Senegal). It brought together 30 participants from FIDUEF, SNEEL, SUDES, SYPROS and UDEN. Various topics discussed include: the role of women in unions, women's leadership, promoting gender equality in teacher unions to achieve quality education, effective networking, challenges facing by women in unions, education and also in the society. It was expected that after training, women will be equipped to play effective roles in their unions and the network.

This was possible because of the additional funding for AWEN 2011 Activity Plan by Lararforbundet.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

The round table for SAWEN leaders (2011 P&B outstanding) aimed to contextualize the WWC recommendations to the reality of the region and boost gender equality in unions and education. Discussions enabled participants to identify effective ways of getting unions implement these recommendations. They also shared experiences of best practices in mainstreaming gender in unions, reducing violence on girls, putting in place gender policies, implementing HIV/AIDS programmes, etc. Adequate strategies to increase the efficiency of the network were identified and an action plan was drawn. The meeting gathered 17 participants from Angola, Mozambique, Zambia, Zimbabwe, Lesotho, Botswana, Swaziland, South Africa and 2 staff members from the regional office.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

A training workshop for capacity building was implemented in Conakry (Guinea) for 30 leaders (20 females and 10 males) of FSPE and SLECG. Objectives of the activity were to equip participants with leadership skills, put in place strategies to increase women's participation in unions' activities and the visibility of the women's network. Topics discussed included the role of women in teacher organizations, achieving gender equality to strengthen unions, women's leadership, effective networking, etc. Challenges to women's promotion in the unions, education and society were identified and an action plan conceived to address those challenges. It was expected that trained leaders will play effective roles in the unions and the network will be more visible.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

The leaders of the Women Network in Eastern Africa (WNEA) met to discuss challenges facing their network and devise strategies to assist unions implement recommendations of the First World Women's Conference. Among the achievements of the meeting, three new members joined the network; representatives of the four affiliates in Kenya decided to put in place a national network; some participants learning from experience of others agreed to push for gender sensitive constitutions and gender policies in their unions; priorities of the respective unions and the network were identified and actions to be carried at various levels to boost gender equality in unions and education in Eastern Africa were decided.

The meeting was attended by participants from Kenya, Uganda, Tanzania, and Zanzibar. Due to difficulties of communication, women's representatives from Erytrea, Ethiopia and Somalia could not participate in the meeting.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

AWEN organized from 17 to 19 December 2012 a meeting to evaluate the gains achieved by the network through the implementation of its strategic plan 2009-2011 and decide of the way forward. The meeting was attended by AWEN advisory committee, representatives from 19 unions in 19 countries, representatives of partner organizations, EIRAC members, resource persons, and staff from the EI Africa regional office. The 29 participants to the meeting agreed that some positive changes have taken place, but more effort is needed to achieve gender equality in unions and education. The AWEN objectives were reviewed and action plan for 2013-2016 was drawn. A new leadership was elected and Madam Helena Awurusa from GNAT (Ghana) is the new AWEN President.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Africa*

## PRIORITY 4

### GENDER EQUALITY

28 participants from 3 unions shared information on women's access & full participation in the decision making structures & processes of the unions, women's rights, education of girls' children & active participation of young women in teachers' unions at all levels.

Union wise action plans were prepared to strengthen the national women's network, recruitment and retention of young women teachers & promotion of education of girls & women's rights. It was concluded that teachers' organisations must take necessary action to organise & retain the young women teachers & promote them in the union's leadership.

The main aims & objectives of the workshop were to review the status of national women's network, collect data on the situation of women's participation in the decision making bodies of the unions, share information on women's rights, education of girls' children & formulate strategies & union wise action plans to promote active participation of women in the union including young women.

The following topics have been discussed during the workshop are revisiting national women's network, gauging the national women's network, strategies to strengthen the women's network, EI policy on gender equality, 4 year gender equality action plan, major issues concerning women's full participation in teachers' organisations, education and society, the trends and challenges of participation of young women in teachers' organisations and using ICT tools in networking and creating e-network.

In the past few years with the support of DC the 4 women's networks in India observed a good progress. However, the progress varies from organisation to organisation. A good number of women now are occupying



the key positions & playing important role in their respective organisations. It is observed that there is a dire need of second line of leadership and to promote young women in leadership. Lack of communication has been identified as an obstacle in smooth running of the networks. It was agreed that there is an urgent need for women leaders to be trained in ICT skills to ensure improved flow of information at all level.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Asia-Pacific*

## PRIORITY 4

### GENDER EQUALITY

This workshop aimed at creating awareness on current situation of Maternity protection benefits, and discussed the ways and means in which maternity protection benefits can be accorded to women in Meghalaya. The workshop was attended by 30 participants from all the three district unions in the state.

Discussions were held on the ILO Convention No. 183, National Legislation on Maternity Protection Benefits Act 1961(India) and the Recommendations of VI Central Pay Commission concerning Maternity Protection Benefits.

The participants shared information about the situation on Maternity Protection Benefits and formulated strategies and action plans to change the existing situation and get better Maternity Protection Benefits in state on par with other states of India.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Asia-Pacific*

## PRIORITY 4

### GENDER EQUALITY

On December 1-3rd, 2012 EI /Consortium partners had the Planning Meeting for the ASEAN Women's Network in Jakarta. Women leaders from nine provinces attended the meeting. The purpose of the meeting was to plan and initiate activities on gender equality.

The objectives of the meeting were to do needs assessment faced on the problems by teachers in the schools, union and the community. The women leaders were asked to discuss their issues and plan strategies and activities.

Participants analysed issues and shared success stories which had a positive impact. A healthy discussion on issues such as discrimination against gender in the unions, maternity protection benefits and HIV/AIDS followed.

They worked on ten pressing issues of concern and then narrowed it down to three, namely; women leadership in the Union, maternity protection benefits and organising skills. EI resource person explained the planning matrix and its objectives and goals. After the feedback session, the final proposal together with a budget was then presented.

The participants were positive with a better understanding of the planning matrix and set objectives and to meet goals. They also had a clear understanding of SMART procedures and how it will be beneficial to use for their respective meetings and trainings.

The recommendations from the resource persons as well as the women leaders is to have a Trade Union Leadership Training for women leaders which includes the maternity protection benefits, HIV/AIDS, and the VAW and how to encourage girl's education.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Asia-Pacific*

## PRIORITY 4

### GENDER EQUALITY

An evaluation and planning meeting with the assistance of EI and Lararforbundet was held on 15-17 Jan, 2013 in Manila. Female leaders from ACT, SMP-NATOW, TOPPS and FFW participated in the meeting together with EI and Lararforbundet.

The objectives of the meeting were to evaluate, plan and to prepare activities for the year 2013. Brief reports from the Unions were presented highlighting their major achievements and challenges faced and the difficulties faced in implementation due to political intervention.

Core issues on gender equality were discussed especially in the Union, education, society, migration of teachers and contract teachers.

Main issues highlighted during the discussions were gender bias in education material and school text books, allocation of budget for gender programs, research and training for female migration of teachers and under representation of women leaders in the Union. Suggestions on improving reporting, monitoring and financial procedures were discussed.

In view of precarious nature of issues the Filipino female teachers are facing in the unions, education and society, they need constant and long term support to improve their existing situation and to acquire their rightful status.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Asia-Pacific*

## PRIORITY 4

### GENDER EQUALITY

EI held the AWN Committee Meeting in December 12-14, 2012. EI member organisations in Indonesia, Thailand, Philippines, Cambodia, and Malaysia participated.

The objectives of the meetings are to get feedback from members of the network on promotion of gender equality in education, teachers' union and society.

The committee shared issues of Girl Child Education at length. A drop of net enrolment ratio for girls due to poverty, gender stereotyping, cultural and religious separation, gender bias textbooks, early marriages, unreliable data, political instability and cost of girl education were few of the observations made.

A discussion as held on how to attract young female teachers to be involved in unions together with issues on contract teachers and migration of female teachers.

The members also discussed on the issues such as economic, social, cultural and social concerns including promotion of human rights.

The committee discussed and suggested strategies to strengthen the AWN including measures to be taken for its sustainability.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Asia-Pacific*

## PRIORITY 4

### GENDER EQUALITY

This chapter covers several topics and also the resolutions on Education and the Elimination of Violence against Women and on Respect of Diversity.

ETUCE very carefully observes the development of equality between men and women in the labour market and in trade unions, but also of tackling discrimination on other grounds.. ETUCE is well aware of the growing inequality, discrimination and social tensions which are the result of the financial crisis. When Member States have made public budget cuts, women are more at risk of losing their jobs, since more women than men work in the public sector, especially in education.

#### EU policies on equality

EU equality policies related to the education sector and society cover gender equality, discrimination, indigenous people, and the rights of migrants and ethnic minorities. ETUCE monitors developments within different policy initiatives on equality, and also works to inform the member organisations by participating in external meetings and hosting ETUCE annual seminars and committee meetings concerning equality within education. ETUCE reports on the EU policies and events to the ETUCE Status of Women Committee (ESWC) which is the permanent advisory committee to the ETUCE Committee and to the ETUCE Standing Committee for Equality. The ESWC, consisting of the women members of the ETUCE Committee, meets prior to each ordinary meeting of the ETUCE Committee to advise the ETUCE Committee and Bureau on matters affecting girls and women in education. In 2012, the ESWC supported the Standing Committee for Equality's suggestion for the theme of the women's caucus of the ETUCE Conference 2012 to be economic empowerment of women with a special focus on equal pay.

As a member of the ETUC Women's Committee, ETUCE works on the various EU directives with the ETUC, which set up a new ETUC Action Programme on Gender Equality for 2012-2014.

#### Anti-discrimination

ETUCE is closely following the implementation of the so called "Anti-discrimination directive" in various policy areas. To establish consistent standards of protection from discrimination across the EU, the European Commission issued in 2011 a Proposal for a Council Directive on implementing the principle of equal treatment between persons irrespective of religion or belief, disability, age or sexual orientation[1]. It will eventually replace current anti-discrimination directives.

#### Women empowerment

In December 2011, the European Council issued conclusions on the Review of the implementation of the Beijing Platform for Action – Women and the Economy: Reconciliation of work and family life as a precondition for equal participation in the labour market[2].

It is evident that Member States are still lagging behind when it comes to paving the way for more women in the labour market. On 5 March 2012, the European Commission launched a public consultation[3] on gender imbalance on corporate boards in the EU, concerning the European Commission's consideration of proposing a legislative initiative to improve gender balance on company boards. The results are expected in 2013.

#### EU Inclusion Policies

EU inclusion policies have been aimed at tackling discrimination against Roma migrants, socio-economic disadvantaged groups, and other vulnerable minority groups. For the past years, EU policies and initiatives have especially been directed at the situation of Roma, the largest minority group in Europe, where lack of education often leads to high unemployment or low skilled/low paid jobs. In June 2012, ETUCE issued a statement on the Council conclusions on advancing Roma Inclusion[4], expressing its support for the call of the Council to make progress in mainstreaming Roma issues into European and national policies by mobilising existing EU strategies and instruments for concrete action in favour of the socio-economic inclusion of Roma. In May 2012, the European Commission published a follow-up communication on National Roma Integration Strategies: a first step in the implementation of the EU Framework[5] with the intention of assessing how the Member States have progressed with their national strategies.

It is important to mention that in 2012 ETUCE/ETUC/ILGA-Europe signed a joint declaration to combat homophobic bullying in schools, in workplaces and in society[6]. To complete the picture, ETUCE is also member of various ETUC working groups, including the working group on 'Migration and Inclusion' which deals with common workers' migration and inclusion issues in the EU.

#### Challenging Gender Stereotypes in Education

The battle against inequality and discrimination is one of the key policy areas for ETUCE.

In 2011/2012, with the funding from the European Commission, ETUCE carried out the project Teacher trade union actions challenging gender stereotypes and gender segregation in the labour market. The project aimed to fully exploit the potential of the education sector to overcome gender discrimination in the labour market with a view to promote not only more gender equality within the teaching profession itself but also to trigger a change in students' future career choices by providing teachers and teacher unions with the know-how and tools that are necessary to promote a gender sensitive approach in education and consequently in society as a whole. Establishing a forum for discussion on the inclusion of gender sensitive education with the employers in education helped to foster social dialogue within the education sector[8]. In this project, ETUCE organised three major events: a Peer Learning Activity, Training Seminar and a Project closing conference. The main outcome of the project is a set of guidelines on challenging gender stereotypes in education and gender segregation in the labour market. The project results have been gathered in a project brochure for dissemination to all relevant stakeholders in education. A CD-ROM (2000 copies) containing the project results (PLA, Training Seminar and final conference reports in English and French and the final project brochure in English, French, German, Polish and Spanish) will facilitate the dissemination of the results to ETUCE member organisations and their individual teachers.

#### Women in unions

The role of women in teacher unions and promoting women's representation in decision-making bodies in teacher unions at national and at European level remains an issue which both the ETUCE Standing Committee for Equality and the Status of Women Committee strive to advance. Quotas to ensure a better female

representation are regularly brought back into the discussion in the ETUCE Committee as a means to support this aim.

#### Equal pay

Despite efforts made by Member States to embed gender equality in national policies, a considerable pay gap still exists between men and women. ETUCE believes that equal work and work of equal value, should lead to equal pay, no matter the gender.

#### Violence against women

The Council of Europe adopted a Convention on preventing and combating violence against women and domestic violence[9]. ETUCE is following up on future initiatives regarding policies or campaigns which seek to prevent violence against women in line with the Resolution on Education and the Elimination of Violence against Women[10] which was adopted at the sixth EI World Congress.

#### European Institute for Gender Equality (EIGE)

This European agency[11] was established in 2007 in Vilnius, Lithuania, and supports the EU and its Member States in their efforts to promote gender equality, to fight discrimination based on sex and to raise awareness about gender equality issues. ETUCE has established contact with the director of the Institute and enjoys good cooperation with the trade union representative of the Institute's advisory body, the expert forum. ETUCE closely monitors the Institute's further development and seeks further possible cooperation.

[1] <http://register.consilium.europa.eu/pdf/en/11/st12/st12447.en11.pdf>

[2] [http://www.consilium.europa.eu/uedocs/cms\\_Data/docs/pressdata/en/lisa/126515.pdf](http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lisa/126515.pdf)

[3] [http://ec.europa.eu/justice/newsroom/gender-equality/opinion/120528\\_en.htm](http://ec.europa.eu/justice/newsroom/gender-equality/opinion/120528_en.htm)

[4] [http://www.google.be/url?sa=t&rct=j&q=council%20conclusions%20on%20advancing%20roma%20inclusion&source=web&cd=4&ved=0CFgQFjAD&url=http%3A%2F%2Fec.europa.eu%2Fsocial%2FBlobServlet%3FdocId%3D5578%26langId%3Den&ei=C\\_HNT7C2LZSh8gP8iPTEDA&usg=AFQjCNGMQiONfS5QWKjRlpJ10oNCo8IQ](http://www.google.be/url?sa=t&rct=j&q=council%20conclusions%20on%20advancing%20roma%20inclusion&source=web&cd=4&ved=0CFgQFjAD&url=http%3A%2F%2Fec.europa.eu%2Fsocial%2FBlobServlet%3FdocId%3D5578%26langId%3Den&ei=C_HNT7C2LZSh8gP8iPTEDA&usg=AFQjCNGMQiONfS5QWKjRlpJ10oNCo8IQ)

[5] [http://ec.europa.eu/justice/discrimination/files/com2012\\_226\\_en.pdf](http://ec.europa.eu/justice/discrimination/files/com2012_226_en.pdf)

[6] [http://etuce.homestead.com/Statements/2012/LGBT\\_joint\\_declaration.pdf](http://etuce.homestead.com/Statements/2012/LGBT_joint_declaration.pdf)

[7] <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0491:FIN:EN:PDF>

[8] A more detailed description is in the annex and at: [http://etuce.homestead.com/ETUCE\\_Equality.html](http://etuce.homestead.com/ETUCE_Equality.html)

[9] <http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?CL=ENG&CM=1&NT=210>

[10] [http://download.ei-ie.org/Docs/WebDepot/2.1.2\\_2.1.5E\\_Education\\_and\\_Elimination\\_of\\_Violence\\_against\\_Women.pdf](http://download.ei-ie.org/Docs/WebDepot/2.1.2_2.1.5E_Education_and_Elimination_of_Violence_against_Women.pdf)

[11] <http://www.eige.europa.eu/content/about-eige>

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Europe*

**PRIORITY 4**

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## GENDER EQUALITY

The ETUCE's EU-funded (2011-2012) Teacher Trade Union Actions Challenging Gender Stereotypes and Gender Segregation in the Labour Market project culminated in 2012 with a closing conference. The main outcome of the project was a set of guidelines on challenging gender stereotypes in education and gender segregation in the labour market. A project brochure for dissemination to all relevant stakeholders in education has been developed, as well as CD-ROM containing the project results, in order to facilitate dissemination of the results to ETUCE member organisations and individual teachers.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Europe*

### PRIORITY 4

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## GENDER EQUALITY

In 2012, the ETUCE Status of Women Committee supported the ETUCE Standing Committee for Equality's suggestion for the theme of the ETUCE 2012 Conference Women's Caucus to be The Economic Empowerment of Women with a special focus on equal pay. EI's new Deputy Secretary General, Haldis Holst, gave a keynote speech on this theme at the ETUCE Women's Caucus Meeting in November 2012.

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Europe*

### PRIORITY 4

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## GENDER EQUALITY

Latin American Women Network held a subregional meeting for the Andean Area in Bolivia (October 11th-12th) and for the South Cone in Brazil (24th-26th October). Also there were three national meetings taking place: In Bolivia (10th October) it allowed women from CTEUB and CONMERB to meet at national level for the first time and to start building an analysis of their own on union democracy. In Chile a national meeting also allowed women from CPC Chile and FAUECH (higher education sector) to discuss how to modify their unions' statutes (BYLAWS) and define common actions about the retirement (pension) system which is discriminatory for women (pays less!). In Argentina CTERA, CONADU and CEA engaged towards achieving Work-licenses for those women victims of violence. The idea is to have Labour Minister visualize violence and adapt working codes to that reality at the time that we continue fighting it.

Women Network is to hold a national meeting with Three unions in Venezuela (FETRA Enseñanza, FVM and FEV in January 31st 2013 and the regional meeting in Costa Rica March 11th-14th)

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Latin America*

### PRIORITY 4

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## GENDER EQUALITY

The inaugural meeting of the Arab Cross-Regional Women’s Network (AWN) brought together 44 women participants, from 22 EI affiliates in 11 countries in July 2012. The aim of the meeting was for participants to share information and exchange experiences of their union involvement in the region. Presentations were made on the situation of women teachers and unionists in the countries represented; the meeting agreed on the following Priority areas for future work in the region:

- Encouraging women to become union members
- Capacity-building and training for women unionists
- Assist women in gaining access to leadership positions within unions

The meeting showed that unions are at different stages in the different countries: participants from some countries were able to draft initial national plans for further work; others were not in a position to do the same. Consequently, it was agreed that for the time being, the focus would be on strengthening the network and regional activities organised through the network (with support and resources from EI, as appropriate).

*Based on: Resolution on Gender Equality  
Pertains to: Priority 4 and Aim 3  
Carried out by: Arab Countries*

## PRIORITY 4

### INDIGENOUS PEOPLES' RIGHTS

Indigenous peoples are generally non-dominant groups in the societies in which they live; they can be subject to multiple forms of discrimination. Human rights violations against Indigenous Peoples remained a serious concern despite positive advances in some regions. Issues of violence, the “anti-terrorist” law that serves as an excuse for the militarization of Mapuche regions in Chile, dispossession of land, denial of land rights, forced removal and impact of large scale development are daily life experience for Indigenous peoples around the world, due to an unprecedented demand for the world’s remaining resources.

In Bolivia, President Evo Morales enacted the Law of Mother Earth and Integral Development to Live Well. The paradigm is based on balance of human beings with nature, the environment and land rights, services to the people, with a plural and solidarity economy. This paradigm was presented and welcomed by the last EI Caucus for Indigenous Peoples (2011)

EI’s objective is to keep the perspective beyond 2015 that a human rights framework and the meaningful participation of indigenous representation in all consultations related to Indigenous education and addressing inequalities prevail. Building the capacity of Indigenous teachers to advocate for their rights is all the more relevant in the context of the first UN Indigenous Conference to be held in 2014 in New York and which will provide a good opportunity for education unions at national, regional and global level.

Monitor application of Indigenous rights

- Monitor future developments regarding the UN World Conference on Indigenous peoples in New York 2014
- CTF (Canada) Executive Committee endorsed the decision made by the UN Committee on the Elimination of Discrimination against Women (CEDAW) to conduct an inquiry into the murders and disappearances of Aboriginal women and girls across Canada.
- Work with UN and other specialized agencies on indigenous education
- Increase participation of Indigenous representatives in inputs related to Indigenous education

- EI advocacy work at the UN CSW included Indigenous women and girls. EI delegation included indigenous delegate. On alternative language on CSW56 resolution “Indigenous women: key actors in poverty and hunger eradication” CGTEN- ANDEN (Nicaragua) liaised with co-chair of UN Indigenous Forum. Follow up at CSW57 with relevant Canadian groups.
- EI member AEU launched the Australia's First Peoples Educator's Network (AFPEN) which provides space for exchange, to and by Aboriginal and Torres Strait Islander educators.
- EI invited members to join e-Discussion on Indigenous Peoples and Inequalities in the Post-2015 Development
- Raise awareness of the status of Indigenous peoples in education, unions and society
- Promoting participation on international day (August 9)
- Support the development of initiatives to address the specific needs of Indigenous workers in unions (Latin America and Africa)
- Release of a brochure ‘Public education and Indigenous Peoples’ with information about union approach and work commitments regional?
- Work in progress on Indigenous network to exchange and disseminate information and good practices related to the Indigenous rights to education to be launched in February 201
- Working in cooperation with regional offices on the organization of activities related to indigenous children’s rights.
- EIAL and ANDE (Costa Rica) participated at national meeting of Indigenous teachers and leaders and UNICEF which analysed the status and the quality of education provided to Indigenous children, adolescents and Indigenous youth. (San José, September )
- Working on a publication on Indigenous Peoples and the right to education
- CSQ published “Social-cultural and political changes among the Crees of Quebec”
- Survey on indigenous teachers: work in progress.

*Based on: Resolution on Education and the Elimination of Violence against Women  
Pertains to: Priority 4 and Aim 3  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### INDIGENOUS PEOPLES' RIGHTS

Latin American Region held a Regional meeting into continuing strengthening unions’ capacities to propose both union- and education policies that take into consideration indigenous people realities. The regional meeting has been held during April 2012. EI’s Ad hoc Committee has been invited.

*Based on: Resolution for the Latin America region: Assessment processes and quality education for all  
Pertains to: Priority 4 and Aim 3  
Carried out by: Latin America*

## PRIORITY 4

### MIGRANT TEACHERS

In 2012 Education International commissioned a study to AFTto support and inform EI’s Global Teacher Migration and Mobility Campaign. At a time of unprecedented threats to teachers and their unions around the world, labor research must have the primary purpose to inform action. To that end, this proposal has been designed to contribute as directly as possible to development of strategies that will help to uplift the status of teachers, strengthen the capacity of unions and improve the quality of education services. This study aims to



help EI identify best practices for international teacher migration, as well as to highlight issues of concern and expose abuses. This research report will contribute new data and analysis that will establish EI leadership and expertise on teacher migration. It will reaffirm that we do not oppose migration and mobility, but rather are committed to ensuring that it happens ethically and supports the development of teacher professionalism and quality public education systems in all affected countries.

*Based on: Resolution on Teacher Migration and Mobility  
Pertains to: Priority 4 and Aim 2  
Carried out by: Worldwide, Research*

## PRIORITY 4

### MIGRANT TEACHERS

The EI Executive appointed a Task force to spearhead its work on teacher migration and mobility. Its main mandate is to help EI develop and implement a campaign to promote the rights of migrant teachers and their families, stop their exploitation and promote decent work for all education personnel, with a particular focus on:

- Guiding the setting up of an EI web portal for migrant teachers
- Research, advocacy and information sharing

The Taskforce held its first meeting in Mauritius on 18 November, prior to the Global Forum on Migration and Development (GFMD) which took place at the same venue, from 19-22 November. During the GFMD, EI and members of the Task Force joined other global unions to call for a rights based approach to international migration. Prior to that, EI joined ITUC and other Global Unions in a Global Unions Strategy Meeting On Migration (“Building Alternatives”), held in Brussels on 24 on 25 September. The main purpose of the meeting was to develop a Global Unions strategy for the UN’s 2013 High-level Dialogue on International Migration and Development. EI participated in other activities organised by the Global Unions Group on Migration, including a tram campaign (“Nothing Without Us Campaign”) organised in Geneva during the ILO General Conference. A web portal for use by migrant teachers is under development.

*Based on: Resolution on Teacher Migration and Mobility  
Pertains to: Priority 4 and Aim 2  
Carried out by: Worldwide, Education and Employment*

## PRIORITY 4

### MIGRANT TEACHERS

Racism, xenophobia, sexism and homophobia are some of the pillars of inequality between people.

The ratification of a number of standards, racist laws and practices, in many countries and all regions of the world, people, education communities and societies suffer from various forms of historic and contemporary racial injustices. International migration is a very complex phenomenon and a major concern for many countries, individuals, families, and trade unions.

But “xenophobia against ...migrants, refugees and asylum-seekers, constitutes one of the main sources of contemporary racism and that human rights violations against members of such groups occur widely” (WCAR parr. 13) in relation to employment, housing, social services including education and health, and access to justice. Education unions have a key role to play.

#### Monitor application of migrant's rights

- Promote the ratification and implementation of international instruments on labour migration.
- Promotion and follow up of the Programme of Action agreed World Conference against Racism (Durban, 2001) and Review World Conference against Racism (Geneva 2009)
- Build up understanding on member organizations on the content of relevant debates (Beyond MDGs; migration and mobility, racism and xenophobia)

#### Increase participation of education unions related to migration, racism and xenophobia

- EI member CTERA in Argentina joined program "Schools free of discrimination" with the Ministry of Health and UNFPA to promote respect and value diversity in educational settings. CTERA working in cooperation with 100% Diversity and rights, Collective Educators for Diversity "All Voices" and Afro groups Xango promote visibility of teachers and students through the capacity building of education workers.
- EI member NTEU (Australia) National Indigenous Unit and Indigenous Policy Committee published "I am not racist but ..." a report on cultural respect, racial discrimination, lateral violence & related policy at Australians' Universities (November 2011).

*Based on: Resolution on Teacher Migration and Mobility  
Pertains to: Priority 4 and Aim 2*

*Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### PEACE THROUGH EDUCATION

On 10 December, education unions around the world stand in solidarity with all those men and women showing commitment and courage to demand universal respect for fundamental rights, thereby strengthening democracy and social justice worldwide.

These educators also fight for freedom of expression, assembly and association; the right to bargain collectively; and for all other democratic rights.

In 2012, education unions across the globe have reported many infringements of international human rights conventions and recommendations as well as serious attacks on trade unions and their freedoms. In some countries hit by the economic and debt crisis, those freedoms, particularly in the public sector, have been restricted. This has occurred when austerity measures were taken without consultation with employees' organisations, or when collective bargaining rights were revoked altogether, including the right to resort to industrial action. In Southern and Eastern Europe, in the Arab countries, in the United States and elsewhere, education unions mobilised their members to remind the public authorities of their duty to respect the values that underpin democratic societies.

Respecting the democratic rights of teachers will also help the profession carry out its professional responsibility to impart democratic values and human rights principles to future generations.

EI is the voice of the teaching profession in the international community. It challenges every single abuse of teachers' rights with the appropriate UN agencies.

*Based on: Resolution on Human and Social Rights Education  
Pertains to: Priority 4 and Aim 4*

*Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### PEACE THROUGH EDUCATION

EI has continued to maintain contacts with the unions in Israel and Palestine, consistently with the EI resolution. Efforts have been maintained to facilitate GUPT holding its statutory conference. Eventually scheduled for early November, the conference was again postponed.

In November, the General Assembly of the UN voted to grant Palestine non-member observer State status at the United Nations, while expressing the urgent need for the resumption of negotiations between Israel and the Palestinians leading to a permanent two-State solution. The resolution on the status of Palestine in the UN was adopted by a vote of 138 in favour to nine against with 41 abstentions by the 193-member Assembly. This step followed the UNESCO General Conference admitting Palestine as a full member in October 2011.

Acting on the EI Declaration that the right to education should be protected by all parties to a conflict, EI issued a statement in November, expressing deep concern over the safety of school children and teachers in Gaza and Israel, as violence was escalating in the area. It has urged Hamas and Israel to call a permanent cease-fire, and to respect the principle of the right to education in safety.

*Based on: Statement by 6th World Congress on Israel and Palestine, based on the 2010 ITUC resolution  
Pertains to: Priority 4 and Aim 4  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### SAFE SCHOOLS

Since the adoption of the EI recommendation on 'Education under Attack and Persecuted Teachers' and the adoption of the EI Declaration 'Schools Shall Be Safe Sanctuaries', EI has engaged in advocacy initiatives 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.

Education is recognized as a fundamental right no matter what the circumstances, and so the utmost must be done to protect schools and children's right to education. The facts are different, the regions are diverse but the bottom line remains: increasingly in conflict countries and fragile States, teachers and students are putting their lives at risk simply by turning up for lessons – because rebels, armed forces and repressive regimes consider schools, universities, students and teachers as legitimate targets.

In 2012, EI condemned the massacre of children and adults in France (on 19 March, a gunman opened fire at the Ozar Hatorah school, a private Jewish college in Toulouse, leaving four dead) and in the United States (on 14 December, twenty children and six adults were killed in the Sandy Hook Elementary School in Newtown, Connecticut).

EI also expressed deep concern over the respect of the right to education in safety in the Middle East, notably in Gaza and Israel in November and in Syria in December; and in Africa with statements condemning the coup in Mali in March, which caused the closure of a large number of schools in the North of the country, and condemning the on-going conflict in the eastern Democratic Republic of Congo (DRC).

In October, the EI Executive Board condemned the attack against Malala Yousafzai, a 14-year-old school Pakistani schoolgirl shot in the head because of her campaign for education for all in Pakistan (see a separate entry on this).

*Based on: EI Declaration Schools Should be Safe Sanctuaries  
Pertains to: Priority 4 and Aim 4  
Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### SAFE SCHOOLS

Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis

This one year project is funded by the European Commission, starting in December 2011. Addressing the overarching EU employment and social policy challenges, this project strives to foster solidarity between the teacher unions in Europe in support of maintaining and promoting healthy & safe working conditions, in particular as regards the prevention of psychosocial hazards & reconciliation of work & family life in times of rising pressure due to the economic crisis. The aim is to promote teachers' well-being & safety as prerequisites for quality education. The project seeks to identify whether the economic crisis and the changes implied by it on teachers' working conditions have an impact on the health & safety of teachers and to develop a set of concrete and practical recommendations for teacher unions in Europe at national & regional level and the affiliated teachers at grassroot level, on how to promote healthy & safe working conditions in times of the economic crisis.

Third-party violence

In 2012, ETUCE coordinated the project Social Partners in education concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools[1]. In this project ETUCE and its social partner, EFEE, examined to what extent third-party violence is addressed in the education sector in Europe. Together with EFEE, ETUCE gathered good practices on codes of conduct on measures preventing third-party violence in schools in the different EU/EFTA countries. Moreover, ETUCE and EFEE delineated the action of teacher unions and education employers on measures preventing third-party violence and to support their work on this issue. Arising from the project activities, the Secretariat compiled a practical implementation guide on the third-party violence guidelines for the education sector in English, French, German, Spanish and Russian with the aim of applying the guidelines at grassroots (school) level and to ensure the sustainability and long-term effect of the project outcome. A one-page summary in 25 EU languages and Russian has also been made available.

Teachers' work-related stress

Teachers are among the professions reporting the highest level of work-related stress. Therefore, the issue of work-related stress requires special attention from teacher unions, particularly within the context of industrial relations and social dialogue. In times of economic crisis work-related stress can increase and become an even bigger concern for the health and safety of workers. Long working hours, difficult working conditions, pressure, deadlines and in particular job insecurity are factors strongly affecting the level of work-related stress – not only in times of economic crisis. Therefore, it becomes even more important to focus on how to cope with the extra pressure.

On these grounds, ETUCE began in 2010 its European-wide research project to collect concrete information and facts on work-related stress amongst teachers: Teachers' work-related stress: European-wide Survey - Assessment, Comparison and Evaluation of the Impact of Psychosocial Hazards on Teachers at their Workplace

in the EU[2]. This major survey invited teachers from 500 schools (grassroots level) in all EU/EFTA countries to participate. The ETUCE member organisations actively contributed to the outcome of this survey by assisting the ETUCE Secretariat in finding the schools and teachers who participated in the survey. The survey results and the policy document adopted by the ETUCE Committee in March 2012 are available for download on the ETUCE's Health and Safety website ([www.edu-osh.eu](http://www.edu-osh.eu)). They support both ETUCE member organisations at national level in collective agreements and the ETUCE in the European Sectoral Social Dialogue Committee in Education, which has work-related stress as a Priority topic on its agenda.

Based on the project outcome, the ETUCE member organisations adopted at the ETUCE EI Regional Conference in 2012 a policy paper on the prevention of work-related stress

European Agency for Safety and Health at Work (EU-OSHA)

The European Agency for Safety and Health at Work (EU-OSHA) was established with the aim of making Europe a safer, healthier and more productive place to work. Working with governments, employers' and workers' organisations, EU bodies and networks, and private companies, the agency promotes a culture of risk prevention to improve working conditions in Europe and raises awareness and disseminate information on the importance of workers' health and safety for European social and economic stability and growth. It has put in place an occupational safety and health network constituting a dedicated focal point in all EU Member States, EFTA countries and candidate and potential candidate countries.

Striving for healthier and safer working conditions in the education sector, ETUCE is a member of the EU-OSHA Campaigns on Healthy Workplaces[3] "Working together for risk prevention" (2012/2013). ETUCE received an award as an official campaign partner and presented its work on the prevention of work-related stress and violence in schools. In connection with the campaign partnership ETUCE has also sought membership of the European Network in Education and Training on Occupational Safety and Health (ENETOSH[4]).

[1] [http://teachersosh.homestead.com/3rd-Party\\_Violence/thirdpartyviolencedescription.html](http://teachersosh.homestead.com/3rd-Party_Violence/thirdpartyviolencedescription.html)

[2] [http://teachersosh.homestead.com/Stress\\_III/Work-Related-Stress-III.html](http://teachersosh.homestead.com/Stress_III/Work-Related-Stress-III.html)

[3] [http://osha.europa.eu/en/campaigns/index\\_html](http://osha.europa.eu/en/campaigns/index_html)

[4] [http://www.enetosh.net/webcom/show\\_article.php/\\_c-29/i.html](http://www.enetosh.net/webcom/show_article.php/_c-29/i.html)

*Based on: Teachers' Working Conditions, Social Protection, Health and Safety  
Pertains to: Priority 4 and Aim 4  
Carried out by: Europe*

## PRIORITY 4

### SEXUAL DIVERSITY

The year witnessed important legal advances. The first ever UN High Commissioner for Human Rights report on "Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity". The category of "gender identity" was added to the list of categories vulnerable to extrajudicial killings at the UN. Argentina introduced one of the most progressive legislation in the world on gender recognition (May). Chile passed a non-discrimination bill (March). Denmark and Uruguay legalized same-sex marriage. In the United States, Maryland, Washington and Maine join the existing 7 States to provide the access to marriage for same-sex couples.

But stronger legal protections are needed to create meaningful change for LGBT women and men whom are excluded from educational opportunities and employment, to ensure accountability for hate crimes perpetrated by individual, for inappropriate words spoken or actions to incite discrimination by political and religious leaders and state actors, to combat discrimination and to enforce standards and sanction employees regarding equal and fair treatment for LGBT individuals. Good trade unions practices make a difference, build stronger unions and keep schools safer.

- Monitor the application of LGBT rights
- Follow up to the first-ever UN international consultation to address bullying against LGBT students in educational institutions (Brazil 12/2011).
- Increased participation of education union representatives in inputs related to lesbian, gay, bisexual, transgender (LGBT) rights in education.
- EI promoted and joined the “Stand 4 Change” Day against bullying on 4 May 2012. The prevention and tackling violence in schools have been addressed by many organizations
- Facilitate exchange and develop joint actions on the prevention and combat to homophobia and transphobia at school and workplaces.
- EI joined launch of UNESCO “Good Policy and Practice: Addressing Homophobic Bullying” on international day against homophobia (May).
- Follow up on ETUCE Seminar in Bratislava (2008) which recommended working with ILGA-Europe. ETUCE, ETUC and ILGA Europe signed an agreement to strengthen their collaboration at national and European level to prevent and combat jointly homophobia and transphobia at school, in workplaces and in society (May).
- EIAL published a 12 pages booklet with information about LGBT rights and examples of proposed activities to do at unions and at schools.
- CNTE members SINDIUPES 3º State Seminar Education and Sexual Diversity: Breaking silences and building dialogues (May); AEPOESEP 3er. Meeting of LGBT collective Fernando Schuller (August); SINTEPE III State Encounter for Sexual Diversity LGBT (September) have developed successful programs in 2012.
- EI and its affiliate Egitim Sem (Turkey) contributed to the social forum convened by Kaos GL, an LGBT group in Ankara (December). The workshop dealt with the social rights of LGBTs in the fields of education, labour, housing, health and social work. Egitim Sem representatives and EI Coordinator were panellists on the education and labour session. The Forum received a lot of public attention due to the high interaction of Members of Parliament, human rights defenders, trade unions and media
- Raise awareness of the status of LGBT teachers in unions and society
- EIAL activities had the active support of CNTE (Brazil) in the south-south capacity building activities, given their active role at local level. EIAL is planning to increase south-south capacity building activities with the support of CNTE (Brazil) and CTERA (Argentina).
- EIAL member CTERA (Argentina) and 100% Diversity and rights called the XXI pride LGTBIQ parade Education in diversity for growth in equality (Buenos Aires, November) demanding the "Effective implementation of the Comprehensive Sexuality Education Act in all provinces and the city of Buenos Aires" and labor inclusion of trans people
- Facilitate EI/PSI LGBT Forum prior EI and PSI Congresses
- Exchanges and updates with new PSI Equality and Rights coordinator on follow up initiatives
- EI survey on LGBT Teachers: work in progress.
- Plans to update publication “Working for LGBT members” set up for 2013.

*Based on: Resolution on Respect for Diversity*

*Pertains to: Priority 4 and Aim 3*

*Carried out by: Worldwide, Human and Trade Union Rights and Equality*

## PRIORITY 4

### SEXUAL DIVERSITY

Latin American Region held a Regional meeting into continuing strengthening unions' capacities to propose both union- and education policies that take into consideration LGBT people rights. The regional meeting was held during second semester 2012.

*Based on: Resolution on Respect for Diversity  
Pertains to: Priority 4 and Aim 3  
Carried out by: Latin America*

## PRIORITY 4

### SEXUAL DIVERSITY

LA Regional Office did a second printing of the publication on Unions and LGBT rights and continues to distribute the publication on Indigenous people to help unions have better strategies to work in these areas.

*Based on: Resolution on Respect for Diversity  
Pertains to: Priority 4 and Aim 3  
Carried out by: Latin America*

## PRIORITY 5

### RESEARCH

As a follow-up to EI engagement with OECD on PISA Governing Board, EI commissioned a special consultancy project, seeking opinion by EI affiliate unions in TUAC on potential inclusion of teachers' background questionnaire in PISA 2015. The project was undertaken by Laura Figazzolo (EI research Institute) and its outcomes informed EI position vis-à-vis OECD.

*Based on: Policy paper on education: Building the Future through Quality Education  
Pertains to: Priority 5 and Aim 5  
Carried out by: Worldwide, Research*

## PRIORITY 5

### RESEARCH

In collaboration with the IS Academie Education and Development at the University of Amsterdam, EI Research Institute commissioned a book of six case studies undertaken by UvA Master students, under the supervision of, and edited by Dr. Toni Verger (Autonomous University of Barcelona), Mireille de Koning and Dr. Hulya Kosar Altinyelken (University of Amsterdam). The case studies analyse the policy transfer and implementation of various global education reforms and their relation to teachers in Indonesia, Jamaica, Namibia, Uganda, Peru, India and Turkey.

*Based on: Resolution on the Future of the Teaching Profession  
Pertains to: Priority 5 and Aim 5  
Carried out by: Worldwide, Research*

DEVELOPMENT COOPERATION

A meeting was held with the ZIMTA leadership. In the meeting ZIMTA presented the political, social, and economic situation in Zimbabwe. The also gave the state of education and the Association in the country.

On the situation in the country reported that there was a semblance of stability and the situation was a bit normalized. The Government ministries still complain that the money allocations were not enough. The ministry of Education for instance says that no money was allocated for infrastructure. Public service complains of under budget, while finance has said they are yet to receive any funding from the sale of diamonds. The prices of commodities are quite stable. ZIMTA is can now make a budget and track it because of the use of the US dollar.

Politically the country needs stability to ensure that the country does not slide back to 2008. The dates for the completion of the constitution and the referendum are uncertain. There is a debate on whether elections should be held without a constitution or not. The EU sanctions are still on although they have been relaxed for some individuals on travel bans. Government uses sanctions as an excuse for not increasing salaries.

The countries hope is on the mining sector especially with the diamonds, platinum, gold, etc. There is need for more transparency in the industries. The rainfall patterns have been erratic and therefore uncertainty because of agricultural dependency.

The referendum on the constitution was expected in May. All political parties left out ZIMTA in the constitutional process which proved that ZIMTA was apolitical. There was a possibility that the Bill of rights may leave out education rights. The judges were not independent.

The media has been articulating issues better in 2011 as anti-ZIMTA media has become more positive.

ZIMTA went on to show the membership trends in 2011. It reported that the organisation in October lost 5,000 members as a result of the increase in membership subscription from US\$ 5 to US\$ 10. The 5,000 thought the increase too high. The statistics given by ZIMTA showed that by March many of them had been recovered about 2,000. This ZIMTA attributed to the new products they had introduced using the increased income. Namely loans to acquire items like laptop computers and motorcycles from service providers. ZIMTA had also beefed up its burial scheme fund and had acquired new ford vehicles for each of the provinces for the fund. ZIMTA in all had acquired 25 new Ford Pick-up cars in a bid to re-launch the ZIMTA brand.

Most of the branches were now resuscitated. ZIMTA was meeting its mandate in relation to bargaining. This was done together with PTUZ and TUZ with ZIMTA as the chair of the APEX council. This however took on more of consultative engagement rather than collective bargaining.

An Agreement was signed in which the partners would further assist ZIMTA to improve its internal learning culture, increase financial base through increased membership and other sources of income, reduce membership decline/disgruntlement, reduce competition from rival unions, Increase information on trade union and professional issues that enhance the teachers' trade unionism and professionalism, limit the disintegration of the organisation at the lower structure, and reduce apathy by women and young teachers.

ZIMTA is perfecting its planning skills and has embraced the project in that it is now able to take up the larger part of funding the project. This is a clear sign that it is built on the actual needs of ZIMTA and it is an integral part of ZIMTA life. Sustainability is assured. The skills ZIMTA demonstrated especially in keeping statistics and



interpreting them for the development of the organisation need to be replicated in other organisations. It is recommended that where possible EI affiliates be encouraged to benchmark with ZIMTA.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 5 and Aim 5  
Carried out by: Africa*

## PRIORITY 5

### DEVELOPMENT COOPERATION

The union leaders were led through the leadership skills by .... Of DLF. The highly participatory enabled the leaders to exchange experiences and get insight into their own leadership styles. Participants were also presented with various leadership models on which they could build on their own leadership styles. The characteristics of a good leader were also explored. Specifically the content covered:

- Communication skills and good listening
- Management versus leadership
- Systemic questions
- Leadership style: The visionary style
- Feedback
- Leadership style: The coaching style.
- A personal SWOT
- Personal values
- Powerful speeches
- The Art of Convening
- Responsibility and loyalty within the union
- A strategy of internal communication
- Implementation of process and content

A FEATU meeting was also held and country reports were given. The situation about the registration of the Federation was presented and discussed. A policy paper on Eat African Trade Union Confederation (EATUC) and EAC was also discussed and the CRC gave a brief presentation.

Communication strategies were developed. The way forward for the registration of the federation was defined. Three other regional workshops were planned for Zanzibar in July, Tanzania in September, and Burundi in January 2013.

The next FEATU meeting was set for April 2nd in Arusha. It would be attended by the President, GS, Treasurer, and Project Coordinator of each of the organisations.

The workshop was very useful for the unions as communication is still a problem in most unions. The content would be very useful for the rest of the unions on the content. The content could be used for training in other countries funds permitting. KNUF was involved in negotiation for health insurance for its teachers and the top leadership was not in full attendance.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 5 and Aim 5  
Carried out by: Africa*

## PRIORITY 5

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## DEVELOPMENT COOPERATION

A meeting was held with the ZIMTA leadership and Lararforbundet from the 9th-15th at Vumba, Zimbabwe. In the meeting ZIMTA presented the economic, social and political situation in Zimbabwe. They also gave the developments in ZIMTA including the teacher population in Zimbabwe, ZIMTA membership, and financial situation.

On the economic situation, the Finance Minister slashed Zimbabwe's 2012 GDP growth forecast last month from 9.4 percent to 5.6 percent due to a poor harvest and lack of donor funding, and lack of flow from diamonds proceeds. Effectively revised the Budget to 3.4 Billion. Zimbabwe now seeks at least \$150 million from South Africa and Angola. Budget cut introduces a deficit of USD 600 million. Concerned with macro-economic pressures that are threatening to erode economic gains achieved so far, economic experts say government should focus on mobilizing funds from local resources to sustain funding requirements for key productive sectors.

Zimbabwe has a debt overhang of 9.1 billion and this has caused failure to attract funding from the likes of the IMF and World Bank. Deficit threatens budget lines e.g. \$400 million is needed to pay annual bonuses for workers, and to finance the 2012/2013 farming season and an expected referendum on a new constitution.

The subdued growth reflects challenges facing the economy which include: limited capital sources and its high cost; uncertainties arising from policy inconsistencies, especially with respect to economic empowerment and indigenization regulations; and, power and water shortages.

Currently the lowest paid teacher was earning a salary of USD 230, a transport allowance of USD 95, and a housing allowance of USD 94 giving a gross pay of USD 419. The GDP per capita was given as USD 500 and the inflation rate at 3.97% while the Poverty Datum Line was given as 53.8% as at April 2012. This shows that most teachers earning kept them among the poor in the country and were below the average income per capita.

On the Social and Political Situation the meeting was told that there are contestations among the Inclusive Government of Zimbabwe (IG) partners around issues of: The new constitution; the national referendum to adopt new constitution, Pending national elections. Serious contradictions had emerged within the IG on this issue as well as outstanding Global Political Agreement (GPA) issues: Governance; media and security sector reforms; and bringing a closure to the land issue,

The parties to the GPA all agree that the IG is not functioning as per agreement due to divergent issues and there is a disagreement on the road map to free and fair elections. The main political parties remain in disagreement over the timing of the next election

On developments in ZIMTA, the 2012 Conference suspended national elections. ZIMTA acquired 32 brand new Ford ranger vehicles; 11 Vehicles paid up and 21 are serviced through hire purchase. ZIMTA relinquished APEX Council chairpersonship and currently COLAZ had it. Provincial accounts had been computerized and beginning August they were using Pastel Accounting Package version 11. Of the 103,884 teacher population in Zimbabwe, ZIMTA by early August had 41,107 members, giving over 63,000 as potential and non-members. Based on the statistics ZIMTA had embarked on a membership blitz in which they were targeting provinces and districts with high numbers of potential members. Between January and August ZIMTA had recruited 7673 new members.

An agreement was signed between ZIMTA and Lararforbundet and witnessed by EIRAF in which Lararforbundet would continue to support ZIMTA to: hold membership recruitment campaigns, produce newsletters, train school representatives, involve young teachers, train newly elected officers and sub-committees in research, and produce rules and procedures guides. While Lararforbundet would USD 84,000, ZIMTA would give USD 275,010.

The planning for 2013 to 2016 was not completed. ZIMTA would do more work on it and it will be concluded in march 2013.

In 2013, an evaluation would be carried out of the project from 2009-2012.

*Based on: Resolution on Recruitment and Organising  
Pertains to: Priority 5 and Aim 5  
Carried out by: Africa*

## OTHER ACTIVITIES

### COMMUNICATIONS

#### *El Main Web Portal*

The El Web Portal aims to be the core channel of communications between Education International, its member organisations, individual education workers and the public. To this end, 329 news items, 28 in-depth policy articles, and 19 event pages were published on the main portal in the course of 2012. Moreover, the Communications Unit assisted in the development and implementation of 4 surveys, making use of the open-source on-line survey tool, Limesurvey. Throughout the year, technical maintenance of the portal was undertaken to eliminate software bugs and further enhance usability both of the backend and the frontend.

#### *Worlds of Education and Regional Bulletins Online*

Around the globe, communications habits change and evolve rapidly. Over the last few years, not only has the pace of interaction and media consumption accelerated, but also are the manifold communities and interest-groups that have sprung up on the internet becoming ever more powerful opinion leaders and influencers, transforming the way people consume media. In the light of these developments, we assessed our flagship magazine, and worked on a fundamentally new concept to make Worlds of Education and the different Regional Bulletins even better and more efficient, transforming them into an online magazine. Disseminating the magazine and its content in such a way immediately increases the impact our work has, and enables us to distribute El's views and opinions more widely and easily.

The new magazine was launched in November 2012 and will be further refined in the course of 2013. In total, two issues of the El magazine were released in 2012.

#### *Social Media and Online Services*

The impact social media can have for awareness-raising and community building makes engagement through the different channels and services available today essential for the success of advocacy work-flows. In the course of 2012, El not only maintained its presence in established services such as Facebook, Twitter, You Tube and Flickr, but also engaged with its target audiences by opening and maintaining accounts with up-and-coming social media sites such as Google+, Pinterest and Tumblr. Through social networking, El has forged connections with several member unions, NGOs, non-profit organisations, private organisations, teachers, students, and other global citizens. Specifically, over a period of 4 months, El has increased both the readership and the membership of the El Facebook page by 375%, and the El Google+ page by 50%. Additionally, to make the presentation of El publications more attractive and offer reading possibilities for users wishing to utilise tablet computers or e-readers, an account with Issuu was maintained, making a number of El publications available on-line.

Around 30 video interviews have been posted on You Tube, highlighting events such as the Higher Education conference, World Teachers' Day, the Education in Crisis seminar, the Global Union strategy meeting on migration, the El Research meeting, the El Development Cooperation meeting, the El/UNESCO memorandum of understanding, and the El/OXFAM Quality Education programme in Mali. Some videos include subtitles in the El official languages.

#### *Electronic Outreach*

In 2011, we sent out various electronic news briefs, such as In Focus, CONNECT, and TradEducation. The total number of subscribers at the end of 2012 reached 16,299, to which 70 newsletters overall were sent in the course of the year. CONNECT was redesigned in late 2012 in order to add social media sharing possibilities and refresh the look and feel. The same process started for In Focus, to be finalised for the first sending in 2013.

Moreover, 12 press releases were issued electronically, making use of a global database of press contacts.

#### *El Sub-sites and Online Campaigns*

##### World Congress 2015 – Website and Registration System

The huge success of the World Congress in Cape Town in 2011 established the web as primary communications channel for Congress preparation, publicity and organisation. To streamline this facility even further, the Communications Unit has started refining the usability design and information architecture of the different modules and installations to prepare for the development of the Congress website and registration system for Ottawa 2015. Development will start in early 2013.

##### URL shortening

Yourls, an open source URL shortening software is in use on the web server in order to facilitate easier-to-use internet addresses on the web portal for campaign and print purposes (e.g. the EI Flickr photostream, located at <http://www.flickr.com/photos/30593921@N03/> is thus accessible at <http://go.ei-ie.org/flickr>). The service allows for statistics and has also been used to track QR codes

##### Policy Library

The EI Policy Library, the central repository for EI policy documents such as Congress Resolutions and the Constitution and Bylaws, was completely re-programmed in order to overcome some technical problems caused by incompatibilities of an old code-base. It was updated with Congress resolutions passed during the 6<sup>th</sup> World Congress and by the Executive Board in early 2012.

##### 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 such as Global Action Week, World Day Against Child Labour or World AIDS Day all made use the web as an interactive tool to communicate with member organisations. Other campaigns made use of dedicated web properties in a variety of ways to increase EI's visibility and expand its support base further into the education community, such as the following:

- *World Teachers' Day*

Over the last years, EI has received increasing feedback from grassroots teachers and students during WTD. This was achieved through the careful planning and implementation of web tools to allow for the active participation of users of the site. Attractive graphical elements – developed this year in conjunction with the Canadian Federation of Teachers – as well as widespread interactive elements such as a Twitter board and a Flickr photo-sharing stream were used.

Posters were also made available for download and were customized for the following languages:

- English
- French
- Spanish
- German
- Chinese
- Russian
- Arabic

- *Education in Crisis*

A need was identified to provide up-to-date overview information on the impact of the economic crisis to EI affiliates. To this end, a comprehensive website, [www.educationincrisis.net](http://www.educationincrisis.net), was developed by the Communications team in conjunction with the Research Unit. It encompasses country profiles, a blog aggregating opinion pieces by third-party validators and manifold materials and resources. Members of the Communications team wrote several articles concerning the campaign, and also contributed to updates and maintenance of the Education in Crisis website.

Moreover, a two-day seminar on the Crisis was organised. The EI Communications team developed diverse materials for the event, which hosted over 140 people from 30 different countries, such as the campaign's reader as well as a series of posters, banners, graphic pins and web icons. A press release was also composed and issued prior to the conference. During the conference, tweets and updates were posted on both Twitter and Facebook. The EI Communication team also aided in transcribing the conference, and the transcriptions were later used in the report. Last but not least, video reports were recorded during the Conference and edited and published on Youtube in the aftermath.

- *Teacher Migration*

The 6<sup>th</sup> World Congress mandated the EI Secretariat to develop a campaign around the migrant teachers' issues. The Communications Unit facilitates and accompanies the design and development of the campaign website.

- *Teachers Advancing a Rights Culture*

EI partnered with the American Federation of Teachers to initiate an international project to advance human and trade union rights. As one of the three main pillars of the project, communication and community building (especially through social media) are essential and important elements of the TARC project and will receive special attention in the evaluation of the project. The Communications Unit developed a web space to provide a place where information about activities and resources may be aggregated, not only in order to make information accessible and to facilitate reporting, but also to provide a platform to give global visibility to national activities (without national partners losing ownership or project partners being excluded) and to archive all materials and reports on outcomes. Based on the EI web portal's infrastructure, the proposed web space has a modular, networked structure. As the cultural, organisational and technical situation in the project countries will vary considerably, the country modules can be adapted to the needs of the cooperating partners in the countries concerned. They can be revised and integrated subsequently into the existing global structures. Complimentary to these information hubs, social media streams can be developed and implemented to take advantage of opportunities for participating in both national and global social media.

The project was launched in December 2012 and will be developed further during 2013.

- *European Conference*

To assist the logistical efforts in organising the European Conference in Budapest in November 2012, the Communications Unit developed a dedicated conference website to host all information for participants before and during the conference. Moreover, the online registration system built for Congress was adapted and enhanced, both in view to enable its use in the regional context, as well as to test further usability enhancements for the upcoming Congress in 2015.

- *On the move for equality*

Preparations have started for EI's second World Women's Conference. The Communications Unit facilitates and accompanies the design and development of the conference website.

- *VUE Project*

Two video projects were implemented in 2012: EI/AFT video about the Civic Voices project; and the EI/CSQ video on fiscal paradises.

- *2012 ComNet meeting*

The event gathered 24 participants. They debated the following topics: crisis communication, social media during times of crisis, as well as the EI's crisis campaign and response to the economic and financial crisis. To this end, guided tour of the Education in Crisis website was provided, so that those representatives present would then be able to pass that information on to their union members.

*Based on: General Programme and Budget  
Pertains to: Priority Other and Aim 5  
Carried out by: Worldwide, Communications*

## OTHER ACTIVITIES

### COMMUNICATIONS

Twenty-one Participants from six French-speaking countries and the Regional Office attended a PATC-EIRAF Workshop in Lome from 26 to 30 March, 2012. It was facilitated by two Trainers from the Canadian Teachers' Federation (CTF) and two from EIRAF-PATC personnel. The Workshop focused on Information, Communication and Technologies (ICTs), which are scientific devices, computers, the internet, radio, and television broadcasting services, landline and mobile telephone systems, and similar gadgets used separately or in combination to enhance the efficiency and effectiveness of interactive learning and teaching, communication among union members and operation of related offices. Participants also learnt aspects of website development and how to maintain websites for their offices. Twenty-one Participants from English-speaking

countries had received similar training in 2011. A network of Participants and Trainers was formed to continuously share successes and challenges in ICT.

*Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation  
Pertains to: Other Activities and Aim 5  
Carried out by: Africa*

## OTHER ACTIVITIES

### COMMUNICATIONS

From 10 to 14 December 2012, PATC and EIRAF conducted a regional workshop which was held in Accra, Ghana. Fourteen (14) candidates from twelve NTOs (Benin – SNEP, Chad – SET, Cote d’Ivoire – SNEPPCI, Ghana – GNAT, Guinea Bissau – SINAPROF, Nigeria – NUT, Senegal – SNEEL, Sierra Leone – SLTU, Togo – FESEN, Zambia – ZNUT, and Zimbabwe - ZIMTA) and PATC-EIRAF Office, selected from 42 Participants trained in the previous two ICT and Website Development and Maintenance Workshops were given further training as PATC-EIRAF Trainers within their NTOs, sister organizations, or the EIRAF Zones. The key purpose of that five-day Workshop was to widen and increase their application of ICT in NTOs and in the Education, and consolidate their capacity and confidence as ICT and Website Tutors or Trainers in Africa. Their NTOs undertook to support them in training their colleagues back home for decentralizing ICT for sustaining this aspect of professional development within union management and for improving the delivery of quality education in Africa.

*Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation  
Pertains to: Other Activities and Aim 5  
Carried out by: Africa*

## OTHER ACTIVITIES

### GOVERNANCE

Two thousand twelve was the first year in the implementation of the quadrennial programme of activities adopted by the World Congress in Cape Town. At its meeting in December 2011, the Executive Board, which oversees all EI activity between Congresses, had decided on a number of priorities for the work of the organisation in 2012. However, when it convened again in Brussels on 16-17 October 2012, the Board was forced to look at those priorities from a different angle. There were indications that EI’s income from membership dues would drop in 2013 under the combined impact of the economic crisis and the loss of collective bargaining rights in a number of developed countries. As a result, the Board decided to reduce EI’s operational expenditures in a number of ways, without cutting down on activities for member organisations. The Board also decided to launch a comprehensive mobilisation drive in favour of quality education for all, in an effort to win the battle of ideas against austerity agendas and government attacks on the professional standards of teachers. Another important decision of the Board was the adoption of a policy statement on tuition fees in higher education.

In 2012, the Executive Board decided to admit into membership the following education unions:

#### **(Africa)**

Syndicat National Autonome des Personnels de l’Administration Publique (SNAPAP/Algeria)  
Syndicat National des Enseignants des Ecoles Maternelles du Bénin (SYNAEM/Benin)  
Palestinian Federation of Unions of University Professors and Employees (PFUUPE/Palestine)  
College Lecturers Association of Zimbabwe (COLAZ/Zimbabwe)

#### **(Asia-Pacific)**

Iraqi Teachers Union (ITU/Iraq)  
Institutional School Teachers’ Union of Nepal (ISTU/Nepal)

#### **(Europe)**

Higher Education and Science Union of Employees in Bosnia and Herzegovina (HESUEBH/Bosnia and Herzegovina)

Hellenic Federation of University Teachers' Associations (POSDEP/Greece)

**(Latin America)**

Colegio de Pedagogos de Honduras (COLPEDAGOGOSH/Honduras)

Federación Venezolana de Maestros (FVM/Venezuela)

**(North America and Caribbean)**

Fédération Nationale des Travailleurs en Education et en Culture (FENATEC/Haiti)

Union Nationale des Normaliens d'Haïti (UNNOH/Haiti)

The following organisations' membership came to an end in 2012 after they failed to make any dues payments for three consecutive years:

**(Africa)**

Syndicat autonome des travailleurs de l'éducation et de la formation (SATEF/Algeria)

Fédération des Enseignants de Centrafrique (FECA/Central African Republic)

Kenya National Union of Private Schools (KNUPST/Kenya)

National Union of Educational Institutions (NUEI/Uganda)

**(Europe)**

Association des Professeurs de l'Enseignement Secondaire et Supérieur (APESS/Luxembourg)

By the end of the year, 392 organisations representing over 30 million education workers in 172 countries and territories were affiliated to EI.

Although only one regional conference was organised in 2012, each of the regional committees met at least once. The **African** Regional Committee held a meeting in Accra on 8-10 February, its first since the Regional Conference of Brazzaville in December 2010. The **Asia-Pacific** Regional Committee convened in Bangkok on 11-12 July and decided that the next Regional Conference would take place in Kuala Lumpur in September 2013. The **European** Trade Union Committee for Education (ETUCE), which is EI's regional structure in Europe, held Committee meetings in Brussels on 27-28 March and on 8-9 October 2012. But the highlight in European governance in 2012 was the ETUCE Conference organised in Budapest on 26-28 November. The **Latin American** Regional Committee gathered in Managua on 7-9 May 2012. There is no regional committee in North America & Caribbean.

Through its engagement in the Council of Global Unions, EI is able to coordinate advocacy work on areas such as the financing of public services and trade union rights, with sister organisations like the ITUC, TUAC and the other Global Unions. The Council, which is only a coordination mechanism, also operates working groups and information exchange lists on work relationships (precarious work), migration, communications, occupational health and safety, and Burma.

Since 2009, EI has also been one of the driving forces in the Education and Solidarity Network, whose main goal is to help education unions around the globe set up solidarity-based social protection systems for teachers and their communities. By year's end, projects were under way in Burkina Faso and the Democratic Republic of Congo. The Network was also creating working groups on social protection education and on teachers' occupational health.

*Based on: Resolution on EI Structures  
Pertains to: Other Activities and Aim 5  
Carried out by: Worldwide, Administrative Services*

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## GOVERNANCE

The meeting involved Presidents and General Secretaries or their representatives from :Lesotho (LTTU, LAT), Swaziland (SNAT), Namibia (NANTU), Zambia (ZNUT, BETUZ,), Zimbabwe (ZIMTA, NEUZ, ZESSCWA, PTUZ), Angola (FSTECDCSA, SINPROF), Botswana, (BTU, TAWU, BOSETU), South Africa (NAPTOSA, SAOU,SADTU), Mozambique(ONP/SNPN). The unions presented and deliberated on the labour and education situation in their respective countries. The union leaders comprising presidents and General Secretaries also discussed the manifestations of disunity within and among teacher unions in Southern, the challenges of amalgamating

national teacher unions and the common grounds for united action at zonal level. A presentation and discussion on “The Financial Crisis and implications for Education” was delivered by EI Deputy General Secretary. The union leaders made the communique below

#### EDUCATION INTERNATIONAL AFRICA REGION ZONE VI COMMUNIQUE

28 JUNE 2012.

1.0 Education International Africa Zone VI countries comprising of Swaziland, Namibia, Mozambique, Zambia, Lesotho, Zimbabwe, South Africa, Botswana, Angola and Malawi represented by Presidents and Secretary Generals from unions that are EI members and affiliates met on the 26 – 28th of June 2012 at Parktonian Hotel, Braamfontein, Gauteng Province, Republic of South Africa.

2.0 The Zone VI meeting deliberated and resolved on the following emerging issues in Education and labour relations.

2.1 Acknowledging the existence of multiple trade unions within SADC nations and desirous to achieve teacher integration and unity in the region and continent at large, Zone VI directed that the spirit of inclusivity be embraced by all EI member unions in the zone.

2.2 Conscious of the implications of the financial crisis on education, Zone VI reaffirmed its commitment to campaign for adequate funding for quality public education in the region and continent.

2.3 Noting that curriculum reforms are either changed frequently and without sufficient preparations for the educators, Zone VI urged governments to make continuous learning, re-tooling and re-skilling of educators an integral part of curriculum reforms.

2.4 Mindful of the need to have adequate teachers for the delivery of quality public education and further concerned that, teacher supply is dwindling in many states, the meeting called upon governments to improve teacher supply in the region.

2.5 Determined to improve equitable pay and sound labour relations management in education, Zone VI resolved to advance improvements in negotiation and social dialogue mechanisms in member countries.

2.6 Deeply Disturbed that some governments in the region interfere in labour organization and further carry out brutal attacks on trade union activists, the meeting deplored with deep disapproval such behaviors by governments.

2.7 Concerned of the discordant organization of EI member unions in Zone VI and determined to achieve sound, inclusive and tolerant unions, the meeting resolved to strengthen the integration and unity of teachers, recognizing diversity of the collective; at both national and regional levels.

2.7.1 Further affirming commitment to activating Zone VI structure, the meeting concurred to rally around the Zone VI, E.I. coordinating structure to promote functionality.

There was a very frank discussion on the issues affecting unity including the existing of two parallel sub-regional organisations SATO and ANTUSA. There was an indication that even in the separate ways the will to work together for the good of the teacher and education existed.

*Based on: Resolution on EI Structures  
Pertains to: Other Activities and Aim 5  
Carried out by: Africa*